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Influence of Teaching Effectiveness and Goal -Setting on Organisational Commitment of Secondary Schools Teachers in Ogun State, Nigeria

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Abstract. Organisational commitment of employees is one of the competitive advantages for corporate success and productivity. Its multidimensional stance has made so slippery and volatile especially among the teachers. Hence, this study therefore, investigates the influence of teaching effectiveness and goal-setting strategy on the organisational commitment of secondary school teacher in Ogun State, Nigeria. Ex-post facto survey design and simple random sampling technique were adopted for the study. Adopted Questionnaires (OCS, r= .76; TES, r= .72; GSS, r= .84) with a section for demographic data were administered on a sample of One Hundred and Eighty secondary schools teachers from eighteen (18) schools in Sagamu Local government area, Nigeria. Regression statistics was used for data analysis at 0.05 level of significance. The findings showed that the variance in organizational commitment of secondary school Teachers is accounted for by teachers' teaching effectiveness and goal setting, although, the effect size is small. Also, it was concluded that teaching effectiveness predicted organizational commitment better than goal-setting strategy of the teachers. Based on the findings, it was recommended that educational managers should consciously and deliberately identify the psychosocial and organisational constructs in addition to teaching effectiveness and goal-setting strategy platform for planned action programmes that would strengthen organisational commitment of secondary school teachers among others.

Keywords: Teaching Effectiveness, Goal-setting, Organisational Commitment, Secondary schools

1. Introduction

The bane of the prevailing economic challenges in the world in recent time seems to be the poor retention and commitment of knowledge workers across organisations. The interesting paradox is that instead of organisations using the committed workforce in gaining competitive advantage; layoffs, downsizing and underemployment tend to be the human resource strategic-option for corporate survival. The trend in the educational organisations (the school system) is quite worrisome as organisational commitment of teachers is highly volatile and slippery. Occupational and geographical mobility rates have portrayed teachers as the most nomadic professionals in recent time. The emerging knowledge economies that offers alternative employment opportunities is providing windows of escape for teachers as the seemingly best and most experienced are willing to move from one organisation to another in the bid of searching for better work conditions.

Organisation commitment is a psychological attachment to an organization and reflects the degree to which employee internalizes or adopts the characteristics or perspectives of the organization (Ruokolainen, 2011). It is connected to many things such as work satisfaction, sickness related absences and willingness to change job. It is expected to be

improved relationships and performance of the organization. Organisational commitment has many positive outcomes for individual and the organization. It has potential to influence employee's well-being; it has shown to increase employee's job satisfaction. It reduces employees' turnover and has the potentials of improving relationships and organisational performance.

Organisations with committed employees have a clear competitive advantage in talent strategy and business results that is difficult to imitate. (Meyer & Herscovitch 2001; Wright, Gardner, Moynihan & Allen 2005; Shahid & Azhar 2013). There are a variety of factors that influence organisational commitment, such as: job-related factors, employment opportunities, personal characteristics, positive relationships, organisational structure, and management style. These factors could be economical and psychosocial that affects all categories of employees irrespective of trade and profession.

The teaching and learning process revolves around the roles of the teacher and student among which the latter is prominent as it is a known fact that no education can rise above the level of its teacher. Apparently, organisation commitment of teachers seems to be affected by multivariate factors which include the teaching effectiveness. Teaching effectiveness is an observable instructional behaviour of teachers in the classroom rather than on factors that may explain such behaviour (e.g., teacher beliefs and knowledge and interpersonal competencies). The observable instructional behaviour includes: orientation, structuring, questioning, teaching-modelling, applications, management of time, teacher role in making classroom a learning environment, and classroom assessment. It can be defined as activities that promote student learning where student ratings, self-reviews, and peer evaluations are all used for evaluating different aspects of teaching.

However, the most productive way in which to obtain commitment is to actively involve the team members in the goal-setting process. The sharing knowledge during this process makes the goal to be clearer, sufficiently challenging and have an appropriate level of complexity. The two most important findings of goal-setting theory by Edwin Locke are that setting goals generates higher level of performance than setting vague goals. Goals that are more specific and thus more challenging and harder to achieve, often have a direct and positive impact on performance. This relies on the notion that the harder the goal, the more a person will strive to work towards it.

One of the most effective ways management gain commitment from their staff is through annual appraisal system where goals are discussed and agreed. As part of this exercise, the goals set will adhere to established expectations and rewards that can be offered. Before anyone is committed to a goal, there is a need to ascertain that there are sufficient resources available, without these resources, desired goals might not been achieved and this is an essential element of gaining commitment. The effectiveness of goal setting may be limited if employees cannot evaluate and improve upon their performance (effectiveness). It is therefore vital that people are aware of their performance level and if they are on trade to allow them to progress, as well as alter their performance strategies in areas of weakness.

The organisational commitment of teachers in recent years seems to be dwindling leading to the resultant poor academic engagement and performance of students among other. Pecuniary and non-pecuniary factors within the school system have been advanced for this deficiency without much recourse to the psychosocial behavior of the teachers. It is on this premise that, this study investigated the influence of teaching effectiveness and goal-setting on organisational commitment if secondary school teachers in Ogun State, Nigeria.

2. Hypotheses

$H0^1$: There is no significant composite effect of teaching effectiveness and goal setting on organizational commitment of Secondary School Teachers.

H0[2]: There is no significant relative effect of teaching effectiveness and goal setting on organizational commitment of Secondary School Teachers.

3. Method

3.1 Design

The study adopted ex-post-facto research design. Simple random sampling technique was used, having Eighteen (18) schools randomly selected from twenty-seven (27) Secondary Schools in Sagamu Local Government Area. Ten (10) teachers were selected respectively from each of the schools. In total, One Hundred and Eighty (180) respondents were selected to participate in the study.

3.2 Instruments

Three research instruments were used in this study. Organisational commitment scale (OCS), Teaching effectiveness scale (TES) and Goal-setting Scale (GSS) were adopted and administered on the respondents. The scales were divided into two sections with Section "A", dealing with the demographic data of the teachers, while the section "B" elicits responses on the variables. The organisational commitment scale (OCS) consists of twenty-one (21) items with internal consistency coefficient of 0.76; Teaching effectiveness scale (TES) has twenty-three (23) items with reliability coefficient of 0.72; while Goal-setting scale has twenty-nine (29) items with 0.84 reliability coefficient. All the items were measured was based on 4-points Likert scale with 1 demonstrating "Strongly Agree" and 4 demonstrating "Strongly Disagree".

3.3 Procedure

The questionnaires were administered personally by the researchers on the teachers. One Hundred of Seventy Two (172) were collected after some days, having attrition of Eight (08) questionnaires of which the concerned respondents were exempted from the study. Data resulting from the instruments were analysed using correlation matrix, analysis of variance, independent t-test and multiple regression analysis at 0.05 level of significance.

4. Results

The results are as presented in tables 1-2

Hypothesis 1:
There is no significant composite influence of teaching effectiveness and goal setting on organizational commitment of Sec. Sch. Teachers.

Table 1:
Model Summary of the Multiple Regression Analysis for the Composite Influence of teaching effectiveness and goal-setting to the prediction of organisational commitment of secondary school teachers in Ogun State.

R	R^2	Adjusted R^2	F	Sig
0.354	0.125	0.115	12.141	0.00

The table shows the R-value with the adjusted R^2 (0.115) which signifies that 11.5% of the variance in organizational commitment of Secondary School Teachers is accounted for by teachers' teaching effectiveness and goal setting. Though the effect size is small (0.115), the F-value (12.141) which is significant at 0.05, ($P<0.05$) indicates that the influence is significant.

Hypothesis 2:
There is no significant relative effect of teaching effectiveness and goal setting on organizational commitment of Sec. Sch. Teachers.

Table 2:
Beta Coefficients and t Ratio for Relative Influence of teaching effectiveness and goal-setting to the prediction of organisational commitment of secondary school teachers in Ogun State.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.419	3.379		14.330	.000
	Goal Setting	.030	.026	.085	1.157	.249
	Teaching Effectiveness	.139	.031	.326	4.441	.000

a. Dependent Variable: Organisational Commitment

From the table, the beta values explain the strength of each independent variable on criterion variable. It shows that while goal setting has a beta value of 0.085, teaching effectiveness has 0.326. This shows that teaching effectiveness predicted organizational commitment better than goal setting. The t-values with the level of significance, show that only teaching effectiveness has relative significant effect on organizational commitment.

5. Discussion

The result of the study showed a variance in organizational commitment of secondary school Teachers that was accounted for by teachers' teaching effectiveness and goal-setting, although the influence was quite small. This implies that the commitment of teachers to the school system could not be chiefly influenced by the teaching effectiveness and the goal-setting strategy adopted by the teachers. This aligns with the findings of Antilla (2014) that factors affecting the organizational commitment are divided into three categories. The first one consist matters directly linked to the company itself. The second category has factors linked to the work community and the third is formed by factors related to the work characteristics. Company's strengths lie in its' interesting field of business and variety opportunities it can offer for employees globally. To improve organizational commitment it should pay attention to its' human resource practices.

Moreover, the major factors that influence organisational commitment of teachers are not psychosocial behaviours of the teachers but are factors that are within the corporate system of the schools. Incontrovertibly, employee organisational commitment is a complex issue. Organizational commitment seems to be connected to many things that are considered important such as; work satisfaction, sickness related absences and willingness to change job. These could be the reasons for reason for the small contribution of teaching effectiveness and goal-setting strategy of the teachers.

According to Cohen (2007) there are four-component commitment model which have timeframe and makes distinction between organizational commitment that develops before entering the organization and commitment developed after the entry. It was argued that among the four components, instrumental and psychological attachments are bases for employee commitment to an organisation. Instrumental commitment is attachment based on more tangible exchange relationship, like rewards and salary while psychological attachment is perceptions of justice, perceptions of organizational support and transformational leadership. The foregoing are factors different from the personal characteristics of the employees (teachers) which could be the justification for the infinitesimal contribution of teaching effectiveness and goal-setting strategy of the teachers.

In addition, Meyer et al. (2002) came up with four antecedent categories after a wide meta-analysis. First, organizational commitment seems to be related to demographic variables,

such as age, gender, education and length of service in one organization. Second, they found that work experiences, like organizational support, role conflict and role ambiguity, have an effect on organizational commitment. Third group is availability of alternatives and investments, including transferability of education and skills. Fourth, there are individual differences, like external locus of control and task self-efficacy. This further support the findings that contributions of teaching effectiveness and goal-setting are small which could be as a result of the multi-dimensional stance of organisational commitment.

Furthermore, this result shows that teaching effectiveness predicted organizational commitment better than goal-setting strategy. It further indicates that only teaching effectiveness has relative significant effect on organizational commitment. For almost have of a century, there have been many researches on the teacher behaviours as predictors of student achievement in order to build up a knowledge base on effective teaching (Doyle, 1986; Galton, 1987; Creemers, 1994; Muijs & Reynolds, 2000). The amount of learning experiences acquired the students seems to be predicated on when teachers prioritise academic instruction and allocate available time to curriculum-related activities. Consistent success in students' achievement with organisational support could lead to the commitment of the teachers to the school system. Meyer et al. (2002) in a meta-analysis of organisational commitment identified four categories of antecedents. It was reported that the fourth category of the antecedents consists of individual differences of the employee, such as external locus of control and task self-efficacy. The later (task self-efficacy) in context of this study is teaching effectiveness. This underpins the finding of this study that teaching effectiveness has relative influence on organisational commitment of the teachers.

6. Conclusion

The variance in organizational commitment of secondary school Teachers is accounted for by teachers' teaching effectiveness and goal setting. Although, the effect size is small but there was an indication that the influence is significant. It was concluded that there could be some other potent psycho-social constructs that could influence organisational commitment of teachers. Also, it was concluded that teaching effectiveness predicted organizational commitment better than goal-setting strategy of the teachers.

7. Recommendations

Based on the foregoing conclusions, it was recommended that educational managers should consciously and deliberately identify the psychosocial and organisational constructs in addition to teaching effectiveness and goal-setting strategy of the teachers. These should provide the platform for planned action programmes that would strengthen organisational commitment of secondary school teachers. Moreover, the teaching effectiveness should be heightened through periodic capacity development training of the teachers. The school system, government at all level and corporate organisations should provide career-support incentives to the experienced and brooding academics in order to improve their pedagogical skills in line with best global practices.

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