

Original Research Article

Teacher Training and Collaborative Work as Correlates to Teacher Job Commitment in Public Senior Secondary Schools in Rivers State

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Abstract: The study examined workplace best practices and teachers' job commitment in public senior secondary schools in Rivers State. Two research questions and two hypotheses were answered and tested. The study adopted a correlation research design. The population for this study comprises 7142 teachers (3681 male and 3461 female) in the 276 public senior secondary schools in the 23 local government area of Rivers State. A sample size of 429 was determined using stratified sampling technique. Workplace Best Practices Scale and Teachers' job commitment Scale were used for data collection. The internal consistency reliability method through Cronbach alpha gave the coefficients of 0.85 and 0.83 respectively. Pearson Product Moment Correlation coefficient formula (r) was used to answer the research questions, while the null hypotheses were tested using z-ratio statistics at 0.05 alpha level of significance. It was found among others that training and collaborative work have weak, positive and significant relationship with teachers' job commitment in public senior secondary schools in Rivers State. It was recommended that federal ministry of education should develop special training for school principals and administrators to enable them acquire skills in 21st century leadership to be able to understand the administration in the face of changing technology.

Keywords: Teacher job commitment, Training and Collaborative work.

BACKGROUND TO THE STUDY

The development of a nation makes the role of teachers very important in the school. This is because there is no country whether developed or developing that does not require the service of the teachers. Education is the most veritable tool for achieving all round development in any country. This justifies why Omoto (2010) opined that if you see any society that is not performing well, search out what is spent on education. The increase in national income and per capital income is the work of education and that gap among nations can better be explained on human capacity rather than physical capacity. The school prepares its young ones for the management of the nation's economy. It passes the desired and acceptable practices, behaviors, values, norms of the society to the students. The school has the responsibility of making sure that its products are found worthy both in character and in learning.

Therefore, for any educational institution to achieve its success and goals, it depends on the teachers' commitment. Teachers are regarded as the strongest pillar of the society. A real teacher has professional pedagogical skills that improve the quality of learning process. Personal qualities of the school teacher play a significant role on the educational position, attitude to life of colleagues and students in general.

Extensive training is the process of equipping an employee with the requisite skills to carry out their job effectively and efficiently, also to demonstrate an organization's commitment to developing its employees for the future, thereby ensuring that both employer and employee remain at the forefront in their respective fields. This practice motivates employees (teachers) to be committed to their jobs, which leads to high productivity.

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Collaborative work; involves a group of people working together to complete a shared goal. Teamwork combines the individual efforts of all team members to achieve a goal, people working collaboratively complete a project collectively working in teams enables employees to share knowledge, work more efficiently and effectively. Ultimately the goal of workplace collaboration is to maximize the chances of success by administering an open, communicative and collaborative experience among all members of an organization. A group of individuals has more power and impact than a single person; each member of the team is like another resource or tool that the team member can leverage to make better and smarter decisions. It promotes healthy employee relationships and lead to better performance and overall productivity.

Teachers` commitment is an attitude that a teacher has toward his/her job. Teachers` commitment can also be seen as a level of identification and involvement`s which the teachers have within their school setting, mission, values, and goals. Altum (2017) defined teacher commitment as a motivational force that inspires teachers to invest more time and energy in their job so that the students can achieve their goals of education. It can be defined as the degree of psychological attachment to the teaching profession when teachers are motivated they are committed to their profession. Commitment is a part of a teacher`s affective or emotional reaction to the experience in a school setting. It is the willingness an individual enacts in investing personal resources to the teaching task. Raymond (2000), identified teacher characteristics in the following ways, recognizes and accepts the worth of every student, teachers are lifelong learners, and teachers who are committed devote their time in continuing education. They strive to learn the new technologies and 21st century tools that can help students be able to live and succeed in the world. The students create experience that connect students beyond the classrooms and teach them skills that are needed to live in this modern age. Committed teachers are dedicated and devoted to their schools success and use their free time to help their schools out in any way possible thereby developing their school. They are concerned with the total development of students, fulfill professional responsibilities to students, administrators, parents and the community, advances and improve all areas of education.

Altum (2017) defined teacher commitment as an internal force that derived teachers to invest more time and energy in keeping up involvement in the school. Teacher commitment is key factor influencing the teaching –learning process. It is the psychological identification of individual teachers with the school and the subject matter or goals with the intention that teacher maintain organizational membership and becomes involved in the job well beyond personal interest.

Dimension of Teacher Job Commitment

Teacher commitment is conceptualized as being multi-dimensional. (Nias,) in Dave and Rajput (1998) outlined these dimensions.

- a. Commitment to the learner: These include the genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc.
- b. Commitment to the society: These are the awareness of and concern about the impact of the teachers work on the development of the community, democratic values and the nation.
- c. Commitment to the profession: These refer to the development of a professional ethic and sense of vocation.
- d. Commitment to achieve excellence: These include all aspects of teacher`s roles and responsibilities, care and concern for doing everything in the classroom, and the school.
- e. Commitment to basic human values: This refers to the desire to become a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty among others.

In another dimension, Meyer and Allen (1991) reviewed prior research to define dimensions of commitment that they labeled affective, normative, and continuance.

Affective commitment: This is the teacher`s positive emotional attachment to the school for the learning of the students.

Normative commitment refers to the teacher`s perceived obligation to remain in the school or stay because of the feeling of the obligation. The individual commits to and remains with an organization because of feeling of obligation.

Continuance commitment: Here, the teacher commits to the school because he/she perceives high cost of losing the job, including economic costs (such as pension accruals).

Training and Teacher Job Commitment

Training connotes a planned process to modify attitudes so as to achieve effective performance in a range of activities. It can further be explained as an organized procedure that is based on individual needs for satisfying specific

job requirements. Training aim to solve particular organizational problems. It is geared towards the acquisition of specific skills and knowledge and such skills and knowledge acquired must be needed to solve specific and important organizational problems. Talentlyft (2020) described training and development as educational activities within organization created to enhance the knowledge and skills of employees while providing information and instruction on how to better perform specific tasks. Training is a systematic way of stimulating efficiency, high performance, and teacher's productivity through learning process. In training, the initiative is taken by the management with the objective of meeting the present need of an employee. In development, initiative is taken by the individual with the objective to meet the future need of an employee.

In the view of Talentlyft, (2020) the importance of training and development are:

1. Offers optimum utilization of Human resource
2. Enhances skills development
3. Increases productivity
4. Improves organizational culture
5. Improves quality and safety
6. Increases profitability
7. Improves the company's morale and corporate image.

Training and development are organized and well-structured programmes aimed at improving the performance of individuals and groups. Organizations need to train and develop their workers because training increases efficiency and the effectiveness of both the employees and the organization and they are also needed for organizations to compete in this challenging world; it is basically related to employees but its ultimate effect goes to the organization as the end user. (Rajah, Ahmed & Muhammed, 2011). The trio further stated that employees who have more on the job experience have better performance because there is increase in both skills and competencies. Training and development according to Kenneth (2015), is the study of how structured experiences help employees gain work related knowledge, skills and attitudes while Gordon (2016) defined training and development as a type of activity which is planned systematically to result in enhanced level of skills, knowledge and competence that are necessary to perform work effectively and efficiently.

Collaborative Work and Teachers' Job Commitment

Hill (2003) explained collaboration in the workplace as when two or more people (often group) work together through idea sharing and thinking to accomplish a common goal. It is simply teamwork taken to a higher level. Team work is often a physical joining of two people or a group to accomplish a task. With the changes and advancements in technology, such as high-speed internet, web-based programmes, file sharing, email and video-conferencing, collaboration has become a more productive way of doing things. Collaboration in the workplace incorporates teamwork and several other aspects, such as the following:

1. Thinking and brainstorming ideas to provide solution:
2. A strong sense of purpose: People and individuals who fully collaborate see the value in working together. Collaboration is not forced upon someone.
3. Equal participation

Hill (2003) further stated the benefits of collaborating in the workplace as;

1. Access to skills and strengths: When organization or departments collaborate, the organizations are able to utilize the strengths and skills of everyone involved. knowledge and work with someone who can present the ideas in the fashion.
2. Develop employee skills: The organization and employees benefit from collaboration because as a result of sharing ideas and working together they see how others think, negotiate and operate. The skills and knowledge that each employee can pick up from others can be utilized or taken back to their own department to make improvements or enhancements.
3. Solve problem and innovate faster: What may take an employee three months to solve on his own may only take three hours to solve in a collaborative workplace.
4. Work efficiency (Divide and Conquer): Collaborating in the workplace allows organization to complete important projects and initiative in a more efficient manner.

Moselay, (2019) stated that collaboration is when a group of employees come together and contribute their expertise for the benefit of a shared objectives, project or mission. In other words, collaboration is the process of group work. But it is also a learned skill. How well employee collaborate with others will greatly impact the outcome of the group project or goal.

In fact, collaboration is so ingrained in the way people work nowadays that we rarely even notice when we are doing it. The reason is because organizations that collaborate well are likely to be more financially successful more culturally aligned and have higher engagement rates. Moseley (2019) concluded that creating a collaborative workplace takes time and effort but the payoff is well worth it.

Statement of the Problem

In recent time, the rate of indiscipline and poor academic performance among students of public secondary schools is alarming. It involves late coming, truancy, foolhardiness, lack of attention to lessons, examination malpractices, and failures, among others. Every year, several students' results are cancelled and withheld in some examination centers where cases of examination malpractice are reported. International Center for Investigative Reporting (ICIR) on Nov 2, 2020, reports that, WAEC withholds results of 215,149 candidates in 2020 examination over malpractice. All of this place a question mark on teacher's job commitment.

Over the years, teacher's job commitment has prompted educational researchers to steadily make relentless efforts at identifying mitigating factors that might account for the observed poor commitment of teachers. Research studies suggest that factors in the workplace affect teacher's commitment. Among other variables identified are workplace practices such as, teacher's job security, communication system, lack of training and development programmes by the administrators, collaborative team work in school, reward system and other professional growth processes to maximize productivity. This may be the reason for teacher's negative attitude to work in the schools. Indeed teachers need to be taken care of based on their roles in the development of the nation before they can achieve high standard of education. Despite different efforts, teachers continue to exhibit poor commitment in schools. And trend to attribute the situation to teacher training and lack of collaboration among teachers, parents, government and other stakeholders hence the major crux of this study.

Aim and Objectives to the Study

The aim of this study was to determine workplace best practices as they relate to teacher job commitment in public senior secondary schools in Rivers State. The study sought to:

1. Identify the extent training relate to teacher job commitment in public senior secondary schools Rivers State;
2. examine the extent collaborative work relate to teacher job commitment in public senior secondary schools in Rivers State;

Research Questions

The following research questions guided the study.

1. To what extent does training relate to teacher job commitment in public senior secondary schools in Rivers State?
2. To what extent does collaborative work relate to teacher job commitment in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance in the course of the study.

1. There is no significant relationship in extent training relate to teacher job commitment in public senior secondary schools in Rivers State.
2. There is no significant relationship in extent collaborative work relate to teacher job commitment in public senior secondary schools in Rivers State

METHODOLOGY

This paper focuses on the methods that were adopted by the researcher in carrying out the study. It was discussed under the following subheadings: Research design, population, sample and sampling techniques, instrument for data collection, validity of the instrument and reliability of the instrument, methods of data collection and methods of data analysis.

The design adopted for this study was correlational. This is because it seeks to establish the relationship that exists between two or more variables and also indicates the direction and magnitude of the relationship between the variables. In this study, the researcher gathers two sets of data based on workplace best practices and teacher job commitment to determine the relationship between the two variables.

The population of the study consisted of all the seven thousand one hundred and forty two teachers (7,142) in public senior secondary schools in Rivers State. The total number of respondents was all the 7,142 teachers (3,681 males and 3,461 females) in the 276 public senior secondary schools in the 23 local government area of Rivers State. (Sources: Planning, Research and Statistics Department RSPSSB, P.H Rivers State 17/06/2019).

The sample of the study consisted of 429 teachers of public senior secondary schools in Rivers State. The sample related closely to the minimum sample of 379 obtained using the Taro yamane’s formula as in Appendix 1. The approximate and convenient sample of 429 was carefully selected using the table of Random Numbers provided in Appendix 2.

The instruments used to source information from the respondents in this study were a self-designed questionnaire titled: Workplace Best Practices Scale (WPBPS), and Teacher job commitment Scale (TJCS). The instrument was divided into two sections, A (demographic variables) & B (main variables). Section A was focused on workplace Best Practices which has 60 items that covered the six indicators under study; job security (1-10), open communication (11-20) training (21-30), collaborative work (31-40), availability of office facilities (41-50) and reward system (51-60). While section B was focused on teachers commitment which has(1- 30) items on it. The responses were measured on a modified four point Likertrating scale of (Very High Extent (VHE) = 4point; High Extent (HE) = 3point; Low Extent (LE) = 2point and Very Low Extent (VLE) = 1point) was used as response option to guide the respondents’ opinions rightly on the instrument (questionnaire).

To ensure the face and content validity of the two instruments, the questionnaire were given to three lecturers in the Department of Educational Management and Measurement and Evaluation for scrutiny. The corrections and modifications made by the experts were incorporated into the final draft of the instrument.

The internal consistency reliability was established using Cronbach Alpha. The researcher administered thirty (30) copies of the instrument to thirty (30) teachers outside the study sample. The total from the responses of the selected teachers were subjected to Cronbach Alpha. This approach enabled the researcher to establish the internal consistency of the instrument. The reliability coefficients of 0.85 and 0.83 were computed for Workplace Best Practices Scale (WPBPS) and Teacher Job Commitment (TJCS) respectively.

The researcher with the help of seven trained research assistants administered 429 copies of the instruments to the respondents, instructions guiding the filling of the instrument were thoroughly explained to the correspondents, and were able to collate 425 showing 90% return rate.

The data gathered were analyzed using simple and multiple regressions. Research questions 1 to 2 were answered with simple regression. Hypotheses 1 to 2 were tested using t-test associated with simple regression at 0.05 level of significance

RESULTS

Research Question 1: To what extent does training relate to teachers’ job commitment in public senior secondary schools in Rivers State?

Table-1: Simple regression analysis on the relationship between training and teacher job commitment in public senior secondary schools in Rivers State

Model	Coefficient	R Square	Adjusted R Square	Decision
1	.871	.295	.292	Weak Positive Relationship

Table 4.5 shows that the regression coefficient was given as 0.871 while R² is 0.295 showing that only 29% of the changes in the dependent variable is explained by the explanatory variable. This depicts a weak positive relationship between the variables. Therefore, there is a positive relationship between teachers’ training and teachers’ job commitment in public secondary schools in Rivers State. This implies that increase in teachers’ training leads to a corresponding increase in teachers’ commitment in public secondary schools in Rivers State.

Hypothesis 1:

Table-1: t-test associated with simple regression analysis on the relationship between training and teacher job commitment in public senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T-Stat	Probability value	Alpha level	Decision
		B	Std. Error					
1	(Constant)	.885	9.421		1.010	.620		
	Training	.651	91.825	.872	.027	.872	0.05	Ho Accepted.

c. Dependent Variable: teachers’ job commitment

Table 2; shows that the probability value of the regression coefficient is given as 0.872. It shows that the probability value of 0.872 is greater than the alpha level of significance of 0.05 [$(p = 0.872) > (\alpha = 0.05)$] while ($t = 0.027 < 2$). Therefore, the null hypothesis is accepted. This implied that there is no significant relationship between teacher’s training and teachers’ job commitment in public senior secondary schools in Rivers State.

Research Question 2: To what extent does collaborative work relate to teacher job commitment in public senior secondary schools in Rivers State?

Table-3: Simple regression analysis on the relationship between collaborative work and teacher job commitment in public senior secondary schools in Rivers State

Model	Coefficient	R Square	Adjusted R Square	Decision
1	.021	.014	.010	Weak Positive Relationship

Table shows that the regression coefficient was given as 0.021. This indicates that there is positive relationship between collaborative work and teachers’ job commitment in public secondary schools in Rivers State. However, the R² shows that explanatory power of the model is 0.14%; less than 1%. This typically implies that either increase or decrease in collaborative work has little or nothing to do with teachers’ job commitment in public secondary schools in Rivers State.

Hypothesis 2:

Table-2: t-test associated with simple regression analysis on the relationship between collaborative work and teacher job commitment in public senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	T-Stat	Probability value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	.945	56.215		1.032	.639		
	Collaborative Work	3.321	5.354	.522	1.027	.746	0.05	Insignificant

d. Dependent Variable: teachers’ job commitment

Source: Authors’ Computation from SPSS 20 Output

Table 2 shows that the p-value associated with simple regression is given as 0.746 while the t-value is 1.027. It was shown that the probability value of 0.746 is greater than the alpha level of significance of 0.05 [$(p = 0.746) > (\alpha = 0.05)$] and ($t = 1.027 < 2$). Therefore, the null hypothesis is accepted. This implied that there is no significant relationship between collaborative work and teachers’ job commitment in public senior secondary schools in Rivers State.

DISCUSSION

The first findings of the study show that there is a positive relationship between teacher’s training and teachers’ job commitment in public secondary schools in Rivers State. Training exposes teachers to new skills, knowledge, competence and confidence in the teaching profession. Therefore, the more the teachers are trained the more the competence and commitment. This agrees with Nasser-Abu-Alhija and Fresko (2016) also showed that mentoring and induction exercise are requisites in enhancing teachers’ professional competence thereby leading to dedication to the job. The researchers Nasser-Abu-Alhija and Fresko (2016) further showed that teachers benefit moderately from induction programme which is enough to keep them going on the job. The hypothesis revealed that there is no significant relationship between training and teachers’ job commitment in public senior secondary schools in Rivers State. Furthermore, the relationship is weak. This depicts that training can produce competent teachers that are professionally equipped to commit to the calling but motivation is not the same as proficiency.

The second finding of the study shows that there is no relationship between collaborative work and teachers’ job commitment in public senior secondary schools in Rivers State. As asserted by Hill (2003), collaborative work has the of benefits of access to skills and strengths, employee skill development, innovative and fast problem resolution as well as work efficiency. However, these do not hold water among teachers in public senior schools in Rivers State. Teachers’ job commitment cannot be induced be collaborative work in public senior secondary school. The hypothesized relationship does not exist and it is statistically insignificant.

CONCLUSION

Based on the findings, it was concluded that work place best practices are very significant and contributed to teacher commitment in public senior secondary schools in rivers state.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations are made:

- i. Teachers in public secondary schools should be given educational training grants by the government such that at regular interval, there is skill updates in latest technologies that can facilitate effective service delivery.
- ii. Federal Ministry of Education should develop special training for school principals and administrators to enable them acquire skills in 21st Century leadership to be able to understand the administration in the face of changing technology.

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