Teacher Commitment to Duty and Attainment of Educational Goals

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Abstract

This paper investigated teacher commitment to duty and attainment of educational goals in educational system. This paper emphasized on the meaning of commitment as a concept, teacher commitment to duty, the concept of education and educational goals in the educational system. It is pertinent to note that the topic under review actually explains the need for effective teacher commitment in school system. This implies that the school system realizing its aims and objectives, effective teacher commitment must be put in place. This paper also examined the characteristics of educational goals, relevance of teacher commitment, and types of commitment in school system, challenges of teacher commitment and strategies of facilitating teacher commitment in educational system. In the context of this paper, commitment is focused on the realization of the objectives of educational system; Teacher commitment in primary and secondary schools and tertiary institutions. Teacher commitment as it implies means the level of commitment or enthusiasm a teacher or a staff has towards his or her tasks assigned at a work place. Sometimes, one can see it as the feeling of responsibility that a person or individual has towards the goals, mission and vision of educational organization (institution of learning) he or she belongs to.

INTRODUCTION

Institutions of learning are increasingly looking at their human resources as a unique asset that can provide sustained competitive advantage. Teacher is considered by many to be the most important assets of an educational organization for sustaining competitiveness through their outputs and services. Teacher has been seen as an important contributor to the success of any educational organization. In educational organization such as school, teaching manpower resources are regarded as strategic assets or resources whose contribution is crucial to the organization's ability to achieve their purpose.

Armstrong (2006) maintained that human resources as strategies and coherent approach to the management of an organization's most valued assets, the people working there who individually or collectively contribute to the achievement of its objectives. However, in strategically aligned organizations, the human resources functions represent one of the organization's largest investments. To provide the educational service to learners, the education sector requires strategically developed teaching manpower that will deliver the service to the satisfaction of all stakeholders. Besides, the education sector faces a huge task of providing necessary education for supporting national development. Several concerns therefore need to be addressed. How is the teaching manpower managed in the education sector or school system to bring about achieving educational goals? How is the teacher commitment contributing to the growth of education by addressing the concerns of stakeholders through the dimension of quality education delivery?

Teacher commitment in a school system has been an issue of serious concern ever since. Consequently, teacher commitment in a school or an organization has played a fundamental role in today's organization. It has been identified as key factor towards the realization of educational organization aims, and objectives.

Organization be it educational, business, public or private, small or large, simple or complex; crave to get knowledgeable person or individuals into its fold to produce positive result. They are put in place in order to achieve certain objectives and goals (Igbegiri; 2019). The attainment of these goals depends on the teacher commitment. More so, it ultimately depends on power of utilization of teaching manpower to make impact upon the achievement of educational goals.

It is obvious that if teachers are well-treated and adequately motivated, it can be said to be the greatest, most imperative, fundamental and critical assets of educational organization.

The continued existence of an organization, its improved performance and quality delivery are contingent on effective teacher commitment. Therefore, the relevance of teacher commitment and its proper utilization as it relates to school system success cannot be under estimated without effective teacher commitment, even the best-planned organization that is guided by elegant plans, with needed equipment, cannot accomplish its quality delivery (Igbegiri; 2019). Consequently, motivation and proper management teacher and utilization are necessary if school system is to achieve its goals. This shows that educational organization has to plan for its teaching manpower needs for now and the future. However, stone is Peretomide and Peretomode (2001) in the same way added that it is the people who voluntarily provide the organization with their human effort. And they use their God given potentials to innovatively combine and utilize the other non-human resource for the fulfillment of organizational goals and objectives. Without knowledgeable individuals, organization will either chase in appropriate goals or find it complex to accomplish appropriate goals once they have been put in place. The success of any educational institution depends to a considerable extent on the motivation and utilization of teacher of all grades and types in the entire school system. School plants, machines and other material resources are unproductive without the direction of human efforts.

According to Okorie and Uche (2004) before, institution learning undertakes to develop total quality management (TQM) culture; it must be willing to make a commitment to the pursuit of a purpose that will enable it to achieve the success it seeks. A common purpose is essential for success. Firstly the organizational purpose is expressed in its mission and goals. Secondly the individual employees also have varied purposes that could include the need to care for themselves and their families, opportunities for advancement, the need for fair treatment, adequate compensation, recognition, a harmonious work place; the need to feel pride in their activities, their colleagues, their leaders and their management system.

Any incompatibility or incongruence between the organizational needs and the needs of the employees results to employee's dissatisfaction and apathy leading to lack of commitment to organizational purpose. Thus, organizational practices and politics directly affect the attitudes of the employees within the organization and by extension their level of commitment; (Okorie & Uche, 2004)

Thus, teacher needs a suitable environment to work. They need the tools of the trade and they need to work with system and procedures that assist them in doing their jobs. Although good and workable systems and procedures themselves do not guarantee quality, poor or misleading systems and procedures make it very difficult to achieve quality. However, system, structure and management style work in concert to determine whether respect and harmony of purpose exist between top management and the lower levels of operation.

Teacher commitment to purpose is also a bye product of the encouragement and recognition for their achievement for success that the teacher receives from management; when teachers are involved in problem solving, decision-making, and shaping and monitoring of new plans, they are more willing to embrace continuous improvement. All these result to higher levels of teacher commitment. Most importantly, commitment to change needs to be transparently demonstrated by top management. When subordinate perceive that the administration show interest and commitment to change, they will be more likely to identify with them and accordingly show greater enthusiasm and commitment to the organization. Commitment creates changes in the moral and attitude of teachers and other teacher, resulting in improved conditions for students.

Therefore, Inyang in Oluwuo (2004) explained that internal dynamics of organization, changing environmental condition, inability of organization to take care of every member and availability of group interest within organization are the major prerogatives that have necessitated leadership as a means of enhancing teacher commitment to duty and attainment of educational goals.

Conceptual clarification
Concept of commitment AND TEACHER COMMITMENT TO DUTY

First, commitment is the state or quality of being dedicated to a cause, activity etc. in this case, commitment could be dedication, devotion, allegiance, loyalty, faithfulness, bond, adherence, attentiveness. Commitment could be an engagement or obligation that restricts freedom of action. Making a commitment involves dedicating yourself to something, like a person or a cause. Commitment is a concept that keeps an organization in a stable state. It makes an organization

viable and stick to goal attainment. Commitment as it implies is an abstract concept that galvanizes the organizational objectives. It is the people or individual in the work place or employees of an organization that must commit their service in the organization before the organizational objectives can be visibly be achieved. Achieving educational goals is by the employees' committing their efforts.

Teacher commitment to duty is the extent of enthusiasm or responsibilities assigned in an educational organization. In the educational organization such as school, the teachers, non-teaching teacher (clerks, Administrative officers, cleaners etc.) must indicate the spirit of commitment in their services before the goals of the school can be achieved. Teacher commitment is the feeling of responsibility that a person has towards the goals, mission and vision of the school system he or she is associated with. The level of teacher satisfaction in a school system is related to teacher commitment and involvement in their organization. This result in better organization performance which in turn metamorphose into increased in productivity or output, teacher retention, understanding and general improvement in the school atmosphere.

Merye, Becker and Van (2006) states that commitments are a force that binds an individual to a target (social or non-social) and to a curse of action of relevance to that target. This binding force can be experienced in different ways that is, it can be accompanied by different mindsets, including an affective attachment and involvement with the target, a felt obligation to the target and an awareness of cost associated with discontinuing involvement with the target Meyer and Herscouitch, (2001), Vandenberghe, (2009), Becker (2009) and Neubert &Wu(2007) links commitments to other organization (eg. profession and union), People (eg. supervisor and teams) and actions (eg. goals and programs). These commitments have all been found to have outcomes of relevance to the target and in many cases, to the organization as a whole. Meryer and Herscovitch (2001) states that directing a person behavior or action. This form can be regarded as a frame of mind or psychological state.

Teacher commitment to duty is the strength of an individual teacher identification and involvement or participation in a school system. This implies that at an individual level, teachers who are committed to the pursuit of educational organization also experience more job satisfaction. This could be as a result or higher level of motivation and lower stress levels. Teachers in this case perform better. Teacher in a school system thus become committed to school organization with which they share values or importance. In a school system, teachers and other categories of teacher their commitments are characterized by a strong force or belief in and acceptance of the educational organization

goals and value, a willingness to exert considerable effort on its behalf and a strong desire to maintain membership commitment and dedication. Teacher commitment to duty has to do with improved performance and sustained competitive advantage as a response of increase or better output.

Mathien and Zajac (1990), yet and Mayer (1993), Meyer, Stanley, Herscovitch &Topolintsky, (2003), cooper-Hakim and Viswesvaren (2005), Rikctta (2002), and Mayer etal (2002) states that those who are committed to an organization are less likely to leave and more likely to attend regularly, perform effectively and be good organizational citizen. Teacher commitment is the key to an improved performance in school system. It is believed that school authority such as the head teacher, principals, Rector, Provost and Vice chancellor of University can be seen as a veritable instrument in the system. The regular appraisal and recognition given to the teachers, lecturers can necessitate effective commitment.

Education and Educational goals
Education
Education is the transformation of what is worthwhile to individuals who desire it directly or indirectly.
Okoh (2003) asserts that education is a process of preserving, developing and transmitting the culture of a people from one generation to another among others. It is a learning acquired through formal and informal processes. Education is defined as a life-long process in which a person continuously acquire new capabilities, which may take the form of knowledge, skills, attitudes, values or combinations of all these attributes. (Pareek and Rao in Mbagwu & Igbegiri 2009). Education is a social service and it as an agent of change; this is why education and development are interdependent. Education is the totality of all processes by which a person develops abilities, attitude and other forms of behavior that is of positive value in the society in which he/she lives.

The understanding of education should go beyond schooling. Scholars and other write as like R.S. Peters are of the view that education services to bring a change in behavior in a morally acceptable manner. Amaele (2017) Education is the process of educating individuals, it's simply the act of developing in them sound mind in a sound body: to make the individuals contribute to the development of his society. A critical analysis of the concept of education as we have tried in brief to examine above depict that education is very vital in any human society and should be given its first position. Ololube (2009) states that it is a complex discipline but be it complex or simple, the goals of education and its method of approach differs from one society to another.

Education as a vital instrument in any society has to do with moral development, national integration, political/national consciousness, manpower development, national development and many more.

It should also be taken that for the fact that the mental growth of an individual which is the focus of education, translates to the growth of the society. It is based on this, that a nation's educational policies must address the people's national goals. Education by this understanding is the basic tool used by any society to establish her national goals.

Ololube (2012) buttressed that education is meant to help student grow and develop, provide them with desired skills and professional abilities, assist them in acquiring the necessary understanding concept, values and attitudes to manage fortune tasks. According to Mbagwu and Igbegiri (2019) if this assertion of Ololube is something to go by, it means that such skills imparted through an effective educational process will be translate to different area, of the economy for national growth and development. Plato in Curtis and Benltwood (1977) class or social placement in society is one of the essential roles undertaken by education. He spelt out that some are born with golden in their composition, while others are made of silver, yet others are born of brass and iron. He further asserts that a good educational attainment has the ability to reposition one to a privileged class in the society.

Educational Goals

In the content of this Paper, educational goals and aims are used interchangeably and practically meaning the same. The goals and aims of education vary from society to society and from age to age. However, some major aims of education remain universal, irrespective of place or time. Therefore, Amaele (2003) identified some basic universal aims of education as follows:

1. To develop individual consciousness.
2. To build up the intellectual capabilities of the individual.
3. To develop the child spiritually and morally.
4. To develop I him the necessary skills and attitude to enable him to function well in the society.
5. To develop acceptable character in the individual.

Other aims of education which are mainly society based are:

i. To provide national unity and national integration
ii. To provide adequate human power who will tap the natural potentialities of the society.
iii. To generate public enlightens about things around and outside the immediate.
iv. To establish a functional society where every member will play his own civic role according to ability.
v. To eradicate illiteracy and its attendant effects.

vi. To achieve healthy industrial, technological and economic growth.
vii. To make for easy communication and governance.
viii. To eradicate or minimize poverty, hunger, robbery, diseases, untimely death and other negative phenomena that can be caused by ignorance.

Especially in the present Nigeria situation, education is broadly aimed at the (Amaele 2003:7)

a. Inculcation of national consciousness and national unity.
b. Inculcation of the right type of values and attitude for the survival of the individual and the society.
c. Training of the mind in the understanding of the world around.
d. Acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live and contribute to the development of his society.

Lock and Latham (2002) clear educational goals provide explicit success criteria and an evaluative standard that can be used to assess learner progress. This is in line with that assertion that education involves a desirable change in human behavior through the process of learning.

Characteristics of Educational Goals

The characteristics of educational goals are identified below:

1. Clear, specific and challenging: According to Locke and Latham (2002) the most effective goals are clear, specific and challenging. Clear goals provide explicit success criteria and an evaluative standard that can be used to assess learner progress.
2. Educational goals direct attention to goal relevant information and away from goal irrelevant behaviors. Goal specifically, for instance, assists learners in recognizing important ideas in complex texts and can help instructors focus their feedback effectively (Rothkopt and Billington, 1979).
3. Challenging goals present difficult but achievable learning target that energize and motivate learners (Dornyei, 2001)
4. Educational goals are futuristic. This implies that educational goals deal with the future, and the present. It takes consideration of past trends and present experiences in order to project into the future. It could be short term, medium or long term depending on its duration. A short-term goal is that which is for a period not more than 3 years. It is a medium-term if the plan is for between 3 and 5 years. It will be called long-term if the plan is for more than 5years.

Conclusively, goals are most successful when there is high learner to attaining them. It is important to get students buy in regarding the value of assigned goals and make goal achievement personally meaningful for learners (Ambrose etal, 2010). A learner's belief in his or her ability to achieve a goal, known as self-efficacy, also strongly moderates goal effectiveness. Opportunities for success in pursuit of a difficult goal can significantly improve learner's confidence in its eventual attainment. (Bandura, 1997).

Importance of teacher commitment to duty

Teacher commitment to duty is known to have the most positive effect on job. Teacher commitment to duty is best for the long-term future of an organization. Educational administrators are responsible for building that culture. The followings are the importance of teacher commitment to duty:

- **TARGET IS MET**

Teacher commitment to duty can lead to understanding the goals and teacher individual roles in achieving the goals. They are self-motivated and set targets higher than that is expected of them. Teacher commitment to duty, goals is not just a number, date or target; it is a vision and journey for them.

- **IT BRINGS ABOUT CREATIVITY**

Commitment brings ownership and more creativity to the task. Teacher commitment thrives on new and innovative ideas and it is fun to implement such ideas time and again.

- INCREASE PRODUCTIVITY

Teacher commitment to duty brings about increase in productivity, high output at work in this case; the teacher will create their own tasks and ensure they are implemented. The teacher in an organization will show up to work on time and do the necessary and even more.

- **VALUE ADDITION**

Teacher commitment at work brings in value addition through active participation in organizational related decisions. Committed teacher brings great ideas to the table or organization and they are always happy to help others visualize those ideas. A school system need total commitment and dedication from its employees to achieve their goals.

Types of teacher commitment

In an organization, teachers are committed in one form or order. This will lead to the various types of teacher commitment in a school system (Mowday etal 1979). They include:

- Affective (emotional) commitment.
- Normative teacher commitment.
- Continuance commitment

AFFECTIVE COMMITMENT: is the closest to what one might intuitively consider commitment to be. It encapsulates the ideas of an emotional identification with the organization. This leads to an increased desire to contribute and perform as well as maintain citizenship of the organization. According to Mow day

and others, there is an enormous amount of research demonstrating the positive benefits of affective teacher commitment, both to the organization and the individual. It is for this reason that much concentration was on this type when considering what gives rise to teacher commitment.

NORMATIVE TEACHER COMMITMENT: This refers to teacher perceived obligation to remain with the educational organization. An employee can experience an obligation to perform work activities in the absence of a personal desire to do so.

This type of teacher commitment typically has weaker positive relationship with teacher motivation, job satisfaction etc. Though, cultural variation plays a part in the strength of the relationships between normative commitment and work behaviors.

Norms and social obligation exert more power over actual behavior in more collectivist culture. This is compared to relatively individualistic context where incidentally, the majority of the psychological research takes place.

CONTINUANCE COMMITMENT: This is bound up in a very idiocentric and calculative decision making process. Essentially, this involves the individual considering what they stand to lose should they leave an organization. Their perceived sacrifices, together with the alternative open to them.

Unsurprisingly, this type of teacher commitment has less positive outcomes and is in fact related to higher stress. There may be increased work-family conflict and poorer performance.

Combating teacher turnover with salary issues and other incentives may increase affective teacher commitment through perception of personal competence. Yet, it could also in some instances accentuate what teachers stand to lose, adding to a feeling of being 'trapped' (high continuance commitment), with all its negative associations.

CHALLENGES OF TEACHER COMMITMENT TO DUTY

In this context, challenges here refer to problems confronting teacher commitment to duty and attainment of educational goals and these challenges includes:

- Unqualified staff (teacher). In a School system, teachers who are academically incompetent and unsound cannot produce competent and sound students. He cannot give what he does not have. This situation is a problem to the teacher commitment to duty in realizing educational goals. Ishumi, Nyirenda, Iteymen, Ikejeani in John (2013) suggests that for teaching and learning to thrive, dynamic processes of interaction between a teacher, a learner and the subject matter is crucial. A teacher is required to make frantic effort toward the expansion of his knowledge of his own subject matter in order to improve his

commitment to teaching technique as well as communicating appropriate knowledge, skills, manners and moral to the learners.

➢ **Inadequate motivation among teaching staff:** This implies that when the teacher (teachers) teaching in schools are not given incentives that will propel them to do more work to enhance better productivity. It is believed that poor salary and allowances, poor job attitude, inadequate teaching and learning facilities affects effective teacher commitment to duty. This is to a large extent the reason why much is not achieve in the education industry. Lumby (2003) established that teachers' motivation has been truncated by some numerous education changes, greed on the part of school. Consequently, if motivation and morals are low, teaching and learning bears the brunt.

➢ **Inadequate teaching staff:** This has to do with the inability to provide adequate number and better teacher (teachers) to carry out the responsibilities for which he is paid for. Mobeje (2007) explains that inadequate teachers are one of the challenges of effective teacher (teachers) commitment to duty and attainment of educational goals. Mayeku (2009) maintained that inadequate teaching teacher leads to heavy burden on the quality services rendered.

➢ **Unsteady nature of some teacher:** This unsteady nature of some teacher (Teachers) is a negative attitude which negates productivity of performance (effectiveness). Nyabuto (2007) established that teachers' truancy contributes greatly to the ineffective performance of the learners, a condition that will make teachers not to be able to cover the syllabus appropriately. This slows down achievement of educational goals and objectives.

➢ **Many jobs have an uncertain future:** This has to do with the uncertainty (unreliable nature of the job) of the job. Sometime, the job may not have a bright future for the teacher; this in one way or the other can affect the level of staff commitment to duty.

➢ **Teacher not valued at work:** This is a situation where the teacher in the organization are not given special consideration, are not appreciated not seen as a force. Inadequate appraisal can make teacher in an educational organization not to be effectively committed to duty.

➢ **Discrimination and harassment:** Discrimination means the differential treatment of teaching staff or based on their race, colours, national origin. Harassment involves a pattern of behavior in the organization that courses teachers to feel uncomfortable. Organizational discrimination and harassment are unlawful activities and teachers are protected by law. Discrimination can be expressed through harassment. When a school administrator says or does something unethical to the teachers.

➢ **Teachers not working in their area of specialization:** According to Nwachukwu (2006) specialization of activities would lead to increased production. Therefore, when teachers are not working in their area of specialization, there is the tendency that quality output will be low. Specialization encourages quality output in an organization.

➢ **Teacher working environment:** Environment is a major determine of teacher commitment to duty. That is, a conducive environment enhances teacher's commitment to duty. Teachers cannot work in an unfavorable environment.

WAYS OF ENHANCING TEACHER COMMITMENT TO DUTY AND ATTAINMENT OF EDUCATIONAL GOALS

❖ **Encourage open and free communication:** Open and free communication in an organization enhances teacher commitment to duty. Open door policy is one such way of promoting free communication. An organization can use employee's satisfaction surveys, polls to give their feedback to the organization. On receiving this feedback, organization need to keep an open mind to understand where they are not meeting teacher expectations and how they can improve work culture, without criticizing the teacher that have provided the feedback. Put this feedback to use. Once teacher knows their suggestions or feedback are valued there will be an increase in teacher commitment to duty.

❖ **Letting your teacher knows what you (employer) expect from them:** Hardworking employees or highly committed teacher are an asset to an organization. Most employees want to be a part of a success story of the organization they are associated with. Therefore, it is pertinent to relate clearly the goals, vision and mission to the employees. These way employees would know what the organization expects of them.

❖ **Strong work ethics:** Work ethics not only include how an employee feels about his or her job or career but also how seriously does he or she take their work responsibilities. This involves attitude, behavior, and respect for co-worker, effective communication and interaction at the work place. Work ethics demonstrates who and how a person is.

❖ **Provide incentives:** Organization need to reward teachers that performs exceptionally

well. Every person has different things that motivate them. Incentives that are related to results make employees feel important. It is important for organization to recognize the hard work employees put in to achieve the desired result. Incentives should be assigned based on the criteria of the objectives.

❖ In service-Training or on the job training and development: An organization that helps its employees grow professionally and personally and respond to their ideas in positive manners is bound to have people working for them for a larger period of time. An organization can support their teacher by providing them with learning opportunities, cross-training and any other interactive method that support their overall development. This will help the teacher to be more committed to duty.

❖ Culture of trust: Trust is an essential factor that brings exceptional results in any relationship, especially at work and in professional life. Trust is not a simple name plate on the door, a welcoming sign telling employees, "we provide trust here" it encompass a whole lot of effort from the top-level management and the organization as a whole to bring in and promote that culture in the organization. Trust earned by putting in constant efforts in actions and deeds. When organizations promote such a culture, they have earned themselves employees who will truly impact organization in all the right ways, thus increasing work commitment.

CONCLUSION

The study so far explained that teacher commitment to duty and attainment of educational goals is inevitable in any school system. If the suggested ways of improving teacher commitment to duty are practiced or implemented in full with renewed enthusiasm, there is likely hope for improvement in the school system. Strategies of improving teacher commitment to duty should be collective efforts of all the stake holders in the education sector. Commitment has been defined and measured in many ways as a multidimensional construct. Gaining commitment of the entire teaching manpower is arguably more significant today than in past. The importances of effective teacher commitment are enormous especially to the employees, making it a potential win-win situation. To the organization or employer, it brings about high productivity. According to Bragg (2002), teacher commitment to duty is dependent on the factors such as fairness, trust, concern for teachers. Therefore, the study concludes that teacher commitment to duty is the key to increase in productivity, performances and also reduces failures.

SUGGESTIONS

The following suggestions are made:

1. School heads should crave the commitment of teacher (teachers) to work as a team to enhance performance.
2. School heads or administrators should be fair to their teacher (teachers) trustworthy and show concern for their teacher so as to build teacher commitment to duty.
3. School heads and teachers should from time to time at a regular basis update their knowledge on the current trends in education through professional development scheme. This will enhance total teacher commitment to duty.
4. Discussion should be in line with the prevailing circumstances in order to improve the school system.
5. To bring about effectiveness in the school system, all hands should be on deck to ensure that the system moves on.
6. School heads and teachers should be trained in the area of school management.

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