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An Impact Assessment of Academic Disciplines on Secondary School Teachers' Dispositions to Affective Characteristics in Cross River State, Nigeria

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Abstract- The study was an assessment of teachers' academic disciplines and their dispositions to some affective characteristics like values orientation, work attitude, motivation, and needs satisfaction. The study which adopted survey design used a sample of 1062 teachers selected from an estimated population of 21,240 teachers spread across the 203 public secondary schools in Cross River State of Nigeria. An instrument called Teachers' Affective Characteristics Questionnaire was used for data collection. The data were analysed using One-Way Analysis of Variance (ANOVA) test statistic. Results of the study showed that teachers' academic disciplines significantly influence their dispositions to affective characteristics. It was concluded that, it was teachers with education disciplines that were more disposed to affective characteristics than their counterparts with non-education disciplines. The study concludes that teachers should be encouraged to pick higher degrees in education after their first degrees as this will improve their work values, work attitude, motivation and needs satisfaction (also considered in this study as job satisfaction).

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I. INTRODUCTION

Education, at all levels, is seen as a tool by which a nation can achieve its goal of national development and economic transformation. It is a veritable tool that can be used in nurturing human growth. In Nigeria, education is overseen by the ministry of education whether at the federal or state levels, while the implementation of policy for state controlled public schools is handled by the individual states. When properly handled, with every player in the team putting in enough effort, the goal for which educational institutions are established would be achieved maximally. It is however disheartening to note that, in recent times, the educational system, especially at primary and secondary school levels, have suffered a setback due to lack of committed teachers (We rang, 2014). This is not

supposed to be so. Given the facts that, without a well run school system no nation can make adequate impact on national development and that no nation can rise above the quality of its teachers, one can say that teachers' should be as facilitators and transmitters of societal values through their commitment in teaching and other duties to which their profession has called them.

Accordingly also, Denga (1996) has earlier pondered on the need for workers motivation and job satisfaction, stressing that job satisfaction is so central and basic to job performance and general behaviour that it will be pantomimic and to a large extent fictive to talk of high productivity without an adequate consideration of the inner forces that stimulate a worker to action. Some of these forces he articulates may be their dispositions to affective characteristics that come to play in their day-to-day undertakings in the school. The secondary school teacher should be a professional whose job requires high intelligence, concentration, dedication and commitment. His job involves teaching his students, evaluating them, maintaining discipline among the students and counselling them. The teacher is equally expected to motivate the students and take part in all school extra-curricular activities. Unfortunately, it is seemingly looking as though there are some teachers who are nonchalant, less interested and less committed to their duties.

In the past decades, several theoretical frameworks have been proposed for studying teachers' job performance. A very recent one is Zhang (2015) who contended that an employee's commitment to an organization can be understood as affective. The study defined affective commitment as concerning employee's emotional attachment to, identification with, and involvement in the organization. This by implication motivates the teacher to make effort to assist in reaching overall good performance of the school he finds himself. One very important aspect of teachers' affective characteristics is their values orientation in which ever school subject they teach. Studies comparing academic discipline of teachers and their values orientation seem to be very few. In a study by Behets (2001) on values

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orientation of physical education teachers it was discovered that the type of teaching degree related significantly to difference in values orientation. It was discovered that the higher the professional degree held by the teacher, the more positive was his values orientation.

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject his/her primary assignment (Bhalla, Jajoo & Kalantre, 2002). This makes it obvious that teaching is a function of work attitude. Ogott and Odera (2012) studied some factors influencing teachers' attitudes towards work and discovered that high professional qualifications had positive influence on teachers' attitude and vice-versa towards language material selection, development and use in educational programmes.

Teacher education in any country has to face the challenges of producing teachers for a new society on whom the future of the nation depends. Needs satisfaction, sometimes referred to as job satisfaction is of great significance in this direction. When a teacher is happy with his job, the role becomes more pivotal in uplifting the society. The study of Srivastava and Chabra (2012) on the interplay of gender and qualification on job satisfaction show that qualification was significant in affecting the needs satisfaction of teachers.

II. METHODOLOGY

The design adopted in this study was survey. This design was chosen because of the largeness of the sample size and the fact that the team used questionnaires in collecting data required for the study. A sample of 1062 teachers was selected from a population of about 21,240 teachers in state public schools. At the time of this research, the state ministry of education was concluding recruitment of teachers, so it was difficult to be exact on the number of teachers on the roll. By this selection, however, the study adopted about 5% of the population as sample. The sampling techniques used for selecting the sample were stratified random and purposive sampling techniques with the different Local Government Education Authorities as the basis of stratification. Each of the 18 education authorities was considered as a stratum. Five per cent of the number of schools in each education authority was selected for the study. After the selection of schools, the researchers selected the teachers purposely from the schools, at convenience, to meet the 5% target.

The study area was Cross River State of Nigeria. The state is made up of 18 education authorities (one each in each local government, area). The area is made up of 203 public secondary schools with Calabar education authority having the highest number of schools. Before the year 2000, Cross River State was rated as an educationally less developed state (ELDS).

The rating has since the beginning of the 21st century changed as the state begun to be rated as advantaged educationally.

The instruments used for the study was a questionnaire called Teachers' Affective Characteristics Questionnaire (TACQ). The questionnaire was made up of two sections. The demographic items of the instrument constituted section 'A', eliciting information on sex, work experience, academic disciplines, and subject taught. Section B was made up of four affective characteristics, namely; values orientation, work attitude, motivation and needs satisfaction. Each of the variables was measured on a four-point Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was face validated by the research team and trail tested for internal consistency using Cronbach Alpha reliability estimate method. The reliability coefficients for the sub-scales ranged from 0.71 to 0.86.

III. RESULT

The hypothesis tested stated that teachers' disposition to affective characteristics like values orientation, work attitude, motivation, and needs satisfaction do not differ significantly based on their academic disciplines.

The independent variable in this hypothesis is teachers' academic disciplines categorized into three dimensions, namely; First Degree in Education (B.Ed or Equivalent) Degree in other disciplines including post graduate diploma in education (PGDE or equivalent), and First Degree in any area outside education (BA/B.Sc or equivalent). The dependent variable is teachers disposition to affective characteristics like values orientation, work attitude, motivation, and needs satisfaction. One-way analysis of variable (ANOVA) was used in testing the hypothesis. See the results in Tables 1 and 2.

Results of analysis in Table 2 show that the calculated F-ratios for values orientation (27.283), work attitude (24.140), motivation (18.675), needs satisfaction (11.056), and for overall disposition to affective characteristics (30.878) are each greater than the critical F-ratio of 3.00 at 0.05 level of significance using 2 and 1059 degrees of freedom. This means that at all dimensions of consideration, teachers' disposition to affective characteristics' differ significantly. Based on their academic disciplines, based on the results, the null hypothesis was rejected.

Table 1 : Summary of descriptive statistics for the influence of teachers' academic disciplines on their disposition to affective characteristics

S/N	Disposition to affective characteristic	Academic discipline	N	\bar{X}	SD
1	Values orientation	B.Ed or Equivalent	121	17.94	2.26
		PGDE or Equivalent	800	18.24	2.77
		B.A/B.Sc or Equivalent	141	16.35	3.34
		Total	1062	17.96	2.87
2	Work attitude	B.Ed or Equivalent	121	18.66	2.47
		PGDE or Equivalent	800	19.48	2.62
		B.A, B.Sc or Equivalent	141	17.80	3.73
		Total	1062	19.16	2.84
3	Motivation	B.Ed or Equivalent	121	17.86	2.83
		PGDE or Equivalent	800	19.12	3.10
		B.A, B.Sc or Equivalent	141	17.65	3.91
		Total	1062	18.78	3.24
4	Needs stratification	B.Ed or Equivalent	121	16.62	2.96
		PGDE or Equivalent	800	16.81	2.81
		B.A, B.Sc or Equivalent	141	15.53	3.88
		Total	1062	16.62	3.02
5	Overall disposition to affective characteristics	B.Ed or Equivalent	121	71.07	7.21
		PGDE or Equivalent	800	73.65	8.40
		B.A, B.Sc or Equivalent	141	67.32	13.30
		Total	1062	72.52	9.34

Table 2 : One-way ANOVA for the influence of teachers' academic disciplines on disposition to affective characteristics

S/N	Disposition to affective characteristic	Source of variation	SS	Df	MS	F
1	Values orientation	Between	428.488	2	214.244	27.283
		Within	8315.954	1059	7.853	
		Total	8744.497	1061		
2	Work attitude	Between	372.581	2	186.290	24.140*
		Within	8172.494	1059	7.717	
		Total	8545.077	1061		
3	Motivation	Between	380.507	2	190.254	18.675*
		Within	10788.613	1059	10.188	
		Total	11169.121	1061		
4	Needs stratification	Between	197.991	2	98.996	11.056*
		Within	9482.663	1059	8.954	
		Total	9680.655	1061		
5	Overall /disposition to Characteristics	Between	5096.201	2	2548.100	30.878*
		Within	87390.654	1059	82.522	
		Total	92486.854	1061		

* $p < .05$, critical $F = 3.00$

Since the results show significant influence of academic discipline on teachers' disposition to affective characteristics, a post-hoc test was carried out to determine the pair-wise mean difference(s) among the groups that was or were responsible for the influence. The method of post-hoc analysis used was fisher's least significant difference (LSD). Results of the analysis are presented in Table 3.

Results of analysis in Table 3 show the pair-wise mean comparison among groups are as follows:

Values orientation: The t-values for comparisons between teachers with B.Ed versus BA/B.Sc ($t=4.58$),

and PGDE versus BA/B.Sc ($t=7.38$) were each greater than the critical t-value of 1.96 at 0.5 level of significance. This indicate significant difference among the groups and shows that the significant influence noticed in the study in relation to this sub-variable was as a result of the pair-wise difference among the means of the groups as indicated above. Results of mean values in table 2 show that, it was teachers with PGDE ($X = 18.24$) who exhibited a better disposition for values orientation than their counterparts, followed by their counterparts with B.Ed ($X = 17.94$) and then by those without education degrees ($X = 16.35$).

Work attitude: The t-values for B.Ed versus PGDE ($t = 3.06$), B.Ed versus B.A/B.Sc ($t = 2.53$), and PGDE versus B.A/B.Sc ($t = 6.76$) were each greater than the critical t-value of 1.96 at 0.5 level of significance. This means that there is significant difference among all the groups. The mean values for these sub-scales indicate that, teachers with PGDE ($X = 19.48$) exhibited a better disposition for work attitude than their counterparts with B.Ed ($X = 18.66$), and those with B.A/B.Sc ($X = 17.80$).

Motivation: Significant difference were noticed in the comparison between B.Ed versus PGDE ($t = 3.95$), and PGDE versus BA/B.Sc ($t = 5.15$). The results of mean values also indicate that teachers with PGDE ($X = 19.12$) were better than those with B.Ed ($X = 17.86$) and B.A/B.Sc ($X = 17.65$) in their disposition to motivation.

Table 3 : Fisher's LSD for teachers' disposition to affective characteristics based on their academic discipline

S/N	Disposition to affective characteristics	Academic disciplines	1 (n=121)	2 (n=800)	3 (n=141)
1	Values orientation	B.Ed. or equivalent (1)	17.94 ^a	0.30 ^b	1.59
		PGDE or equivalent (2)	1.10 ^c	18.24	1.89
		B.A, B.Sc or equiv. (3)	4.58*	7.38*	16.35
		(MSW=7.717)			
2	Work attitude	B.Ed. or equivalent (1)	18.66	0.82	0.86
		PGDE or equivalent (2)	3.06*	19.48	1.68
		B.A, B.Sc or equiv. (3)	2.53*	6.76*	17.80
		(MSW=7.717)			
3	Motivation	B.Ed. or equivalent (1)	17.86	1.26	0.21
		PGDE or equivalent (2)	3.95*	19.12	1.47
		B.A, B.Sc or equiv. (3)	0.54	5.15*	17.65
		(MSW=10.188)			
4	Needs stratification	B.Ed. or equivalent (1)	16.62	0.19	1.09
		PGDE or equivalent (2)	0.63	16.81	1.28
		B.A, B.Sc or equiv. (3)	2.97*	4.78*	15.53
		(MSW=8.954)			
5	Overall /disposition to affective characteristics	B.Ed. or equivalent (1)	71.07	2.58	3.75
		PGDE or equivalent (2)	2.84*	73.65	6.33
		B.A, B.Sc or equiv. (3)	3.37*	7.79*	67.32
		(MSW=82.522)			

* $P < .05$

- a) Group means are along the principal diagonals
- b) Differences among group means are above the principal diagonals
- c) t-values are below the principal diagonals.

Needs satisfaction: Significant difference were observed in the comparison between B.Ed versus B.A/B.Sc ($t=2.97$), and PGDE versus B.A/B.Ed ($t=4.78$). Mean values for the sub-scales indicate that it was teachers with PGDE ($X=16.81$) that were better in disposition to needs satisfaction than their counterparts with B.Ed ($X = 16.62$). And those with B.A/B.Sc ($X = 15.53$).

Results on overall disposition to affective characteristics show significant differences among all mean comparisons. The mean values show that teachers with PGDE ($X=73.65$) exhibited better dispositions to affective characteristics than their counterparts with B.Ed ($X=71.07$) and B.A/B.Sc ($X=67.32$)

and their dispositions to affective characteristics reveal significant influence of all levels and dimensions of consideration. The results show that teachers' dispositions to affective characteristics are influenced by their academic disciplines. The comparisons shows that teachers who hold PGDE or its equivalent were different from those who hold B.Ed degrees or equivalent and those who do not hold education degrees (B.A/B.Sc or equivalent) in their values orientation, work attitude, motivation and needs satisfaction. The results show that it was teachers with PGDE that were better in their dispositions to these characteristics than their counterparts who have only B.Ed and B.A/B.Sc or equivalent. This finding was also true of the results when academic disciplines of teachers were compared using overall disposition to affective characteristics. The finding replicate those of Behets (2001), Ogott and Odera (2012). The study of Behet (2001) on values

IV. DISCUSSION OF FINDINGS

Results of the study on the comparison between teachers' academic disciplines qualifications

orientation of physical education teachers revealed that the type of teaching degree related significantly to difference in values orientation. The two authorities agree that, the higher the teacher's professional qualification the better his values orientation, work attitude, motivation to work and job satisfaction which in this present study is considered as needs satisfaction. The nature of the findings and their replication by the present study are not difficult to explain. Any person with a higher degree should be more exposed given the length of time he/she has spent studying. The person must have encountered some life experiences which his colleagues with lower degrees may not have encountered. During such experiences the person may take life decisions that may possibly change his orientation to work. In the secondary school system PGDE degrees are usually taken by teachers who have already graduated in other fields and wish to consolidate their employment as teachers and those who have lower classes of education degrees but wish to study further. Such teachers, most often, have already made up their minds to stay in the job, thus their likelihood to have positive dispositions to some affective characteristics. The study of Srivastava and Chabra (2012) shows this interplay of qualification and needs satisfaction as a matter that has to do with readiness of the teacher concerned to stay on the job.

The implication of this finding to secondary school education is that teachers need higher degrees. The study recommends that teachers with first degrees should be encouraged to pick Post Graduate Diploma in Education (PGDE) degrees to consolidate their professionalism. Those teachers who now have PGDE degrees may still require picking Master's and Doctorate degrees to keep enhancing their perfect existence in the school system. Government should create such awareness and enabling environment for teachers to go for further studies. Universities should include enough courses in psychology into their bench marks for higher degrees as this will enhance understanding of trainees' behaviour change with regards to those affective characteristics.

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