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RELATIONSHIP BETWEEN PRINCIPALS'JOB SATISFACTION AND THEIR WORK PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE

ODUMA, Omoerere Justice[1] & UNACHUKWU, Glad O. *Prof*[2]

[1&2]Department of Educational Management and Policy,
Faculty of Education
Nnamdi Azikiwe Univesity, Awka.
jumolglobal@yahoo.com

ABSTRACT
The study investigated the relationship between principals' job satisfaction and their work performance in secondary schools in Delta State, Nigeria. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The correlation design was adopted for the study. The population comprised all the 476 principals in the state government owned public secondary schools in Delta State. There was no sampling as the entire population was studied. Two instruments were used for data collection; namely, Questionnaire on Principals' Job Satisfaction (QPJS) and Questionnaire on Principals' Work Performance (QPWP). The instruments were developed by the researchers and were face validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. QPJS and QPWP were also tested for reliability using Cronbach Alpha test for internal consistency which yielded coefficient alpha of 0.92 and 0.88 respectively. Pearson's Product Moment Correlation was used to answer the research questions and to test the hypotheses. Findings of the study include that there is a low positive relationship between principals' job satisfaction and their work performance in secondary schools in Delta State, Nigeria. Based on the findings it was recommended that the government at all levels should make effort to collaborate with the Ministry of Education to improve the existing relationships between principals' job satisfaction and their work performance.

Keywords: Job Satisfaction, Work Performance.

Introduction

Education is the most veritable tool for the attainment of all round development in any nation. The school provides the society with a very important opportunity to prepare its youths for the management of its economy in every sphere of the nation's life. The success or failure of the secondary school rests on a number of factors and principals' self-efficacy is one of them. The administrative head at the secondary school level is known as the principal. He is saddled with the responsibility of directing the activities of teachers, students and other staff in the school towards the achievement of school objectives. Most times, a principal of a school is seen as a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Catano & Stronger, 2007). The principal, being the first in the

hierarchical positions in the secondary school administration, holds the most important function to ensure effective administration. The principal's roles and contributions hold an eminent place and on his skills lies the success and future of the institution. Principals exert a strong influence on student learning and achievement through their ability to impact the types of organizational school features necessary for high-quality teaching and learning (Leithwood, Harris, & Hopkins, 2019; Leithwood, Harris, & Strauss, 2010, & May, 2010) Principals play a key role in teachers' capacity to implement and sustain the evidence-based practices needed for school improvement, for example, by removing barriers to new curriculum and instruction (Yoon, 2016).

Effective school principals are thought to have a set of competencies, or "constructs manifested by behaviour that relates to effective or outstanding performance in a specific job or role" (Hitt, Meyers, Woodruff, & Zhu, 2019, p. 190). Principals' practices represent their competencies in various leadership areas, and research has attempted to investigate the relationship between these behaviors/practices and student, teacher, and school outcomes.In order for a principal to develop a cohesive culture in a school, job satisfaction must be present.

Job satisfaction can be defined as one's attitude towards the job and in plain language how a person feels about his job and its various aspects (Jafarnejad, 2016). In the opinion of Locke cited in Anthonia (2011) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Rice, Gentile and Mcfarlin (1991) defined job satisfaction as an overall feeling about one's job or career in terms of specific facets of job or careers (e.g. compensation, autonomy, coworkers). According to Emenike (2013) job satisfaction is a pleasurable, emotional state resulting from the appraisal of one's job, an affective to one's job and an attitude towards one's job. Job satisfaction can be defined as an employee's attitude towards the job (Aziri, 2011). Aziri further stressed that the term job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction. The researchers define job satisfaction as one's feelings or state of mind regarding the nature of the work and which is likely to affect performance on the work.

According to Olaniyan (2009), performance is described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. In the same vein, Okeniyi (2015) states that it could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. In the context of this study, work performance is defined as the process of principals exerting tasks according to their efficacy, skills in order to improve performance of both themselves and the school as a whole.

Job satisfaction might be motivated by the nature of the job which is pervasive and peculiar. Working conditions that are similar to local and international standard (Oshagbemi, 2010), and extent to which

they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 2013). Job satisfaction is very crucial to the long-term growth of any education system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge skills and enter competencies occur when one feels effective in one behaviour.

Principals' job satisfaction is closely related to their personal and organizational well-being and work conditions. Thus far, research on principals' job satisfaction and contentment has tended to focus on principals' health and wellness (e.g., stress, burnout, etc.) (Darmody & Smyth, 2016; Federici & Skaalvik, 2012). Less attention has been given to possible factors affecting their job satisfaction.

The role of the school principal in the realization of the objectives of secondary education cannot be over emphasized. It is the school principal that gives direction to education policy implementation. With the role of principals becoming more demanding with higher expectations and longer work hours, it is imperative that principals cannot exert these roles and responsibilities if they seem to exhibit low self-efficacy, feel less motivated and discontented with their jobs. Reports by scholars show that some principals in Delta State, often complain of poor working environment, poor salary and other fringe benefits. These among others seem to result to low job dissatisfaction. It is against this backdrop that this study sought to investigate the relationship between principals' self-efficacy, job satisfaction and their work performance in secondary schools in Delta State.

Research Questions and Hypotheses

One research question guided the study namely:

1. What is the relationship between principals' job satisfaction and their work performance in secondary schools in Delta State?

One hypothesis was tested at the 0.05 level of significance, namely;

1. There is no significant relationship between principals' job satisfaction and their work performance in secondary schools in Delta State

Research Method

A correlational research design was adopted for the study. A correlational study design seeks to determine the extent, direction and magnitude of relationship between two or more variables (Nworgu, 2015). The design is considered appropriate for the study because the study aims at finding out the relationship between principals' job satisfaction and their work performance. The study was carried out in Delta State, Nigeria and covered principals'job satisfaction and work performance in secondary schools in the state. The population comprised all the 476 principals in the state government owned public secondary schools in Delta State. There was no sampling as the entire population was studied. Two instruments were used for data collection; namely, Questionnaire on Principals' Job Satisfaction (QPJS) and Questionnaire on Principals' Work Performance (QPWP). The

instruments were developed by the researchers and were face validated by three experts who are all lecturers in the Faculty of Education Nnamdi Azikiwe University, Awka. QPJS and QPWP were also tested for reliability using Cronbach Alpha test for internal consistency which yielded coefficient alpha of 0.92 and 0.88 respectively. The choice of Cronbach Alpha is justified according to Abonyi (2011) and Nworgu (2015) who stated that Cronbach Alpha can be used for test of internal consistency of an instrument where there are no preferred answers. These reliability indices were considered high enough to judge each of the instruments as reliable, as the values are in agreement with Mehrens and Lehmann cited in Abonyi (2011) who posited that a reliability coefficient of 0.50 and above is high enough for an instrument to be taken as reliable. Data were collected by the researchers using direct administration method and with the help of three research assistants. Out of 476 copies of each questionnaire administered, 475 copies representing 99.8% were successfully completed, and retrieved and were used for data analysis. Data were analyzed using Pearson's Product Moment Correlation to answer the research question and to test the hypothesis. To answer the research question, the coefficient (r) and the size of the relationship were interpreted using the interpretation of correlation coefficient by Best and Khan (2006) as follows:

Coefficient r	Relationship
• 0.00 – 0.20	Negative
• 0.20 – 0.40	Low
• 0.40 – 0.60	Moderate
• 0.60 – 0.80	Substantial
• 0.80 – 1.00	Very high

For the hypothesis, p value was used to determine the significance of correlation. Where the p-value is less than the stipulated level of significance (0.05) the null hypothesis was rejected whereas where the p-value is greater than the stipulated level of significance the null hypothesis was not rejected.

Presentation of Results

Research question 1

What is the relationship between principals' job satisfaction and their work performance in secondary schools in Delta State?

Table 1: Pearson Product Moment Correlation of the relationship between principals' job satisfaction and their work performance in secondary schools in Delta State

Source of Variation	N	Principals' Job Satisfaction	Job Performance	Remark
Principals' Job Satisfaction	475	1.00	0.368	Low Positive
Job Performance	475	0.368	1.00	Relationship

Results on Table 1 showed Pearson Product Moment Correlation between principals' job satisfaction and their performance in secondary schools in Delta State. It showed a correlation value (r) = 0.368. This reveals that there is a low positive relationship between principals' job

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satisfaction and their performance in secondary schools in Delta State.

Ho_1: There is no significant relationship between principals' job satisfaction and their performance in secondary schools in Delta State.

Table 2: Pearson Product Moment Correlation of the relationship between principals' job satisfaction and their work performance in secondary schools in Delta State.

Source Variation	N	Principals' Job Satisfaction	Job Performance	P-value	Decision
Principals' Job Satisfaction	475	1.00	0.368		
	475	0.368		0.000	Sig.
Job Performance			1.00		

$\alpha = 0.05$

Results on Table 2 showed Pearson Product Moment Correlation between principals' job satisfaction and their performance in secondary schools in Delta State. It showed a correlation value (r) = 0.368 and a p-value of 0.000. Testing at an alpha level of 0.05, the p-value is less than the alpha level. Therefore the null hypothesis is rejected. This implies that there is a significant relationship between principals' a job satisfaction and their performance in secondary schools in Delta State.

Discussion on findings

Findings of the study revealed that there is a low positive relationship between principals' job satisfaction and their work performance in secondary schools in Delta State. In the same vein, the findings showed that there is a significant relationship between principals' job satisfaction and their work performance in secondary schools in Delta State. This means that principals' job satisfaction contributes to their performance in secondary schools in Delta State. This is in consonance with a study carried out by Shann in Gregory (2011) who stated that teacher job satisfaction has been shown to be a predictor of teacher retention, a determinant of teacher commitment and a contributor to school effectiveness. In the same vein, it tallies with Skaalvik and Skaalvik (2010) who asserted that teacher job satisfaction could be regarded as teachers' affective reactions to their work or to their teaching role. The findings of the study also confirm Bogler (2009) who reiterated that teachers may also positively affect satisfaction from their work, when they view their occupation as one "that provides high, status, promotion opportunities for talented individuals, possibilities for self-development, and personal growth, among other things.

Conclusion

The major findings of this study revealed that there is a low positive relationship between principals' job satisfaction and their work performance in secondary schools in Delta State. From the analysis and interpretation of results, it is concluded that adequate provision of necessary infrastructural facilities, as well as

incentives like fringe benefits, allowances and bonuses, regular increase in salary structures, leave and grant bonuses by the Government will improve principals' self-efficacy, and job satisfaction to their job performance, which will result to teachers adequate supervision and motivation that will lead to improved students' performance in secondary schools in Delta State.

Recommendations

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

1. The government at all levels should make effort to collaborate with Ministries of Education to improve the existing relationships between principals' self-efficacy, job satisfaction and their performance.
2. Principals in public schools should ensure that the school has contact with various groups and institutions in the community concerning the affairs of the school for optimal performance.

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