



## SCHOOL CLIMATE AND JOB SATISFACTION OF MALE AND FEMALE PRINCIPALS IN IMO STATE PUBLIC SECONDARY SCHOOLS

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**Abstract:** *This study explored the relationship between school climate and job satisfaction of male and female principals in Imo State public secondary schools. Two research questions were formulated and two alternative hypotheses were tested. It was a correlational study that used two sets of instruments titled “School Climate Inventory (SCI)” and the “Job Descriptive Index (JDI)” Questionnaire to collect data. The population was all the 430 public secondary school principals in the six education zones in Imo State. The entire population was studied. In order to determine the internal reliability consistency of the instruments on the pilot population, the Cronbach alpha test was employed in data analysis. Reliability coefficients of 0.84 and 0.81 were obtained. The instruments were thereafter administered on the 430 principals in Imo State. A total of 412 (made up of 172 males and 240 female) out of the 430 copies of SCI and JDI administered were completely filled, giving a 95.8% return rate. This percentage was used in data analysis. Pearson Product Moment Correlation Coefficient was employed in the analysis of the data obtained from the 412 principals. The findings showed that the level of job satisfaction male principals experienced did not significantly vary with the level of job satisfaction female principals experienced. This was an indication that the low job satisfaction observed in public secondary school principals in Imo State was not dependent on their gender. Based on the findings, it was recommended that other school members, particularly, Imo State government, should enhance principals’ job satisfaction by satisfying those needs which principals basically expect from the secondary school system.*

**Keywords:** School Climate, Principals, Gender, Job Satisfaction, Secondary School

### Introduction

Secondary school principals are indispensable in the secondary education organization. They are the ones who coordinate the human, material and even immaterial resources of the secondary school organization for effectiveness and efficiency of the secondary schools. In

other words, their roles make the achievement of the secondary education goals possible. Stressing the importance of principals in the secondary education system, People for Education (2020) averred that principals have the highest impact on students’ education as they are the ones who lead school improvement and

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instruction efforts, attend to individual students' need, support implementation of ministry and school board initiatives, support special education programmes and students, supervise staff and human resources, attend to school facilities and communicate with parents and the community. This shows that principals are encumbered with multiple and complex roles in the secondary education organization. The ways principals perform their duties influence the school climate.

School climate is the collective belief, norms, social and physical attributes of an institution of learning. According to Okeke-James, Igbokwe, Ogbo, Ekweogu and Anyanwu (2020), school climate represents the personality of a school which includes the values, norms, expectations, interactions and relationship perceived by the school members. School climate is the social, emotional and physical features of the school. School climate covers an extremely diverse range of aspects of school life, from the objective and physical condition of the school building to the subjective perceptions of interpersonal relations within the school (Olubukola, 2020). School climate is the beliefs, values and behaviors of personnel that influence the atmosphere of the school environment. According to Nduku (2019), school climate is based on patterns of people's school life experience and it represents norms, goals, beliefs, interpersonal relationships, teaching and learning activities as well as organizational structure. School climate is a multidimensional concept. The National School Climate Centre (2012) identified four dimensions of school climate namely safety, teaching and learning, interpersonal relationship and institutional environment. It is adduced from the above that personnel experience of the safety, interpersonal relation among staff and physical and psychological features of the institutional learning environment create the school climate. Nduku (2019) averred that if the people experience love, care, concern, security, if they feel accepted, supported and appreciated, then they can confidently say there is a

positive school climate. On the other hand, if the personnel experience disrespect, hatred, insecurity, negligence and when they are unappreciated, then they can confidently say there is a negative school climate. Thus, school climate affects school employees' behaviours, especially their job satisfaction.

Job satisfaction has been defined by numerous individuals and research organizations in different ways. The most prominent and comprehensive definitions are the ones given by Edwin Locke and Paul Spector who viewed job satisfaction as the pleasurable emotional state resulting from the appreciation of one's achievement or facilitating the achievement of one's job values (Locke, 1976) and the extent to which people like their job (Spector, 1997). Job satisfaction is how employees feel about the workplace. It is a measure of contentedness with their job, whether they like the job or individual aspect of the job or not (Ezeugbor & Anozie 2019). In other words, job satisfaction is simply how content an individual is with his or her work (Taylor, 2017) and the sense of accomplishment they get from doing it (Werngryzn, 2017). Principals' job satisfaction is therefore principals' contentment with their job and the sense of accomplishment they derive from doing it. Principals' job satisfaction is viewed by Ratnar and Kaur (2016) as the favourableness or unfavourableness with which principals view their job. This implies that if the job favours principals' expectations and needs, they feel happy and motivated to continue working in the schools as principals but if the condition of the job is unfavourable, principals' feel dissatisfied and frustrated. Operationally, principals' Job satisfaction is viewed in this work as the experiences, beliefs, feelings and opinions about the condition of the environment in which they work in Imo State public secondary schools. It has to do with whether the condition in which they work fulfils their expectations and needs or not.



Job satisfaction is one of the most indispensable needs of workers in every human organization. Marasinghe and Wijaratne (2018) asserted that no organization can successfully accomplish its goals and missions unless its workers' are satisfied with their job. This implies that the achievement of the secondary education organization is possible only when principals, teachers and other workers in the school organization are satisfied and happy with their job. Research evidences have shown inextricable relationship between job satisfaction and organizational goal achievement. It has for instance, been empirically established that job satisfaction leads to job performance (Wang, Pollock & Hauseman, 2019), organizational citizenship behavior and commitment (Onyebuanyi, 2016), organizational productivity and individual prosperity (Suleman & Hussain, 2018), work motivation, individual and society's life satisfaction (UNESCO, 2016). Job satisfaction is also associated with negative behaviours of workers, such as tension, worry, upset, tardiness (Okorji & Njoku, 2020), irritation, depression, hostility, and neurotic behaviours (Danish, Draz & Ali, 2016), absenteeism, turnover (Ice, 2017), and even occupational illnesses such as hypertension, heart diseases, stomach ulcer, asthma, smoking and alcohol abuse (Vigan & Giauque, 2018). Job satisfaction is very crucial for principals in the secondary education system. This is because principals cannot effectively perform their duties in the secondary schools unless they are satisfied with their job. Njoku, Ogbo and Okafor (2020) emphatically buttressed that it is only satisfied principals that can care about the satisfaction of teachers and the satisfaction of school goals. This implies that principals cannot actually devote their energy, effort and time to working to help students achieve the school goals when the school system itself does not provide the principals the happiness and fulfillment they require in their job. Principals' job satisfaction can even influence principals' family and social life. When a principal is not

happy with the job or the condition under which he or she works in the school organization, it is very unlikely that his or her relationship with family members and others in the society will be cordial and stable. Thus, Wang, Pollock and Hauseman (2019) advised that knowing what factors increase principals' job satisfaction could help improve their well-being and support principals in their current job. This is because principals' job satisfaction determines the extent of their commitment, managerial effectiveness and motivation to work in the schools (Jaiyeoba & Jibril, 2014). Thus the secondary education organization cannot operate smoothly and effectively unless principals (and teachers) are satisfied with their job (Mocheche, Basire & Raburu, 2017). This implies that stakeholders in education, especially the government should ensure that they assist principals to achieve job satisfaction so that principals can work effectively to achieve the secondary education goals.

Job satisfaction can be affected by many factors. Werngryzn (2017) listed some of these factors as pay or salary, work environment, supervision, autonomy, recognition, social relations, marital status, educational qualification, age, experience, expectations and gender. This study dwelt on gender as a variable that affects workers' (including principals') job satisfaction, particularly in Imo State. The choice of this variable is based on the fact that there is a great paucity of any research work that has examined gender and principals' job satisfaction in Imo State public secondary schools in the recent times.

Gender is one of the universal social topics that have drawn much attention in many social contexts, such as family, education, economy, politics, religion, business, management and other organizational work groups and work settings. Gender per se does not connote a biological dichotomy between males and females. It rather has to do with socio-cultural orientation and assignment of patterns of attitudes and behaviours to men and women within a society, based on what the society considers appropriate



for each sex category. Different societies of the world have from antiquity prescribed what they considered to be the roles to be played by boys or girls, men or women. This includes the type of dresses to be worn, the type of activities and occupations to be engaged in, manner of speech, manner of approach to people, gait carriage and even the type of food and drinks to be consumed. Ibegbulam (2018) and Fapohunda (2013) for instance commented that in the Nigerian cultural setup, males are assigned dominant and aggressive qualities, while females must exhibit passive and dependent qualities. The World Health Organization (WHO) (2020) supports that there is hardly any society in the world where men are not assigned superior roles to play over women. This socio-cultural prescriptive orientation therefore affects the attitudes and behaviours of both male and female individuals within a society in such a way that any display of a pattern of behavior expected of the other sex category would be considered a deviation from the norms. Thus, Huang and Gamble (2015) in support of other researchers, attribute gender to be responsible for men and women's tendency to behave in accordance with prescribed social roles at home and in the workplaces. These gender socio-cultural stereotypes made Eckert and McConnell-Ginet (2013) to summarize that gender is not something we are born with, and not something we have but something we do, something we perform.

Gender has been defined by different scholars, individual and organizational researchers from different perspectives. The World Health Organisation (2019) defined gender as the roles, behaviours, activities, attributes and opportunities that any society considers appropriate for girls and boys, men and women. It is a social construct specifying the social, cultural roles that males and females are to follow (Fapohunda, 2013). Kangab, Haider, Fraiser and Brown (2015) viewed gender as a socially-constructed norms and ideologies which determine the behaviours and actions of men and women.

In other words, gender is the social, political and cultural attributes associated with being men and women (John Hopkins University Affiliate, 2020). These definitions all imply that gender is an attribute or a pattern of behavior that a society assigns to and associates with male or female human beings in that society. In this work, gender is viewed as the 'dos and don'ts' guiding the behaviours of men and women in accordance with roles assigned to them in a particular socio-cultural context.

Gender is assumed to affect the job satisfaction of workers (secondary school principals inclusive) in organizations. This assumption has led to extensive research works on the job satisfaction of men and women in various cultures and organizational contexts. Banerjee, Steams, Moller and Mickelson (2017) for instance, noted that the field of gender, work and organization has become an important field of study across many social science disciplines, such as sociology, management, organizational analysis in the past two decades. Research over the past decades found significant differences in subjective job satisfaction with the result that women report greater job satisfaction than men (Hauret & Williams, 2018; Redmond & McGuinness, 2019), although women have disadvantages in terms of wage and working conditions in the labour market (Carvajal & Popovici, 2019). The existing literatures cannot fully explain the nature of the differences as the gap still persists even when controlling for job characteristics (Redmond & McGuinness, 2019). This gender-job satisfaction puzzle is known as gender paradox in organizational work settings. Gender paradox is a situation where women are said to feel higher job satisfaction than men in spite of the gender stereotypical assumptions which assign them lower jobs, pay them lower salaries and provide them with less opportunity for advancement than the men. Huang and Gamble (2015) objected to this gender paradox outcome and disputed that most of the studies on employee job satisfaction have been based on data obtained from western



countries, such as the United States of America and the United Kingdom. Hauret and Williams corroborated that gender paradox exists in the USA and Britain, not in other countries in Europe and Australia. They found out that women are less satisfied in the majority of the other European and Australian countries studied. This suggests that gender paradox does not occur in all the countries of the world. This made Yukawa and Arita (2014) to conclude that the higher job satisfaction noted in women than their male counterparts, despite the lower wage and working conditions women experience in the labour markets, may be caused by other factors than the gender-job satisfaction paradox.

Conversely, numerous studies have found out that men have higher job satisfaction than women in some countries and organizations, especially in male-dominated countries and organizations. Kifle and Kler (2016) for instance, observed that men have higher job satisfaction than women in Spain. Yukawa and Arita (2014) contended that gender paradox occurs in the western countries, such as USA and UK, not in Japan. This suggests that men have higher job satisfaction than women in Japan. Yukawa and Arita's position could be based on the fact that numerous studies conducted in Japanese organizations have found Japanese men to have higher job satisfaction than the women. This difference could be as a result of the observed gendered organization and workplace culture in Japan where men are more favoured with career jobs than women. Aoyagi and Munro (2019), Das and Kotikula (2019) and Shire (2000) acknowledged that the low job satisfaction among Japanese women results from gender-segregation work culture of Japan whose personnel practices favours men more than women. They revealed that men in Japan are assigned the career-track (*sōgō-shoku*) jobs, while women are assigned non-career (*ippan-shoku*) jobs. This system according to them completely prevents women from enjoying career advancement opportunities, thereby causing the women low job

satisfaction and creating gender-job segregation work relations in Japanese organizations. Metie and Alali (2018), Fatimah, Iqbal, Akhwand, Suleman and Ibrahim (2016) also noted that men have higher job satisfaction than women in Kuwait and Pakistan respectively. Fatimah et al explained that this difference is based on the fact that these societies are dominated by men. They enumerated that men have superior positions in everything, from family to work organizations. Thus, women in these societies are neither allowed to participate in decision makings nor occupy high ranks or positions in organizations, even when such women are highly qualified for such positions. Kifle and Hailemariam (2012) decried that women who work in such organizations as revealed by Fatimah et al, are more likely to suffer negative experiences within the workplace such as sexual harassment and bullying. Thus, such women have fewer opportunities for the fulfillment of their expectations on the job. This situation justifies Zhang, Kaiser, Nie, and Sousa-Poza (2019)'s position that job dissatisfaction could stem from worker's inability to meet their expectations in a job, such as doing a work they enjoy doing, being paid highly and given opportunity for career advancement. This confirms Azim, Haque and Chowdhury (2013)'s inference that the different types of expectations men and women have on their jobs may be the cause of the differences in the level of job satisfaction experienced.

Workers' expectation is one of the factors associated with men and women's differences in job satisfaction levels. These expectations can be personal, culture-based or work-based. Numerous studies have claimed that men have higher expectations than women whom they claim have lower expectations. Iroegbu (2015), Fatimah, Iqbal, Akhwand, Suleman & Ibrahim (2015), Kifle and Kler (2016), Lup (2017), Sarwar (2014), and Shaheen (2014), for instance, posited that men have higher expectations on their job and desire to do complex and challenging jobs than women whom they claim are



satisfied with doing odd jobs that offer them low pay because they have lower expectations on their job. These studies further postulated that men derive a high level of job satisfaction when they find themselves in full-time jobs that offer high pay, worker dignity, promotional opportunities and managerial positions which give them autonomy and supervisory privileges, while women prefer part-time jobs that give them time to take care of their domestic responsibilities. Thus, women's job, according to these researchers, is not affected by promotion and managerial positions. However, Oladosu and Adeniji (2015) and Oshagbemi (2009) contradicted these positions when they noted in their studies that female academics who had reached the ranks of senior lecturers, readers, professors, were more satisfied with their job than their male counterparts who occupied the same positions in Nigeria and the United Kingdom respectively. This shows that women even expect promotions and managerial positions like men. Even in USA and UK, where studies have predominantly noted women's expectations to be lower and their job satisfaction higher, this gender expectation paradox has been refuted by a recent study conducted by the Lancaster University Management (2016), where Green, Heywood, Kler and Leeves (2017) reported the disappearance of gender paradox in organizations. Green et al noted that women's expectations now match the expectations of men. This finding corroborates Olson (2017) who buttressed that women today have equal career opportunities and are able to provide for the family, tend to be as ambitious as men in the world of business and even venture into areas that were traditionally men's domains such as the military, science and technology. This suggests that women also have high expectations, expect to be highly paid, promoted and respected in their jobs. This confirms Fapohunda (2013)'s previous position that the rapid change in the modern societies, especially the high rate of unemployment among men, has made women to become breadwinners so they

expect to work in organizations that pay highly and provide promotional opportunities. This corroborates the observations of Afolabi and Omole (2010), Kifle and Kler (2016), Suleman and Hussain (2018) that women's low job satisfaction arises when they are paid less or given less opportunities for advancement than their male counterparts in any organization.

Trying to understand the role of men and women's expectations on their job satisfaction level and unravel men's lower job satisfaction puzzle, Iroegbu (2015), Vigan and Giauque (2019) noted that the cause of lower job satisfaction among African men is as a result of the patriarchal system of the African society which places men as the bread winners of the families. Thus, men are encumbered with the responsibility of providing for their immediate and extended families. The inability of the different sectors they work in, to pay them as highly as they expect in order to shoulder these responsibilities causes them to have low job satisfaction. Ogedengbe, Adeleku, Eghengo and Ogunleye (2018), Toropova, Myrberg and Johansson (2020) confirmed that the low pay in the teaching profession, for instance, is the reason many men easily leave the teaching profession for other jobs that pay highly, leading to the preponderance of women in the profession. This cultural expectation of men is not synonymous with Africa alone but it is inherent in almost every culture of the world societies. Thus, Sarwar (2014) inferred that kinship networks stress is rather responsible for the low job satisfaction such men experience than their purported gender.

Gender differences in the work place could also arise from the type of occupations that the society in its stereotypes, believes is appropriate for a particular sex. Some activities or jobs are designed specifically for men, while some are meant for women. Oladosu and Adeniji (2015) held that gender discrimination in particular occupations could be responsible for the difference in the job satisfaction of men and women in work places,



consequent upon the belief that certain works should be exclusively reserved for either men or women. Olufinkuan (2020) decried the prominence and pervasiveness of the universal phenomenon of gender-based occupational segregation in organizations and institutions across the world, in spite of the increase in women's participation in labour markets. This implies that the society in its gender stereotypes assumes that particular jobs are meant for men, while some other ones are meant for women. Any of the sex categories that ventures into a job that the society has reserved for the other may not actually feel welcomed and satisfied. Sarwar (2014) for instance, averred that women have higher job satisfaction when they work in a 'female-typed' job where they do not compare themselves with male co-workers. Huang and Gamble (2015) agreed that women's job satisfaction is higher, especially in work places dominated by women such as the teaching and nursing professions. For men, Kifle and Kler (2016) declared that gender and job satisfaction disappears in male-dominated workplaces. This suggests that men feel high job satisfaction when they work in organizations dominated by men. Thus, Sarwar (2014) summarized that women compare themselves to other women and men compare themselves to other men in such female-dominated or male-dominated organizations. The positions of these different researchers relatively could justify the preponderance of the women folk in the teaching and nursing professions and the preponderance of men in the engineering, legal, banking, oil sectors, among others, as a typical example. This according to Fapohunda (2013) and Olson (2017) is because the society assigns women the role of caring and nurturing life and men the role of providing, defending and protecting the families. Afolabi and Omole (2010) contended that gender ideologies based on these occupational stereotypical differences tend to foster self-replication. This implies that such organizations employ only people who possess the 'male traits' they expect. Therefore, women who venture into such organizations

may not be treated well unless they possess those attributes of men as expected by the employment power structure within such organizations (Afolabi & Omole, 2010). Such women can hardly feel satisfied working in such organizations. Thus, the fear of harassment deters women's entry into male-dominated sectors (Das & Kotikula, 2019). Metie and Alali (2018) added that women who venture into male-dominated jobs may be discriminated against and thus, may not enjoy the security required, thus they may experience more tension and job dissatisfaction than their male counterparts. In the same way, men who venture into 'women-type' jobs may be looked down on: they may not be respected, appreciated or valued in such jobs and this could constitute a great source of their job dissatisfaction.

As observed by the researchers of the present study, the differences in job satisfaction level of male and female workers in either 'female-typed' or 'male-typed' occupations is still subjective. Even in such gendered occupations, numerous research works have found contradictory outcomes where there are no differences in the feeling of satisfaction with the job by both sexes or even where the 'marginalized gender' has higher job satisfaction than the dominant gender. In the medical profession, for instance, while Miao, Bin and Lian (2012) found out that female doctors have higher job quality and job satisfaction than their male counterpart in spite of the organizational disadvantages female doctors experience in the medical profession, Akbari, Bagheri, Fathollahi and Majid (2020) observed that female nurses have lower job satisfaction than male nurses. It would be expected that female nurses would be more satisfied, while male doctors would be more satisfied in these two 'male-dominated' (medicine) and 'female-dominated' (nursing) professions but the outcome is contradictory. Many of the studies on gender and job satisfaction found out that there are no differences in the level of job satisfaction in many sectors of the societies whether such organizations are male-



dominated or female-dominated or not. This justifies Huang and Gamble's (2015) position that a nation's traditional values, the dominant gender ideology and organizational work structure of such a nation determine to a large extent how men and women experience job satisfaction. This suggests that determinants of job satisfaction may differ from countries and cultures, from one individual to another. Thus, gender and job satisfaction will continue to be a topic whose controversy will continue to puzzle researchers and organizations. This study is not a cross-national analysis of gender and job satisfaction. Getting evidences on gender and job satisfaction from across nations and organizations, is an attempt to support and prove that cultural stereotypes affect men and women's job satisfaction rather than their biological or personal characteristics.

In Nigeria, numerous studies have been conducted on the gender differences in the job satisfaction of workers in both the private and public sectors of the society. These studies have all found contradictory outcomes. Some studies carried out as far back as the year 2000 and in the recent times in Nigeria have found contradictory outcomes in the level of job satisfaction of men and women in different sectors of the society. Some studies found no difference in the job satisfaction of men and women. Others found out that women were more satisfied than men, while others found men to be more satisfied than women. Mabekoje (2009), Jaiyeoba and Jibril (2014), Onyebuanyi (2016) and Sakiru, Bin Ismail, Samah and Adekanye (2018) for instance, found no difference in the job satisfaction of teachers, principals, oil sector workers and university academics respectively. They inferred that other factors might have contributed to the findings of the studies which established the gender paradox. Thus, Mabekoje concluded that such differences could be based on the individual's disposition or the situation of the work environment.

Iroegbu (2015), Ogedengbe, Adelekun, Eghengo and Ogunleye (2018), Oladosu and Adeniji (2015) found out that female workers in their respective areas of study had higher job satisfaction, while Eze and Olawole (2017) found out that female workers of the federal civil service in their area of investigation had lower job satisfaction and a greater tendency for turnover than the males. Majority of the studies found out that men are mainly more satisfied with pay, promotion, high job responsibilities, advancement, while women are more satisfied with team work, relationships and co-workers. These corroborate other numerous works conducted in other parts of the world on men and women's job satisfaction. In Imo State, there is a dearth of any research work that investigated the differences in the level of the job satisfaction men and women experience in public secondary schools in the recent times. Okorji and Njoku (2020) confirmed that no empirical studies have recently established the level of job satisfaction of male and female principals in Imo State public secondary schools. This is in line with research works which have noted that job satisfaction of public administrators (Vigan and Giauque, 2018) (principals inclusive), particularly gender and job satisfaction of principals (Suleman & Hussain, 2018) in developing countries receives little attention, especially in Africa and particularly in Imo State. The researchers of this work also noted during the instrument administration that there are more women principals in Imo State public secondary schools than men. This is an indication that the secondary education system of Imo State is not the type that blocks women's advancement opportunities as noted in other male-dominated countries by this study. Yet, there is a great paucity of any works that tried to investigate if male principals' job satisfaction varies with female principals' job satisfaction in Imo State. This study was therefore aimed at finding out if any relationship exists between school climate and job satisfaction of male and female principals in Imo State public secondary schools.



### **Statement of the Problem**

Although job satisfaction has been extensively researched in organizations, a closer look shows that most of the studies were conducted in the western countries. Available literatures show that very few research works have been particularly conducted on job satisfaction in public administration in developing nations (Vigan & Giauque 2018). Furthermore, there are few research works that have investigated gender and job satisfaction of principals in developing countries (Suleman & Hussain, 2018). This claim holds true as there are few studies that have examined principals' level of job satisfaction with respect to school climate in Nigeria, specifically in Imo State. There is a paucity of any research work on the differences between the job satisfaction of male and female principals in Imo State.

Two most recent studies (Okorji & Njoku, 2020; Njoku, Ogbo & Okafor, 2020) carried out on principals' job satisfaction in Imo State noted that principals experience low job satisfaction as a result of the work characteristics (school climate) of the environment. These include prolonged non- payment of salaries, insecurity of school environment, inadequate facilities, poor interpersonal relationship. No study has in the recent times examined whether this low job satisfaction noted in Imo State public secondary school principals is gender-based or not. The aim of this study was therefore to explore the job satisfaction of male and female principals in public secondary schools in Imo State. The study aimed at determining the relationship between school climate and job satisfaction of male and female principals in Imo State public secondary schools.

### **Purpose of the Study**

The purpose of this study was to explore the relationship between school climate and job satisfaction of male and female principals in Imo State public secondary schools. This study specifically sought to determine the

1. School climate and job satisfaction of male principals in Imo State.
2. School climate and job satisfaction of female principals in Imo State.

### **Research Questions**

Two research questions were asked in this study as follows:

1. What is the nature of the relationship between school climate and job satisfaction of male principals in public secondary schools in Imo State?
2. What is the nature of the relationship between school climate and job satisfaction of female principals in public secondary schools in Imo State?

### **Hypotheses**

Two null hypotheses were postulated.

1. There is no significant relationship existing between school climate and job satisfaction of male principals in Imo State public secondary schools.
2. There is no significant relationship existing between school climate and job satisfaction of female principals in Imo State public secondary schools.

### **Method**

The study used a correlational research design. Using correlational design was based on Onyebuanyi (2016)'s recommendation that researchers use this design to examine the relationships between two or more variables and the magnitude of the relationships. This research design therefore enabled the researchers to determine the relationship between principals' gender and principals' job satisfaction in Imo State public secondary schools. Moreover, Njoku, Ogbo and Okafor (2020) had also used this design to examine the relationship between interpersonal relationship, institutional environment and principals' job satisfaction in Imo State public secondary schools. The population of the study was all the 430 secondary school principals in the 430 public secondary schools in the six education zones in Imo State. According to the data obtained from the Department of Research and



Statistics, Imo State Secondary Education Management Board, there were 296 public secondary schools in the state. However, due to population explosion, some schools were disarticulated (split into junior and senior sections), making such schools to have two schools and two principals. The total number of the disarticulated schools is 134, resulting to a total of 430 secondary schools and 430 principals in the six education zones. The entire population was studied.

The School Climate Inventory (SCI) also known as School Personnel Survey (SPS) developed by the National School Climate Center (2012) and the Job Descriptive Index (JDI) Questionnaire developed by Smith, Kendall & Hulin (1969) and modified by Mogaji (1997) for Nigerian professionals, were used to collect data. The School Personnel Survey (SPS) was adapted and modified, while the Job Descriptive Index (JDI) was adopted. SCI is a 34-item instrument and JDI is a 72-item questionnaire that measures five aspects of workers' job that give them satisfaction. These aspects are: the job or work in general, supervisors' behavior (supervision), salary or pay, work colleagues or co-workers and opportunity for promotion. The instrument is divided into five sections according to the five aspects of the job it measures as follows: The job or work (18 items), pay or salary (19) items, promotion (9) items, supervision (18) items and work colleagues or co-workers (18) items, making a total of 72 items. Using the JDI was based on the fact that it is the most widely used tool for measuring job satisfaction and has been rightly described by Hendricks (2019) as the gold standard of job satisfaction testing. For a reliability test, the SCI and JDI were administered on forty public secondary school principals in Abia State, using the test-retest method. To determine the internal reliability consistency of the instruments, the Cronbach alpha test was employed in data analysis. Reliability coefficients of 0.83 and 0.80 (male principals) and 0.85 and 0.81 (female principals) were obtained, resulting to an

average reliability coefficient of 0.84 and 0.81 for SCI and JDI respectively. This result confirms the assertions of Taber (2017) and Bujang, Omar and Baharum (2018) that a Cronbach alpha reliability of 0.70 or above is a good indication of an acceptable internal reliability consistency of a research instrument.

430 copies of SCI and JDI were administered on the target population. Six research assistants were involved in the questionnaire administration. Collecting the data was facilitated by the Imo State Secondary Education Management Board's division of the State into six education zones and appointment of six education zonal directors. These zonal directors are principals who coordinate and oversee the activities of the principals in their education zones. These zonal directors hold zonal meetings with the principals in their zones at least once in a year. It was during these zonal meetings that these researchers and their research assistants administered the instrument on the principals. Out of the 430 copies of the instrument administered, 412 (made up of 172 males and 240 females) copies were properly filled by the principals and retrieved, yielding 95.8 % return rate. This percentage was used for data analysis. Pearson's Product Moment Correlation Co-efficient was used for data analysis. Best & Khan (2003)'s interpretation of a correlation coefficient was used for the research questions as follows: .00 to .20 (negligible), .20 to .40 (low), .40 to .60 (moderate), .60 to .80 (substantial) and .80 to 1.00 (very high). For the alternative hypotheses, p-value was used to test the significance of the correlation at 0.05 level. Where the calculated p-value was less than the stipulated level of significance (0.05), the alternative hypothesis was rejected. The alternative hypothesis was not rejected where the calculated p-value was greater than the stipulated level of significance (0.05).

## **Results**



**Research Question 1:** What is the nature of the relationship between school climate and job satisfaction of male principals in Imo State?

**Table 1: Pearson’s r on the relationship between school climate and job satisfaction of male principals’ in Imo State public secondary schools**

Source of Variation	N	School Climate Dimensions r	Job Satisfaction r	Remark
School Climate	172	1.00	0.27	Low Positive Relationship
Job Satisfaction	172	0.27	1.00	

In Table 1, it was observed that there is a low positive relationship of  $r = 0.27$  existing between school climate dimensions and job satisfaction of male principals in Imo State. This implies that male principals’ job satisfaction will change in the same direction of school climate of public secondary schools in Imo State.

**Research Question 2:** What is the nature of the relationship between school climate and job satisfaction of female principals in Imo State?

**Table 2: Pearson’s r on the relationship between school climate and job satisfaction of female principals’ in Imo State public secondary schools**

Source of Variation	N	School Climate Dimensions r	Job Satisfaction r	Remark
School Climate	240	1.00	0.22	Low Positive Relationship
Job Satisfaction	240	0.22	1.00	

Table 2 reveals that there is a low positive relationship of  $r = 0.22$  existing between school climate and job satisfaction of female principals in Imo State. This means that as school climate improves, female principals’ job satisfaction in Imo State public secondary schools will also increase and vice versa.



**Hypothesis 1:** There is no significant relationship between school climate and job satisfaction of male principals in Imo State.

**Table 3: Test of significance of Pearson r between school climate dimensions and job satisfaction of male principals in Imo State public secondary schools**

Source of Variation	N	School Climate Dimensions r	Job Satisfaction r	p-value	Decision
School Climate	172	1.00	0.27	0.00	Sig
Job Satisfaction	172	0.27	1.00		

The analysis on Table 3 shows that there is a significant relationship between school climate dimensions and job satisfaction of male principals.  $r = 0.27$ ,  $P\text{-value} < 0.05$ . The first null hypothesis was rejected.

**Hypothesis 2:** There is no significant relationship between school climate and job satisfaction of female principals in Imo State public secondary schools.

**Table 4: Test of significance of Pearson r between school climate and job satisfaction of female principals in public secondary schools in Imo State**

Source of Variation	N	School Climate Dimensions r	Job Satisfaction r	p-value	Decision
School Climate	240	1.00	0.22	0.00	Sig
Job Satisfaction	240	0.22	1.00		

Table 4 shows that there is a significant relationship existing between school climate dimensions and job satisfaction of female principals.  $r = 0.22$ ,  $P\text{-value} < 0.05$ . The second null hypothesis was rejected. This shows that a significant relationship exists between school climate dimensions and job satisfaction of female principals in Imo State public secondary schools

**Discussions**

The study found out a low (0.27) positive relationship between school climate and job satisfaction of male principals and a low (0.22) positive relationship between school climate and job satisfaction of female principals in Imo State. These relationships indicate that job satisfaction of male and female principals in Imo State public secondary schools vary with the school climate. The study supports such researchers as Baht (2018) and Jaiyeoba and Jibril (2014) who found out in their studies that no



difference exists between the job satisfaction of men and women. This study corroborates Huang & Gamble (2015) and Ali (2016) who said that job satisfaction of men and women is culture-based. This shows that male and female principals in Imo State will have increased job satisfaction if the school climate fulfils their respective needs. It suggests that principals in Imo State can be empowered to find satisfaction and get more committed to the achievement of school goals if the school climate in Imo State is improved.

### **Conclusion**

This study concluded that the school climate and level of job satisfaction male and female principals feel in Imo State public secondary schools does not significantly vary with their gender. It showed that Imo State secondary school climate affected both male and female principals' job satisfaction within the same range. This means that if Imo State public secondary school climate has a high positive relationship, it will result to a high positive job satisfaction of principals.

### **Recommendations**

Based on the findings of this study, it was recommended that:

1. Imo State government, in collaboration with other stakeholders, should improve the job satisfaction of principals in Imo State by finding out what they need most and by satisfying such needs. This will certainly make principals long to stay in the schools and work harder to achieve the goals of secondary schools in Imo State.
2. Ministry of Education should organize regular training programme on school climate for principals to enable them acquire skills and knowledge of creating favourable school environment.

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