

RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN PUBLIC SENIOR SECONDARY SCHOOLS IN KOGI EAST EDUCATION ZONE, KOGI STATE, NIGERIA

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Abstract

The study examined the Relationship between principals' leadership style and teachers' job satisfaction in Public Senior Secondary Schools in Kogi East Education Zone, Kogi State, Nigeria. The study was guided by six research objectives and six null hypotheses. Study used correlational research design. The population was 24,386 and Sample for the study put at 1845 to determine this sample size from the population in Kogi East Education Zone, Kogi State 5% was used. Stratified sampling technique was used, the instrument for the study was principals' leadership styles and teachers' job satisfaction questionnaire (PLSTJSQ) and teachers' job satisfaction rating (TJSR) which was used to collect the data. The instrument was designed by the researcher with the reliability of 0.85 using Cronbach Coefficient at alpha significance level of 0.05. Chi-Square was used to test Null Hypotheses 1-6 at 0.05 alpha level of significant. Based on the findings of the study: recommendations were made.

Keywords: Principals Leadership Style, Teachers, Job Satisfaction

Introduction

Leadership is seen as the bedrock of education as it involves guidance and control of efforts of a group of people toward achieving organizational goals. Wehrich, Cannice and Koontz (2008) define leadership as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish the selected goals. The principal of a school is a leader, planner, director, controller, coordinator, organizer, adviser and a problem- solver (Maduabuchi, 2002). Secondary education is the second level of educational system. The Federal Republic of Nigeria (FGN, 2014) in the National Policy of Education defines secondary school education as the second level of education children received after primary school and before tertiary level.

Adeyemi (2010) presented the following as the principal leadership styles, democratic, autocratic, laissez-faire, transformational, idiographic and transactional styles. Principals' relationship on teachers' job performance highly depends on the

principals' choice of leadership style, principals' leadership styles could perhaps have serious effect on teachers' job satisfaction, at the same time students' termly academic performance in public senior secondary schools. Therefore, researcher intended to examine the following principals' leadership styles predominantly exhibited: democratic, autocratic, laissez-faire, transformational, idiographic, and transactional styles.

Bukar (2018) identified some valued attributes of a principal to include: honesty, justice, and reliability, and fair play, good human relations with staff, pupils and community. He should exude confidence and competence reflective of intensive professional training and a sound general education. His major pursuit should be involving professionally his subordinate in attaining set goals. Principal leadership styles could be described as the attributes possessed by principals that enable them to effectively impact in leadership. Karenwe and Theorell (2002) highlight the famous principals characteristics that affect teacher's job performance, they are: principal's leadership styles, qualification, experience and decision making styles. According to Ibukun and Oyewole (2007) in Nigeria settings, the factors to be considered in appointing of teachers for leadership positions are; qualification, sex, and experience, with the belief that some individuals would be more effective in leadership than others.

Dinham (2008) emphasized professional development and teachers' inclusion in decision making as crucial to successful school leadership and teachers job satisfaction. Billingeley (2005) found out that teachers with positive perception of their principals' leadership behaviours also had job satisfaction. The preliminary observation of the researcher showed that principals preferred to embrace different leadership styles in different schools, irrespective of teachers' job satisfaction. The administrative styles adopted by the principals are inadequate for effective school administration. Some of the personality trait exhibited by the principals appeared somehow harshen to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Furthermore, administrative styles of the principals in relation to teachers job satisfaction shows that, the leadership and motivational behaviour of the principal will significantly affect the job satisfaction of their teachers in terms of lesson note preparation, supervision of co-curricular activities, classroom teaching, students' discipline, use of teaching aids and lesson planning.

Teachers who are satisfied with their Job are more enthusiastic and interested, devoting more energy and time to students' achievement (Nguni, Slegers, and Denessen, 2006). Therefore, understanding the important factors affecting teachers' job satisfaction is vital to attain the required information to support an educational system to succeed in its objectives (Perie, 1997). Since

the principal leadership styles is one of the positive factors that have a direct relationship with teachers' job satisfaction (Bogler, 2001 and Miers, (2004). Sisungu (2002) found out that teachers with high job satisfaction exhibited characteristics such as; (i) high in turnover, (ii) always present in school, (iii) high efficient and effective, and (iv) friendly to the administration. On the other hand teachers with low job satisfaction; (i) had apathy, (ii) worked towards promotion to other positions with better prospects or quit their jobs resulting in high teacher education costs, (iii) are hostiles to the administration, (iv) had reduced academic performance, (v) valued material rewards, (vi) made frequent transfer requests, (vii) were regular absentees.

However, school organization has different leaders depending on whether it is a nursery, primary, secondary or tertiary institution. In secondary schools, the principals are to coordinate all the activities of the public senior secondary schools for maximum output. There is trace of concern from stakeholders on principals providing effective leadership in public senior secondary schools in Kogi East Education zone, Kogi State. There is an evidence to suggest that some of them seem to find it difficult to effectively administer their schools. Most of the teachers are not satisfied with their job. The reasons include principal choice of leadership styles, non-availability of the teaching /learning facilities and exclusion of staff members in the school decision making. For these reasons teachers of Government and Community schools within Anyigba, Idah, Dekina, Ankpa and Ejule metropolis do rides motor cycle before school and after school hours, their teaching jobs have been relegated to the secondary assignment instead of primary assignment. This is done as a result of principals' choice of leadership styles and the due sense of recognition has not been given to the teachers.

Based on the researcher's experience as a Parents Teachers Association (P.T.A) member between (Jan, 2013 & Dec, 2014) at Moslem High Secondary School Anyigba (MHSSA) and Community Secondary School Olowa (CSSO), principals as the leaders in their respective schools exhibit different leadership styles. Some have good relationship with their subordinate because of their personality, while others are not because of their leadership behaviour to their subordinates, which means they will not give chance to participate in decision making concerning school activities. While others are based on task accomplishment, i.e, either rewards or punishment. This shows that some principals have not considered their leadership styles as determinant factors of teachers' job satisfaction in the school environment. Job satisfaction is very important, despite this, some principals did not take into account some of the enhancement factors such as staff training and development, recommendation of promotion in due time, and award of staff, involve them in decision making concerning teaching and learning, and staff welfare such as accommodation,

clinic transportation, and credit facilities. Because of these reasons, most of the teachers are complaining about the condition of their job which lead to irregular class attendance, late coming and low job performance. Some principals do not provide adequate and timely directives for teaching and learning.

It is unfortunate to have somebody as a head who cannot influence his/her subordinates considering the fact that leadership styles is determining factor of teachers' job performance, these inherently lead to absenteeism, truancy and late coming to schools by some teachers leaving the students at the mercy of God, their boyfriends and secret cults members. For example, schools like, Community Secondary School Agada (CSSA), Ukpo Community Secondary School Ajogboni (UCSSA), Bassa Government Secondary School Oguma (GSSO), Teachers in these schools goes to their farms 6; AM and 8;30 to 9 AM before going to school.

A lot of factors have been attributed by educational experts to the perceived ineffectiveness of the principals of public senior secondary schools in Kogi East Education Zone, Kogi State, North Central, Nigeria. These were political, parental, economic and environmental. Because of political power, politician do influence, appointment, transfer of teachers from one school to another and it has serious impact on the teachers' performance in the schools. Also parent contributed to the problem by not given a proper academic orientation to their children as require by the conventional school system because some of them did not monitor the progress of their children and parent's teachers associations (PTA) and teacher alone cannot control the entire activities of the students. Socio economic problem on the other hand, can be applied to both teachers and the parents. Teachers sometimes face the problem of transport and this has to do with money and it affect teacher's performance. While parents sometimes find it difficult to pay the school fees, which affect the school system. Environment will affect the performance because some of the schools in East Education zone are over populated. For example Our Ladies School Anyigba, Government Days Secondary School Dekina saint Charles' College Ankpa and Saint Kizito College Idah, where more than two hundred and twenty five (225) attend lesson in the same class, as against forty five (45) students ratio per class by Federal Republic of Nigeria, (NPE, 2014)

Teachers play a very important role, but they need support, motivation that is most often affected by the principals in the school. Additionally, teachers will normally be satisfied with their job if they have good relationship with the principal (s) of their schools, are offered the highest possible recognition , and are involved in the decision making process in their schools. Job satisfaction is an important ingredient of their job performance in the work

place. Job satisfaction can lead to a sense of responsibility and performance as well as team work involvement towards achieving efficient and effective performance of teachers in public senior secondary schools in Kogi East Education Zone, for example, as a result of failure on the side of principals to engage the teachers in further training and recognize them with responsibilities, some of them are frustrated and have become nuisance in their places of work and society at large with promotion of secret cults, armed robbery, assassination, kidnaping, drug abuse, assaults, burglaries and pocket picking among students. Some of them have become tout, political thugs and reckless motor bike riders. Some secondary school teachers do not have respect for the dignity of labour and have become engulfed with the syndrome of emergency millionaire at all cost due to their poor exposure to social values. It has been submitted that this class of secondary school teachers are no longer effective in instructional delivery in Nigeria and are responsible for the production of criminals. (Shuaibu, Mando&Ezu, 2017)

However, teachers are generally discontented with their teaching jobs and this invariably affects the entire educational system especially public senior secondary schools that provide inputs to higher institutions. The low standard of education is therefore unconnected with this problem especially public schools teachers in Kogi East Education zone often complain of denial of a lot of privilege benefits including, free medical service center, staff housing loans and loans facilities. Inadequate motivation to teachers may lead to job dissatisfaction and make them less committed to their work, consequently they are not well motivated and do not dedicate their time to proper teaching of students nor prepare their lesson well enough to inculcate all necessary skills using adequate methods. Thus, their contributions to the accomplishment of school goals will not be positive, equally students may not perform well in their terminal exams since they do not acquire the required skill. This will result in low output and consequently job dissatisfaction which is apparent in several forms of misconduct on the part of the teachers, principals through their association and their influence with the political class can support the needs of their staff members.

Statement of the Problem

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the national policy on education in terms of their relevance to the needs of individual and the society (FGN, 2004). Towards this end, the National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, the schools principals has important roles to play. Among these include providing the

effective leadership in secondary schools, thereby enhancing better job satisfaction among teachers, how effective the principal is in performing these roles has been a matter of concern to many educationist. It is therefore not surprising that there is mounting pressure on effective leadership among principals of secondary schools in Kogi East Education Zone of Kogi State, Nigeria. It seems however, that many principals have not considered their style of leadership as determinants of teachers' job satisfaction in their school, some of them find it difficult to effectively administer their schools.

Researcher observed poor principals' autocratic, laissez-faire leadership styles and administrative skills to be affecting teachers' job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State, These challenges may lower the morale of the teachers and may as well prevent the principals from exhibiting adequate and situational leadership styles required to help the teachers to carry out their job effectively and efficiently. Despite measures taken by the Kogi State government to enhance teachers' job satisfaction, still the job satisfaction of teachers is below expectation and this could be as a result of communication gap of the principals' leadership styles in the schools system.

Teachers' job satisfaction has been worrisome to experts, parents, ministry of education and other stakeholders. Parents and government are always complaining on teachers and schools administrators' leadership deficiency. Teachers' job satisfaction in schools is a general problem challenging public senior secondary schools in Kogi East Education zone. Teachers are having series of problems, perhaps due to irregular payment, undue promotion, accommodation, recognition, inadequate opportunities for on the job training, or inadequate opportunities to participate in the decision making, inadequate teaching facilities like teaching aids, laboratories, inadequate classrooms, offices and low payment package.

There seemed to be unhealthy relationship between principals' choice of leadership styles and teacher's job satisfaction. The researcher observed in Moslem High School (MHS), Government Secondary School Olowa (GSSO) and Community Secondary School Olowa (CSSO) that, leadership styles of a principal could perhaps have a serious impact on teachers' job satisfaction. Therefore, it is against this background that, he examined the relationship between principal leadership styles and teachers job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State, Nigeria.

Objectives of the Study

The objectives of the study were to determine:

1. Relationship between Principals' transformational leadership style and teachers' Job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State;
2. Relationship between Principals' transactional leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State;
3. Relationship between Principals' laissez-faire leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State;
4. Relationship between principals' idiographic leadership styles and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State;
5. Relationship between principals' autocratic leadership style and teachers' job satisfaction in Kogi East Education Zone Kogi State and
6. Relationship between principals' democratic leadership style and teachers' job satisfaction in Kogi East Education Zone Kogi State.

Research Hypotheses

The following Research hypotheses guided the study:

H₀₁: There is no significant relationship between principals' transformational leadership styles and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State

H₀₂: There is no significant relationship between principals' transactional leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State

H₀₃: There is no significant relationship between principals' laissez faire leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State

H₀₄: There is no significant relationship between principals' idiographic leadership style and teachers' job performance in public senior secondary schools in Kogi East Educational Zone

H₀₅: There is no significant relationship between principals' autocratic leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State and

H₀₆: There is no significant relationship between principals' democratic leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State;

Literature Review

Principals' Transformational Leadership Style and Teachers' Job Satisfaction.

Kimati (2017) conducted a study on influence of principal's leadership styles on teacher's job satisfaction in public secondary schools in Meru South Sub-Country, Tharakanithi county, Kenya. Using descriptive survey design, population consisted of all 53 principals of public secondary schools in Meru South Sub County and 500 teacher's totaling to 553. He sampled 100 teachers and 33 principals from 53 secondary schools in Meru South District. He used proportional and simple random sampling techniques. He used questionnaire as the instrument of data collection. The principals' questionnaire contained three sections; demographic variables, capacity building and leadership styles. While that of teachers contained two sections; demographic variables and teachers' job satisfaction and leadership information. He used both quantitative and qualitative data to analyze through the Statistical Package for the Social Science (SPSS) version 17.0. Pearson moment correlation coefficient was used to determine the relationships between principals' leadership styles, transformational and teachers' job satisfaction. His finding revealed that there was a transformational leadership styles adopted by principals in connection to the indicators exhibited by teachers.

Principals' Transactional Leadership Styles and teachers' Job satisfaction

Wilson (2017) examined the relationship between principals' leadership style and staff job performance in Emohua Local Government Area of River State. The study was carried out within the period of 2007-2016 in secondary schools in Emohua Local Government Area of Rivers State. Path-Goal theory was adopted as the theoretical framework of analysis for the study. he reviewed the concepts of leadership, leadership style, types of leadership and staff job performance. Questionnaire items and interview methods were used to elicit primary data, and documentary method was applied to collect secondary data for the study. A total of 210 questionnaires containing 21 questionnaire items each were administered, and 195 questionnaires were successfully retrieved without error and used for the study. The primary data were presented and analyzed in tabular and percentage frequency. Content analysis was used to analyze the secondary data. The study findings identified 10 different leadership styles adopted by different principals in different secondary schools in the area, and emphasized that the various leadership styles have significant effects on the staff job performance in the schools. Also, the findings proved that the principals face leadership challenges in the discharge of their administrative functions. The findings, the study recommended that the principals should adopt the needed leadership style in their school to enhance staff job performance, that the various leadership challenge faced by the principals should be addressed accordingly

by the government, and that both the principal and government should adopt the recommendations of this study to ensure a better leadership style and adequate staff job performance in the schools.

Principals' Laissez-faire Leadership Style and Teachers' Job Satisfaction

Teshome (2011) investigated the relationship between leadership styles (transactional, transformational, and laissez-faire) and employee commitments (affective, continuance & normative commitment) in PHEIs at AAC. Total participants in the research were 115, included 95 academic staff and 20 leaders, with a non-response rate of 27.7% from 12 PHEIs. Two separate instruments, namely multifactor leadership questionnaire (MLQ) and organizational commitment questionnaire (OCQ), were used to measure leadership styles and employees' organizational commitment respectively. The findings of the study revealed that transformational leadership style has significant and positive correlations with affective and continuance employee commitments while transactional leadership style has significant and positive correlation with only normative commitment. A laissez-faire leadership style It was relevant because it addressed research question laissez-faire leadership style. is found to be significantly and negatively associated with employees' affective commitment. However, the study were different in the area of location, population and sample size, instrument for data analysis and similar in the area of research question laissez-faire leadership style.

Anderson (2015) examined the efficacy of leadership style and organizational commitment in predicting intent to stay among junior executives. The Multifaceted Leadership Questionnaire, Three-Component Model (TCM) Employee Commitment Survey and Intent to Stay were administered to 147 junior executives employed in the southern region of the United States. Motivation theory served as the theoretical foundation in this study. The results of the bivariate regression were significant, $F(1, 105) = 27.82$, $p < .001$, $R^2 = .21$, suggesting that leadership style significantly predicted intent to stay. The results of the multiple linear regression were significant, $F(2, 104) = 19.42$, $p < .001$, $R^2 = .27$, suggesting that the model as a whole was able to significantly predict intent to stay. Affective commitment, $B = 0.64$, $p < .001$, was the only significant contributor to the model. The implications for positive social change include the potential to provide senior management with a better understanding of factors that relate to junior executive retention. The potential exists to provide senior executives with the necessary tools to increase retention. The social change implications include the potential for senior management to create a more desirable workplace, higher job satisfaction, and overall organization environment, making it more desirable to stay with the organization.

Principals' Idiographic leadership Style and Teachers' Job Satisfaction

Peter (2020) conducted a study on idiographic leadership style and their influence on the learning motivation and student's academic performance in Migori Sub - County, Kenya. Effective leadership in a school has been widely noted as a factor that makes a difference between achievers and non-achievers. Majority (50,183 out of 55,272) of the students who sat for (KCSE) between (2011-2015) in Migori County had average marks (B- and below) which did not guarantee them direct University entry in Kenya. This means that only 5,089 made it to the University between (2011-2015), even though the schools had qualified teachers, adequate resources and facilities. This had caused concern among educational stakeholders who questioned why performance had persistently been low and outcomes unsatisfactory in Migori County. What was not known was the Principals' idiographic leadership styles and its influence on the learning motivation and students' academic performance. Motivation by the principal for both teachers and students was perceived as imperative in achieving this. McGregor's Theory X and Theory Y guided the study. The study adopted descriptive survey and correlation research designs. The target population was 189 Principals, 3,780 teachers' and 32,710 students in all the secondary schools in Migori County. Stratified random sampling was used to select 127 Principals, 350 teachers and 400 students for the study. The results show that idiographic leadership style, and learning motivation and students' academic performance have a low but positive significant correlation ($r=.153$, $p<.05$), meaning that the relationship between idiographic styles and learning motivation and academic performance is very low. This finding implies that perceived idiographic leadership style accounted for about 2.3 percent of the variance in respondents' score on the learning motivation and students' academic performance in KCSE exams. This could further imply that the adoption of idiographic leadership style influences learning motivation and academic performance to a very small extent.

Autocratic Leadership style and Teachers' Job Satisfaction.

Hussain, Ahmed, Malik and Batool (2017) conducted a study on principal's leadership styles and teacher's job satisfaction in public secondary schools in Lahore. Their study was a quantitative in nature. They employ a correlation research and Survey method. Their population of the study was teachers of public secondary schools of Lahore. Their sample was two hundred teachers (100 male and 100 female) was selected randomly from Public Secondary Schools of Lahore. Their instrument was Questionnaire to collect the data from the research respondents. Their questionnaire was consisted of three sections. The first part of the questionnaire was consisted of demographic variables. The second part was related to the ten statements of principals' leadership styles (Autocratic and Democratic) and last part

contained the fifteen statements regarding the job satisfaction of teachers. They analyzed their data through (statistical package and social science) SPSS. They also applied different techniques to analyzed their data. Such as Descriptive statistics (Mean, Standard Deviation) and inferential (Pearson Product Moment (Correlation), independent sample t-test) statistical techniques were applied for analysis. Their major findings of the study indicated that mostly principals decide the operational objectives and standards of the school by themselves. It is also revealed from the study that most of principals use democratic leadership style because they take suggestions from teachers, cooperate and support with them in any matter. Their findings also proved that there was a significant relationship between democratic leadership style and job satisfaction of teachers.

Principals' Democratic Leadership Styles and Teachers' Job Satisfaction

Omeke and Kenneth (2012) conducted a study on the influence of principal' leadership styles on secondary schools teachers' job satisfaction in Nsukka Education Zone of Enugu State, Nigeria. Their study was a descriptive survey design. They applied stratified random sampling technique, a total of 28 public secondary schools were drawn from three Local Government Areas in the zone. Some 280 classroom teachers (10 from each school) were used as respondents for the study. Their instruments for the study was a four- point likert type questionnaire. Mean and standard deviation were used. While they applied t- test to verify the null hypothesis at 0.05 level of significance. Their findings revealed that the principals adopted three leadership styles in their administration namely autocratic, laissez faire and democratic according to their dominance. Teachers irrespective of gender agreed that only democratic leadership enhances their job satisfaction. The administrative style of secondary school principals in relation to teacher's job performance.

Roul (2012) carried out a study on principals' leadership behaviours in secondary schools in North Shoa, Ethiopia. The study employed a descriptive survey method. Out of a population of 30 secondary schools, 10 were selected through stratified random sampling technique. Data for the study was collected through questionnaire, interview, and focus group discussions. Data was analyzed through SPSS using frequency counts, percentages, correlation matrix and the t-test. From the findings laisses-faire leadership style was the dominant leadership style among principals of secondary schools in the zone.

Methodology

This study used correlational research design, which determined the relationship between principals' leadership styles and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State,

Nigeria. Creswell (2014) reported that correlational research design is non-experimental research method, in which a researcher measures two variables, understands and assess the statistical relationship between them with no influence from any extraneous variable.

The population of this study comprised of all the principals, vice principals within the principal cadre and teachers within Kogi East education zone, Kogi State with the total population of two hundred and eight (208), twenty four thousand three hundred and eighty four (24,386) teachers and six hundred and twenty four (624) principals and vice principals within the study area under review. A sample of 1221 teachers and 624 Principals and Vice Principals making 1845 respondents, formed the sample size for the study (represented 5% of teachers from each local government) was considered in line with Nwana in Eze (2008) who suggest that if population of the study is in thousands, 5 percent or less will do, in many tens, 20 percent or more sample size will do. More so, Smith (2017) indicated that 5-20% of a given population is sufficient to be a representative of that population and be used for social science researches.

The instrument for data collection were designed questionnaire by the researcher (2021). Questionnaire was classified into three sections, A, B and C. Section A was Demographic Data of Respondents, Section B was Principals’ Leadership Styles and Teachers’ Job Satisfaction Questionnaire (PLSTJSQ), while section C was Teachers Job Satisfaction Rating using likert scale of 1 to 5. The instrument has reliability of 0.85 using Cronbach Coefficient at alpha

Result

Hypotheses Testing

Ho₁: There is no significant relationship between Principals’ transformational leadership styles and teachers’ job satisfaction

Table 1: Relationship between Principals’ transformational leadership styles and teachers’ job satisfaction. Chi-square was used to test the hypothesis as presented in this table.

| Variable | N | Df | X ² _{Calculate} d | X ² _{tabl} e | P- valu e | Remark |
|---|-----|-----|--|-------------------------------------|-----------------|-------------|
| Principals’ Transformational Leadership Style | 160 | 159 | 23.28 | 4.33 | .05 | Significant |
| Teachers’ Job Satisfaction | 0 | 9 | | | | |

The result from table 1 showed that Principals’ Transformational Leadership style was significantly related to Teachers job satisfaction, since the calculated value of 23.28 was greater than the table value of 4.33 at 0.05

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alpha level of significance. Therefore, the null hypothesis one which stated that there is no significant relationship between Principals' transformational leadership styles and teachers' job satisfaction was rejected. We concluded that Principals' transformational leadership style is related to Teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State, Nigeria.

Ho₂: There is no significant relationship between principals' transactional leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State.

Table 2: Relationship between Principals' Transactional Leadership Style and Teachers' Job Satisfaction. Chi-square was used to test the hypothesis as presented in this table

| Variable | N | Df | X ² _{Calculated} | X ² _{table} | P-value | Remark |
|--|------|------|--------------------------------------|---------------------------------|---------|-------------|
| Principals' Transaction Leadership Style Teachers' Job Satisfaction | 1600 | 1599 | 11.01 | 2.22 | 0.05 | Significant |

Result from table 2 indicates that Principals' Transactional Leadership Style was significantly related to teachers' job satisfaction, since the calculated value of 11.01 greater than the table value of 2.22 at 0.05 alpha level of significant. Therefore, the hypothesis two which stated that there is no significant relationship between principals' transactional leadership style and teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State was rejected. Study therefore conclude that Principals' Transactional Leadership Style was significantly related to teachers' job satisfaction in Public senior secondary school in Kogi East Education Zone.

Ho₃: There is no significant relationship between Principals' Laissez faire leadership style and Teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State

Table 3: Relationship between Principals' Laissez faire Leadership Style and Teachers' Job Satisfaction. Chi-square was used to test the hypothesis as presented in this table.

| Variable | N | Df | X ² _{Calculated} | X ² _{table} | P-value | Remark |
|-------------------------------------|------|------|--------------------------------------|---------------------------------|---------|-------------|
| Principal' Laissez faire Leadership | 1600 | 1599 | 10.00 | 20.01 | 0.05 | Significant |

Style
Teachers’ Job
Satisfaction

The result from table 3 showed that there was no significant relationship between Principals’ Laissez Faire leadership style and Teachers’ job satisfaction, since the calculated value of 10.00 less than the table value of 20.01 at 0.05 alpha level of significant. Therefore, the hypothesis three which stated that there is no significant relationship between Principals’ Laissez faire leadership style and Teachers’ job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State was accepted. Thus, Principals’ Laissez faire leadership style had no relationship with teachers’ job satisfaction. This revealed that principals’ laissez faire leadership style has not satisfied Teachers. Study therefore concluded that Principals’ laissez faire leadership style did not relate to Teachers’ job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State, Nigeria.

Ho₄: There is nosignificant relationship between Principals’ Idiographic Leadership Style and Teachers’ Job Satisfaction.

Table 4: Relationship between Principals’ Idiographic Leadership Style and Teachers’ Job Satisfaction. Chi-square was used to test the hypothesis as presented in this table.

| Variable | N | Df | X ² _{Calculate} d | X ² _{table} | P- valu e | Remark |
|--|----------|----------|--|---------------------------------|-----------------|-----------------|
| Principals’ Idiographi c Leadership Style | 160 0 | 159 9 | 22.03 | 13.33 | 0.05 | Significan t |
| Teachers’ Job Satisfaction | | | | | | |

The result from table 4 showed that there was significant relationship between principals’ Idiographic leadership style and teachers’ job satisfaction, since the calculated value of 22.03 greater than the table value of 13.33 at 0.05 alpha level of significant. Therefore, the hypothesis four which stated that there is no significant relationship between Principals’ Idiographic leadership style and Teachers’ job satisfaction was rejected. Thus, Principals’ idiographic leadership had significant relationship with teachers’ job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State. The study therefore concluded that Principals’ idiographic leadership style did relate to teachers’ job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State, Nigeria.

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H₀₅: There is nosignificant relationship between Principals' Autocratic Leadership Style and Teachers' Job Satisfaction.

Table 5: Relationship between Principals' Autocratic Leadership Style and Teachers' Job Satisfaction. Chi-square was used to test the hypothesis as presented in this table.

| Variable | N | Df | X ² _{Calculated} | X ² _{table} | P-value | Remark |
|---|------|------|--------------------------------------|---------------------------------|---------|-------------|
| Principals' Autocratic Leadership Style | 1600 | 1599 | 11.10 | 25.11 | 0.05 | Significant |
| Teachers' Job Satisfaction | | | | | | |

The result from table 5 showed that there was no significant relationship between Principals' autocratic leadership style and Teachers' job satisfaction, since the calculated value of 11.10 less than the table value of 25.11 at 0.05 alpha level of significant. Therefore, the hypothesis five which stated that there is no significant relationship between autocratic leadership style and Teachers' job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State was accepted. Thus, Principals' autocratic leadership style had no relationship with teachers' job satisfaction. This revealed that principals' autocratic leadership style has not associated with teachers' job satisfaction. Study therefore concluded that Principals' autocratic leadership style did not relate to teachers' job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State, Nigeria.

H₀₆: There is nosignificant relationship between Principals' Democratic Leadership Style and Teachers' Job Satisfaction.

Table 6: Relationship between Principals' Democratic Leadership Style and Teachers' Job Satisfaction. Chi-square was used to test the hypothesis as presented in this table.

| Variable | N | Df | X ² _{Calculate} d | X ² _{table} | P-value | Remark |
|---|------|------|--|---------------------------------|---------|-------------|
| Principals' Democratic Leadership Style | 1600 | 1599 | 21.13 | 10.33 | 0.05 | Significant |
| Teachers' Job Satisfaction | | | | | | |

The result from table 6 showed that there was significant relationship between principals' democratic leadership style and teachers' job satisfaction,

since the calculated value of 21.13 greater than the table value of 10.33 at 0.05 alpha level of significant. Therefore, the hypothesis six which stated that there is no significant relationship between Principals' democratic leadership style and Teachers' job satisfaction was rejected. Thus, Principals' democratic leadership had significant relationship with teachers' job satisfaction. We therefore concluded that Principals' democratic leadership style did relate to teachers' job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State, Nigeria.

Discussion

The finding of hypothesis one had calculated value of 23.28 was greater than the table value of 4.33 at 0.05 alpha level of significance this revealed that Principals' transformational leadership style was significantly related to teachers' job satisfaction. This finding were similar to the study carried out by Kimati (2017) who reported on influence of principal's leadership styles on teacher's job satisfaction in public secondary schools in Meru South Sub-Country, Tharakanithi county, Kenya. His finding revealed that there was a transformational leadership styles adopted by principals in connection to the indicators exhibited by teachers. Ndiku and Achoka (2009) also supported that improving decision making in school through teachers' participation in Kenya.

The finding of hypothesis two had the calculated value of 11.01 greater than the table value of 2.22 at 0.05 alpha level of significant, this means that there was significant relationship between Principals' transactional leadership style and teachers' satisfaction in in Public Senior Secondary Schools in Kogi East Education Zone of Kogi State. This correlates with the findings of Wilson (2017) examined the relationship between principals' leadership style and staff job performance in Emohua Local Government Area of River State.

The finding of hypothesis three had calculated value of 10.00 less than the table value 20.01 at 0.05 alpha level of significant this mean that there was no significant relationship between Principals' Laissez faire leadership style and teachers' job satisfaction. This was in-line with the study carried out by Shin (2013) who determined dominant leadership styles and examined whether a relationship exists between the leadership styles of fire chiefs and organizational commitment among the volunteers in their departments.

The finding of hypothesis four had calculated value of 22.03 greater than the table value of 13.33 at 0.05 alpha level of significant which implied that there was significant relationship between principals' idiographic leadership style and teachers' job satisfaction. This connotes with the findings of Peter (2020) who reported on idiographic leadership style and their influence on the learning motivation and student's academic performance in Migori Sub - County, Kenya. The results show that idiographic leadership

style, and learning motivation and students' academic performance have a low but positive significant correlation ($r=.153$, $p<.05$), meaning that the relationship between idiographic styles and learning motivation and academic performance is very low. This finding implies that perceived idiographic leadership style accounted for about 2.3 percent of the variance in respondents' score on the learning motivation and students' academic performance in KCSE exams. This could further imply that the adoption of idiographic leadership style influences learning motivation and academic performance to a very small extent.

The findings hypothesis five had the calculated value of 11.10 less than the table value of 25.11 at 0.05 alpha level of significant this indicated that there was no significant relationship between principals' autocratic style and teachers' job satisfaction. This correlates with the findings of Hussain, Ahmed, Malik and Batool (2017) who reported on principal's leadership styles and teacher's job satisfaction in public secondary schools in Lahore. The first part of the questionnaire was consisted of demographic variables. The second part was related to the ten statements of principals' leadership styles (Autocratic and Democratic) and last part contained the fifteen statements regarding the job satisfaction of teachers. It is also revealed from the study that most of principals use democratic leadership style because they take suggestions from teachers, cooperate and support with them in any matter. Their findings also proved that there was a significant relationship between democratic leadership style and job satisfaction of teachers.

The findings of hypothesis six had calculated value of 21.13 greater than the table value of 10.33 at 0.05 alpha level of significant this means that there was significant relationship between principals' democratic style and teachers' job satisfaction. This was relevant with the findings of Ibrahim (2014) who reported on influence of head of teachers' leadership Styles on teachers' levels of job satisfaction in public secondary schools in Mandera County, Kenya. Also his findings implied that the head teachers did not agreed that they were autocratic since this kind of leadership is perceived as treating human beings as inhuman. His findings also revealed that democratic leadership style had a mean of 2.15 which implied that head teachers perceived themselves as democratic.

Conclusion

Based on the findings of this study it was concluded that, there was significant relationship between Principals' transformational leadership style, Principals' transactional leadership style, Principals' idiographic leadership style and Principals' democratic leadership styles on teachers' job satisfaction in public senior secondary schools in Kogi East Education Zone, Kogi State,

Nigeria . The study concluded that Principals' Laissez faire and autocratic leadership style were not significantly related to teachers' job satisfaction in public senior secondary schools in Kogi East Education zone, Kogi State, Nigeria;

Recommendations

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

- 1 More adaptation of transformational leadership styles is needed by all Principals in public and private senior secondary schools in Kogi East Education zone;
- 2 Proper application of Transactional leadership style should be encouraged by all Principals in public and private senior secondary schools in Kogi East Education Zone, Kogi State;
- 3 There is a need for avoidance of laissez faire leadership style by Principals as it did not relates to teachers job satisfaction in public, so also it private senior secondary schools in Kogi East Education Zone, Kogi State;
- 4 Government and stakeholders should recognized and employ the use of idiographic leadership style by all Principals as it motivates teachers to give in their best for maximum performance of students in public senior secondary schools in Kogi East Education Zone, Kogi State, Nigeria;
- 5 Principals should minimize the use of autocratic leadership style as it scare people away from contributing to progress of their schools in both public and private senior secondary schools in Kogi East Education Zone, Kogi State, Nigeria;
- 6 Democratic leadership style should be encouraged among all the leaders in both private and public senior secondary schools in Kogi East Education Zone, Kogi State, Nigeria.

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