

RELATED PROBLEMS AFFECTING SECONDARY SCHOOLS TEACHERS IN NIGERIA

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Abstract

This paper empirically discussed school management problem affecting secondary school teachers globally. Using descriptive survey research design of ex-post-factor 1.540 teachers were randomly selected from 77 secondary schools across Nigeria, Data obtained via a research instrument titled "Management Related Problems and Teacher Commitment. Questionnaires (MRPTCQ) " with a reliability co-efficient $r=0.91$. The four hypothesis generated were analyzed using the Pearson 's product moment correlation coefficient, while results were tested at 0.05 level of significance. The implications of the finding were discussed and pertinent recommendations were articulated.

A profession is a body that provides a special service to humanity based on accumulated knowledge, skills and wisdom. It also controls and regulates the entry qualifications and work standard of its members (Workocha, 2002; **Davies**, 2004; Bisongi, 2005; Tahir, 2005; Fajobi and Adewoyin, 2005; Odueso, 2006).

As opined by Akinwumi (2006), professionals are described as practitioners. with adequate remuneration, job security and job satisfaction. He posited further that

professionals usually have goals to be attained. They are guided by work ethics and gives high priority to service above self.

In an effort to highlight the teacher as a crucial component of the emotional system Ishaku (2004) observed that "teaching" by nature is a triadic and dynamic process involving a teacher in a conscious and deliberate act of teaching, students are being taught and some material information or knowledge being imparted. According to Borisade (2004) a committed teacher can be recognized among other criteria by the following. Emotionally sympathetic to his course of action,

academically and professionally prepared for the job; undertakes mental and physical preparation for his lesson; accepts the practical consequences of his belief and nothing shall stand in his way of achievement, he knows little of everything, but knows much more of his special subject area of specialization.

Nevertheless, the essence of high level professional commitment in every human enterprise cannot be overemphasized. It entails the utilization of all available resources; most especially the human resources. In other words, the successful performance of specific task, and gearing these activities towards the achievement of institutional goal should be the prior concern of the management. With regards to the teaching profession, School management related problems, such as qualification, administration, working condition, leadership style, supervision, remunerations, students and other problems become crucial to teachers commitment (Akanji, 2002 Lally 2004, Aines 2004 and Tahir 2005).

It has been affirmed (Sarumi, 1990, Ijaduola and Adenaike, 2004, Ogunniyi, 2006) that if a teacher has no professional qualification, it may have a great negative effect on his commitment as well as on the academic performance of the students. Whereas a good teacher who has a professional qualification will likely evoke readiness to learn and instill better learning in his students. A non-qualified counterpart will stall motivation/commitment; and this may result in severe cases of absenteeism,

underachievement and drop out among students. However, Ezegebe (2003), Orji (2005) and Ijaduola (2006) submitted that there is no gain saying that teachers are becoming increasingly more qualified and experienced towards the continued improvement of educational system which will enable it to produce the much needed manpower to tackle the demands of the existing realities in the nation. Therefore, the production of the teachers is mainly a nation's function. Adesuyi (2001), Olapade (2005), Ozumba (2006), Tahir (2006) and Ijaduola (2007) agreed that teachers need to be properly remunerated towards effective and productive task performance, if they have to fulfill their strategic rolls. For those teachers already in the system, they should be constantly developed through various staff development schemes such as study leave, workshops, conferences, refresher course etc.

An excellent school organisation must have appropriate physical condition necessary for effective work. According to Subair Tahir, and Awolere (2006), there should be maximum use of certain physical condition such as lighting, ventilation, good building constructions, enough and sufficient windows, doors, vents and fans. All these improve work and health of both the teachers and the students. Whereas Adams (2004) submitted that a guile, cool, clean, adequate and beautiful environment makes the teacher happy and enhances his commitments and productivity, Wilson (2003), Okunuaga

(2005), Ijaduola (2006a) cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort and poor health which dampen teachers commitment and performance. Taking a clue from the foregoing, Heiken and Hazel (2002), Ogunsote (2002), Obisesan (2006) and Williams (2006) agreed that since teachers spend almost half of their lives at work, it is important to provide them with pleasant, adequate and comfortable working conditions for maximum professional commitment.

Problems for the Study

The current situation in Nigerian schools has been one in which the population of the students in a classroom is more than the teacher can cope with. As observed by Tahir, Obasan and Mattaga (2002), the recent introduction of the Universal Basic Education (UBE) in Nigeria was bond to improve enrolment system. To this end, more teachers and classrooms would be needed to ensure the success of the programme. The implication of UBE scheme is that the teacher/students ratio i.e. the number of students available in a classroom to a veacher would further increase. This development would adversely affect the teachers commitment as well as the students' academic performance in their respective schools.

Although the national policy on education recommended among others that public schools in Nigeria should adhere to the ratio 1:30 class size, the

rapid increase and expansion in the enrolment without a corresponding increment in the provision of classrooms and other facilities has negated the recommendation. Should this problem of large class size and allied knotty developments that would dampen teacher's professional commitment be allowed to continue?

Purpose of the Study

This study investigates school management related problems with impact on Nigerian secondary schools teachers' professional commitment. Specifically, the study ascertained the extent to which remuneration determines teachers commitment, whether qualification affects teachers professional commitment, the relationship between physical working condition and teacher commitment and lastly whether teacher studeiit ratio has anything to do with teachers professional commitment.

General Objectives

The general objectives of the study is to Relate the Problems affecting secondary school teachers in Nigeria.

Specific Objectives

- 1) Examine the relationship between teachers; remuneration and teachers professional commitments.
- 2) Examine the relationship between teacher's qualification and commitment.
- 3) Examine the relationship

- between teacher's physical working condition and professional commitment.
- 4) Examine the relationship between teacher/student ratio and professional commitment.

Hypothesis for the Study

The following four hypotheses were generated and tested in the study and they are: -

HO1 Whether there is significant relationship between teachers remuneration and teacher professional commitment.

HO2 Whether there is significant relationship between teachers qualification and teachers professional commitment.

HO3 Whether there is significant relationship between physical working condition and teacher's professional commitment.

HO4 Whether significant relationship exists between teacher/student ratio and teachers professional commitment.

Research Question

1. What is the relationship between teachers remuneration and teacher professional commitment?
2. What is the relationship between teachers qualification and teachers professional

3. commitment?
What is the relationship between physical working condition and teacher's professional commitment?
4. What is the relationship between teacher-students ratio and teacher's professional commitment?

Methods

The study adopted the descriptive survey design. 1540 teachers were randomly selected from 77 secondary schools across the country. Management related problem and teachers commitment questionnaire (MRPTQ) with reliability coefficient of 0.91 level of significance was used for the data collection.

This instrument was constructed and validated by three research experts and administered by the researcher. The four hypotheses developed were tested at 0.05 level of significance using the reason product moment correlation.

Results

HO₁ There is no significant relationship between teachers remuneration and teacher professional commitment.

Table 1: Pearson's Product Moment Correlation of the Relationship

between Teachers Remuneration and Teachers Commitment.

Person(r)	N	Sig. 2 tailed	Remark
0.442	1540	0.010	Significant

P<0.05

From table 1, the relationship between teachers remuneration and teachers professional commitment was calculated and r 0.0442. this is an indication of a significantly positive relationship with the level of significance of 0.05. This is a clear manifestation that commensurate remuneration is a problem incurring teachers' professional commitment. Consequently; hypothesis one which states that there is no significant relationship between remuneration and teacher professional commitment was rejected, therefore I accept null hypothesis

HO₂ There is no significant relationship between teachers qualification and teachers professional commitment.

Table 2: Pearson's Product Moment Correlation of the Relationship between Teachers Qualification and Teachers Professional Commitment.

Pearson (r)	N	Sig. tailed	Remark
0.602	1540	0.000	Significant

P<0.05

Analysis as shown above in table 2 also established a significant relationship between teacher's

qualification and teachers professional commitment in that, the calculated r = 0.602 at 0.05 level of significance. As a result, the null hypothesis which states that there is no significant relationship between qualification and teachers professional commitment was equally rejected.

HO₃ There is no significant relationship between teachers physical working condition and teachers professional commitment.

Table 3: Pearson's Product Moment Correlation of the Relationship between Teachers Physical Working Condition and Teachers Professional Commitment

Pearson (r)	n	Sig. tailed	Remark
0.587	1540	0.021	Significant

P<0.05

Table 3 shows the analysis of the hypothesis using the Pearson's product moment correlation. The relationship between teachers physical working condition and teachers professional commitment was calculated and r = 0.587. This indicates a significant positive relationship with the 0.05 level of significance. This explains why hypothesis 3 which states that there is no significant relationship between physical working condition and teachers professional commitment was rejected.

HO₄ There was no significant relationship between teachers-student

ratio and teacher's professional commitment.

Table 4: Pearson's Product Moment Correlation of the Relationship between Teacher-Student Ratio and Teacher's Professional Commitment.

Pearson (r)	N	Sig. tailed	Remark
0.630	1540	0.000	Significant

$P < 0.05$

Analysis as shown in the table 4 portrays a significant relationship between teacher-student ratio and teacher's professional commitment because the calculated $r = 0.630$ at 0.05 level of significance. Hence, we accept the alternate hypothesis that there is a significant relationship between teacher-student ratio and teacher's professional commitment.

Discussion of Findings

The statistical analysis of the relationship between teachers remuneration and teachers professional commitment was found to be significant. This finding is in tune with the earlier finding of Olapade (2005), Ozumba (2006), Tahir (2006) and Ijaluola (2007) who all of them agreed that teachers need to be properly remunerated with a view to incurring their absolute commitment via effective and productive task performance and allied strategic roles.

Similarly, a statistical significant relationship exists between teacher's

qualification and teacher's professional commitment. This finding has been attested to by previous studies of Sarumi (1990), Jjaluola and Adenaike (2004), Ogunniyi (2006) that if teachers have no professional qualification, it may have an adverse effect on their commitment as well as the academic performance of their student.

In the same vein, significant positive relationship was established between teacher's physical working condition and teacher's professional commitment. This is congruous with the finding of Wilson (2003), Oknuga (2005), Tahir (2005) and Ijaluola (2006a) who cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort and poor health which drastically dampen teacher's commitment and performance.

Finally, there was a significant relationship between teacher-student ratio and teacher's professional commitment. This finding aligns with that of Obasan and Mattaga (2002) who submitted 'that large classroom would adversely affect the teacher's commitment as well as student's academic performance.

Conclusion and Recommendations

Consequent, upon the finding from this study, a number of inferences were drawn. In the first instance, although, it was found out that teacher's are not generally committed to teaching as a profession, it is a fact well established that it is not teaching as a

profession that is irritating, but some identifiable management related conditions surrounding the performance of roles and functions attached to it.

In view of these findings, the following recommendations are hereby made.

Firstly, if the various governments agree that teachers are indispensable in the threshold of national development, vis-a-vis economic dynamism, which makes for united, strong and self-reliant nationhood, their (teachers) welfare programme e.g. medical services, housing, allowances, car loans, etc as a step in the direction of better condition of service must be looked into. **This is** in addition to placing them on a special salary structure.

Basic infrastructural facilities and instructional materials should be provided to make teaching a more meaningful endeavour and experience to the teachers and learners respectively. These include facilities such as adequate classrooms, good furniture (chairs, desks, chalkboard), and good staff rooms for the teachers.

Students should be more enlightened on the importance of teaching as a profession among other professions of their dream. Students should be encouraged to see teaching as a profession they ought to aim at like, medicine, accounting, engineering, etc. Parents should be more positive in their outlook on students and teachers. They should perceive teachers as able, friendly, dependable and worthy. In a

nutshell, parents are expected to unconditionally assist the government to provide a better working condition for teachers. This could be through the Parent Teachers Association (PTA) and other similar organisations.

Teachers themselves have much to contribute towards the social acceptance of teaching. This calls for the need to accept themselves, have positive self-concept by shelving all feelings of inferiority.

There is the dire need that the teachers unite themselves in one accord so as to constitute a meaningful professional force for themselves. Finally, the society at large should be educated as to the importance of teachers in the task of nation building. This is because no society can continually exist without professionals in the art of imparting knowledge.

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