



LEADERSHIP STYLES OF PRINCIPALS AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN ABIA STATE.



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Abstract

The success, failure and survival of any organisation is dependent on its leadership. Leadership is the act of influencing, motivating and inspiring people to perform certain tasks, which are designed to achieve specified goals of an organization. Leadership style is about strengthening the performance of education leaders, primarily the educators to improve students' achievement. It is also a process of getting people to do their best to achieve a desired result. Principals as leaders are essential to educational organisations, the nature of leadership provided by the Principal will determine how efficient or not the school will be run. Leadership styles of principals were discussed in this paper as it affects Job Satisfaction of Secondary School Teachers in Abia State. Therefore, recommendations were made; the use of autocratic and laissez-faire leadership style of principals were discouraged as teachers lack job satisfaction and will not be given their best to students while the use of democratic and transformational leadership style of principals should be encouraged because they help to boost teachers' job satisfaction and in-turn work effectively to ensure that academic excellence is achieved

Introduction

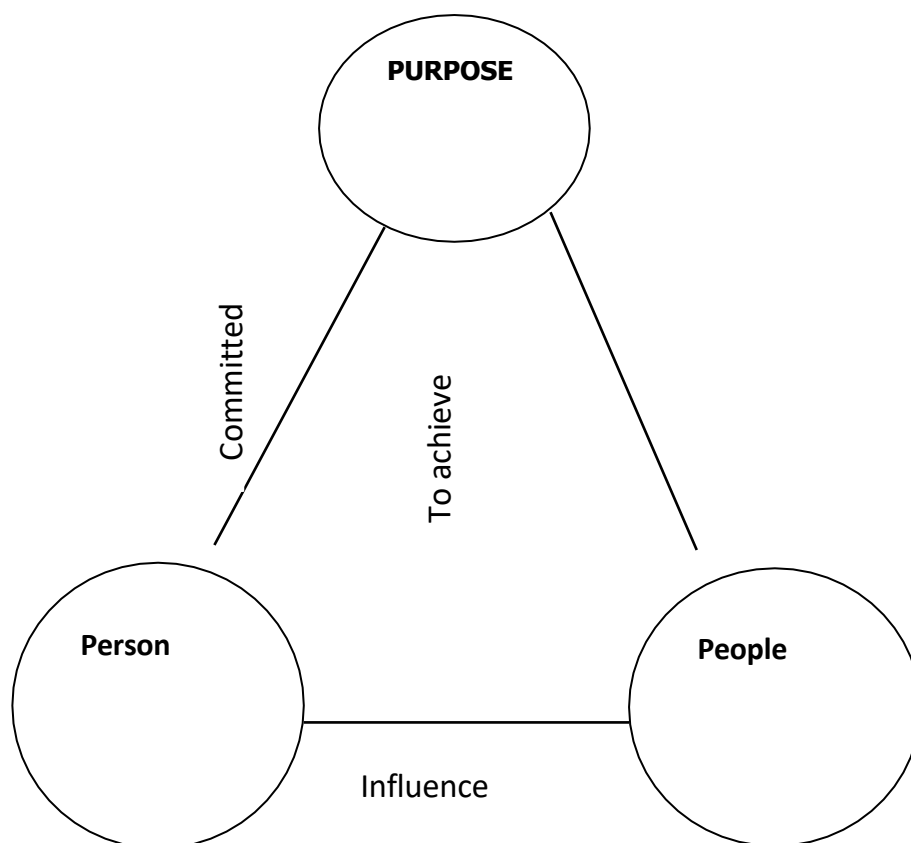
The success, failure and survival of any organization (be it educational organization or otherwise) is dependent on its leadership. Leadership is the act of influencing, motivating and inspiring people to perform certain tasks which are designed to achieve specified goals of an organization if any organisation must succeed or fail; it depends largely on the leader and its leadership styles Onyenso C.F (2016). It is of great importance in every administration because of its effects on the achievement of organisational programmes, objectives and the attainment of goals. Leadership is necessary in every community and society, be it urban or rural because all situations and issues in any place cannot be handled by mere tradition, custom, routine or ethical behaviour. Hence, without leadership, no formal organization (school, hospital, society) can achieve its policy, goals; make any growth or improvement, which means that a leader is an important tool in achieving set goal Onyenso C.F (2016).

Educational leadership has been studied over years to address long-standing concern of students, educators and society as a whole. Leadership styles were introduced to address the needs of students from diverse backgrounds. With an eye for reform, many educationists have either supported or criticized leadership styles. Schulz and Schulz, Duane (2010) assert that effective leadership style is about strengthening the performance of education leaders, primarily the educators to improve student achievement; Armstrong (2012) defined leadership as a process of getting people to do their best to achieve a desired result. According to Adeoye (2019), leadership is the ability to evaluate and or

forecast a long term plan or policy and influence the followers towards the achievement of the said strategy.

Akanwa (2020) further stated that whoever provides this leadership is the one responsible for relating the component parts of the organization (whole) to achieve organizational objective. To provide leadership is to build the parts together into a unified whole and in a harmonious relationship so that they can operate effectively and efficiently. The principal is a leader and administrator of a secondary school. The nature of leadership provided by the principal will determine how efficient or not a school is run. Who is a Leader? Onyenso (2016). A leader is a person who influences a group of people towards the achievement of a goal. According to Adeoye (2019), leaders are individuals who establish direction for a working group of individuals, who gain commitment from these groups or members to this direction and who then motivate these members to achieve the directions outcomes. Buchanan and Huczynski (2019) define a leader as “someone who exercises influence over other people. Leadership is an interpersonal influence directed towards the achievement of a goal or goal. To provide leadership is to build the parts together into a unified whole and in a harmonious relationship so that they can operate effectively and efficiently.

A reminder for this definition would be 3P’s – person, people and purpose as illustrated by the following diagram.



Source: Onyenso (2016).

A person is committed to its purpose which he / she influence people to achieve.

Person: Is leadership a position of office or authority or is leadership ability in the sense that he is a leader because he leads. A leader is one who gets first and leads by example so that others are motivated to follow. To be a leader, a person must have a deep – rooted commitment to the goal that he will strive to achieve even if nobody follows him.



Purpose: A requirement for leadership is personal vision. The ability to visualize your goal as an accomplished fact; a thing already achieved. The very essence of leadership is that you have vision you can't blow an uncertain trumpet.

People: To be a leader, one must have followers. To have followers, one must have their trust. Both leaders and followers have to trust each other no matter what. A leader is someone who has followers. He is a person responsible for achieving objectives through others by creating the conditions in which they may be successful and for building the team that he or she is a member.

Leadership and Management

The term leadership and management are often used interchangeably. They overlap so much that they are seen as synonymous to each other. The difference between the two concepts stems mainly from the task of the concepts, relation to style and focus. Management lays more emphasis on getting things done through people but leadership emphasis is on interpersonal behaviours with a view to exerting willingly the co-operative behaviour of workers. Management functions with a hierarchical structure to effect rules and regulations whereas leadership does not require a hierarchical structure to operate. The principal is a leader and administrator of a secondary school. The nature of leadership provided by the principal will determine how efficient or not the school is run. The principal could be autocratic, democratic, laissez-faire or charismatic, bureaucratic, cross-cultured, situational, strategic, facilitative etc. If the leadership provided is at the extreme too strong or too weak, it will negatively affect the efficiency in personnel management and administration. On the other hand, if the leadership is democratic and accommodative, but rational, the running of the school will be effective since virtue lies in the middle. The principal could also be regarded as the manager of school because management is synonymous with leadership.

Principals as leaders are essential to educational organisations. Leadership in school is the influence of principals to cause teachers to take effective action in their teaching. The principals' main function in a secondary school is to ensure that the schools are run well through effective leadership. Management is the act of transforming resources (land, labour, capital and information) into output to accomplish a desired result or objective. In the same way, the principal uses human beings (teachers) and other materials provided in the school to achieve educational goals.

Good relationship results in goal attainment in organisations, hence a leader strives to cultivate excellent public relations. Leadership is of great concern for efficiency and stability of a system. That is why Ezeocha (2018:43) asserts that "leadership must subject itself to the demands of public advancement, responsibility and accountability".

In the school system, the principal is the formal leader, with authority to exercise a definite measure of power and influence within the school context. The extent to which she/he collaborates with staff and students will determine her success at achieving goals. The position of the principal in the school is crucial because she influences the whole school operation. Honestly, the principal is sometimes seen as a supervisor or director of secondary education. She is a reflection of the ideas of the school as a supervisor, therefore, the leadership style of the principal reflects positively or negatively on teachers' satisfaction and output. However, her work cannot be effectively carried out without a teacher. Only an autocratic principal would fail to recognize that a teacher, who is not well-motivated, cannot perform well.

Obi in Achinine (2018) writing on leadership and effective school administration stated that "the belief of most Nigerians interested in the educational sector is that the standard of education is falling. Those who believe in this, perhaps, controversial issue possibly mean that the level of academic performance of students in public schools is declining when compared with past standards. This could be one of the results of leadership failure in our schools. The manifestations of leadership failure in our schools can be seen in some of the following areas: increase in conflict between the principal and the staff, principal and students, school authorities and students. The level of school effectiveness can rightly or wrongly relate to the principals leadership behaviour in the school system.

Effective school leadership is one that leads and directs the teachers in such a manner as to make them work with enthusiasm, co-operation, loyalty, conscientiously, diligently and with pride, Obi in Achunine (2018). The principal as the appointed leader must therefore try to motivate and fend for her teachers through good leadership in order to derive job satisfaction. If a teacher is not provided with an office or seat to sit at least, no working materials and irregular payment of salaries, what will you think the rate of teacher performance will be? The teacher like any other worker wants an improvement in standard of living and job satisfaction.

According to Nwagbo (2015) hits the nail on the head when he stated that: if the Nigerian secondary school principal is not performing accordingly, some factors are responsible which include lack of professional training as a major excuse. Background evaluation of a good number of school heads show that many principals have not received any training in the technical, conceptual and human dimensions of the job. Therefore, the appointment of principals should not only be based on long periods of service.

Importance of Leadership

As stated earlier, leadership is a relationship where one person influences the behaviour or actions of other people. This involves the leader in communication, motivation and interpersonal behaviour, which are all important skills that benefit an organization Onyenso C.F (2016). Other benefits from good leadership include the fact that it can reduce employee dissatisfaction, encourages effective delegation, creates team spirit, help to develop skills and confidence in the group and also help to enlist support and co-operation from people outside the group or organization. Ajaja (2023). For the importance of leadership to be achieved in our secondary schools, there is need for a study of the principal leadership styles in the secondary schools in Abia State. This is to check negative work attitudes of teachers, autocratic nature of some principals and to integrate teachers and students fully in the job to bring job satisfaction. The study of leadership is important in Nigerian society today, as poor leadership is the cry of most workers not only teachers, poor leadership has ruined many organisations. The question is whether the present day teachers in Abia State are satisfied with their job since they complain bitterly of unavailability of teaching materials, poor leadership styles of principals and poor remunerations. Good leadership should ameliorate not worsen the problems.

Teacher Job Satisfaction

Hit (2023) referred job satisfaction as the positive feeling that one has about the work environment. He remarked that rationality often associated with the prediction of satisfaction is based on the need fulfilled model, which proposed that job satisfaction is a function of the degree to which needs are satisfied by work environment.

Perry (2020) explained job satisfaction in terms of the ratio between what an individual had and what he wanted. He maintained that job satisfaction could result from job that meets an individual's needs all the time. This implies that job satisfaction of teachers could be assured when his employer provided him with all human need factors he wanted.

Loquist and Davis (2022) noted that job satisfaction can be expressed in two namely; satisfaction with the job as a whole and satisfaction with an aspect of the job. This implies that job satisfaction can be ascertained by answers from questions asked about the extent to which teachers are satisfied with their jobs, since there is no yardstick or empirical method to measure what degree of satisfaction is satisfactory. Some do not facilitate good school- community relationship thereby denying teachers certain benefits that could accrue from the P.T.A. Considering the fact that the state rarely recruits teachers to fill –up the shortfalls due to attritions of all kinds, most classes are empty and learners are left without teachers hence the consequences are obvious in the harvest of poor results in SSCE and JSSCE in Abia State. All these tend to undermine job satisfaction of teachers. Job satisfaction should be the focus of all Stakeholders in the education system more especially the principal who pilot the affairs of the school on behalf of others.

Ngodo (2022) stated that job satisfaction offers explanation of what makes people want to come to work, what makes people happy to stay on their job or decide to quite their job. The problem of the study of job satisfaction is that, this concept does not lead itself to strict empirical measurement. This is

because job satisfaction is the summation of effect of various variables operating on an individual in a work environment. Onyenso (2016) defines job satisfaction as the positive feelings people have towards their job that leads to effectiveness and high productivity. For education to get the best out of teachers, job satisfaction of teachers is imperative. An individual who is satisfied with his or her job even though he may not have interest at the initial time, starts developing likeness for the job and eventually have value for the job. Job satisfaction therefore refers to pleasurable and positive emotional states that result from the appraisal of one's job experiences. It is an emotional state that results from various independent aspects of work environment Ngodo (2022). Motivation and job satisfaction lead to effective productivity.

Akinyemi (2020) Job satisfaction among teachers' in Ondo State Secondary School has been completed by various scholars in the field have indicated that administrators who demonstrate transformational leadership style have teaching staff with increased job satisfaction, a greater sense of teaching efficacy, demonstrate higher levels of organizational commitment and have less staff turnover. The five dimensions of transformational leadership styles are visionary leadership, individual orientation, structural leadership, empowering leadership and role modelling.

People working under the same condition of service might not have the same satisfaction. Job satisfaction refers to what makes people satisfied or dissatisfied in a job. These make for satisfaction: Achievement of needs, recognition, advancement/ promotion, being placed in a place of responsibility through participatory leadership. Job satisfaction has been measured as attitude which expresses feeling, beliefs, expectations or tendency towards a psychological object. It is economic and emotional fulfillment. In conclusion, it is pertinent to note that all the characteristics of job satisfaction as discussed, also applies to the job of a teacher M.C Gregor (2020). The school authority and teachers are expected to put in more effort to ensure that the characteristics are practiced. Job satisfaction of teachers is very important as long as education is concerned because education is the key to success.

Leadership Styles.

When developing one's leadership skills, one must ask him/ herself, "What leadership style will work best in school or organisation. Choosing the right style at the right time in the situation is a key element of leader's effectiveness. Leadership styles are seen as tactical ways by which the principals influence job satisfaction of teachers toward goal achievement; high productivity and high quality education in the secondary schools.

Leadership styles according to Anyaogu (2016) are as follows:

1). **The Autocratic Leadership Style:** This style of leadership is characterized by a leader who takes decisions alone, hands instructions to his followers, intimidates and threatens them into action using coercive power. The autocratic leader has no time for consultation and pays no attention to the views of his subordinates. He sees his workers as tools that should be manipulated for more work and increase in productivity. Their interests, welfare and feelings are of no importance to him. This style is negatively characterized by fear, gossips, cliques, eye service, unwilling co-operation and an unfavourable world climate.

An autocratic principal is one who takes decision without allowing the staff and students to express their opinion. Power and decision making resides in the autocratic leader. He does not maintain clear channel of communication between the leader and the subordinates. Autocratic principal is one who takes decision without allowing the staff and students to express their opinion. Obi in Achunine, (2018) pointed out that some of the characteristics of autocratic leader include dictation of all policies and procedures, absence of effective communication, imposition of tasks, nagging and suspecting the subordinates – hence ineffective supervision and lack of trust. The implications of autocratic leadership style in the organization include unfavourable organizational climate which will reduce genuine support and cooperation from the staff. The staff for fear of disadvantages may resort to eye service and gossiping. There will be increasing lateness to duty, absenteeism and idleness on the days the leaders will not be in school.



Some staff may seek voluntary transfers, resign or form opposition to the leader. In a school system, students or the community may be incited by the teachers against the principal, which may lead to a breach of peace – hence removal of the leader.

2). **Bureaucratic Leadership Style:** The bureaucratic style of leadership is a style that focuses on rules and procedures to manage teams and project. According to Onyenso (2017) it is a style that is diffused among a number of departments or people and there is a strict set of rules. Bureaucratic leadership based upon fixed official duties under a hierarchy of authority, applying a system of rules for management and decision making.

3). **Cross –cultured leadership:** Cross –cultural leadership style is dependent on the culture of the people, not all individuals can adapt to this leadership style expected in a different culture whether culture is organizational or national Onyenso (2017).

4) **The Laissez –faire Leadership Style:** This style is largely a hand off pattern that tends to minimize the amount of the leaders' direction. The leader is care-free, allows the group to do as they like and less concerned with the organizational goals. The principal who uses this style in his leadership believes that there is no need for rules and regulations since everyone has an inborn sense of responsibility and initiative.

Talbert and Milbrey (2014) Laissez –faire leadership style as a style that allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The leader does not participate in the course of events determined by the group. Principals who have laissez-faire (let things go their way) attitude towards their job develop lazy teachers for the school, who have no interest for the job and attrition rate eventually rises. Teachers with such principals do some work without procedure or direction, hence indiscipline among staff and students, teachers come very late to school and also leave at will. The principal here is essentially tolerant and a mere figure head. Aguwa (2022) says that the laissez-faire leadership breeds confusion, anarchy and retards progress. A school that is not guided by any known and recognized rules and regulations is bound to have mob actions and demonstrations which are not good in the school system.

5). **Situational Leadership Style:** Situational leadership theory proposes that effective leadership requires a rational understanding of the situation and an appropriate response, rather than a charismatic leadership with a large group of dedicated follower Grint (2021). According to Lorsh (2010), Bass (2018) and Conger (2021), situational leadership theory evolved from a task – oriented versus people oriented leadership continuum. This continuum represents the extent that the leader focuses on the required task or on their relation with followers. In this leadership style, leaders must adjust their leadership style to the situation as well as to the people being led.

6). **Democratic Leadership Style:** A democratic or participative leader is one that demonstrates respect for every person in the group with shared leadership responsibilities. In this style of leadership, a high degree of morale is always enhanced (Heenan and Bennis, 2020 and Mba, 2020). Democratic leader trusts his followers. Seeks and obtains their views, opinions and preferences in making decisions. Democratic leadership involves definite activity on the part of the leader which is aimed at increasing the effectiveness and improvement of the personnel in various ways. The leader operates within human relation, encourages free discussion, assists in the development of future leaders, coordinates functions and activities, provides advice and assists in the development and cooperative techniques of problem solving. He has a high sense of responsibility and good human relations. He allows others to exchange ideas, express themselves and to freely criticize the leadership without fear of punishment or favour. Unachukwu and Okorji (2014) says that the democratic leader believes that two good heads are better than one and that united we stand, divided we fall.

7). **Transformational (Functional) Leadership:** Transformation leadership is a leadership style in which the leader influences the followers to perform beyond expectations by making them more aware of the importance and value of goals, influencing them to transcend self- interest for the good of organization. Transformational leaders are less exceptional and less revered by the group. All the same, they tend to emerge in situations where things appear to need a 'Saviour' type of leader. It could be said that they are thrust into leadership by the demands of the functional situation.

FRN (2014) is of the opinion that no educational system can rise above the quality of its teachers. In educational organizations, the achievement of the educational objectives depends on the satisfaction of its teachers. Some adds to variables which determine teacher- job satisfaction include: availability of appropriate teaching materials, conducive working environment, opportunity for academic growth, seminars, workshops, materials and financial incentives, enhanced social status and the principals style of leadership can positively or negatively influence some of the above determinants of teachers- job satisfaction.

Unfortunately, some principals have derailed in their functions towards their teachers and have not carried them along in their administration, hence the complaint of lack of job satisfaction by the teachers and the fallen standard of education in most public and private schools. With the advancement in civilization, there is greater need than in the past to examine how satisfied secondary school teachers are in Abia State. At the moment, they have virtually lost their sense of purpose due to the government. Some principals have become ‘minigods’ that they come late to school which affects their leadership work. Some of them rarely conduct assemblies as were the case of mission school principals, therefore they cannot effectively give daily directive to teachers and students. As a result of poor leadership styles of principals, some teachers have developed negative attitude to work. The negative attitude of teachers is reflected in lateness to school/ classes, inadequate written notes for students, irregular attendants to school and consequently voluntary departure of some teachers from teaching service. Principals must be aware that to achieve effectiveness in the secondary schools, their leadership styles should enable they interact favourably with the staff, thereby bringing in teachers job satisfaction.

Most unfortunate is that some principals are so autocratic and high handed that most decisions are made without consulting the teachers who implement the curriculum. Many principals have not considered their leadership styles as a determinants to teachers’ job satisfaction in their school but through this study, they may realize that their leadership styles affects teachers who are directly under their control positively or negatively, also affects students performance, co- operation with the PTA and accountability to the government. A principal who is autocratic definitely loses the confidence of her teachers, students, PTA and encouragement from local and state government which may hamper the growth of education. The laissez- faire principal who does not have the grip of situation of things in her school and derails from PTA and government expectations may definitely ruin or rundown the school. Moreover, teachers and students are encouraged to co-operate with their principal no matter the sex of the principal or location of the school because leaders function within the context of people. Job satisfaction is also derived from sacrifice in service and docile followership. Parents are expected to participate actively in school affairs and in supporting the principal through Parent Teachers Association (PTA) as a show of interest in the education of their children.

Highlight: From the explanation of leadership styles, one can conclude that there is no one leadership style that is ideal or effective in all situations. Leaders and educational administrators are therefore advised to match a given situation at any point in time with the appropriate leadership style to ensure maximum leadership effectiveness in any organization.

Ideally, a leader should use strategies and options flexibly to balance both short- term and long-term goals, above all, must serve the institutional values to ensure that leadership style is delivered in the best manner and the way it has been designed to be impacted by the teachers and perceived by students. Since the autocratic and laissez- faire leadership styles of principals does not enhance teachers’ job satisfaction, teachers feel out of place with the secondary school system which makes them not to be committed to their call of duty of being effective and efficient in teaching, because they lack job satisfaction. Because of this, teachers might resort to absenteeism, truancy and lateness to school attendance and not establishing a close rapport with their principals. Dissatisfaction of teachers will bring about poor teaching which will certainly affect students in their learning and may result to poor performance of students in their results both internal and external examinations.

On the other hand, if principals use democratic and transformational leadership styles, it will bring about teachers- job satisfaction in Abia State secondary schools, make them have sense of

belonging, responsible and also encourage them to put in their best to their call of duty. It is clear that democratic leadership style is widely adopted by principals of secondary schools in Abia State, since in this leadership style, a high degree of teachers morale is always enhanced, therefore, principals are expected to work in union with the teachers. It will help to increase their job satisfaction. Principals are expected to adopt better leadership styles like democratic and transformational in order to enhance teachers- job satisfaction and consequently improve productivity in education.

Recommendations

1 Autocratic leadership style of principals should be discouraged as teachers' lack job satisfaction and will not give their best to students. Principals should therefore create a better atmosphere where teachers will feel satisfied so as to put in their best to boost the students' morale.

2 Democratic leadership styles should be encouraged since it helps to boost teachers' morale. When teachers' are encouraged by their principal, they feel satisfied with their job and also put in their best to ensure that academic excellence is achieved.

3 The use of laissez – faire leadership style should be discouraged by school principals because it brings about lack of job satisfaction among teachers.

4 Transformational leadership style of principals should be encouraged because it sees to the job satisfaction of teachers. Principals inspire their teachers to contribute beyond expectation; teachers put in their best because they are stimulated into action which makes them enjoy their job.

The school principal should imbibe a mixture of democratic and transformational styles of leadership in their school administration in order to enhance job satisfaction among teachers in their schools.

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