PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION

By

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Abstract

The study investigated the relationship between principal's leadership styles and teachers' job satisfaction in Ebonyi State public secondary schools. The sample population was 120 teachers randomly selected from 24 secondary schools across three Education Zones in the State in the proportion of five teachers from each school and eight schools from each zone. A researcher-constructed questionnaire was used to obtain responses from the respondents. The instrument was face-validated by three experts. The reliability of the instrument was ascertained through test-retest procedure to be 0.80 coefficient using Pearson product moment correlation coefficient. Data collected were analyzed using Pearson product moment correlation coefficient. The results of the analysis show that there existed significant relationships between principal's leadership styles and teachers' job satisfaction. Consequently, the researcher recommended among other things, that principals must take cognizance of their behavioural patterns and styles of leadership in order to enhance better job satisfaction.

Many leadership theories have revealed that there are at least two fundamental and distinct categories of leadership behaviours, one concerned with people and interpersonal relations, and the other with production and tasks achievement including teachers' job satisfaction (Yin, 1991). In general, different degrees of emphasis on dimensions of leadership form different leadership styles. Thus, we have autocratic, democratic, transactional and laissez-faire types of leadership. Kayode (1991) summarized leadership attitudes as follows:

1. **Autocratic-Self Style:** This is the leader who is autocratic and insists on things being done his own way without his goals being necessarily those of his organization.

2. **Autocratic-Nomothetic Style:** This leader is an autocratic leader who stresses the attainment of the goals of the organization to the neglect of, or, at the expense of the individual needs of the member of the group.
3. Democratic-Nomothetic Style: This type of leader stresses the organizational goals more and places importance upon conformity with general rules.

4. Democratic-Idiographic Style: This leader stresses more on the staff needs while meeting few organizational needs.

5. Democratic-Transactional Style: These are the styles used by a leader whose leadership pattern has a good mix of both Nomothetic and Idiographic dimensions. This leader is interested in satisfying both the staff and the organization.

6. Laissez-Faire Style: This is a leader who has no clear-cut goals and also gives no professional leadership to his group.

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 (1994) 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.

In comparison with four areas of principal leadership identified by Bossert (1983), initiating structure seems to be in line with goals and production emphasis, power and decision-making, and organization/coordination, and relationship to be in line with human relations. Therefore the findings of Bossert (1993) from the recent studies reinforce the point that leadership style defined by initiating structure and relationship can affect organization process and effectiveness cum teachers' job satisfaction in school.

It is against this background that this study attempts to identify the relationship between principals' leadership style and teachers' job satisfaction in Ebon State public secondary schools with the belief that its findings will enhance a balanced education, individual, social and organizational growth.

Reviewed Related Literature
Fielder (1978) in his view on contingency model believed that successful leadership is also contingent upon the degree of a favourable situation. Maslow's (1959) hierarchy of human needs ranging from physiological, safety, social, ego and self-actualization was the earliest and was a popular study in explaining the hierarchy of
satisfaction and motivational theory which has aroused a good deal of comments, supports and controversies in recent years. Frerzberg (1958) two factor theory differentiated between factors leading to job satisfaction and dissatisfaction. Five factors stand out as strong determinants of job satisfaction. These factors include; achievement, recognition, work-itself, responsibility and status.

Ejiogu (1980) stated that common sense would rather tend to support a view that job satisfaction is located on a single continuum a linear relationship between satisfaction and dissatisfaction in which each directly affects the other so that as one increases the other decreases. In his equity theory, he asserted that his job is by comparing his work experience with those of others As a theory of satisfaction, it applies specifically to the salary of the employee. A worker can be satisfied with his job if he feels or perceives that his income” level is fair and comparable with others in similar position or background.

Argyris (1987) observed that leadership style of supervisor and administrative controls could be sufficiently powerful to cause an employee to leave an organization even if he is intrinsically satisfied. Therefore, a. good leader should know the aspirations and frustrations of people under him and share with them some of the powers over their working lives. This assertion corroborated Cameron's (1973) argument that for the concept of job satisfaction to be meaningful, it must incorporate various elements such as:
(a) A feeling of positive effect
(b) Produced by satisfaction of important needs
(c) In conjunction with a feeling that those needs could not have been better or more easily satisfied in a comparable job and
(d) such a perception begins with respect to the job as a whole.

In a nutshell, the study perceived the factors such as environment, money or remuneration, wages, hours of work, working condition, reward for workers, autonomy, leadership considerations and participation in decision making are obvious factors influencing job satisfaction among secondary school teachers.

Many attempts have been made to categories or styles of leadership. Most authors have agreed to three major types of leadership style to include, autocratic, democratic and Lazier faire. But some other authors have insisted that there is a fourth style – the transactional. Deng (1986) supported the first three leadership styles above.

Autocratic leadership involves the use of legal power by a leader to enforce right discipline. The autocratic leadership uses threats of punishment for non-compliance and dictates decision without group participation.
A democratic leader encourages group participation in decision making, in the organization. The transactional and situational leader follows things as they occur. He follows things according to the current circumstance.

In all, leadership should be determined by the nature of the followers and that of the society or situation in which leader is operating. The best leader is the one who knows the group best, appreciates the culture, traditions and socio-political patterns of the people he is leading.

Statement of the Problem
Since individual differences exist, there is bound to be differences in such individual's style of leadership. Thus, the type of leadership style exhibited by a school principal of a particular school has various effects on the teachers teaching effectiveness as well as his job out comes or satisfaction. This study therefore focuses on investigating the relationship between principal's leadership style and teachers' job satisfaction.

Hypotheses
The following four null hypotheses guided the study:
1. There will be no significant relationship between the Principal’s autocratic leadership style and teachers’ job satisfaction
2. There will be no significant relationship between the principal’s democratic leadership style and teachers’ job satisfaction.
3. There will be no significant relationship between the principal’s transactional leadership style and teachers’ job satisfaction.

Research Method
The design for this study is purely survey inferential in nature in the sense that questionnaires were administered to the respondents, while data collected were analyzed through inferential statistics.

The target population for the study is 4,800 teachers in public senior secondary schools in Ebonyi State. A random sampling technique was adopted and this implies that all the subjects stand equal opportunity of being selected for the study. The sample used for the study comprise 40 teacher from each of the three Education Zones of Abakaliki, Afikpo and Onueke, making a total of 120 out of 4,800 teachers.

A Principal Leadership Inventory Questionnaire (PLIQ) was constructed to elicit necessary information from the respondents. The instrument PLIQ is a Likert-type questionnaire with five scales. The instrument was face validated by three experts in Educational Administration. A pilot study was carried out by the researcher on ten teachers using test-retest procedure. The two results from the pilot study were correlated.
Method of Data Analysis

A key was developed to code every variable under study for proper analysis of the data. This ensured a variable by variable analysis of the data. In addition, the positive statements in the questionnaire were scored in ascending order (1, 2, 3, 4, 5) while all negative statements were scored in a descending order (5, 4, 3, 2, 1) respectively.

Data Analysis and Results

H.O 1: There will be no significant relationship between principal's autocratic leadership style and teachers' job satisfaction.

To test this hypothesis the Pearson product moment correlation coefficient statistic was used to determine the relationship between principal's autocratic leadership style and teachers' job satisfaction. The result of the analysis is presented in table 1 below:

**Table 1: Relationship between Principal's Autocratic Leadership Style and Teachers' Job Satisfaction**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Cal.</th>
<th>Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Autocratic Leadership Style</td>
<td>120</td>
<td>48.21</td>
<td>3.78</td>
<td>0/20</td>
<td>0.178</td>
</tr>
<tr>
<td>Teachers' Job Satisfaction</td>
<td></td>
<td>46.58</td>
<td>9.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05
Degree of freedom =118

From table 1 above, the calculated value of 0.20 is greater than the critical value of 0.178 at 118 degrees of freedom 0.05 level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between the principal's autocratic leadership style and teachers' job satisfaction.

H.O.2: There will be no significant relationship between principal's democratic leadership style and teachers' job satisfaction.

To test this hypothesis, the Pearson product moment correlation coefficient statistic was used to determine the relationship between principal's democratic
leadership style and teachers' job satisfaction. The result of the analysis is presented in table 2 below;

Table 2: the Relationship between Principal’s Democratic Leadership Style and Teachers’ Job Satisfaction

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Cal.</th>
<th>Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Autocratic Leadership Style</td>
<td>120</td>
<td>45.23</td>
<td>4.90</td>
<td>0.22</td>
<td>0.178</td>
</tr>
<tr>
<td>Teachers' Job Satisfaction</td>
<td></td>
<td>46.58</td>
<td>9.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 above distinctly indicated that the calculated value of 0.22 is greater than the critical value of 0.178 at 118 degrees of freedom and 0.05 level of significance. Thus, the null hypothesis is therefore rejected.

This implies that there is a significant relationship between principal's democratic leadership style and teachers' job satisfaction.

H.O.3: There will be no significant relationship between principal's transactional leadership style and teachers' job satisfaction. To test this hypothesis, the Pearson product moment correlation coefficient statistic was used to determine the relationship between principal's transactional leadership style and teachers' job satisfaction. The result of the analysis is presented in table 3 below:

Table 3: Relationship between Principal's Transactional Leadership style and Teachers' Job Satisfaction

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Cal.</th>
<th>Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Transactional Leadership Style</td>
<td>120</td>
<td>49.9</td>
<td>4.9</td>
<td>0.24</td>
<td>0.178</td>
</tr>
<tr>
<td>Teachers' Job Satisfaction</td>
<td></td>
<td>48.5</td>
<td>9.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05 .

Degree of Freedom = 118
Table 3 above showed that the calculated value of 0.24 is greater than the critical value of 0.178 given at 118 degree of freedom and 0.05 level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between principal's transactional leadership style and teachers' job satisfaction.

Discussion of the Findings

In the first hypothesis, the result of the analysis shows that there is significant relationship between principal's autocratic leadership style and teachers' job satisfaction. This finding is corroborated by Nwankwo (1979) who argued that autocratic leadership is the leadership in which production is emphasized even at the expense of the human considerations and decisions are made exclusively by the leader. In this kind of leadership style, the principal takes full authority and assumes full responsibility of the school. The teachers may be uninformed, feel insecure, and afraid of the principal's authority.

The second result shows that there is a significant relationship between principal's democratic style of leadership and teachers' job satisfaction. This finding is in total agreement with that of Hanson (1979) when he asserted that democratic leadership style takes every member of the group along. Here, the leadership responsibilities are shared and decision making is based on consultation. It is believed that democratic leadership style is the most effective that teachers or people feel more committed to the implementation of any decision which they take part in its formulation.

The result of the third hypothesis shows that there is significant relationship between principal's transactional leadership style and teachers' job satisfaction. In this style of leadership, the leader (principal) applies both autocratic and democratic leadership styles at different periods depending on the circumstance in order to achieve positive result. He applies the biblical injunction in the book of Ecclesiastes 3:1-8 which shows that there is time for everything. Thus, there is time for the school principal to be autocratic and time to be democratic. The blend of autocratic and democratic leadership styles calls for the best type of leadership style (transactional).

Conclusion

The main purpose of this study is to investigate the relationships between the principal's leadership styles and teachers' job satisfaction. The findings of the study indicate that there existed significant relationship between principal's leadership styles and teachers' job satisfaction. Thus, effective principal's leadership style is fully associated with high job satisfaction and performance in schools.
Recommendations

In order to improve the principal’s leadership style and teachers’ job satisfaction, the following measures should be taken:

1. Principals must take cognizance of their behavioural patterns and styles of leadership that will enhance job satisfaction of their teachers better.
2. Efforts should be made to improve the working conditions of teachers so that they can be motivated for and satisfied with their job.
3. Principals should delegate authority and responsibility to their teachers, as this will make them have a sense of belonging in the school.
4. As the principals set the tone of the school, the teachers set the tone of their classrooms, therefore, all participants on school improvement are to be recognized and motivated on their hard work and achievement.
5. Teachers should consider school objectives first, then, improve their teaching, build good climate in schools in order to achieve effectiveness.
6. Teachers in service should be encouraged to make use of in-service training programme to update and upgrade their experience, efficiency, and competence as teachers.
7. Communities should get directly involved in the activities of the school system through parents in order to enhance school effectiveness better.
8. Teacher’s salaries and allowances should be reviewed upward to be commensurate with their work, as this will enhance teachers’ job satisfaction and performance.

References


Hanson, M.E.(1979). Edt/cali/OA7a/ Administration and organizational behaviour. Boston; Allyn and Bacon Inc.


