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IMPACT OF PRINCIPAL LEADERSHIP STYLE AND JOB SATISFACTION AMONG SECONDARY SCHOOL MATHEMATICS AND SCIENCE TEACHERS IN NIGERIA.

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Abstract

This research work examines principals' leadership styles as variables in teacher's job satisfaction in secondary schools in Delta State, Nigeria. The population of the study consists of 231 teachers in the secondary schools. The sample consists of the teachers – 103 male and 57 female teachers. The simple random sampling technique was used in selecting the sample. The instrument of the study was the leadership style questionnaire (LSQ) and Teachers Job Satisfaction Questionnaire (TJSQ). In analyzing the data descriptive statistics (frequency, percentage) were used to answer the research questions while the chi-square contingency table was used to test the hypothesis at 0.5 level of significance. The result of the study revealed among others, that:

The most prevalent principals' leadership style in secondary schools is Idiographic leadership style. Teachers are most likely to have a feeling of least satisfaction for their job under principals who adopt the Autocratic leadership style. There is no significant difference between male and female teachers and their level of job satisfaction.

On the whole, majority of the teachers are not satisfied with the teaching job. Appropriate recommendations were also made among which are prompt payment of teachers, salaries and allowances, improving the conditions of staff and recognition of effort of teachers by the government.

Keywords: Job Satisfaction, Leadership, Remuneration, Teacher's Morale, Working Condition.

INTRODUCTION

A **teacher** (also called a **school teacher** or, in some contexts, an **educator**) is a person who helps students to acquire knowledge, competence or virtue.

According to K. Nigama, S. Selvabaskar (2018), the Role of teachers in the society and in the education can change, but the importance of their position remains the same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work, (Alamelu R. 2018). Job satisfaction is the combination of emotional and psychological experience at any work. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves (D. Uthaya Joice, 2018). Any work cannot be effectively done without satisfaction. School teachers are important in building the nation and budding citizens of the nation.

Teacher's job satisfaction therefore can be defined as the fulfillment and enjoyment a teacher derived from carrying out his teaching roles. It is the affective feelings a teacher has towards his students, the school environment, his teaching roles and the entire teaching and learning conditions (Zembylas and

Papanastatiou, (2006). Teachers' morale in Nigeria like any other developing countries is generally low. Many who are teachers in Nigeria find themselves in the job because they have no alternative as such they are not fulfilled doing the job (Akindutire, 2005 and Durosaro, (2006).

Teacher's job satisfaction is a function of teacher's effectiveness and teachers' effectiveness is directly related to productive output in teaching and learning process. According to

Durosaro, (2006), many factors have been attributed to teachers' dissatisfaction with their jobs such as Poor Remuneration, Lack of Incentives, and lack of in-service Training.

Job satisfaction is one of the most widely researched subjects. Job satisfaction acts as a moderator for generating the relationship between working conditions and individual outcomes (Dorman and Zapf, 2001). International Journal of Pure and Applied Mathematics Special Issue (2647) Ahmed, Raheem, and Jamal, (2003) conducted a study on job satisfaction of 236 teachers in secondary school. It was observed that the female teachers are highly satisfied when compared to the male teachers. The teachers working in the government school showed higher satisfaction than the teachers working in the private schools.

Agarwal, (2004) had done his study on job satisfaction of primary and secondary school teachers. The results obtained shows that the experienced and married teachers of government schools are highly satisfied than the teachers of the private schools. It also revealed that the age and the marital status have no relationship with job satisfaction. R.D. Sharma and Jeevan Jyoti, (2006) conducted the survey among private and government school teachers in Jammu city and the sample contains 120 teachers. The study revealed the level of satisfaction among the teachers is not high and the private school teachers are highly satisfied when compared to government teachers.

According to Haprock (1980), it is any combination of psychological, physiological and environmental circumstances that cause a person to say "I am satisfied with my job". This view is even held up till today. Smith, (1989) has equally conceptualized job satisfaction as "an effective response of the worker to his/her job" that satisfaction results when a worker's-on-the-job-experience relates to his own values and needs. Workers constantly want to equate their input into a particular job with the benefits derivable from the job. When the worker experiences that his personal needs are taken care of by his jobs, he tends to have a feeling of satisfaction. When a worker is satisfied with his work (job satisfaction), he tends to put in more efforts, time and interest into the work. This is to ensure that the goals of the organizations are realized. By doing this, the worker is seen as being committed to his work. The worker wants to be identified with the job because he is satisfied. It is not out of place to find the worker putting in enough effort and loyalty in order that the task and/or might be

accomplished. This definitely will increase performance. When a worker is committed to his work because he is satisfied, there is every likelihood of increased performance (Wiener and Vardi, 2000). Poor conditions can hinder efficiency and productivity may not be achieved if working conditions are not conducive to workers. Aghenta, (2001) bemoaned the working conditions of most Nigerian work environment and maintained that the effect of perennial lack of essential materials and tools are very likely to be generally detrimental to both the input and the output of workers. In October 1980 and may 1993, for instance, frustrations forced the Academic Staff Union of Universities (ASUU) to declare trade disputes with the Federal government of Nigeria on, among others, the issue of poor service conditions of university staff. Simon, (2011) maintains that an organization can affect greater output if workers are adequately offered inducement which in themselves lead to satisfaction and hence efficiency. Workers will tend to remain on the job from which they derive satisfaction and this will enhance their performance.

Some studies have also indicated that the relationship existing between satisfaction, commitment and leadership is not a casual one. None causes the other to occur but that both (Job satisfaction and commitment) are essentials for improved performance (Hrebimah and Alluto, 2010, Shaldon, 2012). A worker may be satisfied with his work environment but not committed. Another worker may be involved in his job as a result of reason other than satisfaction. When teachers are not satisfied with the job, students are the ones who suffer because their academic is likely to deteriorate.

Leadership is about setting a direction or developing a vision of the future together with the necessary strategies for producing the changes needed to achieve a vision (Long, & Thean, 2011). Leadership is one of the most observed and least understood phenomena on earth (Burns, 2001). Leadership issues have been widely discussed topic. It attracted the attention of many historians, philosophers, researchers or scholars who wish to explore the true meaning of leadership (Bass, 1999).

The term leadership means different things to different people. Although no ultimate definition of leadership exists (Yukl, 2002), the majority of definitions of leadership reflect some basic elements, including “group” “influence” and “goal” (Bryman, 2002). From an

organizational perspective, Schermerhorn (1999), believed that leading is a process used to motivate and to influence others to work hard in order to realize and support organizational goals, while Hersey et al. (2001), believed that leadership influences individuals' behavior based on both individuals' and organizational goals.

In both good times and bad, there is always a need for strong leadership because leaders will impact our daily lives and futures either directly or indirectly. In many organization, the high level of achievement of a business in any industry is determined by who the leaders it selected or hired. Past working result and years of experiences provide supervision and direction on how one might improve the capabilities demonstrated by respected leaders. Furthermore, leadership can be seen as a process where the leaders affect and are affected by their followers positively and negatively (Rowe, 2007). Also, leadership is about the power of influence where leader has the set of skills and abilities to influence your followers, peers that work in an organization because without the ability to influence, it is impossible to be a good leader (Rowe, 2007). In 1939, German social psychologist Lewin, Lippit and Whit lead some early research regarding leadership styles. Also, they found that each of the different style have different outcome towards an organization. During their research, there is few leadership style identified. First, they found the authoritarian, also known as autocratic leadership style. Autocratic leadership referring to the condition where the leader trains the followers what to do next, when in the correct time frame to do it, and even how to execute it. Secondly, the leadership style that Lewin mentioned is the participative or to be known as democratic leadership style where the leaders are willing to listens to the responses from his group of followers and came out with a final decision. Lastly, the third style is laissez-faire leadership style. This type of leader provides only very minimum supervision direction. Group members have to work on their own and decide what the next step to take is in order to finish the assignment.

Statement of Problem

Many attempts at reconciling principals' leadership style with staff job satisfaction in our school system have been made. For instance, Hoy and Miskel, (2002) opined that more effective leaders (principals) tend to have relationship with their subordinates (teachers) that are supportive and enhance the follower's sense of self-esteem. Also, Okorie, (2007) investigated

the leadership behavior of selected secondary school principals in Imo State of Nigeria with a primary purpose of ascertaining how effectively they function with respect to the level of student achievement and teacher job satisfaction existing in their schools.

In spite of all the efforts, principals are usually confused amidst the maze of conflicting expectations of the teachers. Problems loom large as to the proper integration of principals' leadership style and teachers' job satisfaction or dissatisfaction among teachers in the school system.

Research Questions

Which principal's leadership style is associated more with teachers' job satisfaction?

Hypothesis:

There will be no significant difference between male and female teachers' in their reported level of job satisfaction.

Method and Procedure

The type of design used in this present study is the correlational method. The population of this study comprised of the 710 teachers in the secondary schools of Delta State. Two instruments were used in collecting data for this study. These were the Leadership Style Questionnaire (LSQ) and the Teacher Job Satisfaction Questionnaire (TJSQ). The data collected were analyzed and presented in tables. The chi-square contingency table was used to analyze the data. The level of significance was set at 0.05. Also, the research questions were tested using percentage and frequency.

Research Question:

Which principals' leadership style is associated the more with teachers' job satisfaction?

The data relevant to answering research question have been analyzed and presented in table 1, 2, and 3 below.

Table 1.1: Ideographic Leadership Style and Level of Job Satisfaction of Teachers.

N=72

LEADERSHIP STYLE	LEVEL OF SATISFACTION	F	%
IDEOGRAPHIC	Strongly agreed	21	29
	Agree	41	57
	Disagree	07	10
	Strongly disagree	03	04
	N	72	100

Table 1.2: Nomothetic Leadership Style and Level of Job Satisfaction of Teachers

N= 60

LEADERSHIP STYLE	LEVEL OF SATISFACTION	F	%
NOMOTHETIC	Strongly agree	22	32
	Agree	36	53
	Disagree	06	01
	Strongly disagree	04	06
	N	68	100

Table 1.3: Autocratic Leadership Style and Job Satisfaction of Teachers

N = 20

LEADERSHIP STYLE	LEVEL OF SATISFACTION	F	%
AUTOCRATIC	Strongly agree	08	40
	Agree	08	40
	Disagree	02	10
	Strongly disagree	02	10
	N	20	100

An inspection of the above tables revealed that teachers under principals that adopted the Ideographic leadership style are more satisfied than their counterparts who are under principals who adopted either the Nomothetic leadership style or Autocratic leadership style. For instance, of the '72' teachers who reported a state of Ideographic leadership style, 62 (86%) agreed that they are satisfied with their job.

Research Hypothesis:

There will be no significant difference between male and female teachers in their reported level of job satisfaction.

Table 2: Test of Significance Difference between Male and Female Teachers and their Level of Job Satisfaction.

LEADERSHIP STYLES	LEVEL OF JOB SATISFACTION				RAW TOTAL	X ² VALUE
	Strongly Agree	Agree	Disagree	Strongly Disagree		
Male	34 (33)	53 (55)	10 (10)	06 (06)	103	0.29
Female	17 (18)	32 (30)	05 (05)	03 (03)	57	
Column total	51	85	15	09	190	

* Note significant at $P \leq 0.05$, $df = 3 = 7.82$

The result of the data analysis presented in the contingency table in table 3.1 shows that there is no significant difference between the male and female teachers in their perception of job satisfaction. The calculated chi-square value of 0.29 which is lower than the critical value of 7.82 at $df = 3$ at 0.05 significance level validates the above assertion.

We therefore, accept the null hypothesis and conclude that both male and female teachers in secondary schools in Delta State are not satisfied with their job. That is the sex of teachers has nothing to do with the level of teachers' job satisfaction.

Discussion of Results

The result revealed that out of the three leadership styles, the Ideographic style is the most prevalent. This implies that principals in secondary schools in Delta State prefer the Ideographic leadership style to either the Nomothetic or Autocratic.

Therefore, if a school principal emphasizes task-achievement and neglects human relations, his/her leadership style will be described as mainly task oriented. Thus, he or she is an autocratic-nomothetic leader. The findings of Litwin and Stringer, (2004) corroborated this researcher's view when they found that effective leader behaviour is associated with high job performance and satisfaction in schools. They also reported further that high initiating

structure combined with high relationship is associated with favourable group attitudes and changes in group attitude.

Summary, Conclusion and Recommendations

The results of the study revealed that:

1. The prevalent leadership styles among principals in secondary schools in Delta State are the Ideographic Leadership style.
2. Teachers feel more satisfied under principals that adopt the Ideographic leadership style.
3. Teachers feel least satisfied under principals that adopt the Autocratic leadership style.
4. There is no significant difference between the three leadership styles and teachers job satisfaction.
5. The sex of the teachers does not determine their level of job satisfaction.

However, the following recommendations will enhance teachers' job satisfaction.

1. If a high level of teachers' job satisfaction is to be objectified, a great deal of consideration must be given to the attitude held by teachers regarding their principals' leadership styles.
2. The Government should overhaul the administrative mechanism in secondary schools through conferences, seminars and workshop.
3. Teachers' salaries and other entitlements should be paid promptly. To ensure the prompt payment of salaries and allowances, there should be established National consolidation fund from which teachers should be paid their financial entitlements.
4. The working conditions and welfare of teachers should be improved through the provision of office, residential accommodation and the provision of instructional aides, car refurbishing loans and housing should be made available to teachers.

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