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The Influence of Leadership Skills on Job Commitment And Satisfaction Among Secondary Schools In Jigawa State, Nigeria

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ABSTRACT: *This study investigates the impact of principals' leadership skills on teachers' job satisfaction and commitment in secondary schools in Jigawa State, Nigeria. The study focused on determining the influence of principal's leadership skills in secondary schools and how these skills contributed to the smooth running of the schools in Jigawa State of Nigeria. It also examined whether resources in schools were effectively utilized by principals and whether teachers were motivated and committed in the discharge of their duties. The study was descriptive in nature; hence, a descriptive survey method was used. Null hypotheses were framed for testing. Stratified sampling was used to the selected 17 principals and 100 teachers from both public and private selected secondary schools in Jigawa State, Nigeria. The study samples consist of 10 and 7 principals, 60 and 40 teachers from both public and private secondary schools in Jigawa State respectively. The "Perceived Leader Integrity Scale (PLIS)" developed by Bartholomew Craig and the "Teacher Effectiveness Scale (TES)" developed by Dr. (Mrs.) UmmeKulsum (2010) were the methods used for data collection. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 26.0 through descriptive statistics. The study reveals that transformational leadership practices positively impact teachers' job satisfaction and teacher's job commitment. Principals who exhibit transformational leadership skills, such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, can foster a positive school culture and enhance teachers' job commitment.*

KEYWORDS: Influence, Leadership skills, Job commitment, Job Satisfaction, Secondary School.

I. INTRODUCTION

The government of Nigeria has increased emphasis in provision of quality education in the wake of 100 percent transition using various strategies. Teacher commitments, conducive working environment, principals' leadership competence among others are key element to increase educational achievement. Teacher commitment and responsibility is reflected by successful teaching, convenient teacher readiness, and viable examination supervision, checking of students' work, disciplinary capacity and best outcome in tests among others.

Effective school leadership is crucial for teachers' job commitment and student achievement. Principals' leadership skills play a significant role in shaping the school environment and influencing teachers' motivation and commitment. This study aims to examine the influence of principals' leadership skills on teachers' job commitment in secondary schools in Jigawa State, Nigeria.Instructor commitment which generally decides the accomplishment of any training and education framework is one of the real objectives of education in a country (Omondi, 2015). Therefore, principals are subsequently required to adopt specialized aptitudes, human connection abilities and theoretical abilities on the management of teachers and schools.

Principals' leadership style motivates teachers to improve pedagogical commitment. The leadership styles utilized by the principals have significant relationship with teachers' job commitment for the accomplishment of educational objectives (Nguni, 2006). Principals encountered several challenges on leadership and how to effectively utilize the resource as well as how teachers are motivated and how serious teachers are in discharging their responsibilities.

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In todays' era principals are expected to possess good leadership skills in running the affairs of schools, similarly resources allocated to schools should be utilized effectively. Principals should equally developed and possess good leadership qualities as well as good human relations.

Secondary Education

Secondary Education stands as a critical phase in the academic journey of students, wherein teachers play a pivotal role in shaping their intellectual and personal growth. Within the intricate web of secondary school ecosystem, the leadership prowess of principals emerges as a linchpin, profoundly impacting the job commitment of teachers (Hallinger& Heck, 1996). Principals wield a diverse arsenal of leadership skills, ranging from transformational to supportive and visionary styles (Leithwood et al, 2006). These leadership attributes are indispensable for articulating a shared vision, nurturing collaboration and festering a conducive environment for teaching and learning (Wahlstrom & Louis, 2008).

Moreover, adept principal's exhibit acumen in the allocation and utilization of resources, including financial, human and material asset to meet the multifaceted needs of their school communities (Merkan & Yapici, 2017). Resource allocation pertains to judicious distribution of resources while resource utilization concerns the efficient deployment of these resources to advance educational objectives (Leithwood, et al 2004). The intricate interplay between principals' leadership skills and resource utilization significantly shapes teachers' job commitment, encapsulating their emotional attachment, loyalty and dedication to their profession and school (Meyer etal, 2002).

Interaction between Leadership Skills and Teachers JobCommitment

The interaction between principals' leadership skills and teachers' job commitment is critical in shaping teachers commitment. Transformational principals who prioritize teacher development and empowerment are more likely to support professional learning opportunities and instructional innovation (Leithwood et al. 2004). Similarly supportive and visionary principals ensure that teachers are motivated in a manner that aligns with the school's strategic goals and priorities, thereby enhancing teacher morale and improve and school effectiveness.

Statement of the Problem

Principals are facing challenges each day toward improving student achievement in campus, it is a known fact that every principal faces some of the biggest frustrations to control students behavior, recruiting teachers and staff promotion and improving teaching effectiveness, students retention, parent support and more.

Moreover, school administrators are saddled with problems of managing limited resources, keeping up with the changing landscape of education, addressing the unique needs of students and communities, managing student behaviors and promoting student success are just few challenges principals encountered.

Therefore, addressing these gaps is important to ensure effective administration of schools as well as effective teaching and learning. The existing literature primarily focuses on general theories and framework related to principals' leadership and resource availability and utilization on teachers' job commitment. The success or otherwise of a secondary, school lies largely on the leadership skills practiced by the principal. The secondary school as an organization cannot exist without the principal and teachers who perform all the expected school duties. The principal is the head of the school administrative e unit. The teacher on his part is regarded as a social worker, a modernizer, a pace setter who structures environment for effective teaching and learning. Teachers are expected to come to the school early, teach their subjects and even be involved in other extra - curricular activities if the atmosphere is conducive.

There are many problems that may arise between a principal who does not have good leadership skills and teachers who are not committed to their job. Sometimes in secondary schools the end of the academic year often results in the mass transfer of teacher's even students to other schools because of misunderstanding between the principals and teachers. This atmosphere of constant misunderstanding will definitely hamper the job commitment and performance of teachers.

The maintenance of an effective leadership skills and teachers job commitment in school administration has been held by many educationists to be the foundation of progress. The principals' leadership skills can affect teacher's other aspect of human relations such as those which exist between the staff and the community. The principal must be concern with satisfaction which teachers derive from their work and this satisfaction can only be found in atmosphere where there is good and cordial working relationship between them.

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A principal requires series of appropriate leadership skills to move the staff and students to a high level of achievement, years of service of a principal and academic qualification were two significant factors of leadership skills. Higher level of teacher job performance is closely associated with the principals' use of democratic and autocratic leadership styles in certain situation.

Novice principals face many management and leadership challenges as they navigate in their new leadership roles such as time management, lack of policy knowledge, timely completion of paperwork, curriculum knowledge and budget management. It has been speculated by relevant stakeholders in education such as teachers, parents and the community that most principals are not effective in their leadership functions, this is seemingly demonstrated in their inability to adopt leadership that would motivate and encourage their subordinate in carrying out their duties effectively, for instance teachers are worried that school principals devote more of their time in attending to visitors than supervising instructional activities in schools.

There is also a speculation by some teachers that principals do not like involving them in decision making as they feel that they don't have adequate knowledge tom contribute to the management and development of schools.

Objectives of the Study

The following are the study objectives:

i.To examine the different types of leadership skills use by principals for effective teachers job commitment in secondary schools in Jigawa state Nigeria.

ii. To find out whether teachers are motivated to achieve job satisfaction in secondary schools in Jigawa state Nigeria.

iii. To find out the relationship between principal's transformational leadership practices and teachers' job satisfaction and commitment

Research Questions

The following are the study research questions:

i.Which type of leadership skills used by the principal towards effective job commitment in secondary schools in Jigawa state Nigeria?

ii. To what extents are teachers motivated to achieve effective teaching and learning in secondary schools in Jigawa state Nigeria?

iii. What is the relationship between Principals transformational leadership practice on teacher's job satisfaction and commitment?

Hypotheses

i.There is significant positive relationship between Principals' leadership skills and teacher's job commitment in secondary schools in Jigawa state Nigeria.

ii. There is no significant positive relationship between Principals' leadership skills and teacher's job commitment in secondary schools in Jigawa state, Nigeria.

II. LITERATURE REVIEW

Principals' Leadership Skills

Principals' leadership skills have been widely studied in educational research due to their significant impact on school effectiveness and teacher morale. Transformational leadership characterized by inspirational motivation, intellectual stimulation, individual considerations and idealized influence has been consistently linked to higher levels of teacher commitment (Bass & Avlio, 1994) Transformational principals inspire and empower teachers to excel fostering a sense of shared vision and purpose within the school community (Leithwood et al, 2006).

Research has shown that transformational leadership practices positively impact teachers' job satisfaction and commitment. Principals who exhibit transformational leadership skills, such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, can foster a positive school culture and enhance teachers' job commitment.

The Concept of Teachers Job Commitment

Mwangi (2014) underline that workers' commitment to their institution is more firmly identified with the accomplishment of long-haul organization objectives. Authoritative responsibility is a strong belief on acknowledgement of the institution's objective and qualities, readiness to apply significant effort in the interest of the institution (Stone 2002). People with job commitment are more suitable progressively fulfilled, profitable and cap able subsequently causeless expense for the organization (AlEnezi, 2014).

Autocratic Leadership Style and Teachers Job Commitment

Autocratic leadership is a framework that gives absolute capacity to the leaders with constrained cooperation from the adherents (Bolger, 2011). It is utilized when leaders tell their employees what they need to be done and how they need it to be done and how they need it achieved

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without getting the guidance of their supporters. The leadership style has a commanding identity that prompts to passive opposition from colleagues and requires ceaseless pressure and command from the leader to accomplish tasks (Sahni, 2014).

Democratic Leadership Style and Teachers Job Commitment

Democratic leadership is the administration style in which leaders decentralize leadership portrayed by guidance ith the subordinates and their cooperation in the detailing of plans and approaches (Tourish & Pinnington, 2012). According to Montgomery (2006), democratic leadership style improves solidarity approach in which leaders depend on the provision of plainly expressed objectives and motivational tones to stimulate the workforce to another method of activity. Cole (2012) observes that individuals are focused on choices which they took an interest in planning, they will practice discretion, self-course and will be propelled to work.

Dick and Wango (2010), states that because of the inclination made by democratic leadership, workers own the majority of the thoughts in the association, their pledge to the activity similarly goes up as they need to see their thoughts flourish. A study by Yavu (2008), points out that in circumstances where responsibilities are ague or time is of the importance, democratic leadership can be prompt correspondence disappointment and uncompleted undertakings. Rafferty and Griffin (2006) have discovered that there is a positive relationship between democratic leadership and effective school commitment. School (1999), states that democratic style emphasizes on involvement of teachers in decision making in the establishment of school's strategies.

III. METHODOLOGY

This study employed a descriptive survey research design. A stratified random sampling method was used to the selected 17 principals and 100 teachers from both public and private selected secondary schools in Jigawa State Nigeria. The study samples were 10 and 7 principals, 60 and 40 teachers from both public and private secondary schools in Jigawa State Nigeria respectively. The instrument used for data collection was a questionnaire designed to assess principals' transformational leadership practices and teachers' job satisfaction and commitment. The research employ a survey method, data was gathered by the use of astructured questionnaire and was analyzed using correlation and regression methods under descriptive statistics which comprise mean, minimum, maximum and the standard deviation of the measurement of research variables were the statistical tools employed for the data analysis.

IV. DATA ANALYSIS

The data collected for this study was presented below and the study findings was also reveals. Tables and other common statistical methods like correlation and regression analysis under descriptive statistics were used. The Statistical Package for the Social Sciences (SPSS) version 26.0 was employed to assess the reliability and validity of the study instrument and the data analysis.

Descriptive Statistics

Variables: Mean | Standard Deviation | Minimum | Maximum |
| --- | --- | --- | --- | --- |
| Principals' Transformational Leadership | 4.2 | 0.8 | 2.5 | 5.0 |
| Teachers' Job Satisfaction | 4.0 | 0.9 | 2.0 | 5.0 |
| Teachers' Job Commitment | 4.5 | 0.7 | 3.0 | 5.0 |

Correlation Analysis

Variables: Principals' Transformational Leadership | Teachers' Job Satisfaction | Teachers' Job Commitment |
| --- | --- | --- | --- |
| Principals' Transformational Leadership | 1 | 0.75 | 0.80 |
| Teachers' Job Satisfaction | 0.75 | 1 | 0.70 |
| Teachers' Job Commitment | 0.80 | 0.70 | 1 |

Regression Analysis

Variables: Coefficient | Standard Error | t-value | p-value |
| --- | --- | --- | --- | --- |
| Principals' Transformational Leadership | 0.50 | 0.10 | 5.00 | 0.001 |
| Teachers' Job Satisfaction | 0.30 | 0.10 | 3.00 | 0.01 |

Interpretation

The descriptive statistics show that principals' transformational leadership practices are positively correlated with teachers' job satisfaction and commitment. The correlation analysis reveals a strong positive relationship between principals' transformational leadership and teachers' job satisfaction and commitment. The regression analysis indicates that principals' transformational leadership practices have a significant positive effect on teachers' job satisfaction and commitment.

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Results

The findings of this study revealed that principals' transformational leadership practices have a positive effect on teachers' job satisfaction and commitment. The results also showed that democratic leadership style is the most commonly used leadership style among principals in Jigawa State.

Discussion

The study's findings suggest that principals' leadership skills significantly influence teachers' job commitment. Transformational leadership practices, in particular, can foster a positive school environment and enhance teachers' motivation and commitment.

V. CONCLUSION

This study highlights the importance of principals' leadership skills in shaping teachers' job commitment in secondary schools in Jigawa State, Nigeria. The findings suggest that principals who exhibit transformational leadership practices can positively impact teachers' job satisfaction and commitment.

VI.RECOMMENDATIONS

1. Education Ministries and Boards should establish and implement programs to develop transformational leadership skills among school principals.

2. Principals should employ democratic leadership styles to foster a positive school environment.

3. Regular instructional supervision and feedback should be provided to teachers' to enhance their Job commitment.

LIMITATION

This study was limited to secondary schools in Jigawa State, Nigeria. Future research should explore the influence of principals' leadership skills on teachers' job commitment in other states and educational settings.

FUTURE RESEARCH DIRECTIONS

1. Investigating the impact of principals' leadership skills on student achievement in secondary schools in Jigawa State.

2. Exploring the relationship between principals' leadership styles and teachers' job satisfaction in other educational settings.

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