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Public Secondary School Administrators' Leadership Styles, Power Bases and Teachers' Job Satisfaction

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ABSTRACT

In an institution of learning, administrators' leadership styles and the use of power bases have become crucial factors in the attainment of the goals and objectives. For over a decade of service, the researcher finds it relevant and timely to determine how administrators impact the job satisfaction of the teachers, believing that these two groups have shared important roles in the success of the students' learning outcomes and progress. Hence, the main thrust of this study was to determine the relationship between the administrators' leadership styles, power bases and teachers' job satisfaction, and the difference between the administrators' leadership styles and powers as perceived by the administrators themselves and teachers of the public secondary schools in the First Congressional District, Province of Bohol for S.Y 2018-2019. Specifically, the study determined the teachers' perception on their administrators' leadership styles and powers and their job satisfaction. In addition, the study looked into the difference between the administrators' leadership styles and powers as perceived by the administrators themselves and teachers. The study employed the descriptive correlational analysis using the modified questionnaire of Abwalla (2014) for the leadership styles and power bases of administrators and Mengistu (2012) for the teachers' job satisfaction level. A total of thirty-five (35) public secondary school administrators and 214 teachers were the respondents. The study showed significant relationship between the administrators' leadership styles, powers and teachers' job satisfaction. Furthermore, the study revealed significant difference between administrators' leadership styles as perceived by the administrators themselves and teachers, while insignificant difference between the administrators' powers as perceived by the administrators themselves and teachers. Hence, the researcher concluded that regardless of the leadership styles and power bases of administrators, teachers are satisfied on their job. Furthermore, the researcher concluded that there is contrast between perception of administrators and teachers in terms of the former's leadership styles, while, in terms of administrators' power bases, teachers and administrators have the same perception.

Introduction

Every organization requires strong leadership of leaders for positive growth and success (Maxwell, 2012). School organizations are part of this reality. In schools, effective leadership is not only important for institutional growth and success, but is potentially useful for teachers' professional development, and ultimately improved student achievement (Cavulluzo, 2004).

Leadership seems to be the most fundamental tool of influencing people so that they strive willingly towards the attainment of common goals. Leaders devise varied motivations to encourage employees to perform in the most effective way for the best interest of the young learners. Also, administrators use their powers to influence subordinates to achieve the organizational goals.

Furthermore, the leadership of the administrator is crucial to make or break the standard of the schools, which will impact to the overall performance of the entire education system. It is the administrators' leadership styles that influence the efficiency and also the effectiveness of the teachers' performance in school (Alageheband, 2007).

In the onset of the new curriculum of the Department of Education, the K to 12, the school administrators have been facing with several challenges to meet the demand of the educational system. In effect, their leadership styles and powers are deemed important in engaging the teachers to be efficient and effective in their work performance in order to attain the goals and objectives of the department.

On the same manner, teachers have been confronted with several issues and concerns relative to their working environment. As the DepEd strives for excellence, teachers have been bombarded with pressures to implement it fully through effective delivery of instruction.

Thus, in the light of the scenario, the researcher finds it extremely important to determine the relationship between the administrators' leadership styles, power bases and teachers' job satisfaction. Through this study, higher officials of the department shall undertake improvements and interventions to capacitate school administrators with leadership competence in dealing with their teachers for them to work harmoniously for the attainment of the DepEd vision and mission.

Literature Review

Every leader in an institution of learning has distinct roles for the smooth operation of the school and to guide the teachers to a clear direction for the attainment of the goals and objectives. Hence, the leadership of the administrator is indispensable for the overall progress of the school. Ezeuwa (2005) stressed that leadership is an act of influencing subordinates for them to strive willingly and enthusiastically for the accomplishment of goals.

Since administrators have great influence over their teachers, their leadership styles and power bases create a considerable impact on their job satisfaction which may lead to effectiveness in performing their duties and responsibilities which is to deliver competent and quality instruction to the learners, which is an essential factor for the attainment of the vision and mission of the agency.

Pursuant to the provisions of Republic Act No. 9155 otherwise known as Governance Basic Education Act of 2001, Section 6.1 states that the school head shall be both an instructional leader and administrative manager. The school head shall form an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects and services. A core of non-teaching staff shall handle the school's administrative, fiscal and auxiliary services.

Definitely, administrators provide most of the leaderships as they are the persons in authority to manage the entire school. As guide on their administrative functions, there are different leadership styles exist. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job.

The Path Goal Theory by House (1968) stated that when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. Thus, in leading the subordinates, administrators have to demonstrate leadership styles in guiding them to a clear direction.

In doing these crucial roles, administrators' leadership may or may not cause satisfaction to the teachers if they are not used in appropriate context. As elaborated by the Two-Factor Theory of Herzberg (1964) hygiene factors can de-motivate or cause dissatisfaction. Motivation factors motivate and create satisfaction.

Chandan (1987) as cited by Abwalla (2014) defined leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them. On the other hand, Okumbe (2008) defined leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization.

The school administrators are in the unique position as managers who control schools' resources for the purpose of achieving the educational goals and can accelerate or demolish the process of school's development Adeyemi (2004). As such, leadership styles play a significant role in school management.

Leaders express leadership in many roles. These, among others, are but not limited to formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). As leaders, there have been a lot of leadership styles that they may apply in leading the organization to attain its goals. They may be democratic, directive, supportive, participative, consultative, achievement-oriented, autocratic, and laissez-faire styles.

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members with regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

Goldman (2000) further stated that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in terms of decision-making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies.

On the other hand, supportive leadership style is more on the relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence, work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel 2001).

In the participative style of leadership, the leader consults with the subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001).

However, if a leader is concerned on the outputs and performance of the subordinates, an achievement-oriented style of leadership may be more fitting. This style means leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

Another leadership style is directive. This is similar to the task-oriented style where the leader provides teachers with specific guidelines, rules and regulations with regards to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous.

In contrast, autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) as cited by Abwalla (2014) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards.

Since autocratic style of leadership usually involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

In simpler sense, autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Hoy et al. 2002).

On the other hand, Laissez-faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated.

In Laissez-faire leadership style, it allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. Lastly, there are administrators who practice leadership without regards to employees and tasks. This practice is so called toxic leadership. Toxic leadership is a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance. This leader lacks concern for others and the climate of the organization, which leads to short- and long-term negative effects.

Blumen (2009) as cited by Green (n.d) from Georgia Southern University has defined toxic leadership as "a process in which leaders, by dint of their destructive behavior and/or dysfunctional personal characteristics generate a serious and enduring poisonous effect on the individuals, families, organizations, communities, and even entire societies they lead" (p. 29).

Moreover, in the study of Abwalla (2014) entitled *Principals' Leadership Styles and Teachers Performance in Secondary Schools of Gambella Regional State*, he asserted that of the different leadership styles, the three leadership styles, democratic, autocratic and laissez-faire are the basic of the five leaderships styles since conceptually other styles can be incorporated and narrowed to the three leadership styles.

He further stressed that the three leadership styles (democratic, autocratic and laissez-faire) measured the principals' involvement of teachers in decision making, principals' communication to teachers and principals' delegation of duties to teachers. He stated that all leadership styles: democratic, autocratic and laissez-faire, have positive relationship with teacher performance.

In a study conducted by Ismail (2012) of Colorado State University entitled "Teachers' Perceptions of Principal Leadership Styles and How They Impact Teacher Job Satisfaction", he stated that principals' leadership has great impact to teachers' job satisfaction. Teachers tend to feel more comfortable if their principal understands their role in the school and will respond to the principal if they are motivated and inspired. Simply put, teachers' job satisfaction is derived from positive or negative relationships with his principals.

Another study conducted by Ibrahim (n.d) suggested that various scholars that the autocratic leadership leads to lower levels of job satisfaction, while democratic leadership leads to higher level of job satisfaction. The level of job satisfaction under laissez-faire leadership is also less than under democratic leadership. Managers have the role of motivating employees to do a good job and strive for excellence. The organization therefore is required to train their managers to be able to facilitate effective leadership. Employees tend to respond to leaders or managers whom they trust and will inspire them to achieve meaningful goals and reach high levels of job satisfaction.

In addition to leadership styles, the power bases administrators have something to do with the job satisfaction of the teachers. Blake and Mouton (1964) as cited by Abwalla (2014) recognized the relationship that existed among power bases and teachers' job satisfaction. They emphasized that in order to achieve the organization's purpose through the efforts of people, some individuals gained authority in order to direct and coordinate the activities of others. As a result, this expression of power by school administrators may have caused teachers to either respond positively or negatively.

Power has been defined as the ability of one party to change or control the behavior, attitudes, opinions, objectives, needs, and values of another party (Rahim, 1989). In line with this view, Northouse (2007) acknowledged that power is the ability to influence another party. Adding the dimension of power, Hersey et al. (1979) as cited by Abwalla (2014) proposed that for

the leadership style to be effective, leaders also need to be aware of which power base to use depending on the maturity level of the follower or subordinate.

Northouse (2007) stated that power is the capacity or potential to influence others. People have power when they have the ability to affect others' beliefs, attitudes, and courses of action. Leaders derive their power from several sources and the earliest understanding of these power bases emerged from the work of French and Raven (1959) as mentioned by Abwalla (2014). In their work, they investigated the social bases of power and emerged with five common power sources – reward, coercive, legitimate, referent and expert.

Reward power is based on subordinates' perception that a superior has the ability to award them with tangible benefits for their compliance. Likewise, coercive power is based on the subordinates' perception that a superior has the ability to punish them for not conforming to the influence attempt.

While coercive power concerns on the ability of the superior to inflict punishment over his subordinates, legitimate power is based on the subordinates' perception that the superior has the authority to issue and have the directive followed based on an official position in the system.

Moreover, referent power is based on the subordinates' identification and liking for the superior. This power is also known as charismatic power where subordinates label their superiors based on their likes and dislikes.

Expert power, on the other hand, is based on the subordinates' perception that the superior has special skills and expertise and knows what is best in a given circumstance. This can be shown when superiors give technical assistance to teachers in doing their job effectively. Extant literature acknowledges that there is a strong relationship between power and leadership style and indicates that available power bases could govern leaders' behaviors.

Motivation for choosing a power strategy could also depend on the leader or influencing agents' feelings towards the subordinate or target (Raven, 2008). A strong negative feeling, for instance, may invoke the leader to use harsh sources such as coercive power, whereas a leader may avoid such a source if there is a strong positive feeling toward the subordinate. Finally, power choice is also motivated by how others will perceive the leaders' choice of power strategy. "An individual might prefer coercive power as most effective and desirable, and yet not use it out of concern that others would strongly disapprove" (Raven, 2008, p. 6).

Evidently, the literatures reviewed have significantly considered powers and leadership styles as complementary factors which may influence partly or wholly the teachers' satisfaction on their job. Since administrators have direct control over their subordinates in one way or another, they have crucial role in teacher's satisfaction leading to the latter's interest and love for the profession

Thus, it is important to take into account the impact of the administrators' leadership styles and powers to the teachers' job satisfaction in order for the higher authorities of the system to address the problems, issues and concerns of the teachers that affect their satisfaction level in their which is contributory to teaching performance. By addressing the needs of the teachers, it is assured that they will become more productive.

Methodology

Design

The study employed a descriptive correlational analysis to determine the significant difference on the leadership styles and power bases as perceived by administrators and teachers, and the relationship between public secondary school administrators' leadership styles, power bases and teachers' and job satisfaction. To determine the administrators' leadership styles, power bases and teachers' job satisfaction, the adopted and modified questionnaires were utilized following the Likert's scale.

Environment

The main locale of the study was the First Congressional District (CD1), Province of Bohol which included thirty five (35) public secondary schools from the fourteen (14) component towns, such as; Alburquerque, Antequera, Tubigon, Calape, Cortes, Loon, Maribojoc, Cortes, Corella, Sikatuna Baclayon, Balilihan, Catigbian, and Panglao.

Participants

There were thirty-five (35) school administrators and two hundred fourteen (214) teachers from the thirty-five public secondary schools in the First Congressional District (CD1), Province of Bohol from the fourteen (14) towns who served as the participants of the study.

Since there were two sets of participants involved in the study, the school administrators and teachers, there were two types of sampling methods used- the purposive and stratified random sampling. To get the sample for administrators, the purposive sampling was used which means all of them are purposely chosen as respondents of the study. Neuman (2009) stated that in purposive sampling, the researcher tries to choose a certain group of population who are actually needed to validate the research instrument.

Furthermore, to obtain the number of teacher participants from the public secondary schools, the formula for sample size was used. After obtaining the number of entire samples, a stratified sampling was used to determine the exact number of teacher participants per school based on the actual number teacher compositions as shown in the data provided by the Deped Division of Bohol Planning Unit. Finally, a random sampling was used to determine the respondents from each school based on the total number of teachers per school.

Instrument

In the gathering of data, the study used the descriptive correlational analysis utilizing modified and adopted questionnaires. For Part 1, the leadership styles of the administrators as perceived by the administrators themselves and the teachers, an adopted questionnaire from Abwalla (2014) was used following the Likert's scale. For part II, the administrators' powers as perceived by the administrators themselves and the teachers, a modified questionnaire from Rahim (1988) known as Rahim Leader Power Inventory as cited by Banerjee (2009) in her study entitled *Subordinate Perception of Leadership Style and Power: A Cross-cultural Investigation* was used, and for Part III, the teachers' job satisfaction, an adopted questionnaire from Mengistu, G. (2012) was used.

Statistical Treatment

With the thirty five (35) public secondary school administrators and two hundred fourteen (214) teachers as the respondents of the study from the First Congressional District (CD1), Province of Bohol, the researcher used appropriate statistical formulas to treat the data accurately.

To determine the perception of administrators and teachers on the leadership styles, power bases, and job satisfaction, the weighted mean formula was used.

To interpret the perception of administrators and teachers on leadership styles, power bases, and teachers' job satisfaction, the Likert's scale was used.

To determine the significant difference between the leadership styles and power bases as perceived by the administrators and teachers, the Z-test formula was used.

To determine the difference on the leadership styles and power bases as perceived by the administrators and teachers, the one-way Analysis of Variance (ANOVA) was used.

To determine the difference on the degree of variance on leadership styles and power bases as perceived by the administrators and teachers, the Analysis of Variance (ANOVA) was used. To compare each leadership style and power as perceived by administrators and teachers, a Scheffe test was used.

To determine the relationship between the public secondary school administrators' leadership styles, power bases and teachers' job satisfaction, the Pearson Product Moment of Coefficient was used. Finally, to test the level of significance of Pearson (r), the t-test formula was used.

Results and Discussion

WEIGHTED MEAN ON ADMINISTRATORS' LEADERSHIP STYLES AS PERCEIVED BY THEMSELVES AND TEACHERS

In terms of leadership styles of administrators as perceived by themselves, democratic leadership has the highest weighted mean of 3.83 which falls under Strongly Agree, while the lowest is laissez fair, which has the weighted mean of 3.39, which falls under Strongly Agree. This implies that administrators perceived themselves as democratic leaders who consider their

subordinates as part in the decision-making process of the school policies and implementations. Moreover, administrators perceived to have less likely delegated teachers' tasks and functions.

On the other hand, teachers show a contrasting perception to that of the administrators. Teachers perceived that their administrators use laissez faire leadership since it has the highest weighted mean of 3.28, which means Strongly Agree, while democratic leadership styles the lowest weighted mean. This means that teachers believed their administrators to have delegated them several some functions in school operations.

The result shows differences on how administrators and teachers view leadership styles practiced by administrators in schools. Hence, the researcher recommended to have enhanced seminar on leadership styles between administrators for them to be cognizant on the importance of leadership styles of the administrators to bridge the gap between them.

According to Holland (n.d) in her study entitled "The Principal's Role in Teacher Development", administrators must delegate responsibility for meeting teachers' professional development needs. As principals they must recognize that they do, indeed, have an important role to play in the professional development of new teachers.

WEIGHTED MEAN ON ADMINISTRATORS' POWER BASES AS PERCEIVED BY THEMSELVES AND TEACHERS

In the aspect of power bases, the administrators perceived themselves to have used reward power in discharging their functions as it has the highest weighted mean of 3.64, which means Strongly Agree. Referent power is the least type of power used by the administrators at it has the weighted mean of 3.20. This shows that administrators give rewards to their teachers who have done an excellent performance in their assignments.

On the contrary, reward power is the least agreed by the teacher on their administrators' use of power bases with the weighted mean of 3.09. Of the five power bases, referent power is the highest weighted mean. This implies that administrators are well liked by their teachers on their fair treatment to them.

WEIGHTED MEAN ON TEACHERS' JOB SATISFACTION

The study revealed that teachers are fully satisfied in their job on the three aspects, management, work characteristics and interpersonal relationship. Although they manifested satisfaction, management seems to be moderately satisfied as it was rated lowest of the three aspects. This implies that there is still a need for school administrators to improve their leadership to make the teachers fully satisfied on their job for better outcomes. Akyeampong and Bennell (2007 reinforced this statement by pointing out that teachers' motivation and satisfaction at the school level depend on effective management undertaken by the school administrators.

DIFFERENCE ON THE LEADERSHIP OF STYLES AS PERCEIVED BY ADMINISTRATION THEMSELVES AND TEACHERS

The study showed the difference on the leadership styles of administrators as perceived by the administrators themselves and teachers. Since the t-computed value of 3.56738 is greater than the t-critical value of 2.1098 at 0.05 level of significance, the null hypothesis is rejected. There is significant difference on the administrators' leadership styles as perceived by administrators themselves and teachers. This implies that teachers do not see the leadership of their administrators on the same way that the latter perceived their own leadership styles. Hence, there is a dire need for the education system to improve the management aspect of administrators considering that there is unparallel perception between the administrators and teachers in the leadership styles. The disparity on the perception of administrators and teachers on the leadership styles used by the former can create a conflict of interest, which if not addressed, may hamper the learning institution in attaining its vision and mission.

DIFFERENCE ON DEGREE OF VARIANCE OF LEADERSHIP STYLES AS PERCEIVED BY ADMINISTRATORS

The table shows no significant difference on the three leadership styles, democratic, autocratic, and laissez faire, as perceived by the school administrators since the F computed value of 3.51 is lower than the F tabular value of 4.26. This means that the school administrators perceived themselves to have used all of the leadership styles and none of them is dominant over the other. This means further that administrators do not just focus on one leadership style, but use all of them in different situations.

This scenario is further explained by Ismail (2012) that in order for schools to succeed, an administrator has to shift his educational paradigm by exuding different leadership styles to foster change and not to dwell upon systems that are no longer functional. In this case, administrator has to be flexible in using leadership styles that may be fitted for a certain situation.

Difference on Degree of Variance of Power Bases as Perceived by Administrators

The table above shows significant difference on the power bases as perceived by the administrators since the F computed value of 7.43 is greater than the F tabular value of 3.06. This suggests that of the five power bases, there is a certain leadership style that administrators mostly perceived.

In a study conducted by Zogjani et. al (n.d), he stated that an individual may not be a leader without using powers. Leadership is the exercise of powers, therefore leaders must use it effectively and efficiently in influencing others. The use of powers by school administrators reinforces their leadership styles in order for the subordinates to function on their responsibilities, which is to deliver the instruction effectively and work with the management for the overall growth and development of the school.

DIFFERENCE ON THE POWER BASES OF ADMINISTRATORS AS PERCEIVED BY ADMINISTRATORS THEMSELVES AND TEACHERS

The table above shows insignificant difference between the power bases of administrators as perceived by the administrators themselves and teacher. The t-computed value of 1.6820 is less than the t-critical value of 2.0395 at 0.05 level of significance, thus the null hypothesis is rejected. There is no significant difference on the power bases of administrators as perceived by the administrators themselves and teachers. This suggests that teachers have viewed the power bases of administrators on the same manner that administrator have viewed themselves.

PEARSON PRODUCT MOMENT OF COEFFICIENT ON THE RELATIONSHIP BETWEEN ADMINISTRATORS' LEADERSHIP STYLES AND TEACHERS JOB SATISFACTION

The study significantly revealed that there is significant relationship between leadership styles and teachers' job satisfaction since the t-computed value of 12.15 is greater than 1.968 at 0.05 level of significance. This indicates that leadership styles affect the teachers' job satisfaction.

The result confirmed the finding of Sancar (2009) who stated that the there is a strong influence of the administrators' leadership styles on teachers' job satisfaction. He asserted that school administrators, who are considerate, have significant and positive effects on the teachers' job satisfaction, while administrators who are not considerate less likely make teachers satisfied.

PEARSON PRODUCT MOMENT OF COEFFICIENT ON THE RELATIONSHIP BETWEEN ADMINISTRATORS' POWER BASES AND TEACHERS' JOB SATISFACTION

The correlation between the overall powers of administrators is moderately high. The t-computed value of 14.77 is greater than 1.968 at 0.05 level of significance, hence, the null hypothesis is rejected. There is significant relationship between the overall power bases of administrators and teachers' job satisfaction. This implies that teachers are satisfied of all the power bases exercised by the administrators. Furthermore, the data show that teachers are satisfied on their job regardless of the power bases demonstrated by their administrators. Their job satisfaction is not limited to the powers of the administrators.

This is supported by Rahim (2017) who stated that power bases are positively associated with satisfaction of administrators' supervision to his subordinates. His use of power bases enables him to direct teachers to do what is desired for the best interest of the organization and for the individual professional growth of the teachers.

According to Leonard (2013), effective administrators understand the effect of their power has on the other. Research indicates that reward power, coercive power and legitimate power often force employees to comply with directives but do not get those employees' commitment to organizational objectives. Accordingly, administrators who use expert power and referent power effectively have the greatest potential for achieving organizational goals.

Simply put, teachers are influenced by the administrators' powers in following their directives with or without commitment for the organizational goals. In this sense, they are still satisfied on their job whether or not they are committed on the organizational goals.

Conclusion

Based on the foregoing results, the study reveals difference between how teachers and administrators view the leadership styles and power bases as practiced by school administrators. In short, teachers look at differently their administrators the way the latter see their own as far as the use of leadership styles and power bases. Nevertheless, teachers perceived to have satisfaction on their job in terms of management, work characteristics and interpersonal relationship. Furthermore, the study reveals significant relationship on the administrators' leadership styles, power bases and teachers' job satisfaction.

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