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PRINCIPALS' MANAGEMENT STRATEGIES FOR ENHANCING TEACHERS' JOB SATISFACTION IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study comparatively analyzed principals' management strategies for enhancing teachers' job satisfaction in public and private secondary schools in Anambra State. Three research questions guided the study while three null hypotheses were formulated. The study adopted descriptive survey research design. The population of the study comprised 28,220 teachers in the 952 secondary schools in Anambra State. The sample size was 1900 teachers using the multistage sampling procedure was employed. Data for this study was collected using structured validated questionnaires titled "Questionnaire on Principals' Management Strategies" (QPMS) and Teachers' Job Satisfaction Scale adapted from Job Satisfaction Scale developed by Singh and Sharma (1986). and Cronbach Alpha method was used to determine the internal consistency of the instrument, and a co-efficient value of 0.88 and 0.84 were obtained. Data collected was analyzed using descriptive statistics of mean and standard deviation to answer the research questions and t-test of independence to test the null hypotheses at 0.05 alpha level. It was found that teachers agreed on principals' personnel management strategies, financial management strategies while they disagreed on principals' supervisory management strategies for enhancing teachers' job satisfaction in public secondary schools. Based on the findings, it was recommended amongst others that public school principals in Anambra State should shift from rigid, top-down supervision approaches to supportive and collaborative methods. Encouraging regular feedback, mentoring, and professional support will improve teachers' morale and performance.

Keywords: Principal, Management, Management Strategies, Job Satisfaction, Teachers' Job Satisfaction

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Introduction

The roles of principals and teachers are pivotal in realizing the goals of secondary education. Principals, as the chief administrators, are tasked with managing school operations, providing instructional leadership, and creating a conducive learning environment. Their roles extend to policy implementation, resource allocation, and fostering collaboration among staff (Adeyemi, 2018). When principals prioritize teachers' professional development, foster open communication, and involve them in decision-making, it leads to enhanced job satisfaction and improved student outcomes.

Job satisfaction among teachers is not just about monetary incentives; it also involves creating an environment where their efforts are recognized and professional growth is encouraged. Teachers' job satisfaction is the totality of a teachers' social and psychological well-being relative to their job, and it is a necessary ingredient for personal fulfillment in carrying out one's duties (Gamlath and Kaluarachchi, 2018). It encompasses factors such as job security, work-life balance, recognition, autonomy, and interpersonal relationships. High levels of job satisfaction are associated with increased motivation, productivity, and employee retention (Cunha and Manago, 2019). It is important to note that principals employ a range of management strategies to enhance job satisfaction among teaching staff. These strategies may include fostering open communication channels, providing opportunities for professional growth, recognizing and rewarding achievements, promoting collaboration and teamwork, and addressing issues related to workload and job stress (Skaalvik and Skaalvik, 2018; Hoy and Miskel, 2013).

In the opinion of Obasi (2018), principal ensures that teachers execute their task with utmost performance in order to achieve educational goals. For this to happen, teachers must be highly committed to their duties, which depend on the management leadership strategies employed by the principals. Principal management strategies involve applying behavioral principles and discipline effectively to create an ideal academic system. They focus on attracting and developing suitable teachers, ensuring the system delivers the best possible instruction for every child, and achieving targeted objectives (Omemu, 2017).Principal's management strategies refer to the procedures, style and instructional techniques principals use to manage students' behavior and learning activities. Operationally, principals' management strategy includes everything that principals, do in attempting to achieve a goal that is to create learner involvement and cooperation in all school activities and to establish an environment conducive for teaching and learning.

Broadly speaking, effective principals' management strategies create an environment that can be conducive for both teaching and learning, while ineffective principals' management strategies often create chaos. Thompson and Anachuna (2019) and Omemu (2017) identified principals' management strategies to include

personnel management strategies, financial management strategies, supervisory strategies, school climate management strategies, decision-making management strategies and conflict management strategies. This study shall examine the following dimensions of management strategies; personnel management strategies, financial management strategies and supervisory management strategies.

Personnel management strategies are continuous process for identifying, evaluating and developing the work performance of the teachers so that the goals and objectives of the school are more effectively achieved (Iloabuchi, Abraham and Afangideh, 2016). The authors further remarked that personnel management comprises the effective use of human resources in educational institutions through proper management of people-related activities. These strategies encompass various aspects of human resource management, including recruitment, selection, training, evaluation, and support

Financial management strategies are crucial for the success of any organization, as they involve planning, organizing, coordinating, directing, and collecting payments to achieve organizational goals. Educational administrators and planners should strive for optimal utilization of scarce resources (Kwaghbo, 2018). However, some principals may be inefficient in managing school finances due to ignorance of basic budgeting and management techniques. This lack of attention to financial management strategies may negatively affect secondary schools Bua and Adzongo, 2018).

Supervision is another important management strategy. The school principals are the management whose responsibility is to provide variety of supervision techniques for teachers to see the need for change, plan for change and practice new behaviour for effective teaching and learning. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. It requires planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school (Omemu, 2017).

Sequel to the above explanation, applicability of these management strategies depends on school types. There are two main types of school; state/public schools, and private schools. State schools are managed and owned by the government. They are directly administered and controlled by the Ministry of Education and maintained by its Minister/Commissioner. Private-owned schools on the other hand, are owned by either individuals or private bodies or groups. In broad terms, private schools do not depend on government's education administration and funding.

The comparison between public and private schools has remained a topic of interest amongst teachers. In Nigeria and many African Countries, there has been an observable increase in private education and

this increase can be seen as a side effect of the government's inability to meet the educational needs of the nation (Oluremi and Olubukola, 2018). Within the Nigerian context, private schools are schools established and controlled either by individuals or private organizations. Such schools are mainly financed by the proprietors. The private schools must be registered and approved by the government. The proprietor employs, retrenches, promotes and pay salaries of the workers (teaching and non-teaching staff). Public schools are schools owned, controlled and financed by the government. For a long time, there have been tuition free secondary schools, until recently, when most state government introduced fees into their schools due to the economic dimensions in the country. Parents of students in public schools now have to pay developmental levies and some other levies which are relatively small (Anashie and Kulo, 2018).

Making a comparative analysis of both private schools and public schools, the study of Samoei (2018) found out that private schools have been found to do well in internal supervision strategies, financial management strategies, conflict management strategies when compared to public schools. One prominent issue is the insufficient funding of public secondary schools, which hampers the provision of adequate infrastructure, teaching aids, and basic amenities. According to Bua and Adzongo (2018), the limited budget allocation to education by the government results in overcrowded classrooms, dilapidated buildings, and outdated learning materials, negatively affecting both teaching and learning outcomes. Another long-standing concern is the delay in payment of salaries to teaching and non-teaching staff, leading to reduced morale and productivity. Muthondu (2017) highlighted that these delays create financial hardships for employees, diminishing their commitment to professional duties and contributing to the declining quality of education in public schools. To buttress further, it is widely believed that the private schools through sound management have been able to create room for more students to go to school, provide quality education, eradicate cultism, discourage teachers strike through the maintenance of labour agreement thereby bringing stability to the system (Olomola, 2018). It is therefore against this background that this study seeks to comparatively analyze principals' management strategies for enhancing teachers' job satisfaction in public and private secondary schools in Anambra State. On this premise, the following research questions were raised:

1. How do principals' personnel management strategies in public secondary schools compare with that of principals in private secondary schools for enhancing teachers' job satisfaction in Anambra State?
2. How do principals' financial management strategies in public secondary schools compare with that of principals in private secondary schools for enhancing teachers' job satisfaction in Anambra State?

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3. How do principals' supervisory management strategies in public secondary schools compare with that of principals in private secondary schools for enhancing teachers' job satisfaction in Anambra State?

Hypotheses

1. There is no significant difference in personnel management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction.
2. There is no significant difference in financial management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction.
3. There is no significant difference in supervisory management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction.

Method

The study adopted descriptive survey research design. The population of the study comprised 28,220 teachers in the 952 secondary schools in Anambra State. This is composed of 10,700 teachers in the 266 public secondary schools and 17,520 teachers in the 686 private secondary schools in Anambra state. The sample size was 1900 teachers (620 public and 1,280 private) teachers from 95 secondary schools in the six Education Zones in Anambra State. The multistage sampling procedure was employed. Data for this study was collected using structured validated questionnaires titled "Questionnaire on Principals' Management Strategies" (QPMS) and Teachers' Job Satisfaction Scale (TJSS) adapted from Job Satisfaction Scale developed by Singh and Sharma (1986). Cronbach Alpha was used to test the internal consistency of the instrument and overall coefficient of 0.84 and 0.88 were obtained for QPMS and TJSS respectively. Mean and standard deviation was used to answer the research questions while t-test of independence was used to test the null hypotheses at 0.05 alpha level.

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Results

Table 1: Respondents' Mean and Standard Deviation Ratings on the Principals' Personnel Management Strategies for enhancing teachers' job satisfaction in public and private secondary schools

S/N	The principal in my school ensures that:	Resp.	N	X	SD	Remarks
1	teachers work as a team so as to promote cohesiveness in the school	Pub.S	605	2.60	0.95	Agree
		Pri.S	1205	3.15	0.98	Agree
2	orientation programme is conducted whenever new staff are posted to the school	Pub.S	605	2.27	1.11	Disagree
		Pri.S	1205	2.75	1.23	Agree
3	duties to teachers are based on expertise	Pub.S	605	1.93	1.01	Disagree
		Pri.S	1205	2.27	1.15	Disagree
4	teachers are internally supervised by their heads of department	Pub.S	605	3.16	1.07	Agree
		Pri.S	1205	3.32	1.08	Agree
5	teachers who go against professional code of conduct are disciplined as provided by the Board	Pub.S	605	3.47	1.02	Agree
		Pri.S	1205	3.40	1.19	Agree
6	staff are appraised promptly	Pub.S	605	2.32	0.98	Disagree
		Pri.S	1205	3.15	1.03	Agree
7	timely information are provided to teachers	Pub.S	605	3.43	0.93	Agree
		Pri.S	1205	3.61	1.17	Agree
8	worthy staff are recommended for promotion	Pub.S	605	3.33	1.04	Agree
		Pri.S	1205	2.59	1.28	Agree
	Cluster Mean	**Pub.S**		**2.81**		**Agree**
		Pri.S		**3.03**		**Agree**

Keys: Resp = respondents; X = arithmetic mean; SD = standard deviation; Pub.S = Public schools; Pri.S = private schools

Data presented in Table 1 above revealed the item-by-item analysis on how principals' personnel management strategies in public secondary schools compare with that of principals in private secondary schools for enhancing teachers' job satisfaction in Anambra State. The analysis revealed that both public and private schools with mean scores 2.60 and 3.15 for item 1; 3.16 and 3.32 for item 2; 3.47 and 3.40 for item 4; 3.43 and 3.61 for item 7; 3.33 and 2.59 for item 8 were agreed upon. More so, both public and private school principals disagreed on item 3 with mean scores 1.93 and 2.27 respectively. From the ratings of teachers as regards principals' personnel management strategies in public schools, the cluster mean of 2.81 means that teachers agreed on principals' personnel management strategies for enhancing teachers' job performance in public secondary schools. The standard deviation of 0.93 – 1.11 show that teachers do not vary too much in their ratings on principals' personnel management strategies in public secondary schools.

From the ratings of teachers as regards principals' personnel management strategies for enhancing teachers' job performance in private schools, the cluster mean of 3.03 means teachers agreed on principals' personnel management strategies

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for enhancing teachers' job performance in private schools. The standard deviation of 0.98 – 1.23 show that teachers do not vary too much in their ratings on principals' personnel management strategies for enhancing their job performance in private secondary schools.

Table 2: Respondents' Mean and Standard Deviation Ratings on the Principals' Financial Management Strategies for enhancing teachers' job performance in public and private secondary schools

S/N	In my school, the principal ensures:	Resp.	N	X	SD	Remarks
9	there is strict adherence to budget plans in the school	Pub.S	605	2.31	1.06	Disagree
		Pri.S	1205	2.56	1.13	Agree
10	quarterly account income and expenditure is kept by the principal	Pub.S	605	2.84	1.02	Disagree
		Pri.S	1205	3.20	1.01	Disagree
11	there is annual financial statement of accounts from the bursary department	Pub.S	605	2.73	1.05	Agree
		Pri.S	1205	3.00	1.09	Agree
12	priority is given to areas of school need that is most pressing	Pub.S	605	2.85	0.99	Agree
		Pri.S	1205	3.14	1.03	Agree
13	heads of department account for fund disbursed to their office	Pub.S	605	2.55	1.00	Agree
		Pri.S	1205	2.86	1.18	Agree
14	records of receipts/voucher of all moneys expended by the heads of department are kept	Pub.S	605	2.73	1.03	Agree
		Pri.S	1205	3.11	1.07	Agree
15	surplus money are returned to the bursary department after expenditure	Pub.S	605	2.59	1.05	Agree
		Pri.S	1205	2.99	1.37	Agree
	Cluster Mean	Pub.S		**2.51**		**Agree**
		Pri.S		**2.84**		**Agree**

Keys: Resp = respondents; X = arithmetic mean; SD = standard deviation; Pub.S = Public schools; Pri.S = private schools

Data presented in Table 2 above revealed the item by item analysis on how principals' financial management strategies in public secondary schools compare with that of principals in private secondary schools for enhancing teachers' job satisfaction in Anambra State. The analysis revealed that both public and private schools with mean scores of 2.73 and 3.00 for item 11; mean scores of 2.85 and 3.14 for item 12; mean scores of 2.55 and 2.86 for item 13; mean scores of 2.73 and 3.11 for item 14 and mean scores 2.59 and 2.99 for items 15 were all rated agreed by teachers. More so, both public and private agreed on item 10 with mean scores 1.84 and 2.20 respectively.

From the ratings of teachers as regards principals' financial management strategies in public schools, the cluster mean of 2.51 means that teachers agreed on principals' financial management strategies in enhancing job performance in public secondary schools. The standard deviation of

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1.01 – 1.37 show that teachers do not vary too much in their ratings on principals' financial management strategies in public secondary schools. From the ratings of teachers as regards principals' financial management strategies in enhancing teachers' job performance in private schools, the cluster mean of 2.84 means teachers agreed on principals' financial management strategies in in enhancing teachers' job performance in private secondary schools. The standard deviation of 0.99 – 1.06 show that teachers do not vary too much in their ratings

Table 3: Respondents' Mean and Standard Deviation Ratings on the Principals' Supervisory Management Strategies in Enhancing Teachers' Job Performance in Public and Private Secondary Schools

S/N	The principal in my school ensure that:	Resp.	N	X	SD	Remarks
16	There is clear expectations of teachers' performance	Pub.S	605	3.45	0.62	Agree
		Pri.S	1205	3.26	0.75	Agree
17	teachers adhere to scheme of work from time to time	Pub.S	605	3.19	0.74	Agree
		Pri.S	1205	3.32	0.69	Agree
18	teachers prepare lesson plans before going to the class	Pub.S	605	2.77	1.02	Agree
		Pri.S	1205	2.73	0.94	Agree
19	new teachers posted to the school are monitored by the experienced teachers	Pub.S	605	2.03	0.92	Disagree
		Pri.S	1205	3.06	0.88	Agree
20	appropriate and relevant textbooks are provided for teachers	Pub.S	605	2.18	0.89	Disagree
		Pri.S	1205	3.15	0.86	Agree
21	teachers only teach what they specialize on	Pub.S	605	2.05	0.90	Disagree
		Pri.S	1205	2.85	0.84	Agree
22	teachers go to classes at appropriate time	Pub.S	605	2.06	0.99	Disagree
		Pri.S	1205	2.77	1.08	Agree
23	truancy level amongst staff is monitored to foster their dedication to their duties	Pub.S	605	2.13	0.76	Disagree
		Pri.S	1205	3.14	0.92	Agree
	Cluster Mean	Pub.S		**2.48**		**Disagree**
		Pri.S		**3.04**		**Agree**

Keys: Resp = respondents; X = arithmetic mean; SD = standard deviation; Pub.S = Public schools; Pri.S = private schools

Data presented in Table 3 above revealed the item-by-item analysis on how principals' supervisory management strategies in public secondary schools compare with that of principals in private secondary schools for enhancing teachers' job satisfaction in Anambra State. The analysis revealed that both public and private secondary schools with mean scores of 3.45 and 3.26 for item 16; mean scores of 3.19 and 3.32 for item 17; mean scores of 2.77 and 2.03 for item 18 were rated agreed by teachers.

From the ratings of teachers as regards principals' supervisory management strategies in public secondary schools, the cluster mean of 2.48 means that teachers disagreed on principals' supervisory

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management strategies in public secondary schools. The standard deviation of 0.62 – 1.02 show that teachers do not vary too much in their ratings. From the ratings of teachers as regards principals' financial management strategies in private secondary schools, the cluster mean of 3.04 means teachers agreed on principals' supervisory management strategies in private secondary schools. The standard deviation of 0.69 – 1.08 show that teachers do not vary too much in their ratings.

Table 4: t-Test Analysis on significant difference in personnel management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction

Variables	N	$\overline{X}$	SD	df	t-cal	p-value	α-value	Remark
Public	605	18.21	4.22					
				1808	4.34	0.14	0.05	Not significant
Private	1205	19.25	4.55					

At 1808 degree of freedom and t-cal value of 4.34; the p-value is greater than 0.05 (df = 1808; p > 0.05). This means that the null hypothesis is not rejected therefore there is no significant difference in personnel management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction.

Table 5: t-Test Analysis on significant difference in financial management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction

Variables	N	$\overline{X}$	SD	Df	t-cal	p-value	α-value	Remark
Public	605	18.57	5.21					
				1808	9.62	0.56	0.05	Not significant
Private	1205	20.86	4.99					

At 1808 degree of freedom and t-cal value of 9.62; the p-value is greater than 0.05 (df = 1808; p > 0.05). This means that the null hypothesis of no significance is not rejected. Therefore, there is no significant difference in financial management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction.

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Table 6: t-Test Analysis on the significant difference in supervisory management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction

Variables	N	$\overline{X}$	SD	Df	t-cal	p-value	α-value	Remark
Public	605	24.46	4.06	1808	11.06	0.04	0.05	Significant
Private	1205	24.29	3.66					

At 1808 degree of freedom and t-cal value of 11.06; the p-value is less than 0.05 (df = 1808; $p < 0.05$). This indicates that the null hypothesis is rejected, this means that there is a significant difference in supervisory management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction.

Discussion of Findings

The finding of this study revealed that teachers agreed on principals' personnel management strategies for enhancing teachers' job satisfaction in public and private secondary schools. This finding aligned with the finding of Nnenedum, Abadi and Obasi (2019) and Ojimadu (2015) that the Abia State Secondary Education Management Board comply to a very great extent with personnel management manual on recruitment and posting of staff, staff development and training to a very great extent, staff welfare services to a great extent, staff discipline to great extent and staff appraisal to a great extent.

The finding also revealed that there is no significant difference in personnel management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction. This finding was not in support with the finding of Ojimadu (2015) that there is significant difference on welfare services provided for personnel, there is significant difference on staff discipline and there is also significant difference on appraisal of staff by the Board in both public and private secondary schools. The difference in both findings could be as a result of different geographical location.

The finding revealed that teachers agreed on principals' financial management strategies for enhancing teachers' job satisfaction in public and private secondary schools in Anambra State. This finding agreed with the finding of Aliyu (2018) that principals explore other sources of funds such as P.T.A. levies, funds from school farms, magazines, speech and prize giving day, and canteens. Money raised from these sources are included in school budget therefore such funds are accounted for. This is why Kinyanzii, Ombuki and Kalii (2019) in their study revealed that there is a strong influence of financial management practices on financial performance of public secondary schools.

The finding revealed that there is no significant difference in financial management strategies of principals in public

and private secondary schools in Anambra State for enhancing teachers' job satisfaction. This means that principals' financial management strategies are similar irrespective of their school type (public and private secondary schools) in Anambra State as rated by teachers.

The finding revealed that teachers disagreed on principals' supervisory management strategies for enhancing teachers' job satisfaction in public secondary schools while they agreed on their principals' supervisory management strategies in private secondary schools. This finding supported the finding of Ekpoh and Eze (2015) that principals were effective in their supervisory techniques in terms of classroom visitation, workshop techniques as it relates to teachers' job performance. Sule (2016) supported this finding, highlighting that, principals in private secondary schools often adopt more participatory and inclusive supervisory strategies compared to their counterparts in public schools.

The finding also revealed that there is a significant difference in supervisory management strategies of principals in public and private secondary schools in Anambra State for enhancing teachers' job satisfaction. Ekpoh and Eze (2015) also observed significant differences in the supervisory practices of public and private school principals.

Conclusion

While principals in both public and private schools demonstrated strengths in personnel, financial, and school climate management strategies, significant gaps were observed in supervisory, decision-making, and conflict management strategies, particularly in public schools. This disparity underscores the need for a paradigm shift in leadership practices within public schools to align with those in private schools, where inclusive, collaborative, and proactive management strategies are more prevalent. Overall, the study highlights that effective school leadership is a cornerstone for enhancing teachers' job satisfaction, which is vital for improving educational outcomes.

Recommendations

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

1. Principals in public secondary schools in Anambra State should undergo regular professional development and leadership training focused on supervisory, decision-making, and conflict management strategies. Such programs should emphasize participatory and modern leadership practices that promote teacher involvement, collaboration, and constructive conflict resolution.
2. Public school principals in Anambra State should adopt participatory decision-making models where teachers are actively involved in planning and policy-making

processes. This will enhance teachers' sense of ownership, improve communication, and foster a more harmonious working environment.

3. Principals in public schools in Anambra State should implement proactive conflict management strategies that focus on dialogue, mediation, and collaboration. Training on conflict resolution techniques should be provided to help principals address disputes constructively, thereby fostering a positive school climate.

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