

The Relationship Between Teachers Commitment and Female Students Academic Achievements in Some Selected Secondary School in Wolaita Zone, Southern Ethiopia

Abyot Bibiso

Areka Techinal Vocational Education and Training, Areka, Ethiopia

Menna Olango

Hawassa University, Department of Educational Planning and Management, Hawassa, Ethiopia

Mesfin Bibiso

Wolaita Sodo University, Institutional Quality Enhancement and Assurance Directorate, Wolaita Sodo, Ethiopia

Abstract

The purpose of this study was to investigate the relationship between teacher's commitment and female students academic achievement in selected secondary school of Wolaita zone, Southern Ethiopia. The research method employed was survey study and the sampling techniques were purposive, simple random and stratified random sampling. Questionnaire was distributed to 76 teacher's and 162 female students. Interview and document analysis were also conducted. The data obtained were analyzed using suitable statistical tool such as frequency, percent, mean, standard deviation, weighted mean and Spearman rank order co-efficient of correlation. Accordingly, the result showed that teacher's commitment and female students academic achievement was a positive relationship. Yet, commitment of teacher was not satisfactory to the educational goals of female students in selected secondary school in wolaita zone. Thus, teachers should be committed to enhance the result of the students and proactive to invest their time and materials to attain the objective of the school. Continuous assessment of teachers must be based on constructive feedback to the goal of quality education and progressing female student's academic success.

Keywords: Academic achievement, Continuous assessment, Quality education, Teachers commitment

1. Introduction

Teachers' professional commitment refers to the measure of strength of the employees' identification with the goals and values of their profession, having strong faith in it and showing considerable effort to continue in the membership of the profession (Nazari & Emami, 2012). Schools need strong and committed man power for the attainment of educational goals. To create an effective school, it is necessary to have an effective and committed teacher (Saki, 2009).

In the world of education, the most complex activity seems to be the process of teaching and learning. Education is one of the social factors whereby gender disparity is reflected. The number and proportion of educated females is very low. According to Boit, Njoki & Chang'ach (2012), the purpose of education is to equip the citizens to reshape their society and eliminate inequality.

Research related to teachers commitment to enhance female students academic performance in the studied areas was not given due attention for the academic success of students. Therefore, this research need to emphasis on relationship between teachers commitment and female student's academic achievement in some selected secondary schools of Wolaita zone, Southern Ethiopia.

2. Literature

2.1. Teachers Commitment for Academic Achievement

Commitment is teachers' psychological attachment to the teaching profession (Coladarci, 1992). The rapid changes in education system are generally carving the roles and scopes of works for lecturers in the academic environment. Teachers need to be creative and innovative in order to develop the commitment towards any given tasks and to enhance the students' academic achievement. According to O'Malley (2000) at the organizational level, committed employees normally put on a greater effort at their workplace. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools. Furthermore, teacher's commitment is closely connected to lecturer's work performance and their ability to innovate and to integrate new ideas (Huberman, 1999).

2.2. Commitment to School and student

Teaching is a complex and demanding career that requires intense dedication (Carbonneau, 2008). Commitment is a high level of attachment to an organization (Crosswell, 2006). Teacher commitment and engagement has

been identified as one of the most critical factors in the success and future of education (Huberman, 1993). Teacher commitment is one of the major professional characteristics that influence an educator's success (Crosswell, 2006). Commitment results from the job satisfaction (Firestone & Rosenblum, 1988). High level of job satisfaction will influence teachers' commitment.

Teacher commitment is highly related to teachers' work performance which has a significant influence on students' achievement. In any educational institution student is the most important element (Celep, 2001). Student achievement deeply depends on teacher commitment. Low level of teachers' commitment reduces students' achievement (Singh and Billinnsley, 1998).

Education needs to be reinforced throughout life because the nation depends on it for a competitive work force and cohesive citizenry (Hettleman, 2007). Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003). Teaching is demanding in a variety of ways which include time, effort and commitment. Teachers prepare students for the job market and the socio-economic development of every nation. They are required to exhibit good qualities and accommodate the academic, social and emotional needs of their students (Williams, 2003).

3. Method

3.1. Participants

The selected sample size consists of a total of 243 respondents using standard sampling technique from selected secondary schools of Wolaita Zone, Southern Ethiopia.

3.2 Description of the Study Area

The study was conducted in Wolaita Zone, Belle, Areka, Gununo, Soddo and Boditi Districts. Wolaita Zone is roughly located between 6.4 and 7.1 ° N and 37.4 and 38.2° E, latitude and longitude, respectively. The rainfall in the zone is characterized by a bimodal distribution pattern. The annual average temperature of the zone is 21.86 °C. The altitude of the zone ranges from 501 to 3000 meters above sea level (masl) Mesfin, Abi, Heluf & Asmare, 2015).

3.3. Data Collection and Analysis Method

Data was collected from school principals, teachers and female students using standard questionnaire and interview. Both primary and secondary source of data was employed for this study. The data was analyzed using statistical package for social science (SPSS) version 20.0 by descriptive survey method.

4. Results

Selecting respondents

Table 1. Distribution of the Population and Sample

Sample schools	Kind of respondents	Population		Sample		Total	%	Sample Technique
		M	F	M	F			
Soddo	Principals	3	-	1	-	1	33	Purposive
	Teachers	88	6	13	6	19	20	Stratified random
	Female Students	-	897	-	45	45	5	Simple random
Belle	Principals	3	-	1	-	1	33	Purposive
	Teachers	62	4	9	4	13	20	Stratified random
	Female Students	-	339	-	17	17	5	Simple random
Gununo	Principals	3	-	1	-	1	33	Purposive
	Teachers	51	4	8	4	12	20	Stratified random
	Female Students	-	373	-	19	19	5	Simple random
Areka	Principals	3	-	1	-	1	33	Purposive
	Teachers	73	5	10	5	15	20	Stratified random
	Female Students	-	748	-	37	37	5	Simple random
Boditi	Principals	3	-	1	-	1	33	Purposive
	Teachers	84	5	12	5	17	20	Stratified random
	Female Students	-	874	-	44	44	5	Simple random
Total		373	3255	57	186	243		

Table 2. Spearman Rank Order Co-efficient of Correlation

2012	E.C.	3.21	3.10	3.20	2.8	3.4	2.5	2.7	2.4	2.3	2.2
EGSLCE	Results	2.3	2.1	2.33	2.42	2.37	2.15	1.62	1.82	1.45	2.75
of	Female	2.81	2.54	2.33	2.42	2.33	2.42	2.42	2.32	2.34	2.35
students		3.23	3.42	3.67	3.51	2.27	2.53	2.43	Rank order correlation		
Weighted mean of		2.76	2.95	2.91	3.22	3.25	3.04	3.18	2.82	2.87	3.78
Teachers		3.3	3.42	3.66	3.33	3.78	3.32	3.78	3.84	3.45	3.49
		3.49	3.55	3.67	3.55	3.72	2.25	3.34	2.35	3.78	3.71
		3.64	3.84	3.89	3.97	3.80	3.97	3.89	ρ = 0.993931		

The correlation was very high and positive between teacher's commitment and female students academic achievement (Table 2). According to Huberman (1999) teacher commitment has been identified as one of the most critical factors for the future success of education.

Table 3. Respondents View on the Extent of Teacher's Commitment

No	Indicators	Respondents response																			
		Teachers		Mean value		Female students															
1	Teachers are committed	2.85	2.58	1.319	1.139	2.76	.708	.403	2.81	1.151	2.63	1.342	3.12	1.054	2.98	1.131	2.82	1.284	2.87	.498	.737
2	Teachers show willingness	2.92	3.00	1.186	1.022	2.95	.075	.785	3.35	1.230	3.47	.964	3.65	.931	3.25	1.123	3.51	1.014	3.42	.584	.675
3	Teachers often miss class ...	2.75	3.25	1.219	1.073	2.91	2.971*	.089*	2.84	1.191	3.37	.895	3.18	1.074	2.68	1.235	3.40	1.286	3.05	2.709*	.032*
4	Teachers are responsive	3.29	3.08	1.304	1.283	3.22	.411	.524	2.57	1.303	3.05	1.311	2.47	1.505	2.91	1.273	3.04	1.348	2.84	1.133	.343
5	Teachers expect...	3.37	3.00	1.155	1.180	3.25	1.621	.207	3.78	1.205	3.79	1.273	3.76	1.200	4.09	1.096	3.91	1.019	3.90	.516	.724
6	Teachers are punctual...	2.83	3.50	1.264	1.216	3.04	4.769*	.032*	3.35	1.274	3.05	1.224	2.88	1.409	3.50	1.171	3.67	1.225	3.40	1.714	.150
7	Teachers develop ...	3.15	3.25	1.289	1.073	3.18	.101	.752	3.05	1.413	3.00	1.291	3.88	.600	3.48	1.210	3.38	1.211	3.34	1.855	.121
8	Teachers make themselves	2.54	3.42	1.260	1.139	2.82	8.462*	.005*	3.62	1.098	3.26	1.284	3.94	.659	4.14	.930	3.67	.977	3.77	3.144*	.017*
9	Teachers are engaged ...	2.63	3.38	1.268	1.056	2.87	6.186*	.015*	2.57	1.144	3.11	1.410	2.71	1.359	2.73	1.404	2.91	1.345	2.78	.662	.619

N.B Level of Agreement; "0.00-2.50" = low acceptance, "2.50-3.50" moderate acceptance and "3.50- 5.00" = high acceptance. * Indicate there was a significant difference between the groups of the respondents on the issue under discussion at α= 0.05 and F critical= 2.22. SDM standard deviations of male, SDF standard deviations of female

5. Discussion

Item one in table 3 presents respondents view regarding on teacher's high commitment level for female student's academic achievement. Accordingly, the weighted mean score was 2.76 and rating it as a "moderately competent". Individual mean scores were 2.85 and 2.58 respectively. This reflects that, both groups of respondent had a moderate level of agreement on the issue. Regarding female students, the weighted mean value was 2.27 as rating "low acceptance" with the individual mean score of 2.81, 2.63, 3.12, 2.98 and 2.82 for Areka, Gununo, Belle, Boditi and Soddo secondary schools, respectively. The result of female students showed that the commitment of teachers were very poor to the successful academic achievement of female students. Therefore, teachers should be committed to enhance the result of the students and proactive to invest their time and materials to attain the objective of the school. According to Morris (2004), teacher commitment is closely connected to teachers' work performance and their ability to innovate and integrate new ideas into their own

practice. Teachers commitment include commitment to school or organization, students, career continuance, professional knowledge base and teaching profession (Crosswell & Elliott, 2004).

The interview result suggested that the level teacher's commitment in enhancing female student was not sufficient and to some extent the teachers was neglected the impact of teacher's commitment to assure the academic growth of female students. However, they are not worried and committed in the process of instruction. Regarding an interview suggestion, Mwamwenda (1995) showed that nearly 50% of rural teachers are none of commitment with their working conditions and improving student's academic achievement at secondary school level.

Item two in table 3 presents teachers' willingness to help female student was rated as "moderate acceptance" with weighted mean 2.95. The individual mean scores of the respondents were 2.92 and 3.00 for male and female, respectively. In terms of female students, the weighted mean value was 3.42 and the rating scale was alike to teacher respondents. The specific mean scores were 3.35, 3.47, 3.65, 3.25 and 3.51. The finding showed that the desire of teachers to assist students were minimum and below the expectation. Thus, teachers must have a good feeling to help and encourage students in upgrading their academic efficiency. According to McDonald & Boud (2003) teacher's direct involvements are highly effective in enhancing learning and achievement by students.

Item three in table 3 depicts respondents view regarding teachers miss classes and arrange tutorial for female students. Accordingly, the weighted mean score was 2.91 and rating it as "moderate acceptance". The respondent's individual mean scores were 2.75 and 3.25 for male and female, respectively. Concerning an interview result, similar idea was shown to teacher respondents. Specifically, teachers did not usually invest their time by giving tutorial for female students. A one-way ANOVA test revealed that there was statistical significant difference in opinions between the two respondent groups and F-value (2.971) was greater than F- critical (2.22). According to Bound (2000), feedback is an important part of the learning cycle and enhances female students' academic achievement.

The female students had a weighted mean value of 3.05 with similar rate of participant teachers. Additionally, 2.84, 3.37, 3.18, 2.68 and 3.40 were the individual mean scores of female student's respondents. The result showed that teachers have a medium attention to compensate missed class for females' students' tutorial and has a moderate level of pre-arrangement of missed class compensation for female students. The one-way ANOVA test revealed that there was significant difference between the respondents and the calculated F-value (2.709) was higher than F- critical (2.22).

Item four in table 3 depicts the respondents view regarding teacher's responsiveness to female student's academic difficulty. It was rated as "moderate acceptance" to weighted mean value of 3.22 and the individual mean values were 3.29 and 3.08 for male and female teacher, respectively. According to female students view, the weighted mean value was 2.84 and the rating was similar to teacher respondents. The individual mean scores were 2.57, 3.05, 2.47, 2.91 and 3.04 correspondingly. The result showed that both male and female teachers had tried to help their students through in teaching learning process. In addition, teachers were moderately sensitive to understand the female student's academic challenge and giving the actual feedback to female students based on their difficulty. Thus, teachers should be ready to decline the academic problems of the students by using different mechanism and approaches of teaching. The successes of democratic teachers depend on their effectiveness as well as the effectiveness of the classroom teaching commitment in enhancing female student's academic achievement (Baron and Cohen, 1995).

As shown in Table 3 item five, respondents view concerning teachers' expectation for female students to achieve higher results has weighted mean values of 3.25 and it was rated as moderate acceptance. Individual mean value was 3.37 and 3.00 for male and female teacher respondents, respectively. The outcome showed that both teachers have a good vision and expectation for female students to score successful results in national examination. The weighted mean score of female students was 3.90 and rated as high acceptance. In terms of specific mean value, 3.78 for Areka, 3.79 for Gununo, 3.76 for Belle, 4.09 for Boditi and 3.91 for Soddo secondary school female students. The finding revealed that teachers have a good belief and prediction to female students to score good results like the male students. Schools have the essential role in maintaining teachers' expectations through structured and formal educational programs (Yilmaz, 2009).

In table three item six indicates teachers' punctuality to teach their students. Accordingly, the weighted mean value was 3.04 rated as moderate acceptance and the individual mean values indicates 2.83 and 3.50 for male and female teacher, respectively. A one-way ANOVA revealed that there was significant difference between the two groups of respondent and showed that the calculated F value (4.769) greater than F critical (2.22). Female students have a weighted mean of 3.40. The individual mean score of 3.35, 3.05, 2.88, 3.50 and 3.67 for the selected secondary school female students. The result showed that the teacher's punctuality to teach their students were at the level of medium and it should be amended to the highest ladder for the success of female student's academic achievement. The challenge of the teacher of today is to discover the problem of students learning. It is important to train prospective teachers so that they are skillful to minimization of

discipline and learning in a positive manner. This is because the teachers are those who influence on students learning (Gabriel, 2005).

Item seven in table 3 showed teacher's skill development of students through guidance and counseling. Accordingly, the weighted mean value was 3.18 and rated as moderate acceptance with mean values of 3.15 and 3.25 to male and female respondents, respectively. Regarding an interview opinion, teachers have exerted a medium effort to amend the cognitive, psychomotor and affective skills of the students through guidance. The finding showed that teachers have a medium readiness to improve the overall capacity of the students and in enhancing their academic achievement using different methodology of teaching. Research results showed that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz & Hamilton, 2003; Rivkin, Hanushek & Kain, 2000; Rowan, Correnti & Miller, 2002) and teacher effects on student learning have been found to be cumulative and long-lasting (Rivers, 1999; Sanders & Rivers, 1996).

Table 3 item 8 indicates teachers' willingness to help female students. The result has a weighed mean of 2.82 and it was rated as moderate acceptance. Regarding the mean values, both sexes were the mean score of 2.54 and 3.42 for male and female, respectively. The result showed that teachers were moderately preparing themselves to help and maximize the academic achievement of female students. In terms of female students view, the weighted mean value was 3.77 and it was rated as high acceptance through 3.62, 3.26, 3.94, 4.14 and 3.67 of an individual mean score for Areka, Gununo, Belle, Boditi and Soddo Districts secondary school female students, respectively. In general, teachers were highly prepared themselves to assist and encourage female students in enhancing their academic performance. A one-way ANOVA test revealed that there was significant difference of opinion between the group's respondents. The F- calculated (3.144) was greater than that of F- critical (2.22). Good teaching engages practical thinking and problem - solving skills that can be applied in a variety of settings. In general, good teaching affects students' values, commitments, and identities (Loeb, Rouse & Shorris, 2007).

As shown in the ninth item in table 3 about respondents to rate their view to teacher's engagement in solving female student's academic challenge. The result showed that weighted mean score of 2.87 and it was rated as moderate acceptance. The individual mean scores of male and females were 2.63 and 3.38, respectively. Similarly, the interview result showed that the teacher's role and engagement in solving female students was minimal. The teacher student relationship is one of the most powerful elements within the learning environment (Hughes & Chen, 2011). One-way ANOVA test revealed that there was a significant difference between genders. The obtained values of 2.971, 4.769, 8.462 and 6.186 for item 3, 6, 8 and 9, respectively. These values were higher than the critical F value (2.22). In general, the finding implies that a medium participation to minimize the educational disconformities of female students was observed by teachers.

6. Conclusion

The result showed that teacher's commitment and female students academic achievement was a positive relationship. However, commitment of teachers was not satisfactory to the educational goals of female students in studied areas. Teachers were moderately sensitive to understand the female student's academic challenge and giving actual feedback to female students based on their difficulty. Thus, teachers should be ready to turn down the academic problems of the students by using different mechanism and approaches of teaching. In order to meet today's challenges, policy makers should revise the educational policies continuously for developing knowledge, understandings, values, attitudes and skills. Further research studies should be conducted on the behavior and academic background using triangulation methods of research.

References

- Baron, R., & Cohen, S. (1995). *Mind blindness: An Essay on Autism and Theory of mind*. Cambridge, MA: MIT Press.
- Boit, M., Njok, A., & Chang'ach, J. K. (2012). The influence of examinations on the stated curriculum goals. *American International Journal of Contemporary Research*, 2(2): 179–182.
- Boud, D. (2000). Sustainable assessment. Rethinking assessment for the learning society. *Studies in Continuing Education*, 22 (2), 151–167.
- Carbonneau, N., Robert, J. V., Claude, F., & Frederick, G. (2008). The Role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100(4), 977- 987.
- Celep, C. (2001). Teacher's organizational commitment in educational organizations. *National Forum of Teacher Education Journal*, 1, 3-7.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *The Journal of Experimental Education*, 60 (4), 323-337.
- Crosswell, L. (2006). *Understanding Teacher Commitment in Times of Change*. Doctoral Thesis.
- Crosswell, L., & Elliott, B. (2004). Committed Teachers, Passionate Teachers: The Dimension of Passion Associated with Teacher Commitment and Engagement. Proceedings, AARE Conference, Melbourne,

- Australia.
- Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. *Educational Evaluation and Policy Analysis, 10*, 285-299.
- Gabriel, J. (2005). *How to Thrive as a Teacher Leader*. Alexandria, VA: ASCD.
- Hettleman, K. R. (2007). Don't Deny State's Kids a Quality Education, *The Baltimore Sun*. Maryland.
- Huberman, M. (1993). *The Lives of Teachers* (J. Neufeld, Trans.). London: Cassell Villiers House.
- Huber, M. (1999). Co-ordination within schools; Commitment of teachers and students and student achievement. *Education Research and Evaluation, 5* (2), 139-156.
- Hughes, J.N., & Chen, Q. (2011). Reciprocal effects of student–teacher and student– peer relatedness: Effects on academic self efficacy. *Journal of Applied Developmental Psychology, 32* (5), 278–287.
- Loeb, S., Rouse, C. & Shorris, A. (2007) Introducing the issue. *The Future of Children, 17* (1), 3 - 14.
- McCaffrey, J. R., Lockwood, D. F., Koretz, D. M., & Hamilton, L. S. (2003). Evaluating value added models for teacher accountability. Santa Monica, CA: RAND Corporation.
- McDonald, B., & Boud, D. (2003) The impact of self-assessment on achievement: The effects of self-assessment training on performance in external examinations. *Assessment in Education, 10* (2), 209–220.
- McCaffrey, J. R., Lockwood, D. F., Koretz, D. M., & Hamilton, L. S. (2003). Evaluating Value Added Models for Teacher Accountability. Santa Monica, CA: RAND Corporation.
- Mesfin, B., Abi M. T., Heluf, G., & Asmare, M. (2015). Evaluation of universal extractants for determination of some macronutrients from soil. *Communication in soil science and plant analysis, 46*, 2425-2448.
- Mwamwenda, T.S. (1995). *Educational Psychology. An African Perspective*. Durban: Butterworths.
- Nazari, K. & Emami, M. (2012). Analysis of relation between organizational commitment and professional commitment. *Elixir Human Res. Mgmt, 51*.
- Obanya, P. (2005). *Promoting Basic Education for Women and Girls*. Paris: UNESCO.
- O'Malley, M. (2000). *Creating Commitment: How to Attract and Retain Talented Employees by Building Relationships that Last*. Toronto, John Wiley & Sons, Inc.
- Rivers, J. C. (1999). *The Impact of Teacher Effect on Student Maths Competency Achievement*, Doctoral Dissertation, University of Tennessee, Knoxville.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2000). *Teachers, Schools, and Academic Achievement Working Paper W6691*. Cambridge, MA: National Bureau of Economic Research.
- Rowan, B., Correnti, R., & Miller, R. J. (2002). What large-scale survey research tells us about teacher effects on student achievement: Insights from the Prospects study of elementary schools? *Teachers College Record, 104*, 1525-1567.
- Sanders, W., & Rivers, J. C. (1996). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Knoxville, TN: University of Tennessee Value-Added Research Center.
- Saki, R. (2009). *Leadership at school pivotal learning (A guide for having better schools)* Tehran: The Board of Education in the City of Tehran.
- Singh, K., & Billingsley, B. S. (1998). Professional support and its effects on teachers' commitment. *Journal of Educational Research, 91*(4), 229-239.
- Williams, J. (2003). Why great teachers stay. *Educational Leadership, 60*(8), 71-74.
- Yilmaz, K. (2009). Democracy through learner-centered education: A Turkish perspective. *International Review of Education, 55* (1), 21-37.