

# Principals' Leadership Styles as Variables in Mathematics Teachers' Job Satisfaction in Secondary Schools in Ukwuani Local Government Area of Delta State

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**Abstract:** This research work examines principals' leadership styles as variables in mathematics teacher's job satisfaction in secondary schools in Ukwuani Local Government Area of Delta State. The population of the study consists of 450 teachers in the secondary schools in Ukwuani Local Government Area. The sample consists of the teachers – 83 male and 57 female teachers. The simple random sampling technique was used in selecting the sample. To guide the study, three research questions and three hypotheses were formulated and tested. The instruments of the study were the leadership style questionnaire (LSQ) and Mathematics Teachers Job Satisfaction Questionnaire (MTJSQ). In analyzing the data descriptive statistics (frequency, percentage) were used to answer the research questions while the chi-square contingency table were used to test the hypotheses at 0.5 level of significance. The result of the study revealed among others, that: The most prevalent principals' leadership style in secondary schools in Ukwuani Local Government to be Idiographic leadership style.

**Key Terms:** Leadership Style, Job Satisfactions, Mathematics, Teachers, Schools.

## I. INTRODUCTION

Leadership is of particular importance in educational administration because of its far-reaching effects on the accomplishment of school programmes, objectives and the attainment of educational goals. Because of its key role in the success or failure of organizations, leadership has long been a focus of study by students, theorist, researchers and practitioners, particularly in the last five decades (Peretomode, 1992).

Today, most of our schools are larger in size than in the 1960s and they are getting more complex in structure and composition consequently, the demand for administrative leadership is critical. The teachers, students, parents, look up to the school heads for sound leadership towards the achievement of the educational objectives and goals. This is because according to Anderson and Dyke (2013), "whether a school is noted for its innovations and willingness to depart from traditional practices or committed to the status quo, can be attributed to a great extent to the views and behavior of local administration".

Some authors, especially the behavioural scientists, regard leadership as a process of influence. For example, Koontz, O'Donnel and Weihrich, (1980) defined leadership as an "act or as a process of influencing people so that they will strive willing towards the achievement of group goals". Musaazi, (2000) also define s leadership as "the process of influencing the activities and behavior of an individual or a group or a group in efforts towards goal achievement in a given situation".

Job satisfaction in the context of this study is a situation whereby the worker (teacher) feels satisfied with his work and work environment. According to Happock (1980), it is any combination of psychological, physiological and environmental circumstances that cause a person to say "I am satisfied with my job". This view is even held up till today. Smith (1989), has equally conceptualise job satisfaction as "an effective response of the worker to his/her job" satisfaction results when a worker's-on-the-job-experience relates to his own values and needs. Workers constantly want to equate their input into a particular job with the benefits derivable from the job. When the worker experiences that his personal needs are taken care of by his jobs, he tends to have a feeling of satisfaction. When a worker is committed to his work because he is satisfied, there is every likelihood of increased performance (Wiener and Vardi, 2000). According to Iwuh (2001), the human factors that have either boosted workers morale or thwarted the hopes of workers all over the world are identified as follows: Lack of motivation, Poor working conditions, Corrupt and incompetent leadership; and Inadequate teaching orientation. Iwuh (2001), concluded that one single factor that has inflicted more injuries to the attitude of Nigerian workers, both the past and present, is the lack of motivation or its inadequacy.

### *Leadership Styles*

Leadership style is defined as the pattern of behaviors that leaders display during their work with and through others (Hersey and Blanchard, 1993). Miller et al. (2002) view leadership style as the pattern of interactions between leaders

and subordinates. According to Hersey et al. (2000), the term “leadership style” can be interpreted as leadership behavior with two obviously independent dimensions: task and interpersonal relationships.

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

1. *Autocratic-Self Style*: This is the leader who is autocratic and insists on things being done his own way without his goals being necessarily those of his organization.
2. *Autocratic-Nomothetic Style*: This leader is an autocratic leader who stresses the attainment of the goals of the organization to the neglect of, or, at the expense of the individual needs of the member of the group.
3. *Democratic-Nomothetic Style*: This type of leader stresses the organizational goals more and places importance upon conformity with general rules.
4. *Democratic-Idiographic Style*: This leader stresses more on the staff needs while meeting few organizational needs.
5. *Democratic-Transactional Style*: These are the styles used by a leader whose leadership pattern has a good mix of both Nomothetic and Idiographic dimensions. This leader is interested in satisfying both the staff and the organization.
6. *Laissez-Faire Style*: This is a leader who has no clear-cut goals and also gives no professional leadership to his group. Therefore, if a school principal emphasizes task-achievement and neglects human relations, his/her leadership style will be described as mainly task oriented. Thus, he or she is an autocratic-nomothetic leader. The findings of Litwin and Stringer (1994) corroborated this researcher's view when they found that effective leader behaviour is associated with high job performance and satisfaction in schools. They also reported further that high initiating structure combined with high relationship is associated with favourable group attitudes and changes in group attitude. In comparison with four areas of principal leadership identified by Bossert (2003), initiating structure seems to be in line with goals and production emphasis, power and decision-making, and organization/coordination, and relationship to be in line with human relations.

Therefore the findings of Bossert, (2006) from the recent studies reinforce the point that leadership style defined by initiating structure and relationship can affect organization process and effectiveness cum teachers' job satisfaction in school. It is against this background that this study attempts to identify the relationship between principals' leadership style

and teachers' job satisfaction in Ebon State public secondary schools with the belief that its findings will enhance a balanced education, individual, social and organizational growth.

#### *Statement of Problem*

The process of teaching and learning is filled with hurdles which the teacher is expected to resolve in order to achieve his stated objectives/goals. Secondary school mathematics teachers are vital human resources essential for successful prosecution of the National Policy on Education as it relates to secondary education. With the complexity of teachers' role in trying to achieve effective teaching and coupled with the student indiscipline and principals' leadership style with staff job dissatisfaction. Observations have shown that many students hate mathematics as a subject and have a phobia for figures which has translated itself into failures in external examinations.

Therefore, this paper attempts to find out if mathematics teachers' leadership styles in the classroom have been purposeful in yielding effective learning motivation of secondary school students in Ukwuani L.G.A, Delta State.

#### *Research Questions*

What is the most prevalent leadership style among principals in secondary schools in Ukwuani L.G.A, Delta State?

#### *Hypothesis:*

There is no significant difference between the idiographic, Nomothetic and Autocratic leadership styles and teachers' job satisfaction.

## II. METHOD AND PROCEDURE

The type of design used in this present study is the correlation method. The population of this study comprised of the 450 teachers in the Ukwuani secondary schools of Delta State. Two instruments were used in collecting data for this study. These were the Leadership Style Questionnaire (LSQ) and the Mathematics Teacher Job Satisfaction Questionnaire (MTJSQ). The data collected were analyzed and presented in tables. The chi-square contingency table was used to analyze the data. The level of significance was set at 0.05. Also, the research questions were tested using percentage and frequency.

#### *Research Question 1:*

Which is the most prevalent of principals' leadership style in secondary schools in Oshimili South Local Government Area?

Table 1.1: The Most Prevalent Principals' Leadership Style

N=160

Leadership styles	F	%
Idiographic	72	45
Nomothetic	68	42
Autocratic	20	13
<b>Total</b>	<b>160</b>	<b>100</b>

The data relevant to providing answer to research question 1 have been analyzed and presented in table 1.1.

An inspection of the tables shows that out of the 160 respondents 72 (45%) of them reported that their principals' adopted Idiographic leadership style, 68 (42%) reported Nomothetic leadership style and 20 (13%) Autocratic leadership style. Thus, the finding reveals that the most prevalent principals' leadership style in Ukwuani Local Government Area to be Idiographic leadership style. The least adopted leadership style by principals in secondary schools in Ukwuani Local Government Area of Delta State is that of the Autocratic leadership style.

*Research Hypothesis 1:*

There will be no significant different between the Ideographic, Nomothetic and Autocratic leadership styles and teachers job satisfaction.

Table 1.2: Test of Significance Difference between the Ideographic, Nomothetic and Autocratic Leadership Styles and Teachers Job Satisfaction.

LEADERSHIP STYLES	LEVEL OF JOB SATISFACTION				RAW TOTAL	X <sup>2</sup> VALUE
	Strongly Agree	Agree	Disagree	Strongly Disagree		
Ideographic	21 (23)	41 (38)	07 (07)	03 (04)	72	3.15
Nomothetic	22 (22)	36 (36)	06 (06)	04 (04)	68	
Autocratic	08 (06)	08 (11)	02 (02)	02 (01)	20	
Column total	51	85	15	09	160	

\* Note: significant at  $P \leq 0.05$ ,  $df = 6 = 12.59$

The data in table 1.2 above reveals that there is no significant difference between the Ideographic, Nomothetic leadership styles and teachers' levels and teachers' level of job satisfaction. The calculated chi-square of 3.15 is lower than the critical value of 12.59 at  $df = 6$ . We therefore, accept the null hypothesis that there is no significant difference between the three leadership styles and teachers' job satisfaction.

III. DISCUSSION OF FINDINGS

The result revealed that out of the three leadership styles, the Ideographic style is the most prevalent. This implies that principals in secondary schools in Ukwuani Local Government Area prefer the Ideographic leadership style to either the Nomothetic or Autocratic.

Therefore, if a school principal emphasizes task-achievement and neglects human relations, his/her leadership style will be described as mainly task oriented. Thus, he or she is an autocratic-nomothetic leader. The findings of Litwin and Stringer (2004) corroborated this researcher's view when they found that effective leader behaviour is associated with high job performance and satisfaction in schools. They also reported further that high initiating structure combined with

high relationship is associated with favourable group attitudes and changes in group attitude.

IV. SUMMARY OF FINDINGS

The results of the study revealed that

1. The prevalent leadership style among principals in secondary schools in Ukwuani Local Government Area is the Ideographic Leadership style.
2. Teachers feel more satisfied under principals that adopt the Ideographic leadership style.
3. Teachers feel least satisfied under principals that adopt the Autocratic leadership style.

V. CONCLUSION

Based upon the findings of this study, the following conclusions were drawn:

1. Most principals of secondary schools in Ukwuani Local Government Area adopt the Idiographic style of leadership.
2. Teachers in Ukwuani Local Government Area feel more satisfied under principals that adopt the Idiographic leadership style than those that adopt the Nomothetic or Autocratic leadership style.
3. Teachers are not satisfied under principals that adopt the Autocratic leadership style.

VI. RECOMMENDATION

However, the following recommendations will enhance teachers' job satisfaction.

1. If a high level of teachers' job satisfaction is to be objectified, a great deal of consideration must be given to the attitude held by teachers regarding their principals' leadership styles.
2. The Government should overhaul the administrative mechanism in secondary schools through conferences, seminars and workshop.
3. Teachers' salaries and other entitlements should be paid promptly. To ensure the prompt payment of salaries and allowances, there should be established National consolidation fund from which teachers should be paid their financial entitlements.
4. The working conditions and welfare of teachers should be improved through the provision of office, residential accommodation and the provision of instructional aides, car refurbishing loans and housing should be made available to teachers.

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