English Language Teachers' Job Satisfaction and Commitment to Teaching in Selected Secondary Schools in Ado Ekiti, Nigeria

Christianah Adejokemi Daramola
Department of English Education, Faculty of Education, Federal University, Oye - Ekiti, Nigeria

Abstract
This study examined English Language teachers' job satisfaction and commitment to teaching in selected senior secondary schools in Ado Ekiti, Nigeria. The survey research design was adopted. All the 15 secondary schools in Ado Ekiti were enumerated. Four English Language teachers were randomly selected from each school to make a total sum of 60 teachers. Instruments used were: Teachers' Job satisfaction Questionnaire (r=0.72) and Teachers' Commitment to Teaching Questionnaire(r=0.76). Data were analysed using descriptive statistics. Findings revealed that teachers job satisfaction (mean=2.93) and commitment to teaching (mean =3.27) were high as against the threshold of 2.50. Based on the findings, it is recommended that all incentive schemes that teachers are enjoying should be sustained by Ekiti State Government for sustained high job satisfaction and commitment to teaching

Keywords: Job satisfaction, Commitment to teaching, Incentives, English Language Teachers

Introduction

The English language being the Nigeria official language, for that, the minimum expectancy from Nigeria learner is an adequate mastery of the language with global acceptability and intelligibility but this is far from been the case. Since English language is the language of instruction in schools as well as a core subject, one would have expected secondary school students to have a significant achievement in it. However, as important as this subject is, evidence obtainable show that students have not been performing well in it as reports from West Africa Examination Council(WAEC) and National Examination Council(NECO) every year paint a dismal picture of students' performances in English language at WASSCE/SSCE (Kolawole, 1998; Fakeye, 2001; Ojo, 2010 and Fadele, 2015). This stand is justified by Obemeata (1995) as he posited that, deficiency in the English language is a major problem of the Nigerian educational system. The release of public examinations (WASSCE or NECO) results have always been attracting a general outcry among all educational stakeholders in Nigeria as a result of the abysmal level of students' performance in English language (Kolawole, 1998; Fakeye, 2001; Dada and Babalola, 2014).

Presenting their annual report on students' performance in the West African Senior Secondary Certificate Examination (WASCE) in English Language, WAEC noted in 2005, 25.63% passed at credit level, 32.48% in 2006, 30.32% in 2007, 35.03% in 2008, 41.55% in 2009, 35.14% in 2010, 57.24% in 2011, 58.51% in 2012, 51.62% in 2013, 39.55% in 2014, and 31.28% in 2016 (WAEC Annual Reports 2015-2018). From the report from, it could be inferred that less than 50% of the students who sat for WASSCE in each made credit pass in English. The implication is that besides passing examinations, inability of students to do well in English Language may jeopardise their effective public communication with its attendant negative effects on the way they are perceived by the general public. Good communication skills in English usually earn an individual some respect in the society, while the reverse is often the case for those who lack a good command of English. In addition, their chances of securing prestigious jobs will be reduced as part of the considerations for employment opportunities are good expressive skills. This confirms the submission of Ogunyemi (2014) that proficiency in oral and written expressions confers on the individual the privilege of securing gainful employment. An urgent solution is therefore imperative to help students overcome weaknesses in the mastery and usage of the grammar of the English language in order to improve their speaking and writing skills.

Educational researchers and scholars are worried because of this development and thereby conducted investigation on various factors responsible for this ugly situation in the performance of students in this target language (English Language). Among the factors identified for poor performance in English Language at SSCE level are the level of the poor reading habit of the students as students lack efficient reading skills which account for their poor reading comprehension (Iyagba, 1994; Adenle, 1996; Adelabu, 1998; Jiboku, 1998 and Akinmusire, 2014), poor teaching strategies, home factors, students' factors and teachers' non utilisation of research. English Language teachers, as well as parents are, therefore, enjoined by these researchers, to use methods and that would improve students' attitude to, and competence in reading.

It is also contained in Fakeye (2001) that some researchers blamed the students' poor performance in English language at SSCE on their poor spoken English. This is corroborated in Oyeyebi (1998) that the oral expressive skills of the students leaving secondary schools nowadays are nothing to write home about and Adeoye (1999) and Akintunde (2015) believe that in as much language is primarily speech, the success of other language skills depends on the level of proficiency attained by the students in the oral expressive skills.

Zembylas and Papanastasiou (2006) viewed teachers' job satisfaction as a function of the *perceived*

relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Hongying (2008) adds, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. Teachers are the most significant tools in a school or learning environs. They are the vital figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers Jyoti and Sharma (2009). High teacher morale, relevant knowledge of subject matter, and the teachers' specialised teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

Connected to this, Majasan (1995) defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His occupation goes outside teaching into molding young lives, guiding youth, inspiring students and overall character preparation. A teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge, encouraging, motivating and innovations, and guiding learners to pass through the learning process. A teacher is a classroom physician or consultant, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers bring about learning in students in the classroom (Ofoegbu, 2004). To realize this, one of the important key to providing education in the schools is teachers. Hence, teachers' play the most significant part in influencing social and economic development of the students. They are expected to dedicate and devote themselves professionally, with providing knowledge, skill and attitude. The value of the teachers, their obligations, fulfillment and inspiration are the factors for the students to benefit from the education system. Teachers are role-models, since they are the builders of the society (Jyoti & Sharma, 2009) who help the students, not only to grow, but also to be the probable leaders of the nearest generation, and to assume the duty of taking their nation to the next level.

Contentment with the teaching component has significant results. It means that the teachers are glad, dedicated and committed, and it also helps them to do their best while discharging their duties, so that learners, parents, and the humanity may benefit from their services (Ofoegbu, 2004). Educators', like other workforces have ethical responsibility for overall growth of their nation. In order to fit in for that, they want to be professionally effective and satisfied on their job. As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009).

The willingness of competent teachers with the required knowledge, skill and attitude is an important factor for providing of worthwhile education, yet lack of job satisfaction may affect the output of even those well experienced and highly skilled directly or indirectly through weariness, absenteeism and indifference, all of which can lead to a lack of work stability. Supportive to this idea Lussier (1990) indicate, job satisfaction can contribute substantially to the effectiveness of an organisation. It can contribute to significant and useful result in the area of quantity and quality productions and services, as well as safeguarding absenteeism and at the same time boost turnover. Accordingly Shann (2001), teachers' satisfaction have been shown to be predictor of teachers' retention and maintenance, determiners of teachers' commitment, and, in turn, a contributor to teaching and learning efficacy. Commitment refers to an individual's attraction, desirability and attachment to the work and the organisation.

Moreover, the commitment and efficiency of teachers depend on their incentive, morale and job satisfaction. This implies that teacher job satisfaction and their commitment is an important phenomenon for generally secondary school teachers, their employers and students at large. For the development of any organisation, committed and satisfied human resources are considered as the most vital assets. When it is the opposite of this, that is, teachers less satisfaction on their job makes them reveal frustration in work environment. Their frustration will be manifested through different conditions. Concerning quality of education, Pigozzi (2008) states, poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of accelerating globalisation.

The non-committed, dissatisfied workers are very dangerous as their attitude to work can lead to absence of improvement, and fulfillment of educational goals and objectives. According to Mwamwenda (2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from t**he** career and psychological withdrawal from the work. All these undesirable results lead to poor quality teaching and English language. Other researches have shown that a lack of job satisfaction is often accompanied' by feelings of unhappy, despair, rage, bitterness and futility (Finder, 2008). Thus, a lack of job satisfaction has serious effects on the teacher, as well as on the educational system and English language in which he or she is employed to teach. In addition, one can say that of all the factors that affect the achievement of English language, the scarcity of satisfied and committed teachers in schools with required quality and quantity

is the foremost. Lack of committed English teachers due to job dissatisfied are the major English teaching problems nowadays in schools which affects students' achievements in the subject.

Another area is teachers' opportunities for promotion; this will have positive influence on their job satisfaction. By supporting this Robbins (1998) maintains that promotion opportunities provide for personal growth, increased responsibility, and increased social status. Lack of promotion for teachers as at when due, affect commitment of teachers to English teaching and this in turn will affect achievement in the subject (negative output). According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Monetary and other types of reasonable incentives encourage teachers' job satisfaction. According to Boone and Kuntz (1992), offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave and travel allowances. Generally, schools will not be run efficiently and cannot achieve their objectives and goals if the teachers have no job satisfaction. Studies made it clear that none have taken time to look into the two together ' teachers' job satisfaction and commitment to teaching as corr1elates awareness and utilization of research in English Language.

Education is widely recognized as one indicator of development. One of the basic purposes of educations is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). As viewed by Kousteliou (2001), job satisfaction is a most interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction. Accordingly, Armstrong (2006) job satisfactions as the attitudes and feelings people have about their jobs. For Armstrong, positive and favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative and unfavorable attitudes towards the work indicate job dissatisfaction.

The worth of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti and Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Satisfaction with the teaching component has important significances. It means that the teachers are happy, devoted and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). Teachers', like other employees have moral obligation for over all progress of their country. On the way of doing that, they want to be professionally effective and satisfied on their job. As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in classroom, and hence they have a significant influence on student achievement (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009).

The accessibility of competent educators with the essential knowledge, skill and attitude is a key factor for providing of quality of education, yet lack of job satisfaction may affect the output of even those well qualified and highly skilled directly or indirectly through burnout, absenteeism and boredom, etc. all of which can lead to a lack of work continuity. Supporting this idea Lussier (1990) indicate, job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to meaningful output in the form of high quantity and quality products and services, as well as to maintenance objectives of low absenteeism and boredom. Accordingly Shann (2001) teachers' satisfaction has been shown to be a predictor of teachers' retention and commitment to their career, and, in turn, a contributor to students' achievement. Commitment refers to an individual's attraction and attachment to the work and the organisation. It can also refer to as the socio-psychological bonding of one to his group or organisation, its goals and values or to one's job and profession. It could manifest in terms of three ways i.e., affective, normative and continuance and each type of commitment ties one to the organisation in different ways and will differently affect the manner in which the employee conducts oneself in the workplace (Meyer et al, 2002). Fostering commitment among teachers is important because teachers, who are highly committed stay longer, perform better, actively involved in the work and engage in organisational citizenship performance.

In addition, the commitment and effectiveness of teachers depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and their commitment is an important phenomenon for English teachers in secondary school, their employers and students at large. For the success of any organisation, committed and satisfied human

resources are considered the most important assets. In contrast to this, teachers less satisfaction on their job reflect frustration in work environment. Their frustration will be manifested through different condition, particularly, in delivery of their primary assignment. The non-committed, dissatisfied workers are the principal threat as it leads to absence of enrichment, fulfillment of both the teacher and the learner. According to Mwamwenda (in Badenhorst, George & Louw, 2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the working place, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction is often accompanied' by feelings of gloom, despair, anger, resentment and futility (Finder, 2008). Thus, a lack of job satisfaction has serious implication on the teacher, as well as for the educational system in which he or she is employed. Generally, schools will not be operate smoothly and cannot achieve their objectives and goals if the teachers are not satisfy in their job.

Statement of the Problem English language plays important role at all levels of Education in Nigeria. Despite the values of English Language, reports have shown that students' achievement in the subject is not encouraging and this has been traced to problems of teachers' job satisfaction and commitment to teaching of English Language. Previous studies dwelt largely on teachers' methods of teaching, home, students, and schools' factors with little attention to teachers' job satisfaction and commitment to teaching. Therefore, this study was carried out to examine teachers' job satisfaction and commitment to teaching among English Language teachers in selected secondary schools in Ado Ekiti, Nigeria.

Research questions

The study attempted to provide answers to the following questions:

1. What is the level of teachers' job satisfaction?
2. What is the level of teachers' commitment to teaching?

Scope of the Study

This study investigated teachers' job satisfaction and commitment to teaching
In selected secondary schools in Ado Ekiti. Nigeria.

Significance of the Study

The study revealed the level of job satisfaction and commitment to teaching among English Language teachers in Ado Ekiti, Nigeria. The study has added to pools of research aimed at finding lasting solution to the problem of under-achievement in English language.

Methodology

The study employed the survey research design. The design was considered appropriate for the study because the intention was to gather information on existing phenomena and report the situation according to the observation of the respondents. The population of the study comprised all the public Secondary School teachers of English Language in Ado Ekiti, Nigeria. All the 15 secondary schools in Ado Ekiti were enumerated. Four English Language teachers were randomly selected from each school to make a total sum of 60 teachers. Instruments used were: Teachers' Job satisfaction Questionnaire (r=0.72) and Teachers' Commitment to Teaching Questionnaire(r=0.76). The researcher visited the schools in company of thee research assistants to administer the instruments. Data collected were analysed using descriptive statistics of frequency counts, mean and standard deviation.

Results

Research Question 1: What is the level of teachers' job satisfaction?

Table 1: Level of Teachers' Job Satisfaction

S/N	Items	SA	A	D	SD	Mean	Std. D
1	I am fulfilled being a teacher of English.	37 (61.7%)	21 (35%)	1 (1.7%)	1 (1.7%)	3.56	.620
2	I cannot take another job besides teaching.	15 (25%)	12 (20%)	28 (46.7%)	5 (8.3%)	2.61	.958
3	People give me much respect when they know that I am a teacher.	23 (38.3%)	31 951.7%)	5 (8.3%)	1 (1.7%)	3.26	.685
4	I find teaching a challenging profession.	18 (30%)	26 (43.3%)	14 (23.3%)	2 (3.3%)	3.00	.823
5	Teaching does not have positive impact on my financial statues.	3 (5%)	18 (30%)	30 (50%)	9 (15%)	2.25	.772
6	Being a teacher of English Language provides me with ample opportunities to expand my abilities.	35 (58.3%)	24 (40%)	1 (1.7%)	-	3.56	.532
7	Teaching English language exposes me to a lot of innovative ideas.	33 (55%)	26 (43.3%)	1 (1.7%)	-	3.53	.535
8	Being a teacher is one of the best decisions I have ever made.	31 (51.7%)	21 (35%)	7 (11.7%)	1 (1.7%)	3.36	.758
9	I am not pleased with promotion processes in the teaching profession.	30 (50%)	19 (31.7%)	6 (10%)	5 (8.3%)	3.23	.945
10	Teaching makes me more knowledgeable.	51 (85%)	8 (13.3%)	1 (1.7%)	-	3.83	.418
11	I find teaching very rewarding.	33 (55%)	26 (43.3%)	1 (1.7%)	-	3.53	.535
12	Teaching has opened opportunities for me.	28 (46.7%)	28 (46.7%)	4 (6.7%)	-	3.40	.616
13	I find teaching a boring profession.	2 (3.3%)	-	24 (40%)	34 (56.7%)	1.50	.676
14	I'm not comfortable with the level of teaching facilities in my school.	14 (23.3%)	26 (43.3%)	17 (28.3%)	3 (5%)	2.85	.840
15	I enjoy adequate internet facilities in my school.	6 (10%)	6 (10%)	31 (51.7%)	17 (28.3%)	2.01	.892
16	I am proud to be a teacher.	42 (70%)	17 (28.3%)	1 (1.7%)	-	3.68	.503
17	I am not emotionally attached to teaching.	16 (26.7%)	13 (21.7%)	22 (36.7%)	9 (15%)	2.60	1.04
18	I would not leave teaching right now for another job.	16 (26.7%)	33 (55%)	9 (15%)	2 (3.3%)	3.05	.746
19	I will quit teaching if I am offered better working condition in other sectors.	12 (20%)	28 (46.7%)	8 (13	12 (20%)	2.66	1.01
20	Teaching gives opportunity to use all my skills.	30 (50%)	26 (43.3%)	4 (6.7%)	-	3.43	.620
21	I do not enjoy teaching as a profession.	6 (10%)	15 (25%)	21 (35%)	18 (30%)	2.15	.971
22	Teaching is not a respectable job in my society.	6 (10%)	13 (21.7%)	26 (43.3%)	15 (25%)	2.16	.972
23	I am poorly paid as a teacher.	9 (15%)	23 (38.3%)	17 (28.3%)	11 (18.3%)	2.50	.965
24	My efforts are not rewarded in teaching.	3 (5%)	34 (56.7%)	17 (28.3%)	6 (10%)	2.56	.744
Threshold = 2.50; Weighted mean = 2.93							

Table .1 shows teachers' job satisfaction as described with the use of frequency counts, percentage scores, mean and standard deviation. The result shows a weighted mean of 2.93 which is higher than the threshold of 2.50. This implies that the level of teachers' job satisfaction was high. Out of the 24 items used, 13 items contributed to this high level of job satisfaction because their mean scores were higher than the weighted mean. The items are item 1 – I am fulfilled being a teacher of English (mean =3.56>2.93), item 3 – People give me much respect when they know that I am a teacher (mean = 3.26>2.93), item 4 – I find teaching a challenging profession (mean =3.00>2.93), item 6 – Being a teacher of English Language provides me with

ample opportunities to expand my abilities (mean = 3.56>2.93), item 7 - Teaching English language exposes me to a lot of innovative ideas (mean =3.53>2.93), item 8 – Being a teacher is one of the best decisions I have ever made (mean =3.36>2.93), item 9 - I am not pleased with promotion processes in the teaching profession (mean =3.23>2.93), item 10 – Teaching makes me more knowledgeable (mean = 3.83>2.93), item 11 - I find teaching very rewarding (mean = 3.53>2.93), item 12 – Teaching has opened opportunities for me (mean =3.40>2.93), item 16 - I am proud to be a teacher (mean =3.68>2.93), item 18 – I would not leave teaching right now for another job (mean = 3.05>2.93), and item 20 – Teaching gives opportunity to use all my skills (mean = 3.43>2.93). In conclusion, the result implies that majority of the teachers had a high level of job satisfaction.

Research Question 2: What is the level of teachers' commitment to teaching?
Table 2: Summary of Level of Teachers' Commitment to Teaching

S/N	Items	SA	A	D	SD	Mean	Std. D
1	I spend time with students outside classroom on subjects related with the lesson.	21 (35%)	33 (55%)	5 (8.3%)	1 (1.7%)	3.23	.673
2	I try to do my best for the unsuccessful students.	30 (50%)	30 (50%)	-	-	3.50	.504
3	I enjoy teaching.	40 (66.7%)	20 (33.3%)	-	-	3.66	.475
4	Choosing to be a teacher is the best decision of my life.	31 (51.7%)	22 (36.7%)	6 (10%)	1 (1.7%)	3.38	.738
5	I am proud to be a teacher.	36 (60%)	24 (40%)	-	-	3.60	.494
6	The values derived from teaching are more important than those of other profession.	30 (50%)	24 (40%)	4 (6.7%)	2 (3.3%)	3.36	.758
7	I desire to be well-known in the teaching profession.	35 (58.3%)	21 (35%)	4 (6.7%)	-	3.51	.624
8	I desire to continue teaching irrespective of my economic needs.	23 (38.3%)	30 (50%)	6 (10%)	1 (1.7%)	3.25	.704
9	I handle teaching with enthusiasm.	32 (53.3%)	27 (45%)	1 (1.7%)	-	3.51	.536
10	I love teaching as a profession.	30 (50%)	26 (43.3%)	3 (5%)	1 (1.7%)	3.41	.671
11	I desire imparting knowledge, values and skills to learners.	39 (65%)	18 (30%)	1 (1.7%)	2 (3.3%)	3.56	.697
12	I have passion for teaching.	31 (51.7%)	26 (43.3%)	2 (3.3%)	1 (1.7%)	3.45	.648
13	I do not miss my lessons.	32 (53.3%)	27 (45%)	1 (1.7%)	-	3.51	.536
14	I read journals, and books on teaching.	28 (46.7%)	29 (48.3%)	3 (5%)	-	3.41	.590
15	I give extra-lessons to my students so as to cover the syllabus.	27 (45%)	27 (45%)	6 (10%)	-	3.35	.659
16	I give remedial teaching to weak students after the school hours.	10 (16.7%)	35 (58.3%)	13 (21.7%)	2 (3.3%)	2.88	.715
17	I take time to prepare my lesson ahead of the class.	37 (61.7%)	23 (38.3%)	-	-	3.61	.490
18	I opted for teaching as the last resort.	9 (15%)	9 (15%)	19 (31.7%)	23 (38.3%)	2.06	1.07
19	I intentionally choose teaching as a career.	25 (41.7%)	23 (38.3%)	10 (16.7%)	2 (3.3%)	3.18	.833
20	I do not wait for students to call me before I go for my lessons.	40 (66.7%)	18 (30%)	-	2 (3.3%)	3.60	.668
21	Taking up teaching job is a mistake.	3 (5.0%)	2 (3.3%)	10 (16.7%)	45 (75%)	1.38	.783
22	I attend regular workshops to improve my teaching skill	13 (21.7%)	33 (55%)	14 (23.3%)	-	2.98	.676
23	I always strive to emulate model teachers	32 (53.3%)	25 (41.7%)	3 (5%)	-	3.48	.596
24	I mark exercises and home works promptly	30 (50%)	30 (50%)	-	-	3.50	.504
Threshold = 2.50; Weighted mean = 3.27							

Table 2 shows the level of teachers' commitment as described with the use of frequency counts, percentage scores, mean and standard deviation. The result shows a weighted mean of 3.27 which is higher than the threshold of 2.50. This implies that the level of teachers' commitment was high. Out of the 24 items used, 16 items contributed to this high level teachers' commitment because their mean scores were higher than the weighted mean. The items are item 2 – I try to do my best for the unsuccessful students (mean =

3.50>3.27), item 3 – I enjoy teaching (mean = 3.66>3.27), item 4 – Choosing to be a teacher is the best decision of my life (mean = 3.38>3.27), item 5 – I am proud to be a teacher (mean = 3.60>3.27), item 6 – The values derived from teaching are more important than those of other profession (mean 3.36= >3.27), item 7 – I desire to be well-known in the teaching profession (mean = 3.51>3.27), item 9 – I handle teaching with enthusiasm (mean = 3.51>3.27), item 10 – I love teaching as a profession (mean 3.41= >3.27), item 11 – I desire imparting knowledge, values and skills to learners (mean = 3.56>3.27), item 12 – I have passion for teaching (mean = 3.45>3.27), item 13 – I do not miss my lessons (mean = 3.51>3.27), item 14 – I read journals, and books on teaching (mean = 3.41>3.27), item 15 – I give extra-lessons to my students so as to cover the syllabus (mean = 3.35>3.27), item 17 – I take time to prepare my lesson ahead of the class (mean = 3.61>3.27), item 20 – I do not wait for students to call me before I go for my lessons (mean = 3.60>3.27), item 23 – I always strive to emulate model teachers (mean =3.48 >3.27), item 24 – I mark exercises and home works promptly (mean = 3.50>3.27). This result implies that majority of the teachers were committed to teaching.

Discussion of findings

The level of teachers' job satisfaction

The finding of this study revealed that there was high level job satisfaction among the teachers. This implies that for teachers to be effective and sought for the best methods to use in teaching learning process, teachers must be satisfied in terms of salary, promotion as and when due, study leave with pay, attending conferences and the likes. The finding adds to the fact that when a teacher is satisfied with his/her job, he/she will be fulfilled and happy. The way one carries his/herself will determine the respect receives from people.

Finding agrees with a number of researches who have explores Job satisfaction, for example, Schmidt (2007) observed that job satisfaction refers to an individual's understanding of the amount of attractiveness of a job if both positive and negative outcomes are evaluated against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006). Workers who have high level of job satisfaction commit their time, vigour and efforts to work which result in high productivity (Scott, 2004). Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

The level of teachers' commitment to teaching

The finding revealed that the level of teachers' commitment was high; this implies the level of commitment of teachers to their work defines the initiative, desire, dedication and devotion to their students. Their commitments to the job (teaching) has positive effects on how they discharge their duties as teachers for instance, punctuality at working place, mastering of subject matter, demonstrating, self-control and interactions with learners and co-workers. Commitment of teachers is an extensive insight that defines a varied kind of teacher-features which can boost the teaching and learning development. Meyer, Allen and Best (1994) indicated that commitment as a behaviour is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organisational commitment is a state of being in which members of an organisation are bound by their actions and beliefs that sustain their activities and their own involvement in the organisation (Miller and Lee 2001).

Conclusion

The findings showed that teachers' job satisfaction and commitment to teaching correlates utilisation of research in English. The teachers agreed that the relationship exist between the teachers' job satisfaction, commitment to teaching and teachers' utilisation of research had a positive effect. The roles of teachers are crucial and are important instrument for the transfer of knowledge and skills in teaching and learning situation, therefore, the study identifies the relationship between teachers' job satisfaction and commitment to teaching and teachers' utilisation of research

Recommendations

Based on the findings, it is recommended that

1. Adequate incentives should be provided to teachers to increase their job satisfaction.
2. Promotion and other welfare packages should be made regular to boost teachers' commitment to teaching.

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