AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

RELATIONSHIP BETWEEN PRINCIPALS' MOTIVATIONAL STRATEGIES AND TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

[1]Florence Ukamaka Akudo (PhD),
[2]Amara Clara Ezeokenwa,
[3]Ifeanyi Francis Ikedimma (PhD)
[1-3]Department of Educational Management and Policy,
Faculty of Education,
Nnamdi Azikiwe University, Awka,
Anambra State, Nigeria

ABSTRACT

This study investigated relationship between principals' motivational strategies and teachers' job satisfaction in public secondary schools in Anambra State. Three research questions and three hypotheses guided this study. The study adopted a correlational research design. The population of the study consisted of 7,027 teachers in all the 266 State government owned secondary schools in Anambra state. The sample for the study was 703 teachers. The sample was drawn using multi-stage sampling procedure. Two instruments were used for data collection namely, Principals Motivational Strategies Questionnaire (MSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were validated by three experts, two from the Department of Educational Management and Policy and one Measurement and Evaluation expert from Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instruments was established using Cronbach Alpha method. Reliability coefficient obtained for MSQ yielded coefficient of 0.84, TJSQ 0.96. The researchers with the help of five assistants administered copies of the questionnaire on the teachers at their various schools using direct administration and retrieval method. Pearson Product Moment coefficient correlation was used to analyze data and test the hypotheses at 0.05 level of significance. The findings of the study showed among others that there is a very high positive and significant relationship existing between principals' staff development practices and teachers' job satisfaction. There is a significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction. There is a significant relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction. It was recommended among others that Anambra state Ministry of Education should encourage principals to adopt these identified motivational strategies since they have been found to positively affect teachers' job satisfaction.

Keywords: Principals, Motivation, Strategies, Teachers, Job Satisfaction.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Introduction

Education is a positive instrument for the overall improvement of one's knowledge, ideologies and skills to achieve self-reliance, sustainability and enlightenment. A well-administered education would equip individuals with capacities to confront problems; awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful (Ugochukwu, Adaobi &Vivian, 2021). The main policy objectives of education are to raise the quality of education at all levels, to make the products of the system more useful to society and to maintain education as one of the prime engines for development (NPE, 2013). However, for quality educational output, school administrators alone cannot work in isolation; they need the assistance of teachers as no educational level in Nigeria (secondary education inclusive) can rise above the quality of its teachers. This is to say that teachers play pivotal roles in promoting learning and professional growth of learners.

Teachers are professionals who impact knowledge and skills to learners. They have the responsibility to impart knowledge, skills, character, and behaviour to students. According to Nwosu (2021), teachers are the people who coordinate all the factors in the teaching and learning process to promote the attainment of educational objectives. Okechukwu and Oputa (2021) explained that teachers are those who make strident efforts to improve human capital in the school. This means that teachers are those who help in the academic, social and emotional development of students. However, the level of dedication and effectiveness of teachers on the job hinged on their level of job satisfaction. Therefore, it seems that teachers' job satisfaction is paramount in determining their overall performance in the school.

Teachers' job satisfaction is the level of contentment, fulfillment and happiness experienced by teachers in their professional roles. It includes various aspects such as their sense of accomplishment, recognition, work environment, relationships with colleagues and students, opportunities for growth and development, autonomy in decision-making, and alignment with personal values and goals. Egboka and Alike (2019) stated that satisfied teachers are important for any educational system. The success or failure of the education system depends largely on the level of satisfaction obtained on the job. Thus, when teachers are satisfied, they exhibit high level of commitment in the job. Ofoegbu (2017) noted that fostering teacher satisfaction in schools is imperative because satisfied teachers are likely to stay longer on the job, perform better than their unsatisfied colleagues, and are usually enthusiastic about contributing positively to the success of the school.

Teachers' job satisfaction affects the productivity of teachers in the school. Job satisfaction among teachers is a multifaceted construct that is imperative for the retention of these teachers and is a significant determinant of teacher commitment as well as a contributor to school effectiveness (Ololube, 2016). Satisfied teachers are more

likely to work towards school goals, invest more effort in their jobs, and are more willing to apply considerable effort in school reforms. Such teachers will also be ready to go the extra mile for the students and the school for the school's goals and objectives to be achieved. Thus, Egboka and Alike (2019) opined that it seems that there is a direct link between the level of teachers' satisfaction and motivational strategies principals utilize in their schools.

Motivational strategies are techniques or approaches used to inspire, encourage, and stimulate individuals or groups to take action, pursue goals, or achieve desired outcomes. Onyali and Nnebedum (2016) stated that motivational strategies are energizers to staff performance. They further stressed that motivational strategies direct and control the behaviour of teachers to achieve maximum output. Principals' motivational strategies are the various methods, approaches, and initiatives implemented by school principals to inspire, encourage and empower teachers and other staff members within the educational institution (Osegbue, Ohamobi & Manafa, 2018). These strategies could boost morale, enhance job satisfaction, increase engagement and promote professional growth among teachers.

Motivated teachers are usually resilient, creative and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving a sustainable economic development (Osegbue, Ohamobi & Manafa, 2018). School principals should use various incentives to motivate teachers because human behaviour is very difficult to understand. Principals' motivational strategies can vary widely and may include staff development practices, providing incentives, promotion of teachers, offering support and encouragement, involvement of teachers in decision making, recognizing achievements, teachers' empowerment, and involving teachers in school administration (Okwasa, 2021). Therefore, within the context of this study, the researcher will focus on staff development practices, promotion of teachers, involvement of teachers in decision-making and involving teachers in school administration.

Staff development practices are various activities, programmes, and initiatives implemented within the school organization, to enhance the skills, knowledge, and professional growth of teachers. These practices are designed to support continuous learning and improvement among teacher, with the aim of enhancing their job satisfaction. Ezenwaka (2021) stated that staff development practices may include workshops, seminars, conferences, in-service training, mentoring programs, collaborative professional learning communities, and other forms of professional development opportunities. Principals play a crucial role in facilitating staff development by providing resources, creating a supportive culture of learning, identifying relevant training opportunities, and fostering a climate of collaboration and continuous

improvement within the school community. According to Arikpo (2018), school principals serve as instructional leaders who set the tone for professional growth and development among teachers. Their role involves assessing the needs of the staff, aligning development initiatives with school goals, advocating for resources to support ongoing learning and ensure timely promotion of teachers. Principals should as well endeavour to involve teachers in the decision-making process in the school as this tends to boost their morale.

When teachers are involved in decision-making, they contribute their expertise to shape school policies and initiatives. Olorunsola (2016) defined involvement of teachers in decision-making in schools as active participation and contribution of teachers in shaping policies, initiatives, and practices that affect teaching, learning, and the overall school environment. By involving teachers in decision-making processes, schools can leverage on their expertise, insights, and experiences to create more effective and responsive educational practices. Principals play a crucial role in fostering this involvement. As Adeyemi (2018) suggested, principals can create a conducive environment through leadership styles that encourage participation and by providing opportunities for teachers to contribute to the development of the schools through committees, staff meetings with open discussions, and professional development focused on decision-making skills. This collaborative approach can boost teachers' morale and lead to job satisfaction. Involving teachers in school administration is yet another way of motivating them for better performance.

Involving teachers in school administration entails empowering them to participate in policy development and leadership roles beyond their classroom responsibilities (Adedoyin & Ojo, 2022). This involvement may include collaborating with school leaders on curriculum development, student support services, resource allocation, professional development initiatives, and other administrative tasks aimed at enhancing teaching and learning outcomes. Ogbodulu and Oviasogie (2020) noted that principals can contribute to the aforementioned by actively seeking input from teachers, valuing their expertise, and providing opportunities for professional growth and leadership development. They can establish collaborative structures such as teacher-led committees or advisory groups to address school-wide issues, encourage open communication channels, and ensure that teachers have a voice in shaping policies and practices that impact their work.

By promoting teachers' involvement in school administration, principals not only leverage on the collective wisdom and expertise of their teachers but also foster a sense of ownership, commitment, and collective responsibility towards achieving the school's goals. Despite all these motivational strategies, there has been much outcry about the ineffectiveness of teachers in the discharge of their duties and the case of teachers in Anambra State is not quite

different (Adedoyin & Asaolu, 2021). It was observed by the researcher that in Anambra State, some teachers in secondary schools appear to be carrying out one form of business activity or another during school hours. Some appear to be lukewarm and unserious in the discharge of their duties. Maybe they are not motivated enough to carry out their primary assignment in their various school. These behaviour by some teachers could be an indication that they are not satisfied with their jobs and if these issues are not addressed, it could lead to poor service delivery in schools. It is against this backdrop that the study investigated the relationship between principals' motivational strategies and teachers' job satisfaction in public secondary schools in Anambra State.

Statement of the Problem

It is obvious that professionally trained teachers always give in their best in carrying out their duties and responsibilities. In the secondary school system in Anambra State, there appears to be a decline in teachers' dedication to their professional duties, manifested by lackluster attitudes towards their responsibilities and decreased performance levels despite substantial government interventions. From researcher's observation in one of the secondary schools in Anambra State, school administrators appear not to apply appropriate motivational strategies for teachers' motivation. The implication is teachers' lack of job satisfaction and non-commitment to duty, resulting in high rate of teachers' attrition. Principals' inability to motivate their teachers may manifest in teachers' unwillingness to participate in school activities, late coming, uncreative and non-stimulating teaching and lack of interest in meetings, unhelpful attitudes when assistance is needed, and resistance to contributing more than what is required of them.

Research has shown that stress, heavy workloads, poor pay, unfavourable working conditions, negative school atmosphere, low morale, excessive bureaucracy, and specifically perceived inadequate principal support are some of the major factors creating job dissatisfaction among teachers and a desire to leave the profession (Okwelle and Okubo, 2022). The issue of teacher job satisfaction must be addressed to retain qualified teachers and encourage sustainability in the profession. In Anambra State, the prevailing state of affairs in public secondary schools seems to be hostile, unhealthy, unmotivating and unfavourable which limit teachers' use of their initiatives, create low job satisfaction and negative attitude towards their duties. Arising from the foregoing, could these be attributed to inability of principals to motivate the teachers using appropriate motivational strategies? Thus, the researcher seeks to find answers to the above questions by examining the relationship between principals' motivational strategies and teachers' job satisfaction in secondary schools in Anambra State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between principals' staff development practices and teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the relationship between principals' involvement of teachers in decision making and teachers' job satisfaction in public secondary schools in Anambra State?
3. What is the relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction in public secondary schools in Anambra State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between principals' Staff development practices and teachers' job satisfaction in public secondary schools in Anambra State.
2. There is no significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction in public secondary schools in Anambra State.
3. There is no significant relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction in public secondary schools in Anambra State.

Methods

The study adopted a correlational research design. Three research questions and three hypotheses were tested at 0.05 level of significance. The population of the study consisted of 7,027 teachers in all the 266 State government owned secondary schools in Anambra state. The sample for the study was 703 teachers. The sample was drawn using multi-stage sampling procedure. Two instruments were used for data collection namely, Principals Motivational Strategies Questionnaire (MSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were validated by three experts, two from the Department of Educational Management and Policy and one Measurement and Evaluation expert from Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instruments was established using Cronbach Alpha method. Reliability coefficient obtained for MSQ yielded coefficient of 0.84, and reliability coefficient for TJSQ yielded 0.96. The researchers with the help of five assistants administered copies of the questionnaire on the teachers at their various schools using direct administration and retrieval method**.** Pearson's Product Moment correlation coefficient was used to answer the research questions and also to test the hypotheses at 0.05 level of significance.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Results

Table 1: Pearson r on the relationship between principals' staff development practices and teachers' job satisfaction

Source of Variation	N	r	Remark
Principals' Staff Development Practices	690	0.806	Very High Positive Relationship
Teachers' Job Satisfaction			

Table 1 shows that there is a very high positive relationship existing between principals' staff development practices and teachers' job satisfaction in public secondary schools in Anambra State. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.806.

Table 2: Pearson r on the relationship between principals' involvement of teachers in decision making and teachers' job satisfaction

Source of Variation	N	r	Remark
Principals' Involvement of Teachers in Decision Making	690	0.765	High Positive Relationship
Teachers' Job Satisfaction			

Table 2 shows that there is a high positive relationship existing between principals' involvement of teachers in decision making and teachers' job satisfaction. This is shown by the size of Pearson's Correlation Coefficient r, which is 0.765.

Table 3: Pearson r on the relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction

Source of Variation	N	r	Remark
Principals' Involvement of Teachers in Sch Admin.	690	0.817	Very High Positive Relationship
Teachers' Job Satisfaction			

As shown in the above table, there is a very high positive relationship existing between principals' involvement of teachers in school administration and teachers' job satisfaction. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.817.

Hypotheses Testing

Table 4: Test of Significance of Pearson Correlation between principals' Staff development practices and teachers' job satisfaction

Source of Variation	N	r	p-value	Remark
Principals' Staff Development Practices	690	0.806	0.00	Sig
Teachers' Job Satisfaction				

Analysis in Table 4 shows that there is a significant relationship between principals' staff development practices and teachers' job satisfaction. The calculated r (0.806) had *P*.value <0.05. The 1st null hypothesis was therefore rejected.

Table 5: Test of Significance of Pearson Correlation between principals' involvement of teachers in decision making and teachers' job satisfaction

Source of Variation	N	r	p-value	Remark
Principals' Involvement of Teachers in Decision Making	690	0.765	0.00	Sig
Teachers' Job Satisfaction				

Table 5 shows that there is a significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction. The calculated r (0.765) had *P*.value <0.05. The 3rd null hypothesis was therefore rejected.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Table 6: Test of Significance of Pearson Correlation between principals' involvement of teachers in School Administration and teachers' job satisfaction

Source of Variation	N	r	p-value	Remark
Principals' Involvement of Teachers in School Admin.	973	0.817	0.00	Sig
Teachers' Job Satisfaction				

Table 6 shows that there is a significant relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction. The calculated r (0.817) had *P*. value <0.05. The 4th null hypothesis was therefore rejected.

Discussion of Findings

The analysis in table one shows that there is a very high positive relationship existing between principals' staff development practices and teachers' job satisfaction. The analysis in table four shows that there is a significant relationship between principals' staff development practices and teachers' job satisfaction. Therefore, the two results show that teachers in public secondary schools agree that principals' application of staff development as motivational strategies results to their being committed and satisfied with their job. The idea behind this is that teachers believe that emphasis on staff development programmes such as workshops, seminars and conferences are factors that encourages teachers to be happy and satisfied with their jobs. Teachers in public secondary schools in Anambra state also concur that sponsoring them to acquire qualification in education and providing in-service training for teachers motivate them to be satisfied with their job.

The findings above are in agreement with the findings of an earlier study by Ifediorah-Okeke and Okaforcha (2019) and Ofojebe and Nnebedum (2016) which found that staff development practices such as opportunities for in-service training have a positive and significant relationship with teachers' job satisfaction. The study by these researchers affirms that Principals play a crucial role in facilitating staff development by providing resources, creating a supportive culture of learning, identifying relevant training opportunities, and fostering a climate of collaboration and continuous improvement within the school community which leads to teachers' job satisfaction.

The findings of this study in table two reveals that there is a high positive relationship existing between principals' involvement of teachers in decision making and teachers' job satisfaction. The analysis of the hypothesis in table five shows that there

is a significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction. This means that the teachers agree that the more principals involve teachers in planning classroom activities and school functions such as quiz competitions and counseling of students, the more teachers are satisfied, committed and happy with their job.

The findings of this study are in line with the findings of earlier study by Amuse and Okafor (2017) which revealed a positive and significant relationship existing between principals' involvement of teachers in decision making and teachers' job satisfaction. Also, Ogbu (2017) found out that teachers' teamwork, fringe benefits and involvement in decision-making as motivational strategies give teachers' job satisfaction in secondary schools. The study by Okafor and Ogbu confirm that when principals involve teachers in planning classroom activities and school functions such as quiz competitions and counseling of students, the more teachers are satisfied, committed and happy with their job.

The analysis in table three show that there is a very high positive relationship existing between principals' involvement of teachers in school administration and teachers' job satisfaction. The finding of study in table six reveals a significant relationship existing between principals' involvement of teachers in school administration and teachers' job satisfaction. Therefore the two results show that teachers concur that principals who involve teachers in school administration by involving them in setting the school goals, preparing time-tables, and duty roasters inspire them to love and be satisfied with their jobs.

This finding is in agreement with findings of earlier study by Onukwu and Okafor (2020) which also reveal a positive and a significant correlation existing between principals' involvement of teachers in school administration and teachers' job satisfaction. The study by this research maintained that principals who involve teachers in school administration by involving them in setting the school goals, preparing time-tables, and duty roasters inspire them to love and be satisfied with their jobs.

Conclusion

Based on the findings of the study, it was concluded that all the dimensions of principals' motivational strategies researched have a positive relationship with teachers' job satisfaction in secondary schools in Anambra state. All the dimensions of motivational strategies used by principals have significant correlation with teachers' job satisfaction.

Recommendations

Premised on the findings of this study, the researchers made the following recommendations:

1. Anambra state ministry of education should encourage principals to adopt these motivational strategies since they have been found to positively affect teachers' job satisfaction.

2. Knowledge of these motivational strategies by prospective principals should be included by the government and proprietors as one the criteria for appointment of principals in secondary schools in Anambra State since it has proven to have a relationship with teachers' job satisfaction.
3. The state government and agencies in charge of education such as the Ministry of Education and Post primary School Service Commission (PPSSC) should constantly organize regular training and development programmes in form of seminars and workshops for principals on use of these motivational strategies in order to make teachers satisfied with their job.

REFERENCES

Adedoyin, O. A., & Asaolu, M. O. (2021). Collaborative leadership and teacher participation in school decision-making in Nigeria: An integrative review. *Educational Management Administration & Leadership,* 49(5), 683-702.

Adedoyin, O. A., & Ojo, S. O. (2022). Teacher empowerment and school improvement in Nigeria: A critical review. *International Studies in Educational Administration*, 51(2), 187-204.

Adeyemi, B. A. (2018). Principals' leadership styles and teacher participation in school decision-making in public secondary schools in South-West, Nigeria. *Educational Research and Review*, 13(7), 522-530.

Adinna, I. P., & Onyekwelu, R. A. (2021). Evaluation Of Supervision Related Challenges on The Implementation of National Policy on Secondary Education in Anambra State Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS);* 5(2), pg.272 – 281

Adinna, P. I. and Okaforcha, C. C. (2019). Administrative practices for enhancing implementation of continuous assessment in basic education in Anambra State. *Research Journal of Education, 7*(5), 1-10. http://www.researchjournali.com/journals.

Amuse, N., & Okafor, A. (2017). Impact of organizational culture on job satisfaction among the university faculty members in South East Nigeria: An Empirical Study. *International Journal of Business and Social Science*, 8(3), 171-178.

Anushiem, U.M.J. (2017). A Constitutionality of the Exclusive Jurisdiction of the Investments and Securities Tribunal (IST). *African Journal of Constitutional and Administrative Law (AJCAL)* 1; 64-

77 available in google scholar at http:// www.journals.ezenwaohaetorc.org

Anushiem, U.M.J. (2022). The Intervention of Finance Act on Taxation of Non-Resident Companies in Nigeria: An Appraisal', *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law (COOUJPPL)* 4 (1).

Arikpo, D. O. (2018). Staff development needs assessment of business education teachers in technical colleges in south-south geo-political zone of Nigeria. *International Journal of Research in Education and Science (IJRES), 4*(2), 425-433.

Azubuike, O. R. (2024). Perceived Influence of Welfare Packages on Teachers Job Performance in Public Secondary Schools in Anambra State. *International Journal of Education, Research and Scientific Development;* 5(3), 1-14. https://www.ijresd.org

Azubuike, O. R. (2024). Principals' school Plant and Personnel Management Practices as Predictors of School Improvement in Secondary Schools in Anambra State.

Ezenwaka, C. O. (2021). The role of school leadership in promoting teachers' professional development in Nigeria. *Journal of Educational Leadership and Management Review*, *6*(1), 1-12.

Ifediorah-Okeke, N., & Okaforcha, C. C. (2019). Extent of principals" support services for teachers" job commitment in public and private secondary schools in Anambra State. *Africa Review Research*, 13(2), 156-168.

Nwosu, J. C. (2021). Principals' communication strategies and teachers' job performance in public secondary schools in Ikenne Local Government Area of Ogun State. *International Journal of Education, Learning and Development*, 5(9)1-12.

Ofojebe, W. N., & Nnebedum, D. (2016). Impact of motivational strategies and teachers" job satisfaction in public secondary schools in Imo State, Nigeria. *Review of European Studies*, 3(2), 150-154.

Ogbodulu, D. I., & Oviasogie, V. O. (2020). The impact of teacher leadership on student engagement in Nigerian secondary schools. *Journal of Educational Leadership, Research and Development (JELRD)*, 5(2), 1-12.

Ogbu, A. S. (2017). Principals" motivational strategies and job satisfaction of public secondary school teachers in Benue State. *Educational Leadership*, 55, 82-83.

Okwatsa, D. W. (2021). *Principals' motivational strategies and their implications on teachers' job performance in public secondary schools in Mombasa County, Kenya*. Unpublished Master's Degree Thesis, Kenyatta University.

Okwelle, P.C. & Okubo, G.K.(2022). Influence of motivational strategies on teachers' job satisfaction in Rivers State Technical Colleges. *International Journal of Social Sciences and Management studies*, 1(1),128-141.

Oladipo, O. E., & Abegunde, A. A. (2021). Teacher participation in school decision-making and its effects on school effectiveness in primary schools in South-West, Nigeria. *International Journal of Research in Education and Science (IJRES)*, 7(3), 1024-1033.

Olorunsola, B. J. (2016). Teacher participation in school decision-making in Ekiti State, Nigeria. *International Journal of Educational Development Using Information and Communication Technology (IJEDICT)*, 10(2), 182-194.

Onukwu, J., & Okafor, I. (2020). Conceptualizing some aspects of intrinsic and extrinsic motivation as determinants of teachers‟ job performance in public secondary schools in Abia State, *Nigeria FUO Quarterly Journal of Contemporary Research*, 8(3), 23-35.

Onyali, L.C. & Nnebedum, C. (2016). Relationship between total quality management practices of principals' and teacher's productivity in secondary school in Anambra State. *Journal of Education Graduates*, 3 (1), 10-23.

Onyekwelu, R. A. (2024). Teachers' Professional Competencies as correlates of Student's Academic Achievement in Public Secondary Schools in Anambra State. AJSTME, Volume. 10 (3); 404-411; https://www.ajstme.com.ng

Onyekwelu, R. A., & Adinna, P. I. (2022). Influence Of Covid-19 On the Nigeria Secondary Education System: Effective Virtual Learning, The Way Forward (A Case Study of Anambra State). *Journal of Educational Research & Development*, *5*(2).

Ugochukwu, A.V., Adaobi, A. B., & Vivian, A. A. (2021). Primary education administration in Nigeria: Challenges and strategies for improvement. *International Journal of Research and Scientific Innovation*, 3(3), *101-105.*