

# The Interactive Effects of Organizational Commitment and Qualifications on Teaching Productivity among Selected Secondary School Teachers in South-Western Nigeria.

Dr. Monsuru Babatunde Muraina<sup>1\*</sup> and Kamilu Olanrewaju Muraina<sup>2</sup>

<sup>1</sup>Department of Arts and Social Sciences Education, Al-Hikmah University, Ilorin, Kwara State, Nigeria.

<sup>2</sup>Department of Guidance and Counseling, University of Ibadan, Oyo State, Nigeria.

E-mail: [murainamonsuru@gmail.com](mailto:murainamonsuru@gmail.com)<sup>\*</sup>  
[muraina\\_kamilu@yahoo.com](mailto:muraina_kamilu@yahoo.com)

Telephone: 08068705683<sup>\*</sup>  
08034592046

## ABSTRACT

The purpose of this study was to investigate the interactive effects of organizational commitment and qualifications on teaching productivity among selected secondary school teachers in Southwestern, Nigeria. Descriptive research design of ex-post-facto was used in the study. One thousand (1,000) respondents were selected from secondary school teachers in selected five States (i.e., Ogun State, Osun State, Oyo State, Ondo State, and Ekiti State) in Southwest, Nigeria. The respondents were measured with standardized relevant scales and the data obtained was analyzed using the linear regression statistical analysis of the Statistical Package for the Social Science (SPSS).

Three research Questions were raised and answered in the study. The result showed that teaching productivity among selected secondary school teachers is significantly correlated with: (1) organizational commitment ( $r = .783$ ;  $p < .05$ ) and (2) educational qualification ( $r = .693$ ;  $p < .05$ ), the independent variables when pulled together have significant effect on the teaching productivity among secondary school teachers ( $R$  (adjusted) = .653 &  $R^2$  (adjusted) = .573) and each of the independent variables made a significant contribution to the prediction of teaching productivity among secondary school teachers. In term of magnitude of contribution, Educational Qualification made the most significant contribution (Beta = .607;  $t = 6.129$ ;  $P < 0.05$ ) to the prediction follow by Organizational Commitment (Beta = .515;  $t = 1.094$ ;  $P < 0.05$ ). In view of these findings, the study stressed and advocated that the directors and management of schools should

consider the educational qualifications of the teachers before being recruited, there is need for the schools to develop enabling environment for students' need and development and educational psychologists should always intensify their effort to organize seminars and workshops for the teachers, adolescents and other significant stakeholders in society on the implication of these psychosocial factors on the teaching productivity.

(Keywords: organizational commitment, educational qualifications, teaching productivity, secondary school teachers)

## INTRODUCTION

High productivity is the hallmark of growth and development of nations all over the world. The level of efficiency, productivity and the ability of the educational system to achieve its set goals depend on the teachers as reflected in performing their defined roles because teachers are the fulcra upon which the whole educational system revolves (Eduese, 1996). Teachers have been shown to have an important impact on students' achievement and also play a crucial role in educational attainment (Lloyd et al., 2000).

Both teaching and learning depend on teachers, for there can be no meaningful socio-economic and political development in any society without teachers. Declining instructional quality has been identified as one of the most serious problems facing the third world countries, particularly in Africa (Adeniji, 2002). The decline in instructional quality in schools may have resulted to poor

performance of students, which is an indication that the standard of education has fallen. Presently, the teaching profession appears to have been taken over by women. There is the general fear that the perceived fallen standard of education in Nigeria may not be unconnected with this present trend. There is therefore the need for an analytic examination of gender's influence on teachers' productivity in primary schools.

Productivity has been described as an accomplishment of assigned duties in accordance with organizational guidelines subject to the normal constraints of reasonable utilization of available resources (Jamal, 1984). Effective productivity has positive effects on both an organization and its employees. For the organization, it is a means by which it ensures production, economic growth and survival. Similarly, effective productivity provides the employees with economic gains, security, social status, family and social prerogatives, medical benefits and recreational and educational opportunities (Adana, 1986). Having a job has always been a crucial factor in Nigerian society as individuals are identified by their occupations. A person's job reveals his/her personality, and it influences the nature of interactions he/she has with people.

The teacher serves as the most important science curriculum implementer in the classroom (Ume, 1983 and Aweh, 2004). Teachers all over the world are recognized as critical factors in the delivery of quality education at whatever level (Ike and Iheberenu, 2008). Becki (1983) opined that the successful attainment of the educational aspiration of any country depends on the inputs of its teachers. The recognition of the key role of teachers in any curriculum implementation has prompted several interaction studies in Education in Nigeria (Adeniji, 1983; Okebukola, 1983; Eshiet, 1994; Salan, 1996; Nworgu, 1997; Awotua-Efebo, 2002; Effiong and Erukoha, 2004; Kalu, 2004 and Edu, 2006).

These studies have all acknowledged a need for improvement in the level of abilities in teachers for them to be able to effectively teach. Despite the emphasis on the importance of education and the huge investments in Education by the government, performance of students in English Language and Mathematics has been a source of concern to educational planners in Nigeria. If teacher productivity is the main cause of academic failure of students, as indicated by

consistent mass failures of students, especially at the primary and secondary level of education (Okpala, 1985; Adeniyi, 1986; Perterson, Mark & Clark, 1989; Aweh, 2004), it might be the fault of those who present it badly. Researches have been conducted to find out if the lack of understanding of underlying educational concepts is a result of perception of difficulty of some concept in Education (Martins- Omole, 2002; Aweh, 2004; Njoku, 2004; Edu, 2006).

Commitment refers to a person's dedication to a person, job or an organization. It is reflected in the person's intention to persevere in a course of action (Meyer and Allen, 1997). Soliven (2009) defines it more strongly as a sacred covenant, without which life is unimaginable. Commitment has always been believed as the driving force behind a person's success. A person who has committed himself to a task will pursue it until its completion even if he experience obstacles during the process. It is his commitment that will drive him to rise above the challenges. Organizational commitment is defined as a state in which the employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization (Robbins, 2001). Newstrom (2007) calls it employee loyalty. Schultz and Schultz (2002) say it is manifested in the employees' acceptance of organizational values and goals and his loyalty to the organization reflected by his continual desire to remain in the organization. McMahon (2007) claimed that it is what binds an employee to the organization.

Liou (2008) attributes the success of an organization to the employees' commitment and participation. She said that a high-commitment environment improves employee retention rate, reduces operating costs and promotes employee performance and efficiency. Allen and Meyer (2004) believe that strong organizational commitment causes employees to work harder in order to achieve the objectives of the organization. An employee with high level of organizational commitment sees himself as a true member of the organization and is more likely to embrace company values and beliefs and will be more tolerant of minor sources of dissatisfaction (Lai, 2001).

Research shows that negative relationship between organizational commitment and both absenteeism and turnover (Rabinowitz and Hall, 1977; Blau, 1985; Jans, 1985). Studies showed

that a person's level of organizational commitment is a better indicator of turnover than job satisfaction (Hom, Katerberg, and Hulin; Mowaday, Porter and Steers, 1982).

Teachers' teaching qualification is another quality of the teacher. This means that the qualification of a teacher matters when it comes to effective teaching. Darling-Hammond (2000) opined that Certificate or licensing status is a measure of teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Its meaning varies across the states because of differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state approved teacher education program at the undergraduate or graduate level and has completed either a major or a minor in the field(s) to be taught. In Nigeria, the minimum requirement for teaching is Nigeria Certificate in Education (N.C.E.) as stipulated by the Federal Government of Nigeria (National policy on Education, 2004).

In most schools, you find a teacher who read mass communication, international relations and the likes, teaching. Some are B.A or B.Sc. holders and this does not certify them as teachers. This is because there is shortage of teachers and the high rate of unemployment, which have made so many people to go into teaching even when they are aware that they are not qualified to teach. Hence, most teachers are not certified to teach the subject. Aguoru (2008) observed that most teachers do not perceive their jobs to be a profession in which they require skills to excel. He went further to explain that a large number of these teachers lack the commitment in carrying out their task and the failure came from uncertified teaches who are allowed to teach the language. Ehindero and Ajibade (2000) asserted that students, who are curious stakeholders in educational enterprise, have long suspected and speculated that some of their teachers (lecturers in the university) lack the necessary professional (not academic) qualification (that is, skills, techniques, strategies, temperament et cetera) required to communicate concepts, ideas and principles in a way that would facilitate effective learning.

Productivity is important to an organization's success. Much research has been conducted into ways of improving productivity of workers in various sectors of the Malaysian economy, including the academic sector (Wong & Teoh,

2009; Noordin & Jusoff, 2009), the hotel sector (Abd. Patah, Radzi, Abdullah, Adzmy, Adli Zain, & Derani, 2009), the government sector (Yahaya, Arshad, & Ismail, 2009), the non-profit sector (Ismail & Zakaria, 2009), the naval sector (Mohd. Bokti & Abu Talib, 2009), and the automobile manufacturing sector (Santhapparaj, Srinivasan, & Koh, 2005). There has been relatively little research into the determinants of productivity in the retail sector using Herzberg's two-factor theory. Therefore, this study endeavours to address this literature gap. The present study concentrates on the interactive effects of organizational commitment and qualifications on teaching productivity among selected secondary school teachers in Southwestern, Nigeria.

### **Statement of the Problem**

Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with Government expenditure. Consequent upon the observed deterioration in the job performance, attitude and values of secondary school students in public schools, one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria. Teacher productivity is widely thought of as an essential determinant of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek and Rivkin, 2006). Hanushek (2011) examined the economic value of teacher productivity, which is assumed to be a function of the depreciation rate of student learning (as measured by student achievement on standardized tests), and the labor market return to one standard deviation of higher achievement. This study therefore focused on the interactive effects of organizational commitment and qualifications on teaching productivity among selected secondary school teachers in South-Western Nigeria.

### **RESEARCH QUESTIONS**

1. What is the relationship among the independent variables (organizational commitment and qualification) and teaching productivity among selected secondary school teachers?

2. What is the combined effect of the independent variables (organizational commitment and qualification) on teaching productivity among selected secondary school teachers?
3. What is the relative effect of the independent variables (organizational commitment and qualification) on teaching productivity among selected secondary school teachers?

## **METHODOLOGY**

### **Research Design**

The study will adopt descriptive survey research design of ex-post-facto type.

### **Population of the Study**

The population for the study was all secondary school teachers in Southwestern, Nigeria.

### **Sample and Sampling Techniques**

The sample for this study comprises one thousand (1,000) participants which were randomly selected from secondary school teachers in selected five States (i.e, Ogun States, Osun States, Oyo States, Ondo States and Ekiti States) in South West, Nigeria. Two hundred (200) secondary school teachers were selected from selected states through purposive random sampling technique. On the whole, one thousand (1,000) secondary school teachers were selected for this study. This consists of both male and female. These consisted of six hundred and fifty (650) male and three hundred and fifty (350) female with the age range of 31 years to 45 years and the mean age of 42 years.

### **Research Instrument**

In an attempt to measure the interactive effects of organizational commitment and qualifications on teaching productivity among selected secondary school teachers, the researcher used the following instruments:

1. Organizational Commitment Scale (OCS)
2. Productivity of Teachers Scale (PTS)

### **Teachers' Productivity Scale (TPS)**

The teachers' productivity scale (TPS) developed by Shore et al (2006) was used as a measure of productivity of teachers of pupils with hearing impairment. The instrument has twenty (20) items with reliability coefficient of .86. The responses anchored based on four Likert points which are Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

### **Organizational Commitment Scale (OCS)**

The organizational commitment scale (OCS) developed by Allen and Meyer (1990) was used as a measure of productivity of teachers of pupils with hearing impairment. The instrument has twenty four (24) items with reliability coefficient of .87. The responses anchored based on four Likert points which are Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

### **Validity and Reliability of Instrument**

For content and face validity of the instruments that were designed for the study, the researcher gave the instruments to experts in the field of education, psychology and experts in the area of research and statistics. After all these people had given their suggestions and made necessary corrections on the instruments, the researcher then submitted them to the supervisor who made the final corrections. The pilot study was conducted and the data obtained was subjected to Cronbach's alpha technique. The Cronbach's alpha technique was used to test the reliability of the instrument to ensure that they are consistent in measuring what they were designed to measure. The results from the analysis carried out yielded the following:

1. Teachers' Productivity Scale (TPS) was 0.76
2. Organizational Commitment Scale (OCS) was 0.87

### **Method Data Analysis**

The multiple regression and Pearson Product Moment Correlation (PPMC) statistical analysis were used to analyze the data. The multiple regression analysis yielded correlation matrix,

analysis of variance among others which was used to interpret the data.

## RESULTS AND DISCUSSION OF FINDINGS

**Research Question One:** What is the relationship among the independent variables (organizational commitment and qualification) and teaching productivity among selected secondary school teachers?

Table 1 contains descriptive statistics and inter-correlations among the study variables. As shown in the table 1, teaching productivity among selected secondary school teachers is significantly correlated with: (1) organizational commitment ( $r = .783$ ;  $p < .05$ ) and (2) educational qualification ( $r = .693$ ;  $p < .05$ ). There were also significant correlations among the independent variables. In line with this study

**Research Question Two:** What is the combined effect of the independent variables (organizational commitment and qualification) on teaching productivity among selected secondary school teachers?

Table 2 shows that the independent variables when pulled together have significant effect on the teaching productivity among secondary school teachers. The value of  $R$  (adjusted) = .653 and  $R^2$  (adjusted) = .573. The analysis of variance performed on the multiple regressions yielded an  $F$ - ratio value of 79.98 and was found to be significant at 0.05 level. In collaboration with this finding

**Research Question Three:** What is the relative effect of the independent variables (organizational commitment and qualification) on teaching productivity among selected secondary school teachers?

Table 3 shows that each of the independent variables made a significant contribution to the prediction of teaching productivity among secondary school teachers. In term of magnitude of contribution, Educational Qualification made the most significant contribution ( $Beta = .607$ ;  $t = 6.129$ ;  $P < 0.05$ ) to the prediction follow by Organizational Commitment ( $Beta = .515$ ;  $t = 1.094$ ;  $P < 0.05$ ).

**Table 1:** Descriptive Statistics and Inter-Correlations among the Variables.

Variables	N	Mean	SD	Teaching Productivity	Organizational Commitment	Educational Qualification
Teaching Productivity	1000	45.64	18.37	1.00		
Organizational Commitment	1000	31.34	10.50	.783	1.00	
Educational Qualification	1000	25.64	15.63	.693	.544	1.00

*Correlation is significant at the 0.05 level (2-tailed)*

**Table 2:** Multiple Regression Analysis on Teachers' Productivity Data.

Multiple R (adjusted)=.653 Multiple $R^2$ (adjusted)=.573 Standard error of estimate= 30.95					
Analysis of Variance					
Analysis	Sum of square	(SS)	DF	Mean square	F
Regression	98544.99		2	49272.50	79.98
Residual	8558.27		997	8.58	
Total	107103.26		999		

**Table 3:** Relative Contribution of Independent Variables to the Prediction.

Model	Unstandardized coefficients	Standardized coefficients		t	Sig	P
	B	Standard Error	Beta			
Constant	27.68	5.521		5.013	0.00	P<0.05
Organizational Commitment	4.12	.431	.515	1.094	0.01	P<0.05
Educational Qualification	2.35	.325	.607	6.129	0.03	P<0.05

### CONCLUSION AND RECOMMENDATIONS

Base on the findings of this study, persistent poor teaching productivity among Nigerian secondary school teachers of due to some factors should not continue indefinitely. There is hope that with the improvement of educational qualification and organizational commitment, the situation can be changed for the better. The study discovered that educational qualification and organizational commitment influence significantly the teaching productivity among secondary school teachers in the society. As such, it is very crucial to improve these factors so as to eradicate the persistent occurrence of reports of teaching productivity among secondary school teachers not only in Southwestern but also in other geo-political zones in this great country, Nigeria.

The directors and management of schools should be trained on the need to consider the educational qualifications of the teachers before being recruited. This will help in enhancing the teaching productivity among secondary school teachers and improve the academic achievement of the students. There is need for the schools to develop enabling environment for students' need and development in the school. This is to ensure an improvement in their teaching productivity among secondary school teachers in the schools. The parents and guardians also need to be trained on the need to monitor the students and give adequate emotional caring for them. This will help in reducing the problems of being misguided by the friends in the society.

The educational psychologists should always intensify their effort to organize seminars and workshops for the teachers, adolescents and other significant stakeholders in society on the implication of these psychosocial factors on the

teaching productivity. The curriculum planners should try as much as possible to include in the scheme effective inculcation of teaching productivity among secondary school. This will help to reduce the level of their involvement in student learning outcomes in the school.

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