

**INFLUENCE OF COVID -19 PANDEMIC ON TEACHERS' JOB SATISFACTION,
COMMITMENT AND ACADEMIC PERFORMANCE OF PUBLIC BASIC SCHOOL
MATHEMATICS PUPILS**

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Abstract

The general purpose of this study was to determine the influence of COVID -19 on Basic mathematics teachers' job satisfaction, job commitment and academic performance of basic school pupils in mathematics in North Central, Nigeria. The

study adopted descriptive survey research design. Five questions were posed to guide the study. The study was carried out using public basic school in North Central, Nigeria. The population of the study included all the Public basic school mathematics teachers in North Central, Nigeria. A sample size of 855 public basic school mathematics teachers was drawn for the study using a multi-stage random sampling technique. Two instruments were used for data collection: Teachers' Job satisfaction and commitment Scale (TJSCS); and Pupils' Academic Achievement Proforma (PAAP). The overall Reliability Coefficient of internal consistency of the TJSCS was estimated at 0.89. Data collected were analyzed using simple percentage and simple mean. The findings of the study revealed that teachers' job satisfaction, and job commitment were low; and that the academic performance of basic school pupils in mathematics was also low as indicated by percentage class average of the sampled primary schools. It was recommended that stake holder in education should device proactive measures to boost the teachers' job satisfaction and commitment in the era of COVID- 19 pandemic. Also take some drastic measures to correct the negative impacts of COVID- 19 pandemic on teaching and learning of mathematics in basic schools.

Keywords: *Teachers' Job satisfaction, Commitment, Covid-19, Academic performance, Mathematics.*

Introduction

Education is considered as the backbone of any country. It is generally believed that education is the key to national development. Hence, all issues about education for the attainment of excellent academic performance of learners and proper implementation of the curriculum at any given time must be considered paramount in the pursuit of quality education. It is widely believed that teacher is the most important factor in the implementation of the curriculum. Explaining how important teachers are in the curriculum implementation Onu (2013), concluded that reformers may build new schools, make changes in structures and the curricular, recommend instructional materials or teaching aids but at the end, everything will depend on the teacher who will be responsible for applying them. Teachers are among the important players that most likely influence learners' achievement, depending on their pedagogical skills. However, the intellectual qualities and pedagogical know- how of the teachers is dependent to a large extent on the job satisfaction of the teachers.

Job satisfaction is referred to as process of receiving pleasure or positive emotional state that determines job performance experience of an individual (Mitchell & Larson, 1987). It is a result of employee's perception of how well their job provides those things that are viewed as important. Zembylas and Papanastasiou (2006), viewed teacher 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. It includes security, fame, protection, welfare, preparedness for the duties required by the job, and possession required skills for the job. In clearer form, Hongying, (2008) adds that job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. Luthans (2006) generally, viewed teachers' job satisfaction in three important dimensions that include job satisfaction determined by an emotional response to a job situation; such cannot be seen, it can only be inferred. The second one is job satisfaction that is often determined by how well outcomes meet or exceed expectations of the employee. example, if organization participants feel that they are working

much harder than others in the department but are receiving fewer rewards they will probably have a negative attitude towards the work. Similarly, if they feel that they are being treated appropriately and paid equitably, they are likely to have positive attitudes towards the job. Third job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response for example the work itself, pay and promotion opportunities (Luthans).

In agreement with the above author, observation has shown that job itself is a strong determinant of job satisfaction. Thus, teachers' Job satisfaction is liable to be affected by certain development or change the operational method of an organization and sudden increase in job risk, demand requirement of new skills. In line with above view, Armstrong (2006) observed that job satisfaction include attitudes and feelings people have about their jobs. In furtherance, the author upholds that teacher' job satisfaction affects they commitment to their job.

Job commitment simply refers to the loyalty of an employee to the organization. It is a process of expressing identity, desire to belong to and willingness to contribute to the achievement of the organizational goal. Ivancevich (2005) describe it as willingness to show efforts on behalf of the organization. Job commitment is simply an individual's expression of performance through identification, involvement and loyalty to the organization. It requires voluntary participate to support attainment of organizational ends and interests. Bussing, 2002 identified job commitment to have emanated from three sources, namely the instrumental, affective and normative source.

Bussing opined that instrumental commitment focuses on the idea of exchange and continuance. Buitendach and de Witte (2005) view that continuance commitment can be conceptualized as the propensity for employees to feel committed to their organization based on their perceptions of the associated costs of leaving the organization. The perceived cost of leaving may be intensify by the perceived lack of alternatives to replace or make up for the foregone investments. Affective commitment emphasizes attachment to the organization; individuals put all their energy into their work, which is not expected of them. It assumes an individual's attitude towards the organization including the strong belief in and acceptance of organizations goals, willingness to exert considerable efforts on behalf of the organization and a strong desire to maintain membership in the organization. However, the emphasis of normative commitment is on an employee's feelings of obligation to stay with an organization. Normative commitment encompasses an employee's felt obligation and responsibility towards an organization and is based on feeling of loyalty and obligation (Sparrow & Cooper, 2003). Central to the sources of job commitment is to understand issues or reasons of employees' commitment to the organization. Bragg (2002) identifies four issues or reasons that include:

The "want to" commitment. The employees come to work with a positive state of mind and are prepared to go the extra mile for the employer and take on extra responsibilities.

b) The "have to" commitment. The employees remain with the company for many reasons one of the reasons is that they cannot find employment elsewhere. These employees have bad attitudes, poor habits and disobey instructions from the management and supervisors.

- c) The “*ought to*” commitment. The employees are the ones who feel obligated to stay with an organization. They believe that it is not appropriate time to leave the job.
- d) The disconnected or uncommitted group of employees. They have no reason to stay with the company and at every opportunity they are on the lookout for new employment. These employees are neither having intention to stay nor have loyalty to the organization.

Understanding the above mentioned concepts helps someone to analyze issues leading to teachers’ loyalty at work when fulfilling their duties and responsibilities in schools. Mostly in this era a prompt change in conventional ways of life compelled by COVID- 19 pandemic. COVID- 19 is an abbreviation of corona virus that broke out in 2019 from China. And was considered a global pandemic hence its outbreak is across the globe. COVID – 19 is an infectious virus that kills its victim or carrier in couple of days by attacking the respiratory system carriers making it difficult if not impossible to breathe. Its symptoms include headache, high fever sneezing and difficulty in breathing (WHO Report, 2019). Given its rapid spread, certain measures put in place to hurt the spread of COVID-19. Thus, people were advised to maintain social distancing of about one meter, strictly adhere to personal hygiene such as washing of hand frequently and avoidance of hand shake. However these measures proved abortive and did not yielded the expected result. Irrespective of the measures in place, statistics has it that millions of people lost their lives to COVID- 19 pandemic leading to total lockdown of every activity all over the world.

Total lockdown is term used to express that people are meant to stay in their homes, should not visit or be visited. Schools were closed. Education activities in the developing countries such as Nigeria suffered as education activities could only be done through the internet. This change in the conventional way of teaching and education in this COVID- 19 pandemic period seems to have taking FCT and Nigerian unprepared exacting demand for new skills, knowledge, finance and risk going out during the lockdown to centers or school to deliver the online teaching while people in other professions are at home except some trained health worker to handle COVID- 19 patients. One may speculate an influence of COVID- 19 pandemic on teachers’ job satisfaction, job commitment and academic performance of pupils.

Academic performance refers to the result of interaction between the teacher and the learners (Ihejiene, 2014). It is the actual outcome teaching and learning which forms the bases of judging how effective teachers have taught and well the learner have learnt. Many factors have been reported by literature that can affect the academic performance of every learner. These include; parental education, parental occupation, type of family size, age of the learner, gender and lack of quality and effective teacher, learning facilities/environment, among others. However, Iwuagwu (2015) reorganized teachers’ job satisfaction and teachers’ job commitment as major important factors that influence academic performance of learners. Thus, beyond speculation the researcher deemed it necessary to carry out an empirical study on influence of COVID- 19 pandemic on teachers’ job satisfaction, commitment and academic performance of Primary pupils on mathematics. Hence the review of available literature has shown that there is no empirical study on studies on influence of COVID- 19 pandemic on teachers’ job satisfaction, commitment and academic performance of pupils on mathematics.

Review of related studies in this study include, Gesinde and Edejumo (2012) that evaluated the current job satisfaction level of primary school teachers in Nigeria. The study used a

sample of 95 males and 43 female for the studies. The study revealed that teachers are satisfied with their job, that greater percentages of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were very happy with their job than male teachers. Further analysis showed that no significant difference existed on gender basis while there were significant differences on educational qualification and age groups.

Also Sanmeet and Sandhya (2015) carried out a Study on Job Satisfaction and Commitment of Government School Teachers in Ludhiana, India. The results show that the teachers are satisfied and committed up to a great extent in the region. Similarly, Iwuagwu (2015) carried out a study on teachers' job satisfaction and commitment in FCT. The study reported that public teachers' in FCT are satisfied with teaching job and are committed to their job and the male teacher are more satisfied with teaching job. Though there is no significance difference between job satisfaction of male and female teachers. Noor and Josta (2018). Carried out a study on the influence of teachers' job satisfaction and commitment in teaching public primary schools in Tanzania. The study reported that teachers' job satisfaction and commitment are strong factors that influence academic performance of the learner. The researcher carried out extensive literature review on related topics thus; the review of available literature has shown that there is no empirical study on studies on influence of COVID- 19 pandemic on teachers' job satisfaction, commitment and academic performance of Primary five pupils on mathematics.

Statement of the problem

Evidence abound that mathematics is one of the core subjects studied in Basic school curriculum in Nigeria (NPE, 2014). It is a requisite subject for transition of pupil from primary school to secondary (Junior secondary) school in North Central, Nigeria. Hence, it is a subject for all pupils and students. The curriculum content of basic school mathematics requires face to face interaction of teachers who are satisfied and committed with their job; and mathematics pupils. Considering the important and place of mathematics in Nigeria education curriculum, during the lockdown mathematics was one of the subjects given preference in the online teaching.

However, observation has shown that the online teaching which was the only medium for teaching learners during the COVID – 19 lockdown called for additional skills and challenges on the side of the teachers. Good number of mathematics teachers may not have prepared for it and its influence on the teachers' job satisfaction, commitment to job; and on academic performance of pupils is mere speculation since the reveal of available literature shows that there is no empirical based literature on the influence of COVID -19 pandemic on the teachers' job satisfaction, commitment to job and academic performance of Basic school mathematics pupils; a gap that this study tends to fill. Hence the problem of this study put in question form in line with the advice of Kalinga in Ali (2006) is: what is the influence of COVID -19 pandemic on the teachers' job satisfaction, commitment to job and academic performance of Basic mathematics pupils in North Central, Nigeria.

Purpose of the Study

The main purpose of the study is to determine the influence of COVID -19 pandemic on the teachers' job satisfaction, commitment to job and academic performance of Basic mathematics

pupils in North Central, Nigeria. Specifically, the researcher sought answers to the following questions:

1. What is the level of job satisfaction of basic school mathematics teachers in the face of COVID- 19 pandemic?
2. What is the level of job satisfaction of male and female basic school mathematics teachers in the face of COVID- 19 pandemic?
3. What is the level of job commitment of basic school mathematics teachers in the face of COVID- 19 pandemic?
4. What is the level of job commitment of male and female basic school mathematics teachers in the face of COVID- 19 pandemic?
5. What is the mean class average score of basic school mathematics pupils in the post COVID – 19 lockdown mathematics examination?

Methods

The study adopted a descriptive survey research design. Descriptive survey research design, according to Nworgu (2015), seeks to describe and report characteristics and situations in its natural state. It is used when the aim of a given study is to describe variable or variables in their un- manipulated form. Hence it is ideal for this study since the researchers tend to empirically verify and describe the influence of COVID -19 pandemic on basic mathematics pupils.

The population of the study comprised all the public basic school mathematics teachers in North Central, Nigeria with a sample size 855 public basic school teachers. A multi-stage sampling procedure was adopted in drawing the sample. In the first stage, four states were drawn from the seven states that make up North Central, Nigeria using simple random sampling technique. Specifically, the simple ballot method was used. The researchers wrote the names of states on slips of paper and folded them. The folded papers were put in a bag and reshuffled thoroughly. The researchers dipped hand and picked one slip without looking into the bag. The slip was unfolded and the name of the state in the slip was recorded. The process was repeated with replacement until the four states were drawn; namely, Benue State, Kogi State, Plateau State and Nassarawa State. In the second stage, proportionate stratified random sampling techniques was employed to sample 25% of Local Government Areas of each of the four (4) sampled states for the study amounting to six (6) Local Government Areas from Bennue State, 5 from Kogi State, 4 from Plateau and 3 from Nasarawa State, giving a total of 18 Local Government Areas for the study. In the third stage using the same proportionate stratified random sampling technique, 31 public basic schools were drawn from 6 different Local Government Areas in Benue State. In Kogi State, 26 public basic schools were drawn from four (5) different Local Government Areas. In Plateau State, 22 public basic schools were drawn from five 5 different Local Government Areas, and in Nasarawa State, 16 public basic schools were drawn from three 3 different Local Government Areas. In all, 95 public basic schools were drawn from fifteen 18 Local Government Areas. Finally, purposive sampling technique was used to draw all the mathematics teachers from the sampled schools; and Primary five Classes were selected for the study (where there are multiple Primary five Classes in a school, the researchers choose one class at random). Thus, the sample sizes for teachers drawn from Benue State, Kogi State, Plateau State and Nassarawa State were 279, 234, 234 and 144 respectively making a total sample size of 855 public basic school mathematics teachers.

The instrument for data collection for the study was Teachers' Job satisfaction and commitment Scale (TJSCS) developed by Iwuagwu (2015) and Pupils' Academic Achievement Proforma (PAAP). The TJSCS was made up of two parts; A and B. Part A sought for demographic information of the basic school mathematics teachers, while part B is made up of two clusters: Cluster A and cluster B. cluster A that sought information on teachers' job satisfaction contained 24 items while cluster B which sought information on teachers' job commitment has 22 items, making a total of 46 items, modelled on a four point rating scale ranging from SA- Strongly = 4 points, A- Agreed = 3 points, D- Disagreed = 2 points to SD – Strongly Disagreed =1 point; however in negatively structured items the reverse was the case in assigning points to the items. The reliability of TJSCS are as follow Cluster A= 0.87 and cluster B= 0.83with overall reliability coefficient of 0.85.

Twelve (12) research assistants made up of master's degree students of University of Abuja, were employed and trained for one day on how to collect data from respondents (basic mathematics teachers). The research assistants were sent in small groups of three to each of the sampled basic schools upon prior notification of the school management in writing on the purpose of the visit and the roles expected of them. Data collection lasted for seven weeks, the researcher and research assistant and researchers devoted two weeks each for collection of data in Benue State, Kogi State, Plateau State; and one week for Nassarawa State. Thus, data collected were analyzed using simple percentage. All computations were made using Statistical Package for Social Science (SPSS) to ensure accuracy of result. To answer the research questions, the result for question one and two were interpreted in line with the norms of Teachers' Job satisfaction and commitment Scale (TJSCS), that teacher with job satisfaction or job commitment scores ranging from 1-69% indicates low job satisfaction or job commitment; 70-74% moderate job satisfaction or job commitment; and 75 and above indicates high job satisfaction or job commitment (Iwuagwu, 2015). While research question three was interpreted in line with the guide line of Nworgu (2015) that in norm reference achievement based test, scores of 0-39 is regarded to be very low performance; 40- 49 low performance; 50-59 moderate performance; 60- 69 high performance and 70 and above very high performance.

Results

Research question one

What is the level of job satisfaction of basic school mathematics teachers in the face of COVID-19 pandemic?

Table 1:percentage job satisfaction score of basic school mathematics teachersin North Central, Nigeria in the face of COVID- 19 pandemic as measured by TJSCS.

Obtainable score	Obtained score	Percentage score (%)	Decision
84,960	49,810	56.62%	Low job satisfaction

No. of respondents = 885; SA = 4; A = 3; D = 2; SD = 1; No of items = 24

The result of the study as presented in table 1 shows the obtainable score of job satisfaction is **84,960** and obtained score job satisfaction score **49810**; and percentage job satisfaction scores of basic school mathematics teachers in North Central Nigeria as measured by TJSCS. The result of the study showed that the Percentage job satisfaction scores of basic school mathematics teachers is **58.62%** which is within the range of 1- 69 set as criterion for Low Job

satisfaction for teachers (Iwuagwu, 2015). This implies that job satisfaction of basic school mathematics teachers in the face of COVID- 19 Pandemic is low in North Central, Nigeria.

Research question two

What is the level of job satisfaction of male and female basic school mathematics teachers in the face of COVID- 19 pandemic?

Table 2: percentage job satisfaction score of basic school mathematics teachers in North Central, Nigeria in the face of COVID- 19 pandemic as measured by TJSCS.

Gender	Male	Female	Total
Obtainable score	43,392	41,568	84,960
Obtained score	25,502	24,308	49810
Percentage score (%)	58.77%	58.47%	58.62%
Decision	Low job satisfaction	Low job satisfaction	

No. of respondents: Male (452); Female (433); score guide: SA = 4; A = 3; D = 2; SD = 1; No of items = 24

Result of the study as presented in table 2 shows the obtainable scores of job satisfaction of male and female class mathematics teachers is **43,392** and **41,568** respectively; while the obtained job satisfaction scores for male and female are 25,502 and 24,308. And percentage job satisfaction scores of basic school mathematics teachers in North Central Nigeria as measured by TJSCS are 58.77% for male and 58.47% for female. The result of the study showed that the Percentage job satisfaction scores of both male and female basic school mathematics teachers are within the range of 1- 69 set as criterion for Low Job satisfaction for teachers. The table also showed that the percentage job satisfaction of basic school mathematics male teachers in North Central Nigeria is higher than that of their female counterparts. Thus, the result implies that job satisfaction of basic school mathematics male teachers is higher than that of the female and that both gender job satisfactions are low in the face of COVID- 19 Pandemic.

Research questions three

What is the level of job commitment of basic school mathematics teachers in the face of COVID- 19 pandemic?

Table 3: percentage job commitment score of basic school mathematics teachers in North Central, Nigeria in the face of COVID- 19 pandemic as measured by TJSCS.

Obtainable score	Obtained score	Percentage score (%)	Decision
77,880	44,018	56.52%	Low job commitment

No. of respondents = 885; score guide: SA = 4; A = 3; D = 2; SD = 1; No of items = 22

Result of the study as presented in table 3 above indicates that obtainable score of teachers job commitment is **77,880**, obtained score of teachers' job commitment is **44,018**; and percentage job commitment scores of **56.52%** for public basic school mathematics teachers in North Central, Nigeria as measured by TJSCS. The result of the study showed that the Percentage job commitment scores of mathematics teachers is within the range of 1- 69 set as criterion for Low Job commitment for teachers (Iwuagwu, 2015). This implies low job

commitment of public basic school mathematics teachers in North Central, Nigeria in the face of COVID- 19 Pandemic.

Research questions four

What is the level of job commitment of male and female basic mathematics teachers in the face of COVID- 19 pandemic?

Table 4: percentage job commitment score of basic mathematics teachers in North Central, Nigeria in the face of COVID- 19 pandemic as measured by TJSCS.

No. of respondents: male (452); female (433)

Gender	Male	Female	Total
Obtainable score	39,776	38,104	77,880
Obtained score	22,510	21,508	44,018
Percentage score (%)	56.59%	56.45%	56.52%
Decision	Low job commitment	Low job commitment	

No. of respondents: Male (452); Female (433); score guide: SA = 4; A = 3; D = 2; SD = 1; No of items = 22

Result of the study as presented in table 2 shows the obtainable scores of job commitment of male and female class mathematics teachers is **39,776** and **38,104** respectively. Obtained job satisfaction scores for male and female are 22,510 and 21,508. The table further indicates that the percentage job commitment scores of basic school mathematics teachers in North Central Nigeria as measured by TJSCS are 56.59% for male and 56.45% for female. The result of the study showed that the Percentage job commitment scores of both male and female basic school mathematics teachers are within the range of 1- 69 set as criterion for Low Job commitment for teachers. The table also showed that the percentage job commitment of basic school mathematics male teachers in North Central Nigeria is slightly higher than that of their female counterparts. Thus, the result indicates that job commitment of both male and female basic school mathematics are low in the face of COVID- 19 Pandemic.

What is the mean class average score of basic mathematics pupils in the post COVID – 19 lockdown mathematics examination?

Table 6: Mean Class Average Score of Primary five pupils in the Post COVID –19 Lockdown Mathematics Examination among Public basic Schools in North Central, Nigeria.

Sampled Basic Schools	Primary five Class Average Score (class mean)	DECISION
1	61	High
2	52	Moderate
3	43	Low
4	41	Low
5	52	Moderate
6	40	Low
7	45	Low

8	46	Low
9	62	High
10	64	High
11	40	Low
12	52	Moderate
13	67	High
14	64	High
15	55	Moderate
16	40	Low
17	42	Low
18	52	Moderate
19	62	High
20	64	High
21	40	Low
22	52	Moderate
23	67	High
24	64	High
25	55	Moderate
26	40	Low
27	42	Low
28	61	High
29	52	Moderate
30	43	Low
31	41	Low
32	52	Moderate
33	40	Low
34	45	Low
35	46	Low
36	62	High
37	64	High
38	40	Low
39	52	Moderate
40	61	High
41	52	Moderate
42	43	Low
43	41	Low
44	52	Moderate
45	40	Low
46	45	Low
47	46	Low
48	62	High
49	64	High
50	40	Low
51	52	Moderate
52	67	High

53	64	High
54	55	Moderate
55	40	Low
56	42	Low
57	52	Moderate
58	62	High
59	64	High
60	40	Low
61	52	Moderate
62	67	High
63	64	High
64	55	Moderate
65	40	Low
66	42	Low
67	61	High
68	52	Moderate
69	43	Low
70	41	Low
71	52	Moderate
72	40	Low
73	45	Low
74	46	Low
75	62	High
76	64	High
77	40	Low
78	52	Moderate
79	64	High
80	40	Low
81	52	Moderate
82	67	High
83	64	High
84	55	Moderate
85	40	Low
86	42	Low
87	61	High
88	52	Moderate
89	43	Low
90	41	Low
91	52	Moderate
92	40	Low
93	45	Low
94	46	Low
95	62	High
Cluster mean	48.7	Low

The result of the study as presented in table 6 shows the various class average (mean) of Primary five class of the sampled basic school in mathematics. The result of the study showed that highest class average or class mean in mathematics as a subject is 67 with minimum 40, with a cluster mean of 48.7 which is within the range of 40 – 49 average score set as criterion for low academic performance. This implies that academic performance of pupils in mathematics is low in the recent COVID -19 pandemic post lockdown school based examination.

Discussion of findings

The findings of the study indicated that, both teachers and pupils were affected by the COVID -19 pandemic. Teachers' job satisfaction and commitment of basic mathematics teachers in North Central, Nigeria were found to be low. This finding is in disagreement with the findings of Iwuagwu (2015) that reported that public teachers' in FCT, Abuja both male and female are satisfied with teaching and committed to their job. However, the findings of the study were in agreement with the report of Iwuagwu on the aspect that male teachers are more satisfied and committed than the female teachers. Furthermore, the study is not in agreement with the reports of Gesinde and Edejumo (2012), which reported that a greater percentage of teachers were very satisfied with their job and that female teachers were more satisfied with their job than male teachers, as the reverse is the case based on the result of this study. In like manner the study contravened the findings of Sanmeet and Sandhya (2015), which reported that the teachers are satisfied and committed to a great extent in the region of Ludhiana, India.

Besides, the findings of the study showed that academic performances of basic school pupils in North Central, Nigeria is low. This finding is in line with the submission of Noor and Josta (2018) that teachers' job satisfaction and commitment are strong factors that influence academic performance of the learner. Therefore the researcher infers that the low performance of pupils on mathematics may have been influenced by teachers' low job satisfaction and commitment in the face of COVID -19 pandemic.

Conclusion

COVID- 19 has negative influence on teachers' job satisfaction, teachers' job commitment and pupils' academic performances in mathematics. Emphasis should be placed on improving the teachers' job satisfaction and commitment; and ICT capacity of the teachers and pupils.

Recommendations

1. It was recommended that stake holders in education should be more proactive in putting up measure to boost the teachers' job satisfaction and commitment.
2. A proactive action should be taken by the government to make out plans to curb the negative influence of COVID- 19 pandemic in teaching and learning of mathematics in basic schools in North Central, Nigeria.
3. Schools should plan for make-up classes for pupils, to help them learn what they ought to have learnt that was obstructed by COVID -19 pandemic lockdown.

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