



RELATIONSHIP BETWEEN SCHOOL LOCATION AND TEACHER JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE.

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ABSTRACT

This study investigated the relationship between school location and teacher's job commitment in public secondary schools in Enugu State. One research question and one hypothesis in line with research purpose guided this study. The study employed a correlational research design, which involved the administration of a questionnaire to 150 randomly selected public secondary school teachers in Enugu State. The instrument for data collection was a questionnaire. The data collected from the questionnaires were analyzed using Pearson's Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significance. The findings of the study revealed that school location has a significant influence on teacher job commitment in public secondary schools. The results demonstrated that the location of the school affects teacher job commitment and teachers working in urban schools are more committed to their job than those working in rural schools. Furthermore, the results showed a significant positive correlation between school location and teacher job commitment ($r = 0.733, p < 0.05$). The conclusion of the study is that the location of the school affects teacher job commitment in public secondary schools in Enugu State. The implications of the findings are that there is a need to provide supportive measures to teachers in rural schools to motivate them to be more committed to their job. Additionally, policy makers and educational administrators in Enugu State should consider providing incentives to teachers working in rural schools.

Keywords: School, Location, Climate, Secondary and Job commitment

Introduction

Public secondary schools in Enugu State serve as a platform for providing students with a quality education and are staffed by dedicated teachers. However, the relationship between school location and teacher job commitment has yet to be explored. This study seeks to investigate the relationship between school location and teacher job commitment in public secondary schools in Enugu State, under the following concepts and methodologies.

A school is an organization and academic environment where teaching and learning take place. It is also a formal environment well-equipped for exchange of ideas among teachers and students. Ajayi (2010) described a school as a social institution that transmits the culture and values of the society from one generation to another. Ajayi further averred that the school is a socialization agent and a formal agent of education established by members of the macro-community and society as a whole, to shape the habits, interests, abilities,



emotions and feelings of children. Therefore, a school is a place of transformation. In Nigeria, schools are organized into different levels namely; primary, secondary and tertiary. But in this context the researcher will look into secondary school as related to this study.

The secondary school being the focus of this study is that level of education where a child is enrolled after successive completion of primary school. Ige (2013) noted that secondary school education is provided for children after primary education, that is, before tertiary education. Similarly, Ogbonnaya (2016) stated that secondary school is that form of education which children receive automatically after they have received primary school education. Ogbonnaya further averred that secondary education constitutes post primary education and serves as a link between primary and tertiary education. It is aimed at developing a child better than the primary level, because it is obvious that primary education is insufficient for children to acquire literacy, numeracy, and communication skills. In Nigeria, secondary school is divided into junior and senior. Ige (2013) had it that the junior secondary school is the first three years of secondary education. The objectives of secondary education according to the Federal Republic of Nigeria (FRN) (2013) include; to provide an increasing number of secondary school students with the opportunity for education of a higher quality, irrespective of sex, or social, religion and ethnic background; to diversify its curriculum to cater for the difference in talents opportunities and roles possessed by or open to students after their secondary school course; to equip students to live effectively in our modern age of science and

technology; to develop and project Nigerian culture, art and language as well as the world's cultural heritage; to raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appropriate those values specified under our broad national aims and live as good citizens; to foster Nigerian unity with an emphasis on the common ties that unite us in our diversity and inspire students with a desire for achievement and self-improvement both at school and in later life. Ige (2011) opined that the aim of secondary education is developing a child better than the primary level, because it is obvious that primary education is insufficient for children to acquire literacy, numeracy, and communication skills. Such education is provided in secondary school, which can be owned by government (state or federal), individuals or community. Public secondary schools are managed by principals appointed by the Education Board. Secondary schools are made up of different subject teachers that helps the principal to make sure that students are well taught.

A teacher is a trained personnel, someone who is committed to teach a student or group of students especially in a formal school. Teachers are the most important members of the school, they are the key figures for educational reform needed in the school. The Federal Republic of Nigeria (FRN, 2013) stated that a teacher is an individual that has been professionally trained in any teacher education programmes of any of the following; Colleges of Education, Faculties and Institutes of Education of Nigerian Universities, National Teachers Institute, School of Education in the Polytechnics,



Nigerian Institute for Nigerian languages, and the National Mathematical Centre. That is to say, any person outside these categories of institutions would not be recognized, accepted or regarded as a teacher in Nigeria. Eze (2015) stated that a teacher is a person who, through his influence, makes a great input and shapes the direction of learners so that stated objectives may be achieved. He is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situation (Obidike, 2016). Since teachers commit more to the teaching profession to ensure academic benefits of students, teachers job commitment has been an issue of discuss in recent times. Majasan cited in Ayele (2014) affirms that a teacher is one who teaches (especially the young ones), builds up, instruct, trains and guides them for healthy growth and stable adult life. Teachers are the major tools use in achieving educational goals/objectives, teachers in secondary schools like anyotherlevelofeducationare faced with challenges some of which partin to school climate school climate.

Some authorities have also identified school location as factors related to school climate. School location refers to the particular place or area in a physical environment where school is sited. Schools are located in various places, some in rural while some in urban areas. It is observed that schools in rural area do not have human and material resource like schools in urban areas. Owoye and Yara (2011) had it that school location plays significant role in teacher job commitment, satisfaction as well as students performances. They further averred that school climate in urban areas are more satisfactory and rewarding to both teachers and students than schools located in rural

areas. The researcher viewed school climate as all aspect of the school environment which encompasses the human and material resources and how they influence school personnel. The school climate plays significant role among teachers' and their job commitment.

Teacher job commitment is the emotional bond and attitude teachers demonstrate towards their work. Nazari and Emamie (2012) stated that teacher job commitment is the measure of strength employees attach towards the goal and values of their profession, having strong faith in it and showing considerable efforts to continue in the membership of their profession. In the views of Altum (2017) teacher job commitment is the internal force that motivates teachers to show enhanced job performance. In the views of Odo (2021), teacher job commitment describes a teacher's attitude towards his work. Odo further noted that a teacher's attitude towards his job is highly determined by the nature of the school climate. This means that there exists a relationship between school climate and teacher job commitment.

Relationship between school location and teacher job

The place where school is located can determine to a greater extent the level of teachers' commitment and work performance. Bearing this in mind, the researcher observations show that schools located in quiet and serene area provides a harmonious and good environment which offer better physical protection and decrease the possibility of direct attack kidnapping and abuse in the schools, Ajayi&Akinsanya, (2016) buttressed this by saying that the place where school is located can affect



achievement either positively or negatively because the location is linked with retention or provision of necessary school facilities. So also, bad location such as noisy and polluted surroundings may make the teachers' exhibit low performance on the job as polluted surroundings may be hazardous and detrimental to their health. As a result of this, teachers are much concerned with the surroundings where their schools are located. Njiru, (2014) pointed out that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work.

Location of school is the immediate environment where the school is sited which include urban and rural. Arop and Owan, (2018) asserted that school location refers to where a school is situated or sited; it can be located in a rural location (less city) or urban location (main city). Ajayi and Akinsanya (2016), asserted that the school location is seen in terms of main city (urban) and less city (rural). To Orji (2013), school location refers to rural and urban school, he conceptualized urban schools as those in municipalities or schools found in the town and rural schools as those located in the villages or semi-urban. Similarly, Funk and Waginalls in Idialu (2013), urban areas are those thickly populated town or cities with the basic amenities and facilities that make life comfortable, while rural areas are those places distinguished from town and cities with little or no amenities or facilities.

Urban connotes areas the presence of social amenities and infrastructures like, commercial buildings, good roads network, banks, industries, post office, portable water, recreational facilities and better standard of living. On the other hand, rural areas are villages/town in remote/interior area, with little or no amenities and infrastructures.

Kasha (2012) simply described rural areas as area deprived, lacking so many government development intervention such as infrastructure to improve the life of the people. Schools are established to inculcate ideas, skill, and values to the general populace, but because of uneven distribution of human and material resources for effective teaching due to the location of the school, these objectives are not realized (Garrison, 2012). Owoeye and Yara (2011) posit Nigerian education in rural areas is usually full of difficulties; teachers who are qualified don't like being posted to village, lack of roads, communication facilities making it difficult to get books and teaching material to the school among others. Although rural areas can provide family-oriented setting, low crime rate, fresh air and enhance quality of life, many teachers refused rural posting due to their concern about quality of houses, classroom facilities, health care, school resources and opportunity for professional development (Armah 2013).

Schools located in industrial areas are more likely to be experiencing pollutions (water, air and noise) which may be detrimental to their health (as exposure to noise can lead to adverse health effects like stress, ear loss, unhappiness and high blood pressure), academic performance of students as well as teachers' job commitment. To Xaba (2015) school location also impinges on school safety, schools located at the heart of the cities are more prone to violence than schools in isolated areas. Schools sited in a good location with availability and adequacy of basic facilities motivates teachers to be committed to their job. Schools located in serene areas are likely to provide more conducive learning environment, which may



in turn boost teachers' job performance and as well increase their productivity. In other words, teachers are likely to performed better in quiet environment than in noisy environment. However, urban schools has an edge over the rural schools in terms of life chances

Such as socialization and other physical amenities, because of lack of these social amenities in the remote rural area, teacher who agree to work there prefer to operate from the city. The truth is that the location of a school has positive or negative effects on teachers, many school located in urban area exposes teachers to health hazard due to pollution in as much as they have access to teaching facilities, while the teachers in the rural school don't have access to good office and classroom mother teaching facilities. In conclusion, school location has positive or negative effect on teachers, the effect determine their commitment to the teaching profession.

However, having gone through the above literatures on components of school climate, the researcher is yet to draw a conclusion on how these components relates to teacher job commitment in public secondary schools in Enugu state, and this becomes a gap in this study. To fill the gaps, the researcher sought the need to investigate the relationship between School climate and teachers job commitment in public secondary schools in Enugu state, Nigeria.

Research Questions

This research question were formulated to guide this study:

What is the relationship between school location and teacher job commitment in public secondary schools in Enugu State?

HO: there is no significant relationship between the scores of teachers and principal on school location and teacher job commitment in public secondary schools in Enugu state.

Research Method

Research Design

This study adopted correlation research design. The area of study for this research is Enugu State. The population for the study comprised 295 secondary school principals and 8,463 secondary school teachers in the 295 public secondary schools in six education zones in Enugu State. (Source; PPSMB, Enugu State, 2022.) The sample for the study comprised 555 teachers and principals of the public secondary schools in Enugu State. The researcher adopted multi stage sampling technique in selecting 130 public secondary school principals and 425 secondary school teachers from 130 public secondary schools in Enugu state. The researcher proportionately sampled 425 teachers which is 10% of the teachers population from each of the three education zones selected for the study and all the 130 principals were included. The instrument for data collection is a researcher developed questionnaire titled "Relationship between School location and Teacher Job Commitment Questionnaire" (RSLTJCQ). The validity of the instrument was established using the opinions of three education experts. To establish the reliability of the instrument, copies of questionnaire were administered to 30 respondents made up of 10 principals and 20 teachers in twenty public secondary schools in Anambra State, Awka South to be precise, who were not part of the population of the study. Anambra State was chosen because it is one of the south-eastern state that share common



characteristics, such as boundary, language, culture, educational opportunities with Enugu State. The researcher distributed 555 copies of the questionnaire with help of six (6) research assistants who were teachers from the three education zones used for sampling in Enugu State, they were briefed and given instruction concerning the purpose and how to politely approach the respondents to administer and retrieve the filled questionnaire. The researcher and her assistants were unable to retrieve 25 copies of questionnaire from the teachers and 1 from the principal. On the whole 26 copies were lost and only 529 copies were retrieved

and used for data collection. The return rate was 95 percent.

For data analysis various statistic tool was employed. Data collected was presented in table, and analyzed using statistical package for social science (SPSS batch system). Pearsons product moment correlation coeffercent was used to answer the five research questions.

The five null hypotheses was tested using t-test for correlation significance. The hypotheses was interpreted based on significant value (sig) from SPSS output. The null hypotheses was rejected when the significant value is less than 0.05 but was not rejected when it is greater than 0.05.

Research Question: What is the relationship between school location and teacher job commitment in public secondary schools in Enugu State?

Table 1: Pearson correlational coefficient on relationship between school location and teacher job commitment in public secondary schools in Enugu State

N	Pearson Correlation (r)	Decision
529	0.030	Very low positive relationship

Table 1 show the relationship between school location and teacher job commitment in public secondary schools in Enugu State. The computed **r** is 0.030 indicating there is very low relationship. Hence, there is very low positive relationship between school location and teacher job commitment in public secondary schools in Enugu State.

Hypothes1s

HO: there is no significant relationship between school location and teacher job commitment in public secondary schools in Enugu state.

Table 2: Test of Significant of Relationship between school location and teacher job commitment in public secondary schools in Enugu state

N	R	T	Sig	Decision
529	0.030	0.494	0.622	NS



Result of data analysis summarized in Table 2 shows that the index of relationship between the two variables is 0.030. As shown on the table, t-test of significance of r is 0.494 at 0.05 an alpha level. The table further reveals that, significance of t , (probability value) is 0.622. Since the level of significance (0.05), was less than the significant of t . value (0.622) the researcher did not reject the null hypothesis and concludes that there is no significant relationship between school location and teacher job commitment in public secondary schools in Enugu state.

Discussion of Findings

The result of analysis of question on table 1 shows that; there is very low positive relationship between school location and teacher job commitment in public secondary schools in Enugu State based on the computed r of 0.030. Also hypothesis on table 2 concluded that there was no significant relationship between school location and teacher job commitment in public secondary schools in Enugu state. The study concluded that there is no significant relationship between school location and teacher job commitment in public secondary schools in Enugu state.

The finding disagreed with the assertion that the place where school is located can determine to a greater extent the level of teachers' commitment. This shows that the submission of Ajayi&Akinsanya, (2016), that the place where school is located can affect achievement either positively or negatively because the location is linked with retention or provision of necessary school facilities, because if teachers are committed to their duty they will employ strategies that will enable the teacher to help in monitoring students achievement. However, schools located in quiet and serene area provides a harmonious and good environment which offer better physical protection and decrease the possibility of direct attack kidnapping and abuse in the schools, but that does not guarantee teachers commitment. The finding supports the findings of Akinduade (2021), who

investigated School location as determinant of teachers' job performance and found out that school location has no significant relationship with teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria.

Recommendations

Based on the findings of the study the following recommendations were profiled;

1. Government should build teachers quarter inside school for effective job c sense of commitment.
2. Conducive social environment should be created in the work settings irrespective of where the school is located to enhance commitment of employers.
3. Principal as the manager of their school human resources should use managerial strategies to create a friendly school environment that boost interpersonal relationship, promote wellbeing of their teachers.

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