

Influence of Staff Discipline and Attitude to Work On Job Satisfaction Lecturers in Tertiary Institutions in Cross River State

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Abstract

The paper examines the influence of staff discipline and attitude to work on job satisfaction of Lecturers in tertiary institution in Cross River State. A forty-item four point-liker survey questionnaire was used for data collection. A total of 400 lecturers (200 males and females) out of a population of over 2,000 were chosen. Four (4) hypotheses were formulated for the study. The data generated was analyzed using Person Product Moment Correlation Analysis and Analysis of Variance (ANOVA). The result of study revealed that lecturers who have high, moderate, or low perception of how a staff is disciplined do not differ in their level of job satisfaction. Also, lecturers' attitude towards classroom teaching, lecturers' attitude towards the tasks of disciplining students, lecturers' attitudes towards supervision of instructions and lecturers' attitude towards classroom management do not significantly relate to their job satisfaction. The result of the study showed a significant relationship between lectures recognition and their job satisfaction. Based on the findings, the following recommendations are made, *inter-alia*: to ensure appropriate staff discipline there is need for an enabling teaching environment to be created. Lecturers should be properly rewarded for their effort through improve conditions of serves. In-service training for all lecturers should be made compulsory to enhance their job satisfaction.

Keywords: Discipline; job satisfaction, tertiary institutions; in-service training; attitude to work.

1. INTRODUCTION

Discipline or the more or less regulated conformity to generally acceptable behavioural conduct whether in the private or public educational institutions is concerned with rights, but every right has correlative duty. Within the last few years, it has become very clear that principles and concept that were once regarded as sacrosanct are now being challenged. This is because, our educational systems where these principles and concepts are applied is changing more rapidly than any other time in the history education of education.

The teaching staff have become more enlightened, more articulate and conscious about their rights. It is therefore, inevitable that in these circumstances, discipline and attitude of staff to work are moulded to take account of developments in their thoughts, behavior and structure of the academic environment. It is an acceptable opinion that those who are responsible for discipline and conformity to work in any kind of organization may by the attitudes with they approach this responsibility and discharge it, sometime create more disciplinary problems, which could constitute part of poor discipline in the organization.

It should be noted that the efforts of tertiary education administrators to develop in the staff the habit of behaving in ways generally acceptable by the society is the subject of discipline. It is a tendency to behave in a socially acceptable way without external pressure. In fact, it is a self-directed conformity to rules and regulations, respect for and submission to constituted authority.

According to Ezeocha (1999), since teachers are the greatest determinants of quality in an educational system, it is of great importance for them to be of good conduct ethics. He further observed that staff discipline and their attitude to work would generate increased productivity and job satisfaction have rather become one of the most baffling and recalcitrant of the problems facing school administrators. He therefore concluded that teachers' resistance sometime to disciplinary action and good work attitude takes a number of forms such as: persistence reduction in output, chronic quarrels, and sullen hostility. It therefore holds that where there is a break down in discipline and good attitude to work, job satisfaction is unattainable.

Moreover, without a healthy state of discipline, or the threat of disciplinary action, the school's effectiveness may be severely eroded. More disturbing is the attitude to teachers to work. It is alarming the magnitude of laissez-fair attitude of our staff in higher education system. It is in view of this, that Adesina (1990) states that wastage and ineffectiveness in educational institutions are clearly a manifestation of the widespread acts of indiscipline now prevalent in the school system.

These existing situations are likely to be attributed to the ever-increasing rate in students' enrolment, the general deplorable conditions of school environment, family values and upbringing, and the administrative inefficiency of the school head. All these variable have resulted in both staff and students indiscipline.

Ensuring effective staff discipline in tertiary educational institutions will largely depend on the ability of the institutional administrators to intelligently utilize the various approaches or techniques of staff discipline in order to inculcate good behavior in them. Supporting this suggestion, Kanter (2003) observed that the policies which a school has about discipline and the way they are implemented have far reaching effect on the discipline situation in the institution. He further posits that more often than not educational administrators do not provide clear-cut policies on discipline for guidance of the staff. Very often where such policies exist no sustained effort is made to improve upon them in order to motivate workers. This may sometimes lead to misunderstanding resulting in staff misconduct and job dissatisfaction.

Accordingly, the researcher decides to investigate the influence of staff discipline and attitude to work on job satisfaction of lecturers in higher education to ascertain the relationship between them and the school administrator's effort in school governance.

2. Conceptual clarification

2.1 Attitude to work

Peter Warr (2002) has posited that attitudes are usually perceived as evaluative tendencies (favourable and unfavourable) of someone towards a person, thing, event or process. He went further to maintain that an attitude towards a particular object is thus a bias, predisposing a person towards evaluation responses that are either positive or negative. In this paper the concept of attitude will be understood from Marr's perspective.

2.2 Job satisfaction

Job satisfaction is the most widely investigated job attitude as well as one of the most extensively researched subjects in Industrial/Organizational Psychology (Judge & Church, 2000). Many works on motivation theories have represented the implied role of job satisfaction. These includes: Maslow's (1943) Hierarchy of Needs, Herzberg's (1968) Two-Factor (Motivator-Hygiene) Theory, Adam's (1965) Equity Theory, Porter and Lawler's (1968) modified version of Vroom's (1964) VIE Model, and Locke's (1964,1969). Others are Discrepancy Theory, Hackman and Oldham's (1976) Job Characteristics Model, Locke's (1979, 1976), Range of Affect Theory, Bandura's (1977) Social Learning Theory, and Landy's (1978) Opponent Process Theory.

Sequel to these numerous research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction (Landy, 1978). According to Judge and Klinger (2007) a common idea of the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. They further argued that, people identify themselves by their profession, such as a doctor, lawyer, or teacher. Hence, a person's individual well-being at work, therefore, is a very significant aspect of research. Locke (1976), contributing to the study on the subject, defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". For Bernstein & Nash (2008), job satisfaction has emotional, cognitive and behavioural components. The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioural component includes people's actions in relation to their work. These actions may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008).

Mueller & Kim (2008) have identified two types of job satisfaction which are based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs. The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-worker. According to Kerber and Campbell (1987), measurements of job facet satisfaction may be helpful in identifying which specific aspects of a job require improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational

issues such as high turnover (Kerber & Campbell, 1987). In this paper we have adopted the above explanatory scheme to represent our conceptualization of the job satisfaction.

2.3 Discipline

Generally speaking, discipline is systematic instruction given to disciples to train them as students in a craft or trade, or any other activity which they are supposed to perform, or to follow a particular code of conduct or "order". Often, the phrase "to discipline" carries a negative connotation. This is because enforcement of order – that is, ensuring instructions are carried out – is often regulated through punishment (Wikipedia). Hence, some people view discipline as curtailment to their right (to action without restraint). Freedom to act without ordering of the society will lead to anarchy, lack of direction in the affairs of man and non realization of the set goals of the society or organization. How workers view and accept discipline will largely enhance the success of their organizations. This paper accepts this view, and adopts the above conceptualization.

3. Literature review

In the context of this study, but not obviating from our earlier conceptualization, 'Discipline' may also imply a system by which orderly operation and control are maintained for the effective management of an organization of established institutions (1994). To Okeke (1996) discipline in the work place does not mean strict and technical observance of rules and regulations for the survival of the organizational system. Rather, it implies a situation where workers are expected to cooperate and behave in a normal and orderly way, as any reasonable person would expect an employee to do. This has become imperative since the goal of every organization or establishment is to enhance workers' satisfaction that would lead to higher productivity and profitability. This can only be realized where there are sets of rules and regulations that would govern the conduct of people at work. The absence of these rules and regulations will lead to anarchy, workers dissatisfaction which is antithetical to the basic principles that informed the establishment of such an organization.

In the application of the rules of discipline there should be consistency if good work attitude that enhances job satisfaction is to be achieved (Emiola, 2000). Considering Emiola's view, Ukeje (2002) posited that inquiry into the application of educational rules sometimes de-motivates staff and have its concomitant effect on the job satisfaction of staff and *ipso-facto* the institution. Based on the above assertion, Miskel (1988; cited in Igwe, 1999) affirmed that a direct positive relationship exist between lecturers' job satisfaction level and attitude to work. He enumerated a number of characteristics which are relevant to a person's need fulfillment and job satisfaction as nature of work, pay, promotion, staff development, working conditions etc.

In a research conducted by Olagboye (1998), about eighty five (85%) percent of the 120 lecturers he interviewed claimed that a discipline environment would help staff to be happy in their job. He added that since school discipline dictates the tone of the school. It enhances school and staff discipline. Researchers like Winer (1992) and Katz (1998) believes that function of what an individual termed as satisfying. In other words, when the characteristics of a job are compatible with the needs of a worker, the worker will also experience job satisfaction.

Though lecturer's levels of discipline are related to job satisfaction, the satisfaction one gets for himself depends on the individuals levels of discipline. In support of above contention Adesina (1990) posited that, depending on such moderating variables, the person (lecturer) may also adopt many different strategies to cope with discipline situation to enable him derive satisfaction in work environment.

The result of empirical study of Shema (2003) is in consonance with the above findings where he found a positive relationship between lecturers' (staff) recognition and job satisfaction. He noted that school recognition and motivation of staff is the first step towards job satisfaction which in turn, promotes the levels of discipline and work attitude among workers. He further observed that when an employee is not properly motivated through recognition chaos is likely to set in due to dissatisfaction. In conclusion, he stated that since workers look happier when efforts were recognized, it therefore means that they drive job satisfaction in their work. Hence, lecturer high level of commitment and attitude to work will significantly correlates to job satisfaction.

Corroborating this opinion, Ibanga (2004) declared that a lecturer (staff) attitude to work correlates with his satisfaction or dissatisfaction because a happy worker makes sure he puts in his best while a disgruntled lecturer is known to be unproductive or produces below his potential capacity or ability. It is therefore this assuming importance of the role discipline and attitude in staff job satisfaction that this study intends to critically examine.

4. Statement of the problem

In order to achieve the corporate objectives of any organization or establishment discipline and proper conduct of staff must be adequately enthroned. There have been expressions of desire by both parents and public administrators for the enthronement of discipline in schools in order to facilitate proper learning environment. This situation has subsequently resulted in staff discipline ranging from issuance of queries issued out to staff on a matter of alleged wrong doing, with holding or denial of salaries, suspension and outright dismissal by the management.

To be sure, administrators of these institutions are aware of these problems and adequate steps have been taken to reduce or eliminate disciplinary problems in schools. Despite this effort, and their several years of administrative experience, some school managers are still finding it difficult if not impossible to utilize appropriate approaches to staff discipline. Aside from the above, sometimes they are confused on the type of discipline (corrective action taken against a staff for infraction of school rules or code of ethics). Many school administrators lack the knowledge, skills, and ability to use suitable motivational technique to sustain favorable e of lecturers towards school work and even to ensure job satisfaction among staff. Consequently, the researcher seeks to ascertain the relationships that exist among levels of staff discipline and altitude to work on job satisfaction of lecturers in tertiary institutions in Cross River State, Nigeria.

5. Purpose of the study

The purpose of the study was to determine the influence of staff discipline and attitude to work on lecturers' job satisfaction in Cross River State.

In specific terms the study was aimed at determine the relationship between:

- i Staff discipline and lecturers' job satisfaction;
- ii Lecturers' attitude towards classroom teaching and job satisfaction;
- iii Lecturers' attitude towards supervision of students' academic programme and job satisfaction; and
- iv Lecturers' recognition and job satisfaction.

6. Research questions

1. Does the level discipline imbibe by lecturers in school affect their job satisfaction?
2. Is there a relationship between lecturers' attitude towards classroom teaching and their job satisfaction?
3. Does lecturer attitude towards supervision of students' academic programme influence their satisfaction?
4. Does workers recognition of their job affect their job satisfaction?

7. Research hypotheses

1. The level lecturers' are discipline does not significantly influence their job satisfaction.
2. There is no significant relationship between lecturers' classroom teaching and their job satisfaction.
3. Lecturers' attitude towards supervision of students' academic programme does not significantly influence their job satisfaction.
4. There is no significant relationship between lecturer recognition and their job satisfaction.

8. Research methodology

The design adopted for this study is ex-post-facto. The population consisted of 750 teaching staff from the state college of Education and Cross River University of Technology. Stratified random sampling technique was used to select 400 staff as sample of the study. The instrument used for the study was the researchers constructed question title: Job Satisfaction, Attitude to Work and Staff Discipline Questionnaire (JOSAWSDQ). It had four Sections.

Section A dealt with demographic information such as sex, marital status, age, educational qualification, work and work load. Sections B, C and D dealt with lecturers (staff) job satisfaction, staff discipline and attitude to work respectively. The items were of four- point like` type scale, four (4) hypothesis were formulated for the study. The data was analyzed using Pearson product moment correlation coefficient and analysis of variance (ANOVA). The result of the analysis showed that staff discipline, attitude to work influenced their job satisfaction.

The reliability of the instruction was obtained using the split-half reliability method. The method determined the internal consistency of the items in the measuring instrument. The reliability co-efficient of the test retest was determined using Pearson product moment correlation coefficient statistics and a co-efficient of .73 and .93 was gotten which was considered adequate for the study as indicated in tables I and II.

The result of the analysis in the use of the instruction is shown below.

Table 1: Split-Half Reliability Estimate for the measure of research Variables on job Satisfaction and Staff Discipline.

Variable	NO of items	Half	X	SD	rre	rtt
Level of job Satisfaction	6	odd	8.95	2.56	.68	0.80
		even	9.05	2.98		
Level of staff Discipline	6	odd	17.37	1.62	.72	.89
		even	18.29	1.63		

In the table above, the data obtained from the trial test were used to estimate the reliability of the instruments using the split-half reliability method. The method determined the internal consistency of the items in the measuring instrument. The correlation of the odd and even response was first computed using the Pearson product moment correlation coefficient analysis. To correct for test length, the spearman Brown Prophecy formula was applied.

Table 2: Split-Half Reliability Estimate for the measure of Research Variable on Teachers Attitude to work (n-30)

Teachers attitude to work Variable	No of items	Half	X	SD	rre	rtt
Attitude to the task of discipline	6	odd	17.37	2.91	.78	.88
		even	19.67	3.83		
Attitude towards Classroom teaching	6	odd	11.67	2.87	.85	.92
		even	13.03	2.89		
Attitude towards School supervision	6	odd	13.08	3.12	.87	.93
		even	14.16	3.25		
Lecturers Recognition	6	odd	13.40	2.60	.66	.80
		even	13.60	2.38		

9. Results and Discussion

Hypothesis 1

The null hypothesis states that lecturers who have high, moderate and low level perception of how staff is disciplined do not significantly differ in their job satisfaction.

To test this hypothesis, the job satisfaction of lecturers who have high moderate and low perception of how staff are disciplined were compared using the One Way Analysis of Variance (ANOVA). Lecturers whose score on their perception of how staff are disciplined is below 12 were considered low, those between 12 and 16 were considered high. The result is presented below in table 3.

Table 3: Summary data using one way analysis variance (ANOVA) to analyze the job satisfaction of lecturers with high, moderates and low perception of staff discipline.

Perception of staff discipline	N	X	SD
Low	143	13.94	1.09
Moderate	111	14.05	.95
High	146	14.18	.99
Total	400	14.06	1.02

Sources of variation	SS	Df	Ms	F
Between Group	3.98	2	1.99	
Within Group	409.697	397	1.929	1.032

Total	413.677	399
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Not significant at 0.05 level, $df = 2.39$; $F = 3.00$

From the table above, the calculation F-ratio of 1.929 is lower than the critical F = ratio of 3.00 need for the significant at 0.05 level with 2 and 397 degrees of freedom.

This means that the job satisfaction of lecturers who perceive staff discipline highly, moderately and lowly do not significantly differ hence the null hypothesis was accepted.

Hypothesis 2

The null hypothesis states that there is no significant relationship between lecturers attitude towards classroom teaching and their level of job satisfaction. To test this hypothesis, the attitude of lecturers towards classroom teaching and their level of job satisfaction were correlation using Pearson Product Moment Correlation Analysis.

Table 2: Pearson Product Moment Correlation Analysis of the relationship between lecturer's attitude towards classroom teaching and their job satisfaction ($n = 400$)

Variable	X	SD	R
Attitude towards Classroom teaching	16.50	1.14	.012
Job satisfaction	14.06	1.02	

Not significant at 0.05 level; $df = 398$; critical $r = 0.195$

From table 2 above, the calculated r-value of 0.12 is less than the critical r-value of 0.195 required for significant at 0.05 level, with 3.98 degrees of freedom. This means that the attitude of lecturers towards classroom teaching does not significantly relate to their job satisfaction. Hence the null hypothesis is upheld at 0.05 level of significance.

Hypothesis 3

The null hypothesis states that lecturers attitude towards the supervision of students' academic program me does not significantly relate to their job satisfaction. To test this hypothesis, the lecturer's attitude towards the supervision of students' academic programme was correlated with lecturers' job satisfaction using Pearson Product Moment Correlation Analysis. The result is presented in table 3 below.

Table 3: Pearson Product Moment Correlation Analysis of the relationship between lecturers' attitude towards supervision of students academic program me and job satisfaction.

Variable	X	SD	r
Attitude towards supervision of students academic programme	14.03	1.02	0.09
Job satisfaction	14.06	1.02	

Not significant at 0.05 level; $df = 398$; critical $r = 0.195$

From the table above, the calculated r-value of 0.09 is less than critical r-value of .196 required for significance at .05 levels with 398 degrees of freedom. Hence the null hypothesis that states that teachers attitude towards the supervision of students academic program me does not significantly relate to their job satisfaction is upheld at 0.05 level of significance.

Hypothesis 4

The null hypothesis states that there is no significant relationship between attitude towards lecturers' recognition and their job satisfaction. To test this hypothesis, lecturer's levels of recognition and job satisfaction were correlated using the Pearson Product Moment Correlation Analysis. The result is presented in table 4.

Table 4: Pearson Product Moment Correlation of the relationship between lecturers recognition and job satisfaction (n = 400).

Variable	X	SD	R
Recognition	16.75	1.06	0.286*
Job satisfaction	13.88	1.05	

*Significant at 0.05 level; $df = 398$; critical $r = .195$

This result is supported by the research work of Nwaogu (19980 and Udofot (2005) who opined that whether lecturers are involved in supervision students program me or not does not in any way affect their job satisfaction.

The result of their forth hypothesis indicates that there is a significant positive relationship between lecturers recognition and their level job satisfaction. This implies that a lecturer's level of job satisfaction increase as they perceive increase in the level of their recognition. This result is in line with the work of Shama (2000), Nivenberge (2003) and Agba Kwuru (2004) who maintained that when lecturers are recognized and are properly motivated, their behaviour will change positively. They further explained that where lecturers show greater commitment in their job, it means that their efforts are being recognized and motivated too. So lecturers' job satisfaction in the context of the result of this study is dependent on recognition of lecturers' effort. Generally, the observation from this study is that in an educational institution where the atmosphere is conducive and disciplinary measures are enforced lecturers will certainly experience increased job satisfaction. Some researchers are of the opinion that disciplinary actions are not a direct reflection satisfaction. In spite of this contention, since discipline is related to mental heath, it enhances job satisfaction.

10. Conclusion

Based on the findings of this study, the result revealed that teachers' job satisfaction is not dependent on their level of discipline. Also, their job satisfaction cannot be determined through their attitude towards classroom teaching. Their job satisfaction is also no dependent on lecturers attitude towards supervision of students program me. In addition, their job satisfaction can be determined through recognition of their person and efforts.

11. Recommendations

On the basic of the result, the following recommendations are made

1. A proper disciplinary enforcement mechanism should be set up to ensure compliance to school rules and regulations. This creates a safe and apply environment for job satisfaction.
2. Lecturers attitude to work should be recognized by constituted school authority to enable job performance.
3. More attention should be paid to supervision of students' academic program me in order to enhance job effectiveness.

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