

INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN NNEWI EDUCATION ZONE OF ANAMBRA STATE.

JIDEOFOR EUCHARIA NNEKA

Department of Educational Foundations,

**Faculty of Education, Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus**

Phone No: +2348130151476

Email: jideofforeucharia@yahoo.com

Abstract

This study examined the influence of principals' leadership styles on teachers' job satisfaction in secondary schools in Nnewi Education Zone Anambra State. Three research questions guided this study. A structured questionnaire titled influence of principals' leadership styles on teachers' job satisfaction (I P L S T J S) was developed by the researcher and was used as data instrument. The descriptive survey design was adopted with a sample of 180 study participants, made up of 30 principals and 150 teachers randomly selected from public and mission secondary schools in Nnewi Education Zone, Anambra State. The data collected was analysed using aggregate mean score and standard deviation to answer the research questions. The study findings identified three basic leadership styles adopted by different principals in different secondary schools in the area, such as Autocratic, Democratic and laissez-faire. Among the leadership styles exhibited by Nnewi Education Zone principals, the highest rating was given to autocratic leadership style. All the teachers expressed satisfaction with democratic leadership where as they were dissatisfied with autocratic and laissez – faire leadership styles. Also, the findings showed that the principals face leadership problems and challenges in the discharge of their administrative functions in Nnewi Education Zone in Anambra State. Based on the findings, it was concluded that principals' leadership styles have great influence on teachers' job satisfaction. The study recommended that the principals should adopt the needed leadership style preferably democratic leadership style in their schools to enhance teachers' job satisfaction. The governments should address various challenges confronting principals as leaders of their various schools.

Key words: Principal, Leadership, Leadership Styles, Teacher and Job Satisfaction.

Introduction

Education is a process of socialization, enculturation and transmission worthwhile to those who are committed to it, be they children or adult. It is also a process of developing knowledge ability in a learner in such a way that he uses the knowledge to improve himself and the society. Education plays a crucial role in the development of a nation and as such, it is given priority by various governments. In Nigeria, just as in other countries of the world, education is considered as a necessary tool for socio-economic and political development; therefore, it is given necessary' attention. This is amplified in the National Policy on Education (FRN, 2014, Pg.4), which stated that education is an instrument par-excellence for effective national development. It further added that education is the most important instrument of change, and that every fundamental change in the intellectual and social outlook of any society is usually preceded by educational revolution (FRN. 2014, Pg.4).

In the case of secondary education, the Federal Government of Nigeria placed serious emphasis on it because students; who have gone through secondary school should be gainfully employed and serve as feeders to tertiary Institution. According to the Federal Government of Nigeria secondary education should provide the learner with opportunities to:

- i. Acquire necessary knowledge, skills and attitudes for development of self and the nation.
- ii. Promote love for and loyalty to the nation;
- iii. promote harmonious co-existence among the people of Nigeria;
- iv. prepare the learners for tertiary education;
- v. prepare the learners for useful living within the society;
- vi. enhance understanding and appreciation of interrelationships among nations;
- vii. develop ability for enquiry, critical thinking and rational judgment;
- viii. build a foundation for technological and industrial development;
- ix. develop into a self-disciplined individual who appreciates work and manages time properly;
- x. Promote acceptance and respect for all persons as well promote positive environmental and health practices.

Secondary school education like any other levels of education system requires adequate and appropriate resources to function effectively. The resources include human, financial and physical resources. The administrator of any institution has the responsibility for bringing together its various resources and allocating them effectively to accomplish goals. At the secondary school level, the principal is an educational leader that harnesses all these resources for the realization of educational objectives. This is buttressed by Tahir and Obasi (2012) who observed that the central task of any principal is the arrangement of all available human and materials resources and programmes available for education and carefully using them systematically for the achievement of educational objectives.

(Nwankwo, 2002) referred to a principal as an administrator who is responsible for running a school and also responsible for policy decisions, and determining the direction and objectives of the school. The function of the principal, according to Nwankwo, is more than mere controlling the staff of the school, its finances and curriculum; it also includes the management of resources towards the achievement of educational goals. Okeke (2015) however, highlighted the major functions of the principal as; interpretation of policy, execution of instructional programmes and the selection, induction and retention of personnel. Cranston (2002), stated that the duties of the principal as a school administrator include; the demonstration of a variety of management and leadership abilities and, making complex decisions in collaboration with other staff in the school. The function of the school principal could be summarized as follows:

- ❖ Production and management of resources (human and materials) needed to support education/school and its programmes;
- ❖ Supervision of instructional activities in the school system;
- ❖ Obtaining and training personnel;
- ❖ Providing leadership for curriculum;
- ❖ Maintaining peaceful co-existence between the school, the community and the external agencies;
- ❖ Influencing staff behaviour;
- ❖ Discerning and influencing the development of goals and policies;
- ❖ Evaluating the effectiveness and efficiency or otherwise of the school;

- ❖ Initiating work activities and defining the task to be done;
- ❖ Taking remedial action if the objectives are not being met; and
- ❖ Supplying incentives to stimulate productivity.

However, since the function of the school administrator is that of implementing curriculum and extra-curricular activities and school-community relations, all those involved in the management of secondary school perform the above functions. Principals' functions cannot be effectively implemented without effective leadership style. Leadership is an important aspect of management. The essence of leadership is followership; in other words there can be no leadership without followership. Leadership is a process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

The success of any enterprise depends on the head or the manager of such an enterprise. The impact of its leader is very important. Leadership is the key to the progress and survival of any organization, be it a political or governmental institution, religious congregation or educational institution. In educational administration, leadership is of critical importance because of its far-reaching effects on the accomplishment of school programmes, objectives and the attainment of educational goals. Therefore, leadership in school organization has been seen as a motivator where by the leader motivate another to work towards the achievement of specific goals of the organization.

Leadership is seen by Stoner, Freeman and Gilbert (2011: 496) as the process of directing and influencing task related activities of group members. Omenyi (2007:57) defined leadership as the process of influencing people to accomplish desired objectives or those of the leader or organizational objectives. Leadership is thus an essential function of followership. People tend to follow those in whom they see as a means of achieving their own desires, wants and needs. As a consequence, leadership and motivation are closely related. By understanding motivation, one can appreciate better what people want and why they act the way they do.

Leadership does not exist in a vacuum. For peaceful co-existence, respect, understanding and smooth running of their areas of jurisdiction, there has to be an influence process. Different leaders at different places and under different situations influence their subordinates towards group task accomplishment. Robin (2005: 37) defined leadership as the ability to influence a group towards the achievement of goals. This definition shows that leadership is about influencing the behaviour of others or group activity towards achievement of common goals. Thus as a leader, one needs to have the ability to demonstrate and influence others to act in a particular way.

In the secondary school system, the success of any school in meeting its stated goals or objectives depend on its chief administrator otherwise known as the principal and his leadership styles. Effective leadership provided by the principal would lead to the achievement of the school's objectives. This could be achieved through a never ending process of self-study, education, personality, training and experiences. To inspire the workers into higher levels of team work, for example, there are certain things a school principal must know and do. These could be acquired through continual work and study. Leaders are continually working and studying to improve their leadership skills in the school system.

The principal is essentially a leader of staff and students of the school. Since the topmost administrative post in secondary schools belong to principals, it is easy to deduce that the freedom granted to teachers in utilizing their initiatives or otherwise depends on the head of the school. Therefore, for an educational system to succeed in realizing its objectives, it is vital

that the right type of leadership is in operation. Basically, leadership styles have been classified into three main divisions namely: Authoritarian or autocratic, Participative or democratic, Delegative or laissez-fair leadership styles, Kurt Lewis, in Okeke, 2014:10.

Autocratic Leadership Style. Signifies a self-centered leadership, provides clear expectation for what needs to be done, when it should be done and how it should be done. There is also a clear, division between the leaders and the followers. Autocratic leaders make decisions independently with little or no input from the rest of the group. The autocratic leader exerts high levels of power over his employees. People within the team or employees are given few opportunities for making suggestions, even if these suggestions would be of advantage to the organization's interest.

A principal who adopts autocratic style of leadership in his administration believes in production as his primary concern and achieves the production objective. He is not interested in group participation in management. For example, the autocratic principal takes decisions all alone and these are passed down to the teachers for immediate action implementation. He believes that he has all the answers to all the problems in the school organization and that he has more brilliant ideas than the teachers and so it is a waste of time involving them in the decision - making. Even when he assigns some work to them, he does not have confidence in them. So the job assigned to them is just to fulfill official or statutory obligations.

Teachers who are under an autocratic principal might be working under pressure and fear most of the time. They lack sense of self worth. Some result to eye service and sycophancy. Others out-rightly oppose the leader while some would just be trying to pretend to be loyal. Teachers indulge in lateness to work, reduction of commitment to work, sabotaging the school administration and seeking transfer.

Democratic Leadership Style: Democratic leadership is the most effective leadership style. Generally, democratic leaders offer guidance to group members, they also participate in the group and allow input from other group members. Participative leaders encourage group members to contribute, but retain the final say over the decision-making process. Group members feel engaged in the process and are motivated and creative. That is to say, it is people oriented. Democratic leadership style appears to be an opposite to the autocratic style of leadership. The central idea is getting the workers directly involved in making decisions that affect their work operation (Mgbodile, 2004:31).

The democratic principal recognizes the need to take teachers into confidence and to seek their views and suggestions on issues concerning the welfare of the school. He believes that no one man has a monopoly of ideas and that better decisions can be taken under joint deliberation with his subordinates. He therefore, genuinely invites suggestions and ideas of his teacher in decision-making.

Teachers under a democratic principal are committed to their duties. They see the need to work hard in the school and make their own contributions towards the progress of the school. They offer their services willingly and happily. They have a sense of belonging and do not want anything to bring the school down.

Laissez-Faire Leadership Style: This type of leadership style offers little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and lack of motivation. The laissez-faire principal does not engage in the strict supervision of teachers. He applies little or no control over the activities of teachers. He allows teachers to approach their work the way they want. The laissez-faire principal believes that teacher do better when they are left on their own to develop their own standards

of performance and to learn from their mistakes and experiences as they go on without the interference of the principal.

Teachers under the laissez-faire principals exploit the situation and engage in unproductive activities detrimental to the schools' welfare, (Obi, 2003:19). Teachers come to school late and live at will. Some influential teachers in the school struggle to fill the leadership vacuum thereby creating an atmosphere of chaos. Teachers who are committed feel discouraged by the nonchalant attitude of principals towards their conditions.

Nnewi Educational Zone is passing through several crises as a result of teachers' lack of job satisfaction, Okoye (2000:72). The fact that education in Nnewi Zone is in a poor state of affair is evidenced by the fact that secondary school students hardly read and write well and yet, they are in school every day. In recent years, did Nnewi Education Zone experienced phenomenal exodus of teachers to other employment in search of "greener pastures" where they hope to get job satisfaction? It is against this background that this study was designed to establish through the perception of teachers of secondary schools, the influence of principals' leadership styles on their job satisfaction.

Statement of the Problem

One of the primary aim of an administrator in any organization is that of coordinating the effort of everybody within the organization towards the attainment of their set goals. Leadership style adopted in school organization influence two major things: job satisfaction and productivity level of the school (organization). Determining the leadership style that goes with teachers' job satisfaction in Nnewi Education Zone has been a source of worry to stakeholder in education. The researcher observed abnormalities in most schools, indiscipline among the teachers. They reported to duty late and many showed no sign of devotion and commitment to teach their students, constant conflicts between teachers and principals, teachers involvement in examination malpractice, leaving school before the official closing time, truancy and eye service, nonchalant attitude to official matters, and engaging in income yielding activities during work hours are said or blamed to be related to principals leadership style. In the light of these problems, the study investigated the influence of principals' leadership styles on teachers' job satisfaction in Nnewi Education Zone.

Purpose of the Study

The main purpose of this study is to investigate the influence of principals' leadership styles on teachers' job satisfaction in secondary schools in Nnewi Education Zone. Specifically, this study aimed at finding out:

1. The leadership styles adopted by principals in Nnewi Education Zone;
2. Determine the influence of the leadership styles of principals on teachers' job satisfaction in Nnewi Education Zone;
3. The general problems that influence principals' leadership styles

Research Questions

The following research questions were formulated to guide the study:

1. What are the leadership styles adopted by secondary school principals of Nnewi Education Zone?
2. How do principals' leadership styles influence teachers' job satisfaction?
3. What are the general problems that influence principals' leadership styles?

METHOD

The research design adopted for this study was a descriptive survey design. Daramola (2006) defined descriptive survey as systematic attempt to describe the characteristics of a given population or area of interest factually. The survey research is designed to document and describe what exists in relation to the influence of principals' leadership styles on teachers' job satisfaction. The population for this study consisted of principals and teachers in public and mission Secondary schools in Nnewi Education Zone of Anambra State. Randomly out of the fifty-one (51) Secondary Schools, five teachers and their principals were used in each of the thirty (30) Secondary Schools making a total of one hundred and fifty (150) teachers and thirty (30) principals. A sample size of 180 respondents was drawn using the purposive sampling technique.

A researcher designed questionnaire titled "Influence of principal's leadership styles on teacher's Job satisfaction in secondary schools in Nnewi Education Zone" was used to collect data for the study. The content validity of the instrument was ascertained by two experts, one in Measurement and Evaluation and another in Educational management while the test reliability of the instrument was established using the test retest reliability method using spear man's rank order method. The data obtained were analyzed, thus the research questions were answered using mean and standard deviation.

RESULTS

Research Question one: What is the leadership style adopted by secondary school principals in Nnewi Education Zone?

Table I: Mean scores and standard deviation responses of common leadership styles

S/N	Item Description	Key	$\bar{X}$	SD	Decision
1	Autocratic leadership is not good	P	3.60	1.57	Agreed.
		T	3.49	1.49	Agreed
2	Democratic leadership style is good for teachers	P	3.50	1.50	Agreed
		T	3.43	1.45	Agreed
3	Laissez faire leadership is unpopular with school heads	P	1.59	1.44	Disagreed
		T	1.60	1.43	Disagreed

Table I shows the mean scores and standard deviation of responses on the leadership styles of principals in Nnewi Education Zone. They agreed on the items 1 and 2 with the mean score higher than the Benchmark of 2.50. The autocratic leadership style is not good, democratic leadership style is good for teachers. However they disagreed that laissez faire leadership style is unpopular with school principals (heads).

Research Question two: How does the principals' leadership style influence teachers' job satisfaction?

Table II: mean and standard deviation responses on how leadership styles influenced teachers job satisfaction?

S/N	Item Description	Key	$\bar{X}$	SD	Decision
4	Good leadership facilitates teachers' morale	P	3.13	1.28	Agreed.
		T	3.39	1.43	Agreed
5	Good leadership gets teachers committed	P	3.30	1.37	Agreed
		T	3.31	1.38	Agreed
6	Good leadership makes teachers serious and devoted	P	2.93	1.22	Agreed
		T	3.25	1.36	Agreed
7	Good leadership makes teachers achieve goals	P	3.10	1.27	Agreed
		T	3.37	1.42	Agreed
8	Good leadership increases teachers' job satisfaction	P	3.23	1.33	Agreed
		T	3.41	1.44	Agreed
9	Bad leadership encourages job satisfaction	P	1.70	1.37	Disagreed
		T	1.67	1.39	Disagreed
10	Bad leadership results in truancy and eye-service	P	3.00	1.22	Agreed
		T	3.33	1.39	Agreed
11	Bad leadership makes teachers' condition of service unfavourable	P	3.00	1.22	Agreed
		T	3.25	1.36	Agreed

Table 2 presents the mean score of the responses of the respondents on the leadership styles and job satisfaction. They agreed that seven items out of eight listed were what influenced principals' leadership styles on teachers' job satisfaction because they are above 2.50 decision points.

Good leadership facilitates teachers' morale, gets teachers committed, makes teachers serious and devoted, makes teacher achieve goals. Bad leadership result in truancy and eye services, makes teachers conditions of service unfavourable and makes teachers' job satisfied. They disagreed on item 9 which showed that bad leadership increases job satisfaction.

Research Question Three: what general problem affects principal's leadership styles?

Table 3: Mean score and standard deviation on the general problems affecting leadership styles.

S/N	Item Description	Key	$\bar{X}$	SD	Decision
12	Personality clashes with senior teachers	P	3.13	1.28	Agreed
		T	3.45	1.47	Agreed
13	Over population of the school	P	3.00	1.22	agreed
		T	3.39	1.43	Agreed
14	Tone of the school with respect to discipline	P	3.30	1.37	Agreed
		T	3.13	1.28	Agreed
15	Gender bias on the part of male principals	P	3.07	1.25	Agreed
		T	3.32	1.39	Agreed
16	School community relationship	P	3.13	1.28	Agreed
		T	3.55	1.53	Agreed

17	Formation of gangs and clicks among staff	P	2.77	1.15	Agreed
		T	3.28	1.36	Agreed
18	Over stay of principals in schools	P	2.73	1.14	Agreed
		T	3.51	1.51	Agreed
19	Condition of services for teachers	P	3.10	1.27	Agreed
		T	3.35	1.41	Agreed
20	Over reaction of principals in certain cases	P	3.03	1.23	Agreed
		T	3.30	1.37	Agreed

Table 3 shows the responses of the respondents on the General problems affecting leadership styles.

They generally agreed that all the nine items listed are general problems affecting leadership styles. These include over population, personality clashes, Gender bias, school community relationship, formation of gangs and clicks, Tone of school principals, over stay of principals in schools, condition of service and over reaction of principals among others; which immensely affect their leadership styles, in Nnewi Education Zone, Anambra State.

DISCUSSION OF FINDINGS

The first research question tends to find out the leadership styles adopted by principals. They found out that Autocratic leadership style which was agreed not to be good, human beings are believed to have inherent dislike for work and must be controlled, coerced and forced to work. A principal is meant to be result oriented, individual needs and dispositions are not considered. A principal who is autocratic makes decisions alone. Teachers are not allowed to make use of their initiatives or creativity but are closely manned during work hours. This is because the principal feels that teachers could not be trusted and should be compelled. As a result of this, teachers might resort to eye service, which is performing functions only when the leader is there. An autocratic principal makes the environment so tense and harsh for the teachers that some may voluntarily seek for transfer or even resign from teaching.

Table 1 also revealed that laissez-faire leadership is not popular with school heads because it leads to confusion and chaos. To a laissez-faire school head, supervision of teachers should not be adopted because it makes workers tense. Again it leads to decline in productivity since it is difficult to maintain discipline among teachers.

Teachers might seize the advantage of the situation to play truancy and use office hours for private businesses.

Research Question two dealt with the influence of principal's leadership styles on teachers' job satisfaction. Based on the analysis, the extents to which leadership style affects teachers' job satisfaction were as follows:

Good leadership encourages teachers to work; good leadership makes teachers achieve goals. Bad leadership results in truancy and eye service. That is to say that when such leadership style is adopted, teachers are encouraged at work.

On the other hand, a principal who has adopted an autocratic leadership style, experiences many difficulties because this kind of leadership style does not encourage job satisfaction since teachers must be controlled, coerced and forced to work while teachers' need and dispositions were not considered. This kind of leadership style had resulted in teachers playing truancy and eye service. They only pretend to work when the principal is around.

Research Question Three sought to find out the general problems affecting principals' leadership styles. The study revealed that the general problems affecting leadership styles include: personality clashes with senior teachers, tone of the school with respect to discipline, gender bias on the part of male principals, school community relationship, formation of gangs and clicks among staff, over stay of principals in schools, condition of services for teachers.

In the secondary school system, personality clashes had become a problem to school principals. The leader may be Junior in terms of age or qualification or both, the senior teachers make things difficult for the principal as they would tend to disobey instructions given by the school principal. Such protesting teachers might form clicks or gangs against the school principal in all aspects. This click might as well try to criticize every effort made by the principal towards the improvement of the school.

Bad school community relationship affects leadership style while good relationship makes for support and progress of the school. The community builds and owns the school. The Parents' Teachers Association (PTA) is set up to work with the school, where the community is hostile to the staff and school head, the leadership might adopt the attitude of avoidance to the community and their participation in school. The relationship is meant to be complementary so as to open the door for community participation in school affairs. A leadership style should be democratic enough to accommodate such participation. When the conditions of service are poor for the teachers, the principal is bound to have problems because satisfaction is drastically affected, promotion denied, position, poor salary and others. The victims of these do not work with any devotion and commitment. It would be worse when the school head is also involved. He might change to laissez-faire style from his autocratic method. If other members of staff are involved and he had to force them to work, he might change to autocratic style with formal method of communicating through writing and issuing of queries. This agreed with the study of Heck and marcoulides (2012) who discovered that a good condition of service leads to job satisfaction.

Conclusion

Leadership is a process through which persons or group influence others for the attainment of goals. It is the ability to get things done with the assistance and cooperation of other people within the school system. Leadership styles however, refer to the pattern or the collection of leadership behaviour that characterize a given order to succeed. This study examined the influence of principals' leadership styles on teachers' job satisfaction in secondary schools in Nnewi Education Zone in Anambra State. The study noted that different principals adopt different leadership style at different secondary schools, and each leadership style has effect on teacher's job satisfaction in such schools. On the other hand, principals face some leadership challenges in administering the school, and such challenges affect both principals' administrative capacity, teachers' job satisfaction and achievement of school goals. Based on the findings of the study, the researcher therefore, concluded that the principals and Education Authorities in Nnewi Education Zone in Anambra State should adopt the study recommendations to enhance principals' leadership style and teachers' job satisfaction in secondary schools in the area.

Recommendations

The researcher made the following recommendations based on the findings of the study:

1. Principals should adopt democratic leadership or participative leadership style of administration in secondary schools; as this leadership style would enhance teachers' job satisfaction and goal achievement in schools.

2. Principals should avoid the use of autocratic leadership, and laissez-faire leadership styles as they discourage teachers' motivation and efficiency in schools.
3. The study noted that principals' leadership styles have significant effects on their teachers' job satisfaction and therefore recommended that principals should apply adequate leadership styles to ensure positive effects on teachers' job satisfaction in schools.
4. The State Government should recruit adequate and good caliber of teachers for each school to ensure optimum teachers' job satisfaction.
5. Principals of various schools should adopt the findings of this study as a guide to their administrative activities in schools.
6. Anambra State Government should adopt the study findings on principals' leadership problems and address them accordingly to enhance principals' effectiveness in schools.
7. Finally, it is the researchers' submission that when these recommendations are adopted and applied by both principals and Anambra State Government, secondary schools' principals would improve their leadership style, and teachers' job satisfaction would be achieved in secondary schools in the area.

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