

EXTENT OF COMMITMENT OF TEACHERS IN THE IMPLEMENTATION OF BLOCKLAYING, BRICKLAYING AND CONCRETING TRADE CURRICULUM IN TECHNICAL COLLEGES IN NIGER STATE

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Abstract

This study determined the level of Blocklaying, Bricklaying and Concreting Trade (BBCT) teachers' commitment in the implementation of the curriculum in technical colleges in Niger State. Three research questions guided the study. A descriptive survey research design was employed for the study. A population of 49 respondents comprises of 18 Administrators (Principals and Vice Principals) and 31 BBCT Teachers. A questionnaire containing 21 items developed by the researcher and validated by three experts was used for the data collected for the study. The data collected from the pilot testing exercise was analyzed to establish a reliability coefficient of 0.79 for the instrument using Cronbach Alpha statistics. Statistical mean and standard deviation were employed to analyze the data for the study. The findings among others revealed that: BBCT teachers have low degree of school commitment for the implementation of the curriculum and BBCT teachers have low degree of commitment to teaching activities for the implementation of the curriculum in technical colleges in Niger State. Based on these findings, it was recommended that BBCT teachers should change their mind set towards improving the level of commitment they have for the technical colleges so that students and the entire school community can benefit positively during the implementation of the BBCT in technical colleges and government should improve the welfare and teaching environment in order to make the BBCT teachers committed to the implementation of the BBCT in technical colleges in Niger State.

Keywords: Blocklaying, Bricklaying and Concreting Trade, Teachers' Commitment, Implementation, Curriculum

Introduction

The level of Blocklaying, Bricklaying and Concreting Trade (BBCT) teachers' commitment in technical colleges may be related to the level of BBCT student's skills acquisition and academic achievement. Technical colleges in Nigeria according to Federal Republic of Nigeria (FRN, 2013) train students in vocational courses such as auto mechanics, plumbing, electrical installation and maintenance practice, computer craft practice, woodwork, blocklaying, bricklaying and concreting trade to mentioned a few. BBCT is that aspect of technical and vocational education that is meant to equip students with technical knowledge and vocational skills that will make the trainee enterprising or become self-reliant. The BBCT curriculum is one course among the curricular prepared by National Board for Technical Education and currently under-going implementation within the technical colleges in the country by BBCT teachers.

Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. It means the processes involved in translating technical college educational plan into action through utilization of the specified instructional materials required to bring about the changes in the learner as they acquire the planned experiences, skills and knowledge that are aimed at enabling them function effectively in the society and for this to happen successfully there is a need of highly committed BBCT teachers.

According to Hoy, Tarter and Kottkamp (1991), effective teachers need high level commitment in carrying out his/her duty in the school setting. McNeil, Kozma, Stones and Hannah (1986) defined commitment as "the tendency to be involved in positive activities rather than feeling purposeless". This suggests that BBCT teachers' commitment can lead to BBCT student's achievement in technical colleges.

Though it is expected that BBCT teachers in technical colleges that have good condition of working environment may commitment boosted. According to McNeil et al (1986) committed teacher usually have the ability to set goals for themselves and recognize their school setting value system; On the other hand, good welfare and working conditions are very important to elicit teachers' commitment and perform their job properly. They added that the concept of working conditions deals with institutional effectiveness, environment, climate and ideology.

BBCT teachers who are under pressure and stress can't have a high level commitment in their teaching and learning activities efficiently. Consequently, may affect the students' level of academic achievement. Celep (2001) claims that the effectiveness level of any educational institution demands adequate personnel commitment. He also argues that teachers need to work under healthy conditions in order to teach their students adequately towards improving academic achievement and fulfillment of the institution goals.

Singh and Billingsley (1989) stated that low level of teacher's commitment reduces students' achievement, increases teacher absenteeism and increases teacher reluctance towards the school. The success of any learning institution depends primarily on the teaching staff's level of commitment (Oberholster & Taylor, 1999). The authors added that teachers with low levels of commitment are less faithful to their schools; often do only what concerned with their personal success than with the success of the school as a whole. In contrast, teachers with high levels of commitment see themselves as an integral part of the school, what threatens the school endangers them as well, do their best to perform their duties better, and work for the school as if it belonged to them. So, there is no doubt that students' level of achievement will be influenced by the teachers' level of school commitment.

School commitment is the teachers' belief and acceptance of the goals and values of the school, teachers' efforts for adopting those goals and values, and teachers' strong desires to keep up involvement in the school (Mowday, et al, 1979). This emotional bond between the BBCT teacher and the technical colleges towards the implementation of the curriculum that have positive impact to students' achievement is yet to be ascertained.

According to Akinlola (2016) teacher is the force that drives the educational system in society. They are the ones who interact with students and have to deal with the parents. A teacher often has many roles to play such as setting the tone for the classrooms, build a warm environment, mentor and nurture students to mentioned a few. Phillip (2013) explained that teachers' feelings and practices in their daily life toward their professional responsibilities are measure by their satisfaction in carrying out such teaching activities and to struggle more for doing the best in the school and to be proud of his school all depend on how impressive they are within the school. The BBCT teachers in technical colleges are not let out in carrying out these activities with utmost commitment but to what extent are they being practicing them still remain undetermined. Hence the need for the study is to determine the extent of commitment of teachers in the implementation of BBCT curriculum in technical colleges in Niger State.

Statement of the Problem

It is expected that BBCT teachers when employed be able to carry-out his professional duties

and responsibilities with high level of enthusiasm and commitment. The poor working conditions and administrative bureaucracy in terms of welfare, environment for the working and other motivational factors that will facilitates teachers' commitment make it difficult for the teacher hence reverse is the case. These bad conditions of technical colleges ultimately lead to the decline level of BBCT teachers' commitment in their duties and responsibilities and consequently decrease in the student's achievement and success as reported by Chief Examiner's report (2017). Hence, the question for the study is; to what extent are the BBCT teachers committed in the implementation of BBCT curriculum in technical colleges in Niger State?

Purpose of the Study

The main purpose for this study is to determine the level of BBCT teachers' commitment in the implementation of the curriculum in technical colleges in Niger State. The study sought to:

- (i) Find out the extent to which BBCT teachers are committed to their school for the implementation of the curriculum in technical colleges in Niger State.
- (ii) Assess the extent to which BBCT teachers are committed to their teaching activities during the implementation of the curriculum in technical colleges in Niger State.
- (iii) Determine the extent to which the government impresses the BBCT teachers to make them committed for the implementation of the curriculum in technical colleges in Niger State.

Research Questions

- (i) To what extent are the BBCT teachers committed to their school for the implementation of curriculum in technical colleges in Niger State?
- (ii) To what extent are the BBCT teachers committed to their teaching activities for the implementation of the curriculum in technical colleges in Niger State?
- (iii) To what extent are the government impresses the BBCT teachers to make them committed for the implementation of the curriculum in technical colleges in Niger State?

Methodology

The research was carried out using descriptive survey research design. The study was conducted in Minna metropolis. The population for the study consisted of 49 subjects in all the six Technical Colleges own by Niger State. This is made up of 18 Administrators (Principals and Vice Principal) and 31 BBCT Teachers. A 25-items questionnaire was used as an instrument to solicit information from the respondents. The questionnaire items were structured using five point rating scale with response options of: Very High Extent (VHE) 5 points, High Extent (HE) 4 points, Moderate Extent (ME) 3 points, Low Extent (LE) 2 points and Undecided (UN) 1 point for all the research questions. The instrument was validated by three experts, two from Science and Technical Education Board and one from Department of Industrial and Technology Education of the School of Science and Technology Education, Federal University of Technology, Minna. The reliability of the instrument was tested using the Cronbach Alpha statistic and a coefficient of 0.79 was obtained. The researcher distributed and collected back the completed questionnaire with the help of six research assistants. Data collected for this study was analyzed using mean, standard deviation. Real Upper and lower limit of numbers was used in order to determine the extent of commitment to the items.

Results

Research Question One: To what extent are the BBCT teachers committed to their school for the implementation of curriculum in technical colleges in Niger State? Data that answered this research question are presented in Table 1.

Table 1: Mean Responses and Standard Deviation of the Respondents on the Extent to which the BBCT Teachers' Committed to their School for the Implementation of the Curriculum in Technical Colleges in Niger State
 $N_1=18, N_2=31, \text{Total } N=49$

S/N	Items	\bar{x}_1	SD1	\bar{x}_2	SD2	\bar{x}_A	SD	Decision
1	Teacher is committed to stay in the college.	1.71	0.88	2.28	0.46	1.96	0.67	Low Extent
2	Teacher is committed to be punctual always in the college	2.26	0.82	2.25	0.95	2.25	0.89	Low Extent
3	Teacher is committed to always have the college in his mind	2.12	0.99	2.12	0.99	2.12	0.99	Low Extent
4	Teacher prefer his teaching profession even if he has other option	1.56	0.73	1.50	0.84	1.53	0.79	Low Extent
5	Teacher has cordial relationship with other people working in the college for the benefit of the college	2.79	0.84	3.25	0.88	3.02	0.86	High Extent
6	Teacher is committed to always work hard for the college.	2.12	0.88	2.48	1.28	2.30	0.68	Low Extent
7	Teacher has passion in everything he does for the college.	2.39	0.86	2.20	0.90	2.29	0.88	Low Extent
8	Teacher is committed to the college and sees the college as the best among others.	2.56	0.87	2.43	0.95	2.49	0.91	Low Extent
9	Teacher is committed to assist in teaching related subject while others are absent.	2.43	0.85	2.52	0.92	2.48	0.89	Low Extent

Key: N_1 = Number of Administrators, N_2 = Number of BBCT Teachers, \bar{x}_A = Average mean of both groups of respondents, SD= Standard Deviation of both groups of respondents, \bar{x}_1 = Mean of Administrators, \bar{x}_2 = Mean of Students, SD_1 = Standard Deviation of Administrators, SD_2 = Standard Deviation of Students.

The result of the analysis from both groups of respondent shown in Table 1 revealed that BBCT teachers have low degree of commitment with 8 out of 9 listed items since their average mean ranged from 1.53-2.49 while one item with average mean of 3.02 implies that BBCT teachers have high degree of commitment in that aspect during the implementation of the curriculum. This indicated that majority of the items are among the areas where BBCT teacher lack commitment for the implementation of the curriculum in technical colleges in Niger State. Table 1 also indicated that the standard deviation of the items ranged from 0.67-0.99 whose difference is less than 1.00. This implies that the two groups of respondents were not far from the mean and from one another in their responses concerning the extent to which the BBCT teachers committed to their school for the implementation of the curriculum in technical colleges in Niger State.

Research Question Two: To what extent are the BBCT teachers committed to their teaching activities for the implementation of the curriculum in technical colleges in Niger State?

Data that answered this research question are presented in Table 2.

Table 2: Mean Responses and Standard Deviation of the Respondents on the Extent to which the BBCT Teachers' Committed to their Teaching Activities for The Implementation of the Curriculum in Technical Colleges in Niger State

		N ₁ = 18, N ₂ = 31, Total N = 49						
S/N	Items	\bar{x}_1	SD1	\bar{x}_2	SD2	\bar{x}_A	SD	Decision
1	Teacher is committed to go to the class at the right time.	2.71	0.88	2.48	0.76	2.60	0.82	Low Extent
2	Teacher is committed always to carry out the teaching activities with enthusiasm.	2.26	0.83	2.44	0.65	2.35	0.74	Low Extent
3	Teacher is committed to the _____	2.32	0.99	2.99	0.93	2.66	0.96	Low Extent
4	Teacher is committed to the success of his students.	2.37	0.69	2.64	0.79	2.51	0.74	Low Extent
5	Teacher is committed to his teaching always.	2.40	0.92	3.25	0.86	2.82	0.89	Low Extent
6	Teacher is committed to the practical lesson outside the classroom.	2.59	0.84	2.37	0.49	2.48	0.67	Low Extent
7	Teacher is committed to plan his lesson plan every day	2.79	0.84	3.25	0.88	3.02	0.86	High Extent
8	Teacher is committed to gives students assignment and mark without delay	3.60	0.84	3.10	0.88	3.35	0.86	High Extent
9	Teacher is committed to carry all students alone including low speed learner	2.12	0.99	2.12	0.99	2.12	0.99	Low Extent

Key: N₁= Number of Administrators, N₂= Number of BBCT Teachers, \bar{x}_A = Average mean of both groups of respondents, SD= Standard Deviation of both groups of respondents, \bar{x}_1 = Mean of Administrators, \bar{x}_2 = Mean of Students, SD₁= Standard Deviation of Administrators, SD₂= Standard Deviation of Students.

The result of the analysis from both groups of respondent shown in Table 2 revealed that they have low degree of commitment with 7 out of 9 items since their average mean ranged from 2.35-2.82 while 2 items were rated high degree of commitment with average mean value of 3.02 and 3.35 respectively. This implies that the BBCT teachers lack teaching activities commitment in some aspect they suppose to have been committed during the implementation of the curriculum in technical colleges in Niger State. Table 2 also indicated that the standard deviation of the items ranged from 0.67-0.96 whose difference is less than 1.00. This implies that the two groups of respondents were not far from the mean and from one another in their responses concerning the extent to which the BBCT teachers committed in their teaching activities for the implementation of the curriculum in technical colleges in Niger Sate.

Research Question Three: To what extent are the government impresses the BBCT teachers to make them committed for the implementation of the curriculum in technical colleges in Niger State?

Data that answered this research question are presented in Table 3

Table 3: Mean Responses and Standard Deviation of the Respondents on the Extent to which the Government Impresses the BBCT Teachers' to make them Committed for the Implementation of the Curriculum in Technical Colleges in Niger State

$N_1=18, N_2=31, \text{ Total } N=49$

S/N	Items	\bar{x}_1	SD1	\bar{x}_2	SD2	\bar{x}_A	SD	Decision
1	Teacher is highly impressed with the government attitude toward teaching profession.	2.71	0.88	2.48	0.76	2.60	0.82	Low Extent
2	Teacher is impressed with the welfare he receive always by the government	2.26	0.83	2.46	0.65	2.36	0.74	Low Extent
3	Teacher is impressed with the college environment for teaching BBCT curriculum provided by the government.	2.32	0.99	2.99	0.93	2.66	0.96	Low Extent
4	Teacher is impressed with administrative burea ucracy in the college.	2.37	0.69	2.64	0.79	2.51	0.74	Low Extent
5	Teacher is impressed with the management decision on equal treatment among the staff	2.23	0.92	2.25	0.86	2.24	0.89	Low Extent
6	Teacher is impressed with workshop provided by the government for practical classes	2.59	0.84	2.37	0.49	2.48	0.67	Low Extent
7	Teacher is impressed with the students performance	2.37	0.69	2.64	0.79	2.51	0.74	Low Extent
8	Teacher is impressed with the government on staff development programme	2.26	0.83	2.46	0.65	2.36	0.74	Low Extent

Key: N_1 = Number of Administrators, N_2 = Number of BBCT Teachers, \bar{x}_A = Average mean of both groups of respondents, SD= Standard Deviation of both groups of respondents, \bar{x}_1 = Mean of Administrators, \bar{x}_2 = Mean of Teachers, SD1= Standard Deviation of Administrators, SD₂= Standard Deviation of Teachers.

The result of the analysis from both groups of respondent shown in Table 3 revealed that all the listed items were rated low degree of government impressiveness to make the BBCT teachers committed for the implementation of the curriculum since their average mean ranged from 2.24-2.66. This implies that the listed items are among the area where the government does not impressive the BBCT teachers to make them committed for the implementation of curriculum in technical college in Niger State. Table 3 also indicated that the standard deviation of the items ranged from 0.74-0.96 whose difference is less than 1.00. This implies that the two groups of respondents were not far from the mean and from one another in their responses concerning the extent to which the government impressive the BBCT teachers to make them committed for the implementation of curriculum in technical colleges in Niger State.

Discussion

The findings on the extent to which BBCT teachers are committed to their school for the implementation of the curriculum in technical colleges in Niger State as revealed on Table 1 shows that respondent have low degree of commitment on the following; teacher is committed to stay in the college, teacher is committed to be punctual always in the college, teacher is committed to always have the college in his mind, teacher prefer his teaching profession even if he has other option, teacher is committed to always work hard for the college, teacher has passion in everything he does for the college, teacher is committed to the college and sees the college as the best among others and teacher is committed to assist in teaching related subject while others are absent. This is in line with the finding of Cagri (2013) who observed that commitment to the institution in education manifests itself in identifying with the school, feeling like a part of the school and being loyal to school and a successful schools teachers have commitment to school as well as their professions where otherwise school cannot achieve set goals and objective. Cagri further explained that teachers who are committed to school display such attitudes as; being proud of the school he works for, evoking a desire to work harder, being interested in the future of the school. Also in line with the findings Olson (2003) stated that when teacher discover and explore his commitment about teaching and learning process in the school he begin to share them with others, allow doors and windows to open for the achievement of the desire outcome.

The findings on the extent to which the BBCT teachers committed to their teaching activities for the implementation of the curriculum in technical colleges in Niger State in Table 2 shows that respondent have low degree of commitment on the following; teacher is committed to go to the class at the right time, teacher is committed always to carry out the teaching activities with enthusiasm, teacher is committed to the students' interest in his class, teacher is committed to the success of his students, teacher is committed to his teaching always, teacher is committed to the practical lesson outside the classroom and teacher is committed to carry all students alone including low speed learner. This is in support of the findings of Rowe (2003) who explained that teacher have negative mind towards his teaching activities and does not always perform his teaching activities as required by the profession effectively and do establish a good teacher-student relationship in accordance with the values and ethic of the profession. Also in agreement with the findings of Abosede (2005) who is with the opinion that the degree of loyalty teachers has for their teaching profession determine the level of their commitment in the teaching and learning process and where such is lacking the development of students cognitive and psychomotor domain becomes difficult.

The findings on the extent to which the government impress the BBCT teachers to make them committed for the implementation of the curriculum in technical colleges in Niger State on Table 3 revealed that respondents have low degree of commitment on the following; Teacher is highly impressed with the government attitude toward teaching profession, teacher is impressed with the welfare he receive always by the government, teacher is impressed with the college environment for teaching BBCT curriculum provided by the government, teacher is impressed with administrative bureaucracy in the colleges, teacher is impressed with the management decision on equal treatment among the staff, teacher is impressed with the workshop provided by the government for practical classes, teacher is impressed with the students performance and teacher is impressed with the government on staff development programme. The finding is in agreement with Raymond (1999) who buttressed that a highly impressive teacher recognizes and carryout his professional responsibilities with enthusiasm to his college, students, colleagues, administrators, parents and community. Raymond further highlighted that teacher who is not committed and impress with the government attitude in terms of welfare and poor administrative bureaucracy would not put in his best in the duties and responsibilities expected and consequently affect students' achievement.

Conclusion

Based on the findings it was concluded that BBCT teachers has low degree of commitment to their school, teaching activities as well as not impressive with the government in order to make them committed in the implementation of the curriculum in technical colleges. This will in no doubt lead to the BBCT teachers to be reluctant in performing the duties and responsibilities expected from them during the implementation of the curriculum in technical colleges in Niger State and as a result of these students were not adequately enrich with the academic content expected and hence low students' academic achievement.

Recommendations

- (i) Government should improve the welfare of the BBCT teachers to enable them improve the degree level of their school commitment for the implementation of the curriculum in technical colleges in Niger State.
- (ii) Government should organize retraining workshop for the BBCT teachers in order to re-emphasize and shed more light on the impact of their professional teaching activities and thereby making them to improve the level of commitment for the implementation of the curriculum in technical colleges in Niger State.
- (iii) Government should improve on the administrative bureaucracy and staff development programme in order to make the BBCT teachers impressive enough for the implementation of the curriculum in technical colleges in Niger State.
- (iv) Government should improve the teaching environment in order to make the BBCT teachers committed for the implementation of the BBCT in technical colleges in Niger State.

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