



Impart of Teachers' Commitment and Students' Discipline on Principals' Administrative Effectiveness in Secondary Schools in Nasarawa State, Nigeria

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ABSTRACT: This study investigated the impacts of Teachers' Commitment and Students' Discipline on the Principals' administrative effectiveness public secondary schools in Karu Local Government Area, Nasarawa State. The study was guided by two research questions while two hypotheses were tested. The study adopted the correlation research design. The population of the study comprised twenty-eight (28) public secondary school principals in Karu Local Government Area, Nasarawa State. The simple random sampling technique was used to select a 50% of the entire population. The instrument for data collection is titled, 'Questionnaire on Imparts of Teachers' Commitment and Students Discipline on Principals' Administrative Effectiveness (QTCSDPAE)". The Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyze the data. The study revealed that teachers' commitment has significant effects on principals' administrative effectiveness and students' discipline has significant effects on principals' administrative effectiveness in public secondary schools in Karu Local Government Area, Nasarawa State. Based on the findings, the study recommended among others that; government through the Ministry of Education should often assess teachers based on their enthusiasm and passion for the teaching profession as this actually determine their level of commitment; School administrators should ensure that the students are admitted based on their level of discipline after meeting other criteria.

KEYWORDS: Teachers' commitment, discipline and administrative effectiveness

INTRODUCTION

Teachers' commitment is another organizational of school variable that could affects the administrative effectiveness of principals in secondary schools. Teachers' commitment has been conceived as a balanced or power that guides manners by limiting freedom and forcing teachers to adhere to a course of action when confronted with contradicting rationales and demeanors (Meyer and Herscovitch, 2001). Commitment alludes to a demeanor or mental state that describes the connection between teachers with their principal and eventually affects their willingness to remain or leave the institution. Specifically, educator commitment mirrors educators' feeling of loyalty and attachment to the organization they work at and has been proven to be a significant indicator for various learning and mental results (Day, 2008). In line with existing studies, committed teachers focus more on their work and they emphasize much on achieving school objectives. Moreover, teacher commitment was discovered to be associated with instructional presentation, absenteeism, burnout and turnover and it has also been demonstrated to affect the attainment of school aims and objectives as well as enhances the principals' administrative effectiveness (Park, 2005). Flowing from the above, the study seeks to investigate the effects of these organizational variables on the administrative effectiveness of principals in public secondary schools in Karu Local Government Area of Nasarawa State.

Students' discipline is referred to as organizational of school variable that could affect the administrative effectiveness of principals in secondary schools. Isan (2019) defines discipline as the readiness to obey established rules, norms, standards or certain conditions that exist in schools to regulate students' conduct. Pandya (2011), noted that discipline consists in the submission of one's impulses and powers to a regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste. In a school situation, discipline usually means order and system in doing things, regularity and obedience

to commands and it is thus self-control attained through mental and moral training of high order, formation of good habits and obedience to socially approved standard of behaviour, thought and action and it is believed that any students action contrary to the above could have negative effects on the principals administrative effectiveness.

Behaviour displayed by some teachers in public schools, falls short of the expected because they do not live up to the desirable level of conduct and service. While the negative attitude of teachers to work continues, many reasons are being advanced for these ugly developments. These include, among others, inadequate instructional materials, poor classroom conditions, gross shortage in teachers supply and more importantly, poor performance of principals' administrative duties.

Despite the numerical growth in secondary school in Karu Local Government Area, Nasarawa State, school system is bedeviled with may irregularities such as inadequate funding, decay of existing structures and facilities, inadequate manpower, poor ambient. This ugly situation is a major source of worry to well meaning education stakeholders and the researcher inclusive as to how secondary schools in Karu Local Government Area, Nasarawa State could survive in

such terrible situations of poor school administration. Despite the growth of secondary education in Karu Local Government Area, Nasarawa State, several administrative challenges persist. These include inadequate funding, poor infrastructure, shortage of instructional materials, and insufficient manpower. Such challenges hinder principals' ability to implement effective policies and ensure quality education delivery. Furthermore, the inefficiency of some school administrators exacerbates these problems, leading to concerns among education stakeholders about the sustainability of secondary education in the region. Addressing these issues requires a holistic approach that includes improving teachers' working conditions, promoting student discipline, and strengthening the leadership capabilities of principals.

The main purpose of this study is to investigate the effects of organizational variables on the administrative effectiveness of principals in public secondary schools in The specific objectives of the study are:

1. Examine the effects of teachers' commitment on the administrative effectiveness of principals in public secondary schools in Karu Local Government Area, Nasarawa State
2. Ascertain the effects of students' discipline on the administrative effectiveness of principals in public secondary schools in Karu Local Government Area, Nasarawa State.

Based on the above objectives, the following hypotheses were formulated to guide the study.

1. Teachers' commitment have no significant effects on Principals' administrative effectiveness in public secondary schools in Karu Local Government Area, Nasarawa State
2. Students' discipline has no significant effects on Principals' administrative effectiveness in public secondary schools in Karu Local Government Area, Nasarawa State.

Administrative effectiveness according to Ogieva, (2016) is the measure of ability of school administrators to perform their administrative duties using methods, principles and practices to establish and execute the goals, policies, plans and procedures to achieve predetermine goals. Asodike in Ogieva (2016), observed that effectiveness is therefore a choice made depending solely on work environment and the absence of conflict at work. Teachers' commitment therefore is a pivotal organizational variable influencing the administrative effectiveness of school principals. Recent studies have demonstrated that teachers' professional commitment significantly predicts their effectiveness in secondary schools. For instance, Lukose and Humtsoe (2024) found a significant correlation between professional commitment and teaching effectiveness among secondary school teachers, highlighting that higher commitment levels lead to improved instructional performance.

Kantor (2009) described commitment as the willingness of social actors to give their energy and loyalty to social system. However, Step (2000), regarded it as an awareness of the impossibility to choosing a different social identity or not rejecting a particular expectation under forces or penalties. According to Katzell(2001), commitment is the binding of an individual to behavioural acts. Buchanna.. It was the view of McGregor in Morakinyo, 2010), that, when an individual genuinely identifies himself with a group, leader and subordinates, Such individual is in effect saying that the goals and values associated with that cause have become his own. Self-consciously, the individual directs his efforts towards those goals and gains that give intrinsic satisfaction through self-achievement..

Steer and Porter in Morakinyo, 2010, asserted that commitment differ from the narrower concept of job satisfaction in the sense that commitment is more global, reflecting a general effective response to the organization as a whole.. Other researchers have categorized commitment to include (a) something of the notion of membership (b) reflecting the current position of the individual (c) having special predictive potentials, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution, and other related outcomes; and (d) it also suggests the differential relevance of motivational factors (Dixit & Bhati, 2012).

Job commitment therefore entails attitude or orientation towards the organization which links or attaches the individual or worker to the establishment. It is a process whereby the goals of the individual or worker are increasingly integrated with that of the organization. Job commitment entails three components workers' readiness to exert effort on behalf of the organization; workers'

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acceptance of organizational goals and values; and workers desires to remain with the organization (Ogaboh, Nkpoyen & Ushie, 2010).

Discipline is fundamental in educational institutions as it fosters responsible behavior and self-regulation among students. Effective discipline equips students with the personal strength needed to meet academic and future life challenges, promoting mutual respect between students, teachers, and parents. Recent studies have highlighted the significant impact of student discipline on the administrative effectiveness of school principals. For instance, Umoetuk et al. (2023) investigated the correlation between school discipline, reward systems, and the administrative efficacy of principals in secondary schools in Akwa Ibom State, Nigeria. The study revealed a positive relationship between effective disciplinary measures and principals' administrative effectiveness, suggesting that well-implemented discipline policies enhance overall school management. Similarly, Matthew (2021) examined the effectiveness of student disciplinary strategies as perceived by principals and teachers in public secondary schools in Ondo State, Nigeria. The findings indicated that strategies such as verbal condemnation, expulsion, and public reprimands are effective in managing student indiscipline, thereby facilitating smoother administrative processes. In Uganda, Christiana et al. (2022) assessed head teachers' administrative practices and their influence on student discipline in selected secondary schools in Ntungamo District. The study concluded that administrative practices, including the enforcement of school rules, guidance and counseling, and active student councils, significantly influence student discipline, thereby enhancing administrative effectiveness.

Furthermore, Omemu (2017) explored the relationship between principals' administrative strategies and student disciplinary problems in secondary schools in Bayelsa State, Nigeria. The study found a significant relationship between the administrative strategies employed by principals and their effectiveness in handling disciplinary issues, highlighting the importance of strategic leadership in school administration. Additionally, Njami and Bula (2018) investigated the effect of principals' leadership styles on student discipline in public secondary schools in Nakuru County, Kenya. The study revealed that transformational and democratic leadership styles positively affect student discipline, while autocratic leadership has a negative impact, thereby influencing the overall administrative effectiveness of principals.

Student discipline is crucial for effective school administration. Indiscipline not only disrupts academic activities but also impacts teacher motivation, student performance, and overall school management. The studies reviewed highlighted the urgent need for schools to adopt effective discipline policies and for principals to take proactive measures in addressing misconduct. Addressing student discipline issues will significantly enhance the administrative effectiveness of school leaders and contribute to improved learning outcomes.

None of the above studies examine Impact of Teachers' Commitment and Students' Indiscipline on the Administrative Effectiveness of Principals in Public Secondary Schools. It is this gap this paper seeks to fill. These recent studies underscore the critical role of effective disciplinary strategies and leadership styles in enhancing the administrative effectiveness of school principals. Implementing appropriate disciplinary measures and adopting suitable leadership styles are essential for fostering a conducive learning environment and achieving educational objectives. However, this study is hinged on system theory which is a theoretical perspective that analyzes a phenomenon seen as a whole and not the sum of elementary parts. Meles, Pels and Polese agreed in Ogieva (2016) that the school system is an open system which is loosely connected with many other sub-units. The system theory places emphasis on the interrelatedness and interdependences of the administrative units in the school.

METHODOLOGY

The study adopted the correlation research design. A Population of twenty-eight subjects was drawn from in Karu Local Government Area, Nasarawa State. The simple random sampling technique was used to select 50% of the entire population. The instrument for data collection was developed by the researcher titled 'Questionnaire on Impacts of Teachers' Commitment and Students Discipline on Principals' Administrative Effectiveness (QTCSDPAE)"were the respondents were expected to respond to on a four point likert rating scale of Strongly Agreed (SA) Agreed (A) Strongly Disagreed (SD) Disagreed (D). The instrument was subjected to validity test which enabled the researcher to obtain a validity index of 0.68 and a reliability index of 0.69. Hypotheses formulated were tested using Pearson Product Moment Correlation Coefficient (PPMCC) at a P-value of .05.

Analysis and Results - Hypothesis One: Teachers' commitment have no significant effects on the administrative effectiveness of principals in public secondary schools Karu Local Government Area, Nasarawa State

Table 1: Pearson Product Moment Correlation Coefficient analysis of the effects of teachers' commitment on Principals' administrative effectiveness

Variable	N	$\bar{X}$	SD	Df	r-cal	P-Value	Remark
Teachers' commitment	14	3.89	.54	12	.522	.004	H₀ hypothesis rejected(p<.05)
Administrative Effectiveness of Principals		2.49	.65				

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The table 1 above showed the Pearson Product Moment Correlation Coefficient analysis of the effects of teachers' commitment on principals' administrative effectiveness in secondary schools in Karu Local Government Area, Nasarawa State. The Pearson r is represented as $r\text{-cal}=.522$ was found to be significant at a P-value of $.004$ ($.004 \leq .05$). Therefore, the null hypothesis was rejected. This result showed that teachers' commitment has significant effects on the principals' administrative effectiveness in public secondary schools in Karu Local Government Area, Nasarawa State

Hypothesis Two: Students' discipline has no significant effects on Principals' administrative effectiveness of principals in public secondary schools.

Table 2: Pearson Product Moment Correlation Coefficient analysis of effects of students discipline on Principals' administrative effectiveness

Variable	N	$\bar{X}$	SD	Df	r-cal	P-Value	Remark
Students' Discipline	14	3.34	.57	12	.621	.003	H₀ hypothesis rejected($p < .05$)
Principals' Administrative Effectiveness		2.66	.44				

The table 2 above showed the Pearson Product Moment Correlation Coefficient analysis of effects of students discipline on principals' administrative effectiveness in secondary schools in Karu Local Government Area, Nasarawa State. The Pearson r is represented as $r\text{-cal} = .621$ was found to be significant at a P-value of $.003$ ($.003 \leq .05$). Hence, the null hypothesis was rejected. This result showed that students' discipline has significant effects on the administrative effectiveness of principals in public secondary schools in Karu Local Government Area, Nasarawa State

FINDINGS

1. The results of this study revealed that teachers' commitment has significant effects on Principals' administrative effectiveness of principals in public secondary schools.
2. The results of this study indicated that students' discipline has significant effects on the Principals' administrative effectiveness in the secondary schools.

CONCLUSION

This study highlights the critical role of teachers' commitment and student discipline in enhancing the administrative effectiveness of principals in public secondary schools. The findings emphasize that committed teachers contribute significantly to efficient school management, while disciplined students create a conducive learning environment that supports effective administration. These will go a long way to foster a more productive and well-managed educational system in Nigeria.

RECOMMENDATIONS

1. The government through the Ministry of Education should often assess teachers based on their dedication, enthusiasm and passion for the teaching profession as this actually determines their level of commitment.
2. School administrator should ensure that the students are admitted based on their level of discipline after meeting other criteria

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