

# Extent of Principals' Application of Management Practices for Teachers' Job Satisfaction in Public Secondary Schools in Enugu State, Nigeria

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## Abstract

*The study ascertained the extent of principals' application of management practices for teachers' job satisfaction in public secondary schools in Enugu State. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study comprised 7,958 respondents made up of 291 principals and 7,667 teachers in public secondary schools in Enugu State. Proportionate Stratified sampling technique was used to draw 796 respondents made up of 29 principals and 767 teachers. Two versions of a 15-item questionnaire titled "Principals' Application of Management Practices Questionnaire (PAMPQ)" was used as the instrument for data collection. The instruments were subjected to face validation by three experts who are lecturers; two in Department of Educational Management and Policy and the other in the Department of Educational Foundations (Measurement and Evaluation), all from the Faculty of Education, Nnamdi Azikiwe University. Cronbach alpha was used to ascertain the reliability of the instruments. The reliability coefficient obtained for Parts A and B were 0.85 and 0.81 For PAMPQI and 0.76 and 0.73 for PAMPQII. The researchers together with the help of seven research assistants collected data for the study. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study among others revealed that there was low extent of principals' application of motivational and supervision practices in secondary schools in Enugu State. It also revealed that there is no significant difference in the mean ratings of principals and teachers on the extent of principals' application of supervision practices for teachers' job satisfaction in secondary schools in Enugu State. Based on the findings, it is recommended that there is need for principals to use special recognition for excellent service, participation of teachers in decision making and encouragement of team work to motivate teachers in the school.*



*This will give them a sense of belonging and accomplishment, which will serve as a morale booster to them. Conclusion was drawn.*

**Keywords:** principals, application, management practices, motivation and supervision.

## Introduction

The principals as chief executives of secondary schools are at a vantage position to plan, coordinate, monitor and control both human and material resources for delivery of quality education. They are also responsible for assessing, evaluating and supervising teachers with the aim of assisting them to improve on performing their teaching roles. To support this, Onyali and Nnebedum (2016) pointed out that it is the duty of the principals to coordinate, plan, stimulate, direct, supervise, monitor and control the activities of teachers in the school. It is also the duty of the principals to apply management practices in order to stimulate and control the activities of teachers in the school.

Application is the act of putting something, principles or techniques into use so as to attain predetermined goals and objectives. On the other hand, Syed, Mahmood and Attaullah (2015) defined management practices as a systematic framework for ordering staff behaviour for understanding and improving the exercise of management in the school. In the view of Ali and Abedafattah (2013) management practices is defined as a set of guiding principles and management style adopted by managers in an organization to improve competitiveness and organizational performance. In the context of this study, principals' management practices are principles, styles or strategies used by principals to boost teachers' morale, commitment, improve their knowledge and

skills in order to enhance their job satisfaction for the attainment of the school goals and objectives. Management practices entail motivating teachers, supervising them, caring for their well-being and enhancing their professional growth. To buttress this, Onuma (2016) stated that principals' management practice is the provision of supervision, motivation, professional growth, welfare and other factors that affect teachers' performance in secondary schools. The above management practices outlined by Onuma that were adopted in this study are motivation and supervision.

Supervision is one of the management practices of principals that are geared towards assisting teachers to perform effectively. Supervision is the act of observing teachers and rendering professional assistance and guidance to them in order to enhance their effectiveness. The main aim of supervision practices is to improve teaching and learning for attainment of the school objectives. According to Nnebedum and Akinfolarin (2017), supervision provides a platform for interaction between the principal (supervisor) and the teacher (supervisee). Supervision practices include: monitoring teachers instructional delivery, checking their lesson notes, lesson plans, grading of students and their marking schemes among others in a bid to assist them improve on performing their duties. Ejeih Cited in Eze (2016) observed that there is inadequate teachers' supervision to ensure maintenance of standards in Nigeria including Enugu State. Similarly, Ogakwu (2010) observed



that a good number of the serving teachers in Enugu State resent supervision in the state owing to unwholesome supervisory behaviour being demonstrated by the supervisors of instruction.

Motivation in this context is any factor or service rendered by principals to energize, direct and stimulate the behavior of secondary school teachers. Aja-Okorie and Usulor (2016) defined motivation as those things that compel teachers to do their work with happiness in the area of teaching and learning. Motivational practices is basically concerned with activities or strategies used by principals for the purpose of providing a climate that is conducive for the satisfaction of the various needs, interests and aspirations of the teachers so that they may become committed, dedicated and effective in performing their duties. Onyali and Nnebedum (2016) pointed out that principals' motivational practices could be in form of improved working conditions, rewards, involvement in decision making and training. Other include: good communication pattern, delegation of duties with commensurate authority, maintaining of collegial relationship, encouraging of team work, recognizing teachers for excellent performance and equipping staff office among others. Interaction with some teachers in Enugu State revealed that some of them were not adequately motivated. When teachers' are motivated, they are likely to be satisfied with their jobs.

Leah (2014) defined teachers' job satisfaction as the collection of feelings, beliefs that teachers have about their jobs. According to George (2014), teachers job' satisfaction refers to good feelings about teaching as a job that boosts the morale of teachers and maintain their need to stay in

the profession as well as their commitment to the job and their pride of being teachers. Teachers' job satisfaction in this study refers to the gratification, positive feelings and fulfillment drive by teachers in the course of discharging their duties. Teachers' job satisfaction is likely to boost their morale and enhance their commitment and dedication to their teaching roles. In other words, teachers' job satisfaction could serve as a morale booster for teachers to demonstrate strong commitment to work, maintain classroom discipline and quality instructional delivery. Consequently, this may result to improvement on students' academic performance. Okwaraji and Aguwa (2015) reported that most of the secondary school teachers in Enugu State were not satisfied with their jobs. Low teachers' job satisfaction is likely to affect their commitment and dedication to performing their duties. The low teachers' job satisfaction in secondary schools in Enugu State appears to contribute to teachers' absenteeism, lateness and missing of their classes among others observed by the researcher. Teachers' low job satisfaction in Enugu State may be induced by low level of principals' provision of management practices.

### Statement of the Problem

The roles of teachers in socio-economic development of Enugu State cannot be over-emphasized. This is because teachers are responsible for the translation and implementation of the school curriculum. The skills and knowledge to be acquired by students to develop Enugu State to a great extent depend on the level of teachers' implementation of the school curriculum. Nevertheless, it appears that

most secondary school teachers in Enugu State are not satisfied with their job.

Teachers' low job satisfaction in Enugu State may be prompted by low level of principals' management practices in the areas of supervision and motivation. Principals organization of medical check-up and counseling services as well as monitoring of teachers' classroom instructional delivery, truancy level, daily school attendance and students grading system in Enugu state seems to be irregular. These appear to contribute to non-challant attitudes of some teachers in Enugu state such as lateness, missing of their lessons, absenteeism among others. To this effect, the researchers embarked on this research study to find out the extent of principals application of management practices for teachers' job satisfaction in secondary schools in Enugu State.

### **Purpose of the Study**

The main purpose of the study is to ascertain the extent of principals' application of management practices for teachers' job satisfaction in secondary schools in Enugu State. Specifically, this study sought to find out the extent of principals' application of:

1. Motivational practices for teachers' job satisfaction in secondary schools in Enugu State.
2. Supervision practices for teachers' job satisfaction in secondary schools in Enugu State.

### **Research Questions**

The following research questions guided the study.

1. What is the extent of principals' application of motivational practices for

teachers' job satisfaction in secondary schools in Enugu State?

2. What is the extent of principals' application of supervision practices for teachers' job satisfaction in secondary schools in Enugu State?

### **Hypotheses**

Two null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of principals and teachers on the extent of principals' application of motivational practices for teachers' job satisfaction in secondary schools in Enugu State.
2. There is no significant difference in the mean ratings of principals and teachers on the extent of principals' application of supervision practices for teachers' job satisfaction in secondary schools in Enugu State.

### **Method**

Descriptive survey design was adopted for this study. The study was conducted in Enugu State. The population of the study comprised 7,958 respondents which is made up of 291 principals and 7,667 teachers in the six education zones in Enugu State. The sample of this study was 797 respondents which comprised 30 principals and 767 teachers. The sample was composed using proportionate stratified sampling techniques. This was considered necessary to ensure that principals' and teachers' from the various zones in the state were represented in the same proportion as they existed in the population. This yielded sample of 5, 4, 4, 6, 5 and 6 principals and 117, 100, 98, 165, 134 and 155 teachers from Agbani, Awgu, Enugu, Nsukka,



Obollo-Afor and Udi education zones respectively. The sample consisted of 10% of the entire population. Two version of the researchers developed instrument titled 'Principals' Application of Management Practices Questionnaire (PAMPQ)' was used for data collection, One version (PAMPQI) for the principals and the other (PAMPQII) for the teachers. The instruments have two parts namely: A and B. These parts were based on the two areas of principals' management practices namely: 7 items on principals' motivational practices and 8 items on principals' supervision practices respectively. The instruments contains 15 items structured on four points rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted at 4, 3, 2 and 1 respectively. The face validation of the instrument was determined by three experts who are lecturers all in the Faculty of Education, Nnamdi Azikiwe Univeristy. Cronbach's alpha was used to determine the internal consistency of PAMPQ. The

reliability coefficient obtained for Parts A and B were 0.85 and 0.81 For PAMPQI and 0.76 and 0.73 for PAMPQII. Seven hundred and ninety seven copies of the questionnaire were administered directly to the respondents by the researchers together with the help of seven research assistants. 796 copies of questionnaire were properly filled and successfully retrieved, indicating 99.9 percent return. These 796 copies were used for data analysis. Mean and standard deviation were used in answering the research questions. In answering the research questions in this study, mean ratings that fall between: 4.00-3.50, 3.49-2.50, 2.49-1.50, and 1.49-below were taken to indicate VHE, HE, LE and VLE respectively. The null hypotheses were tested at 0.05 level of significance using t-test. If the calculated t-value is greater or equal to the t-critical value, the null hypothesis will be rejected. If otherwise, the null hypothesis will not be rejected.

Results

Research Question One: What is the extent of principals' application of motivational practices for teachers' job satisfaction in secondary schools in Enugu State?

Table 1: Mean ratings and standard deviation scores of principals' application of motivational practices

Table with 9 columns: S/N, Items, Principals (29) (X-bar, SD, DECISION), Teachers (767) (X-bar, SD, Decision). Rows include items like 'Praising teachers for excellent performance' and 'Encouraging team work in the school'.



6. Giving monetary rewards to outstanding teachers	1.79	0.68	Low Extent	1.62	0.68	Low Extent
7. Supplying timely information to teachers	2.24	1.09	Low Extent	2.29	1.09	Low Extent
<b>Mean of Means'</b>	<b>2.15</b>	<b>0.93</b>	<b>Low Extent</b>	<b>2.03</b>	<b>0.88</b>	<b>Low Extent</b>

Result as shown on Table 1 reveal that both principals and teachers indicated low extent of principals' application of motivational practices for items 1, 2, 4, 6 and 7. This is shown by mean ratings of the items that fall within the range 1.50-2.49 for both principals and teachers. However, the mean responses of both principals and teachers revealed high extent of principals' application of motivational practices for items 3 and 5 with the mean ratings of these items that fall within the range 2.50-3.49. The standard deviation scores for principals and teachers on all the items which ranged

between 0.49-1.13 indicate convergence and closer deviation from the mean scores.

Generally, the mean of means' value of 2.15 for principals and 2.03 for teachers respectively, falls within the range 1.50-2.49 indicating low extent of principals' application of motivational practices for teachers' job satisfaction in secondary schools in Enugu State. The pooled standard deviation scores for principals and teachers which stand at 0.93 and 0.88 respectively indicate convergence of their responses and thus their responses are close to the mean scores.

**Research Question Two:** What is the extent of principals' application of supervision practices for teachers' job satisfaction in secondary schools in Enugu State?

**Table 2:** Mean ratings and standard deviation scores of principals' application of supervision practices

S/N	Items	(Principals=29)			(Teachers=767)		
		$\bar{X}$	SD	DECISION	$\bar{X}$	SD	DECISION
8.	Monitoring teachers classroom instructional delivery	2.04	1.15	Low Extent	2.27	1.10	Low Extent
9.	Checking teachers lesson notes	2.79	1.11	High Extent	2.63	1.11	High Extent
10.	Examining the students grading system	2.10	1.14	Low Extent	2.29	1.12	Low Extent
11.	Monitoring teachers daily school attendance	3.14	0.95	High Extent	2.38	1.09	Low Extent
12.	Giving constructive feedback to my teachers	1.720	.80	Low Extent	2.24	1.09	Low Extent
13.	Monitoring teachers truancy level	2.59	1.18	High Extent	2.19	1.15	Low Extent
14.	Checking teachers scheme of work	2.07	1.00	Low Extent	2.20	0.97	Low Extent



15. Monitoring participation in extra-curricular activities 1.62 0.78 Low Extent 1.46 0.58 Low Extent

Mean of Means'

2.26 1.01 Low Extent 2.21 0.89 Low Extent

Table 2 reveal that both principals and teachers indicated low extent of principals' application of supervision practices for items 8, 10, 12, 14 and 15. This is shown by mean ratings of the items that fall within the range 1.50-2.49 for both principals and teachers. However, the mean responses of both principals and teachers revealed high extent of principals' application of supervision practice for item 9 in as their mean ratings fall within the range 2.50-3.49. While the mean responses of principals' revealed high extent of principals' application of items 11 and 13 that of teachers revealed low extent of principals' application of the items. The standard

deviations which ranged between 0.58-1.17 indicate convergence and closer deviation from the mean scores.

Generally, the mean of means' value of 2.26 for principals and 2.21 for teachers respectively, fall within the range 1.50-2.49 indicating low extent of principals' application of supervision practices for teachers' job satisfaction in secondary schools in Enugu State. The pooled standard deviation scores for principals and teachers which stand at 1.01 and 0.89 respectively indicate convergence of their responses and thus their responses are close to the mean scores.

**Testing the Null Hypotheses**

Ho<sub>1</sub>: There is no significant difference in the mean rating of principals and teachers on the extent of principals' application of motivational practices for teachers' job satisfaction in secondary schools in Enugu State.

**Table 3:** *t-test of the mean rating of principals and teachers on the extent of principals' application of motivational practices for teachers' job satisfaction in secondary schools in Enugu State.*

Variables	N	$\bar{X}$	SD	t-cal.	t-crit.	Df	$\infty$	Decision
Principals	29	2.15	0.93	0.71	1.96	794	0.05	Not Significant
Teachers	767	2.03	0.88					

From table 3, the t-calculated value of 0.71 is less than t-critical value of 1.96 at 0.05 level of significance and 794 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant

difference in the mean rating of principals and teachers on the extent of principals' application of motivational practices for teachers' job satisfaction in secondary schools in Enugu State.



Ho<sub>2</sub>: There is no significant difference in the mean rating of principals and teachers on the extent of principals’ application of supervision practices for teachers’ job satisfaction in secondary schools in Enugu State.

**Table 4:** *t-test of the mean rating of principals and teachers on the extent principals’ application of supervision practices for teachers’ job satisfaction in secondary schools in Enugu State.*

Variables	N	$\bar{X}$	SD	t-cal.	t-crit.	Df	$\infty$	Decision
Principals	29	2.26	1.01	0.30	1.96	794	0.05	Not Significant
Teachers	767	2.21	0.89					

From table 4, the t-calculated value of 0.30 is less than t-critical value of 1.96 at 0.05 level of significance and 794 the degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant

difference in the mean rating of principals and teachers on the extent of principals’ application of supervision practices for teachers’ job satisfaction in secondary schools in Enugu State.

### Discussion of the findings

The research question one and null hypothesis one, focused on principals’ application of motivational practices for teachers’ job satisfaction. The result of data analyzed on table 1 revealed that there is low extent of principals’ application of motivational practices for teachers’ job satisfaction in secondary schools in Enugu State. This is contrary to the findings of Aja-Okorie and Usulor (2016) who reported that principal to high extent ensure teachers’ motivation for their effectiveness in private and public secondary school. The difference in findings could be attributed to location. This current study was conducted in secondary schools in Enugu State, while the study of Aja-Okorie and Usulor’s was conducted in Ebonyi state. This finding implies that principals to a low extent involve teachers in decision making process, praise them for excellent performance, recommend them for promotion and encourage team work in the school among others.

The corresponding hypothesis revealed that there is no significant difference in the mean rating of principals and teachers on the extent of principals’ application of motivational practices for teachers’ job satisfaction in secondary schools in Enugu State. This finding supports an earlier report by Onuma (2016) which revealed that there was no significant difference in the mean ratings of principals and teachers in management support practices for teachers’ motivation. This finding implies that principals and teachers hold same view on the low extent of principals’ provision of motivational practices.

Research question two and null hypothesis two, focused on principals’ application of supervision practices for teachers’ job satisfaction. The result of data analyzed on table 2 revealed that there is low extent of principals’ application of supervision practices for teachers’ job satisfaction in secondary schools in Enugu State. This is in line with the findings of Unachukwu and Odumodu (2015) who

reported that the level of management support practices for teachers' supportive supervision was low in secondary schools. This implies that principals monitor to a very low extent teachers' classroom instructional delivery, truancy level, daily school attendance and students grading system among others.

The corresponding hypothesis revealed that there is no significant difference in the mean rating of principals and teachers on the extent of principals' application of supervision practices for teachers' job satisfaction in secondary schools in Enugu State. This finding is contrary to that of Unachukwu and Odumodu (2015) who reported that the mean rating of principals and teachers on the extent management support practices for teachers' supportive supervision differ significantly. The difference in findings could be attributed to location. This finding of this study implies that principals and teachers do not differ in their rating of principals' monitoring of teachers' classroom instructional delivery, truancy level, daily school attendance and students grading system among others.

## Conclusion

Based on the results of this study, it was concluded that there was low extent of principals' application of management practices for teachers' job satisfaction in secondary schools in Enugu State. Again, there was no significant difference in the mean rating of principals and teachers on the extent principals' application of management practices for teachers' job satisfaction in secondary schools in Enugu State.

## Recommendations

Based on the findings of this study, the following recommendations were made:

1. There is need for principals to use special recognition for excellent service, participation of teachers in decision making and encouragement of team work to motivate teachers in the school. This will give them a sense of belonging and accomplishment, which will serve as a morale booster to them.
2. The principals should regularly supervise teachers' lesson notes and plans, instructional methods, keeping and maintaining of school records and participation in extra-curricula activities. The supervision should not be used to witch-hunt teachers but should be aimed at stimulating, directing and coordinating their efforts, cultivating good working personal relationship so that they will all work towards more efficient achievement of the task goals.

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