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**PRINCIPALS' LEADERSHIP BEHAVIOUR AND TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA**

By

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**ABSTRACT**

*This study examined the relationship between principals' leadership behaviour and teachers' job satisfaction in Bauchi State secondary schools. The objectives for the study was to determine the relationship between consideration patterns of principals' leadership behaviour and teachers' job satisfaction and the relationship between initiating structure patterns of principals' leadership behaviour and teachers' job satisfaction. Correlational research design was adopted for the study and the population for the study comprised of 18,775 secondary school teachers' in Bauchi State. A sample of 939 secondary school teachers' and 21 secondary schools across the three educational zones were selected for the study. The sample represents 5% of the entire population and the sampling technique used was disproportionate stratified random sampling technique. The instrument used for data collection was self-constructed questionnaire. A test-retest procedure was used with two weeks' interval. The reliability coefficient value yielded 0.74 which was considered adequate for the study. The data collected were analyze using Pearson product moment correlation coefficient and the Results of the study revealed that there was significant relationship between principals' leadership behaviour and teachers' job satisfaction. Based on the findings, it was recommended that principals should be more aware of how strongly their behaviours affect teachers' perception about their jobs.*

**INTRODUCTION**

It is a fact that without leadership organizational objectives will be difficult to achieve. Leadership is therefore necessary for not only organizational growth, but for also its survival. Offiong (1997) observed that leadership and management could be viewed as twin sisters which depend on a mover or initiator (leader) who will guide or direct and influence organizational goals or objectives. It is obvious that leadership behaviour will invariably affect the morale and behaviour of the students' and teachers' thus will to a large extent affect their productivity.

Success or failure in schools is always attributed to the type of leadership that obtains in the school. When a school succeeds, the credits goes to the principal and when it fails the principal shoulder the blame. This shows that the supervisory role of the principal is a critical factor in determining teachers' job satisfaction. This position was supported by Sadler (1970) and Bogler (2001) where they contended that leadership behaviour has a significant influence on teachers' job satisfaction. This implies that when principals' exhibit appropriate leadership behaviour at the appropriate time and situation, teachers are more likely to be satisfied with their job.

James (1967) viewed leadership as the ability to persuade others to seek defines objectives enthusiastically. He further asserted that leadership is the human factor which binds a group together and motivate it toward goals. Ivancevick (1977) opined that leadership is the relationship between two or more people in which one attempts to influence the other towards the accomplishment of some goal or goals. Boon and Kurtz (1987) equally defined leadership as the act of motivating or causing people to perform certain task intended to achieve specific objectives from these definitions it is very clear that a leader must in some way guide or direct his or her subordinate towards the accomplishment of certain common objectives.

Principals have been increasingly encouraged to exhibit patterns of leadership behaviour that tend to satisfy their teachers' so that such teachers do not leave the profession as a result of inappropriate patterns of leadership behaviour exhibited by principals (Sillins, 1994). The principals are expected to cultivate good relationship with their teachers where such relationship is lacking then teachers may be discontented with their job which may lead to their eventual exit from the profession.

Some investigation had been done on the behaviour and workers' job satisfaction. Philip (1981) in his study on 34 Assistant Principals in Gwineth Country Public School in Georgia State U.S.A. found out that consideration and initiating structure patterns of leadership behaviour were related to job satisfaction. Monnoucher (1981) indicated that the relationship between initiating structure and consideration pattern of leadership behaviour and teacher's satisfaction with their job were found significant.

Considerable amount of research had been conducted on leadership style and job satisfaction of coaches in sports council in North Eastern Nigeria. Muktar (2002) found that there was positive and significant relationship between consideration

leadership behaviour and coaches job satisfaction. He further discovered that there was no positive and significant relationship between initiating structure leadership behaviour and coaches' satisfaction with their job.

Ezeanech (2004) noted that Principals in Borno State Secondary Schools demonstrated consideration and initiating structure patterns of leadership behaviour. She observed that there was insignificant relationship between the two patterns of leadership behaviour as exhibited by female principals and students' academic achievement. She also revealed that there was significant relationship between the two patterns of male principals' leadership behaviour and students' academic achievement. However, it is the intention of the researcher to determine the relationship between the principal leadership behaviour and teachers' job satisfaction in Bauchi state secondary schools.

### *Objectives of the Study*

The objectives for this study were to: -

1. Determine the relationship between consideration patterns of principals' leadership behaviour and teachers' job satisfaction.
2. Determine the relationship between initiating structure patterns of principals' leadership behaviour and teachers' job satisfaction.

### *Hypothesis*

The following null hypotheses were tested in this study:

1. There is no significant relationship between consideration patterns of principals' leadership behaviour and teachers' job satisfaction.
2. There is no significant relationship between initiating structure pattern of principals, leadership behaviour and teachers job satisfaction.

## **METHODOLOGY**

This study adopted a correlational research design which examined the relationship between principals' leadership behaviour and teachers' job satisfaction in Bauchi State secondary schools' principals' leadership behaviour (consideration and initiating structure) were correlated with teachers' job satisfaction (supervision, co-worker, job, pay and promotion). Correlational research design was adopted because the data used for the study consisted of pairs of observation. Ferguson (1981) asserted that correlational design is concerned with describing the degree or magnitude of the relationship between two variables.

The target population for the study comprised of 18,775 secondary school teachers' in Bauchi State. A sample of 939 secondary school teachers' and 21 secondary schools across the three educational zones were selected for the study. Each educational zone had 313 teachers and 7 secondary schools. The sample represents 5% of the entire population and the sampling technique used for the study was disproportionate stratified random sampling technique.

A questionnaire was developed by the researcher. The questionnaire comprised three sections: Section A which solicited background information about Sex, Age, highest Educational Qualification and Occupation, section B asked on principals' leadership

behavior, 11 items and section C was on teachers' job satisfaction, 30 items. The questionnaire was validated by two experts in the field of Educational Measurement and Evaluation and three experts in educational administration and planning. A test-retest procedure was used with two weeks' interval. The reliability coefficient value yielded 0.74 which was considered adequate for the study.

Permission was sought from Ministry of Education to allow the use of schools in respective zones, the principals of the selected schools were contacted and briefed about the purpose of the study who in turn gave their full cooperation assigned specific teachers for assistance. Three trained research assistants help the researcher to administered the questionnaire and, who were teachers in the sample schools. The research assistants covered the three educational zones of Bauchi state (Bauchi, Central and Katagum Zones). To test the hypothesis Pearson product moment correlation coefficient was used to analyze the data.

## RESULTS

H<sub>0</sub>: There is no significant relationship between consideration pattern of principals' leadership behaviour and teachers job satisfaction.

**Table 1:** The Relationship between Consideration Patterns of Principals' Leadership behaviour and Teachers' Job Satisfaction

Respondents	Supervision	Co-worker	Job	Pay	promotion
Correlation coefficients(r)	0.48	0.40	0.36	0.27	0.29

**Significant at  $P \leq 0.05$**

Table 1 revealed that there was significant relationship between consideration pattern of principals' leadership behaviour and teachers' job satisfaction. This

implies that when principals exhibit consideration pattern of leadership behaviour, they are likely to satisfy teachers.

**Table 2:** Relationship between Initiating Structure Pattern of Principal Leadership behaviour and Teachers Job Satisfaction

Respondents	Supervision	Co-worker	Job	Pay	promotion
Correlation coefficients(r)	0.25	0.23	0.28	0.20	0.21

**Significant at  $P \leq 0.05$**

Table 2 showed that there was significant relationship between initiating structure pattern of principal leadership behaviour and teachers' job satisfaction.

## DISCUSSION

It is apparent from the result shown on Table 1 that there was significant relationship between consideration pattern of principals' behaviour and teachers' job satisfaction. This means that teachers express greater satisfaction in their work when they see their principal as someone who shares information with them, delegates authority and keeps open channels of communication with them. This finding supports previous studies conducted by Monnoucher (1980), Philip (1980), Bogler (2001), Muktar (2002) and Ezeaneche (2004) who revealed significant positive relationship between consideration pattern of leadership behaviour and teachers' job satisfaction.

The results of this study in table 2 showed that there was significant relationship between initiation structure pattern of principals' leadership behaviour and teachers' job satisfaction. This means that when principals make their attitudes and position clear to teachers, co-ordinate the work of their teachers effectively and give them the required guidance, teachers then tend to be satisfied with their job satisfaction. This finding is in line with previous studies conducted by Mannoucher (1980), Philip (1981) and Ezeanche (2004) who found initiating structure pattern of principals' leadership behaviour to be positively and significantly related to teacher satisfaction. It however negates Muktar's (2002) finding who found significant

relationship between initiating structure leadership style and coaches satisfactory with their job.

## CONCLUSION

This study showed that there was significant relationship between principals' leadership behaviour and teachers' job satisfaction. This implies that if principals exhibited appropriate behaviour at the right time and situation, they (principals) exhibited both consideration and initiating structure at the required time and to the appropriate persons as the situation demanded. This has far reaching implication which should be acknowledged by decision makers as well as supervisors and principals. Besides, to improve the general feelings of teachers, principals need to be more aware of how strongly their behaviour affects teachers' perception about their job.

## RECOMMENDATIONS

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

1. In order to improve teachers' job satisfaction, Ministry of Education should ensure that only persons who show the potential of exhibiting different patterns of leadership behaviour are appointed as principals.
2. Workshops should be organized to refresh principals on the patterns of leadership behaviour.

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