

Principal's Leadership Styles and Senior Secondary Schools Teachers Job Satisfaction in Ogun State

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Abstract

The study investigated principals' leadership styles and teachers' motivation in senior secondary schools in Ado-Odo Ota, Ogun State. The population of the study comprised comprises One-hundred and fifty senior Secondary teachers and three hundred and thirty-six (366) combined public secondary school teachers. The sample of this research was done by randomly selecting eight schools. Fifteen teachers were randomly picked from each of these schools. The total sample size was one hundred and twenty respondents. Pearson's Product Moment Correlation (PPMC) was adopted as the theoretical framework of analysis for the study. These were the principals' leadership styles questionnaire and teachers' motivation questionnaire. The study findings identified 10 different leadership styles adopted by different principals in different secondary schools in the area and emphasized that the various leadership styles have significant effects on staff job performance in the schools. Also, the findings proved that the principals face leadership challenges in the discharge of their administrative functions in the schools. Based on the findings, the study recommended that the school principal should imbibe a democratic style of leadership in their school administration in order to enhance better job performance among teachers.

Keywords: Principal's leadership styles, Teachers job satisfaction

Word Count: 188

Introduction

Education is the greatest resource that society can provide to a child. The prosperity of a child in education affects the success that the child

may achieve in life significantly. This discloses the importance of education in the advancement of a country. Normally, principal's leadership styles are seen in their behaviours and how they interrelate with teachers, students, parents, and other school staff. If the principal has an effective leadership style, he or she can engender a positive climate in the school. However, if the principal is ineffective, then the opposite may equally be held true.

Secondary schools all over the world, including Nigeria, are important institutions in the achievement of the educational policy of the state. As a formal organisation, it has a bureaucratic administrative structure with established rules and regulations, aimed at providing the needed opportunities for the education and development of the learners and staff of the schools, and usually under the leadership of the principal. In Nigeria, the education policy anchors on five cardinal objectives, basically a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens FGN, (2004, p. 4). In addition, Olatunji (2015, p. 396), stated that Nigeria's philosophy of education is a complex one that requires adequate administrative procedure to ensure its practical achievement in the state. The desirability of achieving both the Nigerian education policy and philosophy of education requires effective leadership in all educational institutions in Nigeria, including the secondary schools.

Nworgu (1991), Omolayo (2000), and Aghenta (2001) explained leadership as a process of influencing the activities of a group of people by a leader in an effort towards the attainment of the organisational goal. It involves the act of getting things done with the cooperation and assistance of other people. Leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies and philosophy of the secondary schools in the State, and the leadership style and traits so applied by the leader influences the job performance of the staff in the organisation (Yahaya, Osman, Mohammed, Gibrilla, and Issah, 2014).

In another development, Borman and Motowidlo (1993) explained that job performance implies task performance involving individual activities that contribute to the organisational value, and could be direct or indirect based on the status of the staff involved in the organisational activities under the directive of the leader. Every job in the secondary school system is carried out by the school staff, either by the academic

or non-academic staff, and staff job performance is assessed based on the staff activities in the school as directed by the principal. The implication is that the action of the Principal determines the staff activities, directly or indirectly, and accounts for staff job performance in the school. The Principal identifies the basic areas of staff needs and attends to them accordingly to attain the staff performance target in the school.

Consequently, Soni (2012) identified the principal as a teacher and the leader of the school, who is always dynamic and believes in change and have capacity to prepare future leaders and develop the skills that they may need to succeed in the future.

Leadership is a process of influencing others. Leader communicates a vision that turns self-interest into commitment to a job. Leadership leads group of people and provides them the clear ideas and objectives to achieving the organizational goals. If we look at the leadership literature, we will come to know that effective leadership is the main factor in achieving school improvement. The quality of teaching impresses the students and equally has influence on the students' motivation and achievement. Leadership provides the vision, direction and support for change. There is the strong relationship between leadership, change and teachers' performance. Leadership refers to capability to solve things with support and collaboration of people in any organization (Adesina, 2011).

Leadership is the ability to get individuals do work without the utilization of any power. It is a procedure to rouse others to work fanatically so as to accomplish goals. The drive actuates a man to get the coveted objectives. It is a combination of three relative variables i.e. the individual, the circumstance, and the assignment. Though, the nature of job which the faculty embraces likewise decides the sort of leadership for giving a line of activity to the common persons concerned (Newstrom, 2007).

Teachers' job performance are the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2010; Ige, 2011). Research shows that many principals do not consider their leadership styles as crucial in the teacher's job performance. Hence some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2010). It is argued that effective leadership has a positive influence on the teacher's

performance (Charlton, 2010). In highly performing schools, which have reversed the trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush & Oduro, 2016).

Statement of the Problem

In the school, teachers' motivation may be measured in terms of teachers' performance. Teachers' productivity may be evaluated in terms of what the teachers control and actually do in class room such as teaching effectiveness and class room performance.

Influence of leadership style upon teachers' effectiveness cannot be over emphasized; an effective teacher could be rendered ineffective if the principal's leadership style is in conflict with the tasks or role of the teacher. If the principal leadership style is appropriate, the way and manner the principal disciplines the staff, his human relations and feelings, his consideration to the members of staff, his inspiration to staff, his way of handling staff welfare, his staff development and a lot of other principals' effectiveness activities are likely to affect the teachers' productivity. The relationship between principals' leadership styles and teachers job performance as has been a subject of controversy by many researchers (Nwadian, 1998; Adeyemi, 2016). The controversy was centered on whether or not the style of leadership of principals influences the level of job performance among teachers. Common observation in the school system shows that the style of leadership of a principal could perhaps have influence on teachers' job performance. As such, this research tends to study the principal's leadership style and teacher's motivation in secondary schools in ogun state.

Aim and Objectives of the Study

The main purpose of this study is to evaluate the principal's leadership style and teacher's motivation in secondary schools in Ogun State, while the specific objectives of the study was to:

1. examine if school principals' leadership styles serve as a motivation to teachers in senior secondary schools in Ogun state, Nigeria.
2. determine the influence of school principals' autocratic leadership style on teachers' motivation in secondary schools in Ogun state, Nigeria.

3. investigate the influence of principals' democratic leadership style on teachers' motivation in senior secondary schools in Ogun state, Nigeria.
4. examine if the principal's Laissez-faire leadership style improves teachers' motivation in senior secondary schools in Ogun state, Nigeria.

Research Hypotheses

The following null hypotheses were tested in the study at a significant level of 0.05

- Ho₁: There is no significant relationship between principals' leadership styles and teachers' motivation in senior secondary schools in Ogun state, Nigeria.
- Ho₂: There is no significant relationship between principals' autocratic leadership style and teachers' motivation in senior secondary schools in Ogun state, Nigeria.
- Ho₃: There is no significant relationship between principals' democratic leadership style and teachers' motivation in senior secondary schools in Ogun state, Nigeria.
- Ho₄: There is no significant relationship between principals' laissez-fair leadership style and teachers' motivation in senior secondary schools in Ogun state, Nigeria.

Significance of the Study

The result of this study will help educational managers and the government in planning and reviewing the principal leadership styles and ways of increasing teachers' performance in teaching. The findings of the study would enable the concerned education stakeholders such as government, educational planners and managers to identify the best code of conduct for teachers and means of increasing teachers' performance in teaching.

The findings of the study would help the policy makers to understand the shortcomings of the leadership style used and find possible solution to it. This will serve as a reference material in related studies.

Review of Related Literature

This chapter presents the theoretical framework of the study, reviews the related literature about teachers' view on the most effective

strategies that school leadership can use to motivate teachers. The chapter will also explore the various concept of leadership; types of leadership; concept of motivation; principal leadership style and teacher's motivation; motivational theories.

Conceptual Framework/Theoretical Background

Education is fundamental to the development of modern society. The most significant factors in the educational resources include quality and number of teachers in educational institutions, quality of education, school leadership style, work facilities and working environment. Principal and teachers help schools to achieve its goals. School leadership style and teachers' motivation are two very important factors of the work of the school. A large number of researchers concluded that the school leadership style is one of the most important factors that influence teachers' motivation.

In fostering these aims and objectives, the school principal has important roles to play. Among this role include providing effective leadership in secondary schools, thereby enhancing better motivation among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists. Principal leadership in secondary schools has become one of the main concerns for many educational systems such as those in developing and developed countries, and Nigeria is no exception. The problem addressed in this study involved the effects of school leadership styles on teacher motivation. The study indicates that a school leadership style can influence job satisfaction and teachers' motivation.

This study examined the relationship between the school leadership styles and the teachers' job performance in senior secondary schools in Ado-Odo/Ota, Ogun State. The study also showed that there is a direct relationship between school leadership styles used and teacher job performance towards the development of education. Thus, the autocratic leadership styles are the best style of leadership that can develop the performance of teachers in the schools. Therefore, a successful leadership must apply both the democratic and autocratic styles towards the development of education.

Concept of Leadership

Leadership as a concept has been given a wide range of meanings and interpretations by different scholars based on their schools of thought.

Some see leadership as a field of study in social and management sciences; others see it as a practical and professional skill to control others in administrative activities. At whatever point, leadership is given a meaning to ensure its directional focus. According to Kruse (2013, p.1), “Leadership is a process of social influence, which maximizes the efforts of others towards the achievement of a goal” In his view, Nworgu (1991) stated that leadership is the process of influencing the activities of a group of people by a leader in effort towards goal achievement. Similarly, Igbal, Anwar, and Haider (2015) see leadership as a process, by which leaders can direct, guide and influence the behaviour and work of others towards the accomplishment of specific goal in a given situation. In considering the above explanations, the scholars see the executive as the leader in a given situation, and the leader is the human factor that can influence other resources (human and material) to achieve the set goal. The scholars further see leadership from different perspectives, firstly as a “process”, which implies that leadership requires series of things to be done in order to achieve the needed result. Secondly, as a “social influence”, leadership requires that one is set to influence the activities of others toward a particular purpose. Thirdly, as “goal achieving”, meaning that the cardinal objective of leadership is to achieve the set goal in a given situation. Considering the above views, this study tends to observe the gap in the literature, particularly, the inability of the scholars to state whose objective or goal the leadership is set to achieve.

2.1.2 Leadership Styles

Many scholars, including Babalola (2016), Osabiya and Ikenga (2015), and Adeyemi (2010) agreed that leadership entails the capacity of the leader to influence the activities of others to achieve the corporate goal of the organisation. In leadership, the leader applies several leadership styles to achieve the set goal. To Akinwumiju and Olaniyan (1996), and Adeyemi (2006), leadership style is seen as a process through which the leader influences others in the process of attaining the group goal. As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has specific direction to follow. According to Okumbe (1998) leadership style “is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organisation”. To this scholar, leadership is not only an act of influencing others to carry out the organisational goal, but includes the specific activity such as the “motivation” of others to ensure that they

carry out organisational goal to the desire of the leader. This provides the leader with the opportunity of controlling others in the organisation. To Chandan (1987), leadership style entails the ingredient of personality embedded in the leader that causes subordinates to follow them. It is the leadership style that attracts the followers to the leader. Okurumeh (2001) saw leadership as the manifestation of dominant pattern of behaviour of a leader. This definition implies that the leader has a specific leadership attitude, which the leader applies to influence other people in a given situation. Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, and Kazeen (2014) agreed with the above views on leadership style and add that leadership style is the pattern of behaviours engaged by a leader when dealing with the employees. This explanation on leadership style entails that the leader applies a specific behaviour when dealing with the organisational staff. Such behaviour makes the staff/employees to respond willingly or otherwise to the directive of the leader, and determines the type of leader in question. This makes leadership style to be prominent in the success or failure of any organisation, including secondary schools, as the Principals' leadership style applied in the school management determines the level of staff response to the Principal directives, and the capacity to achieve the schools' educational goals.

Methodology

This study adopted descriptive survey and correlational design. The descriptive survey aimed at identifying the principal's leadership style and teachers' job satisfaction in secondary schools in Ogun state. A descriptive survey study seeks or uses the sample data of an investigation to document, describe, and explain what is existent or non-existent, on the present status of a phenomenon being investigated. While the correlational design determines the relationship between independent variable and dependent variable.

Population of the Study

The population for the study is eight hundred and sixty-nine (869). Five hundred and thirty-three (533) senior secondary school teachers and three hundred and thirty-six (336) combined public secondary school teachers.

Sample and Sampling Technique

The sample comprised 869 teachers in the public senior secondary schools in Ado-Odo Ota Local Government. The sample of this research was done by randomly selecting eight schools to give one third of the population. Fifteen teachers were randomly picked from each of these schools. The total sample size was one hundred and twenty respondents.

Research Instrument

Structured questionnaires tagged; “Principals’ Leadership Style as a Job Satisfaction to Teachers, Principal’s Autocratic Leadership Style and Teachers’ Job Satisfaction, Principals’ Democratic Leadership and Teachers Job Satisfaction and Principals’ Laissez-Faire Leadership Style and Teachers Job Satisfaction” was used for data collection. It has four sections: A, B, C and D.

Thus,

- ❖ Section A (Demographic Data Form) elicits information on respondents Bio-data;
- ❖ Principals’ Leadership Style as a Motivation to Teachers.
- ❖ Section B obtain information on Principal’s Autocratic Leadership Style and Teachers’ Job Satisfaction.
- ❖ Section C obtain information on Principals’ Democratic Leadership and Teachers’ Job Satisfaction; and
- ❖ Section D obtain information on Principals’ Laissez-Faire Leadership Style and Teachers’ Job Satisfaction.

Method of Data Collection

The researcher alongside with a colleague visited each of the sample school to administer the questionnaire to the respondents involved. Explanations as well as guidelines were given where necessary, to assist respondents in filling the questionnaire. The questionnaires were collected to ensure they are all returned for proper analysis.

Method of Data Analysis

Data gathered on demographic information was analysed using descriptive statistics such as frequency counts, and simple percentages while the hypotheses were tested using Pearson’s Product Moment Correlation (PPMC) at 0.05 level of significant ($p > 0.05$) formulated via statistical package for social science (SPSS) version 23.0.

Analysis of Data and Presentation of Results
Demographic Data of Respondents
Distribution of Respondents by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	98	65.3	54.0	54.0
	Female	52	34.6	45.0	100.0
	Total	150	100.0	100.0	

According to the respondents' gender distribution in Table 1, male respondents were 98 representing 65.3%, while their female counterparts were 52 representing 34.6%. Therefore, the inference drawn from this depicts that male respondents were more than female respondents.

Distribution of Respondents by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-34 years	44	29.3	29.3	29.3
	35-44 years	47	31.3	31.3	60.3
	45-54 years	29	19.3	19.3	79.6
	55-60 years	20	13.3	13.3	100.0
	Total	150	100.0	100.0	

Table 2 shows the age distribution of the respondents, 29.3% of the respondents were within age range of 25-34years, 31.3% of the respondents were within the age range of 35-44years, 19.3% of the respondents were within the age range of 45-54years, while 13.3% of the respondents were within the age range of 55-60years. Hence, respondents between 25-34years were the majority.

Distribution of Respondents by Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade II	16	10.6	10.6	10.6
	NCE/OND	29	19.3	19.3	29.9
	BSC/HND	54	36.0	36.0	65.9
	MSC/MBA	39	26.0	26.0	91.9
	PhD	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

Table 3 shows the educational qualification of the respondents, 10.6% of the respondents were grade II certificate holders, 19.3% of the respondents were NCE/OND certificate holders, 36.0% of the respondent were BSC/HND certificate holders, 26.0% of the

respondents were M.SC/MBA certificate holders while 8.0% of the respondents were PhD certificate holders. Hence, BSC/HND certificate holders were the majority.

Distribution of Respondents by Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	59	39.3	39.3	39.3
	Single	42	28.0	28.0	67.3
	Divorced	23	15.3	15.3	82.6
	Widowed	26	17.3	17.3	100.0
	Total	150	100.0	100.0	

Table 4 shows the marital status of the respondents, 39.3% of the respondents were married, 28.0% of the respondents were single, 15.3% of the respondents were divorced, and 17.3% of the respondents were widowed.

Distribution of Respondents Years of Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10Years	65	43.3	43.3	43.3
	11-20Years	52	34.6	34.6	77.9
	21years and Above	33	22.0	22.0	100.0
	Total	150	100.0	100.0	

Table 5 shows the years of experience of the respondents, 43.3% of the respondents were within 1-10 years experience, 34.6% of the respondents were within 11-20 years experience, 22.0% of the respondents were within 21 years and above.

Distribution of Respondents by Grade Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GL 07-09	66	44.0	44.0	44.0
	GL 10-12	56	37.3	37.3	81.3
	GL 13-14	15	10.0	10.0	91.3
	GL 15-17	13	8.6	8.6	100.0
	Total	150	100.0	100.0	

Table 6 shows the grade status of the respondents, 44.0% of the respondents are within Grade 07-09, 37.3% of the respondents are

within grade level 10-12, 10.0% of the respondents are within grade level 13-14 while 8.6% of the respondent are within the grade level of 15-17.

4.3 Test of Hypotheses

4.4 Hypothesis One

H₀₄: There is no significant relationship between principals' leadership styles and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Table 7: Correlation analysis showing significant relationship between principals' leadership styles and teachers' job satisfaction

		Principal Leadership style	Teachers Job Satisfaction
Principal Leadership style	Pearson Correlation	1	.411**
	Sig. (2-tailed)		.001
	N	150	150
Teacher's motivation	Pearson Correlation	.411**	1
	Sig. (2-tailed)	.001	
	N	150	150

**. Correlation is significant at the 0.05 level (2-tailed).

The results from Table 7 shows that the Pearson's Correlation $r = 0.411$ computed for principal leadership style and teachers job motivation is significant with $p\text{-value} = .001$ which is less than Alpha level of 0.05, thus the null hypothesis is therefore rejected. This confirms that there is a significant relationship between principals' leadership styles and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Hence, the hypothesis which states that there is no significant relationship between principals' leadership styles and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria is hereby rejected. This implies that principal leadership style have impact on teachers' motivation.

Hypothesis Two

H₀₂: There is no significant relationship between principals' autocratic leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Table 8: Correlation analysis showing significant relationship between principals' autocratic leadership style and teachers' job satisfaction

		Principal Autocratic Leadership Style	Teachers Job Satisfaction
Principals' autocratic leadership style	Pearson Correlation	1	.599**
	Sig. (2-tailed)		.000
	N	150	150
Teachers' Job Satisfaction	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 8 shows that the Pearson's Correlation $r = 0.599$ computed for significant relationship between principals' autocratic leadership style and teachers' job satisfaction is significant with $p\text{-value} = 0.000$ which is less than Alpha level of 0.05 thus the null hypothesis is therefore rejected. This confirms that there is a significant relationship between principals' autocratic leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Hence, the hypothesis which states that there is no significant relationship between principals' autocratic leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria is hereby rejected.

Hypothesis Three:

H₀₃: There is no significant relationship between principals' democratic leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Table 9: Correlation analysis showing significant relationship between principals' Democratic leadership style and teachers' job satisfaction

		Democratic Leadership Style	Teachers Job Satisfaction
Democratic Leadership Style	Pearson Correlation	1	.386**
	Sig. (2-tailed)		.011
	N	150	150
Teachers Job Satisfaction	Pearson Correlation	.386**	1
	Sig. (2-tailed)	.011	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

The results from the Table 9 shows that the Pearson's Correlation $r = 0.386$ computed for significant relationship between principals' democratic leadership style and teachers' job satisfaction in senior secondary school is significant with $p\text{-value} = 0.011$ which is less than Alpha level of 0.05, thus the null hypothesis is therefore rejected. This confirming that there is a significant relationship between principals' democratic leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Thus, the hypothesis which states that there is no significant relationship between principals' democratic leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria is thereby rejected. The implication is that principals' democratic leadership styles have impact on teachers' job satisfaction in secondary schools.

Hypothesis Four

H₀₄: There is no significant relationship between principals' laissez-fair leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Table 10: Correlation analysis showing significant relationship between principals' laissez-faire leadership style and teachers' job satisfaction in senior secondary schools

		Principals laissez fair Leadership style	Teachers Job Satisfaction
laissez-faire leadership style	Pearson Correlation	1	.833**
	Sig. (2-tailed)		.001
	N	150	150
Teachers Job Satisfaction	Pearson Correlation	.833**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

The results from Table 10 shows that the Pearson's Correlation $r = 0.833$ computed for significant relationship between principals' laissez-fair leadership style and teachers' job satisfaction in senior secondary schools is significant with $p\text{-value} = 0.001$ which is less than Alpha level of 0.05, thus the null hypothesis is therefore rejected. This confirms that there is a significant relationship between principals' laissez-fair leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria.

Thus, the hypothesis that states there is no significant relationship between principals' laissez-fair leadership style and teachers' job satisfaction in senior secondary schools in Ogun state, Nigeria is hereby rejected.

Conclusion

Education is fundamental to the development of modern society. The most significant factors in the educational resources include quality and number of teachers in educational institutions, quality of education, school leadership style, work facilities and working environment. Principal and teachers help schools to achieve its goals. School leadership style and teachers' motivation are two very important factors of the work of the school. A large number of researchers concluded that the

school leadership style is one of the most important factors that influence teachers' job satisfaction.

This explanation on leadership style entails that the leader applies a specific behavior when dealing with the organizational staff. Such behavior makes the staff/employees to respond willingly or otherwise to the directive of the leader, and determines the type of leader in question. This makes leadership style to be prominent in the success or failure of any organisation, including secondary schools, as the Principals' leadership style applied in the school management determines the level of staff response to the Principal directives, and the capacity to achieve the schools' educational goals.

Recommendations

The study made the following recommendations based on the findings:

1. The principal should adopt democratic leadership, people oriented leadership, and task-oriented leadership styles of administration in secondary schools, as these leadership styles will enhance staff job satisfaction and goal achievement in the schools.
2. The principals should avoid the use of autocratic leadership, transactional, and laissez-faire leadership styles as they discourage staff motivation and efficiency in the schools.
3. The study noted that the principal leadership styles have significant effects on their staff job satisfaction, and therefore recommends that the principal should apply the adequate leadership styles to ensure positive effects on the staff performance in the schools.
4. The state government should recruit adequate number and caliber of staff for each school to ensure optimum staff job satisfaction.
5. The principal of various schools should adopt the findings of this study as a guide to their administrative activities in the schools.
6. The Ogun State Government should adopt the study finding on principals' leadership challenges and address them accordingly to enhance the principals' styles in the school.
7. Finally, it is our submission that when these recommendations are adopted and applied by both the principals and Ogun State Government, the secondary schools' principals will improve their

leadership style, and adequate staff job satisfaction will be achieved in secondary schools in the area.

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