

DETERMINANTS OF STUDENTS CHOICE TO HIGHER EDUCATION INSTITUTIONS

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Abstract

Paucity of funds has been a major cause of incessant strikes in higher education institutions however a germane source of generating revenue internally is through increased enrolment. Higher Education Institutions should enhance their ability to attract prospective students considering there are other counterparts in competitive admission markets. Descriptive survey design was adopted for this study and simple random sampling technique was used to select 45 First year students each from five different Colleges in Tai Solarin University of Education in Ijagun, Ogun State. The instrument used for study, was a questionnaire titled "Factors Influencing Student Choice of Tertiary Institution" designed to collect data from a total of 225 students. Pearson Product Moment Correlation Coefficient was used to determine the relationships among independent variables: cost of tuition, availability of courses, availability of facilities, institutional marketing strategies and dependent variable Student choice decision of tertiary institution. The findings revealed a positive relationship between independent and dependent variables except for institutional marketing strategy that did not have significant effect on students' decision choice. It was recommended that school facilities should be expanded and modified, also school administrators should liaise with philanthropists for financial assistance to assist poor students in order to increase enrolment.

Keywords: *Student Choice, Higher Education Institutions, Competitive admission, Funds, Enrolment*

Introduction

In recent times there has been increased access to tertiary institutions unlike in the past. Cokgezen (2014) attributed the increase to more

institutions offering more places to more people, thereby opening range of opportunities for students and their families to choose from. Since the Federal government allocation to tertiary institution is grossly inadequate resultantly constraining the institutions' ability to expand infrastructure and recruit more competent academic staff who will enhance the quality of the system, they now have to look within to generate funds. Badau (2013) opined that one major source of generating funds is through students' tuition and accommodation fees. The higher the enrolment of students attracted in competitive market, the better the internally generated revenue in the institutions. In view of this, Tertiary institutions must strengthen their ability to attract prospective students and their parents considering there are other counterparts in the admission market.

Choice of tertiary institutions made by students is influenced by various factors according to different scholars from different disciplines. The factors are classified as student characteristics and school characteristics. The student characteristics are set of variables related to students and/or those having influence on them (Cokgezen, 2014). Income or socio economic status of student/student family, academic achievement of students as measured by high school grades and/or aptitude test score. Other studies reveal that students do not decide in isolation; parents, relatives, friends, teachers and others may have impact on their school selection. Haron, Hamid, Jasmalina and Azan (2017) identified availability financial aid as student determinant for access into private higher institution. School characteristics refers to the services rendered by universities that meet the expectations of students like basic infrastructure, tuition fees charged, location, uninterrupted academic calendar, availability of programmes, well communicated marketing content [Adedeji, Okotoni and Ogunleye, 2019; Haron, Hamid, Jasmalina and Azan, 2017].

This study only focused on four variables namely cost of tuition, availability of courses, availability of facilities and institutional marketing strategies. The cost of institution as noted by Cokgezen (2014) is a major factor that determines students' choice of university. He pointed out that students of public universities care more about cost (tuition), whereas private university students are more concerned with the academic performance/ ranking of the institution. On the availability of courses, more candidates apply to universities with

diverse courses compared to universities with lesser courses. Ajibola, Emeghe, Oluwunmi and Oni (2017) agreed that availability of courses influenced the decision of students on choice of universities. In fact the scholars also identified that personal interest, parent choice and university play significant roles in students course selection. They explained that university choice of courses for students may not be unconnected with the fact that students who were admitted with awaiting results could not satisfy academic requirement for their preferred choice.

Availability of facilities and modern infrastructure attracts prospective admission seekers. Agrey and Lampadan (2014) in a research carried out among first year students in Thailand, observed that learning environment and availability of modern facilities ranked second and third out of the five significant factors that influenced students' choice of university. The physical (book store, guidance counseling office) and non-physical (scholarships, credit transferability and Spiritual program) ranked first. Similarly, Ishaq and Aliyu (2020) investigated the effect of facilities for demand of university education. It was discovered that the increase in the facilities in the school leads to increase in demand for university education particularly in the private sector.

Promotion strategy adopted by tertiary institution provides a window whereby customers (students) can gain awareness necessary to choose among available options. Although Badau (2013) discovered the promotion by Tertiary Institution was not significant factor that influence student choice of tertiary institutions in Adamawa State. He explained that promotion is not a significant factor because it had less to do with future careers of students. However, it is important for tertiary institutions to promote their products by educating all about the available programmes and other activities.

Statement of the Problem

There has been frequent industrial action by academic and non-academic staff of higher education institutions over the years. The cause is often due to decadence of infrastructure within the institution, dwindling quality of education and non-payment of arrears of staff. On the other hand government has persistently complained of lack of funds and harsh economic conditions of the economy. The important

issue here is, there is need to put material and human resources in place in other to provide increased access to prospective qualified admission seekers and provide qualitative education. To achieve this government and the administrative heads of public and private tertiary education institutions have various roles to play. However, this study laid more emphasis on the roles of institutions' administrators. The Tertiary Education institutions are expected to look inwards to explore ways to generate funds internally through agriculture, consultant services and more particularly through increased enrolment. Strategies should be put in place to ensure facilities within the campuses can accommodate more students also tertiary institution should reach out to local and foreign organizations for supporting poor students. In the light of the issues stated above, the researcher sought to consider cost of tuition, availability of courses, availability facilities and institutional marketing strategy as a means of attracting students in the competitive higher education market at the same time increasing school enrolment.

Hypotheses

- Ho1:** There is no significant relationship between Cost of tuition and decision choice of student in attending Tai Solarin University of Education Ijagun.
- Ho2:** There is no significant relationship between availability of courses and decision choice of student in attending Tai Solarin University of Education Ijagun.
- Ho3:** There is no significant relationship between available facilities and decision choice of student in attending Tai Solarin University of Education Ijagun.
- Ho4:** There is no significant relationship between institutional marketing strategy and decision choice of student in attending Tai Solarin University of Education Ijagun.

Methodology

The study adopted descriptive design of the survey type. This research type was used because the researcher does not have control over the variables as their manipulation had occurred already. The target population for this study comprised all 100 level students of Tai Solarin University of Education during the 2018/2019 academic session. Simple Random sampling technique was adopted to sample 45, first year

students each in five Colleges, which made up a total of 225 students. The instrument administered on the respondents was a questionnaire titled “Factors Influencing Student Choice for Tertiary Institution”. The instrument contained two sections: A and B. Section A was on the participant’s personal data: such as school location, gender, age, qualification among others. Section B consisted of thirty items on factors influencing choice of tertiary institution. The participants responded in accordance with 4–point Likert Scale response options: Strongly Agreed (SA); Agreed (A); Disagree (D); Strongly Disagree (SD). The face, content and construct validation of the instrument was done by lecturers in the Department of Educational Management, while the reliability of the instrument was established using Cronbach Alpha and the resulting reliability co-efficient was 0.81. The data collected were analysed using simple percentage and Pearson Product Moment Correlation Coefficient at 0.05 level of significance. Out of the 225 questionnaires administered only 200 were returned.

Findings and Discussion

Ho1: There is no significant relationship between Cost of tuition and decision choice of student in attending Tai Solarin University of Education.

Table 1: Pearson Moment Correlation between Cost of Tuition and Decision Choice

Variable	N	Mean	Standard Deviation	r	P	Remark
Education Cost		14.5143	9.37284			
	200			0.54	0.05	Significant
Decision Choice		27.4272	6.71432			

Table 1 shows that there is a significant positive relationship between cost of tuition and decision choice of student to attend Tai Solarin University of Education. The correlation ($r= 0.54$; $p< 0.05$) showed a significant positive relationship, hence Ho1 was not accepted. This implied a significant relationship between Cost of tuition and decision choice of students to attend Tai Solarin University of Education.

Ho2: There is no significant relationship between availability of courses and decision choice of student in attending Tai Solarin University of Education.

Table 2: Pearson Moment Correlation between availability of courses and Decision Choice

Variable	N	Mean	Standard Deviation	r	P	Remark
Availability of courses		16.235	11.5442			
	200			0.68	0.05	Significant
Decision Choice		27.4272	6.71432			

Table 2 reveals that there was a significant positive relationship between availability of courses and decision choice of student to attend Tai Solarin University of Education. The correlation ($r= 0.68$; $p< 0.05$) showed a positive result, hence, Ho2 was not accepted. This implies that there was a significant relationship between availability of courses and decision choice of students to attend Tai Solarin University of Education Ijagun.

Ho3: There is no significant relationship between availability of facilities and decision choice of student in attending Tai Solarin University of Education.

Table 3: Pearson Moment Correlation between availability of facilities and Decision Choice

Variable	N	Mean	Standard Deviation	r	P	Remark
Availability of facilities		19.7283	8.37284			
	200			0.462	0.05	Significant
Decision Choice		27.4272	6.71432			

Table 3 shows that there was a significant positive relationship between availability of facilities and decision choice of student to attend Tai Solarin University of Education. The correlation ($r= 0.462$; $p< 0.05$) showed a positive result, hence, Ho3 was not accepted. This implied that there was a significant relationship between availability of facilities and decision choice of students to attend Tai Solarin University of Education.

Ho4: There is no significant relationship between institutional marketing strategy and decision choice of student in attending Tai Solarin University of Education.

Table 4: Pearson Moment Correlation between institutional marketing strategy and Decision Choice

Variable	N	Mean	Standard Deviation	r	P	Remark
Institutional marketing strategy		14.5143	7.37284			
	200			0.14	0.051	Not Significant
Decision Choice		27.4272	6.71432			

Table 1 shows that there is a relationship between Institutional marketing strategy and decision choice of student to attend Tai Solarin University of Education. The correlation ($r= 0.14$; $p>0.05$) showed a positive result, but Significant value was greater than 0.05 hence Ho4 is accepted. This implies that there was no significant relationship between institutional marketing strategy and decision choice of students to attend Tai Solarin University of Education.

Discussion

From hypothesis 1, the result revealed that there was a significant positive relationship between cost of tuition and decision choice of student to attend a particular university. This result indicated that students would only patronize universities which they can afford. Cokgezen (2014) investigated if tuition in public and private universities

influenced students university choices. The result from the use of regression analysis indicated that prospective students of public universities care more about costs (tuition), while private university students are more concerned with academic performance (ranking). To encourage the patronage of prospective students, higher education institutions should liaise with philanthropists, non-governmental organisations and foreign missions who are ready to render financial assistance to poor but academically qualified students.

In Hypothesis 2, there was a significant positive relationship between availability of courses and decision choice of student to attend a particular university. The more the diverse courses available in a tertiary education institution the more prospective applicant. Ajibola, Emeghe, Oluwunmi and Oni (2017) agreed that availability of courses influenced the decision of students on choice of universities. In fact the scholars also identified that personal interest, parent choice and university play significant roles in students course selection. They explained that university choice of courses for students may not be unconnected with the fact that students who were admitted with awaiting results could not satisfy academic requirement for their preferred choice. Increasing budgetary allocation to education sector to at least 23% as stipulated by United Nation Education Scientific and Cultural Organisation (UNESCO) would substantially assist funding and consequently, impact positively on the number and quality of programmes and courses offered in tertiary education institutions. Chuckwura (2011) opined poor funding of university education has resulted in many programmes being deprived accreditation which in turn led to negative effect of candidate access.

From hypothesis 3, the result showed there was a significant positive relationship between availability of facilities and decision choice of student to attend a certain university. Availability of facilities and modern infrastructure attracts prospective admission seekers. Agrey and Lampadan (2014) discovered in the research carried out among first year students in Thailand, that learning environment and availability of modern facilities ranked second and third out of the five significant factors that influenced students choice of university. Similarly, Ishaq and Aliyu (2020) investigated the effect of facilities for demand of university education. It was discovered that the increase in

the facilities in the school leads to increase in demand for university education particularly in the private sector.

Hypothesis 4, revealed that there is no significant relationship between marketing strategies used by the intuition and decision of the student to attend a particular university. This finding is similar to Badau (2013), who discovered the promotion by Tertiary Institution was not significant factor that influence student choice of tertiary institutions in Adamawa State. He explained that promotion is not a significant factor because it had less to do with future careers of students. However, it is important for tertiary institutions to promote their products by educating all about the available programmes and other activities through use of posters, fliers and social media.

Conclusion

It can be deduced that cost of tuition, availability of courses, availability of facilities have impact on students' decision choice to attend tertiary institution whereas there was no significant relationship between the school's marketing strategy and students' aim of attending the higher institution. Nevertheless, management of tertiary institutions are expected to work assiduously on all the variables analysed and mentioned in this study in order to increase their carrying capacity and also attract prospective and qualified candidates to their tertiary institutions regardless of being public or private Universities, Polytechnics and Colleges of Education.

Recommendations

1. Educational tertiary institutions should liaise with local and foreign non-governmental organisations to provide financial assistance to assist poor students in order to ease access to their schools and also attract prospective candidates.
2. School facilities and available programmes should be increased through infrastructural facilities development and employment of more qualified staff in order to enhance institutional carrying capacity. This would pave way for more enrolment of qualified candidates.
3. Marketing Strategy employed by management of tertiary institutions should be improved through the use of handbills, posters, mass media, social media. In addition, achievement of

staff and students as well as products manufactured or processed by students should be shown and mentioned during occasions hosted within or outside the school.

4. Government should increase the budgetary allocation to education sector to at least 26% as stipulated by United Nations Education Scientific and Cultural Organisation (UNESCO). Implementing this, would result in increased funding of higher education institutions and also impact positively on their financial capability to offer more accredited courses and programmes.

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**IMPEDIMENTS TO TEACHERS COMMITMENT FOR THE
ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS
STATE, NIGERIA**

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Abstract

The study examined impediments to teachers commitment for the administration of public senior secondary schools in Rivers State. Two research questions and two corresponding hypotheses were posed to guide the study. Design adopted for the study was descriptive survey research design while the population of the study comprised 7425 teachers (3854 males and 3571 females) out of which 380 teachers (198 male and 182 female) were sampled for the study through multistage sampling technique. Instrument used for data collection was a 26 item questionnaire titled "Impediments to Teachers Commitment for School Administration Questionnaire" (ITCSAQ). The instrument was validated by three experts in the following departments Measurement and Evaluation and Educational Management. The Cronbach Alpha was used to determine the internal consistency of the instrument with an index of 0.82 which was considered sufficient for the study. The research questions were answered using mean and rank order, while z-test was used to test the hypotheses at 0.05 level of significance. Findings of the study showed that factors that hindered teachers' commitment included: cumbersome curriculum and delay in salary payment and ways of dealing with these hindrances included prompt payment of salary among others.

Keywords: *Impediments, Teachers Commitment, Administration, Secondary School, Rivers State*

Introduction

Commitment from employers and employees is an essential component in the success of any organization. Akintayo (2010) stated that employee commitment can be defined as the degree to which the employee feels devoted to their organization. Zheng, Sharan and Wei (2010) described employee commitment as simply employees' attitude to organization. This definition of employee commitment is broad in the sense that employees' attitude encompasses various components. Committed employees who are highly motivated contribute their time and energy to the pursuit of organizational goals and this is increasingly acknowledged to be the primary asset available to an organization (Hunjra, Ali, Chani, Khan and Rehman, 2010). They provide the intellectual capital that, for many organizations, has become their most critical asset (Hunjra et. al., 2010). Furthermore, employees who share a commitment to the organization and their collective well-being are more suitable to generate the social capital that facilitates organizational learning.

There are diverse factors outlined by educational scholars which are responsible for the commitment shown by employees to their organization. Mosha (2011) summarized these factors into two major categories, namely: contextual factors and input factors. Contextual factors include: political economic, legal, demographic, cultural and international condition, while input factors include: poor institutional leadership, poor funding for the education sector, poor quality of teaching and learning infrastructure, poor quality of teachers and curriculum problems (Mosha, 2011; Chuo-Chun, 2018). The infrastructure includes information and communication technologies as it is a major factor in this twenty-first century area (Elijah, 2019; Amini-Philips and Elijah, 2019). Sempene, Rieger and Roodt in Noor and Josta (2018) presented a summary of job dimensions that have been established to contribute significantly to employees' job satisfaction. The dimensions are the work itself, pay, promotions and recognition, working condition benefits, supervision, student teacher ratio, housing and transportation. These job dimensions were postulated to have

influence on employees' opinions and how interesting the work is, how well they are doing, and in general how much they enjoy doing it.

Similarly, aside from the internal and external motivators mentioned above, professional education is another factor that teachers consider necessary for their job commitment. Educational scholars have attributed teacher professional education as important for commitment and performance. McCreedy, Soloway and Geoffrey (2010) documented that elementary teachers often cite challenging students' behaviour and classroom management as areas of concern and, therefore, priorities for professional development. They suggested that teachers and administrators, who want to address challenging students' behaviour should consider professional development to facilitate teachers' development". Sutherland, Howard and Markauskaite (2010) stressed the significance of expression in sustaining the continued professional knowledge of pre-service teachers in improvement of their own character as a professional teacher. Pre-service teachers create their own professional identity when they became teachers. Still: there are many obstacles for teacher professionalism.

In order to address these factors above, the right strategies must be put in place to sustain the commitment of teachers. Some of these strategies include reviewing the work itself. The nature of the work performed by employees has a significant impact on their level of job satisfaction (Landy, 1989; Moorhead and Griffen, 2014). The work is viewed as a place where employees draw satisfaction that is interesting and challenging and provides them with status. Greenburg and Baron (2003) added that work itself provides individuals with interesting tasks, opportunities for learning and to accept responsibility. Example, some of the most important ingredients that enable workers to be committed include: interesting and challenging work, not boring and job that provides status and enhance commitment to workers. However, sometimes giving challenging work to employees may lead to stress and cause poor performance by employees who do not accept challenging work or afraid of losing their reputation.

There is also the need to revisit teachers' salary or any other form of financial pay. Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings

are cognitively complex and multidimensional factors in job satisfaction. Remunerations and earnings such as pay, wages and salaries are recognized to be significant to influence workers to be committed to their work. That money not only helps people to attain the basic needs but is also an instrument of providing higher level needs. However, employees often see pay as a reflection of how management views their contributions to their organization, hence become committed to the organization (Greenburg and Baron in Noor and Josta, 2018). Employees' opportunities for promotion are also likely to exert an influence on job satisfaction (Moorhead and Griffen, 2014). However, promotions provide opportunities for personal growth, increased responsibility and increased social status and that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace or enhance the chance of finding alternative employment. They maintain that if people feel that they have limited opportunities for career advancement, their job satisfaction may decrease. Moreover, not all employees wish to be promoted because such promotions are associated with greater responsibility and tasks of a more complex nature of job, for which the individuals may consider themselves unprepared (Missdcoxblog, 2014). If employees perceive the promotion policy as unfair, but do not desire to be promoted, they may still be satisfied. Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction and commitment (Tolbert and Moen, 1998; Drafke and Kossen, 2012; Robbins in Noor and Josta, 2018).

Teachers working conditions is another factor that has a moderate impact on the employees' job satisfaction (Moorhead and Griffen, 2014). If people work in a clean, friendly environment they may find it easier to come to work, if the opposite should happen, they more likely will find it difficult to accomplish tasks. The authors maintained that the working conditions are likely to have a significant impact on job satisfaction when the conditions are either extremely good or poor. Working conditions with clean and attractive surroundings such as lights, good buildings, good working instruments and facilities as well as conditions that influence individuals contributes to organizational performance. The authors assumed that working conditions play a critical role in determining the supply of qualified

employees and in influencing their decisions about remaining in the profession. In addition, safe environments, strong administrative leadership, collegial cooperation and sufficient learning resources can improve employees' performance, thus, enhancing their commitment to the organization and their job satisfaction (Greenburg and Baron, 2003; Luthans in Noor and Josta, 2018; Shibuya, 2020).

Adolphina and Evans (2018) also noted that leadership power on the other hand was found an issue to focus on. School leaders must be given power to deal with teachers' service and ensuring disciplinary matters. For example, power to dismiss teachers for a serious offence is one of the basic constraints of school administrators. Although, teachers code of conduct was not the focus of this study but, it was considered to measure the effect of teachers' behaviour on their commitment as well as how this situation affects the administration of the school in general. Additionally, leadership power is important even for the purpose of motivating followers to work towards goals. Secondary school leaders in public or private sectors are under a constant pressure of accountability for providing good results around the world. In achieving this, there is requirement of teachers with deep content knowledge, teaching skills, understanding, discipline and good attitude towards teaching profession and its responsibilities, as well as high level of commitment. When a school has incompetent and uncommitted teachers, immediate and serious measures must be taken. This could be achieved only if school leaders would have opportunity and strategy of reviewing and re-shaping teachers' commitment, knowledge and skills through professional development or in-service training, whereby conference, workshops, seminars and collaborative learning among members of a work team can be offered. Even the use of informal strategies like: discussions among work colleagues, independent reading and research, observations of a colleague's work, or others learning from a peer can be appropriate (Mette, Nieuwenhuizen and Hvidston, 2016). This also contributed to a teacher's level of competence.

Low performing teachers are described by Yariv (2015) as chaotic to school leaders, students, parents and their fellow teachers, and they do not only provide expected results but also have intolerable behaviour. They consume much time of their leaders and students on activities that contribute little or nothing to the goals and objectives of

education. The only way therefore is to improve their ways of doing, understanding and skilled through the above mentioned strategies. Additionally, the issue of supervision, monitoring and evaluating teachers' work is a good solution in improving teachers' commitment and teaching performance.

According to Cagri (2013) another factor that contributes to teachers' commitment and dedication is administrative implementation. Compatible administrative implementation strengthens teachers' commitment. The desire of teachers to spend more time in school, put in more effort for school achievement, approve compatibility of administration are among contributing causes of commitment and dedication to school. Among the factors that decide teachers' commitment and dedication are: interaction between teachers, teacher-student relationship, the quality of the work teachers do at school, the compatibility of school administration. Teachers who have commitment to school, display such attitudes as: being proud of the school he works for, evoke a desire to work harder, be interested in the future of the school.

The intent of this paper is therefore to investigate the impediments to teachers' commitment for the administration of public senior secondary schools in Rivers State. Specifically, the objectives of the study include:

1. determine the factors that hinder teachers' level of commitment for the administration of public senior secondary schools in Rivers State
2. examine the ways of improving teachers' level of commitment for the administration of public senior secondary schools in Rivers State

The following research questions were answered in the study:

1. What factors hinder teachers' level of commitment for the administration of public senior secondary schools in Rivers State?
2. What are the ways of improving teachers' level of commitment for the administration of public senior secondary schools in Rivers State?

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female teachers on the factors that hinder their level of commitment for the administration of public senior secondary schools in Rivers State
2. There is no significant difference between the mean ratings of male and female teachers on the ways of improving their level of commitment for the administration of public senior secondary schools in Rivers State.

Methodology

The design adopted for this study was descriptive survey research design. Target population of the study consisted of 7425 teachers (3854 males and 3571 females) in the 268 Senior Secondary Schools in Rivers State. The sample size of the study was calculated using Taro Yamane formula and this gave a sample size of 380 teachers (198 male and 182 female). The study adopted multistage sampling technique in the selection of the elements of the study. In the selection process, the schools were first sampled using the Taro Yamane formula and the same formula was used to draw the required number of teachers from the selected schools. The instrument used for data collection was a 26 item questionnaire titled "Impediments to Teachers Commitment for School Administration Questionnaire" (ITCSAQ). The instrument was responded to on a four point modified Likert scale of: Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL) with weights of 4, 3, 2 and 1 respectively. The instrument was validated by three experts: two in Measurement and Evaluation and one in Educational Management. Cronbach Alpha was used to determine the internal consistency of the instrument with an index of 0.82 which was considered sufficient for the study. The instrument was administered by the researcher and two trained research assistant. The research questions were answered using mean and rank order while z-test was used to test the hypotheses at 0.05 level of significance.

Findings and Discussion

Answer to Research Questions

Research Question One: What factors hinder teachers' level of commitment for the administration of public senior secondary schools in Rivers State?

Table 1: Weighted mean and rank order scores of male and female teachers on factors hindering their level of commitment for the administration of public senior secondary schools in Rivers State

S/N	Factors affecting Teachers' Level of Commitment to Work	Mean for 198 Male Teachers	Mean for 182 Female Teachers	Mean Set	Rank	Remark
1	Poor salary Structure	3.73	3.59	3.66	2 nd	Agreed
2	Poor school facilities	3.69	3.62	3.65	3 rd	Agreed
3	Students' disciplinary problems	3.48	3.25	3.37	12 th	Agreed
4	No Job satisfaction	3.51	3.38	3.44	8 th	Agreed
5	Cumbersome Curriculum	3.68	3.52	3.60	5 th	Agreed
6	Frequent change of curriculum	3.20	3.27	3.24	13 th	Agreed
7	Delay in salary	3.74	3.69	3.71	1 st	Agreed
8	Low regard in society	3.52	3.30	3.41	10 th	Agreed
9	Large class size	3.74	3.54	3.64	4 th	Agreed
10	Distance to school from Residence	3.44	3.57	3.51	7 th	Agreed
11	Teaching outside one's area specialization	3.56	3.55	3.55	6 th	Agreed
12	Supervising	3.34	3.47	3.41	9 th	Agreed

	students' extracurricular activities					
13	School Leadership Style	3.33	3.47	3.40	11 th	Agreed
	Aggregate	45.95	45.23	45.59		
	Grand Mean	3.53	3.48	3.51		Agreed

On table 1, the mean score for items 1-13 were 3.66, 3.65, 3.37, 3.44, 3.60, 3.24, 3.71, 3.41, 3.64, 3.51, 3.55, 3.41 and 3.40. All of these items were above the criterion mean score of 2.50 used for decision making and so, it implied that all the items were agreed as factors hindering their level of commitment for the administration of public senior secondary schools in Rivers State

Research Question Two: What are the ways of improving teachers' level of commitment for the administration of public senior secondary schools in Rivers State?

Table 2: Weighted mean and rank order scores of male and female teachers on ways of enhancing their level of commitment for the administration of public senior secondary schools in Rivers State

S/N	Ways of Enhancing Level of Teachers' commitment to Work	Mean for 198 Male Teachers	Mean for 182 Female Teachers	Mean Set	Rank	Remark
14	Improved Salary	3.74	3.70	3.72	3 rd	Agreed
15	Improved school facilities	3.79	3.68	3.73	1 st	Agreed
16	Appropriate disciplinary measures for erring students	3.77	3.58	3.68	8 th	Agreed
17	Improved working conditions for Job satisfaction	3.66	3.63	3.64	12 th	

18	Teachers' participation in curriculum Development	3.65	3.55	3.60	13 th	Agreed
19	Prompt payment of salary	3.74	3.71	3.73	2 nd	Agreed
20	Staff quarters within school premises	3.62	3.69	3.66	11 th	Agreed
21	Reduction of number of pupils in class	3.68	3.64	3.66	10 th	Agreed
22	Teaching in one's area of specialization	3.69	3.69	3.69	5 th	Agreed
23	Less extracurricular school activities	3.71	3.66	3.68	6 th	Agreed
24	Conducive Environment for work	3.73	3.70	3.72	4 th	Agreed
25	Attend more seminars, workshops, etc.	3.62	3.75	3.68	7 th	Agreed
26	Appreciating or rewarding hard working teachers	3.74	3.58	3.66	9 th	Agreed
	Aggregate	48.11	47.57	47.84		
	Grand Mean	3.70	3.66	3.68		Agreed

On table 2, it was revealed that items 14-26 produced mean scores of 3.72, 3.73, 3.68, 3.64, 3.60, 3.73, 3.66, 3.66, 3.69, 3.68, 3.72, 3.68 and 3.66. All of these items had mean scores which were above the criterion mean score of 2.50 used for decision making and as such implied that all the items were ways of enhancing their level of commitment for the administrations of public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of male and female teachers on the factors that hinder their level of commitment for the administration of public senior secondary schools in Rivers State.

Table 3: Z-test analysis of the mean score difference between male and female teachers on factors that hinder their level of commitment for the administration of public senior secondary schools in Rivers State

S/N	Categories	N	Mean	SD	df	z-cal	z-crit	Remarks
1	Male Teachers	198	3.53	0.47	378	1.02	1.96	Failed to Reject
2	Female Teachers	182	3.48	0.48				
		n= 380						

Table 3 indicated that male teachers had mean and standard deviation scores of 3.53 and 0.47 respectively while female teachers had mean and standard deviation scores of 3.48 and 0.48. The z-critical value was 1.96 at 0.05 alpha level and 378 degree of freedom while the z-calculated value was 1.02 and based on this, the null hypothesis was not rejected showing that there was no significant difference in the mean ratings of male and female teachers on the factors that hindered their level of commitment for the administration of public senior secondary schools in Rivers State

Hypothesis Two: There is no significant difference between the mean ratings of male and female teachers on the ways of improving their level of commitment for the administration of public senior secondary schools in Rivers State.

Table 4: Z-test analysis of the mean score difference between male and female teachers on the ways of improving their level of commitment for the administration of public senior secondary schools in Rivers State

S/N	Categories	N	Mean	SD	Df	z-cal	z-crit	Remarks
1	Male Teachers	198	3.70	0.45	378	0.85	1.96	Failed to Reject
2	Female Teachers	182	3.66	0.47				
		n= 380						

Table 4 revealed that male teachers had a mean and standard deviation scores of 3.70 and 0.45 respectively while female teachers had mean and standard deviation scores of 3.66 and 0.47. The z-critical value is 1.96 at 0.05 alpha level and 378 degree of freedom while the z-calculated value was 0.85 and based on this finding, the null hypothesis was not rejected and this implied that there is no significant difference in the mean ratings of male and female teachers on the ways of improving their level of commitment for the administration of public senior secondary schools in Rivers State.

Discussion of Findings

The analysis of research question one shows that there are several factors affecting teachers' level of commitment to work. According to the findings of this study they were ranked thus: Delay in salary, poor salary structure, poor school facilities, large class size, cumbersome curriculum, teaching outside one's area specialization, distance to school from residence, no job satisfaction, low regard in society, supervising students' extracurricular activities, school leadership style, students' discipline problems. Poor salary structure for teachers and decaying school facilities in the form of dilapidated buildings, laboratories, libraries, and so on contribute to teachers' level of commitment to work. The study found out that the students-teacher ratio in the class is on the high side and it also revealed that the curriculum is an issue militating teachers level of commitment to work. Many teachers teach outside their area of specialization and most teachers come from far places to school which makes them come late

to work. In most cases they are not punctual and regular to work and classes. Also, low regard accorded teachers by the society and autocratic leadership styles in most schools affect teachers' level of commitment to work.

Furthermore, the test of hypothesis one proved that there was no significant difference in the mean scores of male and female teachers with regards to the factors affecting the teachers' level of commitment work in public secondary schools in Rivers State, because the null hypothesis was accepted. The finding of this study is in consonance with the opinions of Sempane, Rieger and Roodt in Noor and Josta (2018) who opined that contextual factors like political, economic, legal, demographic, cultural and international conditions and input factors like: poor institutional leadership, poor funding for the education sector, poor quality of teaching and learning infrastructure, poor quality of teachers and curriculum problems can affect the teachers' level of commitment to work.

The findings from the analysis indicated that there are several ways of improving teachers' level of commitment to work. The study found out that some ways of improving teachers' level of commitment to work are by improving teachers' salary, proper funding of school, improved school facilities like library, workshops, laboratories, applying appropriate disciplinary measures for erring students, improving working conditions of teachers for job satisfaction, allowing teachers to participate in curriculum development, paying teachers' salaries at as when due and promptly, building staff quarters within school premises, reduction in number of students in the class to give a small student-teacher ratio, allowing teachers to teach in their area of specialization, reducing extracurricular school activities, by making the classroom and staff rooms conducive for learning and work, timely promotion of teachers, allowing teachers to attend more seminars, workshops, and so on and appreciating or rewarding hard working teachers. The study showed that there is no significant difference in the mean ratings of male and female teachers on the ways of improving teachers' level of commitment to work in public secondary schools in Rivers State.

The finding of this study is in line with the findings of Moorhead and Griffen (2014), Tolbert and Moen (1998), Drafke and Kossen (2012), Robbins in Noor and Josta (2018) who found that employees' opportunities for promotion are also likely to exert an influence on job

satisfaction and opportunities for promotion appear to have a significant positive correlation with job satisfaction and commitment. Also, the finding is in consonance with the findings of the study carried out by Greenburg and Baron in Noor and Josta (2018) which showed that employees often see pay as a reflection of how management views their contribution to their organization; hence they become committed to the organization. The finding of the study is also buttressed by Cagri (2013), who found out that the administrative style affects teachers' level of commitment to work. This means the more democratic the administrative style is, the higher the level of teachers' commitment to their work.

Conclusion

The study concluded as follows:

It was revealed that delay in salary, school facilities, large class size among other factors were impediments to teacher's commitment for the administration of public senior secondary schools in Rivers State and the ways of dealing with these hindrances were also identified to include better working condition, regular reward among others.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There is need for the government to make financial and technical provisions to encourage leadership training for school administrators to allow for better and modern leadership styles for the overall administration of the school.
2. School administrators should be regular and prompt in the payment of salary, promotion and implementation of reward systems for the administration of the school.
3. Stakeholders should endeavour to celebrate teachers as a way of motivating them for the attainment of the goals and objectives of secondary schools.

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