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PRINCIPALS' ATTITUDE AS A CORRELATE OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study examined principals' attitude as a correlate of teachers' job satisfaction in public secondary schools in Anambra State. The study adopted a correlational survey research design. Five research questions guided the study, while five null hypotheses were tested at the 0.05 level of significance. The population comprised 8,500 teachers in 275 public secondary schools in Anambra State, from which a sample of 600 teachers was selected using simple random and proportionate stratified sampling techniques. Data were collected using the Principals' Attitude Scale (PAS) and Teachers' Job Satisfaction Scale (TJSS). The instruments were validated by experts, while their reliability coefficients, determined using Cronbach Alpha, were 0.73 for PAS and 0.78 for TJSS. Data were analysed using Pearson Product Moment Correlation to answer the research questions, while the hypotheses were tested using the p-value at the 0.05 level of significance. The findings revealed that principals' attitude and its dimensions—effective communication, supportive leadership, approachability, student-centeredness, and collaborative decision-making—had significant positive relationships with teachers' job satisfaction. Supportive leadership and collaborative decision-making emerged as the strongest correlates of teachers' job satisfaction. Based on the findings, it was recommended that the Anambra State Ministry of Education and the Post Primary Schools Service Commission should organize regular leadership development programmes to strengthen principals' interpersonal and administrative competencies for improved teachers' job satisfaction.

Keywords: Principals' attitude, effective communication, supportive leadership, approachability, student-centeredness, collaborative decision-making, teachers' job satisfaction.

Introduction

Teachers occupy a central position in achieving educational goals because the success of every school system depends largely on their commitment, competence, and effectiveness in carrying out instructional and non-instructional responsibilities. They facilitate learning, assess students, maintain classroom discipline, implement curriculum objectives, mentor learners, and contribute to the overall development of the school. The extent to which teachers effectively perform these responsibilities depends not only on their professional competence but also on the level of satisfaction they derive from their work environment. Teachers' job satisfaction reflects the degree of fulfilment teachers derive from their work and influences their commitment, instructional effectiveness, organizational citizenship behaviour, and willingness to remain in the profession. Obiekwe and Azeez (2025). Job satisfaction refers to how content and happy an individual is with his or her job. Evidence indicates that leadership practices within schools significantly shape teachers' morale, motivation, commitment, and job satisfaction (Samuel, Nduku, & Machyo, 2019; Mwania, Okoth, & Kalai, 2024).

School principals occupy strategic positions as instructional leaders, administrators, supervisors, and coordinators of both human and material resources. Their effectiveness depends largely on the attitudes they exhibit while carrying out administrative responsibilities. Principals' attitude refers to the pattern of beliefs, values, feelings, and behavioural tendencies reflected in their interactions with teachers, students, and other stakeholders. It is demonstrated through effective communication, supportive leadership, approachability, student-centeredness, and collaborative decision-making, all of which contribute to creating a positive school climate capable of enhancing teachers' professional satisfaction (Alutu, 2022; Parveen, Tran, Kumar, & Shah, 2022).

Effective communication enables principals to communicate school policies clearly, provide timely information and constructive feedback, encourage open dialogue, and actively listen to teachers. Such communication promotes trust, transparency, cooperation, and mutual understanding, whereas ineffective communication often results in misunderstanding, conflict, uncertainty, and dissatisfaction among teachers. Similarly, supportive leadership involves encouraging teachers, recognizing their contributions, providing professional guidance, demonstrating empathy, and facilitating professional growth. These leadership behaviours have been associated with improved teachers' morale, organizational commitment, instructional effectiveness, and job satisfaction (Mamdouh & Hamed, 2023; Aurelio & Gamao, 2025).

Approachability and student-centeredness are equally important dimensions of principals' attitude. Principals who are accessible, receptive, and empathetic encourage teachers to express concerns, seek guidance, and participate in school improvement initiatives. Likewise, principals who prioritize students' academic achievement, instructional improvement, learners' welfare, and quality teaching create enabling environments that motivate teachers to perform their responsibilities with greater enthusiasm and satisfaction. Research has shown that approachable

and student-centered leadership strengthens workplace relationships, organizational commitment, and teachers' professional satisfaction (Manogaran & Wahab, 2024; Angwaomaodoko, 2023; Okatch, 2022; Oluwaseun & Adetola, 2024; Zhao, Chen, & Li, 2023; Nyambura & Muriithi, 2021).

Collaborative decision-making reflects principals' willingness to involve teachers in planning, policy implementation, problem-solving, and school governance. Participatory leadership strengthens teachers' sense of belonging, ownership, teamwork, and responsibility, thereby enhancing commitment and job satisfaction. Studies have consistently shown that collaborative leadership practices positively influence teachers' morale, commitment, and satisfaction with their profession (Nosike, Nwofor, Chike-Okoye, & Ogwo, 2025; Shikokoti, Okoth, & Chepkonga, 2023; Kalaivani Karnan & Karuppiah Marimuthu, 2021).

Although previous studies have established positive relationships between leadership behaviours and teachers' job satisfaction, limited empirical evidence exists on how the specific dimensions of principals' attitude: effective communication, supportive leadership, approachability, student-centeredness, and collaborative decision-making, relate to teachers' job satisfaction in public secondary schools in Anambra State. It is against this background that this study investigated principals' attitude as a correlate of teachers' job satisfaction in public secondary schools in Anambra State.

Purpose of the Study

The purpose of this study was to examine principals' attitude as a correlate of teachers' job satisfaction in public secondary schools in Anambra State.

Specifically, the study sought to determine the relationship between:

1. principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State.
2. principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State.
3. principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State.
4. principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State.
5. principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the relationship between principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State?
3. What is the relationship between principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State?
4. What is the relationship between principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State?
5. What is the relationship between principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State?

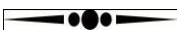
Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. There is no significant relationship between principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State.
2. There is no significant relationship between principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State.
3. There is no significant relationship between principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State.
4. There is no significant relationship between principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State.
5. There is no significant relationship between principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State.

Methods

This study adopted a correlational survey research design to examine principals' attitude as correlate of teachers' job satisfaction in public secondary schools in Anambra State. Five research questions and five null hypotheses guided the study. The study was conducted in the six education zones of Anambra State, namely Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha. The population comprised 8,500 teachers in 275 public secondary schools in the state, from which a sample of 600 teachers was selected using simple random and proportionate stratified sampling techniques. Two structured instruments were used for data collection: The Principals' Attitude Scale (PAS) and the Teachers' Job Satisfaction Scale (TJSS). The PAS contained items measuring effective communication, supportive leadership, approachability, student-centeredness, and collaborative decision-making, while the TJSS measured teachers' overall job satisfaction. Both instruments were structured on a four-point Likert rating scale ranging from Strongly Agree to Strongly Disagree. The instruments were validated by three experts in Educational Management and Measurement and Evaluation. Their internal consistency was established through a pilot study



using the Cronbach Alpha reliability method. The reliability coefficients obtained were 0.73 for PAS and 0.78 for TJSS, indicating satisfactory reliability. Pearson Product Moment Correlation was used to answer the five research questions, while the p-value was used to test the five null hypotheses at the 0.05 level of significance. Data analysis was carried out using the Statistical Package for the Social Sciences (SPSS) version 20.

Results

Research Question One: What is the relationship between principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State?

Hypothesis One: There is no significant relationship between principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State**.**

Table 1: Pearson Product Moment Correlation on the Relationship between Principals' Effective Communication and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

Variables	N	Mean	SD	r	p-value	Decision	Strength
Principals' Effective Communication	600	32.45	5.20				
Teachers' Job Satisfaction	600	68.30	8.75	0.62	0.000	Significant (H_0 Not Accepted)	Strong Positive Relationship

Data in Table 1 show that principals' effective communication had a mean score of 32.45 (SD = 5.20), while teachers' job satisfaction recorded a mean score of 68.30 (SD = 8.75). The Pearson correlation coefficient (r = 0.62, p = 0.000) indicates a strong positive and statistically significant relationship between the two variables. Since the p-value is less than 0.05, the null hypothesis was not accepted. Therefore, there is a significant strong positive relationship between principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State.

Research Question Two: What is the relationship between principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State?

Hypothesis Two: There is no significant relationship between principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State.

Table 2: Pearson Product Moment Correlation on the Relationship between Principals' Supportive Leadership and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

Variables	N	Mean	SD	r	p-value	Decision	Strength
Principals' Supportive Leadership	600	34.10	5.45				
Teachers' Job Satisfaction	600	68.30	8.75	0.70	0.000	Significant (H_0 Not Accepted)	Strong Positive Relationship

Data in Table 2 show that principals' supportive leadership had a mean score of 34.10 (SD = 5.45), while teachers' job satisfaction recorded a mean score of 68.30 (SD = 8.75). The Pearson correlation coefficient (r = 0.70, p = 0.000) indicates a strong positive and statistically significant relationship between the two variables. Since the p-value is less than 0.05, the null hypothesis was not accepted. Therefore, there is a significant strong positive relationship between principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State.

Research Question Three: What is the relationship between principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State?

Hypothesis Three: There is no significant relationship between principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State.

Table 3: Pearson Product Moment Correlation on the Relationship between Principals' Approachability and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

Variables	N	Mean	SD	r	p-value	Decision	Strength
Principals' Approachability	600	30.85	4.90				
Teachers' Job Satisfaction	600	68.30	8.75	0.52	0.000	Significant (H_0 Not Accepted)	Moderate Positive Relationship

Data in Table 3 show that principals' approachability had a mean score of 30.85 (SD = 4.90), while teachers' job satisfaction recorded a mean score of 68.30 (SD = 8.75). The Pearson correlation coefficient (r = 0.52, p = 0.000) indicates a moderate positive and statistically significant relationship between the two variables. Since the p-value is less than 0.05, the null hypothesis was not accepted. Therefore, there is a significant moderate positive relationship between principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State.

Research Question Four: What is the relationship between principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State?

Hypothesis Four: There is no significant relationship between principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State.

Table 4: Pearson Product Moment Correlation on the Relationship between Principals' Student-Centeredness and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

Variables	N	Mean	SD	r	p-value	Decision	Strength
Principals' Student-Centeredness	600	29.60	4.70				
Teachers' Job Satisfaction	600	68.30	8.75	0.44	0.000	Significant (H_0 Not Accepted)	Moderate Positive Relationship

Data in Table 4 show that principals' student-centeredness had a mean score of 29.60 (SD = 4.70), while teachers' job satisfaction recorded a mean score of 68.30 (SD = 8.75). The Pearson correlation coefficient (r = 0.44, p = 0.000) indicates a moderate positive and statistically significant relationship between the two variables. Since the p-value is less than 0.05, the null hypothesis was not accepted. Therefore, there is a significant moderate positive relationship between principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State.

Research Question Five: What is the relationship between principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State?

Hypothesis Five: There is no significant relationship between principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State.

Table 5: Pearson Product Moment Correlation on the Relationship between Principals' Collaborative Decision-Making and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

Variables	N	Mean	SD	r	p-value	Decision	Strength
Principals' Collaborative Decision-Making	600	33.20	5.10				
Teachers' Job Satisfaction	600	68.30	8.75	0.65	0.000	Significant (H_0 Not Accepted)	Strong Positive Relationship

Data in Table 5 show that principals' collaborative decision-making had a mean score of 33.20 (SD = 5.10), while teachers' job satisfaction recorded a mean score of 68.30 (SD = 8.75). The Pearson correlation coefficient (r = 0.65, p = 0.000) indicates a strong positive and statistically significant relationship between the two variables. Since the p-value is less than 0.05, the null

hypothesis was not accepted. Therefore, there is a significant strong positive relationship between principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State.

Discussion Of Findings

Relationship Between Principals' Effective Communication and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

The finding of the study revealed a strong positive relationship between principals' effective communication and teachers' job satisfaction in public secondary schools in Anambra State ($r = 0.62$, $p < .05$). This indicates that principals who communicate clearly, provide timely information, encourage open dialogue, actively listen to teachers, and offer constructive feedback are more likely to enhance teachers' job satisfaction. Effective communication creates an atmosphere of trust, transparency, cooperation, and mutual understanding, thereby improving teachers' commitment and morale. The finding is consistent with Samuel, Nduku, and Machyo (2019), who reported that principals' communication practices positively influenced teachers' job satisfaction and organizational commitment. The hypothesis further revealed a statistically significant relationship between principals' effective communication and teachers' job satisfaction ($p < .05$); therefore, the null hypothesis was not accepted. This finding corroborates Mamdouh and Hamed (2023) and Aurelio and Gamao (2025), who found that effective communication significantly improved teachers' morale, commitment, workplace relationships, and job satisfaction. The consistency of these findings confirms that effective communication is an important correlate of teachers' job satisfaction.

Relationship Between Principals' Supportive Leadership and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

The finding of the study revealed a strong positive relationship between principals' supportive leadership and teachers' job satisfaction in public secondary schools in Anambra State ($r = 0.70$, $p < .05$). This suggests that principals who encourage teachers, provide professional guidance, recognize staff contributions, demonstrate empathy, and facilitate teachers' professional development significantly enhance teachers' satisfaction with their jobs. Supportive leadership promotes confidence, motivation, organizational commitment, and professional fulfilment among teachers. The finding is consistent with Mwania, Okoth, and Kalai (2024), who reported that supportive leadership significantly enhanced teachers' morale, engagement, and job satisfaction. The hypothesis further revealed a statistically significant relationship between principals' supportive leadership and teachers' job satisfaction ($p < .05$); therefore, the null hypothesis was not accepted. This finding agrees with Alutu (2022) and Parveen, Tran, Kumar, and Shah (2022), who found that supportive leadership behaviours significantly enhanced teachers' motivation, commitment, instructional effectiveness, and job satisfaction. The consistency of these findings confirms supportive leadership as an important correlate of teachers' job satisfaction.

Relationship Between Principals' Approachability and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

The finding of the study revealed a moderate positive relationship between principals' approachability and teachers' job satisfaction in public secondary schools in Anambra State ($r = 0.52$, $p < .05$). This indicates that principals who are friendly, accessible, receptive, empathetic, and willing to listen to teachers' concerns are more likely to improve teachers' job satisfaction. An approachable principal creates opportunities for healthy interpersonal relationships, collaboration, mutual respect, and trust within the school environment. The finding is consistent with Manogaran and Wahab (2024), who reported that approachable leadership significantly improved teachers' motivation, morale, and job satisfaction. The hypothesis further revealed a statistically significant relationship between principals' approachability and teachers' job satisfaction ($p < .05$); therefore, the null hypothesis was not accepted. This finding agrees with Angwaomaodoko (2023) and Okatch (2022), who found that approachable leadership significantly enhanced teachers' organizational commitment, workplace relationships, and job satisfaction. The consistency of these findings confirms principals' approachability as an important correlate of teachers' job satisfaction.

Relationship between Principals' Student-Centeredness and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

The finding of the study revealed a moderate positive relationship between principals' student-centeredness and teachers' job satisfaction in public secondary schools in Anambra State ($r = 0.44$, $p < .05$). This indicates that principals who prioritize students' academic achievement, instructional improvement, learners' welfare, and effective teaching practices create school environments that encourage teachers to perform their responsibilities with greater enthusiasm and satisfaction. Student-centered leadership strengthens teachers' sense of professional purpose and commitment toward educational goals. The finding agrees with Oluwaseun and Adetola (2024), who reported that student-centered leadership practices significantly enhanced teachers' organizational commitment and job satisfaction. The hypothesis further revealed a statistically significant relationship between principals' student-centeredness and teachers' job satisfaction ($p < .05$); therefore, the null hypothesis was not accepted. This finding corroborates Zhao, Chen, and Li (2023) and Nyambura and Muriithi (2021), who found that principals who focused on instructional improvement and students' learning outcomes significantly enhanced teachers' professional satisfaction. The consistency of these findings confirms student-centeredness as an important correlate of teachers' job satisfaction.

Relationship Between Principals' Collaborative Decision-Making and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

The finding of the study revealed a strong positive relationship between principals' collaborative decision-making and teachers' job satisfaction in public secondary schools in Anambra State (**r =**

0.65, $p < .05$). This indicates that principals who involve teachers in planning, consultation, policy implementation, and school governance significantly enhance teachers' satisfaction with their jobs. Collaborative decision-making strengthens teachers' sense of belonging, responsibility, ownership, teamwork, and commitment to school goals. The finding is consistent with Nosike, Nwofor, Chike-Okoye, and Ogwo (2025), who reported that participatory leadership significantly improved teachers' job satisfaction. The hypothesis further revealed a statistically significant relationship between principals' collaborative decision-making and teachers' job satisfaction ($p < .05$); therefore, the null hypothesis was not accepted. This finding corroborates Shikokoti, Okoth, and Chepkonga (2023) and agrees with Kalaivani and Marimuthu (2021), who found that collaborative leadership practices and teachers' involvement in school decision-making significantly enhanced teachers' morale, commitment, and job satisfaction. The consistency of these findings confirms collaborative decision-making as an important correlate of teachers' job satisfaction.

Conclusion

The findings of the study revealed that principals' attitude has a significant positive relationship with teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the dimensions of principals' attitude, namely effective communication, supportive leadership, approachability, student-centeredness, and collaborative decision-making, were all found to have significant positive relationships with teachers' job satisfaction, although with varying degrees of relationship strength. These findings demonstrate that principals who exhibit positive administrative attitudes are more likely to create supportive school environments that promote teachers' motivation, organizational commitment, professional fulfilment, and instructional effectiveness. The study therefore concludes that strengthening positive leadership attitudes among principals is essential for improving teachers' job satisfaction and sustaining quality teaching and learning in public secondary schools in Anambra State.

Recommendations

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

1. The Anambra State Ministry of Education and the Post Primary Schools Service Commission should organize regular leadership development programmes to strengthen principals' communication, interpersonal, and administrative competencies.
2. Principals should adopt supportive leadership practices by recognizing teachers' contributions, providing professional guidance, encouraging teamwork, and promoting teachers' welfare.
3. School principals should cultivate approachable leadership by maintaining open-door policies, listening to teachers' concerns, and encouraging effective interpersonal relationships within schools.

4. Educational administrators should promote collaborative decision-making by involving teachers in school planning, policy implementation, and instructional improvement initiatives.
5. Principals should continuously prioritize student-centered leadership practices that improve instructional quality while simultaneously creating supportive work environments capable of enhancing teachers' job satisfaction.

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