

**Classroom Management and Educational Resources as Determinants of Teachers' Job
Commitment in Public Secondary Schools in Southwest, Nigeria**

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**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy
Degree (PhD) in Educational Management**

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Certification

This is to certify that **Babatunde Joseph KOLASHI** with the matriculation number **LCU/PG/000170** carried out this research work titled: **Classroom Management and Educational Resources as Determinants of Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Education Degree (PhD) in Educational Management and this has not been previously submitted.

Professor Senimetu Ileuma
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Date

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Dedication

This work is dedicated to God Almighty and my supportive family.

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Acknowledgement

The researcher is grateful to the Lead City University, Ibadan, Oyo State Librarian that gave me the access to information used in this research work.

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who has given me the enablement, strength, wisdom and understanding in making this remarkable and dream a reality.

Even though the above-mentioned institution and persons have assisted in correction of this research work, I alone stand responsible for errors, if any, found in the work

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Classroom Management and Educational Resources as Determinants of Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria

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Abstract

This research investigated Classroom Management and Educational Resources as determinants of teachers' job commitment in Public Secondary Schools in Southwest, Nigeria. The missing gap filled was dearth of research on joint influence of classroom management and educational resources on teacher's job commitment. The research was guided by Resources Dependent theory, side-Bet and Behavioural learning theories. Three research questions and three hypotheses were formulated and tested. Descriptive survey research design was adopted. The population consisted of principals (2,262) and teachers (56,827). Sample size comprised of (4,354) teachers and 1,061 principals. Two self constructed questionnaires:- Educational Resources and Classroom Management Questionnaire (ERCMQ) ($\alpha = 0.892$) and Teacher's Job Commitment Questionnaire (TJCQ) ($\alpha = 0.871$) were used. Data collected were analysed using descriptive and inferential statistics. Results revealed high level of teacher's job commitment ($\bar{x} = 4.88$), classroom management in public Secondary School, Southwest, Nigeria is moderate ($\bar{x} = 2.99$). The level of educational resources available in public Secondary school is poor ($\bar{x} = 1.88$). There was a combined significant influence of classroom management and educational resources on teachers' job commitment (Adjusted $R^2 = 0.674$) ($F = 342.861 = 0.000$, $P < 0.05$). There was a significant relative influence of classroom management (Beta = 0.155, $t = 4.488$) and educational resources (Beta = 0.807, $t = 23.325$) on teachers' job commitment. There was a significant relative influence of classroom management (Discipline and control; Beta 0.454, $t = 21.461$, communication; Beta = 0.109, $t = 4.813$, Instructional materials; Beta = 0.286, $t = 4.836$) educational resources (physical; plant; Beta = 0.897, $t = 17.865$, printed; Beta 0.598, $t = 10.372$, Non-printed; Beta = 0.450, $t = 9.417$) on teachers' job commitment. It was recommended amongst others that educational resources should be available in the schools, monitoring and evaluating the utilization of educational resources and effective classroom management strategies should be implemented to improve teachers' job commitment.

Keywords: Classroom Management, Educational Resources, Teacher's Job Commitment, Physical Plants

Word Count: 300

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Chapter One

Introduction

1.1 Background to the Study

Teachers are extremely valuable assets that play a significant part in the accomplishment of goals and objectives in any educational sector, whether it is primary, secondary, or tertiary. Without them, education would not be possible. Because of the important role they play in the accomplishment of educational objectives, it is imperative that teachers demonstrate a high level of commitment to their work. In addition, there is a need to investigate the level of commitment shown by teachers in secondary schools, as well as the factors that could play a role in influencing their level of commitment, particularly with the intention of making certain that the educational goals are met.

The concept of job commitment involves a strong and interdependent connection between the employees and the organization in which they are employed. The establishment of a strong bond between an employer and employee should ideally begin at the point of recruitment and endure over time until the employee's retirement. The establishment of commitment is a crucial component in achieving effective human resource management within an organization. The significant contribution of an individual is crucial in attaining the collective goals and objectives of an organization. It is therefore an inescapable matter that warrants the attention of the managerial personnel, board of directors, and policy-makers within an organization. Furthermore, there exists a significant correlation between organizational commitment and job satisfaction, which ultimately leads to improved job performance in fulfilling assigned responsibilities.

Commitment to a job is defined as the individual's intention to remain in the job; an identification with the values and goals of the job; and a willingness to exert additional effort on behalf of the job¹. Commitment to a job is characterized by an intention to remain on the job. It generally reflects the degree to which an individual is content with his or her work as a result of the nature of the work being performed and the attachment to the organisation². A strong belief in and acceptance of the school's goals and values, as well as a willingness to exert considerable effort on behalf of the school and invest personal resources into the teaching task, are the characteristics that define a teacher's commitment to their job. This allows the teacher to continue working in the teaching profession³. Teachers who have a strong commitment to their jobs find it easy to be interested in whatever is being done in schools, and these teachers are able to participate in school activities with their wholeheartedly without lowering the quality of their instruction².

The role of the teacher is pivotal throughout the educational process because they are charged with a wide range of critical responsibilities. However, without committed teachers who are the primary agents of facilitation in the educational process, it is impossible for the school to achieve its educational goals and objectives⁴. As a profession that helps people build better lives, teaching calls for people who are willing to go above and beyond official requirements in order to assist schools and students in achieving their objectives⁵. In point of fact, a high level of passion, love, sacrifice, and commitment to students, schools, and teaching as a profession are required for teachers to effectively fulfill their multidimensional roles as facilitators, role models, mentors, fathers and mothers².

Without committed teachers, it is impossible to improve the academic performance and overall well-being of students in schools, as well as the growth and success of schools

and the educational development of a nation⁶. This is due to the fact that committed teachers take on the problems of their school or their students as their own, and they are always ready and passionate about doing whatever it takes to find solutions to such problems⁷.

In the majority of studies, determining whether or not a teacher is committed requires looking at their dedication to the school they work at, the students they instruct, and the teaching profession to which they belong^{2,4,7}.

This study examines teachers' commitment in these three areas (that is, their commitment to the school, the student and the teaching profession). Teachers' job commitment is defined as the teachers' belief in and acceptance of the goals and values of the institution, as well as a strong desire to continue membership in the school. It refers to the degree to which educators are willing to embrace a school's mission, policies, and programming^{2,3}.

A teacher who is committed to his/her profession will always be willing to contribute, when and where it is appropriate, to the school's curriculum as well as extra-curricular activities, all in the interest of advancing the educational institution. In addition to this, he or she will be prepared to protect and promote the school's image and will find it easy to comply with the school's policies and laws². Teachers who are committed to the institution they work at are also likely to be committed to the goals of the institution.

Teachers who are committed to the school objectives are more likely to believe in and act upon the goals of the school, intend to remain as members of the school, work harder, and are less likely to leave the workplace. They also devote more time to relevant activities in order to accomplish the goals of the school, influence students' achievement, and exert efforts that go beyond their own personal interests to bring about desirable outcomes⁴. In addition, highly committed teachers consistently go above and beyond the requirements of their jobs.

He or she is dedicated to making certain that the objectives of secondary education, as outlined in the National Policy on Education, are met in all respects and aspects of the system. This individual demonstrates a dedication to the school's short-term as well as long-term goals, objectives, and outcomes².

The willingness of teachers to do everything that is necessary and necessary in order to create a conducive learning environment for the success of their students is an example of their commitment to the students. When a teacher is dedicated to the welfare of his or her pupils, he or she will discover that it is not difficult to devote additional time to preparing for class and to assisting students who are struggling academically so that they can achieve the same level of success as their peers who are performing at a higher level in the same class⁸.

The idea of differentiation in education might not be attainable without teachers who are committed to their jobs. This is due to the fact that it takes a teacher who is interested in all students in order to take into account students' different levels of readiness, ability levels, interests, cognitive needs, and learning preferences when preparing for the lesson as well as while delivering the lesson⁹. Teachers who are dedicated to their students are able to make the activities in the classroom more meaningful, as well as introduce new methods of education and modify the instructional materials in such a way that they are more applicable to the students' lives and hold more of their interest¹⁰.

Teachers' commitment to the teaching profession involves an affective attachment to the profession or occupation, which is associated with personal identification with the career and satisfaction as a teacher². The term "professional commitment" refers to the feeling that teaching staff members have being dedicated to their profession. Teachers who are committed to their craft are also committed to their own personal and professional

development, as well as the overall development of their students. In addition to this, it is the willingness to participate in activities that involve the school community¹¹. Because it enables a teacher to develop the necessary skills, knowledge, and relationships for a successful career, regardless of the situations that may arise within the school, commitment to the teaching profession can be seen as important⁴.

A teacher who is committed to the teaching profession will be aware of his professional responsibilities and will fulfill them to the best of his ability to his students, colleagues, administrators, parents, and the community¹². In addition to this, they become an active member of professional associations on the local, state, and national levels and are always prepared to defend their profession when it is required. It is likely that he or she will be content to remain a teacher for a considerable amount of time, perhaps even up until the time of their retirement². Because they actually have the ability to make a difference in the students' capital development, particularly during the process of teaching and learning, teachers have the responsibility of bringing the school up to its full potential and making it an effective institution.

Teachers need to be committed to the school so that they can fulfill their responsibilities and obligations to the institution. If they are committed, they will carry out their work with the same level of intensity and dedication as if the school were their own. It has been noted, however, that the majority of teachers, particularly those working in secondary schools in the south west region of Nigeria, have a tendency to show a low level of job commitment. Some of the teacher's show up to work late on a regular basis and have tendency to miss a significant number of days due to excessive use of their sick leave. This results in a waste of valuable instructional time that is caused by an inefficient substitute

teacher or the cancellation of class¹³. These teachers therefore are only interested in their own success rather than the success of the organization, which invariably affects their involvement in providing students with quality education and their ability to assist students in achieving academic success².

This persistent low job commitment among teachers often appears in the minds of psychologists, educators and researchers as they try to unravel factors that could be the cause. Some researchers reported personality trait, communication styles, empowerment, job satisfaction, motivational strategies and attitudinal variables in their studies^{4, 14, 15, 16}. However, there seems to be scarcity of studies on the possible influence of Classroom management and Educational Resources on teachers' job commitment. This identifies a gap that needs to be addressed.

The issue of efficient classroom management is a significant consideration for teachers and holds a crucial role in promoting the academic achievement of students, as well as the overall well-being of teachers. Classroom management practices encompass the diverse array of techniques employed by teachers in their daily routines to establish a favourable classroom atmosphere that is well-organized, stimulating, and fruitful, and fosters the advancement and development of students¹⁷.

The aforementioned practices encompass setting clear expectations, closely monitoring student conduct, and proactively responding to and addressing student requirements¹⁷. The implementation of efficient classroom management strategies has been linked to positive outcomes such as enhanced academic performance, increased productivity and accuracy in student work, reduced instances of off-task and disruptive behaviour, heightened levels of

classroom engagement and attentiveness, and the promotion of pro-social behaviour and favorable peer relationships among students^{17,18}.

Teachers who implement efficient classroom management techniques employ diverse tactics to enhance desirable conduct and diminish undesirable conduct, which may differ depending on the intricacy and gravity of the conduct¹⁷. The implementation of various tactics such as optimizing structure, setting, reinforcing expectations, involving students, and recognizing appropriate conduct while addressing inappropriate behaviours are considered effective strategies¹⁹. The correlation between classroom management strategies and teaching techniques is evident, as both are integral components of academic instruction.

The implementation of efficient instructional strategies promotes active participation and favourable conduct among students, thereby diminishing the necessity for responsive classroom administration, as the standard of instruction improves¹². Effective classroom management encompasses not only the discouragement of behavioural disruptions, but also the preparation and facilitation of active learning experiences that are engaging, comfortable, and inclusive for a diverse range of students¹². Several experimental studies have indicated that interventions aimed at enhancing the implementation of effective classroom management practices by teachers have resulted in an improvement in student behaviour^{17,19}.

The commitment of teachers to their job may be influenced by classroom management. Despite the potential significance of classroom management as a predictor of teachers' commitment, the existing literature appears to lack sufficient research on the relationship between classroom management and teachers' commitment. This gap in the literature highlights the need for further investigation. There is also paucity of studies on classroom management on teachers' performance in Southwest Nigeria. Hence, this study will be

anchored on the three measures of classroom management that have the potential to impact teachers' commitment within the school. They include: planning, instructional materials, classroom communication, classroom control and discipline²⁰.

Teacher's use of effective instructional materials should be ensured in order to stimulate students' interest in any lesson and gain their attention for effective participation in the lesson. Also, communication is viewed as mutual understanding or agreement between the sender and the receiver on common issues. Communication occurs only when the message has been understood, and understanding occurs in the mind of the receiver.

With classroom teaching, effective communication is achieved when the learning experience presented to learners by a teacher is testified when learners use the knowledge gained from the lesson to solve practical problems²¹. A teacher uses discipline in the classroom to ensure routine is maintained, school rules are enforced, and students are in a safe learning environment. In short, discipline is a systematic way of teaching students to take responsibility for their behavioural decisions.

The significance of educational resources is crucial in elucidating the extensive range of academic achievements observed among students across diverse categories of secondary schools. The effectiveness of teaching is influenced upon the accessibility of resources such as textbooks and audio-visual instructional materials. The utilization of laptops and textbooks is a crucial aspect of the learning process, as it has the potential to impact the level of dedication and effectiveness exhibited by teachers in either a positive or negative manner²².

Prior to implementation in the classroom, a learning resource must undergo sufficient preparation and evaluation. This places the person teaching in a position of responsibility. The provision of physical facilities is a crucial resource that facilitates the implementation of

the curriculum. The absence of a majority of these resources has the potential to impede the effectiveness of teachers as it obstructs the attainment of objectives. The provision of educational resources not only facilitates the process of teaching and learning, but also serves as a source of inspiration for the instructor²². In developing nations, there exists a prevalent issue of chronic shortages in both physical and human resources.

In lieu of an equitable distribution of limited secondary education resources, numerous governments opt to allocate a disproportionate amount of said resources to a limited number of secondary schools²³. Typically, schools situated in urban centres receive the greatest allocation, while those in rural areas are often overlooked. The utilization of reference materials is crucial for both educators and learners in facilitating effective teaching and learning. The teaching materials utilized in the educational process may encompass a variety of resources, such as textbooks, prescribed readings, instructional manuals, supplementary reference materials, three-dimensional representations, excursions, visual aids, computational tools, and digital networks. These resources facilitate independent learning for students, while also providing teachers with reference materials that can be utilized during instruction²¹.

The aforementioned documents facilitate adequate preparation and planning for the execution of the curriculum, resulting in enhanced performance of educators and academic accomplishments of pupils.

In order to facilitate optimal teaching and learning outcomes, it is imperative that teachers have access to comprehensive and high-quality textbook and resource materials. The absence or insufficiency of such materials can result in a teaching strategy that is overly abstract and unstimulating²¹. Having a suitable personnel plan is crucial in ensuring that there

are sufficient instructional materials and physical facilities to support educational endeavours. The insufficiency of textbooks, libraries, and physical resources may impede the educational system's ability to adequately address emerging needs. Enhancing the caliber of education, its efficacy, and output necessitates the provision of superior educational resources.

The job commitment of teachers may be influenced by educational resources. There is also paucity of studies on educational resources on teachers' commitment in Southwest Nigeria. This study will be anchored on three measures of educational resource that may potentially impact teachers' commitment within the school. The aforementioned factors encompass the physical plant resources, printed resources and non printed resources.

Physical plant resources refer to all the physical properties of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings. They include the school site, buildings, classrooms, corridors, playgrounds, sanitary facilities, furniture and other equipment²³. Printed resources in the secondary school are instructional materials on pen, black and white or coloured prints like pamphlets, workbook, study materials, brochures, memo-graphs, periodicals, newspapers, dictionary, teachers' manual and guide, textbooks, notebooks, diagrams, flash cards, charts, cartoons, posters, pictures, journals, note of lesson, lesson plan and scheme of work, curriculum and graphs²³. Also, non-printed resources are hard wares, equipment and high-technology/digital material, smart phones, ipads, radio, tape recorders, cameras, projectors, video recorder, record players, programmed text, public address system and so on.

Based on the aforementioned context, it can be stated that the commitment of teachers is crucial to the attainment and realization of educational aims and objectives. It is influenced by several factors. The present research aims to investigate the impact of classroom

management and educational resources since they are salient factors within the school environment. Furthermore, a review of the literature reveals a dearth of research on the possible joint contribution of classroom management (planning, classroom organization, instructional materials, classroom communication, classroom control and discipline) and educational resources (physical plant resources, printed resources, non-printed resources). This gap in the literature underscores the justification for the present study.

1.2 Statement of the Problem

Dedication among teachers has been noted in public secondary schools located in the Southwestern part of Nigeria, as they appear to have decreased investing effort into delivering their lessons in an engaging and inspiring manner. Teachers just engage in teaching not because they have a personal affinity for the profession. The teachers exhibit a lack of enthusiasm towards their duties, demonstrate minimal interest in the academic development of their students, frequently exhibit absenteeism, and fail to attend their teaching sessions. Scholars have also documented inadequate dedication among teachers^{18, 19}.

The inadequate dedication of educators to their instructional duties is a significant matter of apprehension, given its substantial negative impact on students, teachers, schools, and the broader community. In cases where teachers do not exhibit a high level of dedication to their duties, it is likely that the academic achievements of students will be adversely affected. The potential deterioration of the educational system could impede the achievement of its goals and objectives at a national level. The release of untrained secondary school graduates into society may also pose a potential threat to the social and economic sectors of the nation. Poor classroom management and educational resources are significant factors that may impact the job commitment of teachers. Moreover, a search of literature shows dearth of

studies on classroom management and educational resources as predictors of teachers' commitment in public secondary schools in Southwest, Nigeria which creates a gap in literature that needs to be addressed.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate classroom management and educational resources as determinant of teachers' job commitment in public secondary schools in Southwest, Nigeria.

The objectives are to:

- i. identify the level of teachers' job commitment in public secondary schools in Southwest, Nigeria;
- ii. assess the status of classroom management in public secondary schools in Southwest, Nigeria;
- iii. identify the level of availability of educational resources in public secondary schools in Southwest, Nigeria;
- iv. determine the combined influence of classroom management and educational resources on teachers' job commitment in public secondary schools in Southwest, Nigeria;
- v. establish the relative influence of classroom management and educational resources on teachers job commitment in public secondary schools in Southwest, Nigeria;
- vi. ascertain the relative influence of classroom management sub-variables (instructional materials, classroom communication, classroom control and discipline) and educational resources sub-variables (physical plant resources, printed resources and non printed resources) on teachers' job commitment in public secondary schools in Southwest, Nigeria

1.4 Research Questions

1. What is the level of teachers' job commitment in secondary schools in Southwest, Nigeria?
2. What is the status of classroom management in public secondary schools in Southwest, Nigeria?
3. What is the level of educational resources available in public secondary schools in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated to be tested at 0.05 level of significance. They include:

- H₀₁:** There will be no significant combined influence of classroom management and educational resources on teachers' job commitment in public secondary schools in Southwest, Nigeria;
- H₀₂:** There will be no significant relative influence of classroom management and educational resources on teachers' commitment in public secondary schools in Southwest, Nigeria;
- H₀₃:** There will be no significant relative influence of classroom management sub-variables (discipline and control, communication and instructional material) and educational resources sub-variables (physical plant, printed and non-printed resources) on teachers' job commitment in public secondary schools in Southwest, Nigeria

1.6 Significance of the Study

This study offers valuable insights into the impact of classroom management and educational resources on the level of commitment displayed by teachers in public secondary schools located in the Southwest geopolitical zone of Nigeria. Furthermore, the data presented could potentially yield valuable insights for educational administrators, teachers, schools, and government. The findings of this study could be utilised by school administrators to identify and address factors related to work commitment, with the aim of enhancing the level of commitment exhibited by teachers. This findings could increase educators' awareness of how classroom management and educational resources impact their job commitment. This information could be utilized to enhance their level of commitment. Upon implementation of the results of this study, the educational institution stands to gain advantages as a result of heightened teacher commitment and improved performance, ultimately leading to the attainment of the school's objectives. The study's results could be utilized by the government to facilitate the provision of appropriate educational resources and favorable working conditions, which may enhance teachers' level of commitment. Finally, this study may serve as a valuable resource and roadmap for scholars who aspire to conduct more research in this field of study. The study would also be significant to knowledge when published.

1.7 Scope of the Study

This study strictly covered independent variables of classroom management (with its measures of classroom organization, instructional materials, classroom communication, classroom control and discipline); and educational resources (with its measures of physical plant resources, printed resources, non-printed resources); and dependent variable which was 'teachers' job commitment' (with its measures of School, Students and Teaching

profession they belong). The geographical scope covered all the public secondary schools in Southwest, Nigeria.

1.8 Limitation of Study

The study's findings are based on data from public secondary schools in Southwest, Nigeria. This geographic and educational context may limit the generalizability of the results to other regions, countries, or educational levels. Educational systems vary significantly across different socio-economic and cultural contexts, which could influence the impact of classroom management and educational resources on teachers' job commitment. There could be other factors influencing teachers' job commitment that were not included in the study, such as salary, professional development opportunities, teacher autonomy, and school leadership quality. Omitting these variables could lead to an incomplete understanding of what influences teachers' job commitment.

Also, the operationalization and measurement of classroom management, educational resources, and job commitment are challenging and could vary. The study's conclusions depend on how these constructs were defined and measured, which might not fully capture the complexity of these factors or could differ from other studies' operational definitions.

1.9 Operational Definitions of Terms

Teachers' Job Commitment: Job commitment pertains to the level of attraction and attachment that a teacher feels towards their work and the organization they are affiliated with. It pertains to the socio-psychological attachment of an individual to their group or organization, including its objectives and principles, or to their chosen occupation and profession.

Commitment to the School: This refers to teachers' belief, and acceptance of the goals, policies, programme and values of the school, and strong desire to maintain membership in the school.

Commitment to the Students: Teachers commitment to students involved being dedicated to their students and is able to make the activities in the classroom more meaningful, as well as introduce new methods of applying educational resources and modify the instructional materials in such a way that they are more applicable to the students' lives and hold more of their interest.

Teachers' Commitment to the Profession: Teachers' commitment to the teaching profession involves an affective attachment to the profession or occupation, which is associated with personal identification with the career and satisfaction as a teacher

Classroom Management: Classroom management practices encompass the diverse array of techniques employed by teachers in their daily routines to establish a favorable classroom atmosphere that is well-organized, stimulating, and fruitful, and fosters the advancement and development of students. This is measured by classroom communication, classroom discipline, classroom control, planning and instructional materials.

Classroom Communication: Classroom Communication is the mutual understanding or agreement between the sender and the receiver on common issues. It occurs only when the message has been understood, and understanding occurs in the mind of the receiver.

Classroom Discipline: Classroom Discipline is a systematic way of teaching students to take responsibility for their behavioural decisions.

Instructional Materials: They are materials that should be used and ensured in order to stimulate students' interest in any lesson and gain their attention for effective participation in the lesson.

Educational Resources: Educational resource facilitates the process of teaching and learning and also serves as a source of inspiration for the instructor. It facilitates independent learning for students, while also providing teachers with reference materials that can be utilized during instruction. Physical plan resources, printed resources and non-printed resources are the indices for the educational resources in this study.

Physical Plant Resources: For this study, the following are the indices for physical plant resources. Workshop, mechanical plant, functional library, Technical workshop and toilet facilities.

Printed Resources: These are hard copies of resources such as Maps, drawing books, textbooks, Educative wall charts, pamphlet, dictionary, newspapers and curriculum.

Non-Printed Resources: The non-printed resources in this study are computer, Radio-set, Films, Films strips, internet facilities, laboratory tools, sound recording, projectors, chalkboard and models.

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Chapter Two

Literature Review

This chapter presents the review of literatures by various researchers on specific concepts that enhanced better understanding of this particular study. The chapter was discussed under the following headings:

- **Conceptual Review**
 - Concept of Commitment in the Workplace
 - Concept of Job Commitment
 - Job Commitment among Secondary School Teachers
 - Concept of Classroom Management
 - Concept of Educational Resources
- **Theoretical Framework**
 - Side-Bet Theory
 - Resource Dependence Theory (RDT)
 - Behavioural Learning Theory
- **Review of Empirical Studies**
 - Classroom management and Job Commitment among Secondary School Teachers
 - Educational resources and Job Commitment among Secondary School Teachers
- **Conceptual Model**
- **Summary of Literature Reviewed**

2.1 Conceptual Review

2.2 Concept of Commitment in the Workplace

Commitment serves as a stabilising force in situations where expectations and fairness are not met or do not function. Social control refers to the force that maintains stability in individual behaviour, preventing individuals from deviating from their usual actions in tempting situations. The obliging force necessitates that individuals uphold their commitments, regardless of changing attitudes and whims. Commitment refers to an

individual's level of identification and involvement in a specific organisation. Organisational identification refers to the psychological attachment that individuals feel towards an organisation, indicating the extent to which they internalise its characteristics and perspectives.

Commitment is a psychological state that creates a strong connection between an individual and an organisation. The force referred to is the binding of an individual to a course of action that is relevant to one or more targets. The term 'binding' is used to describe the act of maintaining a relationship with a commitment object, and it is considered the primary outcome of commitment. Committed individuals adhere to their commitments. In the realm of work, individuals often face conflicting commitments, including those towards their work, profession, career, colleagues, department, and the organisation as a whole. Various factors can influence an individual's decision to take a specific course of action, including personal affinity (affective bonding), social pressure (normative conformity), and rational considerations. Commitment in the workplace, or the process of individuals becoming committed to an organisation, is a complex phenomenon that involves various elements, antecedents, consequences, and forms. Workplace commitment, referring to an individual's attachment to their workplace, is crucial for organisational performance and productivity. Organisations require employees who possess a strong psychological attachment to their work, both presently and in the future. Nevertheless, work is progressively occurring beyond conventional organisational settings. Given the evolving work context, it is crucial for organisations to investigate the development of employees' attachments or bonds with work. Employees can develop various workplace bonds, including acquiescence, instrumental, commitment, and identification⁷.

Organisations seek commitment from employees, which refers to the employee's mindset of remaining with the organisation. This is demonstrated through the employee's identification, involvement, and loyalty to the organisation. The mindset in question encompasses either a strong emotional connection or a deep sense of obligation towards the goals and values of the organisation (affective commitment), a moral duty to repay the organisation for its past support (normative commitment), or a desire to remain with the organisation in order to retain current benefits and avoid potential losses (continuance commitment)⁹. The employee's commitment is influenced by their positive working experiences within the organisation. These experiences contribute to the development of a sense of attachment or identification with the organisation. The success of an organisation relies on the establishment of healthy working relationships among employees and their commitment to the organisation. Highly committed employees have a positive impact on organisational performance by reducing negative behaviour and enhancing service quality. A committed employee is characterised by increased compatibility, productivity, satisfaction, loyalty, and responsibility. The authors note that commitment not only enhances success in a specific role, but also motivates individuals to engage in various voluntary actions crucial for organisational functioning and achieving high standards of success. Commitment in the workplace encompasses various dimensions, including organisational commitment, career commitment, group commitment, and job commitment¹.

2.3 Concept of Job Commitment

Job commitment refers to an employee's loyalty, professional attachment, and job satisfaction. The level of fulfilment an individual feels from their work description and organisational attachment tends to be reflected¹². Job commitment refers to the extent to which an individual

psychologically identifies with their work and internalises its values and importance for their self-worth. It also encompasses the impact of work performance on one's self-esteem and self-image¹³. The importance of maintaining a positive outlook towards one's job cannot be overstated. It is essential for demonstrating a strong commitment to achieving the organization's objectives and for fostering a desire to remain with the organisation for its long-term success.

Job commitment is defined as “employees’ commitment to their profession and career related to their profession, their dedication, acceptance and beliefs in job ethics and job purposes. Furthermore, it is defined as the extent employees are consciously committed to and care about their profession¹⁵. Job commitment refers to the internalization of the values about importance and goodness of work in the eyes of individuals". It is commitment to one’s profession. Professional commitment is a concept of attitude which is stable and independent from satisfaction variables¹⁶.

Job commitment is viewed as “an attachment to the job, characterized by an intention to remain in it; an identification with the values and goals of the job; and a willingness to exert extra effort on its behalf”. It is important for both employee and the future of institution. It is a part of quality of working life. It is an indicator of individual performance and corporate events. Employees’ job commitment to their profession is gradational. It could be defined as their loyalty to particular or a specific area of their job¹⁷. It is viewed as employees’ affective commitment to their profession. It is relative to the employees’ attachment to or participation in the organizations in which they employed. It is therefore significant since it determines whether employees are likely to leave their jobs or improve performance¹⁸.

Job commitment is a process whereby the goals of the employee are increasingly integrated with that of the organization where they work. It consists of three components which are: - employees' readiness to exert effort on behalf of the organization; employees' acceptance of organizational goals and values; and employees' desire to remain with the organisation¹⁹. An employee who is committed to a job is possessed with the spirit of willingness, dedication, agreement, and understanding of what the job consists of. A committed employee is married to his job in the sense that he or she is bind to his or her goal on-the-job²⁰.

2.4 Job Commitment among Secondary School Teachers

Teachers' commitment refers to their emotional dedication to the objectives and principles of a school organisation. This type of commitment necessitates teachers to fulfil their role exclusively for the betterment of the school organisation, aligning with its goals and values¹⁵. The teacher plays a central role in the educational system and carries out important responsibilities. The achievement of educational goals and objectives in a school system relies heavily on dedicated teachers who play a crucial role in facilitating teaching and learning. Teaching, as a profession focused on personal development, necessitates individuals who exceed formal expectations to support the school and students in attaining their objectives. The multifaceted roles of teachers, including facilitation, role modelling, mentoring, and providing parental support, require a strong commitment, passion, sacrifice, and attachment to students, schools, and the teaching profession. Job commitment in secondary schools refers to teachers' willingness to invest personal resources in their teaching duties and remain in the profession. Teachers' job commitment encompasses a strong belief in and acceptance of the school's goals and values, a willingness

to exert significant effort on behalf of the school, and a strong desire to maintain membership within the school. Teachers with strong job commitment are easily engaged in school activities and demonstrate wholehearted involvement without compromising standards^{21, 22}.

Commitment in the context of teaching refers to teachers embracing the objectives and principles of the school, actively striving to achieve them, and maintaining their determination to remain in the school. Dedicated teachers perceive school or student issues as their own. They exhibit a strong motivation to exceed expectations and take proactive measures to advance the school and its students. Teachers who demonstrate greater commitment to the school are found to have lower rates of voluntary absenteeism. The commitment of teachers is crucial for achieving educational goals in any school. Without a high level of commitment, there would be high teacher turnover and absenteeism, making it impossible to achieve these goals. Furthermore, it has been argued that commitment is the key factor in achieving successful completion of tasks. Commitment surpasses intentions, willpower, and circumstances in terms of its potency. According to research, commitment is crucial for achieving influence, breaking barriers, and maximising passion, impact, and opportunities²². Committed teachers demonstrate a strong belief in the goals and values of the school organisation, willingly adhering to orders and expectations²¹. The concept of teachers' commitment is defined as behaviours that either conform to or surpass formal, normative expectations. The study suggests that teachers' commitment is linked to their work performance and can be seen as an investment of personal resources. An analysis could be conducted to identify specific areas of commitment within individual teachers' professional practice. The centres of commitment, such as commitment to the school organisation, students, career continuance, professional knowledge

base, and the teaching profession, are currently perceived as external to the teacher²⁴. Teachers' job commitment refers to their active involvement and participation in school affairs, aimed at facilitating the achievement of desired objectives. The teacher's responsibility is to utilise their capacity, skills, knowledge, and resources to achieve the goals set by the organisation. In the context of the school system, teachers' commitment to students' academic achievement is crucial. Teachers' job commitment encompasses their willingness to fulfil job responsibilities, timely completion of tasks to meet expectations, dedication to their duties, and a focus on promoting students' academic development. The measurement of teacher effectiveness can be assessed through various factors, including punctuality to school and classroom, lesson preparation and presentations, meeting attendance, conduct of assembly, classroom management, and involvement in students' disciplinary conduct²⁵.

Teachers' commitment can also encompass their attraction and attachment to their work and the school organisation. Teacher bonding can be defined as the connection between a teacher and their group or school organisation, including its goals, values, and the teacher's occupation and profession²⁶. Teacher commitment refers to the teacher's adherence to professional values, ethics, beliefs, dedication to performing high-quality work, and active participation in the teaching profession. The teachers demonstrate persistence, strength, and motivation in their work, fulfilling their obligations and upholding professional values²⁷. The concept of teacher job commitment refers to the desirable qualities exhibited by teachers. Teacher commitment refers to a strong dedication to the teaching profession. This study examines the factors influencing teachers' dedication, attachment, involvement, satisfaction, adaptability, retention, and attendance in order to accomplish tasks and achieve positive outcomes. Dedicated educators assume responsibility for their role and serve as

representatives for their school, both internally and externally. Passive candidates are less inclined to engage in job hunting and are less likely to be enticed by recruiters. Additionally, they are more inclined to pursue advancements and promotions within their current organisation.

Teachers demonstrate job commitment by dedicating their loyalty to a particular principle, individual, or course of action within an educational institution. Their commitment to the school's ideals is solid and unwavering. Their level of engagement in a school organisation is being referred to. Teachers' commitment refers to the psychological state in which a teacher willingly accepts a choice or request and diligently strives to execute it with effectiveness. This statement illustrates the various perspectives that teachers have on the concept of commitment. The teachers demonstrate commitment to professional development through pursuing advanced degrees and participating in standards-based professional growth opportunities. They engage in critical reflection by actively seeking feedback and engaging in discourse, as well as conducting action research. Additionally, they contribute to the improvement of the teaching profession by establishing professional learning groups. The commitment of teachers is characterised by the maintenance of professional knowledge. The teachers demonstrate proactive engagement in their professional development and are often enthusiastic about exchanging knowledge and experiences with their colleagues³⁰.

Teachers' job commitment refers to the willingness of teachers to dedicate their skills and efforts to teaching and learning, as well as their commitment to remaining in the teaching profession. It is important to note that individuals who possess a strong sense of trust in their own abilities and value are more likely to fully embrace the goals and values of the school. They are also inclined to dedicate a significant amount of time and energy towards the school

and desire to maintain a sense of inclusiveness as a member. Teachers' commitment is demonstrated by their active participation in all academic activities of the school, leading the school organisation and students towards achieving excellence. This commitment reflects diligence, loyalty, and ultimately enhances organisational productivity. The physical and emotional state of subordinates can be influenced by their disposition, attitudes, and level of trust, which can vary between low and high.³¹ Teachers' commitment can be measured by their behaviour, attitudes, and beliefs, which can vary from low to high levels. Teachers' job commitment pertains to the level of dedication exhibited by teachers towards their job responsibilities, both within and beyond the school setting. Job attachment refers to the physical, psychological, and mental connection to the demands of one's job. Teachers' commitment refers to the professional attitude and sense of devotion to duty displayed by them in their work. The commitment of teachers is contingent upon their level of involvement and willingness to make sacrifices in order to achieve the goals and objectives of the school. The commitment of a teacher can be observed through their dedication to the values, goals, projects, and philosophy of the school, as well as their willingness to make sacrifices for the success of their profession³⁵.

Teachers who demonstrate strong commitment exhibit positive emotions towards their school's mission and ethics, which often results in their continued tenure within the school³⁶. Job commitment refers to the level of satisfaction that teachers have with their work. Employee job satisfaction refers to the degree of desirability or undesirability that employees associate with their job³⁷. This was confirmed by researchers who found that teachers with strong job commitment are more likely to be engaged and interested in their work, allowing them to be fully involved without requiring strict supervision³⁸.

The impact of organisational commitment on a teacher's organisational citizenship behaviour was examined. If a teacher in a school organisation is committed and loyal, they are likely to go above and beyond the specified job requirements. Scholars consider teachers' commitment as a significant aspect of their psychological state. Teachers who demonstrate a high level of commitment tend to display positive workplace behaviours, including job satisfaction and organisational citizenship. These behaviours are advantageous for the organisation.

The achievement of students' performance and wellbeing in schools, the growth and success of schools, and the educational development of a nation are dependent on dedicated teachers. Committed teachers take ownership of the problems faced by schools or students and are eager to find solutions. Teachers play a crucial role in enhancing school effectiveness as they possess the power to positively impact students' capital development through the teaching and learning process. Teachers' organisational commitment is crucial for the success and effectiveness of education reform, particularly in secondary schools. This commitment leads to a high level of performance, as teachers take ownership of their responsibilities. It is crucial to promote teacher commitment in both private and public schools. Highly committed teachers tend to have longer job tenure, perform better than their less committed peers, and are enthusiastic about making positive contributions to the school's success. These teachers are willing to go above and beyond to help students and contribute to the achievement of the school's goals and objectives. The commitment of teachers is crucial not only for teachers themselves, but also for schools and students. This topic is closely connected to teaching and learning, school success, and well-being⁴⁰.

The commitment of teachers is crucial for implementing the vision, goals, and mission of the education sector as outlined in the national education policy of a country⁴¹. The study of

teachers' behaviours within a school organisational setting has identified key factors that either support or hinder the performance of the teaching workforce. One such variable is teacher empowerment. The quality of human resources is a crucial factor in organisational success⁴².

The outcomes of teachers' commitment can have both positive and negative effects. For example, employees may demonstrate negative behaviour by exhibiting low efficiency, engaging in work stoppages, being absent or late, or engaging in misconduct. Conversely, individuals may demonstrate positive attributes such as high efficiency, loyalty, punctuality, self-devotion, and commitment. The school leaders' efforts to enhance school effectiveness are evident, with the government recognising their influence on teachers in achieving a shared objective⁴³.

The effectiveness of task performance in achieving organisational goals is contingent upon the characteristics of the work environment. The work environment encompasses various factors such as the physical setting, organisational effectiveness, climate, ecological field, organisational ideology, and organisational information. It is crucial for organisations to fulfil these elements in order to promote teachers' commitment and task focus. One key determinant of teachers' perception of their work environment is their interest and attitudes towards various aspects of their work, including their profession, work tasks, colleagues, students, and school. Organisational commitment is a concept that reflects teachers' interest in the objects present in their work environment. The three dimensions of commitment are also relevant to teachers' commitment to their school organization⁶. Affective commitment refers to teachers' emotional desire to commit to the school organisation. Teachers voluntarily choose to remain in the organisation. Teachers

who are affectively committed to their schools may demonstrate their commitment through various extrinsic factors, such as positive working relationships, a conducive work environment, and fair treatment in the workplace, organisational policies, administration, and supervision.

Continuance commitment is the decision made by teachers to remain in a school, taking into account the costs of leaving and the benefits of staying. Teachers who have a strong commitment to their profession may take into account various costs, including economic costs (such as pension accruals, gratuity, current salary, and the fear of finding another job if they leave teaching) and social costs (such as maintaining friendships with colleagues and the prestige or recognition associated with the work). Normative commitment is a form of obligatory commitment where teachers remain in an organisation due to feelings of security and responsibility. A teacher may exhibit normative commitment when their school invests resources in their training and development. This can create a sense of moral obligation for the teacher to exert effort in their job and remain with the organisation as a way to repay the debt or fulfil a required tenure.

An additional form of commitment, known as "affective commitment," was proposed to exist. Teacher attrition is a result of a perceived lack of control or impact, leading to a desire to leave their positions. These teachers typically exhibit poor performance levels⁴¹. Research indicates that teachers who possess high levels of affective commitment and normative commitment tend to exhibit higher job performance and are less likely to have intentions of leaving their positions⁴⁹.

Committed teachers who are highly effective can also serve as instructional leaders in the classroom by demonstrating mastery of the subjects they teach and employing effective

teaching methods. Furthermore, teachers who possess a strong affective commitment are likely to consistently monitor student work, effectively manage the classroom, and actively participate in extra-curricular activities, as they tend to exhibit organisational citizenship behavior⁵¹. The positive outcomes of affective commitment, normative commitment, and continuance commitment were found to be similar. Teachers with high levels of affective, normative, and continuance commitment exhibited lower rates of workplace absenteeism⁵². According to management experts, the three dimensions of commitment focus on affective attachment which is:

- a The extent to which employees identify with, involvement in, acceptance of, and support the achievement of organisational goals and values,
- b The willingness to apply energy on behalf of the organisation and
- c A strong desire to remain in that organisation^{3,6}.

Consequently, committed educators aspire to stay with their employer. Committed teachers exemplify values, attitudes, and behaviours for students and others. Students acquire knowledge more effectively from the implicit curriculum, which encompasses the actions and behaviours of educators and educational institutions, than from the explicit curriculum¹⁵. Positive outcomes of teachers' organisational commitment include higher job satisfaction, lower turnover rate, minimised absenteeism, improved organisational citizenship behaviour, and increased student achievement. Furthermore, teachers who possess a strong sense of organisational commitment have a significant influence on their performance, enhancing service quality and mitigating negative behaviour. In addition, dedicated educators typically experience higher levels of satisfaction, responsibility, and loyalty. The lack of commitment

among teachers is a significant factor contributing to the high cost and poor quality of services in secondary schools⁴¹.

Teachers have a significant impact on educating future members of society through their work in schools ^{53,54}. The factors that influence teachers' commitment levels in schools and education systems are an important area of research. Understanding these factors can lead to the implementation of reforms and changes in classrooms, schools, and national education systems. The commitment of teachers is a crucial element in education and is arguably gaining significance. The daily work of teachers is comprehensive and demanding, necessitating high levels of personal engagement and commitment.

Teacher commitment refers to the emotional attachment that teachers exhibit towards their work. The importance of effective teaching has been widely acknowledged. Teachers who demonstrate a high level of commitment can have a positive impact on their students' learning and achievement. Committed teachers are dedicated to the school they are employed by and devote their time and energy to advancing the school's interests. The commitment of teachers is linked to the creation of an effective learning environment that enables students to enhance their abilities and achieve greater success. Teacher commitment is a motivating factor that leads to improved job performance among teachers⁵⁷.

The commitment of teachers is characterised by four key dimensions: caring, occupational competence, individuality, and career continuance⁵⁸. Teachers can enhance student learning by considering their interests instead of teaching in opposition to them. Students are more likely to succeed and perform well when teachers are fully dedicated to their education⁵⁷.

Teachers, like all individuals, are more likely to offer their complete support to programmes

that are deemed essential to the school's objectives and success, as long as they are given sufficient empowerment to feel valued within the system⁵⁹.

2.5 Dimensions of Teachers' Job Commitment in Secondary Schools

Teachers' job commitment in any school could be generally categorized into four, which are:

1. Teachers' commitment to the institution.
2. Teachers' commitment to the students.
3. Teachers' commitment to the teaching occupation or profession and
4. Teachers' commitment to outcomes or objectives²¹.

1. Teachers' Commitment to the institution (School): Teachers' commitment to educational institutions refers to their belief in and acceptance of the goals and values of the institution, as well as their strong desire to maintain membership in the school. The readiness of teachers to accept the goals, policies, and programmes of a school is important. A dedicated teacher actively contributes to both curricula and extra-curricular activities in order to advance the school. In addition, a dedicated teacher is typically willing to safeguard and enhance the reputation of the school and adept at navigating its policies and regulations²¹. Teacher's level of organisational commitment can vary, ranging from high to low. Teachers who are highly committed are less likely to leave their teaching profession and have lower rates of absenteeism. In contrast, teachers with low commitment often engage in other activities, such as caring for their families or seeking more attractive opportunities in urban areas, leading to higher rates of absenteeism. The level of teachers' commitment to the institution is determined by the extent to which they find satisfaction and agreement between their personal expectations and the school's expectations of them. This satisfaction motivates his dedication and willingness to invest his

time and energy in the school's success, while also maintaining his membership in the school. The readiness of teachers to accept the goals, policies, and programmes of a school is also important. The individual expresses a strong commitment to monitoring and safeguarding all aspects of the school, including its reputation. This establishes a connection between the teacher and the students⁵⁷.

2. Teachers' Commitment to the Student: The promotion of the school fosters an emotional connection between teachers and students, motivating teachers to be committed to their profession and create a conducive learning environment for students to achieve their goals. The dedication of teachers facilitates the implementation of personalised instruction in student education. Teachers also devise strategies to enhance the quality of their instruction. When a teacher is dedicated to their students, they will willingly invest additional time in class preparation and providing assistance to struggling students. This commitment allows them to ensure that all students, including those who excel academically, are supported and able to perform at a high level. The concept of differentiation in teaching may not be feasible without dedicated teachers. Teachers must consider students' readiness, ability levels, interests, cognitive needs, and learning preferences when preparing and delivering lessons. It has been argued that teachers who demonstrate commitment to their students engage in more meaningful classroom activities, employ innovative teaching methods, and adapt instructional materials to enhance their relevance and appeal to students. Moreover, the commitment to students is predicated on the notion that teachers are willing to exert efforts for both low and high achieving students⁵⁷. A teacher who is dedicated to their students is more likely to engage with them in both curricular and extra-curricular activities, fostering a stronger connection between students and the institution's academic endeavors⁶⁰.

A dedicated teacher derives satisfaction from working with students and possesses a strong inclination to assist each student in realising their maximum potential. The author acknowledges the diversity among students in terms of their size, colour, intelligence, background, interests, and learning preferences. He assists students in advancing through developmental tasks and programmes that align with their abilities and interests. Additionally, he tailors his lessons to accommodate the individual needs of each student in class²¹. The lack of teacher commitment leads to decreased student achievement, reduced empathy towards students, and decreased tolerance for frustration in the classroom. Teachers who lack commitment tend to develop fewer plans to improve instruction quality and may perceive teaching as burdensome⁵⁷.

3. Teachers' Commitment to the Teaching Occupation or Profession: Teachers' commitment to the teaching profession is characterised by an emotional attachment and personal identification with the career, which contributes to their satisfaction as educators¹⁷. The importance of commitment to the occupation lies in its ability to facilitate the development of essential skills, knowledge, and relationships for a successful teaching career, irrespective of school circumstances. Teachers are expected to develop the necessary skills, relationships, and instructional practices for a successful career.

A dedicated teacher will acknowledge and fulfil their professional obligations to students, colleagues, administrators, parents, and the community. He actively participates in local, state, and national professional associations and is always prepared to advocate for the profession when needed. The individual should also have an interest in participating in refresher courses to stay updated on developments and global best practices in the profession²¹. Furthermore, he is willing to join or associate with teaching bodies at the local,

state, or national level. The individual takes pride in their role as a teacher, despite the lack of recognition for teachers in their society or country. They express a willingness to remain in the teaching profession for an extended period, potentially until retirement.

4. Commitment to Outcomes or Objectives: It was observed that committed teachers are likely to believe in and act upon the goals of the institution, intend to remain as member of the institution, work harder, are less inclined to leave the workplace, devote more time to relevant activities in order to accomplish the goals of the institution, influence students' achievement, and exert efforts beyond personal interest to bring about desirable outcomes²¹. Highly committed teachers go beyond what is expected of them in their work²². He/she is committed to ensuring that the goals of secondary education as stated in the National Policy on Education are achieved in all facets²¹. He/she is committed to both short term and long term goals of students and schools⁵⁷.

2.6 Consequences of Teachers Job Commitment

The consequences of workplace commitment refer to the effects and outcomes that arise from the commitment of both the organisation and individual employees⁶¹. Academics that possess a high level of organisational affective commitment are emotionally connected to the organisation, resulting in a stronger motivation to make meaningful contributions, lower absenteeism rates, increased effort, and improved job performance⁶². Teachers who have a strong affective commitment tend to demonstrate higher levels of compliance with strategic decisions and are more willing to engage in organisational citizenship or extra role performance (7, 50&51). Extra-role performance encompasses behaviours that surpass the expectations of one's job responsibilities. Examples include providing additional assistance to colleagues, volunteering for special work assignments, demonstrating exceptional

consideration towards employees and students, arriving early or staying late, and offering suggestions to address problems.

Affective commitment is associated with heightened competitiveness, accountability, and the motivation to enhance overall job performance. Teachers with high levels of commitment experience lower stress levels despite working longer and harder than their less committed counterparts⁶³. Affective commitment is associated with increased motivation and reduced psychological and physical work-related stress, as well as decreased emotional exhaustion and depersonalisation^{64 & 65}. Teachers who are dedicated to their school organisation and careers tend to experience greater happiness and have more time to devote to their families and hobbies⁶⁴.

The commitment of teachers to work groups has been found to enhance team performance, pro-social behaviour, group cohesion, as well as individual job performance and satisfaction⁶⁶. Individuals who are dedicated to their jobs or careers exhibit reduced absenteeism, lower intentions to quit, heightened job satisfaction, and increased intrinsic motivation⁶⁷. The commitment and job involvement of teachers have an impact on their job satisfaction, turnover intention, role stress, productivity, and job migration^{34, 65&68}

2.7 Concept of Classroom Management

Multiple definitions exist for the concept of classroom management. Classroom management refers to the systematic regulation of students, the classroom setting, and instructional resources to achieve specific learning outcomes that can improve students' academic performance. Classroom management refers to the systematic regulation of learners, teaching materials, and teaching aids to achieve specific learning outcomes⁶⁹.

The aforementioned perspectives suggest that classroom management can be defined as the strategic organisation, administration, and implementation of educational programmes that impact the teaching and learning processes within the classroom setting⁷⁰. The educator effectively oversees both the tangible and intangible surroundings to establish a setting that fosters academic progress. Classroom management is a multifaceted process that encompasses various activities such as planning, organising, coordinating, motivating, and controlling the actions of learners and materials. The ultimate goal of this process is to achieve instructional objectives. Classroom management is a fundamental aspect of a teacher's instructional practise, encompassing all the functions necessary for effective classroom operation. The aforementioned activities encompass the planning and delivery of lessons, arrangement of classroom infrastructure, facilitation of learning exercises, and administration of educational resources.

Classroom management refers to the systematic arrangement of academic activities that are crucial for facilitating successful teaching and learning within a particular educational environment. Classroom management refers to the strategies and techniques employed by educators to establish a conducive atmosphere that fosters the cognitive and socio-emotional development of students⁷¹. Classroom management pertains to the measures implemented to establish and sustain a learning atmosphere that is favourable for effective instruction. These measures may include organising the physical setting, setting up regulations and protocols, and ensuring that students remain attentive during lessons and actively participate in activities⁷². All definitions underscore the significance of the teacher's actions in promoting learning among students. A well-managed classroom is a prerequisite for the facilitation of

effective teaching and learning. Effective classroom management is contingent upon the teacher's capacity to reduce disciplinary issues and promptly address them as they arise.

Effective classroom management is an integral component of instruction and is contingent upon the expertise of professional educators who possess the ability to significantly impact the methods and strategies employed to attain instructional goals within the classroom setting. An effective classroom manager is an educator who possesses the abilities to significantly impact the methods and strategies utilised to attain educational goals within their classroom. Classroom management refers to the systematic approach of arranging and administering the operational aspects of a classroom. In addition, effective classroom management serves as a precursor for educators to facilitate student learning, and it encompasses more than mere enforcement of rules, exertion of authority, or maintenance of orderliness. The classroom environment is organised through the implementation of routines, rules, and consequences, which collectively establish a framework of expectations. Novice educators often encounter challenges in effectively managing their classrooms, which can result in feelings of stress, inadequate support, and a sense of unpreparedness in addressing students' behavioural and academic issues. It is important to note that being an effective teacher requires not only a comprehensive understanding of the subject matter, but also the ability to effectively organise, manage, and communicate with students. In addition, a proficient educator bears the responsibility of establishing a congenial classroom ambiance and fostering fervour, drive, and a reciprocal teacher-pupil rapport. To clarify, proficient educators ought to furnish a well-organized and compassionate setting that caters to the individualised personal and academic requirements of their students⁷¹.

Classroom management is a skill that must be learned, practiced, assessed, and modified to adapt to the changing situation of contemporary classrooms. too often new teachers try a management strategy and become discouraged if it does not immediately produce the desired effects. The level of influence by teachers differs from one teacher to another depending on the level of management skills acquired by each teacher. To achieve effective classroom management and control therefore; the teacher is required to exhibit certain management skills, which include the following⁷²:

- i. **Effective Planning and Preparation of Lesson Plans:** Lessons should be well prepared with the consideration of the ability and interest levels of learners. The behavioral objectives of a lesson should be well identified⁷². A lesson with non-proper statement of objectives may create confusion for both the teacher and the students which may result into uncontrollable situation of the class. Similarly, planning or scheduling is important not only for a teacher but also for the students.
- ii. **Lesson Presentation:** A teacher, who is active and brilliant in his or her lesson presentation, can also influence the active participation of his students who are bound to gain their cooperation and submission. However a teacher who is dull in presentation and cannot influence active participation of his students will invite the opportunity for the students to create unnecessary noise in the class.
- iii. **Classroom Organization:** A teacher who arranges his class in an orderly manner has the chance of getting to any part of the class without obstruction and can fetch materials in the class without creating unnecessary movement of other materials or the students. Similarly, instructional materials for a lesson kept in appropriate places can be easily

gotten without obstructing the lesson presentation⁷². Good classroom arrangement can therefore facilitate a teacher's change of effective classroom control.

- iv. **Teacher Personality:** The characteristics of a teacher play a significant role in achieving effective classroom management when certain professional rules are followed. One important aspect is that a teacher should have a strong command of his/her subject, as any shortcomings in this area can diminish their credibility in the eyes of their students. An effective teacher-student rapport fosters a positive learning environment. The manner in which a teacher dresses can significantly influence the level of respect they receive from their students. Students should avoid both overdressing and underdressing in the classroom. Teachers should avoid displaying favouritism or bias when interacting with their students. Punishments should aim to educate offenders and deter future wrongdoing.
- v. An effective teacher should exhibit a combination of strictness, firmness, and kindness towards their students. Teachers should maintain a cheerful demeanour in the classroom, regardless of their personal emotional or physical well-being, to ensure that it does not negatively impact the quality of the lesson for their students. The individual should exercise discretion in utilising authority and power, while also adopting a democratic approach when making decisions regarding students in the classroom. It is important for teachers to provide corrective feedback to students without causing humiliation. It is important to acknowledge a student's progress, regardless of its magnitude, in order to motivate them to continue making further advancements.
- vi. **Effective Use of instructional Materials:** Effective use of instructional materials must be ensured in order to stimulate students' interest in any lesson and gain their attention for effective participation in the lesson. For instance, teaching materials can only prove

effective when they suit the lesson objectives and the distinctive characteristics of the learners.

- vii. **Effective Classroom Communication:** The word communication is derived from the Latin word 'communis', which means 'common', that is, to share, exchange, send, transmit, write, relate and communicate. The other etymological source mentions that 'communication' is derived from the Latin term 'communicare', which means to impart or participate. This word often denotes and means different things to different people. Communication could be defined as the process of transmitting information and common understanding from one person to another. In short, communication is defined as sharing ideas, opinions and feelings mutually with others. This could be intellectual, personal, spoken or written in nature⁶⁹. Communication establishes the relationships between individuals and encourages the functions of planning, organizing, directing, controlling, co-ordinating and leading⁷⁴. Communication is viewed as mutual understanding or agreement between the sender and the receiver on common issues. Communication occurs only when the message has been understood, and understanding occurs in the mind of the receiver. It is a means of getting feedback. Feedback or response is critical to ensure that an accurate understanding of the message has occurred. In simple terms, communication is that the process of exchanging ideas, thoughts, emotions, opinions, feelings, and experiences between the sender and a receiver verbally (spoken, written and nonverbally, sign-language, and body language) through a channel of communication⁷¹. Classroom communication comprises four fundamental elements: the source (teacher or sender), the message (lesson), the channel or means (language - oral or written, demonstration, teaching aids, etc.), and the receiver

(learners). Communication occurs when a message is successfully transmitted, received, and comprehended. Effective communication in classroom teaching is demonstrated when learners apply the knowledge gained from a lesson to solve practical problems. However, if the content does not unfold as anticipated, classroom communication is considered ineffective. Successful communication occurs when the receiver acknowledges and understands the message, and responds accordingly, shaping their learning behaviour. Interaction in this context fosters the exchange of ideas, leading to the development of a shared professional identity. In interpersonal communication, individuals engage in a process of exchanging verbal messages as both speakers and listeners. In written communication, there are individuals who write and individuals who read. In visualisation and observation, symbols and signs are utilised. Communication serves various functions such as motivation, information dissemination, suggestion, warning, giving orders, behaviour modification, and fostering better relationships, all of which contribute to meaningful interaction and self-expression. An effective communicator demonstrates competence, simplicity, clarity, sincerity, and dynamism. Communication is the act of sharing thoughts or ideas. The platform facilitates open discussions and encourages students to freely express their thoughts and ideas, fostering an environment where questions can be asked without fear of judgement or humiliation.

Besides making learning easier, communication also helps students achieve their goals. Furthermore, it increases opportunities for advanced learning and strengthens the bond between student and teacher. Communication also creates an overall positive experience, and both the student and the teacher benefit when this is effective. Also, when a teacher

shows interest in a student's opinions, this latter will feel that their thoughts or ideas are valued, and this increases self esteem and self-confidence. Based on student feedback, a teacher can judge the effectiveness of a lecture, and can also by asking questions determine if the students were able to keep the information submitted. Above all, improvements in overall class performance can be noticed by teachers who reward student communication and class participation. In short, any occupation requires some level of communication, and communication skills are therefore required from the earliest stages of career growth.

viii. Classroom Control and Discipline: Discipline refers to the act of instructing individuals to adhere to established rules and norms through the use of punishment to rectify undesirable conduct. Its purpose is to optimise the educational experience for all students. Discipline is employed by teachers in classrooms to uphold routine, enforce school rules, and create a safe learning environment for students. Discipline is a systematic approach to teaching students to assume responsibility for their behavioural choices. The disruptive behaviour of certain students can have a negative impact on the rest of the class. Additionally, students who fail to adhere to classroom rules and neglect their assignments miss out on important learning experiences. Discipline is essential for effective learning. Effective teachers in elementary and middle school create optimal learning environments by setting and enforcing rules, establishing caring teacher-student relationships, addressing problem behaviours, and using quality communication. They do not view discipline techniques as separate from teaching, but rather integrate them into their overall approach.

ix. Students of all ages can experience behavioral, attitude, and social problems. However, older students' problems are more protracted and therefore more difficult to solve. Many middle school students defy authority and place greater emphasis on peer norms. Because most middle school students have more advanced thinking skills than younger ones, they generally ask for a more detailed and logical explanation of the rules and discipline. Classroom control and discipline are aspects of the classroom management which have to do with the ability of the teacher to maintain order and discipline among learners with the objective of creating a conducive teaching and learning environment. Classroom control is largely influenced by a teacher's behaviour. The characteristics of a teacher have great influence on the shaping of the behaviour of students and on their participation in the teaching-learning process⁷².

2.8 Concept of Educational Resources

Educational resources are highly significant in secondary school systems. These tools are crucial for the purposes of education and instruction. Educational resources refer to the various materials, equipment, facilities, instructional materials, buildings, and financial resources available in schools that support and enhance the process of teaching and learning. They stimulate learners' interest and facilitate teachers' explanations of concepts. Educational resources are essential for enhancing teaching and learning, generating interest, and promoting active student engagement in classroom activities. The effectiveness of teaching requires the utilisation of suitable resources to enhance the quality of instruction and cater to a larger number of learners. It supports the achievement of instructional objectives and educational goals. The utilisation of educational resources enhances the retention of information among students. The strategic

and creative incorporation of visual resources in lessons can effectively combat student disinterest, compensate for deficiencies in textbooks, and stimulate active learning by providing practical visual aids. Additionally, this approach can foster critical thinking skills among students. The catalogue includes various visual aids such as pictures, diagrams, maps, film strips, and models that are beneficial for teaching English Language. The use of relevant materials in a course or lesson enhances students' comprehension by making the lesson engaging and capturing their attention, thereby fostering motivation to learn.

School administrators should ensure that resources are readily available and effectively utilised by teachers to promote active participation of all students in the classroom. The use of teaching resources in secondary schools is important for several reasons. Firstly, they make lessons more engaging and capture the interest of students. Secondly, they facilitate easier learning and enhance understanding of the lesson. Lastly, they help to reinforce and retain the knowledge gained by students for a longer period of time. Resources facilitate the dissemination and retention of information, enhance the trainer's ability to deliver lessons successfully and effectively convey intended learning concepts. They encompass familiar things and ideas for students. Teaching without aids can be dull for trainees. Encouraging student participation can make lessons enjoyable, interesting, lively, and memorable. It also helps students connect what is being taught to real-life situations. Educational resources significantly impact teacher job commitment and performance. This study aims to identify the types of educational resources necessary for improving teacher job performance in secondary schools in the South West region. Educational resources are recognised as crucial tools that assist teachers in achieving their instructional objectives and providing guidance in the teaching-learning process, ultimately contributing to the

achievement of broader national goals⁸⁰. Resources exhibit a range of characteristics and classifications, which writers have consistently organised according to their purpose and representation. The educational resources necessary for enhancing teacher effectiveness and job commitment in secondary schools include school facilities such as buildings, classrooms, laboratories, and libraries, as well as instructional materials like maps, charts, diagrams, books, overhead projectors/transparencies, TVs and videos, slide projectors, blackboards, chalkboards, flip charts, chalk, felt pens, and markers⁸⁰. The educational resources used in the school can be categorised into two groups: physical resources, such as laboratories, libraries, and classrooms, and material resources, such as textbooks, charts, maps, graphs, and posters⁸¹. The resources utilised in secondary schools can be categorised into durable and non-durable materials, audio-visual materials, printed and non-printed materials, projected and non-projected materials, and mass media, print media, and sound media⁸¹. Durable teaching resources are instructional materials that have a long lifespan. These items are commonly known as hardware, equipment, and high-technology materials. They encompass all materials used for recording, receiving, projecting, and transmitting instructional messages. Examples of durable teaching resources include projectors (film, slide, and overhead), video recorders, television sets, cameras, tape recorders, computers, printers, and scanners⁸¹. Non-durable materials refer to projected materials that are transmitted to the audience through hardware devices. Non-durable materials include receptive materials like blackboards, bulletin boards, papers, and chalk. Additional forms of visual representation include posters, maps, charts, diagrams, and cartoons. Auditory materials such as records, tapes, and radio broadcasts are considered non-durable

resources⁸¹. Audio-visual aids, such as television sets and DVDs, as well as visual representations like models, objects, paintings, drawings, and specimens, along with printed resources like textbooks, newspapers, pamphlets, brochures, diagrams, charts, memo-graphs, periodicals, magazines, posters, graphs, and journals, are commonly used by secondary school teachers.

The press, also referred to as mass media, is a resource commonly utilised in teaching. Teachers can utilise instructional materials such as radio or television broadcasting⁸². The mass media fulfils its functions of disseminating information, conducting research, advertising, and providing entertainment to the general public. The study categorises resources that contribute to teacher job commitment into three broad categories: physical plant resources (buildings), printed resources, and non-printed resources.

2.9 Physical Plant Resources

Physical plant resources refer to all the physical properties of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings⁸³. These physical resources include; the site, buildings, laboratories, libraries, furniture, equipment, among others. They can also be described as the site, the buildings, the equipment and all the essential structures, permanent and semi-permanent as well as such machines and laboratory equipment, the blackboard, chalkboard needed for effective teaching and learning. They include the school site, buildings, classrooms, corridors, playgrounds, sanitary facilities, furniture and other equipment minus the consumable materials.

School plant can be defined as a process of acquiring and designing a building which would satisfy the educational needs of the students⁸⁴. The school physical plant consists of the school buildings, school equipment, school site which make the beauty of the school environment and aid the stimulation of teaching-learning process. School physical plants resources which aid teacher job performance comprised the following:

- i. Machinery: It includes machines and tools used in the workshop, duplicating machines and so on.
- ii. School Site: This refers to the entire landscape on which the school's permanent and semi permanent structures are built.
- iii. Buildings: These include classroom blocks, administrative offices, libraries, workshops, laboratories, students, hostels, staff residential quarters, assembly halls, toilets dining hall and so on.
- iv. Equipment: These consist of typewriters, photocopiers, computers, sporting equipment, laboratory equipment and workshop equipment.
- v. Furniture: Desks and seats used in the classrooms office furniture, residential furniture and soon.
- vi. Vehicles of Various Types and Sizes.
- vii. Books Textbooks, Periodicals and All Library Books.
- viii. Electrical infrastructure: Air conditioners, electrical fans, generating sets and other electrical fittings.
- ix. Water Supply infrastructure: This involves deep wells, boreholes, water tanks and public water.
- x. Accessories: These include playgrounds, lawns, parks garden and farm⁸⁴.

Similarly, school physical plant can be classified as school site, building and equipment, which includes permanent and semi-permanent structures such as machines, laboratory equipment, the chalkboard and office assistant tools such as brooms and clearing materials⁸⁵. The benefits of physical plant resources to include; that they provide security and shelter for both the human resources and properties in the school; promote healthy and safety environment; develop school and community pride; and they promote effective teaching-learning. Physical plant like the school building is said to have positive impact on the enrolment, comfort, safety and academic performance of the student⁸².

An effective physical school environment enhances students' motivation to learn and improves teachers' job satisfaction and retention. These interventions enhance teaching effectiveness and job commitment. The presence of physical plant resources in the classroom contributes to teacher satisfaction and a relaxed teaching environment. For example, if a teacher is teaching in a classroom with broken walls and ceilings, they will not feel comfortable and this will have a negative impact on their ability to effectively deliver instruction. Similarly, a teacher may have negative sentiments towards the teaching environment.

Thus, in order to ensure teacher job commitment, teaching should occur in a conducive environment. The school physical plant should create a conducive learning environment. The most crucial factor in the entire educational process is... It has been observed that certain areas in schools, such as toilets and corridors, are inadequately planned⁸⁶. Poorly planned administrative and convenience spaces can have a negative impact on the effectiveness of teaching and learning, as well as on teachers' job satisfaction and students' learning outcomes^{86,87}.

Prior to establishing a school, the availability of physical plant resources is typically the foremost consideration. The machineries are the initial components that establish the presence of a school, preceding any other human and material resources. The location and structures of the school site are of utmost importance and should be prioritised before allocating resources. The school site should include physical plant resources such as buildings, classrooms, offices, staff and function rooms, assembly and athletic facilities, medical and dental clinics, and food services. The school site should be easily accessible to all teachers, pupils, and students it aims to serve. The maximum distance for teachers and students to travel from their homes to school is 2 to 3 kilometres, with a maximum travel time of 30 minutes using public transport. The school's location influences its operational development. When selecting a school site, it is crucial to consider factors such as accessibility, design, and the surrounding environment. Proper seating in school furniture, equipment, and facilities is crucial for the comfort, good posture, and physical development of children. The school should install facilities and equipment with a typical lifespan of two to five years. The classroom's lighting, furnishings, fixtures, and fittings should be appropriately designed and constructed. School tables, such as those for pupils/students, teachers, libraries, demonstrations, dining, and conferences, are designed based on their specific use or function. Storage and display furniture are crucial components in any school, as they are used to store and showcase materials, supplies, and equipment, just like seats and tables. Bookcases, cupboards, cabinets, shelves, and divans are frequently utilised in public schools for storage and display purposes. The school site should include library facilities, laboratories, sports facilities, and technical and workshop facilities. The school premises should include a

range of physical plant resources such as home economics facilities, industrial arts facilities, agricultural arts facilities, library facilities, sanitary facilities, playground facilities, athletic facilities, administrative facilities, facilities for ancillary service, special education facilities, and a school canteen or vendors⁸⁴.

Instructional devices, including a variety of educational media and technology such as visual aids, audiovisual aids, and teaching aids, are essential tools for effective teaching and learning. These devices should be readily available in schools. Classrooms are a crucial element of the school's physical infrastructure, with a recommended student-to-section ratio of 36:1. The number of classrooms in a school should be equal to the number of sections in different classes in secondary schools.

The classrooms should be equipped with seating arrangements that can accommodate 40 to 50 students, while allowing sufficient space for both students and teachers to sit, stand, and move freely. This space should be suitable for the use of instructional materials such as maps, charts, and pictures⁸⁴. The classroom should be designed to meet the current needs and be conducive to learning. The classroom should be spacious enough to accommodate all students and aesthetically decorated with pleasant colours on the walls. Each classroom should be equipped with desks and chairs for the students, a wall blackboard or whiteboard, a chair and table for the teacher, and a map stand. In addition to the items mentioned above, each classroom should also have an attendance register, chalks, and a duster. The classroom may be adorned with nonessential equipment such as a bulletin board, water basin, dust-bin, door-mat, and table cloth. Each classroom should have sufficient lighting. The rooms should be equipped with an adequate number of doors, ventilators, and

windows to allow natural light to enter. The importance of proper ventilation in classrooms is comparable to that of adequate lighting.

The classroom should be equipped with an adequate number of doors, windows, and ventilators to allow for the entry of natural light and fresh air. The size and quantity of windows should be determined based on the dimensions of the room. Installing ceiling fans in classrooms can effectively address issues related to excessive perspiration, drafts, and suffocation during the summer and rainy seasons. In addition to classrooms, the school's physical infrastructure should include facilities for teaching specific subjects such as Science, Mathematics, Geography, Drawing, Crafts, Music, and Home Science. In contemporary educational settings, characterised by the utilisation of innovative teaching methods such as project-based learning, personalised instruction, laboratory experiments, group discussions, debates, and audio-visual aids, it is deemed inappropriate to have a generic classroom designed for teaching subjects of a general nature. The use of subject-specific classrooms allows for efficient use of time and energy by eliminating the need to constantly move equipment, apparatus, and teaching aids throughout the school. Schools that offer instruction in various practical subjects must have dedicated rooms for each subject. The library, as a component of the physical plant resources, should occupy a prominent position within the school⁸⁴.

The school physical plant is a crucial component that enhances the academic environment of a school. Currently, it is widely recognised as the most influential medium for enhancing teacher job commitment, accessing information, and offering research opportunities. In order to enhance the quality of learning and improve teacher performance in schools, it is essential to ensure that the library is equipped with sufficient natural light and ventilation. This can be

achieved by installing appropriate window shades and providing adequate artificial lighting as needed. The furniture, including book shelves, tables, chairs, and reading desks, should be designed with consideration for both artistic effect and functional efficiency. The library should be equipped with a carefully curated collection of books and literature that is easily accessible to both teachers and students. The item should be kept clean at all times. It is essential for schools to have properly equipped and organised science laboratories for teaching science subjects. The room should be larger to accommodate all laboratory equipment. The building should include one or two attached rooms designated for storage purposes. The gas, electricity and water service connections will be provided within the wall of this room⁸⁴.

This arrangement will allow for the use of movable tables in one position for class work and in another for laboratory work. Provision of built-in cupboards for chemical storage is necessary in laboratory settings. There should be sufficient provision of individual shelves for students to store their equipment and personal belongings. It is important to ensure proper lighting and attention is given. Furthermore, it is essential for every educational institution to possess sufficient furniture and equipment. Furniture and equipment significantly impact the physical, mental, and moral well-being of students. These factors are crucial for the effective operation of the school. Appropriate furniture should be provided in the classroom. Inadequate seating arrangements can result in physical deformities and negatively impact students' health. Hence, it is crucial to carefully select appropriate furniture and seating arrangements. The classrooms should be equipped with cupboards to store essential materials such as maps, charts, dusters, registers, reference books, and visual aids. The most cost-effective cupboards are those that are integrated into the wall during the construction of the

building. Open-shelves should be provided in the classroom for dictionaries, encyclopaedias, picture books, atlases, and other relevant resources. A blackboard is a crucial component in every classroom. There are various types of blackboards. There are two types of blackboards commonly used: wall blackboards and easel blackboards⁸⁴. Out of these options, the easel blackboard is widely regarded as the superior choice. The object is portable and suitable for use both inside and outside the classroom.

However, when it comes to wall blackboards, it is necessary to permanently affix a cemented and painted or wooden board to the classroom wall. The object can be painted black or green. The width of the blackboard should be a minimum of four feet. The blackboard should be positioned within close proximity to the teachers. An effective teacher utilises the blackboard efficiently by considering factors such as location, height, colour, and cleanliness. The school plant is a crucial educational resource that supports teacher effectiveness and job performance in order to achieve educational objectives. The material conditions should support the comprehensive development of teachers in terms of their physical, emotional, social, cultural, aesthetic, and moral aspects. An optimal physical learning environment should be established by the school's physical resources, which are closely linked to teacher job performance⁹⁰.

The establishment of a school is challenging without access to and effective use of physical facilities. The quality of instruction and student performance in the school are determined by the availability and utilisation of the physical plant facilities^{84,90}. Efficient management of school physical plant resources is necessary to create a pleasant, safe, and comfortable environment that supports teacher effectiveness and job performance. The school administrator plays a crucial role in managing the physical resources of the school. School

administrators should have a thorough understanding of universal principles for managing physical plant facilities⁹⁰.

The correct understanding and application of these principles can help address deficiencies in physical plant facilities management practices, thereby supporting instructional programmes in schools. It is crucial for all stakeholders to ensure sufficient provision of physical facilities in educational systems at all levels (primary, secondary, and tertiary) to enhance learning and productivity. The physical resources of a school, such as its facilities and infrastructure, play a vital role in determining the job performance of teachers in the classroom.

2.10 Printed Resources

The secondary school utilises various printed resources for instructional purposes, including pen, black and white or coloured prints such as pamphlets, workbooks, study materials, brochures, memo-graphs, periodicals, newspapers, dictionaries, teachers' manuals and guides, textbooks, notebooks, diagrams, flash cards, charts, cartoons, posters, pictures, journals, notes of lesson, lesson plans, schemes of work, curriculum materials, and graphs. In contemporary education, technology plays a significant role in the production of educational resources. Many of the resources that were traditionally printed are now sourced from non-printed mediums such as computers. The downloaded materials from the internet are printed on paper in either black and white or coloured ink for enhanced teaching and learning outcomes in secondary schools.

The printed resources are readable materials that appeal to the senses of sight, touch, and smell. Printed resources serve as valuable educational tools, allowing teachers and users to access information at their convenience⁹¹. The printed media edition can be modified to meet

educational requirements. In countries or regions with limited access to non-printed resources such as television or radio, the print media plays a crucial role in communicating socio-economic, political, and cultural programmes. These resources are crucial for enhancing teacher job performance. The benefits of using technology in the classroom for teachers include enriching and enlivening teaching, stimulating students' desire to learn, facilitating the assimilation and memorization of materials, maintaining students' attention, promoting greater acquisition and retention of information, and providing a means for teachers to reinforce the content being taught⁹⁰. The graphic resources refer to two-dimensional materials with length and breadth. Event compressors are commonly employed in secondary schools to stimulate discussion and generate student interest. The graphic resources consist of maps, pie graphs, posters, charts, diagrams, and cartoons. These materials are utilised in various subjects, such as Geography, to visually depict geographical features such as relief, regions, capitals, rivers, rainfall, vegetation, and cities⁸⁴. Graphs can visually represent numerical or statistical data using lines, dots, or pictures. Flash cards are highly beneficial for teachers in the classroom. Emphasis is placed on points in lesson 92. Flash cards are designed to sequentially present key points. The points are presented in a logical and sequential manner, with each point being discussed at each stage. Teachers utilise them to foster student engagement and promote active involvement in the classroom. Textbooks and notebooks are commonly utilised printed resources in secondary schools. Textbooks are essential resources for teaching and learning, providing supplementary material. Textbooks are comprehensive compilations of knowledge, concepts, and principles pertaining to a specific topic or course. Typically, academic papers are

authored by teachers, college professors, or education experts who possess expertise in a particular discipline.

Textbooks play a central role in guiding instruction due to their widespread presence. Textbooks often come with teacher guides that offer additional teaching materials, ideas, and activities for use throughout the academic year⁹³. Textbooks offer various benefits to teachers when used effectively in the classroom. These resources are particularly beneficial for novice educators.

Textbooks offer structured educational content. The platform provides teachers with comprehensive plans and detailed lessons for a specific topic. The textbook series offers educators a well-balanced and chronological presentation of information. Textbooks offer a comprehensive programme for administrators and teachers. The series is based on current research and teaching strategies. High-quality textbooks are effective instructional tools. They serve as a valuable resource for educators and learners alike. Textbooks aid teachers in lesson management. Online learning offers several benefits, including time efficiency, lesson structure, facilitated discussions, homework management, improved teaching organisation, convenience, and increased teacher confidence and security. Textbooks are utilised in teacher job performance for various purposes, including teaching learners, serving as resource books for ideas and activities, and facilitating instruction and learning⁹³. Textbooks provide teachers with a rationale for their instructional practices in order to create an optimal learning environment. The authors conveyed pedagogical messages to teachers and provided an encouraging curricular environment for utilising various teaching strategies. Textbooks are now commonly accessed electronically through computers and other

technological devices. Additional print resources utilised for enhancing teacher job performance include the curriculum, syllabus, scheme of work, and lesson plan/note.

2.1.11 Non-Printed Resources

Non-printed resources refer to durable materials such as real objects, hardware, equipment, and high-technology/digital materials. These resources engage all five senses: sight, hearing, touch, taste, and smell. Several non-printed machineries function using electricity or batteries⁹³.

The advantages of using technology in the classroom for teachers include: producing standardised materials of varying quality, freeing teachers from routine tasks to focus on more profitable ones, making learning accessible to a wide audience, clarifying non-verbal images and symbols, bringing a variety of experts into the classroom, controlling the pace of learning to promote better understanding, overcoming physical difficulties in presenting subject content, and promoting continuity of thought through the use of motion pictures. Examples of educational technologies include chalkboards, whiteboards, markers, television sets, smartphones, iPads, radios, tape recorders, cameras, projectors, video recorders, record players, programmed texts, public address systems, and materials for recording, projecting, and transmitting instructional messages. Non-printed resources refer to materials that are transmitted and projected to the audience using hardware.

Among them include⁹⁴:

- i. Receptive materials such as the blackboards, bulletin boards and flannel boards.
- ii. Projected materials such as slide and film strips, transparencies and overhead projectors.

- iii. Auditory materials, for example, record tapes, radio broadcast, microphones, videos, DVDs, CD tapes and gramophones, among others.
- iv. Representations and relief displays like two and three-dimensional objects, models, dioramas, real objects and specimens.
- v. Audio-visual like television set, computer materials⁹⁴.

Non-printed resources are essential in teaching and learning. Their role is to assist both teachers and students in the acquisition of knowledge and implementation of the curriculum. These tools are specifically designed to address communication limitations in a classroom setting. Interest boosters are effective in arousing and sustaining learners' interest during the teaching-learning process. Visual, audio, and audio-visual instruments facilitate the efficient and accurate dissemination of facts, information, and data to a large audience with minimal effort. Visual instruments facilitate learning, while audio instruments enhance critical thinking and foster imagination.

Digital devices enhance the learning process by providing prompt, easy, accurate, and quick access to information. ICT as instructional media has improved teaching and learning by providing dynamic, interactive, and engaging content. The programme has offered genuine prospects for personalised teaching. Information and communication technology (ICT) has the potential to enhance skills, engage students in learning, bridge the gap between school and work, promote economic viability, transform schools, improve teaching, and foster connections between schools and the world⁹⁴. Information technology can enhance school productivity and efficiency by providing various tools to support teachers' professional activities.

These resources can be into different types as per their nature of function and usability as⁹⁴:

- i. Auditory Aids: - These aids produce sound and act through the ear. These are: (1) Gramophone (2) Tape Recorder (3) Radio.
- ii. Visual Aids: - These aids presents pictures and matters act through the eyes. These are:- (1) The chalkboard (2) The flannel board (3) The bulletin board (4) Projected aids, such as slides, epidiascope film-strips and motion pictures, among others. (v) Representations through computers charts, sketches, flash cards, posters, cartoons, pictures, among others.
- iii. Audio-Visual aids: - These aids produce both pictorial and sound which influence mind both through the eyes and ears. These are:- (1) Television (2) Sound motion pictures
- iv. Activity Aids: - These aids induce direct participation of students and teachers to get firsthand knowledge. These are:- (1) tours, excursion, field trips. (2) Collection of specimens, models, pictures, coins, among others. (3) Preparation of models, charts, puppets etc. (4) Dramatics, Demonstration.

Tape recorder which is a classified as audio material is used to relay group discussion on several subjects in the society⁹⁴. Such recorded discussion on training programmes may be replayed to assist the group evaluate their previous discussion on such issues in the past. The playback of recorded discussion can also help teachers review previous summaries on topics treated in the past. Tape recorder can be used in skill practice in primary teachers colleges and primary schools. This is because they can record and playback the recorded images instantly for feedback and use in learning. They can also record events and situations for use in the class, especially where motion is needed. They can also record programmes from television broadcasts for later use.

Tape recorders have advantages of storing original information, sound or how accurate language words are being pronounced⁹⁵. They have not only revolutionized teaching but also introduced flexibility in teaching. Tape recorder can be used by individuals, handicapped students and distance learners, among others to recall information, revise or evaluate ones performance or work from stored original data. In the secondary schools, they are widely used in language laboratory.

The radio is another audio device utilized for effective teaching. It is a very useful device for transmitting knowledge, ideas, and information to the group of students in the classroom⁹⁶. The radio seems to be the most economical of all audio resources. Educational radio programmes are usually relayed at the convenience of students.

Telephone is also another resource that is been utilized to communicate knowledge between the teacher and student⁹⁷. The teacher at any agreed given time can call on his students to discuss their progress in specific programme or subject areas. The teacher tries to ensure that students do their assignments, communicate their problems to him and collect feedback. This pattern helps to motivate students in participating actively in their programmes.

Furthermore, the chalkboard or white board of all non-printed resources seems to be the most widely used by teachers in the secondary schools⁹⁸. This resource is simple to manipulate, very flexible, economical and probably it has the greatest utility. Its usefulness cannot be overemphasized. The chalkboard or whiteboard can be used by the classroom teacher to display maps, drawings, sketches, diagrams, graphs, and statistical information⁹⁹. It

is mostly used to summarize lesson topics or essential points of the lesson. It is used to clarify complex ideas and to demonstrate the objectives of a lesson.

It is used to give and solve assignments of problems discussed in a given topic. The chalkboard offers opportunity for initiative and because it is used to illustrate working examples, any writings on it should be legible, neat or tidy. To ensure teacher job commitment in use of the chalkboard in instructional delivery, the teacher should ensure legibility whereby letters must be boldly written and properly arranged in a straight line. Also, its plan of use must be sequential in presenting any lesson or topic for better understanding. The chalkboard is a very convenient teaching aid for group teaching and useful for explaining points to students.

Additionally, audio-visual resources which appeal to both the senses of hearing and seeing can effectively be used for students in skills or cognitive aspects of knowledge. Audio-visual materials as previously identified include video recording, closed-circuit television, projected films with sound, among others¹⁰⁰. The closed-circuit television can be used to magnify objects, role-play, skill demonstration and laboratory experiments. It can be adjusted so that it can be viewed by a large group of learners⁹⁹. Today, various smart television sets are used as useful instructional resources in educational programmes especially in advanced countries. Each lesson can be recorded on video tape and shown on many occasions through the television. The television can transcend the limits of space and time to reach the masses or specific learning groups¹⁰⁰.

The video recording is an instructional resource that records sound and vision. It serves to record and install information until desired. It is also useful in the classroom for group

discussion. That is to say that well prepared model lessons or programmes can be recorded in video-tapes and they can be observed by different groups of students and teachers.

Projectors of different sort which include Episcopes, Diascopes and the Epidiscopes are also useful hardware resources for improving teacher job commitment¹⁰¹. These projectors display images of objects, graphics and still pictures, among others which aid teaching in the classroom.

Recently, with the advancement of technology, digital resources using various software and applications have begun to gain prominence as important resources used in the secondary schools for teaching and learning. Technology as part of non-printed resources has contributed substantially to teacher and student role modifications by facilitating easy access to vast amounts of information. Computer is one of the information technologies operating various packages that are used in education for various purposes as they can store and retrieve a huge amount of information, among others.

Today, a student with a laptop or a Web-enabled mobile device can browse the internet for images, circumventing the vetting previously exercised by the instructor. Web search engines have democratized the expansion of information beyond the basic syllabus¹⁰¹. Much of the commentary on this expansion of access concentrates on a perceived inability for students to judge value, but many students identify valid and valuable information without the guidance of their teachers. Some of the computerized digital resources useful in teaching and learning are classified as drill and practice, tutorials, multimedia, simulations, educational games, and digital tools^{101, 102}.

Drill and practice are the most well known digital learning materials. Essentially, these programmes are built on existing knowledge and give learners the opportunity to consolidate and repeat knowledge and train and automate skills.

Multimedia (or hypermedia) refers to programmes that contain text, images and sound which are interacted in a non-linear structure¹⁰¹. Like tutorials, also multimedia is primarily designed for the acquisition of knowledge. Moreover, multimedia programmes usually have a large amount of the information codified in a non-text way, such as pictures, animations and video. The multimedia is apt for teacher effectiveness and job performance in the classroom. Therefore, non-printed resources when adequately provided are very useful for teacher job performance. One of the basic requirements for achieving quality and high standards in teaching and learning in the secondary schools in South West is to ensure that teachers frequently have access to resources in the school. This is equally a means in which teacher efficiency and job performance can likewise be guaranteed. Teachers are always happy to showcase their competences and commitments which promote their utmost performance in an environment where resources are adequately available, and where they can easily have access and explore resources within their reach. No meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant materials and activities as well as concrete experiences given through teacher job commitment. Therefore, the importance of availability of resources for teacher job performance cannot be over-emphasized in secondary schools in South West. The availability of resources like the physical plant resources, printed and non-printed resources motivates the teachers to high performance and commitment of duty¹⁰⁰.

2.2 Theoretical Framework

This study was guided by the following theories: Side Bet Theory, Resource Dependence Theory (RDT).

2.2.1 Side Bet Theory

This theory as stated by theorist in 1960 holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they will be willing to leave the organisation¹⁰³. The “side-bet” theory was supported by other theorists by describing organizational commitment as a behavior “relating to the process by which individuals become locked into a certain organization and how they deal with this problem¹⁰⁴.” This behavioural aspect of organizational commitment is explained through calculative and normative commitments. The calculative or normative perspective refers to an employee's commitment to continue working for the organization based on the notion of weighing cost and benefits of leaving an organization. Organizational commitment is described as a “behavioural intention or reaction, determined by the individual's perception of the normative pressure. Organizational commitment was initially viewed as two dimensional namely, affective and continuance by some theorists. They defined the first dimension, namely affective commitment as “positive feelings of identification with, attachment to and involvement in the work organization”, and they defined the second dimension, namely continuance commitment as “the extent which employees feel committed to their organization by virtue of the costs that they feel are associated with leaving”. After further research, they added a third dimension, namely normative commitment. They defined normative commitment as “the employee’s feelings of obligation to remain with the

organization". Consequently, the concept organizational commitment is described as a tri-dimensional concept, characterized by the affective, continuance and normative dimensions. Common to the three dimensions of organizational commitment is the view that organizational commitment is a psychological state that characterizes organizational members' relationship with the organization and has implications for the decision to continue or discontinue membership in the organization.

Relevance of the Theory to the Study

Teachers are the workforce of secondary school organizations. They teach and prepare the students to learn and become better citizens in the nation contributing their quota to the betterment, improvement and development of the country. However, if these teachers are not satisfied and valued in the school organization, they become less committed to the school. There is also a great tendency for them to leave the organization. This theory is therefore relevant in the sense that all that needs to be put in place to ensure teachers retain that sense of belonging in the school should be put in place to enable them stay and add value to the effectiveness of the school and society at large.

2.2.2 Resource Dependence Theory (RDT)

Resource Dependence Theory (RDT) was propounded by Jeffrey Pfeffer and Gerald R. Salancik in the year 1978¹⁰⁵. RDT is underpinned by the idea that resources are the key to organizational success and that access and control over resources is a basis of power. Power here means performance and functionality of an organization. Resource Dependence Theory (RDT) identified that the organizations depend on external resources for survival, and these external resources on organizations which are multidimensional like: labour, capital, raw materials affect the behaviour of the organization and including workers output and

performance in the organization. Therefore, the procurement of external resources is an important tenet of both the strategic and tactical management of any company¹⁰⁵.

Managers' careers thrive when customer demand expands. Thus, customers are the ultimate resource on which companies depend. This is similar to the school system, where students are the customers whom the school depends for survival. Effective services must be provided through resource availability and utilization for students' retention, effective instructional delivery and positive outcomes. On this premise, the purpose of RDT is presenting a guide on how to design and manage organizations that are externally constrained. This is based on the basic assumption that an organization, or more precisely a manager, tries to ensure the organizational survival which is determined by the organizational ability to acquire and maintain resources. Theorists of RDT based their argument on the following tenet and notions that organizations depend on resources. These resources ultimately originate from an organization's external environment¹⁰⁵.

Relevance of the Theory to the Study

RDT has been adopted by the present study because it shares connection with the study. The present study borders on finding out the availability and utilization of educational resources and their significance on teacher job commitment; likewise this theory sees the availability and utilization of resources as the key to organizational success. Achievement of goals, survival of any organization including the school and workers performance, is based upon their ability to use various resources such as the physical plant resources, printed and non-printed resources. Also, that access and control over resources is a basis of organizational power and functionality. This means that availability and utilization of resources in the school organization will improve teacher commitment, hence performance

and likewise impact on the quality of teaching-learning and promote students' academic achievements as well. They are the key to functionality and success in the school. Moreover, the RDT pays more attention to availability and utilization of resources in the school organization for customers (students) satisfaction without giving detailed preferences on teacher job performance.

2.2.3 Behaviourism Learning Theory

Behaviorism or the behavioral learning theory is a popular concept that focuses on how students learn¹⁴¹. Behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. This learning theory states that behaviors are learned from the environment, and says that innate or inherited factors have very little influence on behavior. Behaviorism learning theory emphasizes how people interact with their environment. Over time, these interactions (called "stimuli") form particular behaviors¹⁴¹.

John Watson is largely seen as the father of behavioral psychology, though he never claimed to have founded the discipline¹⁴¹. In the classroom, the behavioral learning theory is a key in understanding how to motivate and help students. Information is transferred from teachers to learners from a response to the right stimulus. Students are passive participant in behavioral learning teachers are giving them the information as an element of stimulus-response. Teachers use behaviorism to show students how they should react and respond to certain stimuli. This needs to be done in a repetitive way, to regularly remind students what behavior a teacher is looking for.

Positive reinforcement is key in the [behavioral learning theory](#). Without positive reinforcement, students will quickly abandon their responses because they don't appear to be working. For example, if students are supposed to get a sticker every time they get an A on a

test, and then teachers stop giving that positive reinforcement, less students may get A's on their tests, because the behavior isn't connected to a reward for them¹⁴¹.

Repetition and positive reinforcement go hand-in-hand with the behavioral learning theory¹⁴². Teachers often work to strike the right balance of repeating the situation and having the positive reinforcement come to show students why they should continue that behavior. Motivation also plays an important role in behavioral learning. Positive and negative reinforcement can be motivators for students¹⁴². For example, a student may receive praise for getting a good grade on a test, this is positive reinforcement. Negative reinforcement is still motivation to get the student to act in a desired way, but removes an element in order to get the student to do something¹⁴¹.

Relevance of the Theory to the Study

This theory is relevant in this study in the sense that behaviourism is key for teachers because it impacts how students react and behave in the classroom, and suggests that teachers can directly influence how their students behave. It also helps teachers understand that a student's home environment and lifestyle can be impacting their behavior, helping them see it objectively and work to assist with improvement.

2.3 Review of Empirical Studies

2.3.1 Classroom Management and Teachers' Commitment in Public Secondary Schools in Southwest, Nigeria.

In a study that examines classroom management as predictor of senior secondary school students' academic achievement in mathematics, with reference to some selected secondary schools in Ijebu-Ode and Odogbolu Local Government Area of Ogun-State, Nigeria. Survey research was adopted for the study. Six secondary schools were randomly selected from the eighteen secondary schools in Ijebu Ode and Odogbolu Local Government Area of Ogun state. Also, from the pull of 2034 senior secondary II students and mathematics' teachers in the sampled schools, a sample 420 respondents comprises of 390 students and 30 mathematics' teachers were randomly selected. Four variables (Teaching strategies, learning facilities and classroom discipline and classroom motivation) were considered. The instruments for data collection were Mathematics achievement Test and Questionnaire on Classroom Management (QCM). The reliability of the instrument (Questionnaire on Classroom Management) using Cronbach alpha coefficient was 0.764. The face and content validity of QCM and MAT was determined by the perusal of experts in test and measurement/curriculum studies. It was confirmed that the items were relevant, unambiguous, detailed and capable of eliciting the needed responses from the target population. One research question and five hypotheses were tested. Findings showed that teaching strategies, learning facilities, classroom discipline and classroom motivation when taken together do not significantly predicted student's achievement in mathematics. The study also revealed teaching strategy alone predicted students' achievement in Mathematics.

Furthermore, classroom discipline alone will not significantly predict students' performance in Mathematics¹⁰⁷.

In another study that investigated the classroom management abilities of teachers and students academic performance in public secondary schools of the South-East, Nigeria The study sought to determine the impact of classroom management abilities of teachers on student's academic performance in English Language, Mathematics and Basic Science in public junior secondary schools. The design of the study was a survey, carried out using ex-post-facto. The population of the study comprised of 1,093 Principals and 25,976 teachers from the 21 education zones of the South-East States. Stratified random sampling technique was used to select 2,674 (10%) principals and teachers from the educational zones. Four research questions were posed and answered while three hypotheses were tested at 0.05 level of significance¹⁰⁸. A sixty [60] item questionnaire were validated and the reliability coefficient of 0.83 was obtained. The research questions were analyzed using mean and standard deviation, while Chi-Square statistic was used to test the hypotheses. Findings revealed that teacher's classroom management abilities have improved students academic performance to a moderate extent. However, there was significant impact of teacher's classroom management abilities on student's academic performance in English Language, Mathematics and Basic Science for the periods 2011 to 2013 in the South-East, Nigeria¹⁰⁸.

In a study that assessed teachers' classroom management strategies, the level of teachers' classroom instructional tasks and determined the effect on students' academic performance, and further examined the constraints in classroom management in secondary schools in Akure South Local Government Area of ondo State, Nigeria¹⁰⁹. Descriptive survey and ex post facto research designs were adopted. Five research questions and two hypotheses

were formulated to guide the study. The sample consisted of 854 respondents, made up of 560 students, 280 teachers and 14 principals selected from 14 secondary schools using simple random sampling technique. Data were collected using “Teachers’ Classroom Management Strategies Questionnaire” (TCMSQ), and “Students’ Academic Performance Proforma” (SAPP). Data were analyzed, using percentage, mean score and Pearson Product Moment Correlation Coefficient at alpha level of 0.05. Findings showed significant relationship between teachers’ classroom management and students’ academic performance ($r_{cal} = 0.307$, $p < 0.05$), and significant relationship between teachers’ instructional tasks and students’ academic performance ($r_{cal} = 0.689$, $p < 0.05$), while teachers were effective in classroom management strategies as reflected in preparation of lesson notes (71.4%), communication skill (63.6%), students’ motivation (62.5%), group interaction (71.4%) and exemplary behaviour (64.3%). The major constraints faced by teachers were excessive workload (56.4%), ill-equipped laboratory (57.9%), ill-equipped library (63.6%), shortage of instructional materials (64.3%), lack of students’ learning materials (64%) and congested class size (75%)¹⁰⁹.

Another project examined the impact of teachers’ classroom management practices on students’ academic performance in public secondary schools in Nnewi Education Zone of Anambra State. Four research questions were posed for the study while a descriptive survey research design was adopted. The population of for this study consisted of students of all the 48 secondary schools in the study area with a total of 45,432. Simple random sampling was used to select a population size of 1362 respondents drawn from 12 government owned secondary schools in the study area. This study used questionnaire, which was built from the four research questions, for collection of data. The questionnaire contained 24 question items,

validated by 3 experts, with a reliability of 0.83 while the data were analyzed using mean. The major findings of the study showed that the classroom management practices of teachers exert enormous influence on the academic performance of students. The teachers are well qualified to teach, but some still cannot manage classroom effectively. It was observed that there is an interaction gap between teachers and students which affects the academic performance of student's negatively¹¹⁰.

In another related study that examined perceived influence of teachers' classroom management techniques on students' achievement in public secondary schools in Port Harcourt metropolis, Rivers State, Nigeria. Thus, three research questions guided the study. The study adopted descriptive survey design with a population of (1,954) teachers, and (25,025) students from (35) public senior secondary schools in Port Harcourt metropolis, Rivers State, Nigeria. Proportionate sampling technique was used to select 15 senior secondary schools in Port Harcourt metropolis. A sample size of 228 teachers and 777 students was drawn using simple random technique. Instrument used for data collection was titled, Teachers' Classroom Management Techniques and Students' Performance Questionnaire (CMTSPQ). The instrument was subjected to face and content validity. Reliability of the instrument was established using Pearson Product Moment Correlation Coefficient which gave $r = 0.89$. The research questions were answered using mean with Standard Deviation. The hypotheses were tested using z-test statistic at 0.05 level of significance. The finding revealed those teachers' classroom management techniques enhanced improvement in academic achievement, discipline and active participation in learning activities by the students as well as providing for cordial relationship between the teachers and the students¹¹¹.

A study centred on influence of Classroom interactions on Students' Academic Performance in Secondary Schools in Rivers State, Nigeria. The descriptive survey research design was adopted for this study. The population of the study was 34 public senior secondary schools with the total population of 874 (teachers) and 1,346 (students) in Port Harcourt Metropolis schools, Rivers State Nigeria. The sample size was 262 (teachers) and 404 (students) using 30% of the total population. The instrument used for this study was questionnaires titled, Class interaction and Student Academic Performance Questionnaire (CISAPQ). (15) Items were drawn for the study. The respondents were requested to response to research questions rated on 4-points scale of: Very High Extent (VHE), High Extent (HE) Very Low Extent (VLE) and Low Extent (LE). Thus, 666 copies of questionnaires were distributed and retrieved 538 (81%) copies for the analysis of research questions using mean scores with standard deviation and Z-test for the hypotheses. The findings revealed that when the teachers create an interactive environment during teaching and learning process, it elevates students' mindset to improve on their student academic performance¹¹².

In a study that aimed to describe and investigate classroom management in the seventh-grade EFL class of one school in one district in Banten Province during the COVID-19 pandemic. Qualitative descriptive was used as the method of the research. Also, the data was collected through classroom observation, interviews, and document analysis. The participants were 2 seventh-grade English teachers and 4 seventh-grade students. The findings reveal that the EFL teachers managed the class using various synchronous and asynchronous media. All teaching routines, student-teacher interaction, assignments, assessments, and evaluations were constructed through digital platforms. Teachers also face several challenges while managing classrooms, especially in maintaining quality student-

teacher interaction during their learning process, yet they have prepared some strategies to overcome them¹¹³.

In another work which aim to describe and analyze how an English teacher managed a large class at the Second Grade of Junior High School Based on Islamic Boarding School Pancasila Kota Bengkulu. This study adopted the descriptive qualitative research method conducted at class VII B at Junior High School Based Islamic Boarding School Pancasila Kota Bengkulu, which consisted of 40 students. The instrument used in this study was the researcher equipped with an observation checklist, an interview guide and a document in collecting the data. The data were collected, selected, and reduced and analyzed into patterns. The result of the study showed that the first; Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu which plays an important role in the teaching and learning process in large classes. The second, Grouping Students a large class at the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu It is one way to handle the big class. The third, giving feedback a large class¹¹⁴.

Read further, in a research to describe the classroom management conducted by English teacher during class instruction and to explore the factors that influence teaching learning process in managing classroom at AekHayuara Islamic boarding school. This study was conducted under the qualitative case study design. The participants of this research were an English teacher at eighth grade of Islamic junior boarding school Aek Hayuara Sibuhuan North Sumatera. The data were collected from the observation and interview. Observation and semi - structured interview were used to collect data about classroom management. The researcher observed learning activity to know the real process of classroom management.

Techniques of analyzing data used data reduction, data presentation and the data conclusion. This research used triangulation of method to check validity of the data. The research findings were (1) the English teacher at Islamic Junior boarding school of Aek Hayuara Sibuhuan conducted the classroom management in English class. (2) But the researcher found that not all components of classroom management are used by the English teacher. (4) Therefore, it was found that there were some factors which influenced classroom management in English teaching process; Lack of facilities, Overcrowded classroom, Teacher preparation and planning, and the Class discipline. From this research, the researcher suggest that all English teachers should be able to conduct the classroom management strategies in learning teaching process, because by using classroom management strategies the process of learning can be done more effectively and efficiently¹¹⁵.

Thus, the purpose of this study is to describe the way how the teacher applies the classroom management in inclusive class of seventh grade of YBPK Junior High School Kediri in the academic year 2017/2018. Furthermore, YBPK Junior High School is the best inclusive school which has experiences in leading inclusive students since 2013. This study is qualitative research. The place for collecting the data is at the seventh grades students of YBPK Junior High School which consist of fourteen students. The result, the researcher concluded that the teacher almost used the theory from Harmer (2001:271), she adapted 4 principles of classroom speaking activities such as; acting from a script, discussion, simulation and games. It was supported enough for the students based on their conditions. For the classroom management, the teacher applied the principles of classroom management according to Brown (2001:192) those are; sight, sound and comfort, seating arrangements, voice and body language and discipline. Besides, the English teacher of YBPK Junior High

School Kediri has many roles that applied in inclusive classroom according to Brown (2000:167), those are: teacher as controller, teacher as director, teacher as manager, teacher as facilitator and teacher as resources. Those research findings taken from the observation, interviewing and documentation of the classroom management that used by the English teacher in seventh grade inclusive class of YBPK Junior High School Kediri in the academic year 2017/2018¹¹⁶.

In a study that examined various classroom management approaches used by secondary school teachers during the teaching of Social Studies in Ondo West Local government Area, Ondo State, Nigeria. Descriptive and inferential statistics of the purposive type of design was used in the work. A total of 100 teachers from twenty-five (25) secondary schools were selected using the stratified random sampling technique for the study. Two hypotheses were formulated for the study, the null and alternative hypotheses. The instrument used for data collection was analysed using frequency, tables and Pearson Correlation analysis to test the hypothesis formulated for the study at 0.05 level of significance $r < 0.9$, $(r) < 0.6$. Findings showed that the classroom management approach used has no effect on the effective teaching of Social Studies in the study also, there is no relationship between the impact of class management and effective teaching in the study area¹¹⁷.

In an article which aim to analyze the incidence of classroom management strategies on the pupil performance in Nigeria's primary schools. To achieve this, data from the Service Delivery indicator survey, collected in primary education system, were analyzed through the statistical methods. The findings of the study reveal that the teacher's interaction with all pupils in classroom, the facts that teacher waits for pupils to complete task, listens to the

pupil's reading or reciting, supervises pupil's writing or maintains discipline in class significantly influence pupils' academic achievement in mathematics¹¹⁸.

Another study examined the influence of classroom management strategies of Junior High School teachers on the academic performance of students in the Ashanti Akim North District. The descriptive survey design was used for the study. One hypothesis and two research questions were developed to guide the study. Multistage sampling technique was used to select 48 teachers and 297 year two students to respond to the Behaviour and instructional Management Scale (BIMS). Test scores in English Language, integrated Science, Mathematics and Social Studies were used to measure students' academic performance. The statistical tools used to analyse the data collected were means, standard deviation, Pearson's Product Moment Correlation Coefficient (PPMCC) and Multiple Regression. The findings revealed that both students and teachers identified good relationship and reinforcement as the mostly used classroom management strategies. It was found that a significant positive relationship existed between reinforcement and antecedent as classroom management schemes and students' academic performance. However, good relationship and punishment as classroom management strategies did not have a positive relationship with the academic performance of students¹¹⁹.

Another similar study aimed to determine how classroom management techniques affected secondary school students' performance. The study was quantitative and descriptive design was used. All of the district Narowal's public secondary schools made up the population. Multistage sampling technique was used in this research. The instrument of the study was questionnaires. The findings showed that there was significant effect of classroom management techniques on students' academic performance¹²⁰.

In a study that examined the influence of classroom management strategies of Junior High School teachers on academic performance of students in the Asante Akyem North District. The descriptive survey design was adopted for the study. Multi-stage sampling technique was used to select 48 teachers and 297 students to respond to the Behaviour and instructional Management Scale (BIMS). The statistical tools used for data analysis were frequencies, percentages, mean and standard deviation, Pearson's Product Moment Correlation Coefficient (PPMCC), multiple regression and independent samples t-test. The findings of the study revealed that both students and teachers sighted good relationship with students and reinforcement as the most frequently used classroom management strategies. It was found that significant positive relationship existed between reinforcement strategy and academic performance of students and antecedent strategy and academic performance of students. However, no difference existed between teachers who taught in the rural areas and their counterparts who taught in the urban areas in terms of the classroom management strategies they adopted¹²¹.

A study aimed to ascertain (1) the classroom management practices of language teachers (2) the challenges in implementing the management practices and (3) the importance of classroom management to language pedagogy. The study is qualitative. It used observation and semi-structured interview to engage 22 language teachers selected through random sampling from all the four Senior High Schools in the Agona West Municipality. The data were analyzed thematically. It was found that teachers were aware of the relevance of classroom management in language teaching. They employed good student-teacher relationships, deference, physical organization of the classroom, and professionalism in managing the class in spite of challenges such as insufficient and ineffective

teaching/learning resources, indiscipline, and large class size among others in the classroom¹²².

A similar study examined teachers' classroom management competency and their classroom management strategies. The study, specifically, found out the levels of secondary school teachers' classroom management competence, established most used classroom management strategies by secondary school teachers, assessed whether or not classroom management competence had any effect on teachers' classroom management strategies (organization in classroom, rules routines, relationship with students, meet the basic needs and team work). Lastly, the study compared the difference in teachers' classroom management strategies by gender. The study was conducted in 5 public secondary schools in Kilombero District of Morogoro Region. The study revealed that teachers thought that they did not have sufficient classroom management competence. It was also found that the mostly used classroom management strategies were rules routines and organization in classroom whereas building relationship with students, meeting the basic needs and team work were least used. The results highlighted that significant univariate effects on classroom management competency were obtained for rules routines and organization in classroom. It was concluded that minimal content that is provided in classroom management is too theoretical and does not adequately address situations likely to be encountered by teachers in the classroom¹²³.

In a descriptive research, that identified the challenges that affect effective classroom management, the classroom management strategies used by the teachers, and the impact of classroom management on the students' academic achievement. An adopted questionnaire was administered among randomly selected faculty members in some private universities in

the Kingdom of Bahrain. Results revealed that the top two challenges that affect effective classroom management are the students' needs and characteristics and the students' seating arrangement. For the common classroom strategies, teachers agree that they have to provide awareness for instructional activities and to map and decide how to deal with the student's behavior that is unsuitable. Lastly, the perceived impact of impact of classroom management on the students' academic achievement, teachers believe that classroom supervision is the process of establishing and maintaining a successful leaning environment which may lead students to succeed in class and their roles in class affects student's academic success¹²⁴.

Another study aimed at identifying the strategies that increase interactive classroom management (henceforth ICL), including the students talking time instead of teacher talking time by reducing teacher centrality in the class and setting up students in organized place to share ideas and participate in class tasks. Also using technology strategy that provides diversity on the part of both the teacher and the student in accomplishing syllabus goals. The Teachers Classroom Management Proficiency Questionnaire (TCMPQ) was used to the sample that was randomly chosen in certian private schools in Misan, Iraq. Findings have shown that the main two hinders that mark fruitful classroom management are the students' needs and characteristics and the students' seating organization. For the popular class strategies, teachers claim they have to offer awareness for educational and teaching settings. Teachers believe that interactive classroom management is the process of creating and upholding a positive leaning atmosphere which can direct learners to flourish in classroom and their characters in class touches student's educational achievement¹²⁵.

In a research that aims to investigated the elements of classroom management which can be effectively applied in EFL classrooms. This study is a review research study, where

the data were collected from 43 previously published materials, restricted to books, dissertations, and articles published in academic journal. The data were analysed using data condensation, data display and conclusion drawing. The results of this study showed that there are three elements of classroom management, i.e. seating arrangements, engagement, and participation. The seating arrangement has three effective components including u-shaped, sitting in a group, and orderly row. Further, student engagement consisted of cognitive, behavioural, academic, emotional, social, intellectual, physiological, affective and relational engagement approaches. Meanwhile, participation includes classroom talk, teacher talk, collaborative talk, exploratory talk, disputation talk, and learner managed talk¹²⁶.

In a research that investigated the perspectives of the novice lecturers in the Faculty of English Language Teacher Education (FELTE) regarding Teaching Practicum's impacts on their classroom management skills. Using survey research, data was gathered through questionnaires distributed among the whole population of 29 participants, followed by semi-structured interviews to gain a deeper insight into participants' experience. The study's results showed that novice lecturers generally made considerable progress in classroom management skills, especially in attention-drawing and response encouragement, creation of a motivating environment as well as physical and emotional interactions with students. On the other hand, it was discovered that inadequate duration and inappropriate timing generally impeded novice lecturers' gains during their Teaching Practicum¹³⁷.

Another study focuses on determining the classroom management competences of novice Vietnamese teachers and aims to identify the differences in these competences among teachers with one to five years of experience. Questionnaire surveys and in-depth interviews were conducted with novice teachers from different provinces in Vietnam. The results

showed that these novice teachers were not regularly performing the competences of classroom management in their classrooms. Additionally, teachers were more concerned with teacher-oriented activities, which were implemented more regularly than student-oriented activities. There were significant differences in the classroom management competences of teachers with experiences between one and five years. The teachers with five years of experience paid more attention to classroom management than those with one year of experience. They implemented the competences in their classroom practices more frequently, including building a learning environment, managing student learning activities, and managing student behavior. Finally, the study recommended the application of a social constructivist approach considering features of a Confucian heritage culture to develop a classroom management strategy to solve the remaining problems and help novice teachers manage classrooms effectively¹³⁸.

Further, a study highlighted the obstacles schools have been facing amid the corona virus pandemic, presents the fears consuming teachers, parents, and students, describes the frustration with remote learning, and summarizes the preened post-corona virus teacher stress, burnout, and attrition occurrences. This article also outlined preventative measures to make schools safe and secure, and discuss how supporting teacher self-care, promotes student wellbeing. We share lessons learned from identifying teacher stresses in the online virtual learning context and redesigning our graduate courses for our participants by modeling best practices for coping with techno stress, incorporating technology tools, modifying pedagogical procedures, and integrating various resources to enhance virtual instruction. Using thematic analysis, we identified the following themes which impact the E-teaching-learning experience: a) juggling multiple demands in the home environment while learning

online is distracting; (b) balancing work-life responsibilities is challenging; (c) teaching and learning in a virtual context is isolating; (d) dealing with techno stress is overwhelming, and (e) practicing self-care allows teachers to support student wellbeing. We summarize the findings from this project where the teachers reflect on their personal experiences while enrolled in online graduate courses and describe how the teachers' experiences as learners informed their teaching practice¹³⁹.

In related study that investigated the congruency of the classroom management styles and teacher-student relationship as well as its influence on student learning outcomes. The classroom management styles are categorized as authoritarian, autocratic, democratic and laissez faire. The study employed the quantitative aspect which was the determination of the profile, classroom management styles, teacher-student relationship and the learning outcomes. The respondents were the teachers and students at Thai Nguyen University during the school year 2018-2019. A total of 1,703 students and 92 teachers were chosen through a convenience sampling method. The findings imply that teachers place limits and controls on the students but simultaneously encourage independence. There was a significant relationship between teacher-student relationships with the classroom management, which influenced the way teachers manage their classrooms. Moreover, the congruency of the relationship implies that the more favorable the teacher-student relationship is, the higher the extent of learning is¹⁴⁰.

2.3.2 Educational Resources and Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria

In a study that employed survey-style descriptive research. In Southwest Nigeria, the population was made up entirely of teachers. The study's sample included 200 teachers who

were chosen using a multistage sampling approach that included both simple random sampling and stratified random sampling techniques. The study found that secondary school teachers in southwest Nigeria have a low level of in-service training and a high level of academic qualifications and that there is no significant difference in perceptions of in-service training and academic qualifications between male and female secondary school teachers in southwest Nigeria. It was suggested that the government step up their efforts to organize in-service training for secondary school teachers, such as conferences, seminars, and workshops, in order to impart the necessary knowledge to students in order to achieve sustainable development goals. Additionally, necessary types of machinery should be put in place to improve the performance of the ministry of education and local education authorities in order to upgrade teachers and enhance their performance¹²⁷.

Another paper examined educational resources in the development of private secondary school education in Oyo State, Nigeria, between 1999 and 2015. This is with the view to examine the development of private secondary school education in Oyo State, Nigeria, between 1999 and 2015 in historical perspective. In the process it considers development of privately owned secondary schools in the light of adequacy of human and material resources (i.e., teachers and educational facilities) and how these had enhanced the performance of students in the Senior School Certificate Examinations (SSCE) between 1999 and 2015. The study used historical research method, relying on primary and secondary sources of data. The sample consisted of 300 respondents purposively sampled from 60 private secondary schools. Two instruments, Questionnaire on Adequacy of Educational Resources in Private Secondary Schools (QAERPSS) and Structured Open-ended interview Schedule (SOIS) were used to collect data for the study. The questionnaire had reliability

index of 0.73. Periodic and thematic approaches of historical analysis were used to analyse the qualitative data while the percentage was used to analyse the quantitative data. It was found that private secondary schools in Oyo State had adequately qualified teachers and appreciable quantity of modern educational facilities, which contributed to the development of private secondary school education during the period¹²⁸.

In a study that examined educational resources adequacy as a determinant of public secondary school effectiveness in Kwara State, Nigeria. The study adopted a descriptive design of correlation type, while its' population comprised of 6,902 teachers in all the 336 public secondary schools in the State. Cluster sampling technique was used to group Local Government Areas in the State into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts; while 40 public secondary schools were proportionally sampled out of the 119 in the selected LGAs. Three hundred and sixty-four teachers were proportionally selected out of the 6,902 in the public schools in the State. Educational Resources Adequacy Questionnaire (ERAQ) and Students' Academic Performance Proforma (SAPP) were used to collect data. Pearson product-moment correlation statistics was used to test hypotheses at 0.05 level of significance. The findings of the study revealed that educational resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria¹²⁹.

Further, in a related study aimed to provide educational planners with relevant items of information with respect to the extent of educational resources availability and utilization in public secondary schools as it affects productivity in educational system. The descriptive research design of the ex post facto type was adopted for the study. The population of the study comprises all academic staff and three hundred level students in the six (6) selected

public Colleges of Education in Southwest Nigeria. Purposive sampling technique was used to select six (6) public Colleges of Education in Southwest Nigeria, three (3) each from State and Federal Colleges of Education. The study showed that a positive and significant relationship existed between resource situation and students' academic performance in public Colleges of Education in Southwest, Nigeria. It also showed a positive and significant relationship between human and material resource situation and students' academic performance¹³⁰.

In a study that analysed the factors that impact on student performance within the non-affluent schools, and further examined the effect of availability of educational resources on student academic outcomes. The study finds that educational resources have a significant impact on student performances. However, the magnitude of the impact is minute as compared to other factors such as school management, accountability, and student self-determination. Therefore, the study concluded that educational resources in isolation are not necessarily the key tool for tackling the broader educational outcomes but rather it is a combination of many factors, which may lead to improved educational outcomes in South Africa¹³¹.

A study aim to determine the influence of selected educational resources as determinants of academic performance of public secondary schools of Kuria East and Kuria West Sub counties. Objectives of the study were to: determine the influence of levels of adequacy and utilization of teachers on academic performance; establish the influence of financial resources on academic performance and assess the influence of teaching and learning resources on academic performance in Kuria East and Kuria West sub-counties. The

conceptual framework consisted of teaching and learning resources, teachers and financial resources as the independent variables and academic performance as the dependent variable. The study employed Descriptive survey research design. The population consisted of 40 principals and 345 teachers. Saturated random sampling technique was used to select 36 principals while stratified random sampling was used to select 138 teachers for the study. Data was collected through questionnaires, document analysis guide and observation checklist. Face and content validity of the instruments was ascertained by supervisors. A pilot study was carried out in four schools in order to determine the reliability. Reliability coefficient of .80 was obtained for teachers' questionnaire and .70 for principals' questionnaire from test - retest technique. Quantitative data was analyzed using both descriptive and inferential statistics involving percentages, mean and linear regression and qualitative data using content analysis. Findings indicated that adequacy and utilization of selected educational resources had statistically significant effect on academic performance with a regression coefficient of 0.87 for teachers, 0.79 for financial and 0.28 for teaching and learning resources¹³².

In a study that aim to determine the influence of teaching and learning resources on academic performance of public secondary schools of Kuria East and Kuria West Sub counties. Objectives of the study were to establish the influence of the level of adequacy the level of utilization of teaching and learning resources on academic performance in Kuria East and Kuria West sub-counties. The study employed descriptive survey research design. Saturated random sampling technique was used to select 36 principals nested at 40 while stratified random sampling was used to select 138 out of 345 teachers. Data was collected through questionnaires, document analysis guide and observation checklist. Quantitative data

was analyzed using descriptive and inferential statistics involving percentages, mean and linear regression, qualitative data using content analysis. Findings indicated that adequacy of teaching and learning resources had significant effect on academic performance with a regression coefficient of 0.87 and utilization 0.28. The study recommended that the government should avail adequate teaching and learning resources in schools and the school management should foster optimal utilization of teaching and learning resources¹³³.

A study examined the relationship between the educational resources and pupils' academic performance in K.C.S.E in Kisumu County. The objectives of this study was to: establish the relationship between financial resources and pupils' academic performance, establish the relationship between human resources and pupils' academic performance, determine the relationship between physical resources and pupils' academic performance and determine the relationship between instructional resources and pupils' academic performance in Kisumu County. The study was guided by the Education Production Function Theory. This study used descriptive and correlation research designs. The target population for the study comprised 1 Quality Assurance and Standards officer (QASO), 615 head teachers, 615 senior teachers and 23,464 standard 8 pupils from 615 public primary schools in Kisumu County. Saturated sampling technique was used to select 1 QASO, thereafter, 123 head teachers, 123 senior teachers and 2,413 Std 8 pupils were selected using stratified random sampling technique. Instruments used during data collection were questionnaires, interview schedule, Focus Group Discussion and document analysis guide. Reliability of the instrument were calculated using Cronbach reliability test, which recorded a reliability coefficient of 0.80 for head teachers, 0.78 for senior teachers and 0.698 for class eight pupils. Validity of the instrument was ascertained through expert judgment by the supervisors in the department

of education. Quantitative data was analyzed using descriptive statistics in form of percentages, frequency counts and means, while hypotheses were tested using Pearson moment correlation and linear regression (inferential statistics). Qualitative data was organized in categories and reported in emergent themes and sub themes. The study found a strong positive relationship between financial resources, human resources, education physical resources and instructional resources and pupils' academic performance in Kisumu County, with all relationships statistically significant at ($p < 0.05$)¹³⁴.

Another research looked into the influence of teaching-learning resources on pupil performance in Laikipia West Sub-County public primary schools. The study employed a descriptive survey design. The target population was 490 teachers from 49 public primary schools in Laikipia West Sub County. A sample size of 220 teachers was selected using a simple random sampling method. The researcher also sampled 10 head teachers. Semi-structured questionnaires and interview guides were used to obtain primary data. Thematic content analysis was used to examine qualitative data, while quantitative data was analyzed using descriptive and inferential statistics. The association between teaching and learning resources and pupils' academic performance was determined using correlation analysis. The findings indicated that teaching-learning resources had a positive and significant influence on pupils' performance in public primary schools¹³⁵.

In a study to determined the effects of availability of teaching and learning resources on teacher performance in public secondary schools in Kitui county. this study employed mixed methods approach and descriptive survey research design to reveal and measure the opinion of teachers and the indicators of school climate and was anchored on three

motivational theories namely: McGregor theory x and Maslow's Hierarchy of needs and Hertzberg's two factor theory. The study targeted 400 public secondary schools and 2417 teachers from Kitui County. Purposive and random sampling was used to select 40 principals and 488 teachers. Fractional method was used to sample 40 teachers from the 400-public secondary schools. 20% of 2417 teachers were randomly selected from each sub-county. Sample size for this study was calculated using hyper geometric formulae where 76 principals and 352 teachers were selected giving a total of 428 respondents. Data was collected using Questionnaires for teachers, interview schedules for principals and document analysis. Validity of the instrument was achieved by reading other research works, books and journals. Split half reliability was used to test teacher's questionnaire and principal's checklist. Research instruments were appraised through a pilot study on 25 teachers and 5 principals from Katulani sub-county. Data was analysed qualitatively and quantitatively using Pearson correlation moment to test the questionnaire, Analysis of variance (ANOVA) and multiple regressions. Descriptive statistics and inferential statics were used. Descriptive statistics aided by statistical package for social sciences (SPSS) version 21.0 was used. Quantitative data was presented in percentages, t-test, frequencies and tables while qualitative data was organized into thematic categories according to the objectives of the study. The study established that there was no statistically significant relationship between teaching/learning resources and teacher performance, $p\text{-value}=0.001 < 0.001^{36}$.

2.4 Conceptual Model

Conceptual model consists of concepts that are placed within a logical and sequential design. It is a model that explores the use of drawings and diagrams to explain the interrelationships between variables¹⁸⁷. Figure 2.2 shows the conceptual model for the study:

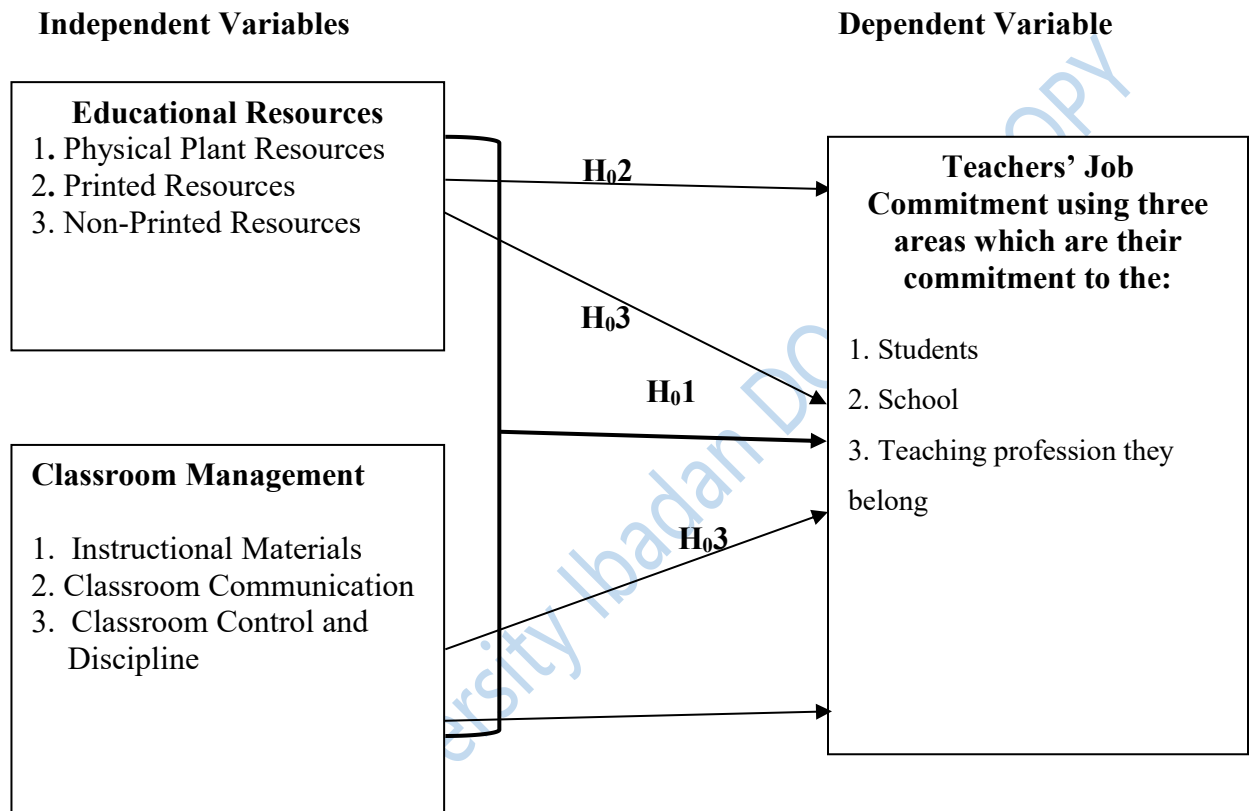


Figure 2.1: Conceptual Model Showing Educational Resources and Classroom Management as Determinant of Job Commitment among Teachers in Public Secondary Schools in South West, Nigeria

Source; Researcher, 2024

The diagram in figure 2.1 showed the joint and relative influence of the independent variables (Educational Resources and Classroom Management) on the dependent variable (teachers' job commitment) for the study. Teachers' job commitment was studied in the areas

of their commitment to the school, students and the teaching profession they belong. Educational Resource was examined in three areas: physical plant resources (School site, Buildings, Furniture, Water Supply infrastructure, Electrical infrastructure, equipments and accessories such as playgrounds, lawns, parks garden and farm), Printed Resources (instructional materials on pen, black and white or coloured prints like pamphlets, workbook, study materials, brochures, memo-graphs, periodicals, newspapers, dictionary, teachers' manual and guide, textbooks, notebooks, diagrams, flash cards, charts, cartoons, posters, pictures, journal) and Non-Printed Resources (receptive materials such as the blackboards, bulletin boards, projected materials such as slide and film strips, transparencies and overhead projector, auditory materials, for example, record tapes, radio broadcast, microphones, videos, DVDs, CD tapes and gramophone, hard wares, equipment and high-technology/digital materials, computers). Classroom management was studied using planning, instructional material, classroom communication and classroom control/discipline.

2.5 Summary of Literature Reviewed

This chapter extensively reviewed and discussed literatures, reports, studies and comments of various writers, scholars and researchers on the phenomenon of class management and educational resources for teacher commitment in secondary schools in South west. The chapter provided clear conceptual definition and meaning of the concepts of teacher's job commitment, class management and educational resources (resource availability, resource utilization). The theoretical framework of the study was formed under the foundation of two theories - Resource Dependence Theory (RDT) and Two-Factor (Motivation-Hygiene). The theoretical studies were discussed under the subheadings of: importance of educational resources in secondary schools; resources requisite for teachers' job commitment in South west secondary schools; availability of resources in Southwest

secondary schools; utilization of resources in Southwest secondary schools; and availability and utilization of resources on improved teacher job commitment in Nigerian secondary schools.

Some empirical studies were also reviewed in order to share their similarities and differences with the current study. A lot of studies including the empirical studies reviewed have been carried out on effect of educational resources availability and utilization of school resources and facilities for teacher's job performance and students academic achievement, none have worked or investigated teachers job commitment in Southwest. Also, the influence of class management on teacher's commitment have not fully been investigated and established in the secondary schools in Southwest. None of these studies has tried to look into the joint contribution of class management and educational resources resource availability and utilization for teacher job commitment. The essence of improving teachers' job commitment through resource availability and class management in Southwest is of necessity and utmost importance because this would help in strengthening teaching effectiveness for achieving both instructional and educational objectives. This has created a gap for the current study. In view of filling this existing gap in the teaching and learning process in the secondary schools especially in Southwest, has warranted the present study.

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Chapter Three

Methodology

This chapter focused on the methodology of the research work. The chapter was organized under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

The present study utilised a descriptive research design of the survey type to examine the educational resources and classroom management as determinants of job commitment of teachers in public secondary schools in Southwest Nigeria without manipulations of the “dependent” and “independent variables”. The utilisation of a descriptive research design was deemed essential for this study as it solely delineated the pertinent attributes of the sample under investigation, without any influence on the variables being studied¹. A descriptive study endeavours to extend the findings obtained from a representative sample to a broader target population².

3.2 Population of the Study

The population of this study comprised of all the principals (two thousand two hundred and sixty two (2,262)), male and female teachers (fifty six thousand eight hundred and twenty seven (56,827)) in the Southwest states (Oyo, Ogun, Osun, ondo, Lagos and Ekiti). As at the time of the study, there were a total of two thousand two hundred and sixty two (2,262) public secondary schools in the Southwest states³. The schools are distributed over the eighteen (18) senatorial districts in all the the Southwest states. The distribution of schools by State and senatorial district is presented in the table 3.1

Table 3.1: Population of the Study (N= 56,827, Teachers and 2,262 Principals)

S/ N	South West States	Senatorial District	Number of Public Secondary Schools	Number of Public Secondary Schools Principals	Number of Secondary Teachers		Public School total
					Male	Female	
1	Lagos	Lagos Central	74	74	776	804	1,580
		Lagos East	88	88	962	1,376	2,338
		Lagos West	160	160	1,955	2,967	4,922
		Sub Total	322	322	3,693	5,147	8,840
2	Ekiti	Ekiti Central	159	159	884	1,988	2,872
		Ekiti East	57	57	818	1,224	2,042
		Ekiti West	64	64	852	901	1,753
		Sub Total	280	280	2,554	4,113	6,667
3	Oyo	Oyo Central	244	244	2,325	3,073	5,398
		Oyo North	171	171	1,819	1,337	3,156
		Oyo South	210	210	2,194	3,760	5,954
		Sub Total	625	625	6,338	8,167	14,508
4	Osun	Osun Central	112	112	881	1,525	2,406
		Osun East	159	159	610	883	1,493
		Osun West	123	123	717	772	1,394
		Sub Total	394	394	2,208	3,130	5,338
5	Ogun	Ogun Central	100	100	1,761	3,403	5,164
		Ogun East	134	134	1,950	2,832	4,783
		Ogun West	108	108	1,409	1,607	3,016
		Sub Total	342	342	5,130	7,842	12,962
6	Ondo	Ondo Central	103	103	1,402	3,013	4,415
		Ondo North	89	89	1,102	945	2,047
		Ondo south	107	107	1,321	729	2,050
		Sub Total	229	229	3,825	4,687	8,512
Grand Total			2,262	2,262	23,738	33,089	56,827

Source: ³

3.3 Sample and Sampling Technique

"Multistage sampling procedure" involving several sampling methods was used to select the sample size for the study. The first type of sampling method used was the "systematic sampling technique". Systematic sampling relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and Southwest state as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k^{th} element from then onwards. In this case,

$$k = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

to find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher divided N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample⁴. For instance, if a population consists of 300 elements and one needs a sample of 30 participants, then interval size will be 10, so he or she needs to select every tenth element starting from a random number. In this study, from the list of the eighteen (18) senatorial districts (N), the researcher chose a sample size of nine (9) senatorial districts. Therefore, the interval (k) was calculated as

$$k = \frac{18}{2} = 9$$

The researcher systematically chose a sample number of nine (9) senatorial districts on the list (table 3.1) on the interval (k) of every two (2) senatorial districts starting from a random number of two (2) i.e., the second senatorial districts on the list. The selected number of senatorial districts (with their number of public schools) based on the systematic random sampling method is shown in table 3.2.

Table 3.2: Sampled Senatorial District for the Study (n = 9)

S/ N	Southwest States	Senatorial District	Number of Public Secondary Schools	Number of Public Secondary Schools Principals	Number of Secondary Teachers		Public School total
					Male	Female	
1	Lagos	Lagos East	88	88	962	1,376	2,338
		Sub Total	88	88	962	1,376	2,338
2	Ekiti	Ekiti Central	159	159	884	1,988	2,872
		Ekiti West	64	64	852	901	1,753
		Sub Total	223	223	1,736	2,889	4,625
3	Oyo	Oyo North	171	171	1,819	1,337	3,156
		Sub Total	171	171	1,819	1,337	3,156
4	Osun	Osun Central	112	112	881	1,525	2,406
		Osun West	123	123	717	772	1,394
		Sub Total	235	235	1,598	2,297	3,800
5	Ogun	Ogun East	134	134	1,950	2,832	4,783
		Sub Total	134	134	1,950	2,832	4,783
6	Ondo	Ondo Central	103	103	1,402	3,013	4,415
		Ondo South	107	107	1,321	729	2,050
		Sub Total	210	210	2,723	3,742	6,465
Grand Total			1,061	1,061	10,788	14,473	25,167

Source:³

Table 3.2 shows a selected number of nine (9) senatorial districts from a total number of eighteen (18) senatorial districts in the South-west by "systematic random sampling technique". The number of public secondary schools, teachers and principals are now twenty five thousand, one hundred and sixty seven (25,167, 10,788 males and 14,773 females) and one thousand and sixty one (1,061) respectively.

The second type of sampling technique used was the "total enumeration technique". This sampling technique is a type where all the population is used as sample for research. In this case, all the one thousand and sixty one (1,061) public secondary schools were used as sampled number of schools. The third type of sampling method that was used is the "Yamane or Slovin formula" sampling technique⁵. This sampling formula was used to derive a sample

size of male and female public secondary school teachers for the study. The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is 0.05. According to the Yamane formula, the number of teachers in the selected number of schools in the nine chosen senatorial district is shown in table 3.3:

Table 3.3: Sampled Number of Teachers for the Study using Yamane's Formula (n = 4,354; 1,720 males and 2,634 females)

S/N	Southwest States	Senatorial District	Number of Public Secondary Schools	Number of Public Secondary School Teachers		
				Male	Female	Total
1	Lagos	Lagos East	88	166	175	341
		Sub Total	88	166	175	341
2	Ekiti	Ekiti Central	159	276	333	351
		Ekiti West	64	272	277	326
		Sub Total	223	548	610	677
3	Oyo	Oyo North	171	328	308	636
		Sub Total	171	328	308	636
4	Osun	Osun Central	112	275	317	592
		Osun West	123	257	263	520
		Sub Total	235	532	580	1,112
5	Ogun	Ogun East	134	332	350	369
		Sub Total	134	332	350	369
6	Ondo	ondo Central	103	311	353	664
		Ondo South	107	307	258	565
		Sub Total	210	618	611	1,229
Grand Total			1,061	1,720	2,634	4,354

Source: ³

Table 3.3 shows the sampled number of teachers (using the Yamane's formula) in the sampled senatorial districts and sampled public secondary schools to be 4,354 (1,720 males and 2,634 females).

Lastly, the "total enumeration technique" was also used to select all the principals in the selected public secondary schools in the chosen senatorial districts as sample for the study. This sampling technique is a type is chosen because the number of principals is a acceptable fraction for the population of the study. The sample number of principals for the study was therefore one thousand and sixty one as shown in table 3.4:

Table 3.4: Sampled Number of Principals for the Study using total enumeration technique (n = 1.061)

S/N	Southwest States	Senatorial District	Number of Public Secondary Schools	Number of Public Secondary Principals
1	Lagos	Lagos East	88	88
		Sub Total	88	88
2	Ekiti	Ekiti Central	159	159
		Ekiti West	64	64
		Sub Total	223	223
3	Oyo	Oyo North	171	171
		Sub Total	171	171
4	Osun	Osun Central	112	112
		Osun West	123	123
		Sub Total	235	235
5	Ogun	Ogun East	134	134
		Sub Total	134	134
6	Ondo	Ondo Central	103	103
		Ondo South	107	107
		Sub Total	210	210
	Grand Total		1,061	1,061

Source: ³

The summary of the samples and sample size for the study is presented in table 3.5

Table 3.5: Summary of the Sample and Sample Size for the Study

S/N	Sampled Senatorial District (systematic sampling technique)	Sampled public secondary schools (total enumeration technique)	Sampled secondary teachers (Yamane's Formula)			Sampled public secondary principals (total enumeration technique)
			Male	Female	total	
9		1,061	1,720	2,634	4,354	1,061

Source: Fieldwork, 2023.

3.4 Research Instruments

The Instruments used for data collection for the research are self-constructed questionnaires titled Teachers' Job Commitment Questionnaire (TJCQ)

3.4.1 Educational Resources and Classroom Management Questionnaire (ERCMQ)

This questionnaire was divided into three (3) sections.

Section A was designed to obtain demographic information of the respondents (teachers).

This dealt with the gender, age, marital status, position, department or field, highest qualification and year of teaching experience of the respondent.

Section B consisted of questions on educational resources available in public secondary schools in South West, Nigeria. This section answered the research question three for the study. The rating technique was based on the four point likert type as follows:

Strongly Agree (4) points

Agree (3) points

Disagree (2) points

Strongly Disagree (1) point

Section C contained question on the status of classroom management in public secondary schools in South West, Nigeria. This section answered the research question two for the study. The rating technique was based on the five point likert type as follows:

Always (A) 5 points,

Mostly (M) 4 points

Often (O) 3 points

Occasionally (OC) 2 points

Never (N) 1 point

3.4.2 Teachers' Job Commitment Questionnaire (TJCQ)

This questionnaire was divided into two (2) sections.

Section A consisted of demographic information of the principals such as gender, age, marital status, years of teaching experience and highest educational qualifications

Section B contained questions on the level of commitment amongst secondary school teachers. This section answered the research question one of the study. The rating technique for section was based on the following:

Very High Level (VHL) – 6 points,

High Level (HL) – 5 points,

Moderate Level (ML) – 4 points,

Low Level (LL) – 3 points,

Very Low Level (VLL) – 2 points and

Not At All (NAA) – 1 point.

3.5 Validation of the Instrument

The research instrument was validated on the basis of face and content validity in order to evaluate the extent to which operationalization of a construct actually measure what it tends to measure⁶. In order to determine the face and content validity of the instrument, the questionnaires were shown to the supervisor and other experts in educational management. The experts determined the appropriateness of the instruments in measuring what it is supposed to measure and also ensured that the instruments contained the appropriate items that could actually elicit the intended responses.

3.6 Reliability of the Instrument

The measure of reliability is a way through which a research's validity and quality can be ascertained³. It is used in the identification of the level of accuracy in the research's technique and methodology. In every research work that involves the collection of data, there is a need for a reliability test as it relates to the level of consistency in the research instrument. There are different approaches via which a research's reliability and validity can be ascertained but this study adopted the Cronbach's alpha method. The Cronbach's alpha approach was designed to determine the degree of accuracy in the method adopted by the research to measure the different variables⁴.

In this study, Cronbach's Alpha was used to determine the reliability (internal consistency) of the instruments. A pilot study' was carried out involving thirty (30) public secondary school principals and fifty (50) public secondary school teachers in Southwest Nigeria which were not part of the final study. After the instruments were retrieved, they were subjected to Cronbach's alpha statistical analysis to obtain reliability coefficient values of the instruments. The reliability coefficient values of .892 and .871 were obtained for both

instruments respectively which was reliable since Cronbach's Alpha reliability coefficient is greater or equal to 0.70 (Reliability \geq 0.70). When these values were interpreted via psychometric testing, they were found to be internally consistent (reliable) and useful for the study's objectives.

3.7 Method of Data Collection

The instrument was personally administered by the researcher through the help of three trained research assistants. This helped to reduce the difficulty in retrieval of the questionnaires. The researcher and trained research assistants had personal contact with the respondents in the selected public secondary schools which enhanced their understanding of the items in the instruments. The copies of the questionnaires were also collected from the respondents after completion.

3.8 Method of Data Analysis

The data collected were analyzed using descriptive statistical techniques like frequencies and percentage counts for demographic data, mean and standard deviation for the research questions and inferential statistics such as Multiple Regression Analysis for the hypotheses at 95% level of accuracy or (0.05) level of significance.

Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypotheses) of the study. This chapter first shows the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics of respondents, research questions and hypotheses) and then the discussion of findings.

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

S/N	Research instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	Educational Resources and Classroom Management Questionnaire (ERCMQ)	4,354	4,300	4,300	98.8%
	Teachers' Job Commitment Questionnaire (TJCQ)	1,061	1,000	1,000	94.3%

Source: Researcher's Fieldwork, 2024

The table 4.1 presents data on the response rates for two research instruments used in this study: the Educational Resources and Classroom Management Questionnaire (ERCMQ) and the Teachers' Job Commitment Questionnaire (TJCQ). The Educational Resources and Classroom Management Questionnaire (ERCMQ) were administered to Public Secondary Schools teachers in Southwest Nigeria. Out of four thousand three hundred and fifty four (4,354) questionnaires administered to the respondents, four thousand three hundred (4,300) were retrieved and validated and useful for analysis, yielding a response rate of 98.8%.

Also, the Teachers' Job Commitment Questionnaire (TJCQ) was administered to principals in Public Secondary Schools teachers in Southwest Nigeria, one thousand, one hundred and

sixty four copies (1, 061) was distributed to the sampled respondents, one thousand(1,000) copies of the questionnaire were retrieved, rendered valid and useful for analysis. Thus, the analysis was also based on returned valid copies and this gave response rate of 94.3%

4.2 Demographic Data Analysis

Table 4.2: Frequency Distribution of Principals' Demographic (N =1000)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	747	74.7
	Female	253	25.3
	Total	1000	100
Age	18-38 years	7	0.7
	39-59 years	911	91.1
	60 and Above	82	8.2
	Total	1000	100
Marital Status	Married	942	94.2
	Divorced	31	3.1
	Separated	27	2.7
	Total	1000	100
Highest Educational Qualifications	B.Sc./B. A/ B.Sc.(Ed.)/ B.A.(Ed)/HND	23	2.3
	M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.)	912	91.2
	Ph.D Degree	65	6.5
	Total	1000	100
	Teaching Experience	10-15 Years	2
15 Years and Above		988	98.8
Total		510	100

Source: Researcher's Fieldwork, 2024

Table 4.1 shows the demographic distribution of principal. From the table, majority of respondents are male, constituting 747 (74.7%) of the sample, while females make up 253 (25.3%). This suggests a significant gender imbalance in the sample. The largest proportion of respondents falls within the age range of 39-59 years, comprising 911 (91.1%) of the sample. only a small percentage, 7 (0.7%), falls within the age range of 18-38 years, and 82 (8.2) % are 60 years and above. This indicates that the sample predominantly consists of middle-aged principals.

Further, the majority of principals are married, accounting for 942 (94.2%) of the sample. A smaller percentage of respondents are either divorced 31 (3.1%) or separated 27 (2.7%). The vast majority of respondents have attained a master's degree (M.A./M.Sc./M.A.(Ed.)/M.Sc.(Ed.)), with 912 (91.2%) falling into this category which implies highly educated principals. A smaller percentage holds a Bachelor's degree (B.Sc./B. A/ B.Sc.(Ed.)/B.A.(Ed)/HND), comprising only 23 (2.3%). A notable but relatively small proportion of respondents 65 (6.5%) have obtained a PhD degree.

In terms of the principals experience, the overwhelming majority of respondents 98.8 (98.8%) have 15 years of teaching experience or more, indicating a highly experienced principals. only a negligible proportion 2 (0.2%) have teaching experience ranging from 10-15 years.

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Table 4.3: Frequency Distribution of Teachers' Demographic (N =4300)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	2992	69.6
	Female	1308	30.4
	Total	4300	100
Age	18-38 years	1028	23.9
	39-59 years	3023	70.3
	60 and Above	249	5.8
	Total	4300	100
Marital Status	Single	165	3.8
	Married	4064	94.8
	Divorced	54	1.3
	Separated	17	0.4
	Total	4300	100
Highest Educational Qualifications	OND/NCE	156	3.6
	B.Sc./B. A/ B.Sc.(Ed.)/ B.A.(Ed)/HND	3231	75.1
	M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.)	819	19
	PhD Degree	94	2.2
	Total	4300	100
	Position	Class Teacher	4070
Head Teacher		230	5.3
Total		4300	100
Teaching Experience	1-5 Years	143	3.3
	6-10 Years	275	6.4
	10-15 Years	828	19.3
	15 years and Above	3054	71
	Total	4300	100

Source: Researcher's Fieldwork, 2024

Table 4.2 provides a frequency distribution of teachers across various demographic variables, with a total sample size of 4300. From the table, the majority of teachers are male, accounting for 69.6% of the sample, while females represent 30.4%. Most teachers fall within the age range of 39-59 years, comprising 70.3% of the sample. Teachers aged 18-38 years make up 23.9%, and those aged 60 and above constitute a smaller portion at 5.8%. The dominance of the middle-age group indicates a mature work force in the teaching profession.

The vast majority of teachers are married, accounting for 94.8% of the sample. Single teachers make up only 3.8%, while divorced and separated teachers represent 1.3% and 0.4%, respectively. This suggests that teaching attracts individuals who are more likely to be in stable marital relationships.

The majority of teachers hold B.Sc./B.A. or equivalent degrees, comprising 75.1% of the sample. A significant portion (19%) possess M.A./M.Sc. degrees, while smaller percentages hold OND/NCE (3.6%) or PhD degrees (2.2%). This distribution reflects a diverse range of educational backgrounds among teachers, with a predominant focus on bachelor's and master's level qualifications.

The majority of teachers hold the position of Class Teacher, constituting 94.7% of the sample. A smaller percentage (5.3%) is designated as Head Teachers, indicating a hierarchical structure within the teaching profession. Also, the majority of teachers have 15 years of experience or more, accounting for 71% of the sample. Teachers with 10-15 years of experience represent 19.3%, while those with 6-10 years and 1-5 years of experience make up 6.4% and 3.3%, respectively. This distribution suggests a significant proportion of experienced teachers in the workforce, potentially indicating stability and institutional knowledge within educational institutions.

4.2.1 Answers to Research Questions

Research Question One: What is the level of teachers' job commitment in secondary schools in Southwest, Nigeria?

Table 4.4.1: Level of Teachers' Job Commitment (i) (To Student)

S/N	Item ("My teachers")	VHL (%)	HL (%)	ML (%)	LL (%)	VLL	NAA	M	SD
1	establish an effective learning environment, to allow students reach their targets	221 (22.1)	690 (69)	89 (8.9)	0 (0)	0 (0)	0 (0)	5.13	0.54
2	develop plans to improve the quality of instructions	32 (3.2)	879 (87.9)	83 (8.3)	6 (0.6)	0 (0)	0 (0)	4.94	0.37
3	find it easy to spend extra time in preparing for the class	12 (1.2)	703 (70.3)	226 (22.6)	59 (5.9)	0 (0)	0 (0)	4.67	0.60
4	are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically	0 (0)	784 (78.4)	209 (20.9)	7 (0.7)	0 (0)	0 (0)	4.78	0.43
5	are willing to exert efforts on behalf of both low and high achieving students	185 (18.5)	623 (62.3)	192 (19.2)	0 (0)	0 (0)	0 (0)	4.99	0.61
6	enjoy working with students	54 (5.4)	770 (77)	163 (16.3)	13 (1.3)	0 (0)	0 (0)	4.87	0.50
7	have a strong desire to help each student develop his/her full potential	95 (9.5)	731 (73.1)	174 (17.4)	0 (0)	0 (0)	0 (0)	4.92	0.51
8	are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest	12 (1.2)	826 (82.6)	121 (12.1)	41 (4.1)	0 (0)	0 (0)	4.81	0.51
9	deliberately plans and designs their lessons in a way that will meet the need of each student in class	107 (10.7)	757 (75.7)	67 (6.7)	69 (6.9)	0 (0)	0 (0)	4.90	0.66
10	are willing to work with students in both curricular and extra-curricular activities	171 (17.1)	696 (69.6)	133 (13.3)	0 (0)	0 (0)	0 (0)	5.03	0.55

which help students to connect to the institution and its academic activities

Source: Researcher's Fieldwork, 2024

*****Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500 to 5.499= High Level; 5.5 to 6.5=Very High Level

Table 4.3 (a) presents the level of teachers' job commitment in terms of supervision, with items assessed on a Likert scale ranging from Very High Level (VHL) to Very Low Level (VLL), as well as Not Applicable (NAA). Majority of respondents (69%) reported a high level of commitment on establishing an effective learning environment, while 22.1% reported very high level. This indicates a strong commitment among teachers to create conducive learning environments for students to reach their academic targets. A significant majority (87.9%) reported a high level of commitment to developing plans to improve instruction quality, with 3.2% reporting very high level. Teachers show a strong dedication to enhancing the quality of instruction, crucial for fostering student learning outcomes.

Most respondents (70.3%) reported a high level of commitment to spending extra time in class preparation, with 1.2% reporting very high level. This demonstrates a willingness among teachers to invest additional time in preparing for their classes, indicating a dedication to effective teaching practices. Further, the majority (78.4%) reported a High Level of commitment helping weak students to match high achievers, (20.9%) and (0.7%) reported medium and low level respectively. Teachers show a willingness to support academically weaker students, ensuring equitable learning opportunities within the classroom. A significant majority (62.3%) reported a high level of commitment to exerting efforts for low and high achieving students, with 18.5% reporting very high level. Teachers demonstrate a commitment to supporting students of varying abilities, promoting inclusive learning environments.

In terms of enjoying working with students, most respondents (77%) reported a high level of commitment, with 5.4% reporting very high level. This suggests that teachers derive satisfaction from their interactions with students, which can positively impact the teaching-

learning process. Also, the majority (73.1%) reported a high level of commitment to the desire to help each student develop full potential, with 9.5% reporting very high level. Teachers express a strong desire to facilitate the holistic development of every student, reflecting a student-centered approach to teaching.

Further, in terms of willingness to help each student progress through tasks and programmes. A significant majority (82.6%) reported a high level of commitment, with 1.2% reporting very high level. Teachers demonstrate a commitment to individualized student support, tailoring tasks and programs according to student abilities and interests. Majority of respondents (75.7%) reported a high level of commitment to planning lessons to meet individual student needs, with 10.7% reporting very high level. This implies that teachers show a commitment to differentiated instruction, aiming to meet the diverse needs of students in the classroom. In terms of willingness to engage in curricular and extra-curricular activities, most respondents (69.6%) reported a high level of commitment, with 17.1% reporting very high level. This implies that teachers exhibit a willingness to engage students beyond the classroom, fostering a holistic educational experience.

Table 4.4.2: Level of Teachers' Job Commitment (ii) (To School)

S/N	Item ("My teachers")	VHL (%)	HL (%)	ML (%)	LL (%)	VLL	NAA	M	SD
11	believe and accept the goals and values of the school	301 (30.1)	458 (45.8)	160 (16)	81 (8.1)	0 (0)	0 (0)	4.98	0.89
12	are willing to exert effort to act upon the goals of the school	99 (9.9)	554 (55.4)	347 (34.7)	0 (0)	0 (0)	0 (0)	4.75	0.62
13	have a strong desire to maintain membership in the school	18 (1.8)	736 (73.6)	246 (24.6)	0 (0)	0 (0)	0 (0)	4.77	0.46
14	are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward	78 (7.8)	817 (81.7)	70 (7.0)	35 (3.5)	0 (0)	0 (0)	4.94	0.53
15	are ready to protect and defend the school	56 (5.6)	672 (67.2)	227 (22.7)	0 (0)	0 (0)	0 (0)	4.78	0.53
16	find it easy to cope with school's policies, laws and regulations	0 (0)	607 (60.7)	315 (31.5)	78 (7.8)	0 (0)	0 (0)	4.53	0.64
17	are willing to spend time and energy for the school's success	97 (9.7)	818 (81.8)	85 (8.5)	0 (0)	0 (0)	0 (0)	5.01	0.43
18	place the school's interest above personal interest	0 (0)	829 (82.9)	162 (16.2)	9 (0.9)	0 (0)	0 (0)	4.82	0.41
19	readily promotes the school's image	14 (1.4)	802 (80.2)	184 (18.4)	0 (0)	0 (0)	0 (0)	4.83	0.41
20	are faithful to school schedules	19 (1.9)	821 (82.1)	160 (16)	0 (0)	0 (0)	0 (0)	4.86	0.40

Source: Researcher's Fieldwork, 2024

*****Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500 to 5.499= High Level; 5.5 to 6.5=Very High Level

From Table 4.3 (b). Teachers demonstrate a high level of commitment to accepting and internalizing the goals and values of the school, with 30.1% reporting Very High Level and 45.8% reporting High Level. There is a strong willingness among teachers to exert effort

towards achieving the school's goals, as evidenced by 9.9% reporting Very High Level and 55.4% reporting High Level. Also, teachers exhibit a strong desire to maintain membership in the school, with 73.6% reporting High Level and 1.8% reporting Very High Level. There is a commitment to contributing to both curricular and extra-curricular activities to advance the school, with 7.8% reporting Very High Level and 81.7% reporting High Level. Further, teachers are ready to protect and defend the school's interests, with 5.6% reporting Very High Level and 67.2% reporting High Level. While none reported Very High Level, the majority of teachers find it easy to cope with school policies, laws, and regulations, with 60.7% reporting High Level.

Additionally, there was a strong willingness among teachers to invest time and energy for the school's success, as evidenced by 9.7% reporting Very High Level and 81.8% reporting High Level. Teachers prioritize the school's interests over personal interests, with 82.9% reporting High Level and none reporting Very High Level. Also, teachers actively promote the school's image, with 1.4% reporting Very High Level and 80.2% reported High Level. Teachers demonstrate faithfulness to school schedules, with 1.9% reported Very High Level and 82.1% reported High Level.

Table 4.4.3: Level of Teachers' Job Commitment (iii) (To Profession)

S/N	Item ("My teachers")	VHL (%)	HL (%)	ML (%)	LL (%)	VLL	NAA	M	SD
21	are proud of the teaching profession	266 (26.6)	734 (73.4)	0 (0)	0 (0)	0 (0)	0 (0)	5.27	0.44
22	show personal identification with the career and satisfaction as a teacher	445 (44.5)	555 (55.5)	0 (0)	0 (0)	0 (0)	0 (0)	5.45	0.50
23	are willing to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school	257 (25.7)	743 (74.3)	0 (0)	0 (0)	0 (0)	0 (0)	5.26	0.44
24	are active member of local, state, and national professional association of teachers	472 (47.2)	528 (52.8)	0 (0)	0 (0)	0 (0)	0 (0)	5.47	0.50
25	readily defend the teaching occupation when necessary	486 (48.6)	514 (51.4)	0 (0)	0 (0)	0 (0)	0 (0)	5.49	0.50
26	are happy to stay long in the teaching profession	346 (34.6)	583 (58.3)	71 (7.1)	0 (0)	0 (0)	0 (0)	5.28	0.58
27	have affective attachment to the teaching profession	75 (7.5)	925 (92.5)	0 (0)	0 (0)	0 (0)	0 (0)	5.08	0.26
28	engage in refreshers' courses that will help them stay abreast of happenings in the profession.	370 (37)	630 (63)	0 (0)	0 (0)	0 (0)	0 (0)	4.37	0.48

Weighted Mean = 4.88 ; S.D = 0.52; Overall Decision = High Level

Source: Researcher's Fieldwork, 2024

KEY: Very High Level (VHL)=6 , High Level (HL)=5 , Moderate Level (ML)=4 , Low Level (LL)=3, Very Low Level (VLL)=2, Not At All (NAA)=1; *S.D = Standard Deviation, M= Mean*

*****Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500 to 5.499= High Level; 5.5 to 6.5=Very High Level

Table 4.3 (c) provides insights into teachers' attitudes and commitment towards their profession, focusing on various aspects of job satisfaction, professional development, and career longevity. From the table, a substantial majority of teachers (73.4%) express pride in their profession, with 26.6% reporting Very High Level. This high level of pride indicates a positive perception of teaching as a valuable and esteemed profession among educators.

Most teachers (55.5%) exhibit a strong personal identification with their career and express satisfaction as teachers, with 44.5% reporting Very High Level. This suggests that teachers derive fulfillment and contentment from their roles, which can contribute to job satisfaction and overall well-being. A significant majority of teachers (74.3%) demonstrate a willingness to develop the skills, knowledge, and relationships necessary for a successful career, with 25.7% reporting Very High Level. This commitment to professional growth indicates a proactive approach towards enhancing effectiveness in teaching.

Nearly half of the teachers (52.8%) are active members of local, state, and national professional associations, with 47.2% reporting Very High Level. Active participation in professional associations signifies a commitment to ongoing professional development and networking within the education community. A significant majority of teachers (51.4%) express a readiness to defend the teaching occupation when necessary, with 48.6% reporting Very High Level. This indicates a sense of advocacy and dedication to upholding the reputation and integrity of the teaching profession.

The majority of teachers (58.3%) express happiness to stay long in the teaching profession, with 34.6% reporting Very High Level. This willingness to remain in the profession suggests job satisfaction and a sense of fulfillment derived from teaching.

A vast majority of teachers (92.5%) exhibit an affective attachment to the teaching profession, with 7.5% reporting Very High Level. This emotional connection highlights a deep-rooted commitment and passion for teaching among educators.

While the majority of teachers (63%) engage in refresher courses, the overall level is categorized as Moderate, with a Weighted Mean of 4.88 and Standard Deviation of 0.52. This suggests a moderate level of engagement in professional development activities aimed at staying abreast of developments in the field.

Overall, the analysis indicates a high level of commitment to the teaching profession among educators (Weighted Mean = 4.88; S.D = 0.52) with a proactive approach towards professional growth and advocacy. These positive attitudes are crucial for fostering a supportive and effective teaching environment, ultimately benefiting students and the education system as a whole.

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Research Question Two: What is the status of classroom management in public secondary schools in South West, Nigeria?

Table 4.5.1: Status of Classroom Management in Public Secondary Schools in Southwest, Nigeria

S/N	Items Discipline and Control of the Class	A (%)	M (%)	O (%)	OC (%)	N	M	SD
1	I involve students in establishing rules and procedures.	0 (0)	0 (0)	193 (4.5)	2991 (69.6)	1116 (26)	1.79	0.51
2	I share with students the reasons behind the disciplinary approach(es) I use	0 (0)	0 (0)	1906 (44.3)	1278 (29.8)	1116 (26)	2.18	0.82
3	I make students aware of consequences for misbehavior (e.g. loss of break time, extra classroom time).	0 (0)	1119 (26)	2413 (56.2)	766 (17.8)	0 (0)	3.08	0.66
4	I redirect inappropriate behavior on the spot, using loud voice	0 (0)	0 (0)	3017 (70.2)	167 (3.9)	1116 (26)	2.44	0.88
5	I ignore misbehavior that is non-disruptive to class	0 (0)	0 (0)	0 (0)	193 (4.5)	4107 (95.5)	1.04	0.21
6	I use self-assessment forms for students to evaluate their own behavior (e.g. checklists).	0 (0)	0 (0)	193 (4.5)	2991 (69.6)	1116 (26)	1.79	0.51
7	I send for parents to report inappropriate behavior	2991 (69.6)	1116 (26)	193 (4.5)	0 (0)	0 (0)	4.65	0.56
8	I send for parents to report good behavior	3000 (69.8)	1120 (26)	180 (4.2)	0 (0)	0 (0)	4.65	0.56
9	I teach parents activities to do with students at home to reinforce good behavior at school	0 (0)	549 (12.8)	2522 (58.7)	1068 (24.8)	161 (4.7)	2.80	0.70
10	I send students to the Principal's office for misbehavior.	0 (0)	1116 (26)	2115 (49.2)	1059 (24.9)	0 (0)	3.01	0.71

Source: Researcher's Fieldwork, 2024

*****Threshold:** mean value of 0.000-1.499 = Never; 1.500-2.499 = occasionally; 2.500-3.499 = often; 3.500 to 4.499 = Mostly; 4.500 to 5.499 = Always

Table 4.4 (a) presents the status of classroom management in public secondary schools in south west, Nigeria, with items assessed on a Likert scale ranging from Always (A) to Never (N). Twenty eight (28) items was used to measure the status of classroom management in public secondary schools in south west, Nigeria. From the table majority (69.6%) occasionally involve students, in establishing rules and procedures while 26% never involve them. This shows a moderate approach towards student participation in rule-setting, suggesting a potential area for increased engagement to enhance classroom discipline collaboratively.

A significant portion (44.3% occasionally and 29.8% often) share with students the reasons behind the disciplinary approach they reasons, indicating a somewhat transparent approach to discipline. Teachers are somewhat open about their disciplinary methods, which can help in building mutual understanding and respect with students. A majority (56.2% often and 26% never) make students aware of misbehavior consequences. Emphasizing the consequences of misbehavior is a common strategy, pointing towards a preventive approach to discipline by informing students about the potential repercussions of their actions.

Further, a vast majority (70.2% occasionally) redirect inappropriate behavior on the spot, using loud voice, with a significant minority (26% never) not employing this strategy. Redirecting inappropriate behavior is commonly practiced, though there's a reliance on immediate, potentially disruptive interventions. Almost all teachers (95.5% never) do not ignore misbehavior that is non-disruptive to class. This suggests a zero-tolerance policy towards any misbehavior, potentially stifling behaviors that are not disruptive to the learning environment.

Majority (69.6%) occasionally use self-assessment forms for students to evaluate their own behavior (e.g. checklists) while 26% never used. A significant majority (69.6%) always contact parents for inappropriate behavior, indicating a heavy reliance on parental involvement. This highlights the importance of parent-teacher collaboration in addressing behavioral issues, though it may also suggest a dependency on external reinforcement.

Similarly, a vast majority (69.8%) always report good behavior to parents, while (26%) mostly does the same. This positive reinforcement strategy could motivate better behavior among students, reinforcing the significance of home-school collaboration. A majority often engage parents with activities, with some occasionally doing so. This approach extends the learning and behavioral reinforcement environment to the home, promoting a holistic approach to student discipline and development. Many teachers (69.6%) often resort to sending students to the Principal's office for misbehavior; with a considerable portion (24.9%) doing so occasionally. The reliance on authority figures like principals for discipline underscores a traditional approach to managing severe misbehavior, potentially indicating a need for more varied in-classroom management strategies.

The analysis showed a strong emphasis on involving parents in both positive and negative aspects of student behavior, underscoring the importance of a cohesive approach to discipline that bridges school and home environments. The strategies employed range from preventive measures (like making students aware of consequences) to reactive measures (such as involving parents and sending students to the principal). This mixed approach reflects a diverse set of tactics aimed at maintaining discipline. There is also room for enhancing student engagement in rule-setting and employing more in-classroom management strategies

that empower teachers to handle issues more autonomously, reducing the reliance on external interventions.

The frequent communication with parents about good behavior and the encouragement of activities at home to reinforce positive behavior highlight an understanding of the importance of positive reinforcement in behavioral management.

Table 4.5.2: Status of Classroom Management in Public Secondary Schools in Southwest, Nigeria

S/N	Items Communication means of managements	A (%)	M (%)	O (%)	OC (%)	N	M	SD
11	I attempt to be “Me” rather than “the Teacher” to make students feel I am approachable	0 (0)	0 (0)	2840 (66)	1460 (34)	0 (0)	2.66	0.47
12	I learn students’ names to recognize them as individuals	1116 (26)	2693 (62.6)	491 (11.4)	0 (0)	0 (0)	4.15	0.59
13	I interact with students as individuals	2081 (48.4)	1737 (40.4)	482 (11.2)	35 (3.5)	0 (0)	4.37	0.67
14	I use eye contact to make students feel I care about what they say and do	0 (0)	0 (0)	1073 (25)	2111 (49.1)	1116 (26)	1.99	0.71
15	I incorporate students’ personal interests into teaching.	0 (0)	956 (22.2)	738 (17.2)	2035 (47.3)	571 (13.3)	2.48	0.98
16	I encourage creativity and self-expression in students	874 (20.3)	2117 (49.2)	1309 (30.4)	0 (0)	0 (0)	3.90	0.71
17	I praise individual accomplishments and important events in students’ lives	1116 (26)	2135 (49.7)	826 (19.2)	223 (5.2)	0 (0)	3.96	0.81
18	I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her	1087 (25.3)	1904 (44.3)	980 (22.8)	329 (7.7)	0 (0)	3.87	0.88

19	I talk with students' previous teachers to gather information about students	0 (0)	516 (12)	1309 (30.4)	2475 (57.6)	0 (0)	2.54	0.70
20	I learn about the different types of students' personal and social needs (e.g. using 'getting to know each other activities', questionnaires).	0 (0)	0 (0)	491 (11.4)	2864 (66.6)	945 (22)	1.89	0.57

Source: Researcher's Fieldwork, 2024

*****Threshold:** mean value of 0.000-1.499 = Never; 1.500-2.499 = occasionally; 2.500-3.499 = often; 3.500 to 4.499 = Mostly; 4.500 to 5.499 = Always

From table 4.4 (b), a significant majority attempt to present themselves as approachable by being "Me" rather than "the Teacher", with 66% doing this often and 34% always. This suggests a strong emphasis on creating a friendly and approachable atmosphere in the classroom. Most teachers (62.6%) mostly learn students' names, which is critical for recognizing them as individuals, indicating a high level of personal attention towards students. A considerable number of teachers (48.4%) always interact with students as individuals, further supported by 40.4% doing so mostly. This shows a significant effort to acknowledge each student's uniqueness.

Eye contact, a key communication tool, is used occasionally by 74.1% of teachers (combining occasionally and never), suggesting there might be room for improvement in non-verbal communication strategies to show care and attention. Majority (47.3%) of teachers occasionally incorporate students' personal interests into teaching, suggesting a moderate level of personalized teaching strategies. Also, a significant portion of teachers (49.2%) encourage creativity and self-expression in students, indicating a supportive environment for student individuality and creative development.

Further, praising individual accomplishments and important events in students' lives is mostly done by majority (49.7%) of teachers, highlighting the importance of positive reinforcement in student development. Talking with a student after an emotional outburst to show personal interest is practiced mostly (44.3%) by a large fraction of teachers, which can be critical in building trust and understanding. A majority of teachers (57.6%) often talk with students' previous teachers to gather information, indicating an effort to understand students' backgrounds and learning histories. In terms of learning about students' personal and social needs occurs occasionally for most (66.6%) of the teachers, suggesting a focus on adapting to diverse student needs, though there could be more consistent efforts in this area.

From the table, there is a clear emphasis on building personal connections with students, as evidenced by efforts to learn names, interact individually, and respond to emotional needs. Encouraging creativity and self-expression is a common practice, pointing towards an educational environment that values and fosters individuality.

Strategies like praising individual accomplishments are widely used, emphasizing the role of positive feedback in motivating students.

While there are strong efforts in personal interaction and encouragement, there appears to be room for improvement in non-verbal communication (like eye contact) and more consistently incorporating students' interests into teaching. The table suggests that teachers in South West, Nigeria, are committed to creating supportive and engaging classroom environments. However, even with these efforts, there are opportunities to enhance communication and personal connection strategies further to support student development and classroom management.

Table 4.5.3: Status of Classroom Management in Public Secondary Schools in Southwest, Nigeria

S/N	Items Communication means of managements	A (%)	M (%)	O (%)	OC (%)	N	M	SD
instructional Material								
21	I use Textbooks and Worksheets during lesson period	0 (0)	2715 (63.1)	922 (21.4)	45 (1)	618 (14.4)	3.33	1.05
22	I use Computer software for reading instruction (e.g., CD, DVD)	0 (0)	0 (0)	1257 (29.2)	1996 (96.4)	1047 (24.3)	2.05	0.73
23	I use Reading material on the internet (Web pages)	0 (0)	0 (0)	446 (10.4)	2651 (59.6)	1293 (30.1)	1.80	0.60
24	I use instructions or manuals about how things work	0 (0)	0 (0)	1118 (26)	2427 (56.4)	775 (17.6)	2.08	0.65
25	Charts, diagrams, graphs, Posters	0 (0)	2157 (50.2)	1085 (25.2)	180 (4.2)	878 (20.4)	3.05	1.17
26	Look up information on the internet	0 (0)	491 (11.4)	2404 (55.9)	780 (18.1)	625 (14.5)	2.64	0.87
27	Use instructional software to develop reading skills	0 (0)	1116 (26)	193 (4.5)	2552 (59.3)	439 (10.2)	2.46	0.99
28	Use the computer to write stories or other texts	0 (0)	69 (1.6)	370 (8.6)	2784 (64.7)	1077 (25)	1.87	0.62
Weighted Mean = 2.99 ; S.D = 0.73; Overall Decision = often								

Source: Researcher's Fieldwork, 2024

KEY: Always (A)=5 , Mostly (M)=4 , often (O)=3, Occasionally (OC)=2, Never (N)=1; S.D = Standard Deviation, M= Mean

*****Threshold:** mean value of 0.000-1.499 = Never; 1.500-2.499 = occasionally; 2.500-3.499 = often; 3.500 to 4.499 = Mostly; 4.500 to 5.499= Always

From table 4.4 (c) shows the usage of instructional materials in public secondary schools in

South West, Nigeria. It focuses on how often various types of instructional materials are used

during the lesson period. From the table, Majority (63.1%) mostly uses these materials while

21.4% often, occasionally (1%), and 14.4% never used it. Mean score of 3.33 and SD of 1.05,

with the remark 'often'.

Majority (96.4) use Computer software for reading instruction (e.g., CD, DVD) occasionally, 29.2% often, 24.3% never. Having a mean score of 2.05 and SD of 0.73, with the remark 'Occasionally'. Also, majority (59.4%) of the teacher reported that they use Reading material on the internet (Web pages), 10.4% often and 30.1% never. With a mean score of 1.80 and SD of 0.60, it is also remarked as 'Occasionally'. Majority (56.4%) use Instructions or manuals about how things work, 26% often and 17.6% never. Mean score of 2.08 and SD of 0.65, remarked as 'Occasionally'.

Further, most (50.2%) often used Charts, diagrams, graphs, Posters. 25.2% often, 20.4% never. Mean score of 3.05 and SD of 1.17, with 'often' as the remark. Majority of the teachers (55.9%) reported looking up information on the internet as often used 11.4% mostly used, 18.1% occasionally used and 14.5% never used. Mean score of 2.64 and SD of 0.87, remarked as 'often'. A good number of the teacher (59.3%) occasionally used Instructional software to develop reading skills 26% use it most times, 4.5% often and 10.2% never used it at all. With a mean score of 2.46 and SD of 0.99, it remarked as 'Occasionally'. Most of the teacher (64.7%) occasionally use the computer to write stories or other texts 1.6% mostly, 8.6% often while 25% never use the computer to write stories or other texts. Mean score of 1.87 and SD of 0.62, remarked as 'Occasionally'.

From the table, there's a clear preference for traditional instructional materials (textbooks, worksheets, charts) over digital tools (computer software, instructional software) for classroom management. Traditional materials are often used more frequently. Also, digital tools are used occasionally, suggesting that while they are part of classroom management, their integration is not as widespread or frequent. This might reflect infrastructure, access, training, or curriculum design constraints. The internet is a resource for

reading materials and looking up information, though it's often used more for searching than for interactive reading instruction. This could indicate a need for better online resources or training on how to effectively use the internet for educational purposes.

The overall decision leans towards 'often', indicating that while there's significant use of various instructional materials and methods, there's room for improvement, especially in the adoption and integration of digital tools in teaching practices (Weighted mean= 2.99; SD= 0.73)

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Research Question Three: What are the educational resources available in public secondary schools in South West, Nigeria?

Table 4.6.1 Educational Resources Available in Public Secondary Schools in Southwest, Nigeria

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	St.D
	Physical Plant Resources						
1	Staff rooms with adequate ventilation for teachers	0 (0)	1234 (28.)	2797 (65)	269 (6.3)	2.22	0.54
2	Functional library for teachers research and private reading	0 (0)	201 (4.7)	2675 (62.2)	1424 (33.1)	1.72	0.55
3	Technical workshop available for basic technology practical	0 (0)	138 (3.2)	3590 (83.5)	572 (13.3)	1.65	0.65
4	Workshop for vocational subject like Home economics practical	0 (0)	435 (10.1)	2073 (48.2)	1792 (41.7)	1.44	0.57
5	Art studio for Fine and applied arts practical	0 (0)	168 (3.9)	1559 (36.3)	2573 (59.8)	1.88	0.54
6	Computer room for students practical during computer class	0 (0)	396 (9.2)	2973 (69.1)	931 (21.7)	1.78	0.51
7	Classroom furniture and fittings with cupboards/cabinets and shelves in all the classrooms	0 (0)	193 (4.5)	2991 (69.6)	1116 (26)	1.99	0.61
8	Water supply/borehole for conveniences in the school	0 (0)	762 (17.7)	2722 (63.3)	816 (19)	1.99	0.61
9	toilet facilities provided for male and females staff and students in the school	0 (0)	377 (8.8)	2807 (65.3)	1116 (26)	1.83	0.56
10	Enough chairs and tables for teachers comfort in the classroom	0 (0)	560 (13)	2724 (63.3)	1016 (23.6)	1.89	0.59

Source: Researcher's Fieldwork, 2024

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (SD); 1.500-2.499 = Disagree (D); 2.500-3.499 = Agree (A); 3.500 to 4.500 = Strongly Agree (SA)

Table 4.5 shows the educational resources available in public secondary schools in south west, Nigeria with items assessed on a Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). Twenty eight (28) items was used to measure the Educational resources available in public secondary schools in south west, Nigeria. Each item listed pertains to a different aspect of educational resources, from physical plant resources to facilities for practical subjects. From the table, majority disagree (65%) that staff rooms have adequate ventilation. Having a mean of 2.22, standard deviation of 0.54 and remark disagree. A significant majority (62.2% disagree, 33.1% strongly disagree) indicate a lack of functional libraries. Mean of 1.72 and standard deviation of 0.55, remarked disagree. Similarly, a vast majority (83.5%) disagree on the availability of a technical workshop. Mean is 1.65, standard deviation 0.65, remark: disagree.

Further, most respondents strongly disagree (41.7%) or disagree (48.2%) on the availability of workshop for vocational subject like Home economics practical. Mean of 1.44, standard deviation 0.57, remark: Strongly Disagree. The teachers reported high levels of disagreement (36.3% disagree, 59.8% strongly disagree) about the availability of an art studio. Mean: 1.88, standard deviation 0.54, remark: disagree.

Similarly, majority disagree (69.1%) on the availability of computer room for students practical during computer class (Mean: 1.78, standard deviation 0.51, remark: Disagree). Most respondents (69.6% disagree, 26% strongly disagree) indicate a lack of adequate classroom furniture (Mean: 1.99, standard deviation 0.61, remark: disagree).

Also, a significant majority (63.3% disagree, 19% strongly disagree) indicate inadequate water supply/borehole for conveniences in the school. Having mean: 1.99, standard deviation of 0.61 and remarked disagrees. Majority (65.3% disagree, 26% strongly disagree) indicate inadequate toilet facilities provided for male and females staff and students in the school (Mean: 1.83, standard deviation: 0.56, remark: disagree). Majority disagree (63.3%) on having enough chairs and tables for teachers for comfort in the classroom (Mean: 1.89, standard deviation: 0.59, remark: disagree).

From the table, across all items, there is a clear and consistent indication of inadequate infrastructure and resources for both students and teachers in public secondary schools in Southwest Nigeria. This includes basic amenities like adequate staff rooms, functional libraries, technical workshops, art studios, and computer rooms. There are significant gaps in specific areas, notably the absence of workshops for vocational subjects and practical studies, which are crucial for hands-on learning and skills development. The lack of essential classroom utilities (furniture, water supply, toilet facilities) points towards a challenging teaching and learning environment, which could impact both teacher effectiveness and student learning outcomes.

Table 4.6.2: Educational Resources Available in Public Secondary Schools in Southwest, Nigeria

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	St.D
	Printed Resources						
11	Educative wall charts in the classrooms - (at least 2 in each classroom)	0 (0)	3166 (73.6)	18 (4)	1116 (26)	2.50	0.88
12	Current textbooks for teaching in all the subjects	0 (0)	3260 (75.8)	0 (0)	1040 (24.2)	2.52	0.86
13	Classroom register for students roll calls in class	278 (6.5)	3419 (79.5)	0 (0)	603 (14)	2.78	0.76
14	Up-to-date textbooks in the library for all subjects	0 (0)	2493 (58)	691 (16.1)	1116 (26)	2.32	0.86
15	Pamphlets on past questions and answers available for different subjects (within the space of 5 years).	0 (0)	193 (4.5)	2453 (57)	1654 (38.5)	1.66	0.56
16	Drawing book for sketches and other drawings in introductory technology and creative arts subjects	0 (0)	178 (4.1)	2868 (66.7)	1254 (29.2)	1.75	0.52
17	Maps for geography subjects	0 (0)	193 (4.5)	2586 (60.1)	1521 (35.4)	1.69	0.55
18	Graphics for picture representation in teaching various subjects	0 (0)	119 (2.8)	2081 (48.4)	2100 (48.8)	1.54	0.55
19	Work books for all subjects	0 (0)	179 (4.2)	2949 (68.6)	1172 (27.3)	1.77	0.51

Source: Researcher's Fieldwork, 2024

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (SD); 1.500-2.499 = Disagree (D); 2.500-3.499 = Agree (A); 3.500 to 4.500 = Strongly Agree (SA)

From table 4.5 (b) majority agrees (73.6% agree, 26% strongly disagree) about having at least two educative wall charts in each classroom. Having mean 2.48, standard deviation 0.88 and remarked agree. A significant majority agrees (75.8% agree) that current textbooks are available for all subjects (Mean: 2.52, Std. Dev.: 0.86, Remark: Agree). Most agree of the

respondents (79.5%) agree on the availability of classroom registers for roll calls (Mean: 2.78, standard deviation 0.76, remark: Agree).

Regarding up-to-date textbooks in the library, majority (58% agrees, 16.1 disagree and 26% strongly disagree) about having up-to-date textbooks in the library. Mean: 2.32, standard deviation of 0.86, Remark: Disagree). Most respondents disagree (57% disagree, 38.5% strongly disagree) on the availability of Pamphlets on past questions and answers available for different subjects (within the space of 5 years) with a Mean: of 1.66, standard deviation of 0.56 and remarked disagrees.

Further, a vast majority disagrees (66.7% disagree, 29.2% strongly disagree) on the availability of drawing book for sketches and other drawings in introductory technology and creative arts subjects (Mean: 1.75, standard deviation: 0.52, Remark: Disagree).

Majority disagrees (60.1% disagree, 35.4% strongly disagree) on having maps for geography subjects with a mean of 1.69, standard deviation of 0.55 and remarked disagree. Further, the majority disagrees (48.4% disagree, 48.8% strongly disagree) on the availability of graphics for picture representation in teaching various subjects (Mean: 1.54, standard deviation: 0.55, Remark: Disagree). Also, majority disagrees (68.6% disagree, 27.3% strongly disagree) on the availability of workbooks for all subjects having mean of 1.77, standard deviation of 0.51 and remarked disagree.

From the analysis, there was a notable disparity in the availability of printed resources within schools. While certain fundamental resources like classroom registers and current textbooks are widely available and agreed upon, there's a significant lack of specialized resources such as up-to-date library books, pamphlets for revision, drawing books, maps, and graphics. The significant disagreement on the availability of specialized printed materials, like pamphlets

with past questions, maps for geography, and graphics for picture representation, indicates a critical gap. These resources are essential for a comprehensive and engaging learning experience, facilitating better understanding and retention of knowledge. Also, the agreement on the availability of classroom registers and current textbooks suggests that while basic educational resources are present, the depth and variety of such resources are lacking. This can limit the scope of teaching methods and learning experiences.

Table 4.6.3: Educational Resources Available in Public Secondary Schools in Southwest, Nigeria

S/N	Items Non-Printed Resources	SA (%)	A (%)	D (%)	SD (%)	M	St.D
20	Computers for practical and research	0 (0)	193 (4.5)	3010 (70)	1097 (25.5)	1.79	0.51
21	Radio set with tape recorder for teaching in different subject	0 (0)	109 (2.5)	3097 (72)	1094 (25.4)	1.77	0.47
22	Public address system in the classroom for presentations	0 (0)	193 (4.5)	2045 (47.6)	2062 (48)	1.57	0.58
23	Chalkboard/whiteboard installed on the wall in all the classrooms	0 (0)	3146 (73.2)	36 (0.8)	1116 (26)	2.67	0.88
24	internet facilities installed in the school for browsing and surfing of information from different websites	0 (0)	193 (4.5)	2991 (69.6)	1116 (26)	1.79	0.51
25	Athletic facilities and sports equipment provided for physical and health education	0 (0)	193 (4.5)	1612 (37.5)	2495 (58)	1.46	0.58
26	Laboratory tools and kits for teaching science subject practical	0 (0)	193 (4.5)	2729 (63.5)	1378 (32)	1.72	0.54
27	Models/dioramas for display in teaching various subjects in the classrooms	0 (0)	181 (4.2)	974 (22.7)	3145 (73.1)	1.31	0.55
28	Projectors for teaching in different subjects	0 (0)	187 (4.3)	2885 (67.1)	1228 (26.8)	1.76	0.52

Weighted Mean = 1.88 ; S.D = 0.66 ; Overall Decision = Disagree

Source: Researcher's Fieldwork, 2024

KEY: *Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St.D = Standard Deviation, M= Mean*

*****Threshold:** *mean value of 0.000-1.499 = Strongly Disagree (SD); 1.500-2.499 = Disagree (D); 2.500-3.499 = Agree (A); 3.500 to 4.500 = Strongly Agree (SA)*

Table 4.5 (c) presents an analysis of the availability of educational resources in public secondary schools in the South West region of Nigeria. From the table, a significant majority (70%) disagrees, and 25.5% strongly disagree the availability of computers for practical and research, indicating a notable lack of computer resources. The low mean score (1.79) supports this conclusion. Similarly, a large majority disagree (72%) or strongly disagree (25.4%) with the availability of radio set with tape recorder for teaching in different subject indicating these are scarce resources.

Almost equally divided between disagree (47.6%) and strongly disagree (48%) on availability of public address system in the classroom for presentations, suggesting a critical shortage in effective communication tools within classrooms.

Further, majority (73.2%) of the teachers agree that chalkboard/whiteboard are installed on the wall in all the classrooms, highlighting it as a commonly available resource, as supported by a mean score of 2.67. A vast majority indicates disagreement (69.6%) or strong disagreement (26%) on internet facilities installed in the school for browsing and surfing of information from different websites.

in terms of athletic facilities and sports equipment provided for physical and health education, majority of the respondents shows a strong disagreement (58%) and disagreement (37.5%), indicating a significant deficiency in physical education resources. A majority disagrees (63.5%) or strongly disagrees (32%) on availability of laboratory tools and kits for teaching

science subject practical, highlighting a shortfall in science education materials. Models/dioramas for display in teaching various subjects in the classrooms exhibit the highest level of strong disagreement (73.1%), emphasizing a severe lack of visual teaching aids.

Similarly, most of the teachers (67.1%) disagreeing and (26.8%) strongly disagreeing on the availability of projectors for teaching in different subjects.

There was a critical shortage of technological and modern educational tools (computers, internet, projectors, and public address systems), which are essential for contemporary education. The strong disagreement on athletic facilities and sports equipment suggests a significant neglect in promoting physical education. The availability of chalkboards/whiteboards is the only positive aspect, indicating traditional teaching methods are still supported.

Overall, there is disagreement regarding the availability of educational resources in these schools (weighted mean=1.88; SD=0.66). This decision aligns with the weighted mean and reflects a general consensus that the educational resources listed are insufficiently available in public secondary schools in the South West of Nigeria.

4.2.2 Testing of Hypotheses

H₀₁: There will be no significant combined influence of classroom management and educational resources on teachers' job commitment in public secondary schools in Southwest, Nigeria.

Table 4.7a: Model Summary of Combined influence of Classroom Management (Discipline and Control, Communication and instructional Material) and Educational Resources (Physical Plant, Printed and Non-Printed Resources) on Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 ^a	.674	.672	2.81520

a. Predictors- Teachers Job Commitment
b. Constant- Classroom Management, Educational Resources

Source: SPSS Computation 23.0

Table 4.7a shows the model summary table which provides key metrics that summarize the performance of the regression model which predicts teacher's job commitment" based on classroom management and educational resources. From the table, R (Multiple Correlation Coefficient) represents the correlation between the observed and predicted values of the dependent variable. An R value of .821 indicates a strong joint positive correlation, suggesting a strong relationship between the predictor's classroom management and educational resources, and the dependent variable teacher's job commitment.

R Square (Coefficient of Determination) indicates the proportion of the variance in the dependent variable that is predictable from the independent variables. With an R Square value of .674, approximately 67.4% of the variance in teacher's job commitment can be explained by the model. This is considered a substantial proportion, highlighting the model's effectiveness. An Adjusted R Square of .672 is very close to the R Square value, indicating that most predictors in the model contribute significantly to explaining the variance in teacher's job commitment.

The high R and R Square values indicate that the model has strong predictive power and explains a significant portion of the variance in teacher's job commitment. This suggests that the chosen predictors are effective in modeling teacher commitment. This slight decrease from R Square to Adjusted R Square is minimal, suggesting that all included predictors are relevant.

Table 4.7b: ANOVA Table for Combined influence of Classroom Management and Educational Resources on Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16303.762	6	2717.294	342.861	.000 ^b
	Residual	7869.869	993	7.925		
	Total	24173.631	999			

a. Dependent Variable: Teachers Job Commitment

b. Predictors: (Constant), Classroom Management, Educational Resources

Source: SPSS Computation 23.0

Fvalue is significant at $P < 0.05$

Table 4.6 shows the ANOVA (Analysis of Variance) table that relates a regression model analyzing the impact of various predictors on a dependent variable "Teachers Job Commitment." The predictors in this model include: Educational resources and classroom management. From the table, the F-statistic (342.861) and the associated p-value (.000) indicated that the model was highly significant ($F=342.861$; $p < 0.05$). This means that at least one of the predictors has a significant relationship with the dependent variable; teachers job commitment. This suggests that factors such as instructional materials, classroom discipline and control, communication, non-printed and printed resources, and the physical condition of the school (Physical Plant) are crucial in influencing how committed teachers are to their jobs. The regression sum of squares (16303.762) indicates the amount of variation in Teachers job commitment explained by the model. The high value relative to the total sum of squares

(24173.631) suggests that a substantial portion of the variation in job commitment among teachers can be explained by the predictors included in the model. The residual sum of squares (7869.869) represents the variation in Teachers job commitment that the model does not explain. Although the model explains a significant portion of the variation, there's still a portion that is unaccounted for, suggesting the potential for other variables not included in the model to influence Teachers job commitment.

The analysis indicates that the regression model was statistically significant, suggesting that the included predictors are important determinants of Teachers Job Commitment. This provides a valuable insight into factors that could be targeted to enhance job commitment among teachers.

H₀2: There will be no significant relative influence of classroom management and educational resources on teachers' commitment in public secondary schools in Southwest, Nigeria

Table 4.8: Coefficients of Multiple Regression Analysis of Relative Influence of Classroom Management and Educational Resources on Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria.

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	278.992	4.608		60.550	.000
	Classroom Management	.292	.065	.155	4.488	.000
	Educational Resources	2.774	.119	.807	23.325	.000

a. Dependent Variable: Teachers Job Commitment

Source: SPSS Computation 23.0

Table 4.8 shows the multiple regression analysis examining the influence of classroom management and educational resources on teachers' job commitment in public secondary schools in Southwest, Nigeria. The regression model includes two independent variables: classroom management and educational resources, with teachers' job commitment as the

dependent variable. The coefficient for classroom management is 0.292, with a standard error of 0.065 and a standardized coefficient (Beta) of 0.155. This indicates a positive relationship between classroom management and teachers' job commitment. For each unit increase in classroom management score, teachers' job commitment increases by 0.292 units, holding educational resources constant. The significance level (Sig.) is .000, suggesting that this relationship is statistically significant ($B=0.292$, $Beta=0.155$, $t\text{-value}=4.488$, $p=0.000$). The relatively lower Beta value compared to educational resources suggests that while classroom management is important, its relative influence on job commitment is less than that of educational resources.

Also, the coefficient for educational resources is 2.774, with a standard error of 0.119 and a standardized coefficient (Beta) of 0.807. This shows a stronger positive relationship between educational resources and teachers' job commitment compared to classroom management. For every unit increase in educational resources score, there is a 2.774 unit increase in teachers' job commitment, holding classroom management constant. The significance level is also .000, indicating a statistically significant relationship ($B=2.774$, $Beta=0.807$, $t\text{-value}=23.325$, $p=0.000$). The high Beta value demonstrates that educational resources have a more substantial influence on teachers' job commitment than classroom management.

From the table educational resources are a more significant predictor of teachers' job commitment than classroom management. This suggests that investments in educational resources, such as textbooks, technology, and other teaching materials, could have a more substantial impact on enhancing teachers' commitment to their job. Although classroom management relative influence is smaller, classroom management still significantly affects

teachers' job commitment. Effective classroom management could enhance job satisfaction and commitment by creating a conducive learning environment.

H₀₃: There will be no significant relative influence of classroom management sub-variables (discipline and control, communication and instructional material) and educational resources sub-variables (physical plant, printed and non-printed resources) on teachers' job commitment in public secondary schools in Southwest, Nigeria.

Table 4.9: Coefficients of Multiple Regression Analysis of Relative influence of Classroom Management sub-variables (Discipline and Control, Communication and Instructional Material) and Educational Resources sub-variables (Physical Plant, Printed and Non-Printed Resources) on Teachers' Job Commitment in Public Secondary Schools in Southwest, Nigeria.

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	454.929	15.046		30.236	.000
	Physical Plant	5.223	.292	.897	17.865	.000
	Printed Resources	2.205	.213	.598	10.372	.000
	Non Printed Resources	2.473	.263	.450	9.417	.000
	Discipline Class Control	4.560	.212	.454	21.461	.000
	Communication	.567	.118	.109	4.813	.000
	Instructional Material	.562	.116	.286	4.836	.000

a. Dependent Variable: Teachers Job Commitment

Source: SPSS Computation 23.0

Table 4.9 shows detailed information on how various factors classroom management (discipline and control, communication, instructional material) and educational resources (Physical Plant, Printed and Non-Printed Resources) influence teachers' job commitment in public secondary schools in South West, Nigeria. The coefficient from the table represents

the change in the dependent variable (Teachers' Job Commitment) for one unit of change in the predictor variable, holding all other predictors constant.

From the Table, there was a significant relative influence of classroom management (discipline and control (B=4.560, Beta=.454, t-value=21.461, p=0.000), communication (B=.567, Beta=.109, t-value=4.813, p=0.000) and instructional material (B=.562, Beta=.286, t-value=4.836, p=0.000) and educational resources (physical plant (B=5.223, Beta=.897, t-value=17.865, p=0.000), printed (B=5.223, Beta=.598, t-value=10.372, p=0.000) and non-printed resources (B=2.473, Beta=.450, t-value=9.417, p=0.000) on teachers' job commitment).

The physical plants with a Beta of .897 and a significant p-value (.000) have the most substantial positive impact on Teachers' Job Commitment. This suggests that the condition of school facilities, such as buildings, classrooms, and equipment, plays a crucial role in enhancing teacher commitment. Discipline and class control has a Beta of .454 and a significant p-value (.000), indicating a strong positive effect on job commitment. Effective discipline and class control strategies likely contribute to a more conducive teaching and learning environment, thereby increasing job satisfaction and commitment.

Printed resources with a Beta of .598 and a significant p-value (.000), access to printed materials (books, manuals, etc.) significantly affects commitment, likely due to the essential role of these resources in teaching preparation and delivery. Non-printed resources have a Beta of .450 and a significant p-value (.000), underscoring the importance of modern teaching aids in enhancing job commitment.

Instructional material having positive coefficient (.562 with a Beta of .286 and a significant p-value (.000)) indicates a moderate positive impact on teachers' job commitment. This

suggests that the quality and relevance of instructional materials are vital for teacher engagement and effectiveness. Communication with the lowest Beta (.109) and a significant p-value (.000), communication still shows a statistically significant positive impact on job commitment. Efficient communication mechanisms within schools may enhance collaborative work environments, thereby fostering commitment.

The table also implies that a one-unit increase in Physical Plant scores leads to a 5.223 increase in Teachers' Job Commitment, one-unit increase in printed resources leads to a 2.205 increase in Teachers' Job Commitment. A one-unit increase in Non Printed Resources results in a 2.473 increase in Teachers' Job Commitment. Further, one-unit increase in Discipline and Class Control increases Teachers' Job Commitment by 4.560, one-unit increase in Communication increases Teachers' Job Commitment by 0.567. A one-unit increase in instructional Material increases Teachers' Job Commitment by 0.562.

The analysis highlights the importance of both classroom management strategies and educational resources in influencing Teachers' Job Commitment in public secondary schools in South West, Nigeria. The physical environment and availability of teaching resources are critical, with discipline and class control also playing a significant role. These findings suggest that investments in school infrastructure, teaching materials, and the development of effective classroom management strategies could lead to higher levels of teacher commitment, which is crucial for educational quality and student success. Prioritizing these areas could be a strategic approach for educational policymakers and school administrators aiming to improve teacher motivation and retention.

Finally, the computed empirical value of F-test is 342.861 which is significant at $p=0.00$. It is therefore concluded that the F-test is statistically significant. The independent variables classroom management (discipline and control, communication and instructional material) and educational resources (physical plant, printed and non-printed resources) statistically and significantly predict the dependent variable teachers' job commitment in public secondary schools in South west, Nigeria

This therefore accomplished part of the research aim "to investigate classroom management and educational resources as determinant of teachers' job commitment in public secondary schools in South West, Nigeria. Hence, the null hypothesis was rejected because the test is statistically significant. Therefore, the whole regression is statistically significant.

4.3 Discussion of Findings

This research investigated classroom management and educational resources as determinant of teachers' job commitment in public secondary schools in Southwest, Nigeria. In the discussion of the findings, the results of the research was shown and compared to the results of other studies to see if there are any differences or similarities. In this study, demographic information of the respondents (principals and teachers') were analysed, three research questions were answered and three hypotheses were tested.

The demographic data reveals majority 747 (74.7%) of the principal are males while females are 253 (25.3%). This suggests that male principals predominantly occupy leadership roles in these schools. This finding is corroborated by a study that revealed a dominant presence of male principals in Nigerian schools which underscores a significant gender gap in educational leadership roles, highlighting that men predominantly hold these positions, particularly in specific regions¹. Additionally, this result is in line with a study indicating that

the dominance of male principals in schools aligns with a broader trend seen in Nigerian educational leadership. These points to similar gender imbalances within Nigerian educational institutions, suggesting that these patterns might be reflective of wider societal norms and could potentially influence leadership approaches and priorities within schools².

The majority of principals (91.1%) fall within the age range of 39-59 years, indicating that most are in the mid to late stages of their professional careers. This age distribution suggests a seasoned and experienced leadership group. However, the small percentage (0.7%) of principals aged 18-38. This is in line with a study which highlights the value of experience in school leadership, noting that seasoned leaders often have a deeper understanding of educational challenges and more refined management skills³.

A vast majority of the principals are married (94.2%), with only a small fraction being divorced (3.1%) or separated (2.7%). The high percentage of married principals suggests stability in their personal lives, which could positively affect their job performance and commitment. This is buttressed in a work that found that personal stability and support systems can enhance a leader's capacity to handle the demands of their role effectively⁴. Educational attainment among the principals is notably high, with 91.2% holding a master's degree and 6.5% having obtained a Ph.D degree. This level of education implies that the principals are well-qualified, with advanced knowledge and skills necessary for effective school leadership. The relatively low percentage (2.3%) of principals with only a Bachelor's degree or HND suggests a high standard for educational leadership positions, potentially enhancing the quality of educational administration and policy implementation in schools. The overwhelming majority (98.8%) of principals have 15 years of teaching experience or more, underscoring a highly experienced leadership cadre. This extensive experience is likely

to contribute positively to their understanding of educational challenges, stakeholder engagement, and the nuances of school management. However, the almost negligible proportion of principals with 10-15 years of experience points to a potential gap in the leadership pipeline, where fewer individuals are transitioning into principal roles at a younger or mid-career stage. This is consistent with findings which found that advanced degrees in education are increasingly valued and linked to more effective school leadership⁵. The majority of the principals having over 21 years of teaching experience support the idea that effective school leadership is often grounded in extensive teaching experience. A study noted that teaching experience provides school leaders with essential insights into classroom dynamics, teacher needs, and student learning, which are critical for effective school management⁶.

The demographic analysis of teachers showed that the majority of teachers are male (69.6%), while females are 30.4%. Most teachers are in the middle-age group (39-59 years), comprising 70.3% of the sample. This suggests a mature and potentially experienced teaching workforce. The presence of younger teachers (23.9%) is promising for the future of the profession, ensuring a pipeline for succession and new ideas. However, the relatively small percentage of teachers aged 60 and above (5.8%) might indicate retirement trends.

A vast majority of the teachers being married (94.8%) suggests that the teaching profession is largely composed of individuals in stable marital relationships. This could imply a level of life stability that might positively influence the teaching environment and potentially reflect on job satisfaction and performance. The low percentages of single, divorced, or separated teachers might also indicate societal or cultural trends regarding the profession. With 75.1% holding B.Sc./B.A. or equivalent degrees and 19% possessing

M.A./M.Sc. degrees, the teaching workforce is highly educated. This distribution underscores the importance of formal education in the teaching profession and indicates a strong foundation for delivering quality education. The presence of teacher with PhD degrees, although small (2.2%), adds to the academic depth of the workforce. The above results is duly supported by a study on "Challenges of Teaching Profession, as Perceived by Teachers in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria" which reported that most teachers were females, 71(59.16%) compared to their male counterpart, 49(40.83%). The study also reported that majority of the teachers were within 21-60 years of age, 111(92.49%), married, 103(85.83%), had Bachelor's degree as current level of academic qualification, 92(68.33%) and have 11-20 years of teaching experience, 56(46.7%)⁷.

The predominance of class teachers (94.7%) with a smaller fraction as Head teachers (5.3%) highlights the hierarchical structure within schools. A significant proportion of teachers (71%) have 15 years of experience or more, indicating a workforce with substantial teaching experience and institutional knowledge. This experience is crucial for maintaining high teaching standards and mentoring newer teachers. The distribution of experience levels also suggests that the profession retains its workforce over long periods, which could contribute to stability within schools.

Findings from research question one show that a significant majority of teachers are committed to establishing effective learning environments and enhancing the quality of instruction. This strong dedication is crucial for student success, as it directly impacts students' ability to reach their academic targets. The willingness to spend extra time preparing for classes further underscores teachers' dedication to effective teaching practices. Also, teachers show a remarkable willingness to support academically weaker students,

ensuring that learning opportunities are equitable within the classroom. This commitment to inclusivity and supporting students of varying abilities is fundamental to promoting an inclusive learning environment where all students can thrive.

A substantial majority of teachers express pride in their profession and a strong personal identification with their career, indicating a positive perception of teaching as a valuable and esteemed profession. This sense of fulfillment and contentment is likely to contribute to high job satisfaction and overall well-being, which are important for teacher retention and the quality of education delivered. The teachers demonstrate a proactive approach towards enhancing their effectiveness in teaching, with a significant majority willing to develop the skills, knowledge, and relationships necessary for a successful career. Active participation in professional associations and a readiness to defend the teaching profession highlight a sense of advocacy and dedication to upholding the profession's reputation and integrity. While teachers exhibit a high level of commitment to their profession, the moderate level of engagement in refresher courses suggests an area for improvement. Increasing opportunities for professional development and encouraging participation in such activities can further enhance teaching effectiveness and adaptability to educational advancements.

Overall, the findings reflect a high level of commitment to the teaching profession among teachers (Weighted Mean = 4.88; S.D = 0.52) with a proactive approach towards professional growth and advocacy. These positive attitudes are crucial for fostering a supportive and effective teaching environment, ultimately benefiting students and the education system as a whole. This finding is corroborated by a study that explored teacher commitment, highlighting the importance of committed teachers for student achievement and suggesting that principals and education policymakers play a role in maintaining and elevating this

commitment⁸. Also, the finding is in line with another that reported high teacher commitment. The study found that student-teachers' commitment to the teaching profession is influenced by personal characteristics, environmental factors, and learning experiences, emphasizing the significance of self-efficacy and satisfaction with teacher education programmes⁹.

Findings from research question two shows a moderate approach towards involving students in establishing rules and procedures. This suggests an opportunity to increase student engagement, potentially leading to a more collaborative and inclusive classroom environment. Engaging students in rule-setting can enhance their understanding of and commitment to classroom norms. Transparency in disciplinary methods fosters mutual respect and understanding, indicating that teachers value an open dialogue about behavior expectations. This approach can help in building a supportive classroom culture where students feel valued and understood.

Efforts to be approachable and to interact with students on a personal level indicate a strong emphasis on creating a nurturing classroom environment. This approachability likely contributes to a positive classroom atmosphere where students feel comfortable and supported. The use of personal interest incorporation, creativity encouragement, and individual accomplishment praise reflects an educational environment that values student individuality and creative expression. These practices are essential for motivating students and fostering a sense of belonging.

The preference for traditional instructional materials over digital tools suggests that while digital literacy is acknowledged, its integration into daily teaching practices remains limited. This may point to gaps in access, training, or curriculum alignment with digital tools. The occasional use of the internet and digital tools for instructional purposes highlights a need for

enhanced digital integration. This suggests potential areas for professional development, focusing on leveraging digital resources to enrich instructional strategies and student engagement.

The findings underscore the importance of fostering positive teacher-student relationships, transparent and collaborative discipline strategies, and the integration of both traditional and digital instructional materials. Overall, with a weighted mean of 2.99 and a standard deviation of 0.73, the overall decision leans towards 'often', indicating that classroom management in public secondary schools in Southwest, Nigeria is moderate. While there's significant use of various instructional materials and methods, there's room for improvement, especially in the adoption and integration of digital tools in teaching practices. This finding is in line with a study that examines classroom management as predictor to senior secondary school students' academic achievement in mathematics. The study reported that classroom management is moderate though teaching strategies, learning facilities; classroom discipline and classroom motivation when taken together will not significantly predict student's achievement in mathematics¹⁰. Also, another study reported that teacher's classroom management abilities have improved students academic performance to a moderate extent. However, there was significant impact of teacher's classroom management abilities on students academic performance in English Language, Mathematics and Basic Science for the periods 2011 to 2013 in the South-East, Nigeria¹¹.

Findings from research question three revealed a critical shortage of resources crucial for both basic and advanced learning processes, pointing towards areas that urgently require attention and improvement. The reports of inadequate staff room ventilation, insufficient water supply, and inadequate toilet facilities for staff and students reflect a broader issue of

basic infrastructure deficiencies. These conditions can significantly impact the teaching and learning environment, affecting teacher morale and student health and safety. Improving these basic amenities should be a priority to ensure a conducive environment for education.

The findings also indicated a pronounced shortage of technological resources like computers and internet facilities, as well as specialized resources for vocational subjects like workshops for home economics and technical subjects. This deficiency hinders the integration of digital literacy into the curriculum and limits students' opportunities to acquire hands-on skills essential for the modern workforce. Expanding access to these resources is critical for equipping students with relevant skills for the 21st century. Also, the strong disagreement regarding the availability of athletic facilities and sports equipment suggests a neglect of physical education, which is crucial for student health and well-being. Investing in sports infrastructure and equipment can promote physical fitness, teamwork, and discipline among students. There's a significant gap in the provision of up-to-date learning materials, including library books, maps, graphics, and subject-specific tools like drawing books for creative arts.

The scarcity of these resources can limit the quality of education, making it challenging to engage students effectively and provide a comprehensive understanding of subjects. On a positive note, the availability of chalkboards/whiteboards and the agreement on the presence of educative wall charts and current textbooks in classrooms indicate that while basic educational resources are available, the depth and variety of resources are lacking. This suggests a foundation to build upon but also highlights the need for a broader range of learning materials to cater to diverse learning styles and subjects.

Overall, the weighted mean (1.88) and standard deviation (0.66), reflecting an overall disagreement regarding the availability of educational resources in these schools. This

implies that the level of educational resources available in public secondary schools is poor ($x=1.88$; $sd=0.66$). The findings highlight a critical need for a concerted effort to address the gaps in educational resources in South West Nigeria's public secondary schools. Addressing these challenges is crucial for enhancing teaching effectiveness, improving student learning outcomes, and ensuring that students are well-equipped for future challenges. This findings corroborates the a study on the level of availability of instructional materials among government-owned public secondary schools in Gusau Local Government Area, Zamfara State, Nigeria. The study reported that Audio Materials were "Rarely Available" ($M=1.99$, $SD=1.58$); Visual Materials were "Much Available" ($M=2.73$, $SD=2.34$); while Audio-Visual Materials were "Rarely Available" ($M=1.68$, $SD=1.33$)¹¹. Also another study is in line with this study that reported that secondary school teachers in southwest Nigeria have a low level of in-service training and a high level of academic qualifications¹².

Findings form hypothesis one showed a combined influence of classroom management (discipline and control, communication and instructional material) and educational resources (physical plant, printed and non-printed resources) on teachers' job commitment in public secondary schools in South west, Nigeria. The regression model's F-statistic and associated p-value indicate that the predictor's classroom management (discipline and control, communication, instructional material) and educational resources (physical plant, printed and non-printed resources) have a statistical and significant impact on teachers' job commitment. The high F-statistic ($F= 342.861= 0.000$, $P<0.05$) with a significance level of 0.000 indicates that the model is highly significant. This underscores the importance of these factors in influencing teachers' dedication and motivation. By understanding these relationships,

educational administrators can tailor interventions to enhance job commitment among teachers.

The R Square value suggests that approximately 67.4% of the variance in teachers' job commitment is explained by the model, indicating a strong effect of the included predictors on job commitment. This substantial proportion highlights the model's effectiveness in capturing the key factors influencing teachers' commitment levels. It suggests that improvements in classroom management practices and the enhancement of educational resources could significantly affect teachers' job satisfaction and commitment. The slight decrease from R Square to Adjusted R Square is minimal, suggesting that all included predictors in the model are relevant and contribute significantly to explaining the variance in teachers' job commitment. This indicates that the model is both efficient and effective, with minimal redundancy among the predictors. Hence, we reject H_01 "There will be no significant combined influence of classroom management (discipline and control, communication and instructional material) and educational resources (physical plant, printed and non-printed resources) on teachers' job commitment in public secondary schools in South west, Nigeria." This finding corroborates the result in a study that revealed that educational resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria¹⁴. Also, another study partly supports this findings which indicated that adequacy and utilization of selected educational resources had statistically significant effect on academic performance with a regression coefficient of 0.87 for teachers, 0.79 for financial and 0.28 for teaching and learning resources¹⁵.

Further, findings from hypothesis two showed a significant combined relative influence of classroom management and educational resources on teachers' commitment in

public secondary schools in South West, Nigeria indicating that both classroom management and educational resources significantly influence teachers' job commitment in public secondary schools in South West, Nigeria. The findings revealed that educational resources ($B=2.774$, $Beta=.807$, $t\text{-value}=23.325$, $p=0.000$) have a stronger impact on teachers' job commitment than classroom management ($B=.292$, $Beta=.155$, $t\text{-value}=4.488$, $p=0.000$). This result is corroborated by a study that explored the roles of job resources and disruptive student behavior in teachers' occupational commitment across four English-speaking countries. The study found that job resources, akin to educational resources, positively correlate with occupational commitment. This supports the notion that enhancements in educational resources can significantly uplift teachers' job commitment¹⁶. Another study that investigated the impact of instructional leadership and organizational climate on teachers' job satisfaction and professional commitment is in line with this finding which reported that a supportive school environment, which can be seen as part of educational resources, contributes to higher levels of job satisfaction and commitment among teachers¹⁷.

Finally, finding from hypothesis three showed a significant relative influence of classroom management (discipline and control, communication and instructional material) and educational resources (physical plant, printed and non-printed resources) on teachers' job commitment in public secondary schools in South west, Nigeria. The substantial positive impact of the physical plant on teachers' job commitment, with a Beta of .897, highlights the critical role of the school's physical condition in enhancing teacher motivation and engagement. This suggests that well-maintained buildings, classrooms, and equipment can significantly boost teachers' willingness to commit to their jobs. Similarly, the positive effects of both printed and non-printed resources on job commitment underline the

importance of access to comprehensive teaching materials. These findings underscore the need for investments in school infrastructure and resources as a strategy to improve teacher commitment. This finding is partly in line with a study that examined the interplay between classroom management self-efficacy and perceived classroom management from early career to mid-career teachers. The study aligns with the notion that classroom management influences teachers' professional behaviors, which is indicative of commitment. Specifically, the study found that self-efficacy in classroom management relates to how teachers perceive their ability to manage the classroom effectively, which can contribute to their overall job commitment¹⁸. Another study which explored how principal-teacher management communication affects teachers' psychological empowerment, affective commitment, and job performance also partly corroborates this result. The findings suggest that effective communication and support from school management, which can be part of a broader understanding of classroom management, positively impact teachers' commitment and performance¹⁹.

The significant impact of discipline and class control, along with instructional materials and effective communication, on job commitment indicates that classroom management is a key factor in creating a conducive teaching and learning environment. These factors not only facilitate smoother educational processes but also contribute to higher levels of teacher satisfaction and commitment. Effective discipline and class control strategies likely lead to less stress and more fulfilling teaching experiences, while quality instructional materials enable teachers to deliver lessons more effectively. Although communication had the lowest Beta among the predictors, its statistically significant impact suggests that effective communication within schools enhances collaborative work environments, contributing to

overall job commitment. This highlights the importance of fostering open lines of communication among teachers, students, and administrators.

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Chapter Five

Conclusion

This chapter discusses a summary of the findings of the research, as well as the conclusion, recommendations, contributions to knowledge, and areas where additional research is needed.

5.1 Summary of the Findings

The research investigated classroom management and educational resources as determinant of teachers' job commitment in public secondary schools in South West, Nigeria. The study analyzed demographic data of principals, teachers, and students, answered three research questions, and tested two hypotheses. Principal demography showed a majority of male principals (74.7%) compared to female principals (25.3%). Most principals fall within the age range of 39-59 years (91.1%), indicating a predominance of middle-aged professionals. A small percentage is below 38 years (0.7%), and a modest proportion is aged 60 and above (8.2%). A vast majority of principals are married (94.2%), suggesting stability in their personal lives.

Principals are highly educated, with a significant number holding a master's degree (91.2%) and a notable proportion having a Ph.D (6.5%). Nearly all principals have extensive experience, with 98.8% having 15 years of teaching experience or more. Teachers demography showed a similar pattern to principals, with a majority being male (69.6%) and females making up 30.4%. A significant number of teachers are within the 39-59 year age range (70.3%), followed by those aged 18-38 years (23.9%), and a smaller group aged 60 and above (5.8%). The majority of teachers are married (94.8%), with very few being single, divorced, or separated. Teachers primarily hold B.Sc./B.A. degrees (75.1%), with a significant portion having M.A./M.Sc. degrees (19%). Most teachers serve as Class Teachers (94.7%), and a large majority have 15 years of experience or more (71%).

There is a high level of commitment to the teaching profession among educators (Weighted Mean = 4.88 ; S.D = 0.52) with a proactive approach towards professional growth and advocacy, With a weighted mean of 2.99 and a standard deviation of 0.73, status of

classroom management in public secondary schools in South West, Nigeria is moderate ('often'). The level of educational resources available in public secondary schools in South West, Nigeria is poor the (weighted mean=1.88; standard SD= 0.66), reflecting an overall disagreement regarding the availability of educational resources in these schools.

Result showed a significant combined influence of classroom management (discipline and control, communication and instructional material) and educational resources (physical plant, printed and non-printed resources) on teachers' job commitment ($F=342.861$; $p<0.05$). Also, there is a significant combined relative influence of classroom management ($B=.292$, $Beta=.155$, $t\text{-value}=4.488$, $p=0.000$) and educational resources ($B=2.774$, $Beta=.807$, $t\text{-value}=23.325$, $p=0.000$) on teachers' job commitment. There exists a significant relative influence of classroom management (discipline and control($B=4.560$, $Beta=.454$, $t\text{-value}=21.461$, $p=0.000$), communication($B=.567$, $Beta=.109$, $t\text{-value}=4.813$, $p=0.000$) and instructional material($B=.562$, $Beta=.286$, $t\text{-value}=4.836$, $p=0.000$) and educational resources (physical plant ($B=5.223$, $Beta=.897$, $t\text{-value}=17.865$, $p=0.000$), printed ($B=5.223$, $Beta=.598$, $t\text{-value}=10.372$, $p=0.000$) and non-printed resources ($B=2.473$, $Beta=.450$, $t\text{-value}=9.417$, $p=0.000$) on teachers' job commitment).

5.2 Conclusion

The study highlighted the predominance of male, middle-aged, married, and highly experienced educators with substantial teaching experience suggests a stable and mature teaching workforce in public junior secondary schools in Southwest Nigeria. This

demographic foundation is crucial for implementing effective educational strategies and managing school resources.

A key finding of the research is the significant combined and relative influence of classroom management (discipline and control, communication, and instructional material) and educational resources (physical plant, printed, and non-printed resources) on teachers' job commitment. This relationship underscores the critical role of effective classroom management strategies and the availability of comprehensive educational resources in fostering a committed teaching workforce. The positive coefficients and significant t-values for these variables highlight their substantial impact on enhancing teacher commitment, which is instrumental in motivating students.

Moreover, the research identifies a concerning disparity in the availability of educational resources, with a notable deficiency in both traditional and modern teaching aids. This gap poses a challenge to achieving optimal educational outcomes and underscores the urgent need for targeted interventions to improve resource availability in schools. The study affirms that improving classroom management practices and enhancing the quality and accessibility of educational resources are pivotal strategies for boosting teachers' job commitment. A committed and motivated teaching workforce is essential for fostering student motivation, engagement, and success. Therefore, educational policymakers and school administrators in Southwest Nigeria should prioritize investments in school infrastructure, professional development, and resource allocation to support teachers. By addressing these critical areas, it is possible to create a more conducive learning environment that promotes higher levels of student motivation and academic achievement in public junior secondary schools.

5.3 Recommendations

Based on the study findings, the following recommendations were made.

- i. allocate resources to improve the physical condition of school facilities, including classrooms, laboratories, and libraries. Ensuring a conducive physical learning environment is pivotal for both teacher commitment and student motivation.
- ii. invest in both printed and non-printed educational resources to support effective teaching and learning. This includes providing up-to-date textbooks, integrating technology in classrooms, and ensuring access to internet facilities.
- iii. offer continuous professional development opportunities for teachers focused on effective classroom management strategies, discipline and control, and communication skills to enhance teacher effectiveness and student engagement.
- iv. encourage and support teachers in developing and utilizing high-quality instructional materials tailored to the needs of their students, promoting active and engaging learning experiences.
- v. provide training for teachers on effective communication techniques to foster a more collaborative and supportive classroom environment. Efficient communication can enhance teacher-student relationships, contributing to higher levels of student motivation.
- vi. implement a robust system for monitoring and evaluating the utilization of educational resources and the effectiveness of classroom management strategies.

This feedback loop can inform continuous improvement efforts and ensure resources are used effectively to maximize student motivation

5.4 Contribution to Knowledge

This study has contributed to knowledge in the following ways:

1. Conceptual Review

Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies.

2. Theoretically

The Side Bet Theory, Resource Dependence Theory (RDT), and Behaviorism Learning Theory were the major theories used in this study.

Side Bet Theory provides a framework for understanding the layers of teacher commitment in educational settings. It emphasizes that teachers' commitment is not just about their current satisfaction or engagement but also about the investments (or "side bets") they have made over time, which could include professional development, personal relationships, and tenure. This study gave an additional application of this theory in better understanding and addressing the analysis of why teachers may choose to remain in their positions despite challenges, offering insights into strategies for enhancing teacher retention. 2. Resource Dependence Theory (RDT) highlights the critical role of resources in the success of educational organizations. By framing the study's investigation around the availability and utilization of educational resources, this theory underscores the tangible impact of physical plant resources, printed, and non-printed resources on teacher job commitment and student outcomes. A better application of this theory in the field of education was given by this study

Behaviorism Learning Theory contributes to understanding the dynamics of teacher-student interactions. It emphasizes the role of teachers in creating a learning environment that encourages positive behaviors and high student engagement, which, in turn, can

enhance teacher job satisfaction and commitment.

3. Empirically

This study adds to the pool of empirical literatures by reporting the significant combined influence of classroom management (discipline and control, communication and instructional material) and educational resources (physical plant, printed and non-printed resources) on teachers' job commitment, which previous empirical studies did not consider thus bridging the gap in empirical literature

5.5 Suggested Areas for Further Studies

Based on the findings the following are suggested for future research;

- i. the research was conducted in Southwest Nigeria. A similar research can be conducted in different geopolitical zones in Nigeria or countries.
- ii. given the predominance of male principals identified in the study, further research could explore the impact of gender dynamics on educational leadership, including how gender influences leadership styles, decision-making processes, and the implementation of educational policies.
- iii. while this study focused on teachers' job commitment, further research could directly investigate the relationship between teacher commitment and student academic achievement. Understanding how committed teachers influence student learning outcomes, engagement levels, and motivation could provide deeper insights into the mechanisms through which educational quality is enhanced.

- iv. further research could systematically assess the impact of specific aspects of school infrastructure (e.g., laboratory facilities, libraries, sports facilities) on both teachers job commitment and students learning outcomes.
- v. teachers' job commitment and students' learning outcomes. This could help prioritize infrastructure investments.
- vi. future research could delve into the role of parental involvement and community engagement in enhancing student motivation and supporting teachers' job commitment. Investigating effective strategies for fostering collaboration between schools, families, and communities could yield insights into how external support mechanisms contribute to educational success.
- vii. with the noted importance of non-printed educational resources, further studies could explore the challenges and opportunities associated with integrating technology into teaching and learning processes. This could include examining the effectiveness of various digital tools and platforms in enhancing student motivation, as well as identifying barriers to technology adoption in schools.

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Appendices

Appendix 1 – SPSS Computation Results (Raw Scores)

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2992	69.6	69.6	69.6
	Female	1308	30.4	30.4	100.0
	Total	4300	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	18-38 years	1028	23.9	23.9	23.9
	39-59 years	3023	70.3	70.3	94.2
	60 years and above	249	5.8	5.8	100.0
	Total	4300	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	165	3.8	3.8	3.8
	Married	4064	94.5	94.5	98.3
	Divorced	54	1.3	1.3	99.6
	Separated	17	.4	.4	100.0
	Total	4300	100.0	100.0	

Highest Educational Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE/onD	156	3.6	3.6	3.6
	B.Sc./B. A/ B.Sc.(Ed.)/ B.A.(Ed)/HND	3231	75.1	75.1	78.8
	M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.)	819	19.0	19.0	97.8
	Ph.D degree	94	2.2	2.2	100.0
	Total	4300	100.0	100.0	

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class Teacher	4070	94.7	94.7	94.7
	Head Teacher	230	5.3	5.3	100.0
	Total	4300	100.0	100.0	

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	143	3.3	3.3	3.3
	6-10 years	275	6.4	6.4	9.7
	10-15 years	828	19.3	19.3	29.0

15 years and above	3054	71.0	71.0	100.0
Total	4300	100.0	100.0	

Staff rooms with adequate ventilation for teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	269	6.3	6.3	6.3
Disagree	2797	65.0	65.0	71.3
Agree	1234	28.7	28.7	100.0
Total	4300	100.0	100.0	

Functional library for teachers research and private reading

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1424	33.1	33.1	33.1
Disagree	2675	62.2	62.2	95.3
Agree	201	4.7	4.7	100.0
Total	4300	100.0	100.0	

Technical workshop available for basic technology practical

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	572	13.3	13.3	13.3
Disagree	3590	83.5	83.5	96.8
Agree	138	3.2	3.2	100.0
Total	4300	100.0	100.0	

Workshop for vocational subject like Home economics practical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1792	41.7	41.7	41.7
	Disagree	2073	48.2	48.2	89.9
	Agree	435	10.1	10.1	100.0
	Total	4300	100.0	100.0	

Art studio for Fine and applied arts practical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2573	59.8	59.8	59.8
	Disagree	1559	36.3	36.3	96.1
	Agree	168	3.9	3.9	100.0
	Total	4300	100.0	100.0	

Computer room for students practical during computer class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	931	21.7	21.7	21.7
	Disagree	2973	69.1	69.1	90.8
	Agree	396	9.2	9.2	100.0
	Total	4300	100.0	100.0	

Classroom furniture and fittings with cupboards/cabinets and shelves in all the classrooms

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1116	26.0	26.0	26.0
Disagree	2991	69.6	69.6	95.5
Agree	193	4.5	4.5	100.0
Total	4300	100.0	100.0	

Water supply/borehole for conveniences in the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	816	19.0	19.0	19.0
Disagree	2722	63.3	63.3	82.3
Agree	762	17.7	17.7	100.0
Total	4300	100.0	100.0	

toilet facilities provided for male and females staff and students in the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1116	26.0	26.0	26.0
Disagree	2807	65.3	65.3	91.2
Agree	377	8.8	8.8	100.0
Total	4300	100.0	100.0	

Enough chairs and tables for teachers comfort in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1016	23.6	23.6	23.6
Disagree	2724	63.3	63.3	87.0
Agree	560	13.0	13.0	100.0
Total	4300	100.0	100.0	

Educative wall charts in the classrooms - (at least 2 in each classroom)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1116	26.0	26.0	26.0
	Disagree	18	.4	.4	26.4
	Agree	3166	73.6	73.6	100.0
	Total	4300	100.0	100.0	

Current textbooks for teaching in all the subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1040	24.2	24.2	24.2
	Agree	3260	75.8	75.8	100.0
	Total	4300	100.0	100.0	

Classroom register for students roll calls in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	603	14.0	14.0	14.0
	Agree	3419	79.5	79.5	93.5
	Strongly Agree	278	6.5	6.5	100.0
	Total	4300	100.0	100.0	

Up-to-date textbooks in the library for all subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1116	26.0	26.0	26.0
	Disagree	691	16.1	16.1	42.0
	Agree	2493	58.0	58.0	100.0
	Total	4300	100.0	100.0	

Pamphlets on past questions and answers available for different subjects (within the space of 5 years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1654	38.5	38.5	38.5
	Disagree	2453	57.0	57.0	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Drawing book for sketches and other drawings in introductory technology and creative arts subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1254	29.2	29.2	29.2
	Disagree	2868	66.7	66.7	95.9
	Agree	178	4.1	4.1	100.0
	Total	4300	100.0	100.0	

Maps for geography

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1521	35.4	35.4	35.4
	Disagree	2586	60.1	60.1	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Graphics for picture representation in teaching various subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2100	48.8	48.8	48.8
	Disagree	2081	48.4	48.4	97.2
	Agree	119	2.8	2.8	100.0
	Total	4300	100.0	100.0	

Work books for all subjects

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	1172	27.3	27.3	27.3
	Disagree	2949	68.6	68.6	95.8
	Agree	179	4.2	4.2	100.0
	Total	4300	100.0	100.0	

Computers for practical and research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1097	25.5	25.5	25.5
	Disagree	3010	70.0	70.0	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Radio set with tape recorder for teaching in different subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1094	25.4	25.4	25.4
	Disagree	3097	72.0	72.0	97.5
	Agree	109	2.5	2.5	100.0
	Total	4300	100.0	100.0	

Public address system is in the classroom for presentations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2062	48.0	48.0	48.0
	Disagree	2045	47.6	47.6	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Chalkboard/whiteboard is installed on the wall in all the classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	1116	26.0	26.0	26.0
	Disagree	36	.8	.8	26.8
	Agree	3148	73.2	73.2	100.0
	Total	4300	100.0	100.0	

internet facilities is installed in the school for browsing and surfing of information from different websites

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1116	26.0	26.0	26.0
	Disagree	2991	69.6	69.6	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Athletic facilities and sports equipment is provided for physical and health education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2495	58.0	58.0	58.0
	Disagree	1612	37.5	37.5	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Laboratory tools and kits for teaching science subject practical

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	1378	32.0	32.0	32.0
	Disagree	2729	63.5	63.5	95.5
	Agree	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

Models/dioramas for display in teaching various subjects in the classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3145	73.1	73.1	73.1
	Disagree	974	22.7	22.7	95.8
	Agree	181	4.2	4.2	100.0
	Total	4300	100.0	100.0	

Projectors for teaching in different subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1228	28.6	28.6	28.6
	Disagree	2885	67.1	67.1	95.7
	Agree	187	4.3	4.3	100.0
	Total	4300	100.0	100.0	

Workshop equipment for teaching home economics practical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1359	31.6	31.6	31.6
	Disagree	2768	64.4	64.4	96.0
	Agree	173	4.0	4.0	100.0
	Total	4300	100.0	100.0	

I involve students in establishing rules and procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1116	26.0	26.0	26.0
	Occasionally (OC)	2991	69.6	69.6	95.5
	often (O)	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

I share with students the reasons behind the disciplinary approach(es) I use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1116	26.0	26.0	26.0
	Occasionally (OC)	1278	29.7	29.7	55.7
	often (O)	1906	44.3	44.3	100.0
	Total	4300	100.0	100.0	

I make students aware of consequences for misbehaviour (e.g. loss of break time, extra classroom time).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (OC)	766	17.8	17.8	17.8
	often (O)	2415	56.2	56.2	74.0
	Mostly (M)	1119	26.0	26.0	100.0
	Total	4300	100.0	100.0	

I redirect inappropriate behaviour on the spot, using loud voice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1116	26.0	26.0	26.0
	Occasionally (OC)	167	3.9	3.9	29.8
	often (O)	3017	70.2	70.2	100.0
	Total	4300	100.0	100.0	

I ignore misbehaviour that is non-disruptive to class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	4107	95.5	95.5	95.5
	Occasionally (OC)	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

I use self-assessment forms for students to evaluate their own behaviour (e.g. checklists).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1116	26.0	26.0	26.0
	Occasionally (OC)	2991	69.6	69.6	95.5
	often (O)	193	4.5	4.5	100.0
	Total	4300	100.0	100.0	

I send for parents to report inappropriate behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	often (O)	193	4.5	4.5	4.5
	Mostly (M)	1116	26.0	26.0	30.4
	Always (A))	2991	69.6	69.6	100.0
	Total	4300	100.0	100.0	

I send for parents to report good behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	often (O)	193	4.5	4.5	4.5
	Mostly (M)	1116	26.0	26.0	30.4
	Always (A)	2991	69.6	69.6	100.0
	Total	4300	100.0	100.0	

I teach parents activities to do with students at home to reinforce good behaviour at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	161	3.7	3.7	3.7
	Occasionally (OC)	1068	24.8	24.8	28.6
	often (O)	2522	58.7	58.7	87.2
	Mostly (M)	549	12.8	12.8	100.0
	Total	4300	100.0	100.0	

I send students to the Principal's office for misbehaviour.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (OC)	1069	24.9	24.9	24.9
	often (O)	2115	49.2	49.2	74.0
	Mostly (M)	1116	26.0	26.0	100.0
	Total	4300	100.0	100.0	

I attempt to be "Me" rather than "the Teacher" to make students feel I am approachable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (OC)	1460	34.0	34.0	34.0
	often (O)	2840	66.0	66.0	100.0
	Total	4300	100.0	100.0	

I learn students' names to recognize them as individuals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	often (O)	491	11.4	11.4	11.4

Mostly (M)	2693	62.6	62.6	74.0
Always (A))	1116	26.0	26.0	100.0
total	4300	100.0	100.0	

I interact with students as individuals

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid often (O)	482	11.2	11.2	11.2
Mostly (M)	1737	40.4	40.4	51.6
Always (A))	2081	48.4	48.4	100.0
total	4300	100.0	100.0	

I use eye contact to make students feel I care about what they say and do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never (N)	1116	26.0	26.0	26.0
Occasionally (OC)	2111	49.1	49.1	75.0
often (O)	1073	25.0	25.0	100.0
Total	4300	100.0	100.0	

I incorporate students' personal interests into teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never (N)	571	13.3	13.3	13.3
Occasionally (OC)	2035	47.3	47.3	60.6
often (O)	738	17.2	17.2	77.8
Mostly (M)	956	22.2	22.2	100.0
Total	4300	100.0	100.0	

I encourage creativity and self-expression in students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	often (O)	1309	30.4	30.4	30.4
	Mostly (M)	2117	49.2	49.2	79.7
	Always (A))	874	20.3	20.3	100.0
Total		4300	100.0	100.0	

I praise individual accomplishments and important events in students' lives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (OC)	223	5.2	5.2	5.2
	often (O)	826	19.2	19.2	24.4
	Mostly (M)	2135	49.7	49.7	74.0
	Always (A))	1116	26.0	26.0	100.0
	Total	4300	100.0	100.0	

I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (OC)	329	7.7	7.7	7.7
	often (O)	980	22.8	22.8	30.4
	Mostly (M)	1904	44.3	44.3	74.7
	Always (A))	1087	25.3	25.3	100.0
	Total	4300	100.0	100.0	

I talk with students' previous teachers to gather information about students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally (OC)	2475	57.6	57.6	57.6
	often (O)	1309	30.4	30.4	88.0
	Mostly (M)	516	12.0	12.0	100.0
	Total	4300	100.0	100.0	

I learn about the different types of students' personal and social needs (e.g. using 'getting to know each other activities', questionnaires).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	945	22.0	22.0	22.0
	Occasionally (OC)	2864	66.6	66.6	88.6
	often (O)	491	11.4	11.4	100.0
	Total	4300	100.0	100.0	

I use Textbooks and Worksheets during lesson period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	618	14.4	14.4	14.4
	Occasionally (OC)	45	1.0	1.0	15.4
	often (O)	922	21.4	21.4	36.9
	Mostly (M)	2715	63.1	63.1	100.0
	Total	4300	100.0	100.0	

I use Computer software for reading instruction (e.g., CD, DVD)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1047	24.3	24.3	24.3
	Occasionally (OC)	1996	46.4	46.4	70.8
	often (O)	1257	29.2	29.2	100.0
	Total	4300	100.0	100.0	

I use Reading material on the internet (Web pages)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1293	30.1	30.1	30.1
	Occasionally (OC)	2561	59.6	59.6	89.6
	often (O)	446	10.4	10.4	100.0
	Total	4300	100.0	100.0	

I use instructions or manuals about how things work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	755	17.6	17.6	17.6
	Occasionally (OC)	2427	56.4	56.4	74.0
	often (O)	1118	26.0	26.0	100.0
	Total	4300	100.0	100.0	

Charts, diagrammes, graphs, Posters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	878	20.4	20.4	20.4
	Occasionally (OC)	180	4.2	4.2	24.6
	often (O)	1085	25.2	25.2	49.8
	Mostly (M)	2157	50.2	50.2	100.0
	Total	4300	100.0	100.0	

Look up for information on the internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	625	14.5	14.5	14.5
	Occasionally (OC)	780	18.1	18.1	32.7
	often (O)	2404	55.9	55.9	88.6
	Mostly (M)	491	11.4	11.4	100.0
	Total	4300	100.0	100.0	

Use instructional software to develop reading skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	439	10.2	10.2	10.2
	Occasionally (OC)	2552	59.3	59.3	69.6
	often (O)	193	4.5	4.5	74.0
	Mostly (M)	1116	26.0	26.0	100.0
	Total	4300	100.0	100.0	

Use the computer to write stories or other texts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never (N)	1077	25.0	25.0	25.0
	Occasionally (OC)	2784	64.7	64.7	89.8
	often (O)	370	8.6	8.6	98.4
	Mostly (M)	69	1.6	1.6	100.0
	Total	4300	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
Staff rooms with adequate ventilation for teachers	4300	2.2244	.54703
Valid N (list wise)	4300		

Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Instructional Material, Discipline Class Control, Communication, Non Printed Resources, Physical Plant, Printed Resources ^b		Enter

a. Dependent Variable: Teachers Job Commitment

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 ^a	.674	.672	2.81520

a. Predictors: (Constant), instructional Material, Discipline Class Control, Communication, Non Printed Resources, Physical Plant, Printed Resources

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16303.762	6	2717.294	342.861	.000 ^b
	Residual	7869.869	993	7.925		
	Total	24173.631	999			

a. Dependent Variable: Teachers Job Commitment

b. Predictors: (Constant), Instructional Material, Discipline Class Control, Communication, NonPrinted Resources, Physical Plant, Printed Resources

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	454.929	15.046		30.236	.000
Physical Plant	5.223	.292	.897	17.865	.000
Printed Resources	2.205	.213	.598	10.372	.000
Non Printed Resources	2.473	.263	.450	9.417	.000
Discipline Class Control	4.560	.212	.454	21.461	.000
Communication	.567	.118	.109	4.813	.000
Instructional Material	-.562	.116	-.286	4.836	.000

a. Dependent Variable: Teachers Job Commitment

Lead City University Ibadan

Frequency Table
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	747	74.7	74.7	74.7
	Female	253	25.3	25.3	100.0
	Total	1000	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-38 years	7	.7	.7	.7
	39-59 years	911	91.1	91.1	91.8
	60 years and above	82	8.2	8.2	100.0
	Total	1000	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	942	94.2	94.2	94.2
	Divorced	31	3.1	3.1	97.3
	Separated	27	2.7	2.7	100.0
	Total	1000	100.0	100.0	

Highest Educational Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors degree	23	2.3	2.3	2.3
	Masters Degree	912	91.2	91.2	93.5
	Mphil or PhD Degree	65	6.5	6.5	100.0
	Total	1000	100.0	100.0	

Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10-15 years	2	.2	.2	.2
15 years and above	998	99.8	99.8	100.0
Total	1000	100.0	100.0	

establish an effective learning environment, to allow students reach their targets

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	89	8.9	8.9	8.9
High Level (HL)	690	69.0	69.0	77.9
Very High Level (VHL)	221	22.1	22.1	100.0
Total	1000	100.0	100.0	

develop plans to improve the quality of instructions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	6	.6	.6	.6
Moderate Level	83	8.3	8.3	8.9
High Level (HL)	879	87.9	87.9	96.8
Very High Level (VHL)	32	3.2	3.2	100.0
Total	1000	100.0	100.0	

find it easy to spend extra time in preparing for the class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	59	5.9	5.9	5.9
Moderate Level	226	22.6	22.6	28.5
High Level (HL)	703	70.3	70.3	98.8
Very High Level (VHL)	12	1.2	1.2	100.0
Total	1000	100.0	100.0	

are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	7	.7	.7	.7
Moderate Level	209	20.9	20.9	21.6
High Level (HL)	784	78.4	78.4	100.0
Total	1000	100.0	100.0	

are willing to exert efforts on behalf of both low and high achieving students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	192	19.2	19.2	19.2
High Level (HL)	623	62.3	62.3	81.5
Very High Level (VHL)	185	18.5	18.5	100.0
Total	1000	100.0	100.0	

enjoy working with students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	13	1.3	1.3	1.3
Moderate Level	163	16.3	16.3	17.6
High Level (HL)	770	77.0	77.0	94.6
Very High Level (VHL)	54	5.4	5.4	100.0
Total	1000	100.0	100.0	

have a strong desire to help each student develop his/her full potential

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	174	17.4	17.4	17.4
High Level (HL)	731	73.1	73.1	90.5
Very High Level (VHL)	95	9.5	9.5	100.0
Total	1000	100.0	100.0	

are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	41	4.1	4.1	4.1
Moderate Level	121	12.1	12.1	16.2
High Level (HL)	826	82.6	82.6	98.8
Very High Level (VHL)	12	1.2	1.2	100.0
Total	1000	100.0	100.0	

deliberately plans and designs their lessons in a way that will meet the need of each student in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	69	6.9	6.9	6.9
Moderate Level	67	6.7	6.7	13.6
High Level (HL)	757	75.7	75.7	89.3
Very High Level (VHL)	107	10.7	10.7	100.0
Total	1000	100.0	100.0	

are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	133	13.3	13.3	13.3
High Level (HL)	696	69.6	69.6	82.9
Very High Level (VHL)	171	17.1	17.1	100.0
Total	1000	100.0	100.0	

believe and accept the goals and values of the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	81	8.1	8.1	8.1
Moderate Level	160	16.0	16.0	24.1
High Level (HL)	458	45.8	45.8	69.9
Very High Level (VHL)	301	30.1	30.1	100.0
Total	1000	100.0	100.0	

are willing to exert effort to act upon the goals of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Level	347	34.7	34.7	34.7
	High Level (HL)	554	55.4	55.4	90.1
	Very High Level (VHL)	99	9.9	9.9	100.0
	Total	1000	100.0	100.0	

have a strong desire to maintain membership in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Level	246	24.6	24.6	24.6
	High Level (HL)	736	73.6	73.6	98.2
	Very High Level (VHL)	18	1.8	1.8	100.0
	Total	1000	100.0	100.0	

**are willing to contribute when necessary to curricula and extra-curricular activities,
all in the bid to move the school forward**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level (LL)	35	3.5	3.5	3.5
	Moderate Level	70	7.0	7.0	10.5
	High Level (HL)	817	81.7	81.7	92.2
	Very High Level (VHL)	78	7.8	7.8	100.0
	Total	1000	100.0	100.0	

are ready to protect and defend the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Level	272	27.2	27.2	27.2
	High Level (HL)	672	67.2	67.2	94.4
	Very High Level (VHL)	56	5.6	5.6	100.0
	Total	1000	100.0	100.0	

find it easy to cope with school's policies, laws and regulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	78	7.8	7.8	7.8
Moderate Level	315	31.5	31.5	39.3
High Level (HL)	607	60.7	60.7	100.0
Total	1000	100.0	100.0	

are willing to spend time and energy for the school's success

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	85	8.5	8.5	8.5
High Level (HL)	818	81.8	81.8	90.3
Very High Level (VHL)	97	9.7	9.7	100.0
Total	1000	100.0	100.0	

place the school's interest above personal interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Level (LL)	9	.9	.9	.9
Moderate Level	162	16.2	16.2	17.1
High Level (HL)	829	82.9	82.9	100.0
Total	1000	100.0	100.0	

readily promotes the school's image

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	184	18.4	18.4	18.4
High Level (HL)	802	80.2	80.2	98.6
Very High Level (VHL)	14	1.4	1.4	100.0
Total	1000	100.0	100.0	

are faithful to school schedules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Level	160	16.0	16.0	16.0
	High Level (HL)	821	82.1	82.1	98.1
	Very High Level (VHL)	19	1.9	1.9	100.0
	Total	1000	100.0	100.0	

are proud of the teaching profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level (HL)	734	73.4	73.4	73.4
	Very High Level (VHL)	266	26.6	26.6	100.0
	Total	1000	100.0	100.0	

show personal identification with the career and satisfaction as a teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level (HL)	555	55.5	55.5	55.5
	Very High Level (VHL)	445	44.5	44.5	100.0
	Total	1000	100.0	100.0	

are willing to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level (HL)	743	74.3	74.3	74.3
	Very High Level (VHL)	257	25.7	25.7	100.0
	Total	1000	100.0	100.0	

are active member of local, state, and national professional association of teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level (HL)	528	52.8	52.8	52.8
Very High Level (VHL)	472	47.2	47.2	100.0
Total	1000	100.0	100.0	

readily defend the teaching occupation when necessary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level (HL)	514	51.4	51.4	51.4
Very High Level (VHL)	486	48.6	48.6	100.0
Total	1000	100.0	100.0	

are happy to stay long in the teaching profession

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	71	7.1	7.1	7.1
High Level (HL)	583	58.3	58.3	65.4
Very High Level (VHL)	346	34.6	34.6	100.0
Total	1000	100.0	100.0	

have affective attachment to the teaching profession

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High Level (HL)	925	92.5	92.5	92.5
Very High Level (VHL)	75	7.5	7.5	100.0
Total	1000	100.0	100.0	

engage in refreshers' courses that will help them stay abreast of happenings in the profession.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Moderate Level	630	63.0	63.0	63.0
High Level (HL)	370	37.0	37.0	100.0
Total	1000	100.0	100.0	

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Descriptive Statistics

	N	Mean	Std. Deviation
establish an effective learning environment, to allow students reach their targets	1000	5.1320	.54117
develop plans to improve the quality of instructions	1000	4.9370	.36765
find it easy to spend extra time in preparing for the class	1000	4.6680	.60344
are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically	1000	4.7770	.43296
are willing to exert efforts on behalf of both low and high achieving students	1000	4.9930	.61427
enjoy working with students	1000	4.8650	.50102
have a strong desire to help each student develop his/her full potential	1000	4.9210	.51286
are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest	1000	4.8090	.51067
deliberately plans and designs their lessons in a way that will meet the need of each student in class	1000	4.9020	.66396

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are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities	1000	5.0380	.55033
believe and accept the goals and values of the school	1000	4.9790	.88620
are willing to exert effort to act upon the goals of the school	1000	4.7520	.62039
have a strong desire to maintain membership in the school	1000	4.7720	.46068
are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward	1000	4.9380	.53333
are ready to protect and defend the school	1000	4.7840	.53068
find it easy to cope with school's policies, laws and regulations	1000	4.5290	.63684
are willing to spend time and energy for the school's success	1000	5.0120	.42666
place the school's interest above personal interest	1000	4.8200	.40714
readily promotes the school's image	1000	4.8300	.41142
are faithful to school schedules	1000	4.8590	.39910

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are proud of the teaching profession	1000	5.2660	.44209
show personal identification with the career and satisfaction as a teacher	1000	5.4450	.49721
are willing to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school	1000	5.2570	.43720
are active member of local, state, and national professional association of teachers	1000	5.4720	.49947
readily defend the teaching occupation when necessary	1000	5.4860	.50005
are happy to stay long in the teaching profession	1000	5.2750	.58457
have affective attachment to the teaching profession	1000	5.0750	.26352
engage in refreshers' courses that will help them stay abreast of happenings in the profession.	1000	4.3700	.48305
Valid N (listwise)	1000		

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Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 ^a	.487	.485	3.52844

a. Predictors: (Constant), Educational_Resources, Classroom management

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11761.085	2	5880.543	472.337	.000 ^b
	Residual	12412.546	997	12.450		
	total	24173.631	999			

a. Dependent Variable: Teachers Job Commitment

b. Predictors: (Constant), Educational Resources, Classroom management

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	278.992	4.608		60.550	.000
	Classroom management	.292	.065	.155	4.488	.000
	Educational Resources	-2.774	.119	-.807	-23.325	.000

a. Dependent Variable: Teachers Job Commitment

Appendix

Appendix 2: Instruments (Questionnaires) used for the Study

Research Questionnaire 1

Educational Resources and Classroom Management Questionnaire (ERCMQ)

Dear Sir or Ma,

Request to Participate in a Research

I am a Doctorate Degree Student in the Department of Educational Management and I am carrying out a research study on how Classroom Management and Educational Resources affect Teachers' Commitment in Public Secondary Schools in Southwest, Nigeria

Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

Yours Faithfully,

The Researcher

Section A: Demographic information of Teachers

Instruction: Please indicate your opinion about the following statements by checking the scale below. Place a () mark in the box of your answer.

- Gender:** Male () Female ()
- Age:** 18-38 years () 39-59 years () 60 years and above ()
- Marital Status:** Single () Married () Divorced () Separated ()
- Highest Educational Qualifications:** Bachelors degree () Masters Degree ()
M.phil or Ph.D Degree () Others (please specify) _____
- Position:** Class Teacher () Head Teacher ()
- Department or Field:** Science () Social Science () Arts ()
- Years of Teaching Experience:** 1-5 years () 6-10 years () 10-15 years () 15 years and above ()

Section B: Educational Resources available in Public Secondary Schools in South West, Nigeria (to be answered by the teachers to avoid biasness in responses)

Instruction: Kindly put a (✓) mark in the box of your answer.

Key: Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points, strongly Disagree (SD) – 1points

		4	3	2	1
S/N	Items	SA	A	D	SD
	Physical Plant Resources				

1.	Staff rooms with adequate ventilation for teachers				
2.	Functional library for teachers research and private reading				
3.	Technical workshop available for basic technology practical				
4.	Workshop for vocational subject like Home economics practical				
5.	Art studio for Fine and applied arts practical				
6.	Computer room for students practical during computer class				
7.	Classroom furniture and fittings with cupboards/cabinets and shelves in all the classrooms				
8	Water supply/borehole for conveniences in the school				
9	toilet facilities provided for male and females staff and students in the school				
10	Enough chairs and tables for teachers comfort in the classroom				
	Printed Resources				
11.	Educative wall charts in the classrooms - (at least 2 in each classroom)				
12.	Current textbooks for teaching in all the subjects				
13.	Classroom register for students roll calls in class				
14.	Up-to-date textbooks in the library for all subjects				
15.	Pamphlets on past questions and answers available for different subjects (within the space of 5 years).				
16.	Drawing book for sketches and other drawings in introductory technology and creative arts subjects				
17.	Maps for geography subjects				
18.	Graphics for picture representation in teaching various subjects				
20	Work books for all subjects				
	Non-Printed Resources				
21	Computers for practical and research				
22.	Radio set with tape recorder for teaching in different subject				
23.	Public address system in the classroom for presentations				
24	Chalkboard/whiteboard installed on the wall in all the classrooms				
25.	internet facilities installed in the school for browsing and surfing of information from different websites				
26	Athletic facilities and sports equipment provided for physical and health education				
27	Laboratory tools and kits for teaching science subject				
	Practical				
28	Models/dioramas for display in teaching various subjects in the classrooms				
29	Projectors for teaching in different subjects				
30	Workshop equipment for teaching home economics practical				

Section C: Status of Classroom Management Questionnaire

Instruction: Kindly place a (✓) mark in the box of your answer.

Key: Always (A) – 5 points, Mostly (M) – 4 points, often (O) – 3 points, Occasionally (OC) – 2points and Never (N) – 1 point

		5	4	3	2	1
S/N	Items	A	M	O	OC	N
	Discipline and Control of the Class					
1.	I involve students in establishing rules and procedures.					
2.	I share with students the reasons behind the disciplinary approach(es) I use					
3.	I make students aware of consequences for misbehavior (e.g. loss of break time, extra classroom time).					
4.	I redirect inappropriate behavior on the spot, using loud voice					
5.	I ignore misbehavior that is non-disruptive to class					
6.	I use self-assessment forms for students to evaluate their own behavior (e.g. checklists).					
7	I send for parents to report inappropriate behavior					
8	I send for parents to report good behavior					
9	I teach parents activities to do with students at home to reinforce good behavior at school					
10.	I send students to the Principal's office for misbehavior.					
	Communication means of management					
11	I attempt to be "Me" rather than "the Teacher" to make students feel I am approachable					
12	I learn students' names to recognize them as individuals					
13	I interact with students as individuals					
14	I use eye contact to make students feel I care about what they say and do					
15	I incorporate students' personal interests into teaching.					
16	I encourage creativity and self-expression in students					
17	I praise individual accomplishments and important events in students' lives					
18	I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her					
19	I talk with students' previous teachers to gather information about students					
20	I learn about the different types of students' personal and social needs (e.g. using 'getting to know each other activities', questionnaires).					
	Instructional Material					
21	I use Textbooks and Worksheets during lesson period					
22	I use Computer software for reading instruction (e.g., CD, DVD)					
23	I use Reading material on the internet (Web pages)					
24	I use instructions or manuals about how things work					
25	Charts, diagrams, graphs, Posters					
26	Look up information on the internet					
27	Use instructional software to develop reading skills					
28	Use the computer to write stories or other texts					

Teachers' Job Commitment Questionnaire (TJCQ)

Dear Sir or Ma,

Request to participate in a Research

I am a Doctorate Degree Student in the Department of Educational Management and I am carrying out a study on the Commitment of in-service Teachers in Public Secondary Schools in Southwest Nigeria. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

Yours Faithfully,

The Researcher

Section A: Demographic information of Principals

Instruction: Please indicate your opinion about the following statements by checking the scale below. Place a () mark in the box of your answer.

- v. **Gender:** Male () Female ()
- vi. **Age:** 18-38 years () 39-59 years () 60 years and above ()
- vii. **Marital Status:** Single () Married () Divorced () Separated ()
- viii. **Highest Educational Qualifications:** Bachelors degree () Masters Degree ()
M.phil or Ph.D Degree () Others (please specify) _____
- ix. **Years of Teaching Experience:** 1-5 years () 6-10 years () 10-15 years
15 years and above ()

Section B: Level of Job Commitment of Teachers (to be answered by the Principals so as to avoid biasness in responses)

Instruction: Kindly indicate the level of commitment of teacher with each of these statements. Please answer these questions by putting an () mark in the appropriate box for each item.

Key: Very High Level (VHL) – 6 points, High Level (HL) – 5 points, Moderate Level (ML) – 4 points, Low Level (LL) – 3 points, Very Low Level (VLL) – 2 points and Not At All (NAA) – 1 point

		6	5	4	3	2	1
S/N	Item ("My teachers")	VHL	HL	ML	LL	VLL	NAA
1.	establish an effective learning environment, to allow students reach their targets						
2.	develop plans to improve the quality of instructions						
3.	find it easy to spend extra time in preparing for the class						
4.	are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically						
5.	are willing to exert efforts on behalf of both low and high achieving students						
6.	enjoy working with students						
7.	have a strong desire to help each student develop his/her full potential						
8	are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest						
9	deliberately plans and designs their lessons in a way that will meet the need of each student in class						
10	are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities						
11.	believe and accept the goals and values of the school						
12.	are willing to exert effort to act upon the goals of the school						
13.	have a strong desire to maintain membership in the school						
14.	are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward						
15.	are ready to protect and defend the school						
16.	find it easy to cope with school's policies, laws and regulations						
17	are willing to spend time and energy for the school's success						
18.	place the school's interest above personal interest						
19.	readily promotes the school's image						
20.	are faithful to school schedules						
21.	are proud of the teaching profession						
22.	show personal identification with the career and satisfaction as a teacher						
23.	are willing to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school						
24.	are active member of local, state, and national professional association of teachers						
25.	readily defend the teaching occupation when necessary						
26	are happy to stay long in the teaching profession						

27	have affective attachment to the teaching profession						
28	engage in refreshers' courses that will help them stay abreast of happenings in the profession.						

Appendix III
Pictures of Researcher during administration of the Instruments



Pictures showing the Sample of Schools used in Administration of Research Instruments. (Oyo and Osun States)



Pictures showing the Sample of Schools used in Administration of Research Instruments. (Ogun and Ekiti States)



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Pictures showing the Sample of Schools used in Administration of Research Instruments. (Lagos and Ondo States)





Pictures Showing Respondents (Teachers) Answering the Questionnaire





Pictures Showing Respondents (Teachers) Answering the Questionnaire





Pictures Showing Respondents (Principals) Answering the Questionnaire

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COPY

Pictures Showing the Researcher when collecting the Questionnaire from the Respondents



Lead City University



Pictures Showing the Researcher and Respondents Displaying Answered Questionnaire

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Bio-data

A. Personal Data

1. **Full Name:** Babatunde Joseph KOLASHI

Home Address: No. 1 Aduns Close Irepodun Estate, Olorunda Abaa Akobo, Ibadan, Oyo State, Nigeria.

Email Address: chiefjoeis1@gmail.com

Phone Number: 08134954900

2. **Date and place of Birth:** 4th October, 1980, Zaria, Kaduna State.

3. **Nationality:** Nigerian

4. **Name and Address of Next of Kin:** Mrs Veronica Bamidele Kolashi, No. 1, Aduns Close Irepodun Estate Olorunda, Abaa Akobo, Ibadan, Oyo State, Nigeria.

B. Education Background

Educational Institutions attended with dates and qualifications obtained

Educational Institutions	Qualification Obtained	Date
1. Lead City University Ibadan, Oyo State	Ph.D in view	2021-till date
2. Lead City University Ibadan, Oyo State	M. Ed	2020
3. Lead City University Ibadan, Oyo State	B. Ed	2017
4. University of the Nation Accra Ghana	OND	2010
5. Comprehensive College Zaria, Kaduna State	SSCE	1997
6. Nigeria Railway Cooperation Staff School Zaria, Kaduna State	Pry Six	1990

C. Working Experience with Dates:

1. Tutor at Aduns International School 2011-till date

2. Part Time Lecturer at Osun State College of Education 2023-till date

D. Awards and Fellowships (If any): Nil

E. Membership of Academic Professional Bodies:

1. National Association of Proprietors of Private Schools

F. Publications:

1. Thesis:

- Influence of Classroom Management Indices and Home Education Resources in Senior Secondary School Students' Academic Achievement in Mathematics Ibadan Metropolis, Oyo State.
- Classroom Managements and Educational Resources as Determinants of Teacher's Job Commitment in Public Secondary Schools in South west, Nigeria.

2. Books

- (i) The secret of a Good Manager
- (ii) How to overcome the pains Attached to Life without Stress

G. Notable Scholarly or Professional Accomplishments: Nil

H. Major Conferences or Workshops Attended:

- (i) Innovative Research and Quality Education for Sustainability Development, Postgraduate College, Lead City University, Ibadan.
- (ii) Pragmatic Human Capital for Sustainable Development Faculty of Arts & Education, Lead City University, Ibadan.

I. References

- (i) Professor Oluyemisi Abimbola
Dean of Law
Lead City University
08035070437
- (ii) Professor Ayeni
Educational Management
University of Ibadan
08033970983

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Babatunde Joseph KOLASHI, with the Matric Number LCU/PG/000170 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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