

## INFLUENCE OF ADMINISTRATIVE POLICIES ON JOB SATISFACTION AND RETENTION OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN PORT HARCOURT METROPOLIS, RIVERS STATE, NIGERIA

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### Abstract

The study investigated the Influence of Administrative Policies on Job Satisfaction of Teachers in Public Secondary Schools in Port Harcourt Metropolis, Rivers State, Nigeria. The study adopted the descriptive survey design. The population of the study was 2,005 teachers from 35 public secondary schools in Port Harcourt metropolis. Sample size of 333 teachers, consisting of 142 males and 191 female was used. This was obtained using the simple random sampling technique. Data was collected using a self-structured instrument titled; “Administrative Policies and Job Satisfaction of Teachers Questionnaire’ (APJSTQ). Using Cronbach Alpha correlation, reliability of 0.79 was obtained for the instrument. Mean and standard deviation were used to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that, recruitment, retention and workload management policies positively influences job satisfaction of teachers in public secondary schools in Port Harcourt metropolis, Rivers state. The study recommended among others that, government and school administrators should ensure that, recruitment and promotion processes be based on merit and equity to ensure that qualified teachers are selected and rewarded. This will foster trust and motivation among staff members.

**Keywords:** Administrative Policies, Job Satisfaction, Teachers.

### Introduction

Administrative policies play fundamental roles in shaping the work environment and overall job satisfaction of teachers in public secondary schools. These policies, which encompass areas such as salary structure, promotion criteria, workload distribution, disciplinary measures, and professional development opportunities, significantly influence teachers’ job commitment and performance in the education sector (Okeke & Mbah, 2021). A well-structured and fairly implemented administrative policies fosters a positive working atmosphere, leading to higher job satisfaction and improved teaching effectiveness. Conversely, inconsistent or unfavorable policies often result in low morale, job dissatisfaction, and, in extreme cases, high attrition rates among teachers (Adeyemi, 2022).

Administrative policies refer to a set of formal guidelines, rules, and procedures established by an organization to govern its operations, ensure efficiency, and maintain order. In the context of education, administrative policies are strategic frameworks designed by educational

authorities, school management, and policymakers to regulate school operations, teachers' performance, management of students, and overall institutional effectiveness (Adebayo & Ogunleye, 2021). These policies encompass areas such as staff recruitment, promotion, salary structures, disciplinary measures, workload distribution, professional development, and school governance among others.

Effective administrative policies play a critical role in shaping the working conditions of teachers, influencing their job satisfaction, motivation, and overall productivity. When administrative policies are well - structured and fairly implemented, they create a positive and conducive work environment, leading to improved teachers' performance and better students' outcomes (Okon & Uche, 2022). On the other hand, inconsistent or poorly implemented policies can result in job dissatisfaction, low morale, and high attrition rates among teachers, ultimately affecting the quality of education *visa-vise* students' academic performance (Nwachukwu, 2023). Furthermore, administrative policies serve as a blueprint for decision-making and resource allocation within the school system. They provide guidelines for managing conflicts, enhancing teacher welfare, and ensuring adherence to ethical standards in educational institutions (Eze & Chukwuma, 2020). Given their significance, policymakers and educational stakeholders must regularly review and update administrative policies to align with contemporary educational challenges and promote efficiency in school administration. Recruitment and retention policies and workload management policies are two types of administrative policies that influence job satisfaction of teachers in public secondary school.

Recruitment and retention policies are key administrative tools used by government and school management to ensure a steady supply and maintenance of competent teaching personnel. These policies when effectively implemented have been found to influence not only job performance but also the long-term commitment of teachers to the profession (Akinyele, 2020).

Recruiting and retaining qualified teachers in public secondary schools is one of the persistent challenge facing educational systems, particularly in developing countries like Nigeria (Okoli & Okoye, 2021). Recruitment policies determine the criteria, methods and processes used in selecting teachers for employment. Where these policies lack transparency, meritocracy or consistency they may lead to dissatisfaction and demoralization among teachers (Eze & Uzoechina, 2019). Retention policies encompasses a range of strategies designed to reduce teacher turnover and ensure job stability. These may include regular promotions, welfare benefits, continuous professional development and supportive work environments (Olorunsola & Olayemi, 2021). Teachers are more likely to remain on their roles when they perceive that their efforts are recognized and their career progression is assured. However, in many public schools in Nigeria, particularly in urban centers like Port Harcourt, there have been rising concerns over poor implementation of these policies, leading to job dissatisfaction and a high rate of attrition among teachers (Nwankwo & Amadi, 2022).

Workload management policies refer to the formal guidelines and frameworks established by organizations, including educational institutions, to regulate and distribute work

responsibilities among employees effectively. In the education sector, these policies outline the number of teaching hours, administrative duties, extra-curricular activities, and other professional responsibilities assigned to teachers, ensuring that workloads are balanced and manageable (Adebayo & Okonkwo, 2021). The primary objective of workload management policies is to prevent excessive workload burdens, promote teachers' well-being, and enhance overall job satisfaction and performance.

Proper workload management policies ensure that teachers have sufficient time for lesson preparation, assessment of student performance, and engagement in professional development activities (Eze & Nwachukwu, 2022). When well-implemented, these policies lead to improved teaching-efficiency, reduced stress levels, and enhanced job satisfaction, all of which contribute to better academic outcomes for students (Oladipo, 2023). However, poorly structured workload policies can lead to teachers' burnout, decreased motivation, and ultimately lower student achievement (Adeyemi & Uche, 2020). In the context of public secondary schools, research indicates that many teachers experience excessive workloads due to staff shortage, large class sizes, and additional administrative responsibilities (Okafor & Chukwu, 2023). Effective workload management policies should, therefore, include provisions for equitable task distribution, the recruitment of sufficient teaching staff, and the implementation of support systems to assist teachers in managing their duties efficiently (Ogunleye & Adebajo, 2023).

Job satisfaction of teachers in public secondary schools refers to the extent to which educators feel fulfilled, motivated, and content with their professional roles and working conditions. It encompasses various factors such as salary, job security, workload, work environment, professional development opportunities, and relationships with colleagues, students, and school administrators (Adebayo & Okonkwo, 2021). A high level of job satisfaction among teachers is essential for maintaining a productive learning environment, as it influences their commitment, effectiveness, and overall performance in delivering quality education (Eze & Nwachukwu, 2022).

Teachers' job satisfaction is closely linked to their psychological and emotional well-being. When teachers experience fair treatment, recognition for their efforts, and a balanced workload, they are more likely to remain engaged and enthusiastic about their work (Okafor & Chukwu, 2023). Conversely, dissatisfaction due to inadequate salaries, poor working conditions, excessive workload, and lack of career progression can lead to reduced motivation, absenteeism, and low turnover rates, ultimately affecting students' academic performance (Oladipo, 2023). In public secondary schools several challenges impact teachers' job satisfaction, including irregular salary payments, overcrowded classrooms, and insufficient teaching resources (Adeyemi & Uche, 2020). Research has shown that implementing fair administrative policies, providing professional development opportunities, and ensuring a conducive teaching environment can significantly enhance job satisfaction among teachers (Ogunleye & Adebajo, 2023).

## **Statement of the Problem**

The job satisfaction of teachers in public secondary schools plays a crucial role in determining the quality of education and overall student performance. However, in many public secondary schools in Port Harcourt metropolis, Rivers state, there is growing concern that ineffective administrative policies have negatively impacted teachers' job satisfaction. Administrative policies regarding workload management, recruitment and retention, remuneration, professional development, and disciplinary measures significantly influence teachers' motivation and commitment to their duties. When these policies are poorly structured or inadequately implemented, they create dissatisfaction among teachers, leading to low morale, reduced productivity, and in extreme cases, low turnover rates.

In public secondary schools, particularly in Port Harcourt metropolis, Rivers state, challenges such as delayed salary payments, lack of career progression opportunities, and poor working conditions have contributed to low teacher turnover rates. Research suggests that schools with strong retention policies experience higher levels of teacher commitment, job satisfaction, and student performance (Oladipo & Chukwuemeka, 2023).

One major issue affecting teachers' job satisfaction is inconsistent salary payment and inadequate remuneration. Many teachers in public secondary schools in Rivers State experience delays in salary disbursement and lack of incentives, which undermine their financial stability and job commitment. Additionally, heavy workloads due to understaffing and large class sizes create excessive pressure on teachers, limiting their ability to effectively manage lessons, assess student performance, and engage in personal career development. Furthermore, lack of opportunities for career progression and professional development has left many teachers feeling stagnated and demotivated, further reducing job satisfaction.

Another critical issue is the ineffective implementation of disciplinary policies, which has resulted in cases of student misconduct, lack of respect for teachers, and weak administrative support in handling disciplinary matters. When teachers do not feel protected or supported by school authorities, their morale and willingness to remain in the profession declines. In contrast, schools with well-structured and effective administrative policies have been shown to experience higher teacher satisfaction, better classroom engagement, and improved student academic outcomes. Given these challenges, this study seeks to investigate the influence of administrative policies on the job satisfaction of teachers in public secondary schools in Port Harcourt metropolis, Rivers state (Nwankwo & Uche, 2023). These challenges not only impact teachers' well-being but also influence the quality of education delivered to students. Research has shown that when teachers feel supported through clear and fair policies, they exhibit higher levels of engagement, creativity, and dedication to their profession, which ultimately enhances students' academic performance (Eze, 2020).

## Objectives of the Study

The objectives of the study are to:

1. Examine the extent to which recruitment policies influence teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.
2. Examine the extent to which workload management policies influence teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.

## Research Questions

The study was guided by the following research questions:

1. To what extent does recruitment policies influence teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state?
2. To what extent does workload management policies influence teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state?

## Hypotheses

The study was guided by the following hypotheses tested at 0.05 level of significance:

1. There is no significant difference between recruitment policies and teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.
2. There is no significant difference between workload management policies and teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.

## Methodology

The study adopted descriptive survey design. The population of the study was 2,005 teachers from 35 public senior secondary schools in Port Harcourt metropolis. The sample size stood at 333 teachers, consisting of 142 males and 191 females. The sample was obtained using the simple random sampling technique. The instrument for the data collection was a self-designed and experts validated questionnaire titled; "Administrative Policies and Job Satisfaction of Teachers Questionnaire (APJSTQ)". The instrument was used to obtain information on the objectives which were designed in the pattern of four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2 and 1 respectively. The validation of the instrument was determined using face and content validity. This was done by two experts from the department of educational management, Rivers state university, Port Harcourt. The reliability of the instrument was realized using Cronbach Alpha technique and a reliability index of 0.79 was realized. Research questions were analyzed using

mean and standard deviation, while hypotheses were tested using Z-test at 0.05 level of significance.

**Results**

**Research Question 1:** To what extent does recruitment policies influence teachers’ job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state?

**Table 1: Mean and standard deviation on recruitment policies and teachers’ job satisfaction.**

S/NO	Questionnaire Items	Teachers (Male) N=142		Teachers (Female) N=191		Average Mean	Std	RMK
		Mean	Std	Mean	Std			
1.	Effective recruitment and retention policies ensure job security and Stability.	4.03	0.56	4.11	0.64	4.07	0.60	VHE
2.	A structured recruitment process based on merit and qualifications promotes fairness and Transparent Hiring Process.	4.05	0.92	3.96	0.96	4.01	0.94	VHE
3.	Proper recruitment strategies ensure schools are adequately staffed, reducing excessive workloads and burnout, which directly impacts job satisfaction.	4.32	1.22	4.35	1.17	4.34	1.19	VHE
4.	Establishing incentives, awards, and recognition for outstanding performance enhances teacher morale, reinforcing their commitment to the profession.	3.14	0.73	3.17	0.72	3.16	0.72	HE
5.	Well-structured retention policies create pathways for career advancement through promotions and leadership roles, keeping teachers engaged and motivated.	4.50	1.02	4.55	0.97	4.53	1.00	VHE
<b>Aggregate Mean/SD for male and female teachers</b>		<b>4.01</b>	<b>0.89</b>	<b>4.03</b>	<b>0.89</b>	<b>4.02</b>	<b>0.89</b>	<b>VHE</b>

The result on table 1 showed that there is no significant difference between the mean opinion scores of male and female teachers on the extent to which recruitment policies influence teachers’ job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state. The Mean scores of the male teachers to questionnaire items 1, 2, 3, 4 and 5 were 4.03, 4.05, 4.32, 3.14 and 4.50 with standard deviations of 0.56, 0.92, 1.22, 0.73 and 1.02, while the mean scores of the female teachers were 4.11, 3.96, 4.35, 3.17 and 4.55 with standard deviations of 0.64, 0.96, 1.17, 0.72 and 0.97. Furthermore, the mean set representing the

average mean scores for both male and female teachers were 4.07, 4.01, 4.34, 3.16 and 4.53; with standard deviation of 0.60, 0.94, 1.19, 0.72 and 1.00 respectively. The readings which are higher than the criterion mean of 3.00 indicated that recruitment policies influences teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.

**Research Question 2:** To what extent does workload management policies influence teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state?

**Table 2: Mean and standard deviation on workload management policies and teachers' job satisfaction.**

S/N	Questionnaire Items	Teachers (Male) N=142		Teachers (Female) N=191		Average Mean	Std	RMK
		Mean	Std	Mean	Std			
1.	Effective workload management policies help teachers maintain a healthy work-life balance.	3.70	0.88	3.75	0.84	3.73	0.86	HE
2.	Policies that prevent teachers from being overloaded with excessive responsibilities or tasks reduce burnout, leading to greater job satisfaction.	4.35	1.16	4.41	1.11	4.38	1.14	VHE
3.	When workload policies provide teachers with time for professional development, teachers feel valued and supported, which boosts job satisfaction.	3.68	1.61	3.74	1.48	3.71	1.54	HE
4.	Workload management policies that include mechanisms for recognizing teachers' efforts and contributions help teachers feel valued.	3.72	0.85	3.77	0.82	3.75	0.83	HE
	<b>Aggregate Mean/SD for male and female teachers</b>	3.80	1.17	3.86	1.03	4.56	1.06	VHE

Table 2 showed the mean scores of the male teachers to questionnaire items 6, 7, 8, 9 and 10 were 3.70, 4.35, 3.68, 3.57 and 3.72 with standard deviations of 0.88, 1.16, 1.61, 0.93 and 0.85 while the mean scores of the female teachers were 3.75, 4.41, 3.74, 3.63 and 3.77 with standard deviation of 0.84, 1.11, 1.48, 0.90 and 0.82. Furthermore, the mean set representing the average mean scores for both male and female teachers were 3.73, 4.38, 3.71, 3.60 and 3.75; with standard deviation of 0.86, 1.14, 1.54, 0.92 and 0.83 respectively. The readings which were higher than the criterion mean of 3.00 indicated that workload management policies influences

teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.

### Hypotheses Testing

Ho<sub>1</sub>. There is no significant difference between recruitment policies and teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.

**Table 3: Z-test analysis recruitment policies and teachers job satisfaction.**

Respondents	N	Mean	Std	DF	z-cal	z-crit	LS	Decision
Male Teachers	142	4.01	0.89	331	0.99	±1.96	0.05	Significant
Female Teachers	191	4.03	0.89					

The result on table 3 showed a z-calculated value of 0.99 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 331. Since the z-calculated (0.99) was less than the z-tabulated (±1.96), the null hypothesis which states that there is no significant difference between recruitment policies and teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state was rejected. This implies that there is a significant difference between recruitment policies and teachers' job satisfaction.

Ho<sub>2</sub>. There is no significant difference between workload management policies and teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state.

**Table 4: Z-test analysis on workload management policies and teachers' job satisfaction.**

Respondents	N	Mean	Std	DF	z-cal	z-crit	LS	Decision
Male Teachers	142	3.80	1.17	331	0.36	±1.96	0.05	Significant
Female Teachers	191	3.86	1.03					

The result on table 4 showed that a z-calculated value of 0.36 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 331. Since the z-calculated (0.36) was less than the z-tabulated (±1.96), the hypothesis which states that there is no significant difference between workload management policies and teachers' job satisfaction and retention in public secondary schools in Port Harcourt metropolis, Rivers state was rejected. This implies that there is a significant difference between management policies and teachers' job satisfaction.

## Discussion of Findings

The findings on research question and hypothesis one revealed that there is a significant difference between recruitment policies and teachers' job satisfaction in secondary schools in Port Harcourt metropolis, Rivers state. This finding is in line with the findings of Adeyemi & Uche (2020), which revealed that, without well-structured recruitment and retention policies, educational institutions risk experiencing a shortage of qualified teachers, which can negatively impact students' academic performance and overall school effectiveness.

This study further revealed that there is a significant difference between workload management policies and teachers' job satisfaction in secondary schools in Port Harcourt metropolis, Rivers state. The finding agrees with that of Eze & Nwachukwu (2022) which states that, proper workload management policies ensure that teachers have sufficient time for lesson preparation assessment of student performance and engagement in professional development activities. The study finding is also in line with the findings of Oladipo (2023) who states that, when workload management policies are well-implemented, these policies lead to improved teaching efficiency, reduced stress levels, and enhanced job satisfaction, all of which contribute to better academic outcomes for students.

## Conclusion

In conclusion, administrative policies play a crucial role in shaping the job satisfaction of teachers in public secondary schools in Port Harcourt metropolis, Rivers state. Policies that address key areas such as recruitment, workload management, resource allocation, professional development, and recognition can foster a more conducive environment for teaching, leading to enhanced job satisfaction, improved teacher retention, and better educational outcomes for students. On the other hand, poorly implemented or ineffective policies can contribute to teacher dissatisfaction and negatively affecting both teachers' well-being and the quality of education.

## Recommendations

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

1. The ministry of education and school administrators should adopt merit-based and transparent recruitment policies. This will ensure that qualified and passionate people are selected through transparent and fair procedures. This will in turn enhance professionalism and job satisfaction.
2. Administrative policies should support fair and balanced workload distribution among teachers. By ensuring that no teacher is overburdened with excessive teaching hours or administrative tasks, schools can reduce burnout and stress, leading to higher job satisfaction and retention.

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