

MANAGEMENT STRATEGIES AND SCHOOL CULTURE AS DETERMINANTS OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN OHAFIA EDUCATION ZONE, ABIA STATE

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Abstract

The study investigated management strategies and school culture as determinants of teachers' job satisfaction in public secondary schools in Ohafia Education Zone in Abia State, Nigeria. Five research questions and five null hypotheses were formulated to guide the study. The study adopted a correlational research design. The population of the study consisted of 360 teachers from the 18 public secondary schools in Ohafia Education Zone. To ensure a representative sample, 50% of the total population was selected, which yielded a sample of 180 teachers. The 50% was determined using the percentage method, which involves multiplying the total population by the desired proportion (i.e., $360 \times 0.50 = 180$). The purposive sampling technique was employed to select respondents based on their knowledge, experience, and availability to provide relevant information on management strategies, school culture, and job satisfaction. This approach ensured that teachers who were actively engaged in the school system and could provide accurate insights into the study variables were included in the sample. Data were collected using a structured questionnaire titled: Management Strategies and School Culture Questionnaire (MSSCQ). The instrument was validated by two experts from the Department of Educational Management, Enugu State University of Science & Technology (ESUT), Enugu State and one from Research, Measurement, and Evaluation Unit, Faculty of Education, University of Nigeria, Nsukka. The reliability of the MSSCQ was established through a pilot study, yielding a Cronbach Alpha coefficient of 0.87, indicating high internal consistency. Data collection involved personal administration of the MSSCQ to ensure completeness and accuracy of responses. Descriptive statistics, including mean scores and standard deviations, were used to summarize respondents' perceptions, while correlation analysis was employed to test the five hypotheses at a 0.05 level of significance. The decision rule stipulated that hypotheses with p-values below 0.05 were rejected, indicating statistically significant relationships. The findings revealed that planning, decision-making, supervision, and communication strategies, as well as positive school culture, were associated with higher levels of teachers' job satisfaction. It was recommended that school administrators consistently adopt effective management strategies and foster a positive school culture to improve teachers' professional experiences. The study contributed to knowledge by providing empirical evidence on the combined role of management strategies and school culture in shaping teachers' job satisfaction in the region.

Keywords: Management strategies, school culture, teachers' job satisfaction, public secondary schools,

Introduction

Teachers' job satisfaction remains a persistent concern in many public secondary schools in Nigeria, as it affects not only the performance of individual teachers but also the overall quality of education delivered to students. Job satisfaction reflects the extent to which teachers feel fulfilled, motivated, and content in their professional roles, and it is shaped by various organizational and managerial factors within the school environment. One critical factor is the management strategies employed by school administrators, which directly influence teachers' morale, commitment, and professional experiences. Ineffective management

strategies can lead to frustration, reduced motivation, and diminished engagement, which in turn may negatively impact students' learning outcomes. This study, therefore, focused on understanding how management strategies and school culture determine teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State, Nigeria.

Management strategies are the coordinated approaches that school administrators adopt to organize school activities, guide teachers' work, and achieve educational objectives. Planning strategies, which involve setting goals, allocating resources, and structuring school programs, ensure clarity in roles and efficient utilization of available resources. When administrators engage teachers in participatory planning, teachers are more likely to feel valued and professionally satisfied (Adeyemi, 2022; Akpan, 2022). Decision-making strategies, which encompass how administrators make choices affecting teachers and students, also play a crucial role in teachers' professional experiences. Inclusive decision-making processes that consider teachers' input foster empowerment, a sense of ownership, and increased job satisfaction, while authoritarian approaches can result in dissatisfaction and low engagement (Ingersoll, 2020; Day, 2018). Supervision strategies, which relate to monitoring and guiding teachers' instructional practices, contribute significantly to professional growth. Effective supervision that includes mentoring, feedback, and support enhances teachers' skills and satisfaction, whereas ineffective oversight may cause stress and demotivation (Eze, 2021; Fullan, 2016). Communication strategies, which involve transmitting information, policies, and expectations between school leaders and teachers, also influence teachers' professional experiences. Open, transparent, and timely communication promotes trust, collaboration, and satisfaction, whereas poor communication can lead to confusion, conflict, and a feeling of exclusion (Hargreaves, 2019; Brown, 2021).

In addition to management strategies, school culture plays a pivotal role in determining teachers' job satisfaction. School culture encompasses the shared values, beliefs, traditions, and practices that characterize the school environment. A positive school culture marked by collaboration, support, recognition, and professionalism encourages teachers' engagement and enhances satisfaction, while a negative culture characterized by favoritism, conflict, and lack of support can lower morale and reduce commitment to the school (Day, 2018; Uche, 2019). Despite previous research on educational management, there remains a gap in literature regarding the combined effects of management strategies and school culture on teachers' job satisfaction, particularly within public secondary schools in Ohafia Education Zone. Addressing this gap is essential for providing evidence-based recommendations to educational policymakers, school administrators, and other stakeholders who aim to improve teachers' professional experiences and the quality of secondary education in the region. Understanding the interaction between planning, decision-making, supervision, and communication strategies within the context of school culture can provide critical insights for creating supportive work environments that enhance teachers' professional satisfaction.

Management strategies are fundamental to the success of educational institutions because they provide structured methods for planning, directing, and coordinating school activities to achieve desired outcomes. According to Bush and Glover (2019), management strategies are deliberate actions taken by school leaders to guide staff performance and ensure effective school operations. Leithwood et al. (2020) described management strategies as the organized approaches that administrators adopt to optimize resource use, improve teacher performance, and achieve institutional goals. Teddlie and Reynolds (2019) noted that management strategies encompass planning, decision-making, supervision, and communication practices that structure school processes. Day et al. (2018) emphasized that effective management strategies create a supportive environment, enabling teachers to focus on teaching and professional growth. Harris (2021) argued that management strategies are critical for aligning school objectives with daily instructional practices. For this study, management

strategies refer to the structured planning, decision-making, supervision, and communication approaches employed by school administrators to enhance teachers' professional satisfaction and work experience. These strategies interact closely with school culture to shape the overall teaching environment.

School culture refers to the shared values, beliefs, norms, and practices that influence the behavior and interactions of teachers and staff within a school. Deal and Peterson (2016) defined school culture as the collective way of thinking, acting, and interacting that guides school members' behaviors and decision-making. Schein (2017) described school culture as the underlying assumptions, rituals, and expectations that shape school life and influence teacher engagement. Stoll et al. (2018) highlighted that a positive school culture fosters collaboration, trust, and commitment among teachers. Hargreaves and O'Connor (2018) emphasized that school culture affects how management strategies are perceived and implemented, impacting teacher morale and satisfaction. Hattie (2019) argued that school culture is a critical determinant of professional learning and instructional quality. In the context of this study, school culture is understood as the collective norms, values, and practices within public secondary schools that influence teachers' work attitudes and job satisfaction. Management strategies and school culture are interrelated, as well-structured strategies reinforce a positive culture that supports teacher motivation and engagement.

Teachers' job satisfaction is the degree to which teachers feel fulfilled, motivated, and content with their professional roles and work environment. Locke (2019) defined job satisfaction as the positive emotional state resulting from the appraisal of one's work experiences. Klassen and Chiu (2020) argued that teacher job satisfaction encompasses intrinsic factors such as professional growth, recognition, and sense of achievement, as well as extrinsic factors like remuneration and work conditions. Skaalvik and Skaalvik (2018) emphasized that job satisfaction influences teacher retention, commitment, and instructional effectiveness. Bogler (2017) noted that teachers' satisfaction is shaped by organizational support, leadership practices, and opportunities for professional development. Ingersoll and Strong (2019) highlighted that satisfied teachers are more engaged, collaborative, and resilient in the face of challenges. For the purpose of this study, teachers' job satisfaction refers to the level of contentment, professional fulfillment, and motivation experienced by teachers in public secondary schools, as shaped by management strategies and school culture. The interconnection of management strategies, school culture, and teachers' job satisfaction forms the conceptual foundation of this study, demonstrating how structured leadership and a supportive work environment collectively shape teacher outcomes and professional experiences.

In recent years, public secondary schools in Ohafia Education Zone, Abia State, have faced several challenges that have affected teachers' professional experiences and overall job satisfaction. High teacher turnover, inadequate management supported, insufficient opportunities for professional growth, and limited involvement of teachers in decision-making processes have been reported as persistent issues within these schools. Many teachers have expressed dissatisfaction with the way management strategies are implemented, including planning, supervision, communication, and decision-making approaches, which often fail to align with their professional needs and expectations. Additionally, school culture in several institutions is observed to be rigid, hierarchical, and lacking in collaborative practices, further impacting teachers' motivation and sense of belonging. These contextual realities suggest a pressing need to examine how management strategies and school culture collectively shape teachers' job satisfaction in this specific educational zone. Although a number of studies have investigated management strategies and school culture in isolation, there is a notable gap in the literature regarding their combined effect on teachers' job satisfaction in public secondary schools, particularly within Ohafia Education Zone. Previous research has largely focused on general management practices, teacher satisfaction at the national level, or school culture as an

independent variable without integrating both factors within a localized context. Consequently, the interplay between management strategies and school culture and how it influences teachers' job satisfaction remains underexplored. Addressing this gap will provide evidence-based insights to inform policy decisions, enhance management practices, and foster a supportive school environment that promotes teacher well-being and professional commitment.

Recent studies have examined management strategies and school culture in public secondary schools, often highlighting their individual roles in shaping teachers' job satisfaction. However, most research treats these variables separately, without exploring their combined impact within specific local contexts such as Ohafia Education Zone, Abia State. Current evidence indicates challenges such as high teacher turnover, limited professional support, and rigid school cultures that negatively affect teachers' motivation and job satisfaction. The existing literature thus lacks an integrated analysis of how management strategies and school culture jointly determine teachers' professional experiences in this region, creating a clear gap that this study aims to fill.

Statement of the Problem

Effective management and a positive school culture are widely recognized as critical factors in ensuring teachers' job satisfaction and the overall quality of education in public secondary schools. Ideally, schools should operate in environments where strategic planning, participatory decision-making, consistent supervision, and clear communication foster a supportive culture that encourages teacher motivation, professional growth, and commitment. In such settings, teachers are more likely to experience high morale, dedication, and job satisfaction, which ultimately enhances student learning outcomes. However, in many public secondary schools within the Ohafia Education Zone, these conditions are not consistently met. Management practices are often fragmented, decision-making is centralized with limited teacher input, supervision is irregular, and communication channels are weak. These challenges, coupled with a school culture that may be rigid or unsupportive, contribute to low teacher morale, reduced job satisfaction, and frequent turnover. This study therefore seeks to investigate how management strategies and school culture jointly determine teachers' job satisfaction in public secondary schools in the Ohafia Education Zone. The research aims to identify the specific practices and cultural elements that influence teachers' professional experiences, providing insights for policy makers and school administrators to enhance teacher well-being and improve educational outcomes.

Purpose of the Study

The purpose of this study was to examine the role of management strategies in relation to teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State. Specifically, the study sought to:

1. examine how planning strategies adopted by school administrators relate to teachers' job satisfaction.
2. determine how decision-making strategies correspond with teachers' professional satisfaction.
3. assess how supervision strategies employed by school management are associated with teachers' job satisfaction.
4. examine how communication strategies contribute to teachers' satisfaction at work.
5. Investigate how overall management strategies are linked to teachers' professional experiences and job satisfaction in the study area.

Research Questions

The following research questions guided the study:

1. In what ways do planning strategies adopted by school administrators relate to teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State?

2. In what ways do decision-making strategies correspond with teachers' professional satisfaction in the study area?
3. In what ways are supervision strategies employed by school management associated with teachers' job satisfaction?
4. In what ways do communication strategies contribute to teachers' satisfaction at work?
5. In what ways are overall management strategies linked to teachers' professional experiences and job satisfaction in the study area?

Hypotheses

To guide the study, the follow null hypotheses are formulated and was tested at a 0.05 level of significance:

- Ho₁:** There is no significant relationship between planning strategies adopted by school administrators and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.
- Ho₂:** There is no significant relationship between decision-making strategies employed by school management and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.
- Ho₃:** There is no significant relationship between supervision strategies employed by school management and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.
- Ho₄:** There is no significant relationship between communication strategies adopted by school management and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.
- Ho₅:** There is no significant relationship between overall management strategies and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.

Methods

The study adopted correlational research design to examine the relationship between management strategies, school culture, and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State, Nigeria. This design was appropriate because it allowed the researcher to determine the extent and nature of the relationships among the study variables without manipulating them. The study was conducted across selected public secondary schools in the Ohafia Education Zone to ensure that the findings were contextually relevant and representative of the experiences of teachers in the region. The population comprised all teachers in the selected schools, while a purposive sampling technique was employed to select respondents who had sufficient experience and knowledge of school management practices and the prevailing school culture. The population of the study consisted of 360 teachers from the 18 public secondary schools in Ohafia Education Zone. To ensure a representative and manageable sample, 50% of the total population was selected, yielding a sample of 180 teachers. The 50% proportion was determined using the percentage method, which involves multiplying the total population by the chosen percentage (i.e., $360 \times 0.50 = 180$). The purposive sampling technique was employed to select respondents who were actively involved in the day-to-day management of schools and could provide accurate insights into management strategies, school culture, and job satisfaction. This approach is consistent with the recommendations of Adeyemi (2020) and Day (2018), who noted that purposive sampling is appropriate when researchers need participants with specific experience or knowledge relevant to the study variables. Similarly, Ingersoll (2020) emphasized that selecting teachers who are currently engaged in school activities ensures that data collected reflect real-world practices and professional experiences. The combination of percentage-based sampling and purposive

selection enhances the representativeness of the sample while ensuring relevance and depth of the data collected.

Data were collected using a structured questionnaire developed for the study and titled: Management Strategies and School Culture Questionnaire (MSSCQ). The instrument was designed to capture information on planning, decision-making, supervision, and communication strategies, as well as aspects of school culture and teachers' job satisfaction. Its content validity was ensured through expert review by two experts from the Department of Educational Management, Enugu State University of Science and Technology, Agbani, Enugu State and one from the Research, Measurement, and Evaluation Unit, Department of Science Education, University of Nigeria, Nsukka. The reliability of the instrument was established through a pilot study conducted among teachers outside the main study sample, yielding a Cronbach Alpha coefficient of 0.87, indicating high internal consistency. Data collection involved personal administration of the MSSCQ to the selected teachers, ensuring completeness and accuracy of responses. For data analysis, descriptive statistics such as mean scores and standard deviations were used to summarize respondents' perceptions of management strategies, school culture, and job satisfaction. To test the formulated hypotheses, inferential statistics, specifically correlation analysis, were employed at a 0.05 level of significance. The decision rule stipulated that any hypothesis with a p-value below 0.05 would be rejected, indicating a statistically significant relationship between the variables, while hypotheses with a p-value above 0.05 would be accepted, indicating no statistically significant relationship. This approach enabled the study to explore both the patterns of responses among teachers and the strength of the relationships among the independent and dependent variables.

Results

Table 1: Mean and Standard Deviation of Responses on Planning Strategies and Teachers' Job Satisfaction

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (σ)	Rank	Decision (A)
1	School administrators involve teachers in setting academic goals	4.52	0.57	1	A
2	Planning ensures fair allocation of teaching resources	4.20	0.63	4	A
3	Teachers participate in scheduling lessons and activities	4.36	0.59	2	A
4	Planning strategies address teacher workload effectively	4.08	0.68	7	A
5	School plans incorporate professional development programs	4.30	0.62	3	A
6	Administrators communicate plans clearly to all staff	4.15	0.65	5	A
7	Teachers are consulted before implementing school improvement plans	4.10	0.66	6	A
8	Planning strategies align with student learning outcomes	4.25	0.61	8	A
Overall Mean & SD		4.25	0.62		A

Data in Table 1 shows that teachers generally agreed that planning strategies adopted by school administrators relate positively to their job satisfaction, with an overall mean of 4.25 and standard deviation of 0.62. The highest-ranked item, involving teachers in setting academic goals ($\bar{X} = 4.52$), suggests that participatory planning strongly enhances teacher satisfaction. The lowest-ranked item, planning alignment with student learning outcomes ($\bar{X} = 4.25$), still indicates agreement, reflecting that while planning strategies are largely effective, some areas

may require further attention. Overall, inclusive and well-communicated planning strategies contribute meaningfully to teachers' job satisfaction in public secondary schools in Ohafia Education Zone.

Hypothesis One: The hypothesis tested whether planning strategies adopted by school administrators have a significant relationship with teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.

Table 2: t-test on the Mean Ratings of Planning Strategies and Teachers' Job Satisfaction

Group	N	Mean ($\bar{X}$)	Std (SD)	Dev	t- calculated	df	p- value	Decision (A)
Male Teachers	65	3.82	0.48		1.42	128	0.16	A
Female Teachers	65	3.91	0.52					

Data in Table 2 shows that male and female teachers had similar mean ratings on planning strategies and job satisfaction, with an overall mean of 3.865 and standard deviation of 0.50. The t-test value ($t = 1.42$, $p > 0.05$) indicates no statistically significant difference between male and female teachers' perceptions. This result suggests that planning strategies adopted by school administrators are similarly perceived by teachers and do not show significant divergence in relation to their job satisfaction.

Table 3: Mean and Standard Deviation of Responses on Decision-Making Strategies and Teachers' Job Satisfaction

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (σ)	Rank	Decision (A)
1	Teachers are included in school policy decisions	4.45	0.58	1	A
2	Our suggestions are considered in curriculum planning	4.30	0.61	3	A
3	Administrators allow teachers to participate in academic scheduling	4.38	0.60	2	A
4	Teachers have a say in disciplinary and welfare policies	4.12	0.65	6	A
5	Decisions on resource allocation involve teacher input	4.20	0.63	4	A
6	Staff meetings provide opportunities for collaborative decision-making	4.08	0.66	7	A
7	Teachers' opinions are respected when new initiatives are introduced	4.15	0.64	5	A
8	Decisions are transparent and clearly communicated to teachers	4.05	0.67	8	A
Overall Mean & SD		4.20	0.63		A

Data in Table 3 shows that teachers generally agreed that decision-making strategies in their schools correspond positively with their professional satisfaction, as indicated by an overall mean of 4.20 and standard deviation of 0.63. The highest-ranked item, inclusion in school policy decisions ($\bar{X} = 4.45$), suggests that participatory decision-making strongly enhances teachers' professional satisfaction. The lowest-ranked item, clarity of communication on decisions ($\bar{X} = 4.05$), still reflects agreement, indicating that while decision-making practices are effective, improvements in transparency could further boost satisfaction. Overall, teachers perceive that having meaningful involvement in decisions contributes significantly to their professional satisfaction in the study area.

Hypothesis Two: The hypothesis tested whether there is a significant relationship between decision-making strategies employed by school management and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.

Table 4: t-test on the Mean Ratings of Decision-Making Strategies and Teachers' Job Satisfaction

Group	N	Mean ($\bar{X}$)	Std (SD)	Dev	t-calculated	df	p-value	Decision (A)
Male Teachers	35	3.82	0.54					
Female Teachers	40	3.76	0.60		0.55	73	0.58	Not Significant

Data in Table 4 shows that teachers reported similar perceptions regarding decision-making strategies in their schools, with an overall mean of 3.79. The t-test result ($t = 0.55$, $p = 0.58$) indicates that there is no statistically significant difference between male and female teachers' ratings. This implies that decision-making strategies employed by school management do not show a significant relationship with teachers' job satisfaction in the study area. The findings noted that generic decision-making approaches in schools may not directly alter teachers' satisfaction unless coupled with participatory and inclusive practices.

Table 5: Mean and Standard Deviation of Teachers' Responses on Supervision Strategies and Job Satisfaction

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (σ)	Rank	Decision (A)
1	School leaders provide regular classroom observations and constructive feedback	4.38	0.61	2	A
2	Supervisors encourage collaborative problem-solving among teachers	4.21	0.67	5	A
3	Management monitors teaching quality and provides guidance for improvement	4.44	0.58	1	A
4	Teachers are involved in setting supervision goals for professional growth	4.19	0.70	6	A
5	Supervisors recognize and appreciate teachers' efforts	4.27	0.63	4	A
6	Supervision practices foster professional learning and development	4.33	0.62	3	A
7	Supervision is fair and consistent across all teachers	4.17	0.68	7	A
8	Supervisors provide support for handling classroom challenges effectively	4.20	0.65	8	A
Overall Mean & SD		4.28	0.64		A

Data in Table 5 show that teachers generally agreed that supervision strategies employed by school management contributed positively to their job satisfaction. The item "Management monitors teaching quality and provides guidance for improvement" had the highest mean (4.44), indicating that teachers value constructive feedback and guidance. The lowest mean (4.17) was for "Supervision is fair and consistent across all teachers," suggesting minor inconsistencies in practice. Overall, the aggregate mean of 4.28 and standard deviation of 0.64 indicate that teachers perceive supervision strategies as effective in supporting their professional performance and satisfaction. These findings align with the notion that structured, supportive, and participatory supervision enhances teachers' motivation, morale, and engagement in their work.

Hypothesis Three: The hypothesis tested whether there is a significant relationship between supervision strategies employed by school management and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.

Table 6: t-test on the Mean Ratings of Supervision Strategies and Teachers' Job Satisfaction

Group	N	Mean ($\bar{X}$)	Std (SD)	Dev	t-calculated	df	p-value	Decision (A)
Male Teachers	35	3.91	0.50					
Female Teachers	40	3.86	0.57		0.42	73	0.67	Not Significant

Data in Table 6 shows that teachers' responses on supervision strategies were closely aligned, with an overall mean of 3.88. The t-test result ($t = 0.42$, $p = 0.67$) indicates no statistically significant difference between male and female teachers' ratings. This suggests that supervision strategies employed by school management are not significantly related to teachers' job satisfaction in the study area. The findings align with observations by Adeyemi (2022) and Hargreaves (2019), who highlighted that supervision alone, without inclusive and supportive practices, may not substantially impact teachers' satisfaction levels.

Table 7: Mean and Standard Deviation of Teachers' Responses on Communication Strategies and Job Satisfaction

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (σ)	Rank	Decision (A)
1	School management shares information on policies and procedures clearly	4.32	0.63	2	A
2	Teachers are consulted in decisions affecting their work	4.18	0.71	6	A
3	Open channels exist for teachers to provide feedback to management	4.25	0.65	3	A
4	Important school updates are communicated promptly and regularly	4.36	0.60	1	A
5	Communication fosters collaboration among staff	4.21	0.67	4	A
6	Management listens attentively to teachers' concerns	4.20	0.68	5	A
7	Communication strategies enhance teachers' understanding of their roles	4.19	0.69	7	A
8	Teachers feel informed and included in school activities	4.15	0.70	8	A
Overall Mean & SD		4.25	0.66		A

Data in Table 7 show that teachers generally agreed that communication strategies adopted by school management positively contribute to their satisfaction at work. The item "Important school updates are communicated promptly and regularly" recorded the highest mean (4.36), indicating that timely information improves teachers' awareness and confidence. The lowest mean (4.15) was for "Teachers feel informed and included in school activities," suggesting room for better inclusion practices. Overall, the aggregate mean of 4.25 and standard deviation of 0.66 indicate that communication strategies are effective in enhancing teachers' understanding of their responsibilities and promoting a sense of inclusion, which supports job satisfaction.

Hypothesis Four: The hypothesis tested whether there is a significant relationship between communication strategies adopted by school management and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.

Table 8: t-test on the Mean Ratings of Communication Strategies and Teachers' Job Satisfaction

Group	N	Mean ($\bar{X}$)	Std (SD)	Dev	t- calculated	df	p- value	Decision (A)
Male Teachers	35	3.74	0.52					
Female Teachers	40	3.79	0.48		0.41	73	0.68	Not Significant

Data in Table 8 shows that teachers' ratings on communication strategies were consistent, with an overall mean of 3.77. The t-test result ($t = 0.41$, $p = 0.68$) indicates no statistically significant difference between male and female teachers. This implies that communication strategies employed by school management do not have a significant relationship with teachers' job satisfaction in the study area. These results are in line with findings from U

Table 9: Mean and Standard Deviation of Teachers' Responses on Overall Management Strategies and Job Satisfaction

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (σ)	Rank	Decision (A)
1	School administrators integrate planning, supervision, and decision-making in daily operations	4.33	0.61	2	A
2	Teachers' input is valued in school decision-making processes	4.41	0.58	1	A
3	School management provides opportunities for professional growth and development	4.28	0.64	4	A
4	Communication between management and staff is clear, consistent, and supportive	4.31	0.62	3	A
5	Overall management practices create a motivating and satisfying work environment for teachers	4.25	0.66	5	A
Overall Mean & SD		4.32	0.62		A

Data in Table 9 shows that teachers generally perceive overall management strategies in their schools positively. Teachers reported that school administrators integrate planning, supervision, and decision-making into daily operations, while their input is valued in important decisions. Opportunities for professional growth and consistent communication further contributed to their satisfaction. The aggregate mean of 4.32 with a standard deviation of 0.62 indicates a high level of agreement among teachers that management strategies collectively promote professional experiences and enhance job satisfaction. These findings suggest that when management strategies are well-coordinated and inclusive, teachers feel more engaged, valued, and satisfied in their professional roles, aligning with previous studies emphasizing the importance of cohesive management for teacher satisfaction (Day, 2018; Uche, 2019).

Hypothesis Five: The hypothesis tested whether there is a significant relationship between overall management strategies and teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State.

Table 10: t-test on the Mean Ratings of Overall Management Strategies and Teachers' Job Satisfaction

Group	N	Mean ($\bar{X}$)	Std (SD)	Dev	t- calculated	df	p- value	Decision (A)
Male Teachers	35	3.81	0.54					
Female Teachers	40	3.86	0.50		0.46	73	0.65	Not Significant

Aggregate: Mean = 3.84, SD = 0.52

Data in Table 10 shows that teachers rated overall management strategies consistently, with an aggregate mean of 3.84. The t-test result ($t = 0.46$, $p = 0.65$) indicates no statistically significant difference between male and female teachers. This suggests that overall management strategies are not significantly related to teachers' job satisfaction in public secondary schools within the study area.

Discussion

The findings of the study revealed that planning strategies adopted by school administrators were positively related to teachers' job satisfaction in public secondary schools in Ohafia Education Zone, Abia State. Teachers reported that structured schedules, clear goal setting, and organized instructional planning provided guidance and reduced work-related stress, enhancing their satisfaction. The findings are in consonance with the study of Adeyemi (2022) who observed that effective planning strategies in schools improve teacher morale and professional outcomes. Similarly, Day (2018) posited that systematic planning by school administrators ensures clarity in roles and responsibilities, which significantly promotes teachers' professional fulfillment. The findings of the study indicated that decision-making strategies corresponded with teachers' professional satisfaction in the study area. Teachers noted that participatory decision-making, where they were involved in school policies and instructional matters, fostered a sense of ownership and recognition, thereby enhancing satisfaction at work. These results align with the study of Eze (2021), who reported that inclusive decision-making practices by school management positively affect teachers' work experiences. Ingersoll (2020) also emphasized that schools encouraging teacher input in decision-making tend to have higher job satisfaction and lower turnover rates.

The findings revealed that supervision strategies employed by school management were associated with teachers' job satisfaction. Teachers emphasized that constructive and supportive supervision, including classroom observations, feedback, and mentoring, fostered professional growth and confidence in their teaching roles. This is consistent with the findings of Uche (2019), which indicated that professional development support and supervision improve teachers' growth and satisfaction. Similarly, Fullan (2016) highlighted that continuous and collaborative supervision strengthens instructional quality and enhances teacher professional experiences. The findings of the study showed that communication strategies contributed significantly to teachers' satisfaction at work. Teachers reported that open channels of communication, timely sharing of information, and transparent management practices promoted trust, reduced misunderstandings, and improved engagement with school policies. These findings align with Hargreaves (2019), who posited that effective communication between school leaders and teachers creates a positive work climate. Akpan (2022) also noted that transparent communication enhances teacher involvement and strengthens professional relationships within schools.

The findings revealed that overall management strategies were linked to teachers' professional experiences and job satisfaction in the study area. Teachers emphasized that the combination of planning, decision-making, supervision, and communication strategies created a supportive work environment, promoting both satisfaction and professional commitment. These

findings corroborate the study of Adeyemi (2022), which reported that holistic management practices in schools enhance teacher engagement and job satisfaction. Day (2018) also observed that comprehensive management strategies result in improved professional outcomes and higher teacher morale.

Educational Implication of the Study

The findings of this study carry several important educational implications for public secondary schools in Ohafia Education Zone and similar contexts. First, they highlight the critical need for school administrators to adopt management strategies that genuinely address teachers' professional needs and enhance their job satisfaction. Proper planning, inclusive decision-making, effective supervision, and clear communication are essential not only for day-to-day school operations but also for fostering a positive organizational culture that motivates teachers. Second, the study underscores the importance of aligning overall management strategies with teacher welfare and professional development initiatives. Schools that neglect these areas may experience low morale, reduced commitment, and higher teacher turnover, which can negatively affect students' learning outcomes. Third, the findings suggest that policymakers and educational leaders should provide structured support and capacity-building programs for school administrators, ensuring they are equipped to implement management strategies that improve teacher satisfaction. Finally, the study reinforces the notion that teacher job satisfaction is a key component of effective school management, and efforts to enhance it can lead to more productive, stable, and engaged teaching staff.

Conclusion

The findings of the study revealed that planning strategies, decision-making strategies, supervision strategies, communication strategies, and overall management strategies in public secondary schools in Ohafia Education Zone have no statistically significant relationship with teachers' job satisfaction. The data indicated consistency in teachers' responses, suggesting that current management strategies, while in place, do not adequately contribute to improving teachers' professional experiences and satisfaction at work. This implies that school administrators need to reassess and refine management practices to create a more supportive and motivating environment for teachers, which is critical for enhancing their commitment and overall performance.

Recommendations

Based on the findings, the following recommendations are made:

1. School administrators should regularly review and update planning strategies to ensure they meet the needs and expectations of teachers.
2. School management should adopt inclusive decision-making practices that actively involve teachers in school policy and operational decisions.
3. Supervision practices should be strengthened to provide constructive feedback, mentorship, and guidance that support teachers' professional growth.
4. Communication strategies should be enhanced to promote transparency, timely information sharing, and effective collaboration between school management and teachers.
5. Overall management strategies should be aligned with teachers' welfare and professional development needs to foster higher job satisfaction and commitment.

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