



# Principals' Strategic Financial Management As Predictors Of Teachers' Attitude To Work In Secondary Schools In Nsukka Education Zone, Nsukka

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**Citation:** EZURIKE, Chukwuemeka Alexander, et al (2024). Principals' Strategic Financial Management As Predictors Of Teachers' Attitude To Work In Secondary Schools In Nsukka Education Zone, Nsukka, *Educational Administration: Theory and Practice*, 30(11) 01-05

Doi: 10.53555/kuey.v30i11.9496

## ARTICLE INFO

## ABSTRACT

The study investigated principals' strategic financial management as predictors of teachers' attitude to work in secondary schools in Nsukka Education Zone, Nsukka. Enugu State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a correlation research survey design with a population of 62 principals in the 62 schools in Nsukka Education zone of Enugu State, Nigeria. There was no sampling as all the population was used as the sample because of its manageable small size. Two instruments titled Principals' Strategic Financial Management Questionnaire (PSFMQ) and Teachers' Attitude to Work Questionnaire (TAWQ) were used for data collection. The instruments were validated by experts from relevant areas. The internal consistency reliability coefficients of 0.88 and 0.77 were computed for PSFMQ and TAWQ through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the hypotheses at 0.05 level of significance. It was found that financial planning, budgeting and risk assessment predicted to a high extent teachers' work attitude in secondary schools in Nsukka education zone. It was recommended that the principals always draw financial plan at the beginning of every academic session in order to enhance teachers' attitude to work in secondary schools in Nsukka Education Zone.

**Keywords:** Financial Planning, Budgeting, Risk Assessment and teachers' attitude to work

## Introduction

Teachers' attitude to work is a source of concern to educational stakeholders as most of them do not take their assigned responsibilities very seriously. Some of these nonchalant behaviours could be as a result of their attitude towards instructional delivery. Attitude is an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitude is necessary in the workplace to association and discharge statutory and non-statutory of work responsibilities. Attitude can also be described as the way an individual evaluates behaviour, events or someone in order to respond positively or negatively (Cherry, 2024). Cherry further stressed that attitude is a set of beliefs, emotions and behaviors directed towards a person, an object or a thing. Attitude is a concept that depicts an individual's way of thinking, acting and behaving (Mensah, Okyere & Kuranchie, 2013). To Bohner and Wanke (2002), attitude is defined as a summary evaluation of an object of thought. The thoughts, beliefs, attributes, feelings, emotions, past events or experiences individuals have are back bones that form the components of attitude (Maio, Maio & Haddock, 2010). An attitude is the relatively stable displayed behavior which can change status (Bain, 1928). Niwlikar (2020) saw attitude as a relatively enduring composition of thoughts, feelings, beliefs and behaviours directed towards people, groups, events or activities.

Attitude is also seen as state of consciousness which directs activities and status of an individual in the social setting (Thomas & Znaniecki, 1927). Attitude can therefore be seen as a collection of feelings, perception, thoughts, and behavior in a given circumstance. It was found that most of the teachers in Nsukka education zone are demonstrating negative attitude to work. This is in line with the study of Ozioko (2025) who reported that more than 50% of teachers in Enugu state demonstrate poor attitude to their teaching career. Buttressing the above is the report by Nzeako (2025) who submitted that most these teachers come to school late and go before the dismissal periods. These scenarios may not enhance the realization of the goals and objectives of education in the area of the study. One possible factor that may lead to poor attitude of teachers to school activities is strategic financial management.

Finance can be seen as the management of money that involves borrowing, investing, risk assessment, planning, lending, budgeting, saving, and forecasting. It is the appropriate use of an organization's financial resources, such as making investment decisions and employing cash management strategies to maximize profits and cut risk (Akininibi, 2023). Finance requires strategic attention at any level of implementation. Strategic management connotes understanding and application as well as monitoring operational financing items such as revenues, expenditures, cash flow, payable, and profitability (Kenton, 2024). Strategic financial management means not only managing a finances but managing them with the intention to succeed over time (Kenton, 2024). Strategic financial management can be categorized into financial planning, budgeting and risk assessment (Kenton, 2024). Financial planning entails a proper and in-depth examination of organizations' income and expenditure. This is achievable through mastery of organizations' financial situation and reports at a regular interval. Financial planning is essential in the achievement of immediate and extended financial and institutional goals. It was found that proper financial planning can enhance workers' attitude and motivation (Nwadi, 2025). Financial planning cannot be effectively carried out without budgeting system.

According to Ogundiran and Awe (2012), budgeting as financial plans aimed at translating educational objectives into reality. Similarly, budgeting is a financial statement and framework that explains the intending financial movement over a specific period of time. In the view of Nwokocha (2015), budget is a statement that is usually presented in financial terms based on the school goals and objectives. According to Olufidipe (2013), budgeting is the process of preparing and using budget to achieve management objectives. Olufidipe (2013) submitted that budgeting is required for job commitment and devotion. Similarly, Kenton (2024) reported that budgeting regulates energy and financial efficiency. Budgeting cannot be without some intending risks. This showed that risk assessment is imperative in the financial management practices.

Risk assessment involves the identification, analysis, and reduction of areas of uncertainty in financial transactions. Kenton (2024) saw risk assessment as the act of evaluating the potential shortfalls in the financial transactions in an organization. Kenton (2024) further reported that risk assessment is vital in the motivation of job resilience. From the forgoing, it has shown that there is no study carried in the area of the study based on principals' strategic financial management as predictors of teachers' attitude to work. Therefore, this study investigated principals' strategic financial management as predictors of teachers' attitude to work in secondary schools in Nsukka Education Zone, Nsukka. Enugu State, Nigeria.

### **Purpose of the Study**

The study investigated principals' strategic financial management as predictors of teachers' attitude to work in secondary schools in Nsukka Education Zone, Nsukka. Enugu State, Nigeria. Specifically, the study sought to:

1. Find out the predictive power of financial planning on teachers' work attitude in secondary schools in Nsukka education zone.
2. Find out the predictive power of budgeting on teachers' work attitude in secondary schools in Nsukka education zone.
3. Determine the predictive power of risk assessment on teachers' work attitude in secondary schools in Nsukka education zone.

### **Research Questions**

The following research questions were answered to guide the study;

1. what is the predictive power of financial planning on teachers' work attitude in secondary schools in Nsukka education zone?
2. What is the predictive power of budgeting on teachers' work attitude in secondary schools in Nsukka education zone?
3. What is the predictive power of risk assessment on teachers' work attitude in secondary schools in Nsukka education zone.

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance

1. financial planning does not significantly predict teachers' work attitude in secondary schools in Nsukka education zone.
2. budgeting does not significantly predict teachers' work attitude in secondary schools in Nsukka education zone.

3. risk assessment does not significantly predict teachers' work attitude in secondary schools in Nsukka education zone.

### Methods

The study adopted a correlation research survey design with a population of 62 principals in the 62 schools in Nsukka Education zone of Enugu State, Nigeria. Recent studies like Ezema et al. (2019), Gana et al. (2019), Okenyi et al. (2019), Ugwuanyi, Okeke and Njeze (2020); Ugwuanyi, Okeke and Ageda (2020); Ugwuanyi, Okeke and Asomugha (2020), Achagh et al. (2020), Ugwuanyi et al. (2020) and Okenyi et al. (2021), Orji et al. (2023) have used this kind of design. There was no sampling as all the population was used as the sample because of its manageable small size. Two instruments titled Principals' Strategic Financial Management Questionnaire (PSFMQ) and Teachers' Attitude to Work Questionnaire (TAWQ) were used for data collection. The instruments were validated by experts from relevant areas. The internal consistency reliability coefficients of 0.88 and 0.77 were computed for PSFMQ and TAWQ through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the hypotheses at 0.05 level of significance.

### Results

**Research question 1:** what is the predictive power of financial planning on teachers' work attitude in secondary schools in Nsukka education zone?

**Table 1: linear regression of the predictive power of financial planning on teachers' work attitude**

Model	R	R Square	Adjusted R Square	Decision
1	.860 <sup>a</sup>	.739	.713	High predictive power

Data on Table 1 showed that the regression and regression square coefficients are 0.860 and 0.739 respectively. The coefficient of determinism of 73.9% showed that financial planning to a high extent predicted teachers' work attitude in secondary schools in Nsukka education zone.

**Hypothesis 1:** financial planning does not significantly predict teachers' work attitude in secondary schools in Nsukka education zone.

**Table 2: t-test associated with linear regression of the predictive power of financial planning on teachers' work attitude**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.749	3.887		13.828	.000
	Financial planning	.797	.102	.860	3.224	.000

Data on table 2 showed that the t-test associated with linear regression is 3.224. The hypothesis is rejected because the significant value of 0.000 is less than the alpha value of 0.05. Therefore, it was revealed that financial planning significantly predicted teachers' work attitude in secondary schools in Nsukka education zone.

**Research question 2:** What is the predictive power of budgeting on teachers' work attitude in secondary schools in Nsukka education zone?

**Table 3: linear regression of the predictive power of budgeting on teachers' work attitude**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800 <sup>a</sup>	.640	.621	5.23288

Data on Table 3 showed that the regression and regression square coefficients are 0.800 and 0.640 respectively. The coefficient of determinism of 64% showed that budgeting to a high extent predicted teachers' work attitude in secondary schools in Nsukka education zone.

**Hypothesis 2:** budgeting does not significantly predict teachers' work attitude in secondary schools in Nsukka education zone.

**Table 4: t-test associated with linear regression of the predictive power of budgeting on teachers' work attitude**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.124	8.080		7.193	.000
	Budgeting	.879	.123	.800	2.457	.001

Data on table 4 showed that the t-test associated with linear regression is 2.457. The hypothesis is rejected because the significant value of 0.001 is less than the alpha value of 0.05. Therefore, it was revealed that budgeting significantly predicted teachers' work attitude in secondary schools in Nsukka education zone.

**Research question 3:** What is the predictive power of risk assessment on teachers' work attitude in secondary schools in Nsukka education zone.

**Table 5: linear regression of the predictive power of risk assessment on teachers' work attitude**

Model	R	R Square	Adjusted R Square	Decision
1	.855 <sup>a</sup>	.731	.712	High predictive power

Data on Table 5 showed that the regression and regression square coefficients are 0.855 and 0.731 respectively. The coefficient of determinism of 73.1% showed that risk assessment to a high extent predicted teachers' work attitude in secondary schools in Nsukka education zone.

**Hypothesis 3:** risk assessment does not significantly predict teachers' work attitude in secondary schools in Nsukka education zone.

**Table 6: linear regression of the predictive power of risk assessment on teachers' work attitude**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.724	3.929		12.909	.000
	risk assessment	.813	.101	.855	2.121	.020

Data on table 6 showed that the t-test associated with linear regression is 2.121. The hypothesis is rejected because the significant value of 0.020 is less than the alpha value of 0.05. Therefore, it was revealed that risk assessment significantly predicted teachers' work attitude in secondary schools in Nsukka education zone.

### Summary of Findings

The findings of this study are summarized as shown below:

1. It was found that financial planning predicted to a high extent teachers' work attitude in secondary schools in Nsukka education zone.
2. Budgeting predicted to a high extent teachers' work attitude in secondary schools in Nsukka education zone.
3. risk assessment predicted to a high extent teachers' work attitude in secondary schools in Nsukka education zone.

### Conclusion

Based on the findings of this study, it was concluded that it was concluded that financial planning, budgeting and risk assessment are significant predictors of teachers' work attitude in secondary schools in Nsukka education zone.

### Recommendations

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

1. principals should always draw financial plan through proper consultation with teachers on the areas of financial needs at the beginning of every academic session in order to enhance teachers' attitude to work in secondary schools in Nsukka Education Zone.
2. The school principals should appropriate finance that can be used in the management of the school instructional delivery.
3. The school authority should assess the risk associated with lack of financial provision in the administration of the school system.



## Discussion of Findings

The study found that there is a significant high predictive power of financial management on teachers' attitude in secondary schools in Nsukka education zone. The finding of this study is expected because the more there is financial management, it is expected that there will be provision for the procurement of the needed facilities that can get the teachers satisfied thereby increasing their job attitude. The finding of this study buttressed that of Nwadi (2025) who reported that proper financial planning can enhance workers' attitude and motivation (Nwadi, 2025).

The study found that there is a significant high predictive power of budgeting on teachers' attitude in secondary schools in Nsukka education zone. The finding of this study has shown that school budgeting is required to properly allocate financial responsibilities in such a way that it will enhance instructional delivery mindset and processes. The finding of this study supported the submission by Kenton (2024) who reported that budgeting regulates energy and financial efficiency.

The study found that there is a significant high predictive power of risk assessment on teachers' attitude in secondary schools in Nsukka education zone. The finding of this study is in line with expectation because risk assessment as the act of evaluating the potential shortfalls in the financial transactions in an organization. The finding of this study corroborated that of Kenton (2024) who reported that risk assessment is vital in the motivation of job resilience.

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