AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021 https://ajemates.org
Impact Factor: SJIF 2020=5.536; SJIF 2021 = 5.57 Impact Factor URL: http://sjifactor.com/passport.php?id=21362
Ranking URL:http://sjifactor.com/masterlist.php?area=all&country=ng&ord=sjif

MANAGEMENT SUPPORT AND LOCUS OF CONTROL AS PREDICTORS OF TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The purpose of the study is to determine the predictive value of management support and locus of control on teachers' job satisfaction in secondary schools. Two research questions guided the study and two hypotheses were tested at .05 level of significance. It was a correlational study conducted in public secondary schools in Anambra State. The population of this study comprised of all the 6,396 secondary school teachers in the six Education Zones in Anambra State. The sample of the study comprised 1500 secondary school teachers sampled using proportionate stratified sampling technique was adopted for this study. Data for this study were collected by means of four structured questionnaires developed by the researcher. Three experts: two lecturers in Educational Management and Policy and one lecturer in measurement and evaluation (Department of Educational Foundations), all from the Faculty of Education, Nnamdi Azikiwe University, Awka, validated the instruments. The reliability of the instruments was determined through a trial testing conducted on 20 teachers in 5 secondary schools in Enugu State. Data were analyzed using Cronbach Alpha and reliability co-efficient values of 0.86 and 0.83were obtained respectively for each of MSQ and LOCQ. The instruments were administered on the respondents in their schools by the researcher with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the instruments. The Pearson Product Moment Correlation was used in data analysis. Findings indicated that management support and locus of control have low and positive predictive value on teachers' job satisfaction in secondary schools in Anambra State. Among others, it was recommended that government should endeavour to improve teachers' job satisfaction through empowerment, recognitions, motivations, rewards, seminars and workshops. These are also part of the indicators of effective school management and can boost teachers' job satisfaction.

Keywords: *predictive value; management support, locus of control; teachers' job satisfaction.*

Introduction

Education is perceived as the corner stone of economic and social development and a principal means of providing for the welfare of individuals. The role of education in solving the problems affecting the growth and development in the society cannot be over-emphasized. In the light of the above, it

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should be noted that the accomplishment of the goal of education, attaining quality standards and maintaining effective control and service delivery is something that should start right from the primary school through the secondary school to higher institutions. Secondary education serves as a link between primary education and higher education. The emphasis in this work is on secondary education.

Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. Secondary education occupies a central position in the Nigerian educational system because it is the level of education that prepares students for higher education. It is the level of education that determines the academic and professional career of students. Perhaps, it is the basis of this understanding that the Federal Republic of Nigeria (FRN, 2013) articulated the broad aim of secondary education to include preparation of students for useful living in the society and preparation for higher education. The aim of secondary education in Nigeria therefore cannot be successfully achieved without quality teachers' service delivery.

A teacher is an instructor who implements educational policies at the classroom level with the aim that students can function effectively in their environment. Abbasi and Hollman (2010) explained that teachers are charged with important responsibilities of offering guidance and counselling to students in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels. The teachers' role or task in most cases, seem to depend greatly on the kind of support given to them by their principals (Azih, 2001).

Principals occupy a central position in the management of secondary education in Nigeria. According to Green (2019), principals by virtue of their positions are managers and the quality of their managerial functions determines, to a large extent their success or failure in schools. This corroborates the view of Ukeje, Akabogu and Ndu (1992) that principals are to provide efficient schedules, reasonable workloads for the employees, and the best utilization of available professional and material resources. This, in part, means that principals are very important in the achievement of educational goals or objectives. Starratt, (2013), similarly observed that principals should provide teachers with needed management support in order to effectively function in their schools. This observation leads to the idea of management support practices as discussed in this work.

Management support includes the provision of enabling working environment for the teachers to effectively render the needed services in schools (Tiedt, 2013). Castller (2013:92) explained principals' management support as "the provision of school organizational climate that boosts teachers' morale and enhances their commitment to their jobs as well as guarantees their professional development". Put differently, management support in secondary schools includes all enabling environments put in place by the principals to foster teachers' morale as well as commitment and professional development (Campbell, 2007). Thus, providing management support in relation to teachers

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involves giving them supportive supervision, providing them with rewards, taking care of their welfare, supporting them to take part in in-service education and promoting them as and when due (Okoye, 2021). Teachers who are provided with adequate management support are most likely to develop internal locus of control.

Findley and Cooper (2021) noted that Locus of control (LOC) is a psychological construct that identifies an individual's beliefs about the degree of personal control that can be exercised over his/her environment. The individual can see these causes as internal or external. Teachers who see that they are able to control and manipulate things that happen in their lives are seen as having an internal locus of control. A teacher who blames the principal or other teachers for what is going wrong in their teaching experience is seen as having an external locus of control and being at risk.

These perceptions can influence the teacher' attitudes and behaviours for good or bad and in turn, have a positive or negative impact on teachers' performance and school organizational success. Management support and locus of control may have some predictive powers on teachers' job satisfaction. Teachers are likely to be motivated to effectively play their role and make a solid contribution to quality secondary education when they derive satisfaction from their job.

Job satisfaction is the totality of an individual's feelings about his or her job. As noted by Ngimbudzi (2009), job satisfaction refers to how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. According to Mbua (2013) job satisfaction is the fulfillment acquired by experiencing various job activities and rewards. Moreover, job satisfaction is defined as the amount of importance a school places on its human resources (Lunenburg & Ornstein, 2014). Job satisfaction can lead to behaviours which can have either a positive or negative effect on the school organizational functioning. For example, the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension. On the other hand, the lack of job satisfaction among teachers can result in absenteeism from school, aggressive behaviour towards colleagues and learners, early exit from teaching profession and psychological withdrawal from work. Operationally, job satisfaction in the school context refers to the teachers' happiness and contentment with the teaching job and other assigned duties and showing same in being devoted to the job or duties.

From preliminary investigations and researcher's personal experience, it is evident that Anambra State has shown considerable interest in developing secondary education in the state. There is increase in facilities which seemingly contributed to the excellent performance of secondary school students in the state in external examinations. However, it is important to note that most of the school facilities (such as computers) are still under-utilized. One major reason could be that teachers in some secondary schools do not receive adequate management support or

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have internal locus of control. Consequently, it may lead to teachers not adequately equipped on trending educational issues that can enhance their job satisfaction. In the schools also, principals do not seem to motivate the teachers adequately. Furthermore, the increase in students' population has resulted in the increase in teachers' workload and the overstretching of the insufficiently available classrooms. Thus, the classrooms are characterized by over-crowded students.

Research Questions

The following research questions guided the study:

1. What is the predictive value of management support on teachers' job satisfaction in secondary schools in Anambra State?
2. What is the predictive value of locus of control on teachers' job satisfaction in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. Management support will not significantly predict teachers' job satisfaction in secondary schools in Anambra State.
2. Locus of control will not significantly predict teachers' job satisfaction in secondary schools in Anambra State.

Research Method

A correlational research design was adopted for the study. The study was carried out in Anambra state. The population of this study comprised of all the 6,396 secondary school teachers in the six Education Zones in Anambra State. The sample size of this study comprised 1500 secondary school teachers in Anambra State. The proportionate stratified sampling technique was adopted for this study. Data for this study were collected by means of structured questionnaires developed by the researchers. The first instrument which has 29 items is titled "Management Support Questionnaire (MSQ)". The second instrument made up of 20 items is titled "Locus of Control Questionnaire (LOCQ)". The two instruments employed a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively. The instruments were validated by three experts: two in Educational Management and Policy and one expert in measurement and evaluation (Department of Educational Foundations), all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined through a trial testing. Copies of the instrument were administered to 20 public secondary school teachers in 5 secondary schools in Enugu State. The data were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.86 and 0.83 were obtained respectively

It is therefore necessary to determine the predictive value of management support and locus of control on teachers' job satisfaction in secondary schools in Anambra State. The problem of the study in question form is: "How do management support and locus of control predict teachers' job satisfaction in secondary schools in Anambra State?"

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for each of MSQ and LOCQ. The instruments were administered on the respondents in their schools by the researcher with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the instruments. On-the-spot approach method was used in data collection. The copies of questionnaire correctly filled and successfully retrieved were subjected to data analysis. The Pearson Product Moment Correlation was used to answer research questions and to test the hypotheses. The analyses were interpreted using the real limit of numbers of:

0.01 - 0.39 weak prediction
0.40 - 0.59 Moderate prediction
0.60 -0.99 Strong prediction

Result Presentation

Research Question One: What is the predictive value of management support on teachers' job satisfaction in secondary schools in Anambra State?

Table 1: Pearson's analysis of the predictive value of management support on teachers' job satisfaction in secondary schools in Anambra State

Variables	N	Management support	Teachers' Job satisfaction	Remark
Management support	1, 500	1	.221	
Teachers' job satisfaction	1, 500	.221	1	Low positive

Results in Table 1 show the Pearson's coefficient r = (.221). Going by the rule of Best and Kahn (2006) as indicated in the method of data analysis, r (.221) is between .20 and .40; therefore, the prediction is low and positive. This shows that a low positive

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prediction exist between management support and teachers' job satisfaction in secondary schools in Anambra State. Thus, management support has low and positive predictive value on teachers' job satisfaction in secondary schools in Anambra State.

Research Question Two: What is the predictive value of locus of control on teachers' job satisfaction in secondary schools in Anambra State?

Table 2: Pearson's analysis of the predictive value of locus of control on teachers' job satisfaction in secondary schools in Anambra State

Variables	N	Locus of control	Teachers' Job satisfaction	Remark
Locus of control	1, 500	1	.304	
Teachers' job satisfaction	1, 500	.304	1	Low positive

As shown in Table 2, the predictive value between locus of control and teachers' job satisfaction in public secondary schools in Anambra State is r =.304. The predictive value coefficient (.304) is between .20 and .40 which shows that a low positive predictive value of locus of control and teachers' job satisfaction in public secondary schools in Anambra State (r = .304, n = 1, 500). Thus, locus of control has a low positive predictive value on teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis One: Management support will not significantly predict teachers' job satisfaction in secondary schools in Anambra State.

Table 3: Test of Significance of Pearson's Analysis of the predictive value of management support on teachers' job satisfaction

Variables	N	Management support	Teachers' Job Satisfaction	P value	Remark
Management support	1 , 500	1	.520	000	Significant
Teachers' Job Satisfaction	1, 500	.520	1		

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Data analysis on Table 3 reveals the Pearson product-moment correlation that was run to determine the significance of the predictive value of management support on teachers' job satisfaction in secondary schools in Anambra State. The analyses yielded a predictive value coefficient of .520 and p-value of .000. Since the p-value is less than .05 (.000 < .05), the null hypothesis is rejected, hence, management support significantly predicted teachers' job satisfaction in secondary schools in Anambra State.

Hypothesis Two: Locus of control will not significantly predict teachers' job satisfaction in secondary schools in Anambra State.

Table 4: Test of Significance of Pearson's Analysis of the predictive value of locus of control on teachers' job satisfaction

Variables	N	Locus of control	Teachers' Job Satisfaction	P value	Remark
Locus of control	1, 500	1	.372	.030	Significant
Teachers' Job Satisfaction	1, 500	.372	1		

The analysis on Table 4 shows that Pearson product-moment correlation was run to determine the significance of the predictive value of locus of control on teachers' job satisfaction in secondary schools in Anambra State. The analyses yielded a predictive coefficient value of .372 and p-value of .030. Since the p-value is less than .05 (.030 < .05), the null hypothesis is rejected. Therefore, locus of control significantly predicted teachers' job satisfaction in secondary schools in Anambra State.

Summary of Findings

The following findings emerged from this study:

1. Management support has low and positive predictive value on teachers'

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job satisfaction in secondary schools in Anambra State.

2. Locus of control has a low positive predictive value on teachers' job satisfaction in public secondary schools in Anambra State.

Discussion of Findings

The first finding of this study was that management support has low and positive predictive value on teachers' job satisfaction in secondary schools in Anambra State. The testing of the related hypothesis revealed that management support significantly predicted teachers' job satisfaction in secondary schools in Anambra State.

This shows that management support significantly predicted teachers' job satisfaction in public secondary schools in Anambra State. A unit increase in the level of management support is associated with a unit increase in teachers' job satisfaction in the State. This shows that the prevalence of management support by the principals will greatly enhance teachers' job satisfaction. That is to say that an increase in the level of management support predicts an increase in their level of job satisfaction.

This finding of this study indicated that that management support has low and positive predictive value on teachers' job satisfaction in secondary schools in Anambra State. This low predictive value is therefore consistent with Okoye (2021) who found that principals in public secondary schools in Anambra State did not provide adequate management to their teachers. A positive relationship was found between management support and teachers' job satisfaction. The findings of Nwite (2015) and Unachukwu and Odumodu (2015) strongly support this position. According to these researchers, when teachers perceive management support to be low, they may not consider themselves valued and part of the school thereby leading to ineffective teaching and learning, low class participation and involvement on the side of the students; low productivity, low job satisfaction, low performance and low job involvement on the side of the teachers.

This is likely to be so because too much lack of care and rigidity on the part of the principals in providing management supports to staff and students may be perceived by the teachers as injustice, abuse of power and autocratic. This may lead to emotional frustration, psychological depression, disordered behaviour and most strongly, loss of job participation. Conversely, increase in participating decision making, democratic leadership, rewarding of good performance and equity may increase job satisfaction. This is consistent with the result of the findings of Hatami (2015) that provision of management support influences teachers' involvement in their instructional roles as they feel satisfied and do more than what they are supposed to do in-terms of their job definition when they perceive favourable management support in the school. And also this finding added that perception of effective management support also leads to higher organizational performance and success. Further in the study, the result showed that the relationship between the teachers' perception of management support and their job satisfaction is significant. That is to say that teachers' perception of

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management support is a significance factors in the teachers' job satisfaction.

The study also revealed that locus of control has a low positive predictive value on teachers' job satisfaction in public secondary schools in Anambra State. This finding of the study is analytically important as it concerns teaching and learning processes in the school. In a school where the principal effectively enhances the teachers' locus of control, it is most likely that teachers' job satisfaction is likely to be high.

That is to say that the positive predictive value between the two variables (locus of control and teachers' job satisfaction) shows that a unit increase in teachers' locus of control by the principals' correlates with a unit increase in their job satisfaction. This shows that when teachers' perception of principals' enhancement of teachers' locus of control increases job satisfaction level increases.

This finding is a confirmation of Heidari, Mokhtari and Mashhoodi (2019) whose study found that teachers with high level of job satisfaction are dedicated in making a difference; they show willingness to devote personal time outside the classroom and develop quality relationship while managing the work of teaching. The findings of Cooper and Findley (2020) also supported this view that no matter the availability of instructional resources in the school system, they mean nothing if there are no highly satisfied teachers. This is because in some school, individual teachers would more likely identify with their school, show more desire to carry out the goals of teaching, willingly take on the tasks assigned to them and to acquire knowledge necessary to do their job when they perceive their principals as effective in administering the school especially matters relating to teachers' locus of control.

Further findings of the study indicated that locus of control significantly predicted teachers' job satisfaction in secondary schools in Anambra State. This finding is surprising to the researcher. It was expected that there would be no significant correlation between teachers' locus of control and teachers' job satisfaction because the analysis of the research question indicated that that locus of control has a low positive predictive value on teachers' job satisfaction. The joint predictive value only was 18% which would have suggested insignificant correlation existing between teachers' locus of control and teachers' job satisfaction. The only explanation however is that the relation was low and therefore not significant based on the test of the hypothesis. This finding of the study is supported by the findings of Eckstein (2018) which indicated that there is no significant positive relationship between locus of control and teachers' job satisfaction.

Conclusion

Based on the interpretations of the findings on the data collected and analysis and discussion of results, it is concluded that management support and locus of control have low positive predictive value on teachers' job satisfaction in public secondary schools in Anambra State. There is statistically significant correlation among management support, locus of control and teachers job satisfaction. Finally, there is an indication that the management support and locus of control jointly predict their job

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satisfaction in public secondary schools in Anambra State.

Recommendations

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

1. The government should make conscious effort to formulate policies that will ensure effective school management to minimize low teachers' job satisfaction since an increase in effective school management can lead to increase in teachers' job satisfaction.
2. The principals should pay more attention to appreciation , giving of awards, literary and moral appreciation because they make a psychological compensation to teachers and when principals fails to express the feeling of gratitude towards the efforts exerted by active teachers it affects their job satisfaction.
3. The government should endeavour to improve teachers' job satisfaction through empowerment, recognitions, motivations, rewards, seminars and workshops. These are also part of the indicators of effective school management and can boost teachers' job satisfaction.

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