

**SCHOOL LEADERSHIP AS A CORRELATE OF TEACHERS' JOB SATISFACTION
IN PUBLIC SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF
ANAMBRA STATE**

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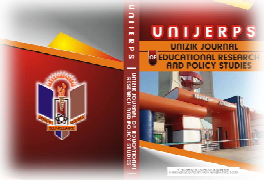
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Abstract

The purpose of this study was to ascertain the relationship between school leadership and teachers' job involvement in the public secondary schools in Enugu State. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted correlation research design. Population of the study comprised 10,112 teachers in the 291 public secondary schools in Enugu state. The sample for this study was 2, 606 teachers drawn from the public secondary schools in the state. The sample size was drawn using proportionate stratified random sampling technique. Instruments for data collection were two questionnaires adapted by the researcher. The first instrument was titled "Teachers' School Leadership Questionnaire" (TSLQ) while the second one was titled "Teachers' Job Involvement Questionnaire" (TJIQ). The instruments were validated by four experts and their reliability indices determined using Cronbach alpha method. The coefficients of 0.90 and 0.83 were obtained for the instruments respectively. Data were collected through direct hand-delivery process by the researcher and research assistants. Data collected were analyzed using Pearson product moment for answering the research question while t-test analysis was used to test the hypothesis. Findings among others indicated that there is a high and positive correlation between school leadership and teachers' job involvement in public secondary schools in Enugu State. There is also significant relationship between teachers' school leadership scores and teachers' job involvement scores in public secondary schools in Enugu State. It was recommended among others that principals should involve teachers in the leadership activities of the schools to enable them develop positive attitude towards the school leadership. This may boost their job involvement in the school.

Keywords: Relationship; School Leadership; Teachers; Job Involvement; Secondary School



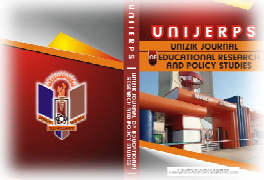
Education is a veritable tool for acquiring relevant knowledge, skills, attitude, and values to enhance development of one's character and potentials for self-reliant and overall development of the society. It also helps in the positive development of human potentials, the human talent, the human intellect, the human attitude and the human skills. It therefore important to note here that, unless functionality is assured in the system, education will lose out in terms of producing quality outputs. The emphasis here is on secondary education.

Secondary education is the level of education that comes after primary education and before tertiary education. Emenalo and Ibekwe, (2013) stated that secondary education is that level of education after primary education. They also noted that it is a link between primary and the tertiary level of education. In view of Chidobi (2015), secondary school is an established for refining human beings at their youthful age in terms of skills, behaviour and all round excellence in order to fit into the society where they live. It rests on the shoulders of the principals to assure quality in instructional delivery. This can be achieved through purposeful leadership. Principals as the chief executives of secondary schools are saddled with the crucial task of leading the school.

Leadership is an aspect of the school system. Leadership that recognizes teachers' contribution thrives in a disciplined environment. Inan attempt to overcome the inadequacies of traditional models of school organization that undermined teachers' participation, the notion of participative leadership is being conceived to encourage teachers' participation. This conception of

leadership focuses on teachers working together as a group to ensure good leadership (Murphy & Beck, 2015). The result is team work which may impact positively on the teachers' job performance. Leadership skills are "the learned ability to bring about pre-determined results with maximum certainty often with minimum use of time..., energy or both" (Knapp, 2007, p.1). Educational reform efforts in developed countries, have focused on the significance of the leadership role and skills of the principal for the achievement of school effectiveness (Short & Greer, 2017).

Katz (2015), the first researcher to propose the skill approach to leadership, discovered that effective leadership depends on three basic skills: technical, human or interpersonal and conceptual. Mumford, Zaccarro, Harding, Jacobs and Fleishman (2000) proposed a five component skill based model of effective leadership which had problem solving skills, social judgment skills and knowledge skills at the core of its components. Hoy and Miskel (2000) ascertained technical, interpersonal, conceptual and administrative skills as skills that the principal as the school leader should possess for school success. Rashidi, Ali, Ashiq, Khalid and Salfi (2014) suggested ten categories of skills essential for effectiveness. They were technical, analytic, decision making, human, communication, interpersonal, conceptual, diagnostic, flexible and administrative skills. Mumford, Campion and Morgeson (2007), identified four general categories: cognitive, interpersonal, business and strategic skills. Another researcher, Richter, (2006), was of the opinion that leadership skills are divided into three domains: transformational,



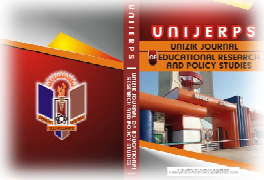
managerial and instructional. The various sets of researchers found differing categories of leadership skills which were not all related, to be essential for the achievement of the school goals. Principals as leaders who are in a position to influence others must have the skills that will make them take advantage of that position. To be competent as school leaders, principals need the requisite leadership skills. Such skills can enable them enhance teachers' job satisfaction.

The concept of job satisfaction refers to an individual's feelings about her or his job. According to Spector in Ngimbudzi (2009), job satisfaction is defined as how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Additionally, Mbua (2013) defined job satisfaction as the fulfilment acquired by experiencing various job activities and rewards. Moreover, job satisfaction is defined as the amount of importance a school places on its human resources (Lunenburg & Ornstein, 2014). Operationally, job satisfaction is being happy and contented with ones (teachers) duties and showing same in being devoted to the duties. Chamundeswari (2013) asserted that job satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension (Organ & Bateman, 2011). The lack of job

satisfaction among teachers results in absenteeism from school, aggressive behaviour towards colleagues and learners, early exit from teaching profession and psychological withdrawal from work (Marques, 2010). It is therefore important to note that teachers' job satisfaction is very critical in school leadership. Teachers' job satisfaction needs to be increased.

Teachers form an important component of the overall education system and the success and failure of a system to a great extent depends on the quality of the teacher. As far as school teachers are concerned, they play a significant role in the personality and career development of their students. Directly and indirectly teacher's personality affects the personality and growth of students (Edger, 2014). The examples set by them have long lasting effect on their students, they pick up the way of life, their teachers reflect through their behavioural expression.

According to Kiger and Patrick (2016), studying school leadership and job satisfaction is aimed at understanding their relationship with a view to creating school environment that will encourage positive school outcomes. At present, it seems that there is a decline in the quality of teaching and academic standard in public secondary schools in Anambra State. Parents have expressed concern about quality leadership perceived to be lacking in the State and hence affecting management of secondary schools. There are problems of students' unrest, behavioural problem among teachers and students arising from bad leadership in schools affecting management of secondary schools. These problems in the state dampen staff morale and job satisfaction; stifle initiative and creativity; reduce the



level of staff cooperation and commitment; breed unhappiness, stress and tension among staff and set the school into opposing camps of the pro and the anti administration camps. As a result, the school environment has not been able to influence positive academic performance internally because most secondary schools in the state do not have satisfied teachers. All these are matters of concerns which need redressing and have equally necessitated this present study. Consequently, the problem of the study was to ascertain relationship between school leadership and teachers' job satisfaction in the public secondary schools in Awka education zone of Anambra State.

Research Question: What is the nature of relationship between teachers' scores on school leadership and their job satisfaction scores in public secondary schools in Awka education zone of Anambra State?

Hypothesis: There is no significant relationship between teachers' scores on school leadership and their job satisfaction scores in public secondary schools in Awka education zone of Anambra State.

Research Method

This research work is a co-relational study and was carried out in public secondary schools in Awka Education zone. The population of the study comprised of 266 secondary school teachers in the 18 public secondary schools in Awka South Local Government Area of Anambra State. The sample for this study consisted of 200 teachers. Ten schools were selected by simple random sampling. Twenty (20) teachers were selected from each of these schools using purposive sampling technique. Instruments for data collection were two

questionnaires developed by the researchers. The first instrument is titled "Teachers' School Leadership Questionnaire" (TSLQ) while the second one is titled "Teachers' Job Satisfaction Questionnaire" (TJSQ). The instruments were validated by experts and their reliability indices determined using Cronbach alpha method. To ascertain the reliability of the instruments, the test-retest method was adopted using 20 copies of the questionnaire which was administered twice in one week to 20 teachers in two public secondary schools in Njikoka Local Government Area of Anambra State. This yielded indices of 0.83 for TSLQ and 0.90 for TJSQ. Data were collected by the researchers through direct hand-delivery process. Data collected were analyzed using Pearson product moment for answering the research question while regression analysis was used to test the hypothesis. The coefficient (r) of the relationship was interpreted using the Best and Khan (2003) criterion for evaluating the magnitude of a correlation:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to Very high

The hypothesis was tested at 0.05 level of significance using t-test. The decision rule was that wherever p-value is greater than or equal to the significant value of 0.05, the null hypothesis was not rejected. On the other hand, a null hypothesis was rejected wherever the p-value was less than significant value and this means that the null hypothesis was significant.

Presentation of Results

Research Question: What is the nature of relationship between teachers' scores on school leadership and their job satisfaction scores in public secondary schools in Awka education zone of Anambra State?

Table 1: Analysis of Relationship between Teachers' Scores on School Leadership and their Job Satisfaction Scores

N	R	Remark
2,600	0.82	High and positive relationship

The results in Table 1 show that the scores of teachers on school leadership and their job satisfaction have high and positive relationship. This means that there is high and positive relationship between school leadership scores and teachers' job satisfaction scores in public secondary schools in Awka education zone of Anambra State.

Null Hypothesis

Ho: There is no significant relationship between teachers' scores on school leadership and their job satisfaction scores in public secondary schools in Awka education zone of Anambra State.

Table 2: t-test Analysis of the Relationship between Teachers' School Leadership Scores and their Job Satisfaction Scores

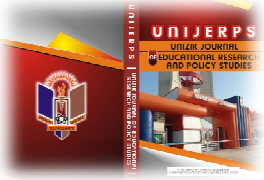
N	r	t	P-value	Remarks
2,600	0.82	0.237	0.195	S.

* $P < 0.05$; Hypo. Reject

The results in Table 2 indicate t value of 0.237 with a P-value of 0.195. The P – value is less than t value at significant level of 0.05. These results suggest that there is significant relationship between school leadership scores and teachers' job satisfaction scores. The null hypothesis is rejected. The conclusion is that there is significant relationship between school leadership scores and teachers' job satisfaction scores in public secondary schools in Awka education zone of Anambra State.

Discussion of findings

This study finds that there is a high and positive relationship between school leadership and teachers' job satisfaction in



public secondary schools in Awka education zone of Anambra State. The finding from the hypothesis indicated that there is significant relationship between teachers' scores on school leadership and their job satisfaction scores.

The finding of this study is very interesting in the nature of leadership practices the principal accepts may like determine teachers' job satisfaction at the school. In schools where positive leadership practices are accepted, the teachers will be more satisfied with their job and vice versa. The findings of this study are supported by Wilson (2016) who found that there is positive relationship between principals' leadership practices and teachers' jobsatisfaction. In the same vein, Aseyai (2015) found that effective leadership practices enhance teachers' job satisfaction.

Conclusion

The conclusion in this study is satisfaction that there is positive correlation between school leadership and teachers' job satisfaction. It is also concluded that there is significant relationship between school leadership and teachers' job satisfaction in public secondary schools in Awka education zone of Anambra State.

Recommendations

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

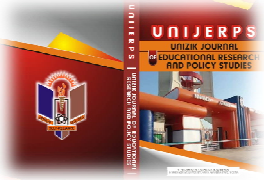
1. Principals should involve teachers in the leadership activities of the schools to enable them develop positive attitude towards the school

leadership. This may boost their job involvement in the school.

2. The teachers should work as a team in their schools. This will make them relate well interpersonally with one another. This is because positive interpersonal relations can impact positively on teachers' job involvement.
3. Schools should relate well with their host communities. Not only that such relationship can attract facilities from the communities to the school, the teachers' job involvement can be enhanced.

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