PRINCIPALS’ ADMINISTRATIVE NEGLIGENCE AND TEACHERS’ JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN BAYELSA AND DELTA STATES, NIGERIA

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ABSTRACT

This study was undertaken to examine principals’ administrative negligence and teachers’ job commitment in public secondary schools in Bayelsa and Delta States. Four research questions were raised and two hypotheses were formulated and tested. The study adopted ex post facto research design. The population of the study comprised 17,190 consisting of principals, teachers and members of Post Primary Education Board (PPEB). The sample used was 1035. The main instruments used were the questionnaires. The statistical tool used for analysis of the research questions were the mean and standard deviation while Pearson’s product moment correlation was used for the test of hypotheses at 0.05 level of significance. The study found among others, that there is neglect of basic administrative functions of principals in Bayelsa and Delta States. The average level of teachers’ job commitment for both states was high but principals’ administrative negligence did not account for teachers’ job commitment in public secondary schools in Bayelsa and Delta States respectively. In Delta State, there was a significant relationship between administrative functions that principals neglect and teachers’ job commitment in public secondary schools but in Bayelsa State there was not. Based on the findings, it was recommended among others, that principals should be more effective in the discharge of their administrative functions, the staff of the Post Primary Education Board should beef up their monitoring functions in public secondary schools and principals in public secondary schools should be exposed to regular seminars on school administration.

Keywords: Principals, Administrative Negligence, Teachers’ Job Commitment

1.0 INTRODUCTION

Principals’ administrative negligence in the school system is the inability of the principal to perform school functions as expected of him. This attitude goes a long way in negatively influencing teachers’ job commitment in public secondary schools, such as poor instructional supervision, inability to provide instructional facilities and appraise teachers appropriately, poor school relationship with staff, students’ involvement in examination malpractice, ineffective information flow within the school and from Ministry of Education or Post Primary Education Board. There have been cases where principals’ administrative negligence has resulted to maladjusted behaviour manifested by students in secondary schools. This can be noticed from the behaviour of students which ranges from truancy, absenteeism, aggression, stealing, indiscipline, rudeness, examination malpractice, bullying and lack of respect to
constituted authority. Fuandai (2011) states that principals’ administrative problem has made the school authority to spend more time than necessary in trying to manage students’ deviant behaviour than the normal work of learning. This hinders effective teaching and learning process. In Bayelsa and Delta States, principals and teachers have been indicted over examination malpractice. Igoni (2022) reports that council on education has indicted 20 secondary schools in Bayelsa State for alleged involvement in examination malpractice during 2021/2022 West African examinations Council and National Examinations Council (NECO).

In a similar vein, some principals in Delta State have been demoted due to professional misconduct and negligence of duties. Muogbohware (2022) reports that five (5) principals have been demoted in public secondary schools on account of professional misconduct. According to him, one of the demoted principals could not explain how 50 computer set disappeared from the school premises. Ukah, (2019) reports that a secondary school principal in Uduere community Ugheli North Local Government Area of Delta State may likely lose his job following an alleged absenteeism from school and extortion of money. He further threatened to sack teachers who indulge in bad behaviour adding that stringent measures were being taken to ensure discipline among teachers and principals. Based on the foregoing, it becomes imperative for the researcher to investigate “Principals’ Administrative Negligence, Teachers’ Job Commitment in public secondary schools in Bayelsa and Delta States public secondary schools”.

The quality of education in Nigeria especially secondary schools has been a subject of concern to the public. There are indications of cases of low teachers’ job commitment, poor instructional supervision, and inadequate provision of instructional materials, poor school relationship, inadequate information flow and principals’ involvement in examination malpractice.

The researcher observes administrative negligence in secondary schools which do not augur well to the public. Effective teaching and learning which was generally believed to create room for good quality education is declining. This decline could be attributed to principals’ administrative negligence. Stakeholders in education observed that problems of low teachers’ job commitment such as teachers’ poor attitude to work, truancy, absenteeism, inability to prepare lesson notes, lateness to school and classes could be as a result of principals’ negligence in their administrative functions and this, will negatively influence teachers’ job commitment and students’ academic achievement in public secondary schools in Bayelsa and Delta States.

In Bayelsa and Delta States, there were cases of negligence of principals which had manifested in principals and teachers involvement in examination malpractice. Principals’ inability to account for school properties and their absence from school. Therefore, it is imperative to examine principals’ administrative negligence on teachers’ job commitment in public secondary schools in Bayelsa and Delta States. The problem addressed in this study therefore is: What is the level between principals’ administrative negligence on teachers’ job commitment in public secondary schools in Bayelsa and Delta States?

2.0 REVIEW OF RELATED LITERATURE

Administratively competent principals use some instruments in their administrative process to control the activities of teachers having known that teachers are the hub of achievement of...
secondary school goals. One of the important instruments used in administering secondary school is instructional supervision. Ololube and Major, (2015) view supervision as a practice of monitoring performance of school staff, noting the advantages and disadvantages of their work and using befitting and amicable techniques to ameliorate flaws while building on advantages thereby enhancing instruction and increasing the standard of schools and attainment of school goals.

Eurydice (2010) maintained that the purpose of teacher appraisal is for high standards and to improve teaching and learning in the education sector. Principals’ neglect it by delegating it to vice-principals hence making teachers’ appraisal to lose its value. Some principals of public secondary schools are not punctual to school. When principals are not punctual, teachers and students are likely to follow suit. Dafiaghor, (2011) states that lack of functional and effective punctuality policy give room to principals’ tardiness, because there are no perceived consequences. Ugoani (2016) reported that teachers’ absenteeism exists in schools where principals are negligent and it leads to low teachers’ job commitment. Das, Devcon and Krishnan (2005) who stated that increase in principals’ negligence on school administration results to teachers’ absenteeism in Zambia and is responsible for low teachers’ job commitment. This leads to poor students’ academic achievement in secondary schools.

The level of indiscipline in the school system has been worrisome most especially in Bayelsa and Delta States. Obaaro (2003) noted that in recent years, secondary schools in Nigeria have been witnessing wagging ‘war’ on issues of indiscipline such as, social vices, absenteeism, truancy, cheating in examination, attacks on teachers and students gangsterism, sexual immorality, cultism, insubordination, indecent dressing, smoking, fighting, drug taking. These, according to him are caused by principals’ administrative negligence in secondary schools. Etim (2021) decried high level of administrative negligence in our secondary schools when he observed a case of JSS 2 student that stabbed SS 3 student because he was asked to correct his wrong stockings.

The state of students’ indiscipline in Nigerian secondary schools has gone to the extent that the principals of secondary schools on some occasions could not handle the problems emanating from the act of indiscipline. Oghuvbu (2007) asserts that indiscipline in the school system has made the teachers not to perform well. The students depend on examination malpractice as a way out. They indulge in examination malpractice in conjunction with their teachers. Utebor (2017) reported that the chairperson of National Association of Women Journalists (NAWOJ) in a campaign against examination malpractice calling on all stakeholders in education to stem the tide of examination malpractice in Bayelsa State because it has negative implications for the development of the society. Neme (2020) reported that Delta State closed down two schools and sanctioned 16 teachers for alleged involvement in examination malpractice. UNESCO, (2005) on global monitoring reports on schools revealed that there is a high level of absenteeism among teachers in Tanzania due to principals’ inability to check them.. Oghuvbu and Okiplike (2012) assert that there are some unethical conducts among teachers and they include lateness to school and to classroom, truancy etc.

Whawoo, (2002) pointed out that a teacher should have knowledge of new discoveries in his teaching subject. Having good knowledge in other areas related to his own area of specialization is an added advantage which will make him to be effective and efficient in
discharging his instructional duties. In a similar vein, Mbiti, (2007) reported that for a school to perform well in public examinations there must be a scheme of work for each subject on the curriculum and the teachers must be guided by it and ensure coverage. This is because the scheme of work provides the school with organizational systems of content coverage for the full period of the course in each subject. Teachers show great commitment in the teaching job when there are highly motivated.

Principals’ negligence to administrative functions has resulted to teachers’ indiscipline that reduces the standard of education in Bayelsa and Delta States. Ofeimu, Ahmed & Kolawole, (2018) posit that poor students’ academic achievement in public examination has made the students to allegedly look for crooked ways of passing examination. What is commonly heard of now is “miracle centres” where students go to enroll for examination, parents even encourage their children to go to such centres to enroll for examination because they want their children to pass by all means. Students enroll in “miracle centres” because failure to pass creditably in examinations demoralises everyone, especially students. In an attempt to avoid the frustration and shame (embarrassment) associated with failure that makes students to be involved in examination malpractices which have threatened the foundation of our educational system. This may not be unconnected with the careless and negligent attitude of our principals in their administration of schools. Principals’ negligence to their administrative functions has adverse effect on the quality of instruction given to students.

Oghuvbu, (2017) noted that the fall in the academic performance of students is due to the increase in irresponsible attitude among teachers; ineffective supervision and lack of teachers’ commitment to teaching; unfriendly school climate and ineffective communication in schools are among the outcomes of supervision plagued with leadership problems. According to Anho (2017) ineffective communication in schools has influence on quality education for it reduces teachers’ commitment which gives rise to poor achievement and moral laxity. It also affects the school climate and make the school environment prone to insecurity, lateness and absenteeism. The external results of such a school are always bad as a result of poor teaching climate of the school. Anho (2022) established that there is a positive significant relationship between human resource development and employees productivity. Consequently, secondary school staff should be trained and re-trained in communication and inter-personal relationship to improve the school climate and commitment of teachers.

The Post Primary Education Board functions in the following capacities: they are in charge of appointments and promotion of staff of all cadres in the secondary school. They undertake regular and periodic supervision/monitory of public secondary schools in the state. It is their duty to post and transfer principals, vice-principals, teachers and non-teaching staff in the secondary schools. They are in charge of the payment of staff of the board. Matters of staff development such as approval of study leave and discipline of staff are carried out by the board. It is the responsibility of the board to confirm appointments, convert, upgrade and deal with issues of reinstatement of workers Iloh et al (2016) and Okendu (2012) maintained that the inability of staff of Post Primary Education Board to regularly perform their monitoring functions in public secondary schools is responsible for principals’ administrative negligence which leads to dwindled public secondary school administration that negatively influences teaching and learning. Principals of secondary schools in Nigeria need up-to-date knowledge of school administration to enable them function effectively.
Ojukwu (2017) in a study found out that insecurity on school environment significantly affects students’ academic performance in secondary schools while smoking, drug abuse, students’ gangsterism, cultism and unethical activities were some of the factors that constitute insecurity of the school environment. The result is poor students’ academic achievement which eventually causes students drop outs. It is believed that insecurity of school environment can be controlled effectively checking and limiting the causes such as banning smoking, use of drugs, cultism and other unethical activities.

3.0 METHODOLOGY

This study adopted ex-post facto research design. The population of the study comprised 17,190 principals and teachers in public secondary schools and staff of Post Primary Education Boards in Bayelsa and Delta States. This consists of 189 public secondary school principals with 3744 teachers and 414 staff of Post Primary Education Board (PPEB) in Bayelsa State and 463 public secondary school principals with 11887 teachers and 493 staff of Post Primary Education Board in Delta State. The sample for the study was one thousand and thirty-five (1035) principals, teachers and staff of Post Primary Education Board in public secondary schools in Bayelsa and Delta States. From the 1035, 48 are principals, 187 are teachers and 41 are staff of PPEB in Bayelsa State while in Delta State 116 are principals, 594 are teachers and 49 are staff of PPEB. The researcher used stratified random sampling technique in selecting the principals, teachers in public secondary schools and staff of PPEB in Bayelsa and Delta States.

Three research instruments were used for the study namely; a self-developed questionnaire entitled “Principals Administrative Negligence Questionnaire (PANQ)”, “Teachers’ Job Commitment Questionnaire (TJCQ)”, Implications of Principals’ Administrative Negligence Questionnaire (IPANQ) and Administrative Strategies Adopted by Post Primary Education Board Questionnaire(ASAPPEBQ). Face and content validity of the instrument were established by subjecting the instrument to expert in educational administration for screening and another who is a specialist in measurement and evaluation in the Department of Guidance and Counseling Psychology Department, Delta State University, Abraka.

To ensure that the instrument measured considerably and consistently what it intended to measure, it was subjected to a split-half reliability test. The result got was correlated with the Pearson’s Product Moment Correlation (r). The scores were computed using Pearson Product Moment Correlation Statistics and a co-efficient of 0.66 was obtained for Principals Administrative Negligence Questionnaire (PANQ) while 0.61 was obtained for “Teachers Job Commitment Questionnaire” (TJCQ). These co-efficient were further stepped up using Spearman Brown Formula and a coefficient of 0.80 was obtained for Principals Administrative Negligence Questionnaire (PANQ) while 0.76 was obtained for “Teachers Job Commitment Questionnaire” (TJCQ). However, one thousand one hundred and seventeen (1017) administered questionnaires, one thousand one hundred and two (1102) were retrieved for statistical applications.

The researcher analysed the demographic variables with the statistics of simple percentage while the descriptive statistics of mean rating and standard deviation were used for answering the six (6) research questions. Mean of 2.50 and above was taken as acceptance or agreement
while a mean below 2.50 was taken as the rejection point or disagreement while Pearson’s Product Moment Correlation Coefficient statistics tool was applied to test the four (4) hypotheses at 0.5 level of significance.

4.0 PRESENTATION OF RESULTS AND DISCUSSION

Research Question 1

What are the basic administrative functions neglected by principals in public secondary schools in Bayelsa and Delta States?

Table 1: Analysis of mean and standard deviation of the basic administrative functions neglected by principals in public secondary schools in Bayelsa and Delta States.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>State</th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bayelsa</td>
<td>Delta</td>
<td>Total</td>
<td>Bayelsa</td>
<td>Delta</td>
<td>Total</td>
<td>Bayelsa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>R</td>
<td>Mean</td>
<td>SD</td>
<td>R</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Principals supervise teacher in the classroom</td>
<td>2.97</td>
<td>0.95</td>
<td>NN</td>
<td>2.40</td>
<td>0.96</td>
<td>N</td>
<td>2.69</td>
</tr>
<tr>
<td>2.</td>
<td>Principals ensure adequate maintenance of learning facilities</td>
<td>2.01</td>
<td>0.51</td>
<td>N</td>
<td>2.05</td>
<td>0.65</td>
<td>N</td>
<td>2.03</td>
</tr>
<tr>
<td>3.</td>
<td>Principals ensure adequate security in the school</td>
<td>1.80</td>
<td>0.51</td>
<td>N</td>
<td>1.86</td>
<td>0.55</td>
<td>N</td>
<td>1.83</td>
</tr>
<tr>
<td>4.</td>
<td>Principals relates well with teachers</td>
<td>1.88</td>
<td>0.49</td>
<td>N</td>
<td>1.91</td>
<td>0.63</td>
<td>N</td>
<td>1.90</td>
</tr>
<tr>
<td>5.</td>
<td>Principals relates well with parents-teacher association (PTA)</td>
<td>2.04</td>
<td>0.33</td>
<td>N</td>
<td>1.96</td>
<td>0.48</td>
<td>N</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Principals ensure teacher cover scheme of work</td>
<td>2.88</td>
<td>0.80</td>
<td>NN</td>
<td>2.36</td>
<td>0.84</td>
<td>N</td>
<td>2.62</td>
</tr>
<tr>
<td>7.</td>
<td>Principals holds regular staff meeting</td>
<td>2.84</td>
<td>0.92</td>
<td>NN</td>
<td>2.25</td>
<td>0.84</td>
<td>N</td>
<td>2.55</td>
</tr>
<tr>
<td>8.</td>
<td>Principals appraise teacher appropriately</td>
<td>2.06</td>
<td>0.42</td>
<td>N</td>
<td>2.06</td>
<td>0.66</td>
<td>N</td>
<td>2.06</td>
</tr>
<tr>
<td>9.</td>
<td>There is adequate flow of information</td>
<td>2.63</td>
<td>0.72</td>
<td>NN</td>
<td>2.53</td>
<td>0.91</td>
<td>NN</td>
<td>2.58</td>
</tr>
<tr>
<td>10.</td>
<td>Principals ensure effective use of time sheet</td>
<td>2.30</td>
<td>0.62</td>
<td>N</td>
<td>1.94</td>
<td>0.60</td>
<td>N</td>
<td>2.12</td>
</tr>
<tr>
<td></td>
<td>Average Mean</td>
<td>2.31</td>
<td>0.41</td>
<td>N</td>
<td>2.10</td>
<td>0.18</td>
<td>N</td>
<td>2.21</td>
</tr>
</tbody>
</table>

Key: N for Neglected, NN for Not Neglected R: for Remark

Table 1 shows that in Bayelsa and Delta States the following administrative functions are neglected maintenance of learning facilities, principals ensuring adequate security in school, principals relating well with teachers, relating well with the Parents Teachers’ Association (PTA), appraising teachers appropriately. They also neglected effective use of time sheet and ensuring students stay in school till closure.

Principals’ supervision of teachers in the classroom was not neglected in Bayelsa State but neglected in Delta State. Principals ensuring teachers cover their scheme of work was not neglected in Bayelsa State but neglected in Delta State. Ensuring adequate information flow was not neglected in Bayelsa and Delta States.

Research Question 2
What is the level of teachers’ job commitment in public secondary schools in Bayelsa and Delta States?

Table 2: Mean level of teachers’ job commitment in public secondary schools in Bayelsa and Delta States

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Bayelsa Mean</th>
<th>Bayelsa SD</th>
<th>Bayelsa R</th>
<th>Delta Mean</th>
<th>Delta SD</th>
<th>Delta R</th>
<th>Combined Mean</th>
<th>Combined SD</th>
<th>Combined R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers are regular to school</td>
<td>3.44</td>
<td>0.50</td>
<td>H</td>
<td>3.30</td>
<td>0.57</td>
<td>H</td>
<td>3.36</td>
<td>0.54</td>
<td>H</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers evaluate students appropriately</td>
<td>3.11</td>
<td>0.32</td>
<td>H</td>
<td>3.11</td>
<td>0.59</td>
<td>H</td>
<td>3.11</td>
<td>0.46</td>
<td>H</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers go to class with well-prepared lesson notes</td>
<td>2.71</td>
<td>0.77</td>
<td>H</td>
<td>2.66</td>
<td>0.78</td>
<td>H</td>
<td>2.68</td>
<td>0.77</td>
<td>H</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers have adequate coverage of scheme of work</td>
<td>2.35</td>
<td>0.85</td>
<td>L</td>
<td>2.48</td>
<td>0.86</td>
<td>L</td>
<td>2.42</td>
<td>0.86</td>
<td>L</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers relate well with students</td>
<td>3.02</td>
<td>0.29</td>
<td>H</td>
<td>3.02</td>
<td>0.53</td>
<td>H</td>
<td>3.02</td>
<td>0.41</td>
<td>H</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher relate well with parents teachers’ association</td>
<td>2.90</td>
<td>0.40</td>
<td>H</td>
<td>2.83</td>
<td>0.72</td>
<td>H</td>
<td>2.86</td>
<td>0.56</td>
<td>H</td>
</tr>
<tr>
<td>7.</td>
<td>Lesson notes of teachers are marked before teaching</td>
<td>1.99</td>
<td>0.80</td>
<td>L</td>
<td>2.20</td>
<td>0.92</td>
<td>L</td>
<td>2.11</td>
<td>0.86</td>
<td>L</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher regularly attend seminars</td>
<td>2.30</td>
<td>0.58</td>
<td>L</td>
<td>2.13</td>
<td>0.73</td>
<td>L</td>
<td>2.21</td>
<td>0.66</td>
<td>L</td>
</tr>
<tr>
<td>9.</td>
<td>Teacher regularly attend staff meeting</td>
<td>3.00</td>
<td>0.25</td>
<td>H</td>
<td>3.00</td>
<td>0.48</td>
<td>H</td>
<td>3.00</td>
<td>0.37</td>
<td>H</td>
</tr>
<tr>
<td>10.</td>
<td>Teacher hardly leave school at times for their personal issue</td>
<td>2.52</td>
<td>0.77</td>
<td>H</td>
<td>2.49</td>
<td>0.82</td>
<td>L</td>
<td>2.50</td>
<td>0.79</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>Average Mean</td>
<td>2.73</td>
<td>0.42</td>
<td>H</td>
<td>2.72</td>
<td>0.37</td>
<td>H</td>
<td>2.73</td>
<td>0.63</td>
<td>H</td>
</tr>
</tbody>
</table>

Key: H for High, L for Low

Table 2 shows the mean level of teachers’ job commitment in public secondary schools in Bayelsa and Delta States. The result shows that the mean level of teachers’ job commitment in Bayelsa State is 2.73 while Delta State is 2.72. In both states, the mean level was 2.72 above the acceptance mean level of 2.50. This shows a high level of job commitment.

Specifically, in Bayelsa and Delta States, it was found that teachers’ job commitment was low in ensuring adequate coverage of scheme of work, with the mean of 2.25 and 2.48 respectively below the acceptance bench mark of 2.50 that means ensuring that teachers’ lesson notes are marked before teaching and teachers attending seminars regularly were neglected. Other items or issues neglected include: item 4, adequate coverage of scheme of work, Bayelsa State has 2.35 while Delta State has 2.48. In the marking of lesson notes before teaching that is, item 7, in Bayelsa State, the mean score was 1.99 while in Delta State it is 2.20. Similarly, the mean scores in both states were low in items 7 on teachers regular attendance of seminar, Bayelsa State has 2.30 while Delta State has 2.13.

Research Question 3

What are the implications of principals’ administrative negligence in public secondary schools in Bayelsa and Delta State?
Table 3: Mean score analysis of the implications of principals’ administrative negligence in public secondary schools in Bayelsa and Delta States

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>State</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bayelsa</td>
<td>Delta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>There is poor students’ academic achievement</td>
<td>2.93</td>
<td>0.36</td>
</tr>
<tr>
<td>2.</td>
<td>Students’ indiscipline negatively influences teachers’ job commitment.</td>
<td>3.26</td>
<td>0.94</td>
</tr>
<tr>
<td>3.</td>
<td>There is poor coverage of scheme of work</td>
<td>2.69</td>
<td>1.26</td>
</tr>
<tr>
<td>4.</td>
<td>The tone of the school is always affected</td>
<td>3.10</td>
<td>0.91</td>
</tr>
<tr>
<td>5.</td>
<td>Inability of principals to provide learning materials negatively influence teaching and learning</td>
<td>3.60</td>
<td>0.53</td>
</tr>
<tr>
<td>6.</td>
<td>Principals neglecting supervisory roles negatively influences teacher commitment</td>
<td>3.46</td>
<td>0.54</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher leaving school before closure negatively influences academic activates</td>
<td>3.30</td>
<td>0.55</td>
</tr>
<tr>
<td>8.</td>
<td>Principals’ negligence makes teacher to seek for transfer</td>
<td>3.13</td>
<td>0.60</td>
</tr>
<tr>
<td>9.</td>
<td>Principals negligence makes students to seek for transfer to private secondary schools</td>
<td>3.13</td>
<td>0.80</td>
</tr>
<tr>
<td>10.</td>
<td>Principals’ negligence leads to factions among teachers and students</td>
<td>3.28</td>
<td>0.56</td>
</tr>
</tbody>
</table>

Average Mean

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.14</td>
<td>0.72</td>
<td>High</td>
</tr>
</tbody>
</table>

Key: H for High, L for Low

Table 2 shows the mean level of teachers’ job commitment in public secondary schools in Bayelsa and Delta States. The result shows that the mean level of teachers’ job commitment in Bayelsa State is 2.73 while Delta State is 2.72. In both states, the mean level was 2.72 above the acceptance mean level of 2.50. This shows a high level of job commitment.

Specifically, in Bayelsa and Delta States, it was found that teachers’ job commitment was low in ensuring adequate coverage of scheme of work, with the mean of 2.25 and 2.48 respectively.
below the acceptance bench mark of 2.50 that means ensuring that teachers’ lesson notes are
marked before teaching and teachers attending seminars regularly were neglected. Other items
or issues neglected include: item 4, adequate coverage of scheme of work, Bayelsa State has
2.35 while Delta State has 2.48. In the marking of lesson notes before teaching that is, item 7,
in Bayelsa State, the mean score was 1.99 while in Delta State it is 2.20. Similarly, the mean
scores in both states were low in items 7 on teachers regular attendance of seminar, Bayelsa
State has 2.30 while Delta State has 2.13.

Research Question 3

What are the implications of principals’ administrative negligence in public secondary schools
in Bayelsa and Delta State?

Table 3: Mean score analysis of the implications of principals’ administrative negligence in
public secondary schools in Bayelsa and Delta States

Table 3 indicates that all the items/statements are indicated with the mean scores above 2.50.
Consequently, they are accepted as the implications of principals’ administrative negligence in
public secondary schools in Bayelsa and Delta States. These are: there is poor students’
academic achievement, students’ indiscipline, poor coverage of scheme of work, low tone of
the school, inability of the principals to provide learning materials, principals’ neglecting
supervisory roles, teacher leaving school before closure, principals’ negligence makes teachers
to seek transfer, principals’ negligence makes students to seek for transfer and principals
negligence leads to factions among teachers and students.

Research Question 4

What administrative strategies should Post Primary Education Board (PPEB} adopt to curb
principals’ administrative negligence in public secondary schools in Bayelsa and Delta States

Table 4: Analysis of mean and standard deviation of administrative strategies PPEB
adopt to curb principals’ administrative negligence in public secondary schools in
Bayelsa and Delta States

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Bayelsa Mean</th>
<th>Bayelsa SD</th>
<th>Bayelsa Remark</th>
<th>Delta Mean</th>
<th>Delta SD</th>
<th>Delta Remark</th>
<th>Combined Mean</th>
<th>Combined SD</th>
<th>Combined Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals are paid as when due</td>
<td>3.67</td>
<td>0.58</td>
<td>High</td>
<td>3.36</td>
<td>0.49</td>
<td>High</td>
<td>3.52</td>
<td>0.54</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>We monitor principals regularly to check principals absenteeism</td>
<td>1.67</td>
<td>0.58</td>
<td>Low</td>
<td>2.02</td>
<td>0.93</td>
<td>Low</td>
<td>1.85</td>
<td>0.76</td>
<td>Low</td>
</tr>
<tr>
<td>3.</td>
<td>We monitor teachers regularly to check lateness</td>
<td>1.67</td>
<td>0.58</td>
<td>Low</td>
<td>1.86</td>
<td>1.07</td>
<td>Low</td>
<td>1.77</td>
<td>0.83</td>
<td>Low</td>
</tr>
<tr>
<td>4.</td>
<td>Principals are given regular appraisal</td>
<td>3.00</td>
<td>0.00</td>
<td>High</td>
<td>3.02</td>
<td>0.63</td>
<td>High</td>
<td>3.01</td>
<td>0.32</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>There is regular transfer of principals</td>
<td>1.67</td>
<td>0.58</td>
<td>Low</td>
<td>2.23</td>
<td>0.92</td>
<td>Low</td>
<td>1.95</td>
<td>0.75</td>
<td>Low</td>
</tr>
</tbody>
</table>
6. There is regular transfer of teachers  
   Mean  SD  Level  r  p  Remark  
   2.00  0.00  Low  2.27  0.73  Low  2.14  0.37  Low

7. Principals are promoted regularly for effective school administration  
   Mean  SD  Level  r  p  Remark  
   3.00  0.00  High  2.60  0.76  High  2.80  0.38  High

8. Erring principals are issued query  
   Mean  SD  Level  r  p  Remark  
   3.00  0.00  High  3.39  0.49  High  3.20  0.25  High

9. We discipline principals who neglect their administrative function  
   Mean  SD  Level  r  p  Remark  
   3.00  0.00  High  3.39  0.49  High  3.20  0.25  High

10. We ensure teacher are adequate  
    Mean  SD  Level  r  p  Remark  
    2.33  0.58  Low  2.74  0.62  High  2.54  0.60  High

11. Principals attend seminars regularly  
    Mean  SD  Level  r  p  Remark  
    1.33  0.58  Low  2.39  0.69  Low  1.86  0.64  Low

12. We give awards to hardworking principals  
    Mean  SD  Level  r  p  Remark  
    3.33  0.58  High  3.23  0.48  High  3.28  0.53  High

13. We ensure qualified teachers are appointed as principals  
    Mean  SD  Level  r  p  Remark  
    3.00  0.00  High  3.18  0.54  High  3.09  0.27  Low

14. We check teachers lesson notes  
    Mean  SD  Level  r  p  Remark  
    3.00  0.00  High  3.18  0.39  High  3.09  0.20  High

15. We check teacher’s diary  
    Mean  SD  Level  r  p  Remark  
    1.67  0.58  Low  2.73  0.97  High  2.20  0.78  Low

Average Mean  2.49  0.31  Low  2.77  0.68  High  2.63  0.50  High

Table 4 is on the analysis of administrative strategies Post Primary Education Board (PPEB) adopts to curb principals’ administrative negligence in public secondary schools in Bayelsa and Delta States. From the table, it was indicated the following are not adopted: principals’ regular attendance of seminar, regular transfer of teachers, monitoring of principals regularly to check absenteeism, monitoring teachers to check lateness to school and regular transfer of principals.

**Hypothesis 1**

There is no significant relationship between administrative functions that principals neglect and teachers’ job commitment in public secondary schools

**Table 5: Correlation analysis of the relationship between administrative functions that principals neglect and teachers’ job commitment in public secondary schools**

<table>
<thead>
<tr>
<th>State</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>r</th>
<th>p</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayelsa</td>
<td>Administrative Functions</td>
<td>2.31</td>
<td>0.414</td>
<td>0.16</td>
<td>0.66</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Principals Neglect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers’ Job Commitment</td>
<td>2.73</td>
<td>0.419</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delta</td>
<td>Administrative Functions</td>
<td>2.10</td>
<td>0.184</td>
<td>0.32</td>
<td>0.37</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Principals Neglect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6: shows that in Bayelsa State, there was no significant relationship between administrative functions that principals neglect and teachers’ job commitment in public secondary schools \(r = 0.16, \rho > 0.05\), while in Delta State, there is a significant relationship between administrative functions that principals neglect and teachers’ job commitment in public secondary school \(r = 0.32, \rho < 0.05\). The null hypothesis is retained. The result maintains that there is no significant relationship between administrative functions principals neglect and teachers’ job commitment.

**Hypothesis 2:** There is no significant relationship between the Implications of principals’ administrative negligence and teachers’ job commitment in public secondary schools in Bayelsa and Delta States

**Table 6:** Correlation analysis of the relationship between the Implications of principals’ administrative negligence and teachers’ job commitment in public secondary schools in Bayelsa and Delta States

<table>
<thead>
<tr>
<th>State</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>r</th>
<th>P</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayelsa</td>
<td>Implications of Principals’ Administrative Negligence</td>
<td>3.19</td>
<td>2.419</td>
<td>0.04</td>
<td>0.92</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Teachers’ Job Commitment</td>
<td>2.73</td>
<td>0.419</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delta</td>
<td>Implications of Principals’ Administrative Negligence</td>
<td>3.01</td>
<td>0.206</td>
<td>-0.10</td>
<td>0.77</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Teachers’ Job Commitment</td>
<td>2.722</td>
<td>0.374</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(\alpha = 0.05\)

Table 6: shows that in Bayelsa State there was no significant relationship between the Implications of principals’ administrative negligence and teachers’ job commitment in public secondary schools \((r = 0.04, \rho > 0.05)\). But in Delta State, there was a significant relationship between the implications of principals’ administrative negligence and teachers’ job commitment in public Secondary Schools \((r = 0.10, \rho > 0.05)\).

**5.0 DISCUSSION OF RESULTS**

Based on the study, the following discussions are made:

**5.1 Basic Administrative Functions that Principals Neglect in Public Secondary Schools in Bayelsa and Delta States**

The first research question sought to find the basic administrative functions that principals of public secondary schools in Bayelsa and Delta States public secondary schools neglect, using a benchmark of 2.50 mean score and below to denote negligence of a function. The findings
show that average administrative functions principals neglect of 2.31 for Bayelsa State and 2.10 for Delta. Hypothesis 1 finding revealed that there is no significant relationship between administrative functions principals’ neglect and teachers’ job commitment in public secondary schools in Bayelsa State. There is a significant relationship between administrative functions principals neglect and teachers’ job commitment in public secondary schools in Delta State. The rate of administrative functions principals neglect is lower in Delta State than in Bayelsa. The findings show low neglect in Bayelsa and Delta States in relating well with the students, teachers, Parents Teachers’ Association (PTA), principals appraising teachers appropriately, providing adequate security in school, ensuring effective use of time sheet and ensuring teachers stay in school till closure.

The findings from the present study shows that principals in Bayelsa and Delta States public secondary schools are low in ensuring teachers stay in school till closure. This in a way shows the extent to which principals are present in the school. This is because a principal can only ensure teachers stay in school till closure if the said principal is in school. The inability of the principal to ensure that teachers remain in school till closure gives room to teachers that are not committed to leave school at will and at times shirk their responsibility. This negatively influences teaching and learning in public secondary schools in Bayelsa and Delta States. The finding is also supported by Das, Devcon and Krishnan (2005) who stated that increase in principals’ negligence on school administration results to teachers’ absenteeism in Zambia and is responsible for low teachers’ job commitment. Oghuvbu and Okiplike (2012) noted that there are some unethical conducts among teachers and they include lateness to school and to classroom, truancy etc. Ugoani (2016) reported that teachers’ absenteeism exists in schools where principals are negligent and it leads to low teachers’ job commitment.

In Delta State, the administrative functions principals neglect were lower because principals in Delta State neglect supervision of teachers in the classroom, provision and maintenance of learning materials, discipline of students, ensuring teachers cover their scheme of work and relating well with members of the immediate community. On principals’ low neglect in relating well with members of immediate community, This is not in consonance with Uyang (2008) who reported that principals should solicit the co-operation of members of immediate communities and harness their ideas and resources towards the achievement of school goals. She further stressed that, when good relationship is developed between the members of the community and the school, the community can enrich and enliven curricular activities through awards of prizes to deserving students in debates, drama and sports. Members of the community can provide learning facilities, school building, scholarships, vehicles and many other facilities that can encourage teachers’ job commitment and as well as enhance students’ academic achievement in public secondary schools in Delta States.

In Bayelsa and Delta States, one can attribute principals’ lackadaisical attitude toward relating well with the Parents Teachers’ Association, Old Students’ Association, and other stakeholders to the fact that they felt that they will check their excesses.

5.2 The Level of Teachers’ Job Commitment in Public Secondary Schools in Bayelsa and Delta States
The second research question sought to find the level of teachers’ job commitment in public secondary schools in Bayelsa and Delta States. The average level of teachers’ job commitment in Bayelsa State is 2.73 and Delta State is 2.72. Teachers’ average level of job commitment was higher in Bayelsa State than Delta. This could be attributed to the fact that in Delta State, principals have low administrative negligence in supervision of teachers in the classroom, discipline of students, ensuring teachers cover their scheme of work and relating well with members of the immediate community, which were not neglected by Bayelsa State principals. This agrees with Ndebele (2003) who argued that supervision of instruction helps to improve the affairs of the school, support teachers, provide instructional materials to boost teachers’ job commitment and enhance students’ academic achievement in secondary schools.

The finding also revealed that principals in Bayelsa State lay more emphasis on teachers covering their scheme of work than principals of Delta State. And in the normal sense, for a teacher to ensure he covers his scheme of work he must be committed to his teaching job. This is not in consonance with the study of Mbiti, (2007) who reported that for a school to perform well in public examinations there must be a scheme of work for each subject on the curriculum and the teachers must be guided by it and ensure coverage. This is because the scheme of work provides the school with organizational systems of content coverage for the full period of the course in each subject. Pfeffer (2008) also found that teachers’ job commitment evolves from the motivation that the principal gives them, which creates a good working environment, cordial relationship with teachers, caring for the needs of teachers and making clear work policies.

5.3 Implications of Principals’ Administrative Negligence in Public Secondary Schools in Bayelsa and Delta States

The third research question sought to find the implication of principals’ administrative negligence in public Secondary Schools in Bayelsa and Delta States. The average level of the implication of principals’ administrative negligence for Bayelsa State is 3.19 while Delta State is 3.10. The average of both States is 3.15. The negative implication is lower in Delta State. The findings show that the implication of principals’ administrative negligence accounts for 0.92% of teachers’ job commitment in Bayelsa and 0.77% in Delta States. Hypothesis 4 shows that there is no significant relationship between the implications of principals’ administrative negligence and teachers’ job commitment in Bayelsa State. There was a significant relationship between the implications of principals’ administrative negligence and teachers’ job commitment in Delta State. The implication of principals’ administrative negligence is lower in Delta State. It is a clear fact, that when principals neglect their administrative functions that it will result to failure in school administration and will have negative implications on the school system. For instance, in the present study, principals’ administrative negligence was low in supervision of teachers in classroom, principals ensuring teachers cover the scheme of work, principals relating well with members of immediate community and principals ensuring adequate provision of learning materials in Delta State. This forms part of the reasons why teachers’ job commitment is lower in Delta State. However, the findings show high level of teachers’ job commitment and students’ academic achievement in public secondary schools in Bayelsa and Delta States.
From the finding, principals’ administrative negligence has low implication on teachers' job commitment in public secondary schools in Bayelsa and Delta States. The implication is low on students' academic achievement as was observed in Delta State. Ofeim, Ahmed & Kolawole, (2018) who posited that poor students’ academic achievement in public examination has made the students to allegedly look for crooked ways of passing examination. What is commonly heard of now is “miracle centres” where students go to enroll for examinations. Parents even encourage their children to go to such centres to enroll for examination because they want their children to pass at all means.

Other areas of low implications of principals’ administrative negligence are indiscipline which negatively influences students’ learning. This agrees with Giancola (2000) who reported that students’ indiscipline is as a result of principals’ negligence of duties that negatively influences teaching and learning in secondary schools. He links students’ indiscipline to lack of trust, insecurity of staff, students and properties, making the learning environment unsafe. This causes stress on teachers and makes teachers shirk their responsibilities. The negative implication of principals’ administrative negligence results to indiscipline in the school system. This subsequently leads to students’ involvement in examination malpractice in public secondary schools in Bayelsa and Delta States. This confirms the report of Utebor (2017) who reported that the chairperson of National Association of Women Journalists (NAWOJ) in a campaign against examination malpractice calling on all stakeholders in education to stem the tide of examination malpractice in Bayelsa State because it has negative implications for the development of the society. She identified poor attitude of students towards learning as well as principals, teachers and parents, toward the students as factor responsible for existence of the vice in Bayelsa State.

In a like manner, Neme (2020) reported that Delta State closed down two schools and sanctioned 16 teachers for alleged involvement in examination malpractice. for their involvement in examination malpractice in the West African Senior School Certificate Examination (WASSCE). The decisions were based on the recommendation by the Examiner and Disciplinary Committee of the State, some teachers were to suffer deferment of promotion by one year and some banned from supervision of any school examination for a period of three years. The school that indiscipline is on the increase goes a long way to tarnish the image of the school which may subsequently lead to students seeking for transfer to private secondary schools and teachers seeking for transfer. This agrees with Inusa and Agbenyega (2012) who also stated that indiscipline in schools as tolerated by the principals reduces the teaching and learning hours because the teachers will spend more time managing students’ behaviour rather than doing actual teaching. Onah (2011) averred that teachers’ non-compliance with the principals’ directives negatively affect effective school administration which in turn affects effective teaching and learning process. This findings from the study is supported by Fuandai (2011) who noted that principals’ administrative negligence has resulted to maladjusted behaviour manifested by students in secondary schools. This can be noticed from the behaviour of students which ranges from truancy, absenteeism, aggression, stealing, indiscipline, rudeness, examination malpractice, bullying and lack of respect for constituted authority. This has made the school authority to spend more time than necessary in trying to manage students’ deviant behaviour than the normal work of learning.
5.4 Administrative Strategies for Curbing Principals’ Administrative Negligence in Public Secondary Schools in Bayelsa and Delta States

The fourth research question sought to find the administrative strategies that Post Primary Education Board (PPEB) adopts to curb principals’ negligence in public secondary schools in Bayelsa and Delta States. The findings show that the average administrative strategies adopted by staff of Post Primary Education Board (PPEB) in Bayelsa State have average score of 2.49 and Delta State 2.77. The average of both States is 2.63. The level of low administrative strategies adopted by both States are monitoring of principals regularly to check principals absenteeism and teachers lateness to school. Administrative strategies were also low on regular transfer of principals and teachers. Attending of seminars by principals was also low. The study also revealed that. It was only Bayelsa State Post Primary Education Board was low on ensuring that available teachers are adequate and on checking of teachers’ diary.

The staff of Post Primary Education Board’s regular monitoring of principals’ absenteeism is low. The inability of staff of Post Primary Education Board to regularly monitor principals and teachers’ absence and lateness to school in Bayelsa and Delta States could be attributed to the inadequacy of officials of the Post Primary Education Board in both States. In support of the findings is the study Oghuvbu (2008) who noted that officials of Post Primary Education Board are inadequate in carrying out effective monitoring of principals and teachers in the schools. According to him, this has resulted to increased number of teachers’ inability to effectively perform their instructional functions, which has adverse effects on students’ academic performance.

In the same vein, Das, Devcon and Krishnan (2005) stated that increase in teachers’ absenteeism in Zambia is responsible for low teachers’ job commitment which leads to poor students’ academic achievement in schools. The findings are not in agreement with Iloh et al. (2016) who stated that the staff of Post Primary Education Board is to monitor staff of the public secondary schools for the successful implementation of the education goals. The staff of Post Primary Education Board’s inability to regularly monitor principals’ absenteeism is a parallel development in line with the assertion of Okendu (2012) who maintained that the inability of staff of Post Primary Education Board to regularly perform their monitoring function in public secondary schools is responsible for principals’ administrative negligence which leads to dwindled public secondary school administration that negatively influences teaching and learning. The resultant effect is poor students’ academic achievement in public secondary schools.

6.0 SUMMARY

This study examined principals’ administrative negligence and teachers’ job commitment and students’ academic achievement in public secondary schools in Bayelsa and Delta States. The area studied was their administrative negligence towards the teachers, students and other functions as principals. The study also sought the administrative strategies that could be adopted by the Post Primary Education Board (PPEB) to curb their administrative negligence. The population of the study was 17,190. This comprises 189 principals in Bayelsa and 463 principals in Delta. Also, a total of 3744 and 11887 teachers were the population of teachers in Bayelsa and Delta States and 414 and 493 of staff of PPEB in Bayelsa and Delta States
respectively. A sample of 1017 was drawn from principals, teachers of public secondary schools and members of staff of Post Primary Education Boards (PPEB) in Bayelsa and Delta States.

The stratified sampling technique was used to sample 25% of principals, 5% of teachers and 10% of Staff of PPEB from the study location. The instrument used for data collection was a self-developed questionnaire entitled “Principals/ Administrative Negligence Questionnaire (PANQ)”, “Teachers’ Job Commitment Questionnaire (TJCQ)”, Implication of Principal Administrative Negligence Questionnaire (IPANQ) Administrative Strategies Adopted by Post Primary Education Board Questionnaire (ASAPPEB) in public secondary schools in Bayelsa and Delta States. Face and content validity was established by the researcher’s supervisors and two other experts in the Department of Educational Psychology (Educational Measurement and Evaluation)M in Delta State University, Abraka. The reliability of the instrument was done using split half-reliability test and scores were computed using Pearson’s product moment correlation statistics and was stepped up using Spearman Brown Formula. The data obtained from the study were analysed using descriptive statistics (mean and Standard deviation) and Pearson’s product moment correlation.

7.0 FINDINGS

The following major findings were obtained from this study:

1. The mean score for administrative functions principals’ neglect in public secondary schools in Bayelsa State was 2.31 and Delta State was 2.10. The mean score of administrative functions principals in Bayelsa and Delta States neglect was 2.21 It was found out that principals in Bayelsa and Delta States neglect maintenance of learning facilities, relating well with stakeholders in education, having appropriate teachers’ appraisal, providing adequate security in schools, ensuring teachers stay in school till closure and effective use of time sheet.

2. Level of teachers’ job commitment in public secondary schools was high in Bayelsa and Delta States.

3. Level of students’ academic achievement was high in Bayelsa and Delta States.

4. The administrative strategies the Post Primary Education Board should adopt to curb principals’ administrative negligence in public secondary schools in Bayelsa and Delta States was low in monitoring of principals regularly to check absenteeism and teachers’ lateness to school, regular transfer of principals and teachers, and principals attending regular seminars.

8.0 CONCLUSION

On the basis of the results of the study, it was concluded that administrative functions principals neglect do not have much influence on teachers’ job commitment in public secondary schools.

8.1 Recommendations
With regards to the findings aforementioned, the following are recommended.

1. Principals should be more effective in discharging their administrative functions most especially in the area maintenance of school facilities, relating well with teachers and Parents Teachers’ Association (PTA), appraising teachers appropriately, effective use of time sheet and providing adequate security in school.

2. Principals should be made to attend seminar regularly on school administration.

3. Post Primary Education Board should provide standard criteria to determine the administrative effectiveness of teachers or vice-principals before appointing them principals.

4. The staff of the Post Primary Education Board should beef up their monitoring functions. To ensure that principals’ negligence is reduced to the barest minimum.

5. Principals that are effective in school administration should be rewarded to encourage others.

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