

Influence of Principals' Leadership Behaviors' and Teachers' Job Satisfaction in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State Nigeria

***Mohammed Goni Tela¹, Dauda Aliyu² & Mustapha Ali³**

^{1,2,&3}Department of Business Education School of vocational and Technical Education
Ramat polytechnic Maiduguri Borno State Nigeria | mohammedgonitela@gmail.com

Abstract: *This study determines the influence of principals' leadership behavior and teachers' job satisfaction in public senior secondary schools in Maiduguri Metropolis, Borno State. Two objectives were formulated to guide the study. One research question was answered and one null hypothesis was tested at 0.05 level of significance. The study used correlational research design. The population of this study was comprised of one thousand, two hundred and thirty six (1,236) teachers and sixteen (16) principals of public senior secondary schools in Maiduguri Metropolis, Borno State. A simple random sampling technique was used to drawn up a sample of three hundred and seventy one (371) teachers (206 male and 142 female) which represent 30% of the population, and all the sixteen schools principals were used in this study. A questionnaire was used for data collection. The instruments Title was "influence of Principals' Leadership behavior Questionnaire"(IPLBQ) and "Teachers' job satisfaction questionnaire". (TJSQ) Cranach's' Alpha statistical tool was used for pilot testing to test the reliability of the instrument. Frequency counts, percentages, were used for demographic data of the respondents, descriptive statistics (mean and standard deviation) while inferential statistics Peasons'Product Moment Correlation was used for data analysis. Findings revealed that Majority of the Principals rated senior secondary schools Teachers' job Satisfaction as moderate in senior secondary schools in Maiduguri, Metropolis, and Borno State. There is strong positive relationship between Principals' leadership Behaviors and Teachers' job Satisfaction in senior secondary schools in Maiduguri, Metropolis Borno State. Based on the findings the study concludes that Principals' leadership was the determinant factor of Teachers' job satisfaction, where the Principals exercised high level of situational leadership behavior which enhances Teachers' job satisfaction. Based on the findings the study recommended that Reward system should be encouraged by school Principals to teachers: such as recognition, peripheral benefits, and rewards for job well done should be made in senior secondary schools. Principals should encourage teachers and involve them in decision making to enhance team work and appreciation in senior secondary schools.*

Keywords: *Influence of Principals' Leadership Behaviors Teachers' Job Satisfaction*

Introduction

Leadership is a major concern to organizations and the focus of several researches for its significant role determining the success of an organization. The leader has the responsibility to direct the efforts of subordinates to achieve organizational goals and objectives. Educational institutions are not exempted from this leadership influence. Principals perform a vital function in secondary school administration as the head of school administration. This is undoubtedly

because of the far-reaching influence leadership has in the accomplishment of school programmes and the attainment of educational goals and objectives (Peretomode, 1991).

Education is an instrument for effective 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 individuals and the society (FGN, 2014). To this end, the National Policy on Education sets up certain aims and objectives, which are meant to facilitate educational development in the country. In fostering these aims and objectives, the schools' Principals have important roles to play. These roles include: providing effective leadership in secondary schools, thereby enhancing better job satisfaction among teachers. How effective a Principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000 and Ige, 2001).

Principal leadership style are viewed from the context of the principals' behaviors and how these behaviors could be translated to teachers in public senior secondary schools in Maiduguri Metropolis, Borno State. Thus, if a principal practices a positive leadership styles, in turn, it will help to bring a positive and harmonious learning environment. This type of leadership behavior will make teachers feel more comfortable, consequently experience higher job satisfaction. The principal/leader is responsible for all affairs of the school. Principals are always responsible for the management and other activities of a school. A Principal is directly responsible to direct teachers towards achieving teachers' job satisfaction. As a matter of fact, secondary school goals and objectives can hardly be achieved, if effective leadership behavior is not provided by a principal (Adegbesan, 2013).

In an educational organization, principal plays a vital role. The principal is responsible for all affairs of the school. The person who makes decisions about the school is known as principal. The leader of an educational institution at post primary level is principal. The principals are always responsible for the management and other activities of school. Principal is directly responsible to directing the teachers toward achieving goal of the school. His positive attitude with teachers creates positive relationship with each other. The positive environment creates when principal will use the suitable leaderships' styles for the staff (Mehrotra, 2005).

According to Northhouse, (2010) Teachers job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential. Teachers who are not satisfied with jobs may results in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. In the same light, According to Kumari, (2008) job satisfaction is the sense of fulfillment and pride felt by people who enjoy their work and do it well. Job satisfaction is also the extent to which a job provides gratification, actualization, and enjoyment of the worker. Job satisfaction is also used to refer to the degree to which a teacher is happy with his or her success in meeting his or her career goals and expectation. He further explains that, Job satisfaction is an effective response to specific aspects of a job such as: challenge, interest and level of difficulty.

Wangai, (2015) carried out a research on Principal's leadership behaviors' in relation to teacher's job satisfaction in public secondary schools in Nairobi County, Kenya. Correlational research design was used. Population was all the principals and teachers in public secondary schools in Nairobi. The sampled was 270 participants from 45 schools; 45 principals and 225 teachers, 15 principals were male while 30 were female, and 81 teachers were male, 144 were female, purposive and simple random sampling procedure was used in getting both principals and teachers. Questionnaire was used to obtain the data. Descriptive and inferential statistical procedure was used to analyze data. Pearson's correlation coefficient were used at ($p < 0.05$) to

test the hypotheses. Finding revealed that 64.68% of the teachers had a high job satisfaction, while 35.32% had low job satisfaction.

Omeke and Kenneth, (2012) conducted a study on the influence of Principals' leadership styles on secondary schools teachers' job satisfaction in NSUKKA education zone of Enugu State, Nigeria. The study was a descriptive survey research design. Stratified random sampling technique was used, 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. The instrument for the study was a four-point likert type questionnaire, to answer the research questions, using mean and standard deviation. While, t-test was used to verify the null hypotheses at 0.05 level of significance. The finding 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.

Nyiha, (2015) conducted a study on the influence of Principal's leadership styles on teacher's job satisfaction in public secondary schools in Kiambu sub-country, Kiambu country, of Kenya. Descriptive survey research design was used. The target population was all the 42 teachers and principals in all the 28 in public secondary schools in Kiambu sub-country. 11 principals were sampled, using random sampling technique and 128 teachers were stratified random sampling from mixed day schools girls boarding and boy's boarding schools. A structured questionnaire interview was used as instrumentation. Pearson's product moment correlation coefficient was used to analyze the data. Finding revealed that, principals' exercise high level of democratic leadership styles.

Iwu, Ezeuduji, Ikebuaku, and Tengeh, (2018) carried out a study on achieving quality education by understanding teacher's job satisfaction in secondary school determinants in Ibadan south west local government area in Oyo State, Nigeria. The target population was 547 teachers in 23 schools in Ibadan south west local government area in Oyo State. Also the sample was 456 teachers. (Statistical package for Social Science) SPSS software version was used. 22 were used for data analysis. Meanwhile questionnaire was used to obtain the information from the respondents. The finding revealed that pay or salary growth opportunities and responsibility attached to work are the top three job characteristics variable that contributes to teacher's job satisfaction.

Ibrahim, (2014) conducted a study on the influence of head of teachers' leadership Styles on teachers' levels of job satisfaction in public secondary schools in Madera County, Kenya. Using descriptive survey research design. The population was all the teachers in public secondary schools in Madera. The sample size comprised of ten head teachers and 87 teachers. Head teacher questionnaire was used. Descriptive statistics and Pearson Product Moment Correlation Coefficient was to analyze the data. Findings revealed that, head teachers' perception of the leadership styles revealed a mean of 3.04 and a standard deviation of 2.80 which implied that the head teachers disagreed that they were autocratic in their leadership styles.

The researcher observed that a lot of problems seem to be affecting leadership behavior of principals and teachers job satisfaction in most secondary schools in Maiduguri Metropolis, ranging from lack of managerial skill, lack of proper understanding of conditions of service, nature of the environment, and low interpersonal relationship. These challenges may lower the

morale of teachers and may prevent the principals from exhibiting an appropriate situational leadership behavior that satisfied teachers to carry out their job effectively.

Teachers' job dissatisfaction has been the issue of concern to experts, parents, ministry of education and stakeholders. Teachers are having series of problems, perhaps undue promotion, accommodation, recognition, inadequate opportunities for on the job training, deteriorating or inadequate opportunities to participate in decision making, inadequate teaching facilities like, teaching aid, laboratories, inadequate classroom offices, and low payment package. These issues were centered on whether or not the behavior of principals influences the level of teachers' job satisfaction in secondary schools. Therefore, the unresolved issue is, would teachers' job satisfaction in public senior secondary schools in Maiduguri Metropolis, Borno state, Nigeria, be associated with Principals' leadership behavior?

MATERIAL AND METHOD

Corelational research design was used for this study. The design determines relationship between Influence of Principals' leadership behavior and Teachers' job satisfaction in public senior secondary

schools in Maiduguri Metropolis, Borno State. This design was relevant to this study, because Principals' leadership behavior was correlated with teachers' job satisfaction. Cohen and Manion,

(2009) stated that, correlation research design is concerned with describing the degree or magnitude of relationship between two variables of a study. The population for this study was comprised of one thousand two hundred and thirty-six (1,236) teaching staff, and sixteen principals in the entire sixteen (16) public senior secondary schools. The researcher conducted his study within the Maiduguri Metropolis, Borno State. A simple random sampling technique was used to select 371 teaching staff representing 30% of the population to form the sample size of the study. Kothari, (2004) opined that in simple random selection, every member of the population has an equal chance to be selected which refers to process of selecting a sample from a defined population with the intention that the sample accurately represents that population.

Table 1: Population and Sample of principals and Teachers in Maiduguri Metropolis, Borno State

Study Area	No of Principals	No of Teachers	Teachers' Sample Size(30%)
Maiduguri Metropolis	16	1236	371

Source: Borno State Teaching Service Board (TSB) 2022

INSTRUMENT

The instrument applied to this study was self-developed questionnaire by the researcher. The questionnaire Titled "Teachers job satisfaction" (TJSQ). The questionnaire was divided into two sections. A and B. Section A sought information on the demographic characteristics of the respondents, this includes: gender, Age, Marital Status, educational qualification and years of teaching experience, while section B Level of Teachers' Job Satisfaction. However, to determine the validity of the instrument, professionals in the unit of Educational Administration and Planning and unit of Measurement and evaluation, Department of Education Faculty of Education University of Maiduguri, validate the instruments for face and content validity.

PROCEDURE

An introductory letter was obtained from the head of Department University of Maiduguri and was taken to chairman Borno State Teaching Service Board (TSB) to get his permission and obtained adequate number of teaching staff in all the sixteen (16) public senior secondary school in Maiduguri Metropolis, Borno State. After permission being granted, the researcher presented the letter seeking for permission to administer the instrument to the respondents of the study area. The response of the respondents was recorded and subjected to statistical analysis.

Method of Data Analysis

Frequency count, percentage was used for demographic data of the respondents. Data were collected and analyzed using descriptive statistics (mean and standard deviation) to answer the research question, while inferential statistics (Pearson’s Product Moment Correlation Coefficient) was used to test hypothesis at 0.05 level of significance Descriptive statistics analysis, according to Asika, (2001) is used to summarize the information generated in the research and mass of information generated in the study, so that appropriate analytical methods will be used for further observation of relationship or between the variables. According to Polit and Beck, (2006) Pearson’s Product Moment Correlation measures the strength, direction and probability of the linear association between two interval or ratio variables.

Research Question one

There is no significant relationship between Principals’ leadership behavior and Teachers’ Job satisfaction in senior secondary schools in Maiduguri Metropolis, Borno State.

Table 2: Mean and Standard Deviation of the Principals’ Responses Based on Teachers’ Job Satisfaction in Senior Secondary Schools in Maiduguri Metropolis, Borno State

S/N	Item Statement	RESPONSES	
		Mean	SD
1.	Teachers provide home work to the students to cover the School syllabus objectively.	3.13	0.50
2.	Teachers make scheme of work every term to facilitate teaching and learning.	3.81	0.40
3.	Teachers prepare lesson plan for the lesson to be taught.	3.69	0.48
4.	Teachers have mastery of subject matter and skills.	3.44	0.51
5.	Teachers supervise students’ extra-curricular activities in the school.	3.19	0.83
6.	Teachers use instructional materials in teaching the class.	3.38	0.72
7.	Teachers participate in school curricular activities	3.50	0.51
8.	Teachers mark students’ examination and record them immediately in to the records books.	3.19	0.83
9.	Teachers allow students to ask questions and participate during the class to improve learning.	3.56	0.72
10.	Teachers try to satisfy any student at every level to satisfy him/her if they ask questions.	3.38	0.52
11.	Teachers maintain discipline in the class.	3.75	0.91
Grand Mean		3.23	

Table 2 revealed that majority of the Principals were of the view that Teachers provide home work to the students to cover the School syllabus objectively as indicated by the mean of 3.13 and a standard deviation of 0.50. Majority of the principals agreed that teachers make scheme of work every term to facilitate effective teaching and learning with a mean of 3.81 and a standard deviation of 0.40. The mean of 3.69 indicates that principals agreed to high extent that teachers in their schools prepare lesson plan for the lesson to be taught. Majority of the principals agreed that teachers have mastery of subject matter and skills as Indicated with a mean of 3.44 and a standard deviation of 0.51. Majority of the principals agreed that teachers supervise students’ extra-curricular activities in the school with mean a of 3.19 and a standard deviation of 0.83. Majority of the principals agreed that teachers use instructional materials in teaching the class with mean a of 3.38 and a standard deviation of 0.72. The mean of 3.50 indicated that principals agreed that teachers participate in school curricular activities.

The mean of the Principals on whether teachers mark students’ examination and record them immediately in to the records books with a mean of 3.19 and a standard deviation of 0.83. Based on the decision rule set for this study, principals agreed to highest extent. Majority of the Principals agreed that teachers try to satisfy any student at every level to satisfy him/her if they ask questions with a mean of 3.38 and a standard deviation of 0.52. The overall mean was 3.23.

Hypothesis One: There is no significant relationship between the Principals’ leadership behavior and teachers’ job satisfaction in public senior secondary schools in Maiduguri Metropolis; Borno State. Pearson Product Moment Correlation Coefficient (PPMC) was used to test the relationship between principals’ leadership behavior and teachers’ job satisfaction in senior secondary schools in Maiduguri Metropolis, Borno State. The summary of the analysis is presented in table 3below:

Table 3: Summary of the Pearson Product Moment Correlation Coefficient on the Relationship Between Principals’ leadership Style and Teachers’ Job Satisfaction in Senior Secondary Schools in Maiduguri Metropolis, Borno State

Variable	N	Mean	SD	Df	R	p-value	Decision
Principal leadership style	16	2.61	0.59				
Teachers job performance	16	3.41	0.41	14	0.711	0.002	Reject H ₀₁

Source: Field Survey, 2022

Table 3 above revealed that, there is strong positive relationship between Principals’ Leadership behavior and Teachers job satisfaction in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product moment Correlation Coefficient $r = 0.711$. The result is statistically significant as indicated by the p-value of 0.002 which is less than the level of significance at (0.05). Therefore, hypothesis one is rejected and hence, Principals’ leadership style has influence on teachers’ job performance.

Summary of Findings

The study revealed the following:

- i. Majority of the Principals rated senior secondary schools Teachers' job Satisfaction as moderate in senior secondary schools in Maiduguri, Metropolis, Borno State.
- ii. There is strong positive relationship between Principals' leadership Behaviour and Teachers' job Satisfaction in senior secondary schools in Maiduguri, Metropolis Borno State

Discussion

Table 2 showed that there was strong positive relationship between Principals' leadership Behavior and teachers' job satisfaction in senior secondary schools finding agreed that with Gkolia, Beliasand and Koustelious, (2014) who reported that there was a significant relationship between Principals' leadership style and teachers' job satisfaction. Similarly finding of Iwu, Ezeuduji, Ikebuaku and Tengeh, (2018) revealed that pay or salary growth opportunities and responsibility attached to work are the top three job characteristics variable that contributes to teacher's job satisfaction. Finding revealed of Wangai, (2015) revealed that 64.68% of the teachers had a high job satisfaction, while 35.32% had low job satisfaction. Findings also revealed that there were significant gender differences in principal's leadership behavior in favors of males. The findings further revealed that there were no significant gender differences in the overall teacher's job satisfaction. Omeke and Kenneth, (2012) Finding 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.

Conclusion and policy recommendation

Based on the findings, the study concluded that, Principals' leadership was the determinant factor of Teachers' job satisfaction, where the Principals exercised high level of situational leadership behavior which enhances Teachers' job satisfaction.

Based on the findings of the study, the following recommendations were made:

- i. Reward system should be encouraged by school Principals to teachers: such as recognition, Peripheral benefits, and rewards for job well done should be made in senior secondary schools.
- ii. Principals should encourage teachers and involve them in decision making to enhance team work and appreciation in senior secondary schools.

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