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MANAGERIAL SKILLS APPLIED BY PRINCIPALS FOR IMPROVING JOB ENGAGEMENT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated managerial skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. Three specific objectives with corresponding research questions guided the study, while null hypotheses were formulated and tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 7,295 respondents made up of 268 principals and 7,027 teachers in the 268 public secondary schools in Anambra State. A sample size of 837 respondents made up of 134 principals and 703 teachers for the study was drawn for the study using multi-stage sampling procedure. The instrument for data collection was a structured questionnaire titled 'Principals' Managerial Skills for Job Engagement of Teachers Questionnaire (PMSJETQ)'. The face validation of the instrument was determined by three experts. The reliability of the instrument was established using Cronbach Alpha Method which yielded overall coefficient of 0.81. Data collected for the study were analyzed using mean and Standard deviation to answer the research questions and t-test was used to test the hypotheses. The findings of the study revealed among others that supervisory, communication and financial management skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. It was also found that there is no significant difference in the mean ratings of principals and teachers on supervisory, communication and financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. Based on these findings, the researcher recommended among others, that principals should undertake refresher courses to upgrade their supervisory skills to improve job engagement of teachers.

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Keywords: Managerial Skills, Job Engagement, Teachers, Supervisory Skills, Communication Skills, Financial Management Skills

Introduction

Education is a veritable tool for equipping individuals with essential skills and knowledge to support the progress of the society. It is also the means of unlocking the potentials of individuals and inculcating right values to promote peaceful co-existence of people in the society. Ngurukwem, Adebola and Ugwoegbu (2024) opined that education is a crucial tool for equipping individuals with skills and knowledge to make them self-reliant and actively participate in the development of the society. One of educational institutions in which academic activities takes place to promote learning for improving the skills and knowledge of students is secondary education.

Secondary education occupies crucial position in the Nigeria Education System by playing intermediate roles between basic and tertiary levels of education. Akoje and Offor (2024) asserted that secondary schools are formal public organizations charged with the responsibility of preparing pupils after their primary school education for useful living within the society and also equip them with knowledge to proceed to further their studies in higher education. The programmes of secondary education are designed to serve as gateway to access to higher education and better work life to become useful members of the society. Chime (2024) pointed out that secondary education is the gateway to providing not only the educated citizenry but also a capable workforce. Secondary education helps students to cultivate good habits, appreciate the dignity of labour and respect one another to live life as good citizens. The management of daily activities of a secondary school rest on the shoulders of a principal.

Principal is the administrative head and leader who control the affairs of every secondary school. Principal is described by Mbon and Offem (2024), as chief executive officer of a secondary school who carries out leadership responsibilities by coordinating curricular, co-curricular activities in the school and is in charge of the general administration. The principal is the highest person in authority and administrative structure who is saddled with the responsibility of planning, organizing, directing and controlling activities of a secondary school. Unachukwu and Orji (2021) defined a principal as the chief administrator of a secondary school, saddled with the responsibility of ensuring smooth operations of the school on daily basis. The principals could ensure smooth operations of school activities through applying managerial skills.

Managerial skills is the sets of competencies for Managerial skills is described by Silva (2021), as are set of qualities and attributes of the managers that enable them to effectively manage the entire organization. According to Bhutto, Ilyas, Sarwar, Channa and Memon (2024), managerial skills are qualities or abilities to

effectively carry out administrative functions in the school. Managerial skills is the expertise and abilities to get administrative tasks and activities well carried out to achieve set goals. Songcayawon et al (2022) defined managerial skills as the capacities to plan, oversee, organize, coordinate, control, make decisions, and start actions that will assist and support teachers in achieving the school's goals and objectives. They added managerial skills include communication skills, human resource management, material resource management skis and effective financial resource management. Also, Melo (2021) outlined managerial skills as follow: technical skills, human skills, conceptual skills, communication skills and supervisory skills. The managerial skills of supervisory, communication and financial management were adopted in this study.

Supervision is the act of overseeing the operation of staff in an institution to guide stimulate and coordinate their efforts for improving the way in which they carry out their work activities. Gire, Amough and Bua (2021) noted that supervision seeks to stimulate, guide, oversee and appraise all elements that would lead to enhanced instructional quality and improve staff performance. Supervisory skills are the abilities to guide and assist members of staff to effectively carry out their duties. According to Obionu, Ike and Ekwe (2022), supervisory skills are the personal and professional abilities, knowledge and competencies that principals use in the monitoring, directing and guiding of teachers to effectively carry out their duties to achieve educational goals. Gire, Amough and Bua (2021) maintained that supervisory skills include: self-appraisal skills, classroom visitation skills, inter/intra school supervision skills, teaching practice skills, clinical supervision skills, micro-teaching skills, workshop skills and demonstration skills.

Communication is the process of transmitting information and expressing ideas between two or more people. Oladimeji and Laoye (2023) pointed out that communication is essential for understanding roles and assignments; planning and carrying out learning activities; providing information to parents on student progress and behaviours; and building a positive relationship with learners, teachers and other members of staff. The ability of administrators to effectively convey messages to staff in secondary schools depend on their communication skills. Tariq and Ullah (2024) noted that communication skills include empathy, appreciation, listening, flexibility, inclusiveness, openness and sensitivity to mutual cooperation.

Principals require variety of financial management skills to ensure judicious use of school funds. Umeh, Chukwu and Mokwe (2024) noted that financial management skills are essential for ensuring transparency, accountability and sustainability in managing school funds. They added that financial management skills required by secondary school principals include: budgeting and financial planning Skills, accounting skills, fund mobilization skills, cost management skills, financial Decision-Making skills, negotiation skills. Financial

management skills involve budgeting skills, procurement skills, inventory management skills, accounting skills and auditing skills. Eniang-Esien (2021) highlighted financial management skills to include purchasing and supply, bargaining, determining labour costs, simple budgeting, keeping accurate receipts, keeping cheque payments and managing facilities inventory.

Teachers' job engagement is the involvement and devotion of teaching staff in carrying out their responsibilities in secondary schools. As posited by Deele and Oluwuo (2023), teachers' job engagement is the amount of effort and enthusiasm of teachers towards attaining organizational goal. They added that job engagement can be measured in terms of how passionate, dedicated, committed, vigorous and motivated to doing the job effectively. Teachers with high level of job engagement are energetic and committed to discharging their duties in schools. Aboh and Asiyai (2023) noted that job engagement is exhibited by teachers who come to school regularly, praise students when they answer questions correctly during lesson, write lesson plan regularly, maintain discipline, show great concern for all learners, fulfill assigned academic activities timely, motivate students to partake in school extra-curricular activities and enjoy good relationship with their colleagues. Teachers exhibit job engagement through developing of lesson plans, carry out teaching activities at the stipulated period in the school time-table, controlling the activities of students to create orderly classroom, managing the class attendance of learners, participate in co-curricular activities, give assignments, conduct examinations, mark scripts and prepare the results of students.

There are cases that indicate laxities in the job engagement of teachers in public secondary schools in Anambra State. Okonkwo and Okoye (2024) noted that there are cases of poor coverage of scheme of work, lateness, job disengagement, absenteeism, confrontational behaviours, unwillingness to participate in every school activity, aiding of examination malpractices, leaving of school environment immediately after teaching the students, missing of deadline in preparing and publishing of students' results among teachers in public secondary schools in Anambra State. Some worrisome situations cast a serious doubt on managerial skills applied by principals to enhance the job engagement of teachers in public secondary schools in Anambra State. The cases of habitual lateness to school, persistent absenteeism, unauthorized leaving the school premises before school closing hour, failure to regularly deliver instruction to cover the syllabus before the end of the term examinations and other forms of professional misconduct among teachers could be attributed to irregular supervision of their activities. It seems that principals hardly maintain a friendly tone while speaking with teachers, rarely listen to understand teachers' points of view and discard their opinion in decision making related to problem-solving in secondary schools. Mismanagement and embezzlement of school funds seem to indicate incompetence of some principals to utilize the limited financial resources in public

secondary schools in Anambra State. It is these problems that impelled the investigation into managerial skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to investigate managerial skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. Specifically, the study sought to find out:

1. Supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.
2. Communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.
3. Financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State?
2. What are the communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State?
3. What are the financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of principals and teachers on supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.
3. There is no significant difference in the mean ratings of principals and teachers on financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Research Method

Descriptive survey research design was adopted for the study. The population of the study comprised 7,295 respondents made up of 268 principals and 7,027 teachers in the 268 public secondary schools in Anambra State. A sample size of 837 respondents made up of 134 principals and 703 teachers for the study was drawn for the study using multi-stage sampling procedure which involved cluster, proportionate stratified and

simple random sampling techniques. In the first stage, proportionate stratified sampling technique was used to select schools under the already existing education zones. In the second stage, simple random sampling technique was used to drawn principals and teachers for the study.

A-researcher developed instrument titled 'Principals' Managerial Skills for Job Engagement of Teachers Questionnaire (PMSJETQ)' was used for data collection. PMSJETQ contained 24 items arranged in three clusters I, II and III. Cluster I contained seven items on supervisory skills for improving job engagement of teachers, cluster II had eight items on communication skills for improving job engagement of teachers and Cluster III which focused financial management skills for improving job engagement of teachers had nine items. All the items are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts who are lecturers, two from Educational Management and one lecturer from the Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The internal consistency of the instrument was determined using Cronbach alpha method. This yielded reliability co-efficient of 0.83, 0.81 and 0.78 for clusters I, II and III respectively and the overall coefficient of the instrument was 0.81.

The researchers together with three research assistants who are secondary school teachers in the area collected data for the study. A total of 837 copies of the questionnaire were distributed and 813 were properly filled and successfully retrieved indicating 97 percent return rate. The data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. For decision on the research questions, mean ratings of 2.50 or above were taken as agreement, while mean ratings of below 2.50 were taken to indicate disagreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. In taking decisions on the null hypotheses, if p-value is equal to or greater than 0.05 alpha level, the null hypotheses was not rejected, but if p-value is less than 0.05 alpha level, the null hypotheses was rejected.

Presentation of Results

Research Question 1: What are the supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores on Supervisory Skills applied by Principals for improving Job Engagement of Teachers

S/N	ITEMS	Principals (n = 134)			Teachers (n =679)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
1	Arrange activities during supervision to ensure proper time management	2.67	1.10	Agree	2.71	1.04	Agree
2	Engage in extensive brainstorming to handle different situations that arise during supervision	2.45	1.05	Disagree	2.40	1.01	Disagree
3	Exhibit good mentorship during supervision	2.58	1.10	Agree	2.67	1.04	Agree
4	Develop effective ways to handle conflict during supervision	2.71	1.03	Agree	2.58	1.02	Agree
5	Maintain good relationship with staff during supervision	2.64	1.03	Agree	2.60	1.03	Agree
6	Show flexibility to accommodate different perspectives during supervision	2.61	1.00	Agree	2.59	1.07	Agree
7	Provide feedback on performance of staff during supervision	2.62	1.05	Agree	2.53	1.10	Agree
	Cluster Mean and Standard Deviation	**2.61**	**1.05**	**Agree**	**2.58**	**1.04**	**Agree**

As show in Table 1, the mean scores of both principals and teachers are above the cut off mean of 2.50 for items with exception of item 2. This reveals that the two groups of respondents agreed that supervisory skills are applied by principals for improving job engagement of teachers in public secondary schools. The overall standard deviation scores of 1.05 and 1.04 for principals and teachers irrespectively indicated that their responses are homogeneous. The cluster means of 2.61 and 2.58 for principals and teachers respectively which are above 2.50 indicated that supervisory skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Research Question 2: What are the communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores on Communication Skills applied by Principals for improving Job Engagement of Teachers

S/N	ITEMS	Principals (n = 134)			Teachers (n =679)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
8	Display clarity of expression in face-to-face interaction with staff	2.66	1.01	Agree	2.60	1.08	Agree
9	Pay attention to staff during conversation	2.57	1.10	Agree	2.61	1.01	Agree
10	Make use of appropriate body language to convey information to staff	2.60	0.98	Agree	2.65	1.02	Agree
11	Exhibit clarity in written communication	2.72	1.02	Agree	2.68	1.04	Agree
12	Create school website to disseminate information	2.45	1.00	Disagree	2.41	1.09	Disagree
13	Engage in interaction with staff via WhatsApp	2.77	0.99	Agree	2.69	1.11	Agree
14	Demonstrate openness to constructive criticism	2.51	1.06	Agree	2.47	1.03	Disagree
15	Provide feedback on complains of staff	2.54	1.11	Agree	2.60	1.06	Agree
	Cluster Mean and Standard Deviation	**2.60**	**1.03**	**Agree**	**2.59**	**1.06**	**Agree**

From Table 2, items 8-11, 13 and 15 have mean scores above the cut off mean of 2.50 for both principals and teachers and this indicated their agreement with the items as the communication skills applied by principals for improving job engagement of teachers in public secondary schools. On the other hand, mean ratings of both principals and teachers for item 12 fell below the acceptable mean score of 2.50 indicating their disagreement with the items as the communication skills applied by principals for improving job engagement of teachers in public secondary schools. The results further reveal that the mean rating of principals which is above the cut mean of 2.50 for item 14 showed agreement as parts of their communication skills for improving job engagement of teachers, while the mean rating of teachers for the same item is below 2.50 which indicted disagreement. The overall standard deviation scores of 1.03 and 1.06 for principals and teachers respectively indicated homogeneity in their responses. The cluster means of 2.60 and 2.59 for principals and teachers respectively which are above 2.50 indicated that supervisory skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Research Question 3: What are the financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores on Financial Management Skills applied by Principals for improving Job Engagement of Teachers

S/N	ITEMS	Principals (n = 134)			Teachers (n =679)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
16	Prepare realistic budget for the school	2.71	0.98	Agree	2.67	1.01	Agree
17	Oversee the implement of school budget	2.65	1.04	Agree	2.58	1.03	Agree
18	Engage in rational disbursement of funds in school	2.56	1.01	Agree	2.61	1.07	Agree
19	Keep accurate account of financial transactions in school	2.66	0.97	Agree	2.57	1.05	Agree
20	Engage in activities to generate alternative funds for school	2.55	1.08	Agree	2.57	1.00	Agree
21	Engage in reconciling bank accounts with record in school	2.63	1.09	Agree	2.04	1.05	Disagree
22	Conduct periodic auditing of school account	2.53	0.91	Agree	2.56	1.08	Agree
23	Demonstrate transparency in handling school funds	2.54	1.11	Agree	2.47	1.07	Disagree
24	Provide accurate financial reporting	2.61	1.01	Agree	2.67	1.03	Agree
	Cluster Mean and Standard Deviation	**2.60**	**1.02**	**Agree**	**2.53**	**1.04**	**Agree**

Table 3 showed that the mean scores of both principals and teachers are above the cut off mean of 2.50 for items 16, 17, 19, 20, 22 and 24 which revealed agreement as the financial management skills applied by principals for improving job engagement of teachers in public secondary schools. On the other hand, the mean ratings of principals for items 21 and 23 which are above the cut mean of 2.50 showed agreement as parts of their financial skills for improving job engagement of teachers, while the mean rating of teachers for the same items are below 2.50 which indicted disagreement. The overall standard deviation scores of 1.02 and 1.04 for principals and teachers respectively indicated homogeneity in their responses. The cluster means of 2.60 and 2.53 for principals and teachers respectively which are above 2.50 indicated that supervisory skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Ho_1: There is no significant difference in the mean ratings of principals and teachers on supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Table 4: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Principals and Teachers on Supervisory Skills applied by Principals for improving Job Engagement of Teachers in Public Secondary Schools

Group	n	$\bar{X}$	SD	p-value	Df	∞	Remark
Principals	134	2.61	1.05	0.12	811	0.05	Not Significant
Teachers	679	2.58	1.04				

Table 4 revealed that the p-value of 0.12 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Ho_2: There is no significant difference in the mean ratings of principals and teachers on communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Table 5: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Principals and Teachers on Communication Skills applied by Principals for improving Job Engagement of Teachers in Public Secondary Schools

Group	n	$\bar{X}$	SD	p-value	Df	∞	Remark
Principals	134	2.60	1.03	0.20	811	0.05	Not Significant
Teachers	679	2.59	1.06				

Result in Table 5 revealed that the p-value of 0.20 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Ho_3: There is no significant difference in the mean ratings of principals and teachers on financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Table 6: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Principals and Teachers on Financial Management Skills applied by Principals for improving Job Engagement of Teachers in Public Secondary Schools

Group	N	$\bar{X}$	SD	p-value	Df	∞	Remark
Principals	134	2.60	1.02	0.09	811	0.05	Not Significant
Teachers	679	2.53	1.04				

The result of data analysis presented in Table 6 indicated that the p-value of 0.09 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State.

Discussion

The finding of the study showed that supervisory skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. This is in line with the finding of Obionu, Ike and Ekwe (2022) which revealed that principals utilize various dimensions of supervisory skills for quality assurance in public secondary schools. This also agreed with the finding of Olowonefa and Iyabode (2022) indicated that supervisory strategies are employed by principals in senior secondary schools. The similarity in secondary schools and participants of the students could be responsible for the agreement with the findings. The supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State were to arrange activities during supervision to ensure proper time management, exhibit good mentorship during supervision, develop effective ways to handle conflict during supervision, maintain good relationship with staff during supervision, show flexibility to accommodate different perspectives during supervision and provide feedback on performance of staff during supervision. Supervisory skills are probably applied by principals to assist and motivate teachers to effectively carry out their duties in secondary schools. It was also found that there is no significant difference in the mean ratings of principals and teachers on supervisory skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. This finding upheld that of Obionu, Ike and Ekwe (2022) which showed that there is no significant difference in the mean ratings of principals and teachers on utilization of different dimensions of supervisory skills for quality assurance in public secondary schools.

The result of the study showed that communication skills are applied by principals for improving job engagement of teachers in public secondary schools in

Anambra State. This concurred with the finding of Onyeke (2023) which showed that principals apply communication skills to enhance quality service delivery in pubic secondary schools. The studies were conducted in secondary schools within a time span difference of a year which could account for the agreement with the findings. The communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State included to: display clarity of expression in face-to-face interaction with staff, pay attention to staff during conversation, make use of appropriate body language to convey information to staff, exhibit clarity in written communication, engage in interaction with staff via WhatsApp, demonstrate openness to constructive criticism and provide feedback on complains of staff. The possible explanation for the communication skills applied by principals is to clearly express work expectations and ways in which teachers could engage in carrying out their duties for high job performance. Further result indicated that there is no significant difference in the mean ratings of principals and teachers on communication skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. This is agreement with the finding of Ogbo, Obiekwe and Emere (2020) which indicated that there is no significant difference in the mean ratings of principals and teachers on communication skills of principals for administrative effectiveness in public secondary schools.

The finding of the study showed that financial management skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. This affirmed the finding of Oshionebo and Dike (2017) which indicated financial management skills are adopted by principals for school effectiveness in public senior secondary schools. Principals and teachers were used as the participants of the studies which could be responsible for the agreement with the findings. The financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State were as follow: prepare realistic budget for the school, oversee the implement of school budget, engage in rational disbursement of funds in school, keep accurate account of financial transactions in school, engage in activities to generate alternative funds for school, conduct periodic auditing of school account and provide accurate financial reporting. The possible explanation for this finding is that principals apply financial management skills to ensure judicious spending and utilization of limited funds to achieve set goals. It was also revealed that there is no significant difference in the mean ratings of principals and teachers on financial management skills applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. This is in agreement with the finding of Oshionebo and Dike (2017) which showed that there is no significant difference in the mean ratings of principals and teachers on financial management skills adopted by principals for school

effectiveness in public senior secondary schools.

Conclusion

Based on the findings, it is concluded that managerial skills are applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. The managerial skills of supervision, communication and financial management applied by principals for improving job engagement of teachers in public secondary schools in Anambra State. Principals apply managerial skills to create monitor activities, ensure timely dissemination of information and judicious use of school funds to create conducive work environment that improve job engagement of teachers in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were made:

1. Principals should undertake refresher courses to upgrade their supervisory skills to improve job engagement of teachers.
2. Principals should enhance their communication skills through inviting information technology experts to guide them in creating school website to disseminate information required by teachers to improve their job engagement.
3. Ministry of Education should conduct periodic workshop for principals to expand their knowledge and skills of financial management.

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