



WWJMRD 2018; 4(10): 1-4
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
UGC Approved Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615

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Continuance Commitment and Teachers' Performance in Secondary Schools in Rivers State

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Abstract

The study examined continuance commitment and teachers' performance in secondary schools in Rivers State. One research question and one hypothesis guided the study. The study adopted the correlational design as the working design. The population comprised 247 principals from the 247 secondary schools in Rivers State and a sample size of 152 principals drawn with multistage sampling approach representing 62% of principals. The principals responded to two structured validated instruments titled Continuance Commitment Questionnaire (CCQ) and Teachers' Performance Questionnaire (TPQ) designed by the researcher. The reliability coefficient of the instrument using cronbach alpha method was 0.60. Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypotheses. Findings of the study showed that Continuance commitment predicted 4% of teachers' performance in secondary schools and it was also revealed that there was no significant contribution between continuance commitment and teachers' performance in secondary schools in Rivers State. It was concluded that affective commitment predicts 12.80% of teachers' performance in secondary schools in Rivers State. The remaining 87.20% cannot be accounted by affective commitment. This shows that continuance commitment predicts 4% of teachers' performance in secondary schools in Rivers State. The remaining 96% cannot be accounted by continuance commitment. There was no significant contribution between affective commitment and teachers' performance in secondary schools in Rivers State. It was therefore recommended that a forum should be created by the principals where teachers are given opportunity to talk about their challenges, make suggestions and recommendations for better performance.

Keywords: continuance commitment, teachers' performance.

Introduction

Commitment can be defined as an individual's dedication to another person, job or an organization. It has to do with an individual's ability to persevere in any situation. It can also be defined as an agreement in which without it, life is impossible (Soliven, 2009). It has always been believed that commitment is the strong push behind an individual's success because any individual that has decided to commit himself to a particular job will make sure he/she follows it to the end not minding the obstacle on the way since it is the individuals' commitment that will lift him above challenges.

Continuance commitment is as a result of high costs related to leaving the organization which develops in the employee the feeling, wanting to remain in the job (Van de Hooff and De Ridder, 2004). Employees with the continuance commitment stay in the organization because they want to avoid the perceived cost of leaving the organization. Continuance commitment can be seen to be an outcome of the exchange relationship between the employee, the organization and the level of continuance commitment depends on the extent to which this exchange relationship favours the employee. For employees to be so into their organization and start considering the cost of leaving there, a lot of things are involved such as the work environment, the physical appearance of the school, the physical environment, the human environment, the political environment, staff recognition and staff motivation.

The work environment: The work environment has to do with the entire conditions in the place where a person or group of persons work or perform their functions this includes the

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physical environment, human environment, relationship with colleagues and administrators, interaction within the system and the general aura of the work climate. The success of every educational arrangement depends on the commitment of the teachers (Nakpodia, 2006). He went further to say that in Nigeria teachers who are the shapers of civilization are subjected to continuous abject poverty and it is of recent that the government decided to make teachers' salaries a little bit attractive and still in some states salaries are not paid on time. Though salaries are not the only incentives for teachers' job satisfaction and commitment as such the environment is very important. If teachers are so attached to a particular environment because it is very conducive, they find it difficult living that place because they consider going to familiarize themselves with a new environment which can also affect their performance.

Physical appearance of the school: The physical appearance of the school is very important to the teachers as well as the students as it is connected to their growth and development. Teachers don't appreciate the negative impact of dilapidated, leaking and ill-ventilated school house with broken window panes, or defective walls, or muddy and sandy floor. This has an effect on students' behaviour because no normal student would embrace such a social environment, as it leads to students' anger, tension and frustration and inhibits effective classroom control. When this happens, it affects the teachers also because they are no longer safe in the school environment but when the reverse is the case, teachers find it difficult leaving the place because they consider where they are going to and what they are going to meet there. Therefore our school environment should be clean enough to attract even the most unwilling student and teachers. Generally it is believed that the job environment has a direct impact on the performance of teachers (Nwideeduh, 2003).

Physical environment: The physical environment of the school has to do with all infrastructural facilities present in the school such as the school building, staff offices, laboratories, libraries conveniences for staff and pupil's recreational facilities and so on. When all of these are present and in good condition, it influences the teachers behaviour and attitude positively towards their job. But in a situation where all these are not present, the morale of the teacher becomes low and their level of commitment also becomes minimal.

Physical facilities according to Osuji (2011) is the space interpretation of the school curriculum. The programmes of the school are known through the school site, the buildings, play grounds, the arrangement and design of the buildings. In other words, the school facilities should be well planned to fit into the scope of the curriculum and methods of instruction. Education facilities are necessary for developing the cognitive areas of knowledge abilities and skills which are the requirements for academic progress. No teacher will want to leave such a place for somewhere less instead he will decide to remain in such organization considering the cost of going to an environment that lacks all of this.

Human environment: The human environment in an organization cannot be overemphasized because the relationship among staff, the principal as well as staff of the ministry of Education who are the supervisors is very important. When there is so much cordial relationship

between teachers and their subordinates they become more committed to their work because it becomes interesting to them and the thought of going to start all over again in building up a new relationship makes them remain where they are (Jaiyeoba & Atanda, 2003). This relationship is enjoyable by the teachers because it helps them to maintain a self-esteem and prestige while doing their jobs.

Political environment/over politicization of education: In an environment where politics is at its peak it becomes difficult for teachers to perform because some people may be placed where they are not supposed to and as a result they can't perform appropriately while others will be cheated and envious and may decide not to perform (Osuji, 2011). Education administrators and teachers always want to be loyal to individuals, parents, government and politicians who are so expectant, with high demands and values for the system. It is with politics nowadays that facilities are provided and it is mostly based on which party is in power. Most of the time this creates an unhealthy work environment for teacher who naturally are non-politicians and they wouldn't want to consider any cost but move to where there is fair hearing (Nakpodia, 2006).

Staff motivation: When motivation is lacking among staff in an organization, their commitment becomes minimal hence when they find themselves in a place they are being motivated, they find it difficult to relocate because of fear of the unknown (Nakpodia, 2011). Inadequate motivation in a school system has negative effects on staff performance whereas hard work and commitment on the part of the teachers will bring about good job performance (Nwosu & Gbadamosi, 2011). In other words, teachers will work hard and show high level of commitment when adequately motivated. A good work environment, salaries and allowances and so on serves as a means of motivation to teachers.

Performance could mean a way of achieving or carrying out a particular task. Teachers' performance is majorly dependent on the teacher's characteristics which include knowledge base, sense of responsibility and inquisitiveness. Teachers performance according to Chamundeswari (2013) is to a great extent dependent on the fact that teachers characteristics such as knowledge, sense of responsibility and inquisitiveness, the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure, and communication, the learning aspects such as involvement and success and the classroom phenomena such as environment and climate and organization and management. If the teachers take care of these factors, their performance will be improved upon to the optimum level (Rao and Kumar, 2004).

Some indicators of teachers' performance are conducting internal test and examinations, marking test and exam scripts, compiling results, planning class time table (Ali, Zaman, Tabassam, Iqbal, 2011). These indicators of teachers' performance can be achieved if the following factors are met and they include policy and vision, interrelationship, autonomy and so on.

Policy/Vision

Teachers have to be satisfied with school policies, school goals and the performance of school management committee (SMCs) for them to perform effectively. The school policies include admission policy, allocation of periods to teachers, time table and disciplinary rules. The

school time table can be defined as a list of events arranged according to the time when they are to take place and this is an aspect of time management. Wattles in Oyesola (2007) stated that time wasted will never come back. Time management refers to the development of processes and tools that increase efficiency and productivity. The academic calendar and time table gives detailed programmes of academic and extra-curricular activities in an academic session. They are generated before the beginning of each academic year with various subjects introduced along with national target to pursue educational activities and are highly programmed in hours, days, weeks, months and years (Ako, 2013). The school time tabling is the method by which the curriculum is brought to the students. If these subjects are not properly allocated on the time table or if they clash or some teachers having more periods than others, it brings about reluctance in doing the job and teachers' productivity will drop drastically.

Interrelationship

High standards in a school can be maintained when there is a good principal teacher relationship as this will be achieved when the teachers cooperate with the principal in terms of adequate planning for lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, provision of regular feedback on students' performance, adequate record keeping and appropriate discipline of students and so on (Ayeni 2012). Abraham (2003) noted that every school is found in a community which means that no school is situated in an island. The community is a social system with unrestricted geographical area that forms the catchment area of the school. Every school depends solemnly on the entity of its community for almost everything it requires such as teaching and non-teaching personnel, students, equipment, facilities funds and other resources. In other words, the school is not isolated from the community. Hence Nnabuo and Emenalo (2002) disclosed that the term school-community relation is a genuine co-operation in planning and working for the benefit of the school with the public giving as much as receiving ideas and resources. Even as the school and community work hand in hand, the teachers to a great extent have to be considered because they pilot most of the activities that takes place in the school. Therefore the principal has to be wise in the administration of the school to avoid conflicts between the principal and teachers, teachers and teachers and school and the community.

Autonomy

According to Ekundayo (2010), teachers perform better when they have a satisfactory teaching and learning environment therefore teachers should be given the autonomy to operate within their jurisdiction not always doing things based on orders received from the head. When

they use their initiatives sometimes, it adds colour to the place because new ideas will be brought in and it will also make the job easy and interesting to them thereby improving their performance. Teachers should use diplomacy in their relationship with school management so as to avoid crises between them, the principal and students (Ako, 2013). In the area of school administration, policy making and policy implementation the teachers should be aware of their boundaries so as to avoid carrying load that are not theirs and with this, their performance will be superb as they will put in their best (Ako, 2013).

Statement of Problem

In the educational sector, teachers generally cherish incentives such as promotions, increase in salaries and welfare packages as well as good conditions of service as this collectively strengthens teachers' performance. But the aforementioned conditions rarely come by hence there is a problem and this problem goes a long way to affect teachers' performance. If teachers are not satisfied with their job in a particular place, they don't give it a second thought when opportunities for transfers come up and it affects their performance. Hence, does continuance commitment actually have a relationship with teachers' performance?

Research Question

To what extent does continuance commitment contribute to teachers' performance in secondary schools in Rivers State?

Hypothesis

There is no significant contribution of continuance commitment to teachers' performance in secondary schools in Rivers state.

Methodology

This study used the correlational design. Answer was sought to the research question and the research hypothesis was tested for results that were inferred on the population of the study. The population of the study comprised all the principals from the 247 public secondary schools in Rivers States. From which a sample of 152 principals was drawn using the multistage sampling approach. The principals responded to two structured validated instruments titled Continuance Commitment Questionnaire (CCQ) and Teachers' Performance Questionnaire (TPQ) designed by the researcher and its reliability coefficient was 0.60 using cronbach alpha methods. Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypothesis.

Research Question

To what extent does continuance commitment contribute to teachers' performance in secondary schools in Rivers State?

Table 1.1: Simple regression analysis on the extent continuance commitment relates to teachers' performance.

| Model | R | R Square | Adjusted R Square | Standard error of the estimate |
|-------|-------|----------|-------------------|--------------------------------|
| 1 | 0.200 | 0.04 | -0.006 | 3.199 |

0.04x100= 4%. This shows that continuance commitment predicts 4% of teachers' performance in secondary schools in Rivers State. The remaining 96% cannot be accounted by Continuance commitment.

Hypothesis

There is no significant contribution of continuance commitment to teachers' performance in secondary schools in Rivers state.

Table 1.2: t-test associated with simple regression analysis on the extent continuance commitment relates to teachers' performance in secondary schools in Rivers state.

| Model | Unstandardized coefficients | | Standardized coefficients | T | Sig. |
|------------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 37.576 | 1.773 | | 21.198 | |
| Continuance commitment | 0.018 | 0.076 | 0.020 | 0.238 | 0.812 |

Table 1.2 showed the probability value to be 0.812 which is higher than the significant level of 0.05. Hence there was no significant contribution between continuance commitment and teachers' performance in secondary schools in Rivers State. Based on the above, the null hypothesis was not rejected.

Discussion

From the findings, respondents agreed to the fact that there is a significant relationship between teachers' performance and continuance commitment as employees with the continuance commitment stay in the organization because they want to avoid the perceived cost of leaving the organization. According to Nakpodia (2006) the success of every educational arrangement depends on the commitment of the teachers and it is this commitment that will help to improve their performance. In support of this, Nwideduh (2003) believed that the job environment has a direct impact on the performance of teachers hence continuance commitment will help improve their performance.

From the findings of other researchers, it is obvious that teachers always consider the cost of relocating whenever they are transferred because of what they get from where they are as it becomes difficult for them to go and start afresh. Hence the researcher is of the view that organizations should be committed to their employees as it will help to improve their performance. Since findings of the study revealed that continuance commitment has a significant contribution to teachers' performance, it therefore means that when teachers' consider what it entails to start all over again, they will be committed to their job so as to avoid transfers and this also helps to improve their performance.

Conclusion

The study concluded that Continuance commitment predicted 4% of teachers' performance in secondary schools and it was also revealed that there was no significant contribution between continuance commitment and teachers' performance in secondary schools in Rivers State.

Recommendations

The following recommendations were highlighted based on the findings of the study.

1. A forum should be created by the principals where teachers are given opportunity to talk about their challenges, make suggestions and recommendations for better performance.
2. Principals should attend conferences and workshops so as to gain more knowledge on how to make the organization friendly to improve teachers' performance.

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