

The Role of Staffing and Safety in Improving Teachers' Job Satisfaction in Nsukka Education Zone Enugu State

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Abstract:-This study was conducted on the role of staffing and safety in improving teachers' job satisfaction. The study was guided by three research questions and three hypotheses. The study was carried out in Nsukka Education Zone of Enugu State. A correlation research design was adopted for the study. The population of the study comprised of 1746 (62 principals and 1684 teachers) in the Zone, while 193 (6 principals and 187 teachers) were used as the sample, using multi-stage sampling technique. The study adopted three instruments for data collection which include staffing questionnaire (SFQ), safety Questionnaire (STQ) and teachers' job satisfaction questionnaire (TJSQ). The internal consistency reliability indices of SFQ, STQ and TJSQ were determined to be 0.72, 0.76 and 0.81 respectively, using Cronbach alpha. Pearson product moment correlation and multiple regression were adopted to answer the research questions and test the hypotheses at 0.05 level of significance. The result shows that staffing and safety significantly predict teachers' job satisfaction. From these findings, it was recommended among others that government should conduct regular safety audits and risk assessments to identify potential hazards and areas for improvement and use these assessments to refine safety practices and procedures.

I. INTRODUCTION

Teachers' job satisfaction is the teachers' internal feelings and view about their job condition especially when their job is favourable to them. Sharma and Ray (2019) defined teachers Job satisfaction as the internal feeling of the teacher towards his or her job in an organization or institution. A teacher may have both negative and positive feelings against his overall job design, structure and contents. According to Rayhan (2022) teachers' job satisfaction can be described as the contentment

and happiness of teachers towards their employment experience in the organizations they work for and their jobs. Conceptually, Teachers' job satisfaction could be define as the joy, motivation and love which teachers derived on their teaching job, the experience derived in the organization as well as the pleasure and contentment which they attained at the course of their work with their students, colleagues, directors, proprietors, parents and government. Deskbird (2023) pointed out the important and objectives of teachers' job satisfaction which include but not limited to; building a well engaged teachers work force, producing a well-motivated teachers, it makes teachers to be eager to perform their duties, improve students' academic achievement. For these objectives to be ascertained there is need for teachers to be treated very well and their needs to be granted in an institution. However, the government in her effort has increased teachers' salary and the teachers' minimum wage rate yet teachers' job satisfaction is not yet attain in Nigerian. Particularly, in Nsukka Education Zone of Enugu state. The teachers' job satisfaction has nothing to write home about in Nsukka education zone, because teachers go home with peanut called salary, the teachers complain and no one is interested to listen to their cry. Furthermore, 80% of teachers cannot even afford three square meals from their salary (Osondu, Ogbozor, & Raphael, 2022). This situation has propelled many students never to accept the teaching career in life. According to Enwezor, and Obi, (2022), teachers poor job satisfaction is operating the entire south east Nigeria, including Enugu State and Nsukka Education Zone Enugu State. As a result of the poor teachers' job satisfaction in Nsukka Education Zone, government increased teachers' salary yet teachers' job satisfaction remained the same. However, Padhi and Sahu (2020) noted that the factors that could affect teachers' job satisfaction include; pay efficacy, benefit, autonomy, workplace atmosphere and human resource management practices on safety and staffing.

Staffing could be seen as the process of selecting potential employees, this could also be refers to as recruitment which is always done through the use of interview, networking and application. According to Sims (2023), staffing is the continuous process of evaluation, selecting, finding and creating a good relationship with current or future employees. Staffing can also be described as one of the most essential work of the management which encompasses the process of filling the vacant position of a job at the right time. Sharif, Malik, Arooj and Albadry (2024) conducted a study on Impact of human resource management practices on employees' performance; the study also examined staffing as one of the human recourse practices. The study was conducted in Lahore, Pakistan. The study adopted a correlation research design. The study has only one research question and seven hypotheses to guide the study. The result shows that there is a significant relationship between staffing and teachers job satisfaction. Again, another study was conducted by Mondejar and Asio, (2022) on Human Resource Management Practices and Job Satisfaction: Basis for Development of a Teacher Retention Framework. The study was carried out in private academic institutions in Olongapo City, Philippines. The study adopted a descriptive correlation. The result indicates that there is a significant relationship between staffing and teachers' job satisfaction. The significant nature of staffing shows that it can improve teachers' job satisfaction. However, after staffing the teachers or the employees, there is need for them to remain protected and feel free in their work place without fear or trembling, this could be referred to as safety. Aziz (2021), pointed out that safety of the work place is an essential aspect of human resource management practices that emphasize the reduction or total eradication of hazards which

relates to the work of an individual. Aziz (2021) asserted that the safety can only be obtained by proper supervision and inspection of the work place, providing fire protection measures, provision of first-aid facilities and organizing safety education programs for both teachers and other workers in an institution. Mondejar and Asio (2022) were of the view that safety connotes the process of protecting live and property of the people from harm destruction and damage of all kind. Shonje (2016), conducted a study on the Influence of Working Conditions and safety on Teachers' Job Satisfaction. The study was carried out in Kisarawe District Public Secondary School in Tanzania. The study used a descriptive survey design. The population of the study was not mentioned. However, the sample size consisted of 107 respondents. The study shows that there is a significant relationship between teachers safety and teachers job satisfaction. Furthermore, Rajeswaran, Navaneethakrishnan and Rasanayakam (2023), Conducted a study on the topic Teachers job satisfaction: do human resource management Practices Matter? Evidence from Secondary Level Education Kurumve Uygulamada Eğitim Yönetimi Educational Administration: Theory and Practice. Safety was examined among other human recourse practices. The study was carried out in Northern Province of Sri Lanka. The study adopted a correlation design. The finding states that there is a significant relationship between safety and teachers' job satisfaction.

Considering these authors view on staffing and safety of human resources practices and teachers' job satisfaction, it is imperative to study more on staffing and safety of human resource practices on teachers' job satisfaction in Nsukka Education zone of Enugu State.

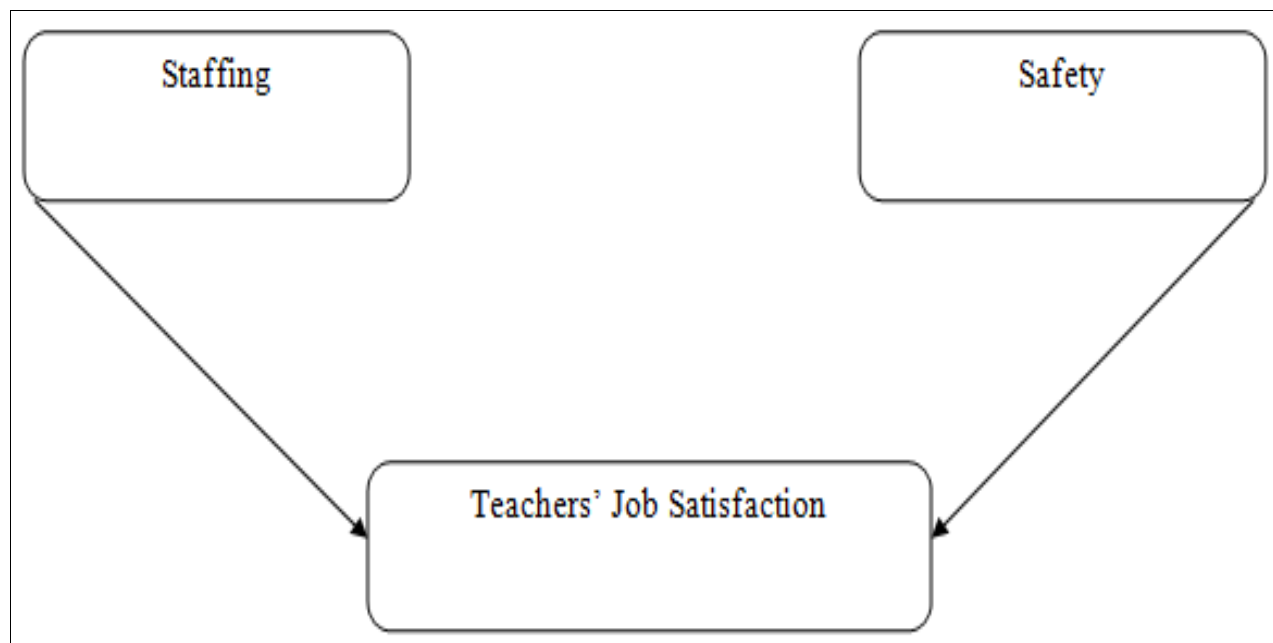


Fig 1 Conceptual Framework

➤ *The Schema for Variables under Investigation by the Authors (2024).*

The Schema above shows the relationship that exists between the independent variables (staffing and safety) and the criterion variable (teachers' job satisfaction). The schema shows the relationship between staffing and teachers' job satisfaction, the relationship between safety and teachers' job satisfaction. Finally, the above schema explains the joint relationship between staffing and safety on teachers' job satisfaction.

➤ *Purpose of the Study.*

- To determine the relationship between teachers' job satisfaction and staffing.
- To determine the relationship between teachers' job satisfaction and safety.
- To determine the amount of variation in teachers' job satisfaction that is attributed to staffing and safety.

➤ *Research Questions*

- What is the relationship between teachers' job satisfaction and staffing?
- What is the relationship between teachers' job satisfaction and safety?
- What is the amount of variation in teachers' job satisfaction that is attributed to staffing and safety?

➤ *Hypotheses*

- **H₀₁:** There is no significant relationship between teachers' job satisfaction and staffing
- **H₀₂:** There is no significant relationship between teachers' job satisfaction and safety
- **H₀₃:** Staffing and safety are not significant predictors of teachers' job satisfaction.

II. MATERIALS AND METHODOLOGY

➤ *Design of the Study*

This study adopted correlation research design because the design permits a researcher to establish relationship between two or more variables (Nworgu, 2015). This design is suitable for the study because the study sought to determine relationship that exists between staffing, safety of human resource management practices and teachers' job satisfaction in Nsukka Education Zone of Enugu state.

➤ *Population of the Study*

The population of the study comprised of all the 1746 (62 principals and 1684 teachers) in the Zone. From which the sample of **193** (6 principals and 187 teachers) were selected for the study. Simple random sampling was used to select two (2) schools each from the three Local Government Areas in Nsukka Education Zone. Thereafter, simple random sampling was used to sample 2 schools in Uzo-Uwani, 2 schools in Igbo-

Etiti and 2 schools in Nsukka Local Government Areas. From the 3 sampled Local Government Areas, six schools sampled were used in the study.

➤ *Instruments for Data Collection*

Three instruments staffing Questionnaire (SFQ), safety Questionnaire (STQ) and teachers' job satisfaction questionnaire (TJSQ) were developed by the researcher. The instruments contain 20 items each related on a four-point scale. 4-Strongly Agree, 3 -Agree, 2 -Disagree and 1 – Strongly Disagree. The instruments were constructed to measure human resource management practices on staffing, safety and teachers' job satisfaction.

➤ *Reliability of the Instruments*

Pilot testing was carried out to estimate the reliability of the instruments. This was done by administering the instruments on 4 principals and 16 teachers in 4 schools in Obolo-Affor Education Zone Enugu State which were not part of the schools sampled or area. These schools were used because the schools are close to the sampled schools and may have same characteristics with the sampled schools. The internal consistency reliability of the instruments (SFQ), (STQ) and (TJSQ) were established using Cronbach-alpha because the instruments were polytomously scored; which implies instruments with no right or wrong answer. The reliability coefficient of 0.72, 0.76 and 0.81 was obtained for (SFQ), (STQ) and (TJSQ) respectively. **Method of Data Collection;** face to face method of data collection was used in this study. First the researchers created good relationship with the teachers and the management after submitting a letter of permission to carry out research in those schools. This request was granted by all the selected schools. Therefore, the researchers applied face-to-face method of data collection and administered the instruments to the respondents. This method was used in order to ensure maximum return of the instrument as well as to enable the researcher attend to participants' questions as they are responding to the research instruments. The instruments were scored as follows 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree

➤ *Method of Data Analysis*

Pearson product moment correlation was used to answer research question 1 and 2 while research question 3 was answered using multiple regression. But Pearson product moment correlation was used to test hypotheses 1 and 2 while and Regression ANOVA was used to test hypothesis 3 at 0.05 alpha levels. According to (Nworgu, 2015) a correlation coefficient of 0.00 to 0.20 was considered very low, 0.2 to 0.40 considered low, 0.40 to 0.60 moderate, 0.60 to 0.80 was considered high but 0.80 and above was considered very high.

III. RESULT**➤ Research Question One**

What is the amount of variation in teachers' job satisfaction that is attributed to staffing?

Table 1; Summary of Pearson Product Moment Correlation between Teachers' Job Satisfaction and Staffing.

Variables	Staffing	Teachers' Job Satisfaction
Staffing		
Pearson Correlation	1	0.196
Significant (2-Tailed)		0.006
N	193	193
Teachers' job satisfaction		
Pearson Correlation	0.196	1
Significant (2-Tailed)	0.006	
N	193	193

Correlation is significant $p < 0.05$

Table 1 shows a very low but positive relationship between staffing and teachers job satisfaction but the result is significant. Therefore, the researchers rejected the hypothesis. This implies that the hypothesis which asserted that there is no significant relationship between staffing and teachers job satisfaction was rejected. Hence, the researchers conclude that there is a significant relationship between staffing and teachers' job satisfaction.

➤ Research Question Two

What is the amount of variation in teachers' job satisfaction that is attributed to safety?

Table 2; Summary of Pearson Product Moment Correlation between Teachers Job Satisfaction and Safety

Variables	Safety	Teachers' job satisfaction
Safety		
Pearson Correlation	1	0.331
Significant (2-Tailed)		0.000
N	193	193
Teachers' job satisfaction		
Pearson Correlation	0.331	1
Significant (2-Tailed)	0.000	
N	193	193

Correlation is significant $p < 0.05$

Table 2 shows a low but positive relationship between students' safety and teachers' job satisfaction. Although, the result in the table indicated a significant relationship. Therefore, the hypothesis was rejected. This implies that there is a low but positive relationship between safety of human resource management practices and teachers job satisfaction. Furthermore, the hypothesis which asserted that there is no significant relationship between safety of human resource management practices and teachers' job satisfaction was rejected. Hence, the researchers conclude that there is a significant relationship between safety of human resource management practices and teachers' job satisfaction.

➤ *Research Question Three*

What is the amount of variation on teachers' job satisfaction that is attributed to staffing and safety?

Table 3: Output Regression Analysis for the Amount of Variation in Teachers' Job Satisfaction that is Attributed to Staffing and Safety.

Model	N	R	R ²
Staffing, Safety and teachers job satisfaction	193	0.343 ^a	.117

Result in Table 3 shows the regression analysis of the amount of variation in teachers' job satisfaction that is attributed to staffing and safety. The result shows correlation coefficient (r) of 0.34. This implies a positive low relationship between staffing, safety and teachers' job satisfaction. The coefficient of determination (R²) associated with the correlation coefficient of it was 0.12. This implies that 12% of variation in teachers' job satisfaction is attributed to staffing and safety. The result indicates that 88% of variation on teachers' job satisfaction is attributed to other factors order than staffing and safety.

Table 4: Regression ANOVA Result of Staffing and Safety in Predicting Teachers' Job Satisfaction

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7930.963	2	3965.481	12.646	.000 ^b
	Residual	59581.327	190	313.586		
	Total	67512.290	192			
a. Dependent Variable: job satisfaction						
b. Predictors: (Constant), safety, staffing						

Result in Table 4 shows ($F(1,192) = 12.646, p = 0.000$) for prediction of staffing and safety on teachers job satisfaction. Since the probability value of 0.000 is less than the alpha level of 0.05, the null hypothesis is rejected. Therefore, the researchers conclude that staffing and safety of human recourse management practices are significant predictors of teachers' job satisfaction.

IV. DISCUSSION

The findings in this study show that there is a low positive significant relationship between human recourse management practices on staffing, safety and teachers job satisfaction. The findings of this study is in line with the findings of Shaukat, Ashraf, and Ghafoor (2015) who addressed that there is a significant relationship between staffing and teachers job satisfaction. This study is also in consonant with the study conducted by Mondejar and Asio, (2022) which pointed out that there is a significant relationship between staffing and teachers' job satisfaction. The above study is also in line with the findings of Shonje (2016) that there is a positive significant relationship between teachers' safety and teachers' job satisfaction. More also, the study is also in agreement with the findings of Rajeswaran, Navaneethakrishnan and Rasanayakam (2023) that there is a significant relationship between safety and teachers' job satisfaction.

V. RECOMMENDATION

- The human resource management should establish clear, detailed safety policies and procedures tailored to the specific needs of teachers' and their organization. This may include guidelines for emergency responses, equipment use, and safe work practices.
- The human resource management in an institution should create a straightforward process for employees to report safety hazards, incidents and encourage a culture of openness where employees feel comfortable reporting issues without fear of retaliation. Ensure that reported concerns are promptly addressed and investigated.
- Government should conduct regular safety audits and risk assessments to identify potential hazards and areas for improvement and use these assessments to refine safety practices and procedures. Engage employees in the evaluation process to gain insights and improve safety measures based on real-world experiences.
- Human recourse management should develop a long-term strategy that aligns staffing needs with organizational goals. Analyze current and future teachers workforce requirements based on teaching objectives and potential skill gaps. Use data-driven approaches and forecasting techniques to anticipate teachers' needs and prepare the teachers for future changes.
- The human recourse management should ensure they have the right teachers in place at the right time.

- Human resource management in every institution should ensure that there is continuous process of evaluation, finding, selecting, and creating a good relationship with current or future employees as these will promote teachers job satisfaction.

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