

AN ASSESSMENT OF THE PRINCIPALS' ROLES ON THE MANAGEMENT AND TEACHERS' JOB SATISFACTION IN PUBLIC SENIOR SECONDARY SCHOOLS IN KATSINA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE.

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Abstract

The study investigated the assessment of Principals' Roles on the Management of Public Secondary Schools and Teachers' Job Satisfaction in Katsina State, Nigeria. Two research objectives, questions and null hypotheses were formulated to guide the study. The study adopted descriptive survey research design. The population of the study was 1659 comprising 1324 teachers, 325 Parent Teachers Association (PTA) Officials and 10 MOE Officials in Katsina Zonal Education Quality Assurance, Katsina State. A sample size of 306 respondents was used. A stratified sampling technique was used in which the respondents were classified into 3 strata based on their homogeneity. A self-designed structural questionnaire was used in the study as instrument for data collection. The instrument was structured on four (4) points modified by Likert scale. The instrument was validated and pilot tested where the reliability indices of 0.69, was obtained using Spearman ranking order correlation coefficient. Descriptive statistics of frequency counts, percentage, mean, and standard deviation as well as analysis of variance [ANOVA] were employed for data analyses. The findings showed that there is significant impact in the provision of infrastructural facilities on teachers' job satisfaction in Katsina ZEQA. The researchers' recommends that Ministry of Education should develop and implement a structured framework for internal supervision that clearly outlines the roles and responsibilities of principals. The school heads, should also continue to devise ways of improving the teachers' job satisfaction by reducing their excess workloads and involving them in the affairs of their schools to feel they are relevant.

Keywords: Assessment, Principals, Role, Management, Teachers, Job satisfaction,

Introduction

Effective school management is crucial for achieving quality education, and principals play a pivotal role in shaping the teaching and learning environment. Teachers' job satisfaction is a vital aspect of school effectiveness, influencing their motivation, productivity, and ultimately, student outcomes. In public senior secondary schools, principals' leadership styles, managerial competencies, and interpersonal relationships significantly impact teachers' job satisfaction.

In Nigeria, the education sector faces numerous challenges, including inadequate infrastructure, insufficient resources, and poor teacher motivation. The Katsina State Government established the Zonal Quality Assurance initiative to enhance educational standards in public senior secondary schools. However, the success of this initiative hinges on the effectiveness of school principals in managing resources, motivating teachers, and fostering a conducive work environment.

Research has shown that principals' roles in management have a significant impact on teachers' job satisfaction. Effective principals foster a positive school culture, promote teacher collaboration, and

provide opportunities for professional development. Conversely, ineffective principal leadership can lead to teacher demotivation, low morale, and high turnover rates.

Despite the crucial role of principals in managing public senior secondary schools, research indicates a significant gap between expected and actual teacher job satisfaction levels in Katsina State. The Katsina Zonal Quality Assurance initiative aims to enhance educational standards, but the effectiveness of this initiative is hindered by inadequate leadership styles and managerial competencies among principals, poor teacher motivation and job satisfaction, inefficient resource allocation and utilization, limited professional development opportunities for teachers, inadequate communication and feedback mechanisms. Consequently, teachers' job dissatisfaction has led to high teacher turnover rates, decreased students performance, low morale and productivity, poor school climate.

In Katsina State, limited studies have investigated the relationship between principals' roles in management and teachers' job satisfaction. This study aims to bridge this knowledge gap by assessing the impact of principals' leadership styles, managerial competencies, and interpersonal relationships on teachers' job satisfaction in public senior secondary schools within the Katsina Zonal Quality Assurance framework. Based on this, this study investigates the relationship between principals' roles in management and teachers' job satisfaction in public senior secondary schools within the Katsina Zonal Quality Assurance framework.

Concepts of Management

Management is the field of human behaviour in which managers' plan, organise, staff, direct and control human and financial resources in an organised group effort in order to achieve desired individual and group objectives with optimum efficiency and effectiveness. Pinga (2014) describes management in all business areas and organisational areas to mean the acts of getting people together to accomplish desired goals and objectives efficiently and effectively. Effective planning requires an understanding of both internal and external environments, which can significantly influence decision-making processes. Organizing, the second function, entails the arrangement of resources and tasks to implement the plans effectively. As highlighted by Daft (2022), successful organizing is crucial for establishing a structure that fosters collaboration and efficiency within teams. Leading is another critical aspect of management, focusing on motivating and guiding employees toward achieving organizational objectives. Recent studies emphasized the importance of transformational leadership in enhancing employee engagement and performance (Bass & Riggio, 2020). This leadership style encourages innovation and adaptability, which are vital in today's rapidly changing business landscape. Finally, controlling involves monitoring progress and making necessary adjustments to stay aligned with the set objectives. As noted by Roberts (2023), effective control systems are essential for ensuring that organizations can respond swiftly to market changes and operational challenges.

The controlling function involves monitoring and evaluating progress towards the organization's goals. This includes setting performance standards, measuring actual performance, and taking corrective actions when necessary (Drucker, 2023). Recent studies emphasize the importance of data analytics in the controlling process, allowing managers to make informed decisions based on real-time information (Smith & Lee, 2023).

Concept of Secondary Schools Management

The management of secondary schools is a pivotal aspect of educational administration, focusing on the effective organization, leadership, and governance of institutions to enhance student learning

outcomes. Effective secondary school management encompasses strategic planning, resource allocation, and the cultivation of a positive school culture. In a views of Leithwood, Sun, and Pollock (2020), school leadership plays a significant role in influencing student achievement, emphasizing the necessity for administrators to adopt transformational leadership styles that foster collaboration among teachers and staff. This collaborative approach helps create an environment where educators feel empowered to innovate and improve their teaching practices.

Furthermore, the role of school management extends to the development of policies and procedures that ensure the smooth operation of the school. Hallinger (2021) highlights that effective school management requires a clear vision and mission that aligns with the educational goals of the community it serves. This alignment is crucial for engaging stakeholders, including parents, teachers, and students, in the decision-making process. Additionally, managing secondary schools involves addressing challenges such as resource constraints and diverse student needs. Bush and Glover (2022) assert that effective resource management is essential for providing equitable access to educational opportunities, particularly in underfunded schools.

Secondary School management is the process of deciding what to do in the school and getting it done through effective use of available resources. Secondary school management is a practical activity involving the determination of aims, efficient allocation of resources , maintenance of discipline, making schedules and evaluation of effectiveness in the school system all involving action Cotton (2003). Secondary school management is the process whereby the administrator of a school organizes people and other school resources in order to achieve the set aims and objectives of the school, In the same vein, Olaniyi (2000) states that Secondary school management is the process demanding the management of specific school functions. It is the control and making of decisions in a school. School management is the process of allowing the head teachers and other teachers to make the best use of majority of the people to do the head-teacher's will in order to achieve the objectives of the school.

Statement of the Problem

Proper management by the principals in Katsina Zonal Education Quality Assurance has led to many problems such as efficient record keeping, poor supervision, in effective community relationship, poor curriculum management and implementation, poor efficient decision making, poor personnel management, physical facilities management, performance appraisal on teachers job satisfaction led to many challenges which need to be address towards effective school management for the attainment of set goals and objectives of secondary Education.

There are many issues that need to be manage by the principals but they have been ignored .Consequently, the roles of the school system in achieving educational goals is affected, and without efficient leadership, most of the goals of educational improvement will be very difficult to achieve. This research intends to find out the Assessment of principals efficiency in the management of public secondary schools and its impact on teachers Job Satisfaction in Katsina Zonal Education Quality Assurance.

Researchers' records are poorly kept and managed; accurate, reliable and trustworthy, records that fulfil evidential requirements are being created but not properly managed by the school principals, it became obvious that accurate, reliable and trustworthy records are not properly kept, while some are not kept at all.

The researcher also observed that secondary school teachers are experiencing job dissatisfaction due to many factors which include poor working condition, inadequate salaries, heavy work load, coming late, absence in the school and also not attending their classes, professional growth and recognitions

among others. The research will target at providing lasting solution to the outline problems stated above.

Objectives of the Study

1. Assess the principals’ roles on internal supervision in the management of public secondary schools in Katsina Zonal Education Quality Assurance Katsina State.
2. Assess the Principals roles on teacher’s job satisfaction in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state.

Research Questions

1. What is the principals’ roles on internal supervision in the management of public secondary schools in Katsina Zonal Education Quality Assurance Katsina State?
2. What is the Principals’ roles on teacher’s job satisfaction in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state?

Research Hypotheses

H01: There is no significant difference in the respondents’ opinions that principals are not playing their roles on internal supervision in the management of public secondary schools in Katsina Zonal Education Quality Assurance Katsina State.

H02: There is no significant difference in the respondents’ opinions that principals are not playing their roles on teacher’s job satisfaction in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state.

Methodology

The study adopted descriptive research design; the method is employed in carrying out the research work because this study involved the use of questionnaires in which the respondents of this study is to respond. The population of this study consists of all Public Senior Secondary School teachers, Ministry of Education Officials from Zonal Education Quality Assurance, Katsina and Parent Teachers Association (PTA), with total population of one thousand six hundred and fifty nine (1659) as indicated below

Table 1 Distribution of the Population

S/N	Participants	Teachers
1.	Teachers in ZEQA, Katsina	1324
2.	Parents Teachers Association	325
3.	MOE Official in ZEQA, Katsina	10
	Grade Total	1659

Source: Katsina State Ministry of Education (2024).

The study employed simple random sampling to select a sample of three hundred and six (306) participants as guided by the research advisors (2006), which was distributed among the respondents (Teachers, Ministry of Education Official, and Parent Teachers Association Officials) in the research study in Katsina Zonal Education Quality Assurance. The instrument used in this study was questionnaire, which was adapted from Maina (2016) titled Principal Roles in the Management of Secondary Schools Questionnaire (PEMSSQ) and modified by the researcher titled Principals Roles in the Management of Senior Secondary Schools and Teachers Job satisfaction Questionnaire (PRMSSTJSQ), and it has been used to measure the opinion of teachers, Ministry of Education

Officials from Zonal Education Quality Assurance, Parent Teachers Association officials (PTA), on principals efficiency in the management of secondary schools.

Data Presentation

The raw data collected was analysed with the help of SPSS v.23.0. Both descriptive and inferential statistics were employed in analysing the data. In the descriptive statistics, mean, mean rank and standard deviation statistics for the various components of the data collected were used to summarise the data and answer the research questions.

Table 2 Mean of the respondents' opinions on the principals' roles on internal supervision in the management

	Principals roles in management of	N	SA	A	D	SD	Mean
Physical Facilities							
1	The library in this school is functioning adequately as expected and stocked with current educational materials to improve students reading habit, hence increase their performance.	221 75 10	93 13 3	116 14 3	4 30 3	8 18 1	3.34 2.32 2.80
2	Laboratory facilities are adequate for practical exercise, and efficiently manage by the principal.	221 75 10	37 35 4	101 40 6	19 6 0	64 3 0	2.50 3.67 3.40
3	Computers, printers and other gadgets are adequate and efficiently manage in the school to help the teachers ease their teaching activities.	221 75 10	90 21 1	112 39 5	8 10 2	11 5 2	3.28 3.01 2.50
4	Workshop is available in this school to enable technical students carry out their practical work and manage efficiently.	221 75 10	78 36 6	103 10 1	39 16 2	1 13 1	3.20 2.92 3.20
5	Adequate furniture in this school makes the teachers comfortable for teaching and learning activities and well manage	221 75 10	80 20 2	100 16 2	38 30 6	3 9 0	3.19 2.63 2.60
6	Text books are adequate and manage in this school to improve teachers in their teaching activities.	221 75 10	67 50 3	111 25 3	37 0 2	10 0 1	3.13 3.67 2.60
7	Adequate exercise books are provided for teachers to enable them write and ease their teaching activities	221 75 10	74 26 4	81 20 4	63 16 0	0 13 2	3.05 2.77 2.60
8	Classrooms are adequate in this school to shelter the teachers and students from climatic conditions and improve their teaching and learning.	221 75 10	71 28 4	85 30 3	53 17 2	9 0 1	3.00 3.15 3.00

Table 2 shows that majority of the respondents with the view that Principals within Katsina ZEQA play their roles on internal supervision in the management of their schools. The agree that the principals achieve so by going round classrooms every day to ensure instructions are taking place, by ensuring that teachers make entries in the scheme of work every week, ensuring that teachers prepare lesson plans and lesson notes before they go to class, ensuring that teachers only teach areas they specialized, by visiting classes to supervise teachers during lesson, checking students books to see if they thought the same with what they entered in the diary book and conducting orientation for newly recruited teachers before they start work

Table 3 Mean of the respondents’ opinions on principals roles on teacher’s job satisfaction in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state

	Principals roles on teacher’s job satisfaction	N	SA	A	D	SD	Mean
1.	I am satisfied with the level of responsibility offered to me by my principal	221	37	34	89	61	2.23
		0	20	29	20	6	2.84
			1	1	6	2	2.10
2.	The principals supply necessary material to my office/ staff room to make me satisfy with my job. E.g Text book, and computers.	221	12	19	84	106	1.72
		75	15	6	40	4	2.16
		10	1	0	5	4	1.90
3.	My principals ease my work load to make me satisfied with my job.	221	18	25	10	78	1.94
		75	27	27	0	23	2.41
		10	1	0	8	6	1.59
4.	I am satisfied with the kind of fringe benefit (vocation, medical, e.t.c) attached to my job.	221	22	17	11	67	1.99
		75	22	23	5	18	2.65
		10	0	3	12	5	1.97
5.	I like the kind of recognition given to my job.	221	18	22	69	112	1.77
		75	8	20	35	12	2.32
		10	2	0	4	2	1.80
6.	I enjoy the way the principals cares with my problems.	221	22	17	11	67	1.99
		75	22	23	5	18	2.65
		10	2	0	12	6	1.64
7.	I am happy with the level of job security (statutory protection from arbitrary dismissal and provision of retirement benefit).	221	12	19	84	106	1.72
		75	15	6	40	4	2.16
		10	1	0	5	4	1.90
8.	The understanding of my immediate superior is a source of job motivation.	221	18	22	72	109	1.79
		75	8	20	35	12	2.32
		10	2	0	4	2	1.80

Table 3 shows the analysis of the Mean of the respondents’ opinions on the principals’ roles on teacher job satisfaction. Though majority of the respondents are satisfied with the responsibility

offered to them by their principals majority of the respondents disagree that the principals play their roles in improving teacher job satisfaction. The respondents disagree that their principals ease their work load and that they are dissatisfied with the kind of fringe benefit attached to their job, the kind of recognition given to their jobs and the level of their job security.

Hypotheses Testing

In order to be able to test the stated hypotheses, the researcher used inferential statistics (ANOVA). The use of this statistics was based on the nature of the data collected. Moreover, and all the hypotheses were tested at 5% level of significance.

Table 3: Summary of ANOVA on significant difference in the respondents’ opinions that principals are not playing their roles on internal supervision

Source	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	88.665	2	44.332	5.095	.007	Significant
Within Groups	2662.462	306	8.701			
Total	2751.126	308				

Significant at $P \leq 0.05$

Table 3 presented the Summary of ANOVA on significant difference in the respondents’ opinions that principals are not playing their roles on internal supervision in the management of public secondary schools in Katsina Zonal Education Quality Assurance Katsina State. Results show that Sum of Squares observed between groups is 88.665, within groups is 2662.462. The f-value observed is 5.095 and the p-value observed is 0.007. The p-value recorded is less than alpha value (0.05). The hypothesis is therefore rejected. There is significant difference in the respondents’ opinions that principals are not playing their roles on internal supervision in the management of public secondary schools in Katsina ZEQA. To determine the location of difference, the researcher further analyzed the result using Post-hoc test.

Table 4: Summary of ANOVA on significant difference in the respondents’ opinions that principals are not playing their roles on teacher’s job satisfaction

Source	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	67.473	2	33.736	3.499	.01	Rejected.
Within Groups	2950.146	306	9.641			
Total	3017.618	308				

Significant at $P \leq 0.05$

Table 4 presented the Summary of ANOVA on significant difference in the respondents’ opinions that principals are not playing their roles on teacher’s job satisfaction in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state. Results show that Sum of Squares observed between groups is 67.473, within groups is 2950.146. The f-value observed is 3.499 and the p-value observed is 0.01. The p-value recorded is less than the alpha value (0.05). The hypothesis is therefore rejected. There is significant difference in the respondents’ opinions that principals are not playing their roles on teacher’s job satisfaction in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state.

Conclusion

Based on the findings of the study, it is concluded that there is no significant difference between the opinion of Teachers, PTA members and staffs of the ZEQA regarding the roles of principal in the management of physical facilities, record management, improving teachers Job Satisfaction and management of staff development among public secondary schools in Katina ZEQA. However, the respondents are of the view that the principals play their roles on internal supervision, management of physical facilities, record management but otherwise have improve teacher's Job Satisfaction and management of staff development among public secondary schools in Katina ZEQA

Recommendations

Based on the outcome of the findings, the researcher recommends the following:-

1. The Ministry of Education should develop and implement a structured framework for internal supervision that clearly outlines the roles and responsibilities of principals. This framework should include specific guidelines on supervisory practices, regular monitoring schedules, and evaluation criteria. By providing a clear roadmap for principals, the framework will help ensure consistency in supervision practices across Public Secondary schools.
2. The school heads, should continue to devise ways of improving the teachers' job satisfaction by reducing their excess workloads and involving them in the affairs of their schools to feel they are relevant.

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