Correlate of Workers' Empowerment and Commitment to Duty among Public Secondary School Teachers in Funtua LGA, Katsina State

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Abstract

The purpose of this study is to determine the relationship between secondary school teachers' empowerment and commitment to duty in funtua LGA, Katsina State. Correlational survey design was employed to carry out the research. The study population consisted of 307 teachers in the 14 public secondary schools in Funtua LGA, Katsina State. 169 teachers and 10 schools were randomly sampled using Krejie and Morgan's Sample Size Determining Table. Two questionnaires of Teacher Empowerment Questionnaire (TEQ) with nine (9) items and Teacher Commitment Questionnaire (TCQ) with eighteen (18) items, having a total of twenty seven (27) items, each with reliability index of 0.65 were used to collect data from the respondents. The collected data were then analyzed using Pearson Correlation Coefficient of inferential statistics. The study variables were found to have a correlation coefficient of 0.263 (r=0.263, p<0.05). That means that there was a relationship between Public Secondary School Teachers' Empowerment and Commitment in Funtua LGA, Katsina State. It was recommended that public secondary school teachers' work should be characterized by meaning; impact; self-efficacy; status; autonomy; competence and professional growth so as to increase their commitmen to their duties.

Keywords: Teachers' Empowerment, Commitment to Duty, Public School Teachers

Correlate of Workers' Empowerment and Commitment to Duty … (Jafar et.al. 2021)

Introduction

The role of teachers in improving the quality of education is critical worldwide. Firestone and Pennell, cited in Jafar (2020) stated that Teacher commitment has been comprehensively defined by placing it within larger dimensions such as organization, occupation, and students and operationalized as a global concept representing the extent of individual effort. Teacher commitment to a school has been displayed by the teachers trying to get involved in matters related to their schools and commitment to students has been represented by the extent to which teachers discuss students' work with them. Lee and Smith, cited by Aji (2017), found that students attain more when their teachers take collective responsibility for students' learning. They further suggested that commitment is more accurately depicted through understanding an individual's desire, need, and obligation to remain with the organization. Meyer et al, cited by Aji (2017), considered affective, continuance, and normative commitment to be components and not different types of commitment. Utilizing these three components of organizational commitment, Aji (2017) defined that a "committed employee is one who stays with the organization through thick and thin, attend work regularly, put in a full day, protect organization assets, and share organization goals". According to Powell and Meyer, cited by Jafar (2020), organizational commitment refers to the extent to which employees identify with their organization and the managerial goals of the organization, including process and procedures defining the work, and subsequently showing a willingness to devote effort, participate in decision making process and assume organizational values. Mowday et al, cited by Dahiru (2017), proposed the view that organizational commitment is an affective bond that the employee feels towards his organization. Their view point was that organizational commitment is characterized by: A strong belief and acceptance of organizational values and goals, Willingness to exert considerable effort on behalf of the organization and strong desire to maintain organization membership.

The conceptual definition of teacher commitment differs among researchers. This is because of the composite and diverse nature of the concept. According to Park, cited by Jafar (2020), commitment has been identified in various methods. Commitment has a significant implication for teachers. He further cited Rowan et al, stating that teachers' commitment varies according to the purposes they are committed to. That is, teachers can be committed to teaching itself, to their school organizations, or to their students collectively or individually. Teacher commitment to a school has been displayed by the teachers trying to get involved in matters related to their schools and commitment to students has been represented by the extent to which teachers discuss students' work with them. Studying commitment is complicated by the lack of agreement concerning how to conceptualize and measure the concept (Mowday et al, 2013). A straight forward definition given by Dey (2011) is that organizational commitment is the level of attachment, both emotionally and functionally, to one's current place of employment. Dahiru (2017) stated that organizational commitment is considered to be a two split concept, delineated into the attitudinal and behavioral perspectives. According to Mowday et al. (2013), the description of these two split concepts are as follows: (i) attitudinal commitment concentrates on the process by which people come to think about their connection with the organization. In numerous ways it can be thought of as a mind set in which individuals study the extent to which their own values and goals are compatible with those of the organization. (ii) Behavioral commitment relates to the process whereby individuals become institutionalized into a certain organization, they work in

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pursuance of the organizational goals, they accept the organization's processes and procedures and they learn to deal with problems arising out of the work processes and expected outcomes. Meyer et al, cited in James (2014), identified three types of commitment as follows:

1. **Affective Commitment:** This is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals. James (2014) characterized affective commitment by three factors: (a) Belief in and acceptance of the organization's goals and values, (b) A willingness to focus effort on helping the organization to achieve its goals, (c) A desire to maintain organizational membership. He stated that affective communication is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal. He continued to say that employees retain membership out of choice and this is their commitment to the organization.

2. **Continuance Commitment:** This is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investment includes things such as retirement, relationships with other employees, or things that are special to the organization (Reichers, cited in Jafar, 2020). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (James, 2014). He further explained that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

3. **Normative Commitment:** They defined normative commitment a set of believes that persons have to the organization or their feeling of obligation to their workplace. It is perceived to be the extent to which a teacher dedicates his loyalty and absolute duty to his school. James (2014) discussed normative commitment as being a "generalized value of loyalty and duty". Meyer and Allen, cited in Jafar (2020), furthergave their definition of normative commitment as being "a feeling of obligation". It is argued that normative commitment is only natural due to the way we are raised in society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. So, when it comes to one's commitment to their place of employment, they often feel like they have a moral obligation to the organization.

Definitions of teacher empowerment vary depending on various perspectives. However, recent researches have increasingly approached it as a multidimensional construct. Marks & Louis, cited by Jafar (2020) maintained that empowerment can be fairly consistently classified into technical-operational and organizational-strategic domains after measuring teacher empowerment through school activities and management, students' school experiences, teachers' work life, and control over classroom instruction. Park, cited by Dahiru (2017), defined teacher empowerment based on the three dimensions of control over content, control over methods, and potential effect on school policy. These multi-dimensional studies have assumed that teacher empowerment is defined as teacher participation in decision making. He further attested that, all too often, empowerment merely shifts management responsibility to willing workers, who then work in a frustratingly ambiguous environment. According to Robbins et.al, cited in Jafar (2020), empowerment is a multi-dimensional concept consisting of three broad facets: subjective aspect (psychological) development of self-efficacy, motivation, entitlement and self-confidence;

objective aspect (opportunity) exposure to exercise leadership, decision-making, job enrichment and more challenges; and training and development facet (competence) growing of knowledge, skills and experience. They, however, postulated that empowerment, a buzzword in corporate and educational circles, is essential for learners, teachers, school managers and support staff. It can only have a lasting effect if it is transacted, not as a conflict of control and demand, but rather as a sharing of tools between trustworthy and responsible stakeholders. Empowerment is a process that facilitates deep fundamental change at the core of the school system. Jafar (2020) concurred that for schools to manage the changes that arise from socio-economic, political and technological development, they need to fully utilize their human resources potential. So, it can be deducted that empowerment of teachers means giving teachers all they needs which can be psychological, social-cultural or economical so as to make them fully commit to their various jobs.

The strategies for empowering teachers are multifaceted. Cole, cited in Jame (2014) agreed that employers seeking to retain staff who are unique and talented, who achieve targets, must encourage participative management. The decision-making dimension of empowerment includes teachers' participation in critical decisions that directly affect their work. Chebet (2013) argued that the employee involvement model of workplace governance has the most beneficial impact on performance. This implies that decentralized decisions and relaxed rules will lead to increased performance. At the school level, teachers are responsible for implementing the decisions that are made. Therefore, it is beneficial to have teacher input in the decision-making process. In this way, teachers may feel a sense of ownership and control over their work which could lead to a greater sense of responsibility for school improvement. Repeated research studies show the benefit to organizations when those implementing the decisions have input in problem-solving and decision-making (Chebet, 2013).

From the above literatures, we can learn that strategies for teacher empowerment comprise of giving the teachers better remuneration, inducting them into the school, bestowing them with commensurate authority to do work, ensuring collective performance, transforming them through training and development programmes, giving them tenured appointment, promoting them to the next high level and recognizing them in decision making.

Teacher's empowerment has several dimension/characteristics. These dimensions echo perception of an individual towards his job accomplishment (Houghton & Yoho, cited by Jafar, 2020). Neglect of any below mentioned dimensions or characteristics will result to poor overall empowerment. Thus, to ensure a high level of empowerment, all of the following dimensions are required.

1. **Meaning:** This refers to the perception of how their job is being valued. In a school setting, it refers to the respect and gratitude being enjoyed by teacher courtesy to their colleagues as a result of their knowledge and skills (Dahiru, 2017).
2. **Competence:** This is explained as the confidence of the employees that they have the basic knowledge and expertise to effectively perform their tasks. In a school setting, it refers to the confidence of the teachers that they pose the talents to design programs for students for effective teaching and learning (Shapira, 2014).
3. **Self-determination:** This is defined as the sense of autonomy enjoyed by workers in their work place. In school, it denotes to the ability of the teachers to have control over their schedules that include curriculum planning and development, lesson plan and selection of

textbooks for students use (Dahiru, 2017). It also covers the ability of teachers to partake in important decisions that affect the school such as scheduling and school budgeting (Shapira, 2014).

4. **Impact:** This is defined as the degree to which employees can influence important administrative and operating decisions at work and have the confidence that their inputs make a difference. In school, it refers to teachers' confidence that their input have impact on what happens at school (Spreitzer cited in Dahiru, 2020).

Empowerment embraces contractual obligations, communication policy and practice; joint decision making and problem solving; collective bargaining; individual grievance and disciplinary policy and practice; employee development and employee welfare at large. Kibuine, cited in Jafar (2020) Empowerment is an essential tool for the enrichment of human resources abilities and capabilities of mastering their jobs. It is needed to foster employee's commitment, creativity and independence at workplace. Major benefits of teacher empowerment include prompt, easy and effective teaching service, less need for close supervision and increased sense of self confidence among teachers. It improves teacher's knowledge, skills and contribution to positive change in organizational culture and performance (Page & Czuba, cited in Jafar, 2020). Empowerment promotes employees autonomy and control of their own jobs and improves their skills and abilities to benefit both their organization and themselves. Organizations should create a work environment which promotes employees ability and desire to act in empowered ways and remove barriers that limit their ability in this regard and thus improve their performance. Job characteristics such as challenging work, variety in tasks, autonomy and high involvement are found to be significantly correlated with employee commitment because they create intrinsic motivation. An employee believes that he/she works in a supportive and nurturing environment, when it stimulates professional growth and development. This may in turn impact an employee's feeling of commitment to the organization and the profession. The more teachers perceive that they have opportunities for professional growth; the more they will strive to act for the good of the organization and the profession. Teachers' commitment depends on their drive and will to grow professionally, a fact that has implications for the quality of instruction that the teachers will maintain. Harris et al. cited by James (2014) observed that empowerment comes when the authority of the organizations makes decisions and resolve organizational issues and to be delegated to subordinates so that they are able to increase employee flexibility and speed. The fulfilled needs and desires of the teachers will establish school commitment. The teachers who have strong school commitment will identify their dedication with the school's business, getting seriously involved in workplace as well as having loyalty and affection to the pursuit of school's goals.

Therefore, there is need for a school to provide opportunities for teacher participation both at the junior and senior levels of the school. Employee participation has the potential of improving communication and cooperation among members of the organization which contributes towards building a strong team. The finding of this research will provide empirical data concerning the correlation between the study variables and help augment future studies in terms of references. Figure 2 below further illustrates the conceptual framework of the research:

Teacher Empowerment   **Teacher Commitment**

-Meaning -Competence –Self-determination--Joint decision making –Professional growth --Status –Self efficacy –Autonomy --Impact

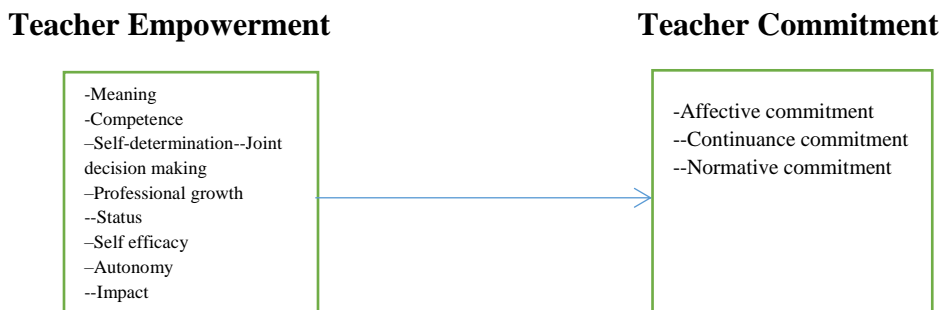| |
|---|
| -Affective commitment
--Continuance commitment
--Normative commitment |

Figure 2. Research Conceptual framework of (Source: Jafar, 2020)

As shown in Figure, there are several pillars of employee empowerment that are likely to lead to commitment. They include meaning, competence, self-determination, joint decision making, professional growth, status, self-efficacy, autonomy and impact. These factors lead to commitment of teachers which are characterized as affective, continuance and normative commitments.

Unfortunately in 2017, Katsina State Government sacked 22,000 teachers for failing competency test which was believed to be due to lack of professional empowerment, more especially amongst the secondary school teachers (Planning, Research and Statistics, Katsina State Ministry of Education (Katsina State Ministry of Education, 2018). This leaves the fewer teachers with no option than to b e overloaded with work which negatively affects their commitment to their jobs. Their pays are not encouraging enough to make them committed to their jobs. They are not empowered in terms of their professional development, facilities procurement and personal welfares. This also makes them not properly settled and committed to their various jobs. The state empowerment is majorly at tertiary level where lecturers are released frequently to further their studies (Tertiary Education Training Fund (TETFUND), Katsina, 2018). The shortages of teachers in the state secondary schools lead to crowded classes above the official Student Teacher Ratio (STR) and therefore poor teacher morale, low levels of learning, and student dropout. In 2017/2018, the Annual School Censuses (ASC) indicated that the STR in Junior and Senior Schools stood at 68:1 and 46:1 respectively (PRS- KTS- ME, 2018). Both the ratios are not in line with the national official student-teacher ratio of 40:1 and therefore, the implication is that teachers are overloaded which lead to poor teaching and learning atmosphere. Therefore, this study is focus to find the relationship between teacher empowerment and commitment in Funtua Local Government, Katsina.

Objective of the Study
1. To find the relationship between public secondary school teachers' empowerment and commitment in Funtua LGA, Katsina State.

Hypothesis
1. There is no significant relationship between public secondary school teachers' empowerment and commitment in Funtua LGA, Katsina State.

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Methodology

This research used correlational survey design. It was correlational approach because it was trying to find out the relationship between the two variables of the research (Teacher Empowerment and Commitment). The study was plotted on survey design because it was in conformity with the characteristic of the survey research as observed by Kerlinger cited in Jafar (2020). The population of the study comprised of 307 teachers in the 14 Public Secondary Schools in Funtua of Katsina State. Random Sampling Technique was used to select the right sample. Krejie and Morgan's Table of Sample Size Determination, as used by Dahiru (2017) was used to determine the appropriate sample size. The sample size selection was done as follows:

i. Total number of senior Secondary Schools in Funtua Local Government are 14 and 10 were sampled.
ii. Total number of Public Secondary School teachers in Funtua Local Government is 307 and 169 were sampled.

Two instruments were adopted to collect data from the respondents of the research. The first questionnaires was Teacher Empowerment Questionnaire (TEQ) developed by Spreitzer used by Jafar (2020). It consists of eighteen (18) items, plotted on four (4) point of Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). It was validated by existing researchers like Dahiru (2017), Jafar (2020), to mention but a few. It has a reliability index of 0.05 from the pilot test carried out on a small number of the respondents. The second questionnaire was Teacher Commitment Questionnaire (TCQ) developed by Allen, validated and used by Dahiru (2017) by a written permission from the developer. The instrument had a total number of nine (9) items measured on four (4) point i.e. Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). It was also reliable looking at its reliability index of 0.65 from the test re-test conducted on a small number of the respondents. The instrument was adopted due to majority of researchers have identified it as acceptable and of international standard (Dahiru 2017; Jafar, 2020).

The instruments were personally distributed to the respondents with the help of a trained research assistant who helped in the distribution and collection of the questionnaires. Out of 169 distributed, 145 were filled and returned excellently, while 24 were not returned by their respondents due to one reason or the other. The data collected from the respondents were analyzed using inferential statistics Statistical Package for Social Science (SPSS) to determine the relationship between the research variables.

Results

Hypothesis 1:

There is no significant relationship between public secondary school teachers' empowerment and commitment in Funtua LGA, Katsina State.

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Table 1. Correlation Matrix of the relationship between teachers' empowerment and commitment among public secondary school teachers in Funtua LGA

	Teacher Empowerment	Teacher Commitment
Teacher Empowerment Pearson Correlation	1	0.263
Sig. (2-tailed)		0.05
N	145	145
Teacher Commitment Pearson Correlation	0.263	1
Sig. (2-tailed)	0.05	
N	145	145

Correlation is significant at the 0.05 level (2-tailed).

The Pearson Moment Product Correlation Analysis in Table 1 reveals that there is a significant relationship between teacher empowerment and commitment among the entire public secondary schools of Funtua, Katsina State ($r = 0.263$, $p < 0.05$). Therefore, the null hypothesis which states that there is no significant relationship between public secondary school teachers' empowerment and commitment in Funtua LGA, Katsina State is hereby rejected.

Discussion of Findings

This study found that a significant relationship exists between teacher empowerment and commitment in public secondary schools in Funtua LGA of Katsina State ($r = 0.263$, $p < 0.05$). In other words, the higher the level of empowerment of the teachers, the more committed they would be. This means that the ability of Katsina State to identify different teacher empowerments to improve and develop teaching-learning activities and teachers will serve as a motivator which makes teachers commit themselves to their jobs. These empowerment activities will include but not limited to giving teachers recognition, involving them in decision making, respecting them, ensuring them better remuneration, giving them responsibility with commensurate authority as well as allowing them professional advancement. This will prove the fact that empowered teachers are committed ones.

The above assertion is in agreement with the findings of Mohammad (2017) who conducted his research to find the relationship between teacher empowerment teacher commitment and student achievement. The outcome of his research revealed significant relationship between teacher empowerment and teacher commitment and student achievement in Iran. The outcomes of the study pointed out all six dimensions for teachers' commitment including decision making; professional growth; status; self-efficacy; autonomy; and impact were significantly related to teachers' empowerment. That means that the more often teachers are empowered; the higher their commitment will be.

Moreover, although the current research variables are teacher empowerment and commitment, the findings of Chebet (2013) who carried out his research on "empowerment of teachers and performance of private secondary schools" can be correlated with the findings of this research for the benefit of comparison. This is because performance of private secondary schools is dependent on teacher commitment; thereby the former variables can be replaced with the latter ones. His research findings were: teachers who have an opportunity to continue learning had an impact with majority rating moderate extent to very large extent; teachers' strong knowledge base

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in the areas they teach had been rated to have the greatest effect with 67% rating large extent; teachers' control over daily schedule had no much impact on the performance; teachers' involvement in the schools budget and curriculum decisions also had less effect on performance as majority rating moderate to very minimal extent' teachers' ability to get things done had been shown to have the highest effect with majority rating very large extent with 83%; teachers' involvement in decision making had been rated to be low with majority of the principals believing that it did not have a significant effect on the performance. So, he finally summarized that majority of the factors of empowerment had a significant extent with school performance. Thus, these results have further confirmed the findings of this research that with the assurance of teacher empowerment in the day to day running of teaching-learning activities in schools, teachers stand a better chance to commit themselves to their various jobs.

Conclusion

The study concludes that there is a significant relationship between public secondary school teachers' empowerment and commitment in Funtua LGA, Katsina State (r=0.263, p<0.05)**.**

Recommendation

It was recommended that all stakeholders should do their best to ensure tight empowerment of public secondary school teachers so as to make them commit to their duties.

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