



# Principals Coping Strategies and Teachers Job Satisfaction in Rivers State

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## Abstract

This paper examined the relationship between principals coping strategies and teachers' job satisfaction. To achieve the aim of the study, five research questions and corresponding hypotheses guided the study. The correlational research design was adopted and the population of the study consisted of all the 247 public senior secondary schools in the 23 Local Government Areas of Rivers State. The sample of the study consist of 74 principals (male principals = 30 and female principals = 44) which represent 30 % of the entire population, using simple random sampling technique. The instrument for data collection was a researcher-developed questionnaire titled "Principals Coping Strategies and Teachers Job Satisfaction (PCSTJS). Findings revealed that there was positive and significant relationship between the variables examined and teachers' job performance. It was concluded that leadership style plays an important role and is connected with the teachers' job satisfaction. Dimensions teamwork, maintenance, supervisory role, organizational rationalization and effective communication have a positive and relationship and impact on job satisfaction of the teachers but the leadership skills and coping strategies exhibited by leadership to help employees to make optimal performance while being appreciated is key to achieving organizational goals. Leadership style is a very important factor to regulate effective working environment. The study hence, recommended amongst others that; effective stress management programs should be in place to assist leaders as they begin to create and sustain learning communities. Again, school leaders should create a conducive and enabling environment for teachers through constant supervision as this would enhance their competence and proficiency. It would also breed cordial and interpersonal relationship, team work and motivation in the system for the achievement of school goals. Finally, school principals (leaders) should create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions.

**Keywords:** Principals Leadership, Leadership Style, Coping Strategies, Job satisfaction, Educational Goals.

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## INTRODUCTION

Success in any organization today is tied to its leadership skills, style and behavior. Principals as leaders and their behavior have a critical role to play to ensure that organizations achieve their objectives. Positive leaders and the coping strategies used by them can influence their followers and make them happy; which will be reflected in their job satisfaction, performance and productivities of the organization in a positive sense.

At the top echelon of leadership, executives, managers, supervisors or any corporate employee and teachers in academic institutions are facing complex challenges on multiple fronts and are under increasing pressure to perform multiple tasks with maximum productivity. Again, a review of studies of last few years showed that leadership has emerged as an innovative approach for managing the employees and organization at all levels. In this challenging environment around the globe, effective leadership style is necessary to reduce negativities and enhance productivity. Only an effective leader can make it possible for an organization to achieve its goals and they are the ones who inspire, motivate and establish path for the group of people to engage in the inspiring mission.

The term leadership means the ability or the action of a person or an individual to lead a group or an organization. Leadership styles create strong influence on the employees' job satisfaction, performance and efficiency (Nanjundeswaraswamy & Swamy, 2014). It is the style of a leader through which he motivates, inspires, provide path or direction and implement plans for an organization or a group. Leadership skills can be used to motivate people to achieve their preferred goal. An effective leader influences his followers in a desired manner according to the requirements of team members and by developing their understanding of problem situations, enabling them to see stressful situations from a positive point of view and believe in their positive resolution (Lyons & Schneider, 2009). According to the Oladipo et al. (2013), the success or failure of any organization, nation and other social units has been dependent on the nature of their leadership style.

Principals leadership style is the relatively consistent pattern of behavior that characterizes a leader, and the behavior engaged in by the leader when dealing with employees (DuBrin, 2001). Different leadership styles may affect organizational effectiveness or performance and it will have an immense impact on how employees perform, grow and lead positive organizational outcomes (Nahavandi, 2002). Leadership is a fundamental aspect of management because it has an important bearing on a range of activities that can lead to the attainment of organizational outcomes. For this reason, researchers and practitioners in leadership propose effective leadership in organizations in order to propel the wheel of change in ensuring institutional outcomes as well as employees' outcomes. This proposition essentially, has become indispensable against an increasingly pressurized and changing environment with demands from all sectors of society for organizations to be accountable for their continual existence.

Educational institutions as organizations have not been exempted from such pressures. Leadership behaviours represent the most effective leadership style and principal contributors for the realization of outcomes in schools. This is because transformational leadership is characterized as the formal collegial model of leadership to educational institutions. Leadership plays an important role in any organization to achieve particular goals. It is the ability of leadership that harnesses human and material resources to create productivity. Leadership is

therefore of paramount importance in any organization to the extent that without it goals may be difficult to attain.

One of the dimensions upon which leadership behavior has been classified is the locus of decision making in the group. Some leaders make all or almost all the decisions regarding the group's activities, this leadership behavior is typically classified as 'authoritarian' or autocratic. Other leaders delegate a great deal of decision-making responsibility to group itself, this type of leadership behavior is classified as 'democratic'. Under the democratic style, leaders promote responsibility sharing, continual discussion and exercise with delegation. In other groups, neither the leader nor the group makes any decision. Individual behavior is left up to the individual; the leader in essence abdicates his leadership role. This kind of leadership behavior is called 'Laissez-faire'. Main emphasis, however, has been placed on the two opposites the authoritarian and the democratic. The authoritarian leader has been described as directive, production centered, and homothetic. The democratic leader has also been called participatory, employee centered and idiographic. Ittner and Larcker (2002) state that democratic style is usually considered beneficial for most organizations. This style focuses on management that provides guidance and help to its team and departments while discussing the issues with individual team members. These leaders do not reserve to their activities, decision and authority only but actually they concern about other employees' viewpoint.

Chen (2004) said that employees will generally be satisfied with their jobs and committed to their organizations if they are comfortable with the style of work, are satisfied with their supervisor and team mates, and perceives that the current policies and opportunities are available for promotion, within their organization. The leader takes time to transfer his knowledge to followers, develops his strengths, acts as a mentor or coach, and considers the individual's needs and desires (Bass & Avolio, 1994). The leader can encourage them to use various effective strategies for coping with stress by promoting alternative, other views of problems and their resolution. Coping strategies refers to a conscious effort to solve the personal or interpersonal problems to tolerate stress. It may also be seen as the sums of cognitive and behavioral efforts, which are constantly changing, that aim to handle particular demands, whether internal or external, that are tough or demanding (Frydenberg, 2014). In a research conducted by Chan and Sidhu (2010) findings revealed some significant correlations between measures of leadership style and coping strategies of their employees.

The basic necessity for the successful long-term leadership is the development of stress resiliency and the effective coping mechanism and adaption processes. Effective leader always tries to reduce their own stress as well as the stress among their employees (Roberts, 2013). The leader communicates clearly, cooperates, focuses on supervision, organization, and performance of the employees and the approach to problems is immediate and analytical, which could influence employees' everyday method of coping with stressful situations. The leader appears responsible, analytical and systematic by creating a structure and operating conditions and monitoring events which may also be reflected in employees (Bass & Riggio, 2006).

A research done by Mubarak (2014) explained that having a positive leader to increase the productivity is important and the need for happy leaders is greater, because of the competition in working environment. There might be some difference in leadership style of academic and corporate setting, because the type of stressors and challenges are different. The style of work in academic settings and corporate settings also varies. But one thing can be assumed that a leader equally influences the team and its work efficiency with his/her style of dealing with challenges and also with the personality he/she carries. Optimistic leaders always

spread the positive energy among the team members and keep them going until the goal is met. As an overview, it can be seen that the handling styles of a leader might influence the coping skills of the subordinates and also affects the happiness level of the followers. This paper was grounded in numerous concepts and leadership strategies.

### **Statement of the Problem**

Despite efforts over years to remove toxic leadership from organizations, this problem has persisted. Significant literature exists that has addressed leadership theories and their impact on organizations, yet application of leadership skills within an organization especially educational sector remains a complex concept in which context is critically important. Leadership style, especially when effectively implemented, increases employee loyalty, organizational commitment, and willingness to work hard. For these reasons, it is important for an organization, especially the public educational institutions to gain a better understanding of leadership impacts. There might be some difference in leadership style of academic and corporate setting, because the type of stressors and challenges are different.

The style of work in academic settings and corporate settings also varies. But one thing can be assumed that a leader equally influences the team and its work efficiency with his/her style of dealing with challenges and also with the personality he/she carries. Optimistic leaders always spread the positive energy among the team members and keep them going until the goal is met. As an overview it can be seen that handling styles of a leader might influence the coping skills of the subordinates and also affects the satisfaction level of the followers. It is against this backdrop that this study strives to investigate the relationship between leadership coping strategies and teachers' job satisfaction in public senior secondary school in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study is to investigate the relationship between principals coping strategies and teachers' job satisfaction in public senior secondary school in Rivers State. Specifically, the study sought to:

- Determine the relationship between teamwork strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- Determine the relationship between communication strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- Determine the relationship between supervisory strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- Examine the relationship between organizational rationalization strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- Determine the relationship between maintenance strategies and teachers' job satisfaction in public senior secondary school in Rivers State

### **Research Questions**

The following five research questions guided the study:

- What is the relationship between teamwork strategies and teachers' job satisfaction in public senior secondary school in Rivers State?
- What is the relationship between communication strategies and teachers' job satisfaction in public senior secondary school in Rivers State?
- What is the relationship between supervisory strategies and teachers' job satisfaction in public senior secondary school in Rivers State?
- What is the relationship between organizational rationalization strategies and teachers' job satisfaction in public senior secondary school in Rivers State?
- What is the relationship between maintenance strategies and teachers' job satisfaction in public senior secondary school in Rivers State?

## **Hypotheses**

The following null hypotheses guided this study:

- There is no significant relationship between teamwork strategies and teachers' job satisfaction in public senior secondary school in Rivers State .
- There is no significant relationship between communication strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- There is no significant relationship between supervisory strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- There is no significant relationship between organizational rationalization strategies and teachers' job satisfaction in public senior secondary school in Rivers State.
- There is no significant relationship between maintenance strategies and teachers' job satisfaction in public senior secondary school in Rivers State.

## **CONCEPTUAL CLARIFICATION**

### **Concept of Leadership**

Leadership is a process of social influence where leaders induce followers to apply their energies and resources toward a collective objective (DuBrin, 2001). Ololube (2018) stated that leadership is a position of dominance and prestige accompanied by the ability to direct, motivate and to assist others in achieving a specific purpose. Ololube (2019) found two general elements in the concept of leadership. First, leadership is related to the process of influencing others' behaviors. Secondly, it is related to the development of goals and achievements. Leadership is a relationship between leaders and followers impactful targeting the real changes and outcomes that reflect their common goal (Daft, 2005). Leadership is considered as one of the most studied phenomena and less accessible to the earth (Burns, 1978). Leadership is often regarded as a critical point of success or failure of the organization (Bass, 1985). Burke (2008) defined leadership as vision, change, its influence, intuition, and persuasive skills presentative reward people for doing the work and providing opportunities to learn new skills.

Hoy and Miskel (2001) defined leadership as the art of transformation people and organization in order to improve the organization. Yulk (n.d) defines leadership as a process that carries a person or group over others for structured activities and relationships in the group or organization (cited by Bush, 2013).

Leadership is of particular importance in educational administration because of its far-reaching effects on the accomplishment of school programs, objectives and attainment of educational goals. Educational leadership refers to the leadership that provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnoses educational problems and encourages professional development, job satisfaction and teaching improvement (Ololube, 2017). The significance of educational leadership is due to the belief that the quality of leadership makes a major difference to school and student outcomes. There is also increasing recognition that schools require effective leaders if they are to provide the best possible education for their learners. Educational leaders all over the world search for ways to grow schools as learning centres that can effectively nurture and sustain the development of students. Leadership that supports student learning is critically important in this process.

The behavior of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization and the school system is not an exception (Babayomi, 2006). Without leadership, an organization can best be described as a scene of confusion and chaos. When leadership in an organization is effective, there is progress, however, when the leadership is defective, the organization declines and decays. In order to build strong teacher commitment towards the realization of school goals, leaders must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction.

Fullan (2001) called school leadership complex and he lists four ways in which school leadership is complex:

- The changes we are seeking are deeper than at the first thought;
- As such, there are a number of dilemmas in deciding what to do;
- One needs to act differently in different situations or phases of the change process; and
- Advice comes in the form of guidelines for action, not steps to be followed (Fullan, 2001).

Leadership practice has the potential to empower teachers towards a commitment to change and enhance their productivity in school organization (Bogler, 2001; Fullan, 2002).

Leithwood (2006) makes a simple definition of leadership by calling leadership an influence. Accordingly, his goal of stability called management, which is the goal of improving management have a synergy relationship that plays a significant role in the success of the school. Other scholars argue that the modern leaders will be able to think conceptually as they transform the organization through people and teams and will also need to possess strong interpersonal skills, be able to get along with others, and exercise high levels of intelligence and energy (Marshall, 2004).

## **Job Satisfaction**

Job satisfaction itself remains a complex concept in which employees experience many internal and external factors that can increase or decrease satisfaction (Bakotica, 2016). In a general sense, job satisfaction relates to an employee's attitude towards the work he/she performs heightened aspects of pleasure or positive feelings the employee gains through achievements he/she achieves, and a sense of value associated with the actual results achieved (Davis, 2014;

Gill, Sharma, Mathur, & Bhutani, 2012; Ross-Grant, 2016; Springer, 2011). Hackman and Oldham (1980) stressed that job satisfaction is related to the employee experiencing meaningfulness of the work itself, the employee assumes responsibility for the outcome, and the employee receives feedback on the results as well as his/her performance.

Job satisfaction can further be discussed in relation to a variety of internal and external factors as well as individualized perceptions as to how each of these factors, when combined, fulfil the expectations of the employee. When considering the role of an educator, job satisfaction is often discussed in relationship to how the factors collaborate to fill the responsibilities of the employee (Fairman & Mackenzie, 2015). Job satisfaction is seen as a positive or pleasurable emotional state that results from one's appraisal of their job or job experiences (Hilmi et al., 2016). Job satisfaction is an important aspect of an employee's mental wellbeing, as well. Because work is a major part of a person's day, it helps to define who the person is as well as what affects teachers' social, physical, and mental health (Ayele, 2014). Again, scholars have argued that economic resources do not influence the academic staff's decision to leave or stay with a school; however, relations with their peers and employee satisfaction were strong predictors for the intention to leave. At the same time, factors such as salary, levels of stress, administrative support, and peer relationships contribute to job satisfaction (Cerasoli, Nicklin, & Ford, 2014).

### **Causes of Teacher Job Dissatisfaction**

Job dissatisfaction has been defined through the versatility of the social interpretations and individual perception. For teachers, the work situation can also include a combination of factors, such as lack of professional autonomy, low status, fear of increasing accountability, increased workloads, demands from the institution, teachers' perceptions of students and students learning, and poor salary. Low salary has been recognized on its own as a major reason for low morale (Rauf et al., 2013). Teachers' morale may also be affected by other factors outside of the immediate school system such as the effect of government policies, family situation and health. More specifically, the focus on the position with respect to the impact that the role has on the entire community can create a conflict between the typical components of a working environment and the expectations placed on the educators (Rauf, et al., 2013).

Stress is another important factor affecting teacher morale. Teacher stress is defined as an imbalance between risk and protective factors. Stress emanates from risk factors at the personal, interpersonal, and organizational levels (Prilleltensky et al., 2016). Risks can be perceived differently based on intrinsic and external factors specific to the individual, but are widely associated with the workloads and expectations placed on educators in contrast with the amount of support and collaboration received to meet these requirements of the job (Burns et al., 2013). When educators expressed a desire for autonomy in the classroom, it is often misperceived as being directly averse to any attempts for collaborative efforts, and therefore the stress often combined with choosing to either meet the needs of the students or meet the needs of the educator.

The important aspects include the idea that job satisfaction contributes to organizational performance and effective leadership as a contributor to higher levels of job satisfaction. While many leadership theories abound, one can argue that abilities associated with a follower-centered approach and coping strategies might contribute to improved job satisfaction. This is certainly not to suggest a country club approach would prove effective. This said, one could assume

consistency in leadership, and especially in leadership that develops, rewards, shares power, and demonstrates commitment to the organization, will likely foster improved satisfaction among employees. As employees generally want to see their organizations succeed, supervisors should capitalize on this aspect in order to harness employee motivation and job satisfaction for the good of the organization especially in the academic settings. The literature strongly suggests employees who are led more appropriately often breed employees who would not only demonstrate higher levels of satisfaction, but also by extension demonstrate more initiative and overarching organizational drive.

## **PRINCIPALS AS LEADERS AND THEIR COPING THEORIES**

### **Contingency Leadership**

Fiedler (1964, 1967) developed the contingency theory, which was expanded by Fiedler and Chemers (1974). This style of leadership focuses on how well the leader's style and skills fit a given situation and is a result of studying many leaders in multiple different contexts. The Least Preferred Coworker (LPC) model measures relationship and task to determine the preferred style within a given context (Fiedler, 1967). Within this theory, the leader should match his/her style to the task and the developmental level of the employees. Often leaders that demonstrate a contingency approach match their style to the setting, including increased emphasis on task or relationship as the situation dictates. From a workforce motivation and job satisfaction standpoint, this may prove powerful as employees who are competent and motivated likely will feel higher levels of autonomy and recognition, while employees still in development phases will gain the supervision needed to improve.

### **Betrayal Trauma Theory**

Betrayal trauma theory consists of sudden and unexpected betrayal or loss of trust from a significant person in the affected person's life (Freyd & DePrince, 2013). This person may be a family member, person of cultural authority, a co-worker or leader, or a good friend. The person is someone who can have a great effect on someone else's life. According to DePrince et al. (2012), betrayal trust can have serious, long-term consequences for the affected person. People who experienced betrayal trauma were prone not to trust others whom they met currently or in the future and often changed how they remembered the traumatic betrayal event (Gobin & Freyd, 2013). This theory is easily transposed onto a toxic leader event. Chughtai et al. (2014) described employee trust in their leader as critical to organizational success and resulting in desirable employee behaviors, which opened a level of vulnerability on both parts. Akhtar and Long (2015) concluded that a lack of trust increased employee intention to quit among other behaviors.

### **Cognitive Theory of Trauma**

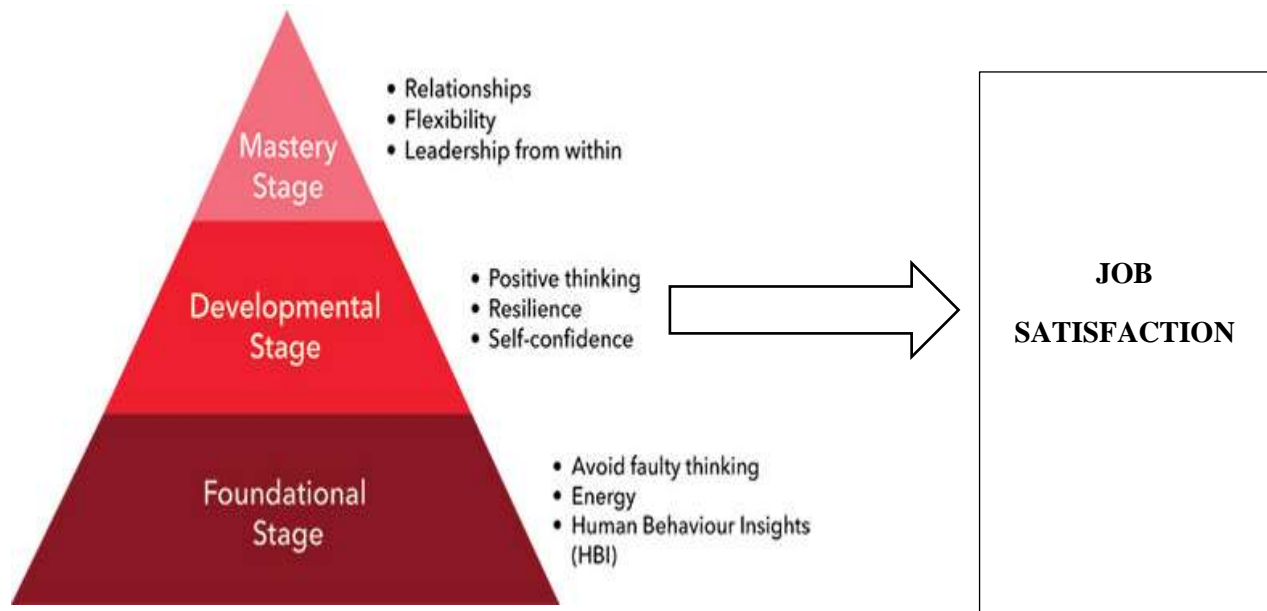
Being traumatized is sometimes fair and acceptable in the workplace, as bad things happen to good people (Wilkins, 2013). People attempted to alleviate the emotional impact of a negative event through cognitive reappraisal, which was a method of regulating emotions that consist of mental interpretation. Cognitive reappraisal as coping strategies is a way that assisted the affected employee in breaking down the event and making sense of what happened (Szasz et al.,



2011). In the cognitive theory of trauma, affected employees are enabled to change attributes of the toxic leaders or events so that there is no adverse effect on the employee’s self-esteem. However, through cognitive rehearsal more external emotional venting as the stable self-esteem prompted the affected employee to confront the perpetrator.

### Leadership Styles and Job Satisfaction

Kiboss and Jemiryott (2014) proposed that the administration and school leadership play a significant role in the student outcomes through influencing the educator morale. The researchers referred this role to as leadership. Leadership is defined as the ability to get things done with the support and cooperation of other people within the institution, organization, or system, (Kiboss & Jemiryott, 2014). In this construct, the leader had a responsibility to cultivate good teacher morale and was regarded as one of the single most important factors in developing teacher morale (Blackburn, 2015). In brief, teachers cannot perform their jobs when the leaders do not encourage subordinates to work effectively. As has been shown through the discussion of job satisfaction, high teacher performance cannot occur without fostering a sense of morale among the educators. In order to improve the communication among educators, Behrstock-Sherratt and Rizzolo (2014) maintained that a focus on the leadership styles should be included within the collaborative intervention methods; however, they noted that the leadership styles were often inherent and static.



Pathway to Coping (Adapted from University of Brunswick, 2021)

### Leadership Coping Strategies

Since job dissatisfaction has negative consequences for employee attitudes and well-being, coping strategies enter the stage at this point in order to reduce the negative outcomes either for

the individual or the institution. Coping strategies that employees use to deal with job dissatisfaction influence their adjustment to this stressful and threatening event. There exist many definitions of coping. Coping may be referred to as cognitive and behavioral efforts to manage environmental and internal demands and conflicts affecting an individual that exceed the person's resources. According to Dewe (1987) coping is defined as active or passive attempts to respond to a threatening situation with the aim of removing the threat or reducing the discomfort.

There are basically two types of coping strategies. The first type, problem- focused coping, intends to address the source of the job-related tension directly. The second, emotion-focused coping, aims at minimizing the emotional consequences of stress. Negative emotion-focused coping behaviors with potential negative outcomes include withdrawal, self-blame, wishful thinking, and emotional avoidance. It is suggested that employees under stress are most likely to deal with stressful situations by adopting negative coping behaviors, whether problem focused or emotion focused. Thus, they exhibit behaviors that are reactive, rather than proactive. In the search for a comprehensive conceptual definition of coping, scholars suggested two main components; namely focus of coping and method of coping. Focus of coping is problem versus emotion focused coping.

Regarding method of coping, they make the following three distinctions: cognitive/behavioral; control/escape; social solitary. Problem or emotion-focused coping can be comprised of any of this variety of methods. According to the first distinction; coping can be cognitive (mental strategies and self-talk) or behavioral (taking action or doing something) which are more observable behavioral actions. The second distinction is made between proactive/control-oriented methods versus escapist/avoidance methods. A third category of coping method is social versus solitary. Coping can utilize methods that involve other people (social method) or it can be done alone (solitary method). In addition, Roskies, Louis-Guerin and Fournier (1993) mentioned six different coping strategies to reduce the stress of job dissatisfaction and enhance productivity: Emotional discharge; cognitive avoidance; disengagement; cognitive redefinition; direct action to maintain current job (for example, working harder); and direct action to improve future job prospects (for example, active search for possible jobs).

Coping is a process that evolves from resources. Coping resources are those psychological, social and organizational resources available to a person, which influence whether a particular coping strategy can or will be implemented. Personal and organizational variables can be treated as coping resources in the context of job dissatisfaction. Coping is essentially the way people manage those life conditions that are stressful. Stress and coping can be considered to be reciprocals of each other (Lyles, 2005). When the coping behavior is effective, the level of stress tends to be low or on the decline. However, if the individual has ineffective coping skills, there is a tendency for stress to be high or continue to increase (Queen & Queen, 2004). Other coping strategies include:

***Individual coping strategies:*** These refer to strategies that fall within the individual domain or level. This includes religion, the balance between work and life, spousal support in the form of providing a sounding board, or when, for example, a spouse takes over decision-making responsibilities at home, as well as emotional separation in an attempt to depersonalize actions.

***Team coping strategies:*** These are methods whereby a leader draws on the core team and/or the team reporting to him to cope better with stressors. This includes, first of all, the mere fact of

having a core team and not facing all the challenges alone. Trusting this core team is an important element in team coping, particularly because being part of a core team allows pressure to be shared. In addition, leaders also indicated the importance of trusting the team reporting to them, which enabled these leaders to focus on their own actions during the downturn.

***Maintenance coping strategies:*** Every organization or educational institution has set goals and objectives to be accomplished either at present or in the future. The achievement of these goals requires sustained effort in the area of collecting appropriate information, adequate funding, regular supervision and adoption of maintenance culture to improve education infrastructures. Maintenance should form part of organizational life. It is so important that if neglected, could lead to total institutional breakdown, slow down of national development and can hinder a better living for individuals. When institutions are poorly funded, there will be poor application of leadership coping strategies which will in turn result to inadequate provision of infrastructure and maintenance of facilities thereby leading to infrastructural decay.

***Supervisory coping strategies:*** These coping strategies entail the ability of a leader to motivate subordinates to achieve set tasks and maintain team unity throughout the process. It is worthy to note that a leader brings unity, combines opinions and strategies to achieve to desired organizational goals.

***Communication coping strategies:*** This is the strategy a leader uses to pass vital and needed instruction to subordinates. It has been argued by several researchers that effective communication is the livewire of every organization (Amele, 2018). This simply means that organizations can liquidate if effective communication is not given its rightful place in the scheme of things within an organization. In the educational sector, it is the basis for interaction between the principal, head teachers, pupils/students, teaching and non-teaching staff as well as other stakeholders.

***Organizational rationalization strategies:*** These refer to strategies that leaders use to cope with the stressors during challenges and downturn by attempting to rationalize the actions brought about by the institution's response to the downturn. This may take several forms: for example, feeling compelled to act in the interest of organizational survival during the downturn, having to convince themselves that they are doing the right thing, seeking guidance, and believing in the organizational plan of action and then rationalizing their actions against this plan. The specific coping strategies mentioned here are based on the information gathered from scholarly articles reviewed and these coping strategies are not entirely applicable to academic settings to every organization generally, hence, the list may therefore not be exhaustive.

## **METHODOLOGY**

This study adopted a correlational research design. The population of this study consisted of all the 247 public senior secondary schools in the 23 Local Government Areas of Rivers State. The sample of the study consist of 74 principals (male principals = 30 and female principals = 44) which represent 30 % of the entire population, using simple random sampling technique. The instrument for data collection was a researcher-developed questionnaire titled "Leadership Coping Strategies and Teachers Job Satisfaction (LCSTJS)." The instrument is divided into two

sections. Section A was designed to derive demographic information of principals while sector B was designed to elicit information on principals' responses on the relationship between leadership coping strategies and teachers job satisfaction. The instrument was validated by three experts, two in Educational Psychology, Guidance and Counselling and one in Educational Management departments all in Ignatius Ajuru University of Education. A reliability coefficient of 0.84 was obtained for instrument using Cronbach Alpha through the test-retest method which indicated that the instrument was 84% reliable. Copies of the instrument were administered to the respondents and all were retrieved immediately by the researcher. Pearson Product moment Correlation Coefficient was used to test the hypotheses. Tables were constructed in respect of the demands of the respective research null hypotheses.

## RESULTS

**Research Question One:** What is relationship between teamwork strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State?

**Null Hypothesis One:** There is no significant relationship between teamwork strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State

Table 1: PPMC analyses on the relationship between teamwork strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State

Category	n	df	r	Sig.	Alpha Level	Remark
Teamwork Strategies	247	245	.912	.002	0.05	Significant
Teachers' Job Satisfaction						

Table 1 revealed that the computed Pearson Product Moment correlation coefficient 'r' is given as .912. This implies there is a high positive relationship between teamwork strategies and teachers' job satisfaction in public secondary schools in Rivers State. Meanwhile, the calculated probability value of .002 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between teamwork and teachers' job satisfaction in Rivers State.

**Research Question Two:** What is the relationship between communication strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State?

**Null Hypothesis Two:** There is no significant relationship between communication strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State

Table 2: PPMC analyses on the relationship between communication strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State

Category	n	df	r	Sig.	Alpha Level	Remark
Communication Strategies	247	245	.891	.001	0.05	Significant
Teachers' Job Satisfaction						

Table 2 revealed that the computed Pearson Product Moment correlation coefficient ‘r’ is given as .891. This implies there is a high positive relationship between communication strategies and teachers’ job satisfaction in public secondary schools in Rivers State. Meanwhile, the calculated probability value of .001 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between communication strategies and teachers’ job satisfaction in Rivers State.

**Research Question Three:** What is the relationship between supervisory strategies and teachers’ job satisfaction in Public Senior Secondary School in Rivers State?

**Null Hypothesis Three:** There is no significant relationship between supervisory strategies and teachers’ job satisfaction in Public Senior Secondary School in Rivers State

Table 3: PPMC analyses on the relationship between supervisory strategies and teachers’ job satisfaction in Public Senior Secondary School in Rivers State

Category	n	df	r	Sig.	Alpha Level	Remark
Supervisory Strategies Teachers’ Job Satisfaction	247	245	.870	.007	0.05	Significant

Table 3 revealed that the computed Pearson Product Moment correlation coefficient ‘r’ is given as .870. This implies there is a high positive relationship between supervisory Strategies and teachers’ job satisfaction in public secondary schools in Rivers State. Meanwhile, the calculated probability value of .007 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between supervisory Strategies and teachers’ job satisfaction in Rivers State.

**Research Question Four:** What is the relationship between organizational rationalization strategies and teachers’ job satisfaction in public senior secondary school in Rivers State?

**Null Hypothesis Four:** There is no significant relationship between organizational rationalization strategies and teachers’ job satisfaction in public senior secondary school in Rivers State?

Table 4: PPMC analyses on the relationship between organization rationalization strategies and teachers’ job satisfaction in public senior secondary school in Rivers State

Category	n	df	r	Sig.	Alpha Level	Remark
Organizational rationalization Strategies Teachers’ Job Satisfaction	247	245	.671	.004	0.05	Significant

Table 4 showed that the computed Pearson Product Moment correlation coefficient ‘r’ is given as .671. This implies there is a high positive relationship between organizational rationalization strategies and teachers’ job satisfaction in public secondary schools in Rivers State. Again, the calculated probability value of 0.004 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between organizational rationalization strategies and teachers’ job satisfaction in Rivers State.

**Research Question Five:** What is the relationship between maintenance strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State?

**Null Hypothesis Five:** There is no significant relationship between maintenance strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State

Table 5: PPMC analyses on the relationship between maintenance strategies and teachers' job satisfaction in Public Senior Secondary School in Rivers State

Category	n	df	r	Sig.	Alpha Level	Remark
Maintenance Strategies Teachers' Job Satisfaction	247	245	.902	.001	0.05	Significant

Table 5 revealed that the computed Pearson Product Moment correlation coefficient 'r' is given as .902. This implies there is a high positive relationship between maintenance strategies and teachers' job satisfaction in public secondary schools in Rivers State. Meanwhile, the calculated probability value of .001 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This implies that there is a statistically significant relationship between maintenance strategies and teachers' job satisfaction in Rivers State.

## DISCUSSION OF FINDINGS

Null hypothesis one by implication shows a statistically significant relationship between teamwork and teachers' job satisfaction in Rivers State. This finding corroborates Asiyai (2015) who opines that teamwork coping is paramount at every organizational level. Consequent upon this, the success of any school administrator depends on his leadership acumen to steer the ship of the school in order to facilitate the achievement of the school goals. In the case of secondary schools, the principal who is the administrative head must develop coping strategies to rightly influence the activities of his staff towards achieving the goals of improving academic performance of the students and school at large.

The null hypothesis two showed that there is a statistically significant relationship between communication strategies and teachers' job satisfaction in Rivers State. This finding is in line with Amele (2018) who stated that where there is good communication between the team and the leader, there is supportive and developmental relationship amongst team members. A communication strategy is encouraged but the leader must retain accountability and responsibility for the team's result. Organizations whether formal or informal need effective communication strategy to function adequately and achieve desired goals and objectives. Eze (2015) saw communication strategies as the means by which people are linked together in an organization.

The null hypothesis three indicated a statistically significant relationship between supervisory Strategies and teachers' job satisfaction in Rivers State. This finding supports Pai (2002) who noted that a good school environment with necessary facilities has the ability to promote better attendance, concentration, motivation and high self-esteem which are needed to improve performance thus, the result of supervisory strategy. Leadership and followership will put in their best in an environment where comfort, safety and security are assured. Studies have shown that good supervisory strategy with adequate facilities have a greater impact in improving

teachers' attendance than teachers' salaries or other administrative measures of controlling absenteeism.

Hypothesis four showed a statistically significant relationship between organizational rationalization strategies and teachers' job satisfaction in Rivers State. Organization rationalization strategies are utilized by school administrators to cope with the stressors during challenges by attempting to rationalize the actions brought about by the institution's response to the challenge. This may take several forms all geared towards interest and sustenance of the school during a challenging period. This coping strategy is based on the information gathered from scholarly articles reviewed and are applicable to academic settings any other organization generally.

Hypothesis five indicated a statistically significant relationship between maintenance strategies and teachers' job satisfaction in Rivers State. This finding corroborates Aduke (2015) who opined that every educational institution has set goals and objectives to be accomplished either at present or in the near future. For this to materialize, it requires sustained efforts in the area of collecting appropriate information, adequate funding, regular supervision and adoption of maintenance culture to improve educational infrastructures. It is as a result of these vital roles that individuals or groups play to achieve collective goals.

## **CONCLUSION**

Satisfaction from work is determined by internal and external factors that have an impact on the job satisfaction. Leadership style plays an important role and is connected with the teachers' job satisfaction. Dimensions teamwork, maintenance, supervisory role, organizational rationalization and effective communication have a positive and relationship and impact on job satisfaction of the teachers but the leadership skills and coping strategies exhibited by leadership to help employees to make optimal performance while being appreciated is key to achieving organizational goals. Leadership style is a very important factor to regulate effective working environment. Leadership style is a very important factor to regulate effective working environment. Leadership style includes coping strategies of the leader and type of personality he/she possesses. An optimistic person spread positivity and motivation in the team. These days educational institutions require efficient leaders who can understand the challenges of the swiftly changing global environment. Also, leaders let people improve themselves by learning new skills that will be helpful to them in their career path, which shall reflect on their outcomes positively.

## **Recommendations**

Based on the finding and conclusion of this study, the following recommendations were put forward:

- Effective stress management programs should be in place to assist leaders as they begin to create and sustain learning communities.
- School leaders should create a conducive and enabling environment for teachers through constant supervision as this would enhance their competence and proficiency. It would also breed cordial and interpersonal relationship, team work and motivation in the system for the achievement of school goals.



- Schools leaders should create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions.
- Educational ministries and boards of institutions should establish and implement programs that help to foster transformational leadership skills among school heads.
- Adequate and effective communication channels should be fostered between school leadership, teachers, students and other stakeholders

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