

*Discourse on the*  
**PROVISION OF QUALITY  
MANAGEMENT OF EDUCATION:  
THE ROLE OF SCHOOL PERSONNEL**

*A Festschrift in Honour of*



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ISBN: 978-0-9853451-0-5

First published 2018

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Published by Academic Research Network International (ARNI)

Designed by Godwayne Tech.  
@07038046186

**Printed by:**  
PAMPAS LOBITO COMPANY

**Address:**  
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AKWAIBOM STATE

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# Chapter Thirty One



## SCHOOL ADMINISTRATIVE VARIABLES AND JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOLS TEACHERS IN UYO LOCAL EDUCATION COMMITTEE, AKWA IBOM STATE

Gertrude A. Archibong; Idopise Okon James; and Favour I. Ikpe

### Abstract

The study determined the relationship between school administrative variables and job satisfaction among public secondary schools teachers in Uyo Local Education Committee, Akwa Ibom State. Three purposes of the study, three research questions and hypotheses were formulated to guide the study. The Correlational Research Design was adopted for the study.

The population of the study comprised all the 1127 in there 14 public secondary schools that make up Uyo Local Education Committee. A sample size of 130 public secondary school teachers was selected for the study, using hat and draw method. In selecting the sample size, Kirjeie and Morgan (1970) sampling procedure was adopted. A researcher made instrument titled "School Administrative Variables and Teachers Job Satisfaction (SAVTJS)" while a four point likert scale options was used for data collection. Using Test-Retest method, the questionnaire was administered on 30 Senior Secondary Two (SS2) students in a selected school not included in the sample of the study. The items yielded a correlation coefficient of 0.804 for the fifteen items in section B and 0.846 for the eight items in section C. Data generated from the field was analyzed using Pearson's Product Moment Correlation (PPMC) it was also used to answer the research questions and testing of the null hypotheses at 0.05 level of significance and at 128 degree of freedom. The result of the study revealed that there is a very high positive and significant relationship between principals' motivational ability, principal communication ability and teachers' job satisfaction in Uyo Local Education Committee. The findings further showed a moderately high positive and significant relationship between principals' decision-making ability and teachers' job satisfaction in Uyo Local Education Committee. The study recommended among other things that, school principals should embrace the democratic decision-making approach by ensuring that teachers contribute to decisions made in the school so as to enhance teachers' job satisfaction.

*Keywords:* Motivation, communication, decision-making ability, teachers' job satisfaction.

### Introduction

The school administrator's stand is vital and strategic and can either promote or hinder the smooth and successful learning in the school. This is because the activities in the school revolve around administrative set-up of the school. Again the principal is the chief administrator supported by other principal officers such as departmental heads and subheads. The school reputation depends greatly on the administrative style of the school heads. This means that the school principal is involved with the totality of the educational enterprise in the school. Therefore the

teaching effectiveness of a teacher in any school depends to a large extent on the administrative skills exhibited by the school administrator. Without the principals being effective in their daily activities, the school processes may not function smoothly and successes may be unattainable. According to Bessong (2001), the administrative skills of the school administrator towards enhancing teaching effectiveness include motivation ability, communication ability, leadership ability as well as decision making ability.

Job satisfaction and motivation ability of school heads are very crucial for the long term growth of any educational system (Filak & Sheldon, 2003). Motivation in this context is the ability of the school administrator to meet teachers' needs and consequently encourage improvement in teaching effectiveness. Ubom (2002) stated that motivation is very crucial in any organizational set-up. According to the author, financial and non-financial motivation rendered to teachers prod them to be punctual to work, committed, resourceful, develop interest and take initiative in their work. An example of financial motivation according to Johnson and Smith (2010) are prompt salary payment, retirement benefits, health insurance scheme, compensation, incentives and bonuses etc. Non-financial motivation includes the feeling of being recognized, praised for a job well done and participation in decision making among others. These forms of motivation are very crucial in helping a teacher carry out his or her duties effectively and efficiently. Adelabu (2005), in a study on the extent to which teacher motivation influence teaching effectiveness found that the issue of prompt salary payment is the highest motivation factor for teachers effectiveness Nigerian schools.

In addition, effective communication ability between school heads and their staff is very essential in administration. It is the exchange of information and transmission of its meaning that culminates and cements the bond of effective performance. Communication is an integral part of every social organization, be it government, church or school because it enhances the achievement of specific goals. The main purpose of communication is to influence behaviour and effect change in the abilities of members to achieve organizational goals (Nnabuo 2001). Communication is instrumental to effective management and administrative functioning of school heads and staffers.

Hoy and Miskel (2007) found that high level group cohesion and two way communication between the principal and teachers produce greater accuracy. Since effective communication ability plays such vital roles in school administration, there is therefore a great need for the main actors (principals) to understand the proper way of achieving effective communication link in their schools.

Moreover, in the aspect of decision making, most administrators find it difficult to decide how to improve the effectiveness. This is because the decision that would bring successes might not be acceptable to the people affected (Stoner 1978). On

the other hand, the decision most favoured by subordinates might not be the best. In this aspect, "quality" considerations, conflict with "acceptance" considerations. These call for the need for staff participation in the decision-making process because this would enhance effective implementation of school task. Hoy and Miskel (2007), stated that the opportunity to share in the formulation of policies increases teachers morale and enthusiasm in teaching. Denga, (2005) supported that participation in decision-making is positively related to the individual teacher's satisfaction with the profession of teaching. For quality and acceptance of decision-making, the principal should know when and the extent to which teachers' views are needed or when to constitute a "think tank" for effective skills development in schools (Johnson, 2005).

### **Statement of the Problem**

Teachers are significant personalities in the lives of a learner. To a great extent, they are capable of instilling disciplined conduct and appropriate behaviour in the learner. Despite the importance of the teacher in teaching learning process, the researcher observed that in the study area, most teachers are dissatisfied with their work. This may be as a result of poor administrative style of school heads. This is evidenced in the unusual migration of teachers to other ministries in the state. The situation has also given rise to the engagement in other occupations, lack of enthusiasm, unnecessary complaints and absenteeism among others.

However, the government and professional bodies in the education sector have been conducting periodic capacity development workshops, seminars, conferences and other related sensitization measures to avail educational managers (principals) of institutional management strategies and instructional supervision to improve the quality of teaching and learning processes and also conduct periodic awareness programmes for teachers through workshops, seminars, conferences etc to improve teachers job satisfaction. However, the issue of inadequate role performance among teachers still persists. Therefore, this study sought to determine the relationship between school administrative variables and job satisfaction among public secondary school teachers in Uyo Local Education Committee.

### **Purpose of the Study**

The major purpose of the study was to determine the relationship between school administrative variables and job satisfaction among public secondary school teachers in Uyo Local Education Committee. Specifically the study targeted the following objectives:

1. To determine the relationship between principals' motivational ability and job satisfaction among public secondary school teachers.
2. To determine the relationship between principals' communication ability and job satisfaction among public secondary school teachers.
3. To ascertain that relationship between principal' decision-making ability and job satisfaction among public secondary school teachers.

## **Research Questions**

The following research questions were raised to guide the study.

1. What is the relationship between principals' motivational ability and job satisfaction among public secondary school teachers?
2. What relationship exists between principals' communication ability and job satisfaction among public secondary school teachers?
3. What relationship exists between principal' decision-making ability and job satisfaction among public secondary school teachers?

## **Null Hypotheses**

The following null hypotheses were formulated and tested in the study:-

1. There is no significant relationship between principals' motivational ability and job satisfaction among public secondary school teachers in Uyo Local Education Committee.
2. There is no significant relationship between principals' communication ability and job satisfaction among public secondary school teachers in Uyo Local Education Committee.
3. There is no significant relationship between principal' decision-making ability and job satisfaction among public secondary school teachers in Uyo Local Education Committee.

## **Delimitation of the Study**

The study was delimited to only public secondary school teachers in 2016/2017 school years. Also, the study only examined administrative variables such as principal motivational ability, decision making ability as well as communication ability with teachers.

## **Theoretical and Conceptual Review**

### **Vroom's Expectancy Theory (1964)**

Expectancy theory developed by Vroom in 1964 is theory of motivation that explains how people try to make a choice between working hard and not working hard through factors such as expectancy, instrumentality and valence. The theory states that people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they see that what they do will help them achieve it. Using Vroom's definitions, job expectancy implies that working hard will result in desired level of performance while instrumentality on the other hand, implies that successful performance will be followed by rewards. Valence means the value a person assigns to rewards and other related outcomes. In other words, the perceived relationship between effort and performance is referred to as expectancy, while the perceived relationship between performance and work related outcomes (rewards) is known as instrumentality. Also, the value of the weight attached to rewards is referred to as valence.

Expectancy theory emphasizes the interaction of individual needs and

environmental factors. According to expectancy theory, employees were motivated to perform three beliefs.

- Employees believe that their behaviour will lead to external or internal outcomes. This belief is called performance outcome expectancy. Examples of external outcomes are changes in pay promotion, praise by supervisor, or change in peer support. Internal outcomes can include achievement or accomplishment.
- Employees believe that they can perform at the expected level of performance. This is called the effort performance expectancy.
- Employees believe that these outcomes have values to them.

The implication of this theory to this work is that teachers are most likely to perform satisfactorily if their expectations are provided, such as recognition, promotion, prompt salary payment, allowances and incentives for jobs effectively extended. Therefore, principals must have such administrative ability to motivate the teachers to discharge their duties effectively.

## **Conceptual Review**

### **Principals' Motivational Ability and Teaching Job Satisfaction**

Motivation of workers is a paramount factor in any organization because when workers are not motivated, productivity is bound to be affected. According to Denga (2005), motivation an internal force that ignite; propels; energies, arouses, spurs, directs, regulates and sustain behaviour towards goal attainment. Motivation is purported to occur when a need for something creates a state of restlessness or disequilibrium in an individual.

Hodgetts (2009) stated that motivation is a propeller that spurs workers to put up their maximum efforts at work and invariably leads to the achievement of the organizational goals. Again, Hodgetts (2009) asserted that if managers had the objectives of achieving the organizational goals or objectives they must understand the fundamentals of motivation. Aderounmu and Ehiamentor (2010) stated that most administrators do not see the importance of motivation as a strong factor that contributes to teachers' job satisfaction.

The secondary school system as an organization has various goals and activities which include *inter alia* arousing students learning capabilities, seeing to it that there is commitment and effectiveness on the part of the teacher (as a learning facilitator) whose roles though vary are primarily to transmit values knowledge and social norms which will enable the learner fit appropriately into the society in which he or she belongs. Cole (2006) saw teachers as the greatest asset, and that teachers are the most vital resources that need to be handled with special care (motivated) for them to effectively serve the organizational need in a secondary school system. The principal of the school is the chief executive officer and the immediate boss who links the teacher to government. A lot is still desired to be done in respect of motivating the

classroom teacher. This is because most principals deliberately refuse to recommend their subordinate (academic staff) for further studies for fear of measuring up with them on their return. This situation manifests especially when such teachers return with equal or higher certificates, which makes the principals to consider their position threatened.

Studies have shown connections between principal motivational ability and teachers' job satisfaction. One of such study was conducted by Anokye (2001). The sample for the study consisted of 450 teachers selected from the six Local Education Committees, (LEC) in Ikot Ekpene Senatorial District using the stratified random sampling technique. A 24-item questionnaire was constructed by the researcher tagged Effective Management of Human Resources Questionnaire (ERMHRQ) and measured on a 4 point rating scale the instrument was used for data collection. Pearson Product Moment Correlation (PPMC) was used to test the hypothesis. It gave an observed value of 0.20 and the critical r-value of 0.098, the null hypothesis was rejected since the observed value (0.20) is greater than the critical r-value (0.098). The finding of the study among other things revealed that principals' motivational technique has a strong association with teachers' job satisfaction. Also, in a study conducted by Anokye (2001), the researcher found a positive relationship between high levels of motivation on the part of the principals and effective job satisfaction among staffs in public secondary school.

### **Principals' Communication Ability and Teaching Job Satisfaction**

Communication, according to Dahama and Bhatnagar (2005), is an act by which a person shares the knowledge, feelings, ideas and information in ways such that each person gains a common understanding of the meaning, intent and use of the message. Awotua Efebo (2003) opined that communication is the conveying of information knowledge from one person to another. It involves sender transmitting an idea to a receiver by the use of appropriate and relevant communication channels. From the above definitions, Bassey (2000) stated that effective communication flow between the school heads and teachers in secondary schools enhances effective job performance. The author added that the absence of proper communication flow between school heads and the teachers could result to truancy, lateness to work, absenteeism and low morale. The effects of these are mostly felt by the students because there will be no class control, adequate assessment and completion of task schedule.

However, studies have shown that a two-ways communication between school heads and teachers enhances job satisfaction on the part of the teachers. One of such studies was conducted by Akpan (2003), and the result was that interpersonal relationships existing between the super-ordinate and the subordinate bear considerable influence in the performance of the subordinates. This relationship cannot be established without communication. The author also found that if a principal establishes a cordial relationship with his teachers and students, there is



bound to be discipline in the school. Again the knowledge of the subordinate and possible reinforcement of their contributors will enhance good decision-making. (Peretomode, 2005)

In a related study by Nya (2009), to determine the relationship between principal communication platforms and teacher effectiveness in secondary schools in Calabar; Cross River State. 400 teachers were drawn from 10 secondary schools in Calabar comprising 5 secondary schools each from Calabar Municipality and Calabar South Local Government Area. Data was collected using the Principal Motivational Technique Questionnaire (PMTQ) and analyzed using the Pearson Product Moment Correlation analysis. The calculated r-value (0.423) was greater than that of the critical r-value (0.196) at 0.05 level of significance. The result of the study revealed among other things that, principals' communication pattern has significant relationship with teachers' job satisfaction in public schools.

### **Principals' Decision-Making Ability and Teaching Job Satisfaction**

Decision-making is a central responsibility of the educational administrator. It is a fundamental process in any productive organization. Decision making, according to Durosaro and Ogunsaju (2002) is a process of identifying alternatives and choosing one among others, in order to address a situation. Ugwu (2008) defined decision-making as the process of identifying a problem and choosing among alternative courses of action. A school administrator who has problems with taking decisions certainly has problems with his job. The school administrator takes decision on behalf of the teachers, students and supportive staff. In the school system, some decisions may be taken by the administrator only while other decisions may be taken by the deputy or the class teachers'. However, a good administrator should not delegate too many responsibilities to his staff for decision-making. An effective principal should take a decision after due consideration (Mbipom, 2000). This is a rational decision.

Decision-making consideration as Mbipom (2000) argued has five sequential steps which include:

- i) Problems definition or identification;
- ii) Development of alternative for solutions;
- iii) Appraisal of alternatives;
- iv) Selection of solution-each alternative is evaluated and one is selected in terms of effectiveness; and
- v) The selected alternative is implemented.

The author added that school principals should adopt these five sequential steps in decision-making process before being acknowledged as a good administrator. Researches have shown that principals' decision-making abilities have an outstanding association with teachers' job satisfaction. One of such study was conducted by Blau in Abgaragba (2000). The author found that when decision-

making authority is centralized in the hands of school administrators, such leadership style is bound to initiate conflict and hostility among staff, thereby, bringing about job dissatisfaction. Nkang (2002) also added that when teachers are adequately involved in decision making by the school principals', (seeking their opinions when important administrative decision are to be taken), such teachers' are most likely to have a sense of belonging and put in their best in the discharge of their professional duties.

### **Research Methods**

The correlational research design was adopted for the study. This design is used whenever the researcher wants to find out the magnitude and direction of relationship that exists between the dependent and independent variables (Udoh and Joseph, 2005). Therefore, this design was considered suitable for this study because it enabled the researcher to measure the interrelationship between variables of this study. The population of the study comprised all the 1127 in the 14 public secondary schools that make up Uyo Local Education Committee (State Secondary Education Board, 2017).

A sample size of 130 public secondary school teachers was selected for the study, using hat and draw method. In selecting the sample size, Kirjeie and Morgan (1970) sampling procedure was adopted, which states that as the population increases, the sample size increases at a diminishing rate. According to the author, a population within the range of one thousand, about one hundred and thirty (130) could be used as sample. In this case, the sample size of 130 was deemed necessary, as it is within the stipulation of Kirjeie and Morgan.

To ensure the face validity of the instrument, three copies of the instrument were given to three validates from the Department of Educational Foundation, Guidance and Counselling, University of Uyo to assess the suitability or otherwise of the items in the instrument. One of the validates was an educational sociologist while the other two were measurement evaluators still from the said department. These validates deleted some of the items that were not good, modified some, while the good items were allowed to remain. The inputs and corrections made by the validates and that of the researchers' supervisor were used to form the final copy for administration.

In order to obtain the reliability of the instrument the questionnaire was administered on 30 Senior Secondary Two (SS2) students in a selected school not included in the sample of the study. Two weeks after, the same set of students were given clean copies of the same instrument to fill. The Test-Retest reliability of the instrument was obtained based on the scores from the first and second test. The analysis of the scores from both tests was carried out using Pearson Product Moment Correlation (PPMC) statistics. The items yielded a correlation coefficient of 0.804 for the fifteen items in section B and 0.846 for the eight items in section C, as presented in the SPSS table of reliability statistics below. This is an indication of a reasonable

reliability, based on the postulation of Nunnally (2007), who asserted that any reliability co-efficient of 0.50 and above should be accepted.

### Method of Data Collection

The research instruments were personally administered on the respondents in their respective schools by the researcher in corporates of two with two research assistants. Also, permission from the respective principals were sought to allow the respondents respond to the items in the instrument. In addition to items written on the questionnaire, the subjects were given verbal instructions and clarifications where necessary. Copies of the questionnaire were retrieved after completion without subjecting the respondents to time constraint. All the 130 copies of questionnaires administered were filled properly according to instructions and collected by the researcher and his assistants; hence, none was missing.

### Method of Data Analysis

Data generated were analysed using Pearson Product Moment Correlation (PPMC) for answering the research questions and Pearson Product Moment Correlation (PPMC) for testing of hypotheses all at .05 level of significance and at 376 degree of freedom.

### Decision Rule

#### Research Questions

The research questions were answered using Pearson's product moment correlation and the decision rule for answering the questions were adopted from Uzoagulu's (2011) interpretations as follows:-

Coefficient (r)	-	Relationship
±.00 to ±.20	-	Negligible, weak, very low, little or none
±.21 to ±.40	-	Present, slight, but low
±.41 to ±.60	-	Average, moderately high, fairly high
±.61 to ±.1.00	-	Very high

For the null hypotheses, the standard for decision was to reject the null hypotheses when the calculated r-value is greater than or equals to the critical value, and retained when the calculated value was less than the critical value.

### Results

**Table 1:** Correlation analysis of responses on the relationship between principals' motivational ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee

Variables			$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Remark
Principals' Motivational Ability	130	384	4928			
Teachers' Job Satisfaction	130	390	5112	4667	0.87	Very High Positive Relationship

Result in Table 1 shows that a very high positive relationship exists between principals' motivational ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee. The result yielded a correlation coefficient of 0.87, which means that principal motivational ability has a strong association with teachers' job satisfaction in public secondary schools in the study area. This implies that teachers are most likely to be very satisfied in discharging their duties if motivated by school heads.

**Table 2:** Correlation analysis of responses on the relationship between principals' communication ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Remark
Principals' Communication Ability	130	386	4928			
Teachers' Job Satisfaction	130	390	5144	4867	0.78	Very High Positive Relationship

Result in Table 2 shows that a very high positive relationship exists between principals' communication ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee. The result yielded a correlation coefficient of 0.78, which establishes an association between principals' communication ability and teachers' job satisfaction in public secondary schools. This implies that teachers tend to be very satisfied in the discharge of duties if the principal established cordial relationship with the staff.

**Table 3:** Correlation analysis of responses on the relationship between principal' decision-making ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Remark
Principal' Decision Making Ability	130	325	5325			
Teachers' Job Satisfaction	130	388	5145	5099	0.60	Moderately High Positive Relationship

Result in Table 3 reveals a moderately high positive relationship between principal' decision-making ability and teachers' job satisfaction in Uyo Local Education Committee. This is shown on the correlation coefficient result of 0.64. This result implies that teachers tend to be very satisfied in their teaching job if they are part and parcel of decisions made by the school principals'.

## Hypothesis by Hypothesis Testing

**Table 4:** Pearson Product Moment Correlation analysis of responses on the relationship between principals' motivational ability and teachers' job satisfaction in Uyo Local Education Committee

Variables	N	$\frac{\sum x}{\sum y}$	$\frac{\sum x^2}{\sum y^2}$	$\sum xy$	r-value	r-crit	Decision
Principals' Motivational Ability	130	384	4928				
Teachers' Job Satisfaction	130	390	5112	4667	0.87	0.074	S

S = Significant;  $P < .05$ ;  $df = 128$ ; critical  $r = 0.074$

Analysis in table 4 shows that the calculated r-value of 0.87 is greater than the critical value of 0.074 at degree of freedom of 128 and at .05 significant levels. Hence, the null hypothesis is rejected while the alternate hypothesis is retained. This implies that the more teachers are motivated by school heads, the greater they are bound to discharge their teaching duties satisfactorily and vice versa.

**Table 5:** Pearson Product Moment Correlation analysis of responses on the relationship between principals' communication ability and teachers' job satisfaction in Uyo Local Education Committee (130)

Variables	$\frac{\sum x}{\sum y}$	$\frac{\sum x^2}{\sum y^2}$	$\sum xy$	r-value	r-crit	Decision
Principals' Communication Ability	386	4928				
Teachers' Job Satisfaction	390	5144	4867	0.78	0.074	S

Analysis in table 5 shows that the calculated r-value of 0.78 is greater than the critical value of 0.074 at degree of freedom of 128 and at .05 significant levels. Hence, the null hypothesis is rejected while the alternate hypothesis is retained. This implies that the more principal adopt friendly approach with teachers while communicating, the greater they are bound to discharge their teaching duties satisfactorily and vice versa.

**Table 6:** Pearson Product Moment Correlation analysis of responses on the relationship between principal' decision-making ability and teachers job satisfaction in public secondary schools in Uyo Local Education Committee (130)

Variables	$\frac{\sum x}{\sum y}$	$\frac{\sum x^2}{\sum y^2}$	$\sum xy$	r-value	r-crit	Decision
Principal' Decision-Making Ability	325	5325				
Teachers' Job Satisfaction	388	5145	5099	0.60	0.074	S

S = Significant;  $P < .05$ ;  $df = 128$ ; critical  $r = 0.074$

Analysis in table 6 shows that the calculated r-value of 0.60 is greater than the critical value of 0.074 at degree of freedom of 128 and at .05 significant levels. Hence, the null hypothesis is rejected while the alternate hypothesis is retained. This implies that the more teachers' views and opinions are considered by the principal before taking important decisions, the greater teachers are bound to discharge their teaching duties satisfactorily and vice versa.

### **Discussion of Findings**

The researcher made a combined discussion of findings from the research questions and hypothesis of the study.

#### **Principal's Motivational Ability and Teachers Job Satisfaction**

Results emanating from research question one and hypothesis one revealed that there are very high positive and significant relationship between principal's motivational ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee. This finding is in line with the finding of Anokye (2001), that principals' motivational ability has a significant relationship with job satisfaction among public secondary school teachers. Also, this finding is in conformity with that of Aderounmu and Ehiamentor (2010), that administrators' motivational ability is a strong factor to teachers' job satisfaction. Based on this finding, the researcher wish to observed that teachers are most likely to discharge their teaching duties satisfactorily if motivated by school administrators

#### **Principals Communication Ability and Teachers' Job Satisfaction**

Results as revealed in research question two and hypothesis two revealed that there exist a very high positive and significant relationship between principal's communication ability and teachers' job satisfaction in public secondary schools in Uyo Local Education Committee. This finding is supported by Bassey (2000) who stated that effective communication flow between the school heads and teachers in secondary schools enhances job satisfaction on the part of teachers. The findings of Akpan (2003) also re-affirmed that the interpersonal relationship existing between the super-ordinate and the sub-ordinate bear considerable influence on the performance of the sub-ordinates. Based on this finding, the researcher wish to observe that effective communication flow between school principals' and the teachers contribute to teachers' job satisfaction.

#### **Principals Decision-making Ability and Teachers Job Satisfaction**

Results emanating from in research question three and hypothesis three revealed that there exist a moderately high positive and significant relationship between principal's decision making ability and teachers job satisfaction in public secondary schools in Uyo Local Education Committee. This finding is in tandem with the finding of the study conducted by Blau in Abgaragba (2000). The author found that when decision-making authority is centralized in the hands of school administrators, such leadership style is bound to initiate conflict and hostility among staff, thereby bringing

about job dissatisfaction. Nkang (2002) also added that when teachers are adequately involved in decision making by the school principals (seeking their opinions when important administrative decision are to be taken), such teachers' are most likely to have a sense of belonging and put in their best in the discharge of their professional duties.

### **Conclusion**

Based on the findings of this study, it is concluded that principal's motivational ability, communication ability as well as decision-making ability have a strong association with job satisfaction among public secondary school teachers.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

- 1) Principals should draw up certain motivational approaches like special rewards, recognition, promotion giving of awards; allowances among other things to teachers, so that they can be encourage to work satisfactorily.
- 2) Principals should ensure that regular meetings are held and duties communication to staff in a friendly and cordial manner so that teachers would contribute satisfactorily to the progress of the school.
- 3) School principals should embrace democratic decision-making strategies by ensuring that teachers are part and parcel of decisions made in the school so as to enhance teachers' job satisfaction.

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