

**PEACE AND VALUE EDUCATION AS PREDICTORS OF TEACHERS' JOB
COMMITMENT IN SECONDARY SCHOOLS IN RIVERS STATE**

BY

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Abstract

The study investigated the extent to which peace and value education can predict teachers' job commitment in secondary schools in Rivers State. Two research questions were answered while two hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design with a population of 8601 teachers in the 286 public secondary schools in Rivers State, Nigeria. The sample of 806 teachers was drawn using simple random sampling technique representing 10% of the population of teachers. The Taro Yamene gave a minimum sample size of 399 therefore justifies the use of the sample size as representative. Three instruments, Peace Education Scale (PES), Value Education Scale (VES) and Teachers' Job Commitment Scale (TJCS) were used for data collection. The instruments were face validated by three experts in the relevant areas. The internal consistency reliability coefficients of 0.88, 0.71 and 0.84 were computed for PES, VES and TJCS through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression were used to test the null hypotheses at 0.05 level of significance. The study revealed that peace education to a high extent is a significant predictor of teachers' job commitment in secondary schools in Rivers State. The study also revealed that value education to a high extent is a significant predictor of teachers' job commitment in secondary schools in Rivers State. The study concluded that peace and value education to a high extent are significant predictors of teachers' job commitment in secondary schools in Rivers State. Based on the findings, it was recommended that teachers should be constantly exposed to peace education by professionals in order for them to properly manage personal and organizational conflicts. More so, school authorities should constantly engage teachers on issues that border on personal and organizational values in the school system.

Keywords: Peace Education, Value Education, Job Commitment, Teachers and Secondary Education

Introduction

Secondary education has remained indispensable and relevant in the educational pursuits of students anywhere in the world. It is regarded as an important phase in the development of an individual as well as the society at large. Therefore, secondary education is the form of education children receive after primary education and before the tertiary level (FRN, 2004). Secondary education was founded on lofty goals and objectives in order to properly organize and direct the educational activities at this level of education. With the introduction of Basic Education Secondary Education is subsumed in Post-Basic Education and Career Development (PBECD). The following are its objectives as enshrined in the National Policy on Education:

- a. Provide holders of Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level irrespective of gender, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- e. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- f. Inspire students with a desire for self-improvement and achievement of excellence;
- g. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- h. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013).

These objectives of secondary education cannot be achieved without the genuine efforts of the classroom teacher, who identifies, plans, prepares and delivers instruction with the desire to achieve stipulated educational goals and objectives. Teachers are duty-bound by their conditions of service to provide effective teaching and learning at all levels in the school system. They are duty bound to ensure classroom control and management, lesson preparation and

delivery as well as students' discipline. Kamat (2016) opined that it is incumbent on teachers in the workplace to assume the characteristics of job security, productive inquisitiveness, application of skills, contribution in decision making, recognition of job areas, feedback and development of positive value.

According to Manpower Nigeria (2016), the job description of teachers at the secondary school levels include:

Managing pupil behaviour in the classroom, preparation and delivery of lessons, giving assessment and marking, giving appropriate feedback, maintaining records, participating in departmental meetings, liaising with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers, undergoing regular in-service training, researching new topic areas, maintaining up-to-date subject knowledge, devising and writing new curriculum materials, selecting and using a range of different learning resources and equipment, social activities and sporting events (p:1).

The above are some of the roles the teacher plays, and he/she is expected to do so with some degree of commitment.

The teachers' job commitment is measured based on the teachers' job schedule as highlighted above. The teachers actualize the set goals and objectives through effective job commitment. Job commitment by the teachers is the application of critical thinking, constructive reasoning, decision making, and timely discharge of statutory assignments. In the same vein, Sharma, and Sinha (2015) saw job commitment as the level to which a worker agrees, internalizes, and perceives work conditions. Job commitment can be seen as the ability of the worker to obey and respect the organizational norms and values (Onukwu, 2021). Onukwu further stated that school job commitment is the deliberate effort by the teachers to fully apply acquired capacity, skills, knowledge and resources to the achievement of the set goals. Teachers' job commitment is the readiness of the teacher to prepare, present and evaluate instructions as well as to attend meetings. It is unfortunate to report that most teachers in public secondary

schools in Rivers State record poor job commitment (Worgu, 2022). Further study revealed that 60% of teachers in secondary schools do other businesses during school hours in Rivers State (Amadi, 2022). This downward trend in job commitment can be attributed to many factors such as leadership practices in the school, teachers' demographic factors, peace and value issues. This study therefore is focused on peace and value education, among other issues or factors.

Peace can be linked to the effective management of conflict within self or among others. The education on the process of managing conflicts and societal challenges can be seen as peace education. To this end, peace education can be seen as the process of acquiring values, knowledge, attitudes, skills, and behaviours to live in harmony with oneself, others, and the natural environment to prevent the occurrence of conflict by resolution of any form of disagreements (Edowo, 2022). It is empirically proven that job commitment is a function of application of conflict resolution techniques, non-violence, disarmament, democracy, gender sensitivity, environmental responsiveness, history, effective communication skills, coexistence, and diversity management (Saraki, 2022). Peace education is achievable depending on the type of value that is upheld in the school system.

Value, on the other hand, plays a very crucial role in the making of an individual. The value that one possesses can be manifested in behaviours, attitudes and in intellectual dispositions. *Value can be seen as the moral beliefs and principles that are widely accepted as standards by a person or social group.* The processes of teaching moral beliefs and principles can be seen as value education. Value education can be defined as the process of teaching morals and beliefs (Ibeh, 2022). Value education is also viewed as the process of teaching and increasing the overall beliefs, morals and character of school personnel (Ewurum, 2022). In addition, value education instils the needed ethical values and code of conduct in school that can lead to honesty, compassion, responsibility, dignity, respect, and other worthwhile virtues. A recent study by Mbakwe (2021) showed that negative value system lowers job commitment in an organization. Lack of work value imbuelement predicts negative work productivity and behaviour (Nweke, 2021). The importance of peace and value education cannot be underestimated in the achievement of effective and efficient instructional delivery. Peace and value education have been adjudged to play a very important role in the growth and development of any organization that practises it. It is reported that principals who maintain peaceful atmosphere and ensures the upholding of the school value record administrative success to a high extent (Saraki, 2022). It is

against this background that it could be argued that the proper application of peace and value education can enhance work effectiveness, but it is not certain to the extent it can predict public secondary school teachers' job commitment in Rivers State, Nigeria. Therefore, the study intends to investigate the extent peace and value education can predict teachers' job commitment in secondary schools in Rivers State.

Statement of the Problem

Teachers are expected to be committed to the discharge of their statutory and non-statutory obligations for the growth and development of the school and the educational system at large. But the reverse appears to be the case where most of the teachers are recalcitrant about job requirements and obligations. The case of teachers in public secondary schools in Rivers State appears to record incidents of job abandonment and neglect. Most of them do not come to class on time, those who manage to come are not always prepared for effective instructional delivery. A good number of the teachers are working in crisis ridden environment possibly because of negative value system. The researcher is not certain on the extent to which value and peace education can predict teachers' job commitment in secondary schools in Rivers State. Therefore, the study is to ascertain the extent peace and value education can predict teachers' job commitment in secondary schools in Rivers State, Nigeria.

Purpose of the Study

The purpose of the study is to investigate the extent to which peace and value education can predict teachers' job commitment in secondary schools in Rivers State. Specifically, the study sought to:

1. Find out the extent to which peace education can predict teachers' job commitment in secondary schools in Rivers State.
2. Determine the extent to which value education can predict teachers' job commitment in secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. to what extent can peace education predict teachers' job commitment in secondary schools in Rivers State?
2. to what extent can value education predict teachers' job commitment in secondary schools in Rivers State?

Hypotheses

The hypotheses raised were tested at 0.05 level of significance

1. Peace education is not a significant predictor of teachers' job commitment in secondary schools in Rivers State.
2. Value education is not a significant predictor of teachers' job commitment in secondary schools in Rivers State.

Methods

The study adopted a correlational research design with a population of 8601 teachers in the 286 public secondary schools in Rivers State, Nigeria. The sample of 806 teachers was drawn using simple random sampling technique representing 10% of the population of teachers. The Taro Yamene gave a minimum sample size of 399 therefore justifies the use of the sample size as representative. Three instruments, Peace Education Scale (PES), Value Education Scale (VES) and Teachers' Job Commitment Scale (TJCS) were used for data collection. The instruments were face validated by three experts in the relevant areas. The internal consistency reliability coefficients of 0.88, 0.71 and 0.84 were computed for PES, VES and TJCS through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent can peace education predict teachers' job commitment in secondary schools in Rivers State?

Table 1: Linear regression of the extent of prediction of peace education on teachers' job commitment

Model	R	R Square	Adjusted R Square	Decision
1	.879 ^a	.773	.727	High extent of prediction

Data on table 1 revealed that the regression coefficient R is given as .879 while the regression square coefficient is .773. The coefficient of determination of 77.3% revealed that reward peace education predicts teachers' job commitment in secondary schools in Rivers State to a high extent.

Research Question 2: To what extent can value education predict or teachers’ job commitment in secondary schools in Rivers State?

Table 2: Linear regression of the extent of prediction of value education on teachers’ job commitment.

Model	R	R Square	Adjusted R Square	Decision
1	.899 ^a	.808	.779	High extent of prediction

Data on table 2 revealed that the regression coefficient R is given as .899 while the regression square coefficient is .808. The coefficient of determination of 80.8% revealed that value education predicts teachers’ job commitment in secondary schools in Rivers State to a high extent.

Hypothesis 1: Peace education is not a significant predictor of teachers’ job commitment in secondary schools in Rivers State.

Table 3: t-test associated with linear regression of the extent of prediction of peace education on teachers’ job commitment

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.885	.502		9.440	.000
	Peace education	.873	078	.879 ^a	10.210	.000

Table 3 showed that the t-test associated with simple regression is given as 10.210. The hypothesis is significant because the significant value of 0.000 is less than the alpha level of 0.05. Therefore, peace education is a significant predictor of teachers’ job commitment in secondary schools in Rivers State.

Hypothesis 2: Value education is not a significant predictor of teachers’ job commitment in secondary schools in Rivers State

Table 4: t-test associated with linear regression of the extent of prediction of value education on teachers’ job commitment

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.955	.902		2.180	.000
	Value education	.891	.026	.899 ^a	3.110	.000

Table 4 showed that the t-test associated with simple regression is given as 3.110. The hypothesis is significant because the significant value of 0.000 is less than the alpha level of 0.05. Therefore, value education is a significant predictor of teachers’ job commitment in secondary schools in Rivers State.

Summary of Findings

The findings of the study were summarized as follows:

1. The study revealed that peace education to a high extent is a significant predictor of teachers’ job commitment in secondary schools in Rivers State.
2. The study revealed that value education to a high extent is a significant predictor of teachers’ job commitment in secondary schools in Rivers State.

Discussion of Findings

The study revealed that peace education to a high extent is a significant predictor of teachers’ job commitment in secondary schools in Rivers State. The finding of this study is agreement with that of Saraki (2022) who reported that peace education in the areas of conflict resolution techniques, nonviolence, disarmament, democracy, gender sensitivity, environmental responsiveness, history, effective communication skills, coexistence, and diversity management is a predictor of job commitment. Peace education is achievable depending on the type of value that is upheld in the school system. In support of the findings of this study, Edowo (2022) submitted that peace education as the process of acquiring morals, values, knowledge, attitudes, skills, and behaviors to live in harmony with oneself, others, and the natural environment are

determinants of job commitment in secondary schools. The possible reason for this study is because peace can be linked to the effective management of conflict among self or with others.

The study revealed that value education to a high extent is a significant predictor of teachers' job commitment in secondary schools in Rivers State. Value plays a very crucial role in the making of an individual. The findings of the study is support by that of Mbakwe (2021) who found that ethical values and code of conduct enshrined in value education lead to work honesty, compassion, responsibility, dignity, respect, and other worthwhile virtues. Similarly, Mbakwe further affirmed the findings of this study in the report that appropriate value system is a strong determinant of job commitment in an organization. In agreement with the finding of this study, it was found that work value imbue ment predicts work productivity and positive behaviour (Nweke, 2021).

Conclusion

The study concluded that peace and value education to a high extent are significant predictors of teachers' job commitment in secondary schools in Rivers State. The application of peace and value education as determinants of teachers' job commitment in secondary schools in Rivers State would go a long way to ensure educational efficiency and effectiveness vis-à-vis the realization of the objectives of secondary education in Nigeria.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. Teachers should be constantly exposed to peace education by professionals in order for them to properly manage personal and organizational conflicts.
2. The school authority should constantly engage the teachers on the issues that border on personal and organizational values in the school system.

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