

THE INFLUENCE OF SCHOOL LEADERSHIP ON TEACHERS' JOB SATISFACTION AND PERFORMANCE IN PRIVATE SCHOOLS IN YEI TOWN, SOUTH SUDAN

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ABSTRACT: *Educational institutions have a significant impact on the future of a nation thus the school leadership are inevitably charged with the role of motivating and supporting teachers to enthusiastically work towards the realization of school objectives (educational objectives). This paper examines the influence of school leadership on teachers' job satisfaction and performance. The study employed a survey design that was performed in private schools in Yei town, South Sudan. Simple random sampling technique was used to select the respondents. Ten private schools were selected in the town from which 10 head teachers were considered for the study and a random sample of 100 teachers from each of the 10 schools. Data collected was analysed using the Statistical Package for Social Science (SPSS) version 12.0. Regression analysis was performed to establish the relationships among the variables. Leadership was found to influence teachers' job satisfaction and performance in their respective private primary schools.*

KEYWORDS: Private Schools, Job Satisfaction, Performance, Leadership, Employee Commitment

INTRODUCTION

Job satisfaction refers to the fulfilment a teacher derives from his/her job on a daily basis. A high job satisfaction is perceived to result to a high level of commitment to work. According to Anderson (2004), teachers' job satisfaction is often regarded as an important aspect in the commitment of teachers towards their school productivity. A teacher's job satisfaction is related to expectations of work benefits and the extent to which those are met by employers. Scott and others identify factors responsible for job dissatisfaction among teachers as administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and working conditions (Scott *et al.*, 2005).

Nevertheless, a teacher who is happy or satisfied with his/her job generally may have a sense of obligation to uplift the society and hence positively impact learners; whereas, one who is dissatisfied negatively affect students' learning. Wright (2004) noted that there is a significant relationship between teachers' attitude towards teaching and job satisfaction and teachers tend to teach well when they are satisfied in their job. Since leaders have a big role to play in the job satisfaction and performance of teachers, this paper investigates their influence in private schools, Yei Town, South Sudan.

LITERATURE UNDERPINNING

Leadership is a process in which a leader influences the behaviour of employees or followers to achieve organizational goals (Robbins, 1998). Leaders must understand that organizational success depends on their leadership styles. By adopting appropriate leadership styles, leaders can affect employee job satisfaction, commitment and productivity. Albanese studied associates job dissatisfaction with: monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers. He established that incapable leaders and low salary were key factors that influenced job dissatisfaction. This implies that, among other factors, teachers' job dissatisfaction is associated with leadership incompetence (Albanese, 2008).

Lindahl's (2014) study was to gain an understanding of school leadership behaviours association with school trust and teacher job satisfaction, in an effort to maximize student achievement. Using varying survey data from Chicago Public Schools, the study explored the relationship between school leadership and school trust on teachers' job satisfaction; the association between school trust and teacher job satisfaction on students' achievement, and comparison of the magnitudes of the relationships between school trust and teachers' job satisfaction on students' achievement. The results revealed that school leadership behaviour has a relationship with school trust and teachers' job satisfaction, but that school trust and teacher job satisfaction do not have clear relationships with students' achievement.

Wahab *et al.* (2014) examined transformational leadership practices by headmasters in primary national schools in the district of Temerloh, Malaysia. The study included four dimensions of transformational leadership. The study also examined relationship of teachers' job satisfaction and teachers' commitments and transformational leadership practice by headmasters. The results showed that there was a significant positive relationship between the level of transformation leadership and the level of teachers' job satisfaction while teachers' commitments were average. However, the results of the study showed a significant relation between the level of transformational leadership and teachers' work commitment.

Correspondingly, Marshall (2014) examined Principals' leadership styles and teacher commitment among a sample of secondary school teachers in Barbados. The study looked at the relationship between principals' leadership styles and teachers' commitment among 90 teachers and 11 principals from 11 schools. Findings indicated a statistically significant difference between teachers' level of commitment in newer schools compared to their counterparts in older schools. Moreover, the principals' leadership style sub-variables accounted for some variance in the teachers' commitment.

Abwalla's study investigated the influence of leadership styles on teachers' performance in general secondary schools of Gambella region, Ethiopia (Abwalla, 2004). The study was carried out in ten general secondary schools of Gambella region. A total of 190 individuals participated in the study. Among them 170 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 20 general secondary school principals were included through convenience sampling technique. The teachers' performance was found to be moderate in general secondary schools. In general, the findings concluded that principals' leadership style of general secondary schools in Gambella region had significance effect on decision-making, communication and delegation to improve the

level of teachers' performance, there was a clear indication that teachers have not been performing to the expectation.

Furthermore, there are reports on the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. The study by Machumu and Mafwimbo (2014) found there is a relationship between the democratic leadership style and the performance of primary schools. Moreover, the level of teachers' job satisfaction was reportedly high in best performing schools compared to least performing schools. The findings commended a democratic leadership style in promoting high teachers' job satisfaction among teachers in primary schools.

Limited studies have been conducted in regards to leadership attitudes towards teachers' job satisfaction and performance. The authors thus realise this gap hence this study to explore how school leadership influence teachers' job satisfaction and performance in the private primary schools Yei town, South Sudan.

METHODOLOGY

The study was carried out among private schools in Yei town, South Sudan. Kerlinger (1978) defines a research design as "comprising the plan, structure, and strategy of investigation conceived by a research to answer research questions" (p. 300). This study employed a survey design in which quantitative data was collected. The target population for the study was 10 private primary schools from which 10 head teachers were selected and 100 teachers randomly sampled.

Sampling is the procedure used to identify individual items to be studied. While researchers such as Mugenda and Mugenda have stated that sample size for descriptive studies should be between 10 percent and 20 percent of the population, Kasomo (2007) recommends that researchers use the largest sample possible because statistics calculated from a large sample are more accurate; thus the sample size for this study was 25 percent for it is recommended. In order to provide for equal chance for every member in the school to be included, simple random sampling was used. The total sample size of 110 respondents included 10 head teachers and a random sample of 100 teachers from each of the 10 private primary schools.

A Self-administered, closed ended questionnaire was used for the study because it had the ability to limit inconsistency and save time as suggested by Amin (2004). The questionnaires were chosen in this study because they produced normative data important for analysis. Collected data was analysed and presented in frequencies and percentages.

Results and Discussion

This study was set to find out how school leadership influence teachers' job satisfaction and performance in private schools in Yei Town, South Sudan. Respondents were asked to indicate whether leadership influences job satisfaction and performance in their respective schools. Figure 1 indicates their responses.

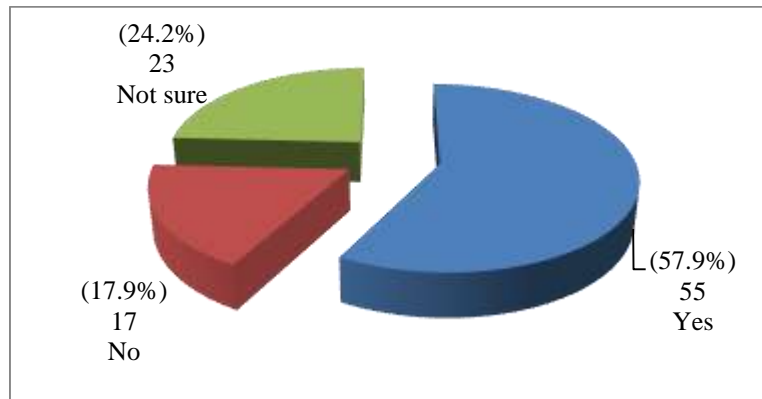


Figure 1. Influence of leadership on teacher’s job satisfaction and performance

The findings in figure 1 show that apparently most of the teachers 55(57.9%) indicated that leadership influenced their job satisfaction and performance in their respective schools. However, almost a quarter of them (24.2%) were not sure. The remaining 17.7% said leadership has no influence on their job satisfaction and performance.

Having the knowledge that majority of the respondents indicated that indeed leadership influenced their job satisfaction and performance in their respective schools, the authors intended to find out the dominant leadership styles in the selected private schools in Yei Town. Some of the leadership styles identified included democratic style, autocratic style and laissez faire.

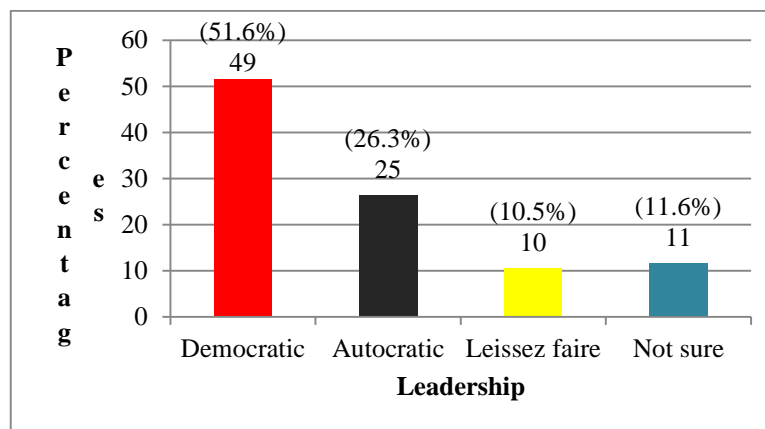


Figure 2. Dominant leadership style

When asked which dominant leadership style contributed to high job satisfaction among teachers, slightly more than a half of the respondents (51.61%) affirmed that democratic leadership style highly influenced their job satisfaction. However, slightly more than a quarter (26.3%) of them indicated that Autocratic style of leadership was experienced in their respective schools.

Further insights into the type of leadership style that promoted high teachers’ job satisfaction were sought. Figure 3 shows the findings.

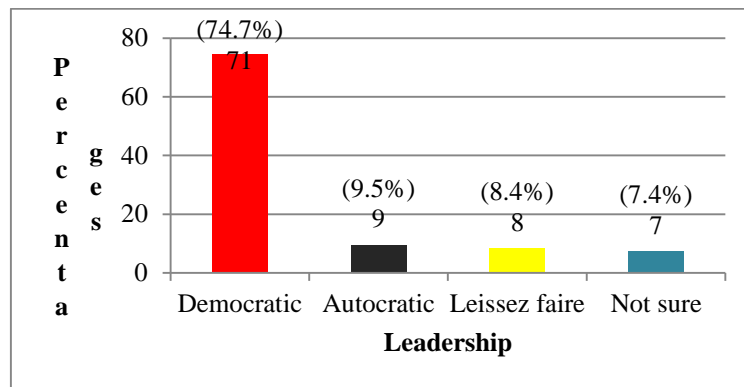


Figure 3. Type of leadership style that affects high job satisfaction

From the findings, majority of the teachers (74.7%) indicated that Democratic type of leadership style highly promoted teachers' job satisfaction. Respondents were further asked to indicate their extent of agreement regarding the various aspects on school leadership and their influence on teachers' job satisfaction and performance. This was aimed at gaining a deeper understanding of other aspects of the forms of leadership used by the Principals.

Table 1. Principals' leadership and its influence on teacher's job satisfaction and performance

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
My principal/head teacher has a reasonable understanding of problems connected with my teaching assignment	30	31.6	39	41.1	14	14.7	7	7.4	5	5.3
I feel that my work is judged fairly by my principal /head teacher	30	31.6	41	43.2	16	16.8	8	8.4		
My principal/ head teacher tries to make me feel comfortable when he visits my class	39	41.1	29	30.5	16	16.8	8	8.4	3	3.2
My principal /head teacher makes effective use of the individual teachers' capacity and talent	33	34.7	31	32.6	15	15.8	9	9.5	7	7.4
Overall school leadership is quite fair (e. g. government, unions, parents, school boards)	19	20.0	32	33.7	26	27.4	7	7.4	11	11.6

Majority of the teachers (72.7%) either strongly agreed or agreed with the statement that the Principal/Head teacher has a reasonable understanding of problems connected to teaching assignment. On the other hand, 14.7% of them were undecided while the rest either strongly disagreed or disagreed with the statement.

A considerable number of teachers (43.2%) agreed with the statement that the Principal/Head teacher judges their work fairly. This was further supported by almost a third of them (31.6%) who strongly agreed with the statement. Majority of the teachers (71.6%) either strongly agreed or agreed with the statement that the principal/ head teacher tries to make them feel comfortable when he/she visits their class. Although, 16.8% of them were neutral or undecided.

In regards to the Principal /Head teacher making effective use of the individual teachers' capacity and talent, majority of the respondents (67.3%) either strongly agreed or agreed to the statement. Almost a half of the respondents (53.7%) either strongly agreed or agreed to the statement that the overall school leadership is quite fair (for instance; government, unions, parents, school boards). On the contrary, 27.4% of them were undecided.

The leadership and supervision factor was also examined in this study. The teachers were asked to indicate their extent of agreement regarding the various statements on leadership and supervision styles as shown on the table 2.

Table 2. How leadership influence teacher's job satisfaction and performance

Statement	SA		A		N		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Leadership and supervision: my superior encourages my development	26	27.4	36	37.9	19	20.0	8	8.4	6	6.4
My superior is fair to me	19	20.0	47	49.5	18	18.9	7	7.4	4	4.2
At place my opinion seems to count	18	18.9	32	33.7	23	24.2	14	15.8	7	7.4
My superior expresses satisfaction when I meet my expectations	44	46.3	23	24.2	14	14.7	12	12.6	2	2.1

A significant number of the teachers (37.9%) agreed with the statement that their leaders encourage their development. This was further supported by slightly more than a quarter of them (27.4%) who strongly agreed with the statement. This is an indication that the head teachers in private schools in Yei Town influence teacher's satisfaction in terms of their encouragement on their development.

Majority of the respondents (69.5%) either strongly agreed or agreed with the statement that their leaders are fair to them. Although, 18.9% of the respondents were undecided to the latter while 11.6% of them either strongly disagreed or disagreed with the statement.

In regards to the statement if at workplace, their opinion seems to count; slightly more than a half of the respondents (52.6%) either strongly agreed or agreed to the statement. Nevertheless, 24.2% of the respondents were undecided to the latter.

Majority of the teachers (70.2%) either strongly agreed or agreed to the statement that their superior expresses satisfaction when they meet their expectations. From the findings that have been reported under the extent of agreement of various statements in regards to the influence of leader's influence on teacher's job satisfaction and performance, it is evident that leadership styles have a positive influence on the teachers in private schools in Yei Town.

The teachers were further asked to point out the extent to which leadership and supervision affected the teacher's satisfaction and performance in the selected private primary schools in Yei Town, South Sudan.

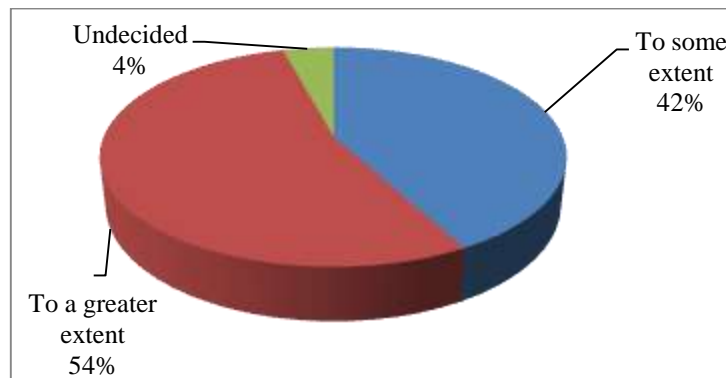


Figure 4. Extent to which leadership and supervision affect teacher's satisfaction and performance

Slightly more than a half of the staff members (54%) indicated that leadership and supervision affected the teacher's satisfaction on performance of the selected private primary schools in Yei Town, South Sudan to a greater- extent. On the other hand, a good percentage of them (42%) indicated that leadership and supervision did influence teacher's satisfaction on performance of the selected private primary schools in Yei Town, South Sudan.

Table 3. Regression analysis

Variables	Mean	Std. Deviation	N
My principal/head teacher has a reasonable understanding of problems connected with my teaching assignment	3.08	.957	95
I feel that my work is judged fairly by my principal /head teacher	2.95	1.025	95
My principal/ head teacher tries to make me feel comfortable when he visits my class	3.05	1.025	95

Table 3 shows descriptive data for multiple regression analysis. The regression equation was significantly related to the injury index, $R^2 = 0.629$, adjusted $R^2 = 0.608$, $F(2, 36) = 30.530$, p

< 0.01 . The multiple correlation coefficient was 0.793, indicating that approximately 63% of the variance in teacher satisfaction in the sample could be accounted for by the linear combination of the two administrator factors. In other words, the two independent variables, "I feel that my work is judged fairly by my principal /head teacher" and "My Principal/ Head teacher tries to make me feel comfortable when he visits my class" account for 63% of the variance in teacher satisfaction as defined by the dependent variable "My principal/head teacher has a reasonable understanding of problems connected with my teaching assignment." This suggests that teachers' perceptions of administrator behaviour and communication strongly influence teachers' level of general satisfaction with being a teacher at their current school.

Implication to Research and Practice

Job satisfaction is crucial to the long-term growth of education system in any country that is geared towards development. Job satisfaction probably ranks alongside professional knowledge and skills, educational resources and strategies as the absolute determinants of educational success and performance. This paper may assist the Ministry of Education, education management personnel, planners and policy makers to make decisions aimed at improving the morale and working conditions in schools. It is a well searched paper to provide a better understanding of leadership roles in schools as well as how forms of leadership influence job satisfaction. To this end, school heads and Principals will be aware of which forms of leadership that are appropriate in ensuring teacher job satisfaction without compromising the Objectives of the institutions.

CONCLUSION

Leadership contributes a great deal to the levels of job satisfaction among private teachers. Only a few respondents indicated that leadership does not influence teachers' job satisfaction. This indicates that however much a school would improve in making available the institutional factors, a significant number of private school teachers would still not be satisfied if the issue of leadership for teachers is not looked into. Stakeholders in education should guarantee better job satisfaction by ensuring that private school teachers are managed and treated fairly.

Future Research

The authors recommend that a study be carried out to identify some of the strategies that school leaders can use to promote teacher job satisfaction in schools with a focus in Public schools such that the results can be comparably inferred.

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