



Staffing, Supervision and School Discipline as Determinants of Teachers' Job Commitment in Public Secondary Schools of Delta State

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Authors' contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

The study was conducted to examine how staffing, supervision and school discipline could determine teachers' job commitment in public secondary schools, Delta State. The correlational survey was adopted for this study. The population comprises of 13,484 principals and teachers in public secondary schools in Delta State. Purposive sampling method was used to sample 674 participants. Two instruments were self-developed for data collection, the instruments were titled "Staffing, Supervision, School-discipline Questionnaire (SSSQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instrument was validated through face and content validity. Additionally, the instruments were exposed to Cronbach alpha co-efficient and reliability test yielding coefficients of .81 and .77 was obtained for School-discipline Questionnaire (SSSQ) and Teachers' Job Commitment Questionnaire (TJCQ) respectively. Data obtained was loaded into SPSS version 23 to compute results using Pearson Product Moment Correlation Statistics and regression analysis. Finding shows that staffing, supervision and school discipline are positively significant to teachers' job commitment in Delta State public secondary schools. It is thus recommended that government should ensure that all schools within the state are adequately staffed such that the workload of teachers will reduce.

Keywords: Staffing; supervision; school discipline; teachers' job commitment.

1. INTRODUCTION

Education is aimed at conveying knowledge and skills, and inculcating human values which assist in personal and professional growth. Education creates an indispensable pre-requisite for attaining national goal of comprehensive development and unbiased justice to the society at large. Giving eminence to education is the precedence of each and every nation in the world since the quality of education forms the foundation of socio-economic and personal growth, an indicator of national progress. At the centre of education is the teacher who conveys knowledge to students. Teachers play significant roles in cultivating the future members of a society through their jobs in schools. Additionally, teachers play critical parts in enhancing economic and technological development including sustaining the well-being of societies they serve. Therefore, it is essential that teachers be committed to their job. Teachers' job commitment is an investment in a precise career, in this case, teaching. It is the willingness of individuals to invest personal assets to the teaching task. Commitment is a sense of faithfulness and devotion. Commitment concept will cause a kind of link between organization and individuals, and make individuals gather around a mutual aim, culture and value. Teachers sometimes limit their commitment and engagement with the school, as a means of survival. In most cases, such teachers decide to leave the profession totally. For the above reasons, teachers' job commitment has been found by Tsui and Cheng [1] to be a serious predictor of teachers' work performance, non-attendance, tension and turnover, as well as having vital stimulus on students' achievement, and attitude towards school.

Teachers' commitment could be influenced by a number of factors, among which are staffing, supervision and school discipline. Adequate staffing guarantees that knowledgeable teachers are enlisted, developed and rewarded for realising the educational goals and objectives. Odia and Omofonmwan [2] contended intensely that severe shortage of teachers could result in pitiable outcome in teaching and learning. In the same vein, Ikegbusi [3] stated that the attainment of secondary school management depends on the disposition of teachers. This implies that for appropriate running of secondary schools, value and efficiency of staff regulation to a prodigious extent determines the successful attainment of

its educational objectives. ILO Report [4] showed that, the world is facing a shortage of competent teachers which destructively impact on students' academic accomplishment. In a data revealed by Ingersoll [5] one third of all teachings in grade 7–12 were impacted by non-competent teachers. The figure even rises in some subject areas with about half of history and science classes being taught by non-competent teachers. Geographical variations could even push the percentage up certainly, with poor communities experiencing considerably high levels of non-competent teaching. In 2005, UNESCO reported that, the lack of teachers in science and technology was particularly remarkable and in attempting to solve the problem, non-teachers were sometime deployed, such that health professionals were asked to teach biology in Central African Republic.

Henkel, Chen and Geis [6] clarified that, the two focal reasons for teachers' early departure were dissatisfaction and the trained teachers joining other professions. Lauder [7] argue that, the largest survey of Australian teachers and school principals found out that teacher shortage was so bad that 43 percent of secondary school principals had to asks teacher to take classes that they were unqualified to teach. In accordance with Darling–Hammond [8] teachers' shortage has been endemic in the United States of America for a number of years, with a wide range of federal, initiatives being introduced to alleviate shortages. Cramer and Spalding [9] reported that shortage of qualified teachers is due to churning out of few teachers by training institutions. Shortage of teachers is creating a severe challenge with population growth and deteriorating working conditions of teachers in the world's teaching space which may lead to a slide in education levels. Lewn [10] documented that shortfall in trained teachers has limited the education sector in meeting its targets. In some sub-Saharan African countries, decline in wages compared to other professions has negatively impacted on the teaching profession. Colclough [11] pointed out that, emergent knowledge of economics offers alternative opportunities for employment particularly for primary school teachers. Furthermore, HIV/AIDS has negatively impacted on existing and potential teaching force leading to its reduction.

According to Ofojebe [12] supervision is a process of assisting, stimulating, directing, and motivating teachers leading to enhancement in

teaching and learning in educational institutions. Moreover, inadequate monitoring and supervision of schools was regarded as the main weaknesses in the education sector. Effective supervision could be an imperative virtue that teachers should maintain effectively in the school system. The failure to appropriately supervise teaching on the part of principals might result in the failure of supervisory programme, which is an acute factor for school administration. School principals are empowered with the responsibility of school supervision. Notwithstanding the fact that supervision is very crucial in evaluating school effectiveness, it is worrisome to note that it is erratically conducted [13]. In some instance, school principals barely supervise teachers' lesson plans or notes, teaching methods, and students' attendance register. For efficacy in school activities, supervision is paramount as it compels teachers to give their best in job performance. Supervision of teachers is a means in which subordinate staff are motivated and organised towards the full realization of goals and objectives of schools they work for. It certifies that the right thing is done through observing, direction and monitoring of teacher actions in school. In essence it ensures checks and balances in some specially allocated duties [14].

Regarding the process of teaching or learning, some superfluous variables occasionally interfere with the patterns and plans of operation within the school, motivation, teachers' disposition, attitude to work, student background, discipline, and environment which would individually or jointly have either optimistic or negative effects on the school system and its end results, [15]. It is hoped that consistency in school supervision will meet the trial posed by the swiftly changing school curriculum. Additionally, it will avert the inculcation of improper curriculum in the minds of the student, which if permitted could lead to the advancement of "half naked" school leavers and instead of turning out productive student they will become liabilities to themselves and society after graduation. Poor supervision could diminish the efficiency of teachers who inspires the standard of education. Ogunsanju [16] observed that many children who were taught by inexpert teachers obtained very slight supervision. Oghuvbu [17] stated that supervision is intended to promote instruction and learning in schools and lack of it could result into insufficient preparation by teachers, undesirable attitude of students towards school and uncondusive school climate, which are conjoined problems upsetting school

discipline, pupils' classroom involvement and teachers job commitment.

School discipline is an indispensable element in school management and a proficient of persuading teachers' job commitment. The disorderliness problems in schools was hierarchical as a major delinquent among students in secondary schools in Nigeria [18]. The implementation of discipline through corporal means is now being condemned around the world. When teachers are not clever enough to impose discipline as a result of contradictory values, they feel insecure. Continuous negative labelling of students accompanied by teachers' unpunctuality, poor school environment, absenteeism, and poor teaching were causes of insubordination in the school. No doubt that in schools, students control and discipline is certainly not easy to maintain as it demands wisdom, co-operation, courage, diplomacy, firmness, and fairness [19]. Eventually, school indiscipline is a problem of great concern for policy makers, educators, and society. Indiscipline is an interactive disorder that is categorised as an act of misbehaviour. It is frequently the cause a proportion of mental, passionate and also physical destruction [20]. Indiscipline is a complex phenomenon concerning its displays and causes as well as its purposes in the social, psychosocial and instructive fields [21].

Thriving anti-social deeds in the society like smuggling, bribery, corruption, and black markets are rampant. If unchecked they provide wrong signals to sensitive minds of young students but might not automatically mean that the student will not do well in school [22]. According to Agbowuro and Dakama [20] indiscipline in schools' institutes non-conformity to organisations' rules and regulations in admiration of school uniform, punctuality, noise making, homework, and class shirking. Idoko [23] stated that, some students were seen going to school at 9:00am and close at 11:00 am coupled with moving carelessly on streets and when examination approaches some of such students will like to obtain high grades at all means and therefore device machineries that boost their passing of examinations. Mayhem and disrespect for established authorities have become the order of the day for students. Most adolescents in secondary schools have resorted in indiscriminate sexual activities as well as erroneous use of drug known as drug abuse. Regarding corruption, Frunzik, [24] indicated that political corruption occurs in every nation in the

modern world and it is not solely problematic with developing countries. Canter [25], opined that stealing to acquire something by hoax or cleverness is a clear testament that many school children in Nigeria are experiencing poverty. Most times, to meet their immediate needs, children resort to stealing and some steal to achieve deep lying responsive needs or because of unlucky emotional habituations which accompany theft. Inaju [26] stated that some students specifically girls go out deserting their studies at day time only to return back at night, thus forsaking their studies for erotic pleasures that end up ruining their futures. Makinwa [27], stated that out of 500 urban adolescent aged 12–24 years (41%) have experienced sexual intercourse and 19.92% of them were female and 72% male.

1.1 Statement of the Problem

It has been alleged that over the year, teachers have deviated from their primary responsibilities of teaching, lesson planning, maintaining students discipline, marking students note and giving students assignment to be done at home among other prime responsibilities performed in school. There is a report that teachers' commitment to their job has been found to be a critical predictor of teachers' work performance, absenteeism, burnout and turnover, as well as having an important influence on students' achievement, and attitudes toward school. Also, some teachers have complained that the major issue influencing their commitment to duty is staffing, supervision and school discipline. It has been speculated that inadequate staffing has resulted to multitasking in the school, school principals have left the supervision role to the mercy of the head teachers and indiscipline among students could reduce teachers' job commitment. Although, these may be a speculation and statistical evidence has not backed it up particularly in Delta State. Thus, this study was conducted to examine how staffing, supervision and school discipline influence teachers' job commitment in public secondary schools of Delta State.

1.2 Hypotheses

The following hypotheses were formulated;

1. Staffing is not significant to teachers' job commitment in public secondary schools of Delta State.

2. Supervision is not significant to teachers' job commitment in public secondary schools of Delta State.
3. School discipline is not significant to teachers' job commitment in public secondary schools of Delta State.
4. Staffing, supervision and school discipline is not significant to teachers' job commitment in public secondary schools of Delta State.

2. METHODS

The correlational survey was adopted for this study. The population comprised of thirteen thousand four hundred and eighty-four (13,484) principals and teachers in public secondary schools in Delta State. On employment of purposive sampling method, six hundred and seventy-four (674) were sampled to participate in the study. This method required that an equal number of respondents are considered for a perfect correlation, this implies that 337 principals and 337 teachers were sampled for the study and which represented 5% of the entire population. Two instruments were self-developed for data collection, the instruments were titled "Staffing, Supervision, School-discipline Questionnaire (SSSQ) and Teachers' Job Commitment Questionnaire (TJCQ). Teachers' Job Commitment Questionnaire (TJCQ) was administered to principals to rate teachers job commitment and contained fifteen items while Staffing, Supervision, School-discipline Questionnaire (SSSQ) was administered to teachers to rate their opinions objectively with respect to staffing, supervision and school discipline and contained forty-five items. The instruments were rated on a four-point Likert scale of 4, 3, 2, and 1 to represent Strongly Agree, Agree, Disagree and Strongly Disagree respectively. Such that respondents could choose the option that best suited their perception. The instruments were validated through face and content validity. Additionally, the instruments were exposed to Cronbach alpha co-efficient and reliability co-efficient yielding coefficients of .81 and .77 for School-discipline Questionnaire (SSSQ) and Teachers' Job Commitment Questionnaire (TJCQ) respectively. The instruments were administered with the help of four research assistants which eased data collection that lasted for four weeks. Data obtained was loaded into SPSS version 23 to compute results using Pearson Product Moment Correlation Statistics and regression analysis. The Pearson Product Moment Correlation

Statistics was used to test hypotheses 1-3 and regression analysis was used to test hypotheses 4 at .05 significant level.

3. PRESENTATION OF RESULTS AND DISCUSSION

3.1 Hypothesis 1

Staffing is not significant to teachers' job commitment in public secondary schools.

Table 1 shows that there is a strong positive relationship between staffing and teachers job commitment with $r=.821$ and significant $p=.497$. Therefore, the null hypothesis which states staffing is not significant to teachers' job commitment in public secondary schools was rejected. Thus, staffing is positively significant to teachers' job commitment in public secondary schools. This finding arises since inadequate staffing could result to multitasking and lowers commitment to duty. This finding is corroborated by UNESCO [28] findings to the effect that the lack of teachers in science and technology was particularly remarkable and in attempting to solve the problem, non-teachers were sometime deployed such that health professionals were asked to teach biology in Central African Republic. This finding also supports that of Cramer and Spalding [9] who reported that shortage of qualified teachers was due to churning out of few teachers by teacher training institutions. The shortage of teachers is creating a severe challenge with population growth and deteriorating working conditions of teachers in the world's teaching space which may lead to a slide in education principles. ILO Report [4] showed that, the world is facing a shortage of competent teachers which destructively impact on students' academic accomplishment. This finding also supports Ingersoll, [5] whose data shows that, one third of all teachings in grade 7–12 were impacted by non-competent teachers. The figure even rises in some subject areas,

about half of history and science classes were taught by non-competent teachers.

3.2 Hypothesis 2

Supervision is not significant to teachers' job commitment in public secondary schools.

Table 2 revealed that there is a strong positive relationship between supervision and teachers' job commitment with $r= .538$ and significant $p=.245$. Therefore, the null hypothesis which states supervision is not significant to teachers' job commitment in public secondary schools was rejected. Thus, staffing is positively significant to teachers' job commitment in public secondary schools. This finding occurred since supervision is imperative in the school. A well supervised teacher will be more guided than a teacher who is not supervised. Meaning that for efficiency school activities, supervision is needed, sure that teachers will really give their paramount in their various job description and make excellent contribution to wielding learners who will be proficient of competing universally with their counterparts. This finding corresponds to that of Ogunsanju [16] who discovered that many children who were taught by inexpert teachers received very little supervision. The study shows that supervisory activities have not impacted on teachers sufficiently to enhance students' academic achievements. Obadara, [15] reported that the teaching and learning is interfered with by some superfluous variables occasionally interfere with the patterns and plans of operation within the school, motivation, teachers' disposition, attitude to work, student background, discipline, and environment. These would individually or jointly have either optimistic or negative effects on the school system and its end results.

3.3 Hypothesis 3

School discipline is not significant to teachers' job commitment in public secondary schools.

Table 1. Pearson r on staffing and teachers' job commitment

		Teachers job commitment	Staffing
Pearson Correlation	Teachers job Commitment	1.000	.821*
	Staffing	.821*	1.000
Sig. (2-tailed)	Teachers job Commitment	.	.497
	Staffing	.497	.
N	Teachers job Commitment	337	337
	Staffing	337	337

*. Correlation is at .05 significant level (2-tailed)

Table 2. Pearson r on supervision and teachers' job commitment

		Teachers job commitment	Supervision
Pearson Correlation	Teachers job Commitment	1.000	.538*
	Supervision	.538*	1.000
Sig. (2-tailed)	Teachers job Commitment	.	.245
	Supervision	.245	.
N	Teachers job Commitment	337	337
	Supervision	337	337

*. Correlation is at .05 significant level (2-tailed)

Table 3. Pearson r on school discipline and teachers' job commitment

		Teachers job Commitment	School Discipline
Pearson Correlation	Teachers job Commitment	1.000	.712*
	School Discipline	.712*	1.000
Sig. (2-tailed)	Teachers job Commitment	.	.416
	School Discipline	.416	.
N	Teachers job Commitment	337	337
	School Discipline	337	337

*. Correlation is at .05 significant level (2-tailed)

Table 3 revealed that there is a strong positive relationship between school discipline and teachers' job commitment with $r = .712$ and significant $p = .416$. Therefore, the null hypothesis which states that school discipline is not significant to teachers' job commitment in public secondary schools was rejected. Thus, school discipline is positively significant to teachers' job commitment in public secondary schools. This finding implies that teachers will not be comfortable working in a school with a high sense of indiscipline. This may lower commitment to job. This finding supports that of Idoko [23] who reported that some students were seen going to school at 9:00am and close at 11:00am coupled with moving carelessly on streets and when examination approaches some of such students will like to obtain high grades at all means and therefore device machineries that boost their passing examination. Deepti [22] reported that thriving anti-social deeds in the society like smuggling, bribery, corruption, black marketing deprived of any checks provide wrong

signals to sensitive minds of young students but might not automatically mean that the student will not do well in school. However, this finding does not supports that of Myint, [29] who revealed that burden of corruption falls more heavily on the poor as they cannot afford to pay the required bribes to send their children to a decent school, to obtain proper health care, or have adequate access to government provided services such as domestic water supply, electricity, sanitation, and community waste disposal services. Inaju [26] found out that female students desert their studies at day time only to return back at night, thus forsaking their studies for erotic pleasures that ends up ruining their futures.

3.4 Hypothesis 4

Staffing, supervision and school discipline is not significant to teachers' job commitment in public secondary schools.

Table 4. Regression analysis on staffing, supervision, school discipline and teachers' job commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.646	3	5.882	1.170	.916 ^b
	Residual	11503.867	333	34.546		
	Total	11521.513	336			

a. Dependent Variable: Teachers job Commitment; b. Predictors: (Constant), School Discipline, Staffing, Supervision

Table 4 shows the regression analysis of variance (ANOVA). The regression data for the study produced an $F(3,333) = 1.170$, $sig. = .916$. With $F(3,333) = 1.170$, $sig. = .916$, the relationship among staffing, supervision, school discipline and teachers' job commitment is significant. Thus, staffing, supervision and school discipline is positively significant to teachers' job commitment in public secondary schools.

4. CONCLUSION AND RECOMMENDATIONS

It has been statistically proven that staffing, supervision and school discipline is a determinant of teachers' job commitment. It therefore signifies that schools with adequate staffing could lead to less workload and improve job commitment of teachers. Also, with proper supervision, teachers could learn more techniques which will assist them to be committed on their job. Furthermore, schools with less fear will create a conducive environment for learning and thus give teachers a sense of confidence. It is thus recommended that government should ensure that all schools within the state are adequately staffed such that the workload of teacher will reduce. School principals should ensure that proper supervision is carried out, teachers' activities within the school is supervised by principal. Also, the government should see to it that the schools are frequently inspected so that when principals fail in their supervision duties than inspectors could assist. Discipline is essential in every organisation (school inclusive) hence school principals should work hard and improve disciplinary measures in the school.

5. LIMITATION OF THE STUDY

This study was delimited to Delta State public secondary schools and only principals and teachers were sampled for the study. The sample was not too large to make a generalization of the whole population and the country in general. Other researchers could decide to expand the scope of the study.

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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