Head Teachers’ Leadership Styles’ and Teachers Job Satisfaction in Primary Schools in Ekiti State, Nigeria

Dr. T. O Adeyemi
Department of Educational Foundations and Management, Ekiti State University, P. M. B 5363, Ado-Ekiti, Nigeria
E-mail: toade1957@yahoo.com

Dr. E.T. Adu
School of Education, College of Education, Ikere Ekiti, Nigeria

Abstract

This paper investigated headteachers’ leadership style and teachers’ job satisfaction in primary schools in Ekiti State, Nigeria. As a correlational research, the study population comprised all the 694 primary schools in the State. Out of these, 350 primary schools were selected through the simple random sampling technique. Out of the 7,562 teachers in the schools, 1,260 teachers were selected for the study through the stratified random sampling technique. Two instruments were used to collect data for the study. The data collected were analysed using frequency count, percentages and the mean while the hypotheses were tested using the Pearson Product Moment Correlation. It was found that there was a significant relationship between headteachers’ democratic leadership style and teachers’ job satisfaction in the schools. In this regard, it was recommended that the democratic leadership style should be used by all headteachers’ of primary schools in the State in a bit to enhance better job satisfaction among teachers.

Keywords: Headteachers’; Leadership; Styles; Teachers’; Job; Satisfaction

Introduction

In the educational system of Ekiti State, Nigeria, the majority of entrants into the teaching service were those who were employed with the intention of using the job as stepping stone to more lucrative jobs. The reason for this attitude was that teachers seem not to be satisfied with their work situation. The condition of service in the State’s Civil Service, for instance were quite different from those of teachers employed by the Central Schools Board within the same State. The provision of car loans as well as housing loans were part of the condition of service in the Civil Service. These provisions were however not embedded in the condition of service for teachers employed by the Primary School Education Board (Ademilua, 1999).

This situation seems to lower teachers’ morale and subsequently leads to the observable drifting away of even dedicated ones from the teaching profession. The situation
has not changed for better in the present condition of teachers’ in primary schools in Ekiti State, Nigeria. Consequently, teachers had to embark on indefinite nationwide strike in order to protest against injustice, marginalization and undue abandonment by government.

Common observation in the school system shows that salaries and allowances of primary school teachers’ are not promptly paid as at when due by the State government. Eventually, when salaries are paid after much rigour, allowances such as leave bonuses are delayed for a couple of months. This situation tends to lower the morale of many teachers’ in the school system (Obilade, 1998).

In many occasions, teachers’ attributed the delay in the payment of salaries and allowances to their headteachers. The argument is that headteachers’ might not have been submitting their vouchers to government for processing in good time. Some of them perhaps, felt that the leadership style of many headteachers’ was at stake (Okeniyi, 1995). Many of them seem to feel that headteachers’ were not carrying them along in the submission of vouchers to government for the payment of their salaries and allowances. Thus, many teachers felt that the styles of leadership of their headteachers’ was questionable and had much to be desired.

**Literature Review**

The concept of leadership is in the domain of the educational management. Adeyemi, (2004) described leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation. This is the situation approach. It involves a force that initiates actions in people and the leader himself. It involves a guide that directs activities of individuals in a given direction in order to achieve the goals of the organization. It also involves a situation that gives opportunity for training individuals as leaders in such a way that the individuals could increase their efficiency and effectiveness in job performance. It is concerned with how to adapt leadership styles to a situation in any formal organization. The individuals are given titles according to their responsibilities e.g. a director, deputy director or assistant director and so on (Ibukun, 1997).

Adeyemi (2006) identified 3 types of leadership. These were Symbolic Leadership, Formal Leadership and Functional or Operational Leadership. According to him, symbolic leadership is an attribute of personality. A symbolic leader may be seen as a born leader who stimulates and unifies the activities of others because of the way he looks (charisma). He may be a leader who is forceful, responsible, friendly, enthusiastic and dynamic. The physical size is also considered when considering symbolic leadership, that is, how tall or handsome the leader is. However, some people with less imposing size or personality have been successful leaders. On the other hand, formal leadership is defined as the status-like or position recognized leader in a formal organization. It is an important attribute of an organization and without it; the implementation of policies would be difficult. It would be almost impossible to operate in a school organization without the headteacher, teachers and pupils.
In the same vein, functional or operational leadership depicts that traits do not count in leadership situation. As such, emphasis changes from personality to the functions and the nature of the organization as well as the characteristics of the groups forming the organization. Groups need, rather than personality traits are supreme under functional leadership and it is based on who helps the group most in attaining its objectives, defining its goals and maintaining its strength (Olaniyan, 1999). The functional or operational leadership concept can exist when there is a dynamic relationship among members of the organization or when roles are differentiated. This concept assumes that the role of the leader can be learned. The leader must be sensitive to the needs of the group in order to develop some competence necessary to articulate the group desires and attain group objectives.

Adeyemi (2006) identified 3 Styles of leadership used by school managers. These were Autocratic Style, Democratic Style and Laissez- faire Style. He argued that in the autocratic style of leadership, the administrator has the interest of the subordinates as secondary. The basic human needs are ignored. The administrator is feared rather than respected. The leader is selfish, wicked, ruthless, greedy and power crazy. He does not consult with any group before taking decisions. On the other hand, in the democratic leadership style, the needs and interests of subordinates are given priorities or considered. The subordinates are involved in decision making. The leader acts as a co-ordinator and as an organizer. There is the decentralization of authority. In the laissez- faire leadership style on the other hand, there is the shift of authority to the group. The leader leaves a lot of initiatives and decisions to the group. Such a leader is timid. The leader thus becomes a figurehead. The leader allows the group to have their way all the time so that he can maintain the group satisfaction and cohesion as well as group cooperation and unity within the school organization.

Considering the foregoing, the purpose of this study was to determine the relationship between headteachers’ leadership styles and teachers’ job satisfaction in primary schools in Ekiti State, Nigeria in order to correct erroneous impressions.

Statement of Problem

Common observation in the school system in Ekiti State, Nigeria shows the different types of leadership used by headteachers’ of primary schools. Some headteachers’ seem to be autocratic in their leadership style (Adeyemi, 2010). Some perhaps tends to be democratic (Akerele, 2007). Some on the other hand seem to practice the laissez faire leadership style (Ige, 2001). These leadership styles tend to have some effect on the management of the school either positively of negatively. The problem of this study therefore was to determine what relationship headteacher leadership style had on teachers’ job satisfaction in primary schools in Ekiti State, Nigeria. In addressing this problem, the following research questions were raised.

Research Questions

1. What is the commonest leadership style used by headteachers’ of primary school in Ekiti State, Nigeria?
2. What is the level of teachers’ job satisfaction in the schools?
3. Is there any relationship between headteachers’ autocratic leadership style and teachers’ job satisfaction in primary school in the State?
4. Is there any relationship between headteachers’ democratic leadership style and teachers’ job satisfaction in primary school in the State?
5. Is there any relationship between headteachers’ laissez-faire leadership style and teachers’ job satisfaction in primary school in the State?

Method

This study adopted the correlational research design. A correlational research involves the collecting of data in order to determine whether and to what degree, a relationship exists between two or more quantifiable variables (Gay, 1996; Anderson, 1998). The study population comprised all the 694 primary schools in the State. Out of these numbers, a sample of 350 primary schools was taken and selected through the simple random sampling technique. Out of the 7,562 teachers including headteachers’ in the sampled schools, 1,260 teachers including headteachers’ were selected for the study. The method of selection was by stratified random sampling technique. The 1260 teachers including headteachers’ were the respondents in the study.

The instrument used to collect data for the study was a questionnaire titled “headteachers leadership style (HTLS) and teachers’ job satisfaction questionnaire (TJSQ). The questionnaire was in two parts A and B. Part A was demographic. It elicited information on the bio data of each school such as the name of the school, its location, number of pupils, number of classes and number of teachers. Part B consisted of 3 sections. Section 1 requested information on the commonest leadership style used by headteachers’ of primary school in Ekiti State, Nigeria. Section 2 required information on the level of teachers’ job satisfaction in the schools. Section 3 elicited information on the relationship between headteachers leadership styles and teachers’ job satisfaction in the schools.

The content validity of the instruments was determined by experts in test and measurement who examined the research questions alongside with each item of the instruments in order to determine whether the instruments actual measured what they were suppose to measure. The observations made by the expert were used to effect necessary corrections on the instruments before they were administered to the respondents.

The reliability of the instruments was determined through the test-retest reliability technique. In doing this, the instruments were administered in the first instance to 30 respondents drawn from 20 schools outside the sample area. After a period of two weeks, the instruments were re-administered to the same respondents. The data collected on the two tests were analyzed using the Pearson Product Moment Correlation analysis. A correlation coefficient ‘r’ of 0.81 was obtained indicating that the instrument was reliable and consistent for the study.
The instruments were administered to the respondents by the researcher and research assistant. After a period of two weeks, the completed instruments were retrieved from the respondents. All the respondents duly completed the instrument indicating 100 response rate.

The data collected were analysed using frequency counts, percentages, mean and Pearson Product Moment Correlation. The null hypotheses were tested for significance at 0.05 alpha level.

Result

Question 1: What is the commonest leadership style used by headteachers’ of primary school in Ekiti State, Nigeria?

In answering this question, data on the most commonest leadership style used by headteachers’ of primary schools in Ekiti State, Nigeria were collected from the responses of the respondents to items of the headteachers leadership style questionnaire. The data collected were analysed using frequency counts and percentages. The findings are presented in table 1.

Table 1: Leadership Styles Commonly used by Headteachers’ of Primary Schools in Ekiti State, Nigeria.

<table>
<thead>
<tr>
<th>Leadership Styles</th>
<th>N</th>
<th>Commonly used Leadership Styles</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>1,260</td>
<td>224</td>
<td>17.8</td>
</tr>
<tr>
<td>Democratic</td>
<td>1,260</td>
<td>920</td>
<td>73.0</td>
</tr>
<tr>
<td>Laissez-faire</td>
<td>1,260</td>
<td>116</td>
<td>9.2</td>
</tr>
</tbody>
</table>

As indicated in table 1, the democratic leadership style was found to be the commonest leadership style used by headteachers’ of primary schools in the State. Out of the 1,260 teachers who responded to the instrument, 920 (73.0%) claimed that the democratic leadership style was the commonest leadership style used by headteachers’ in their schools.

Question 2: What is the level of teachers’ job satisfaction in the schools?

In answering this question, data on teachers’ job satisfaction were collected from the responses of the respondents to items of the teachers’ job satisfaction questionnaire (TJSQ). The data collected were analysed using frequency count, percentages and the mean. Table 2 shows the findings.
Table 2: Level of Teachers’ Job Satisfaction in Primary Schools in Ekiti State, Nigeria

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>High</th>
<th>%</th>
<th>Moderate</th>
<th>%</th>
<th>Low</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better condition of service</td>
<td>1260</td>
<td>89</td>
<td>7.1</td>
<td>788</td>
<td>62.5</td>
<td>383</td>
<td>30.4</td>
</tr>
<tr>
<td>Prompt payment of salaries</td>
<td>1260</td>
<td>102</td>
<td>8.1</td>
<td>774</td>
<td>61.4</td>
<td>384</td>
<td>30.5</td>
</tr>
<tr>
<td>Prompt payment of allowances such as leaf bonus</td>
<td>1260</td>
<td>91</td>
<td>7.2</td>
<td>510</td>
<td>40.5</td>
<td>659</td>
<td>52.3</td>
</tr>
<tr>
<td>Giving of incentives</td>
<td>1260</td>
<td>101</td>
<td>8.0</td>
<td>728</td>
<td>57.8</td>
<td>431</td>
<td>34.2</td>
</tr>
<tr>
<td>Staff welfare</td>
<td>1260</td>
<td>141</td>
<td>11.2</td>
<td>737</td>
<td>58.5</td>
<td>382</td>
<td>30.3</td>
</tr>
<tr>
<td>Mean</td>
<td>1260</td>
<td>105</td>
<td>8.3</td>
<td>707</td>
<td>56.1</td>
<td>448</td>
<td>35.6</td>
</tr>
</tbody>
</table>

In table 2, teacher job satisfaction varied from one variable to another. None of the items of teachers’ job satisfaction was at a high level. Better condition of service had the highest number of responses but it was at a moderate level. Out of the 1260 respondents, 788 (62.5%) respondents reported that better condition of service of teachers in the schools was at a moderate level. This was followed by the prompt payment of salaries. Out of the 1260 respondents, 774 (61.4%) respondents indicated that the Prompt payment of salaries was also at a moderate level in the schools.

Although the Prompt payment of allowances such as leaf bonus was found to be at a low level. The mean of the responses indicated that teachers’ job satisfaction in primary schools in Ekiti State, Nigeria was at a moderate level.

**Question 3: Is there any relationship between headteachers’ autocratic leadership style and teachers’ job satisfaction in primary school in the State?**

In answering this question, the following hypothesis was raised.

**Ho: There is no significant relationship between headteachers’ autocratic leadership style and teachers’ job satisfaction in primary school in the State.**

In testing this hypothesis, data on headteachers’ autocratic leadership style were collected from the responses of the respondents to items of the headteachers’ leadership style...
questionnaire. Data on teachers’ job satisfaction were collected from the responses of the respondents to items of the teachers’ job satisfaction questionnaire. The data collected were analysed using frequency count, percentages and the mean while the hypothesis was tested using the Pearson Product Moment Correlation. The findings are presented in table 3.

Table 3: Correlation between Headteachers’ Autocratic Leadership Style and Teachers’ Job Satisfaction in Primary Schools in Ekiti State, Nigeria

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>r-calculated</th>
<th>r-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers’ Autocratic Leadership Style</td>
<td>1260</td>
<td>41.72</td>
<td>21.89</td>
<td>2518</td>
<td>0.187</td>
<td>0.195</td>
</tr>
<tr>
<td>Teachers’ Job Satisfaction</td>
<td>1260</td>
<td>37.58</td>
<td>19.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p>0.05

As indicated in table 3, the r-calculated 0.187 was less than the r-table 0.195 at 0.05 alpha level. Hence, the null hypothesis was accepted. This shows that there was no significant relationship between headteachers’ autocratic leadership style and teachers’ job satisfaction in primary schools in Ekiti State, Nigeria.

Question 4: Is there any relationship between headteachers’ democratic leadership style and teachers’ job satisfaction in primary school in the State?

In answering this question, the following hypothesis was formulated.

Ho: There is no significant relationship between headteachers’ democratic leadership style and teachers’ job satisfaction in primary school in the State.

In testing this hypothesis, data on headteachers’ democratic leadership style were collected from the responses of the respondents to items of the headteachers’ leadership style questionnaire. Data on teachers’ job satisfaction were collected from the responses of the respondents to items of the teachers’ job satisfaction questionnaire. The data collected were analysed using frequency count, percentages and the mean while the hypothesis was tested using the Pearson Product Moment Correlation. The findings are indicated in table 4.
Table 4: Correlation between Headteachers’ Democratic Leadership Style and Teachers’ Job Satisfaction in Primary Schools in Ekiti State, Nigeria

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>r-calculated</th>
<th>r-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers’ Democratic Leadership Style</td>
<td>1260</td>
<td>87.45</td>
<td>27.81</td>
<td>2518</td>
<td>0.342</td>
<td>0.195</td>
</tr>
<tr>
<td>Teachers’ Job Satisfaction</td>
<td>1260</td>
<td>46.37</td>
<td>24.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P<0.05

In table 4, the r-calculated 0.342 was greater than the r-table 0.195 at 0.05 alpha level. Hence, the null hypothesis was rejected. This indicates that there was a significant relationship between headteachers’ democratic leadership style and teachers’ job satisfaction in the schools. This was reflected in higher mean value 87.45 for headteachers’ democratic leadership style as against the lower mean value 46.37 for teachers’ job satisfaction in the schools.

Question 5: Is there any relationship between headteachers’ laissez-faire leadership style and teachers’ job satisfaction in primary school in the State?

In answering this question, the following hypothesis was raised.

H0: There is no significant relationship between headteachers’ laissez-faire leadership style and teachers’ job satisfaction in primary school in the State.

In testing this hypothesis, data on headteachers’ laissez-faire leadership style were collected from the responses of the respondents to items of the headteachers’ leadership style questionnaire. Data on teachers’ job satisfaction were collected from the responses of the respondents to items of the teachers’ job satisfaction questionnaire. The data collected were analysed using frequency count, percentages and the mean while the hypothesis was tested using the Pearson Product Moment Correlation. The findings are presented in table 5.
Table 5: Correlation between Headteachers’ Laissez-faire Leadership Style and Teachers’ Job Satisfaction in Primary Schools in Ekiti State, Nigeria

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>r-calculated</th>
<th>r-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers’ laissez-faire Leadership Style</td>
<td>1260</td>
<td>34.81</td>
<td>16.79</td>
<td>2518</td>
<td>0.162</td>
<td>0.195</td>
</tr>
<tr>
<td>Teachers’ Job Satisfaction</td>
<td>1260</td>
<td>37.54</td>
<td>17.18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p>0.05

As indicated in table 5, the r-calculated 0.162 was less than the r-table 0.195 at 0.05 alpha level. As such, the null hypothesis was accepted. This shows that there was no significant relationship between headteachers’ laissez-faire leadership style and teachers’ job satisfaction in primary schools in Ekiti State, Nigeria.

Discussion

In the forgoing, the data collected for this study were analysed. Various findings were made. One salient finding was the fact that the democratic leadership style was the commonest leadership style used by headteachers’ of primary schools in Ekiti State, Nigeria. This finding was consistent with the findings made by Akerele, (2007) who found the democratic style of leadership as the commonest leadership style used by principals of secondary schools in Lagos State, Nigeria. The finding also agreed with the findings made by other researchers (Obilade, 1998; Adeyemi, 2010).

The finding indicating a moderate level of teachers’ job satisfaction in the schools also agreed with the findings made by previous researchers (Owoeye, 1999; Bidwell, 2001). This finding suggests that teachers’ job satisfaction has not been at a high level in primary school in the State.

The non significant relationship found in this study between headteachers’ autocratic leadership style and teachers’ job satisfaction implies that when headteachers are autocratic in their leadership style, teachers’ job satisfaction tends to be reduced. This finding was consistent with the findings made by previous researchers (Smylie & Jack, 1990; Nias 1994).

The significant relationship found in this study between headteachers’ democratic leadership style and teachers’ job satisfaction in the schools implies that when the leadership style used by headteachers’ of primary schools was democratic by delegating authority to staff among other things, teachers’ job satisfaction is better enhanced. This finding was consistent
with the findings made in previous studies (Liberman, Beverly & Alexander, 1994; Heenan & Bennis, 1999). The finding suggests that the more headteachers’ share authority with staff the better the level of job satisfaction among the teachers.

The non significant relationship found between headteachers’ laissez-faire leadership style and teachers’ job satisfaction suggests that when headteachers are deficient in their leadership style perhaps through their carefree attitude to work, teachers’ job satisfaction tends to be affected positively or negatively. This finding was in consonance with the findings made in some previous studies (Goldring & Sharon, 1993; Okeniyi, 1995; Evan, 1998).

Conclusion

Considering the findings in the study, it was concluded that teachers’ job satisfaction was a function of headteachers’ leadership styles in primary schools in Ekiti State, Nigeria. This is evident in the finding of this study which isolated the headteachers’ democratic leadership style as enhancing better job satisfaction among teachers in primary schools in the State. The findings of the study therefore led the researcher to conclude that the leadership style used by headteachers of primary schools in the State determined the level of job satisfaction among teachers in the schools.

Recommendation

Based on the findings of this study, it was recommended that the democratic style of leadership should be upheld and used by all headteachers’ of primary schools in Ekiti State, Nigeria in their day to day administrative duties. This was evident in the findings of this study which isolated democratic leadership style as being significantly related with teachers’ job satisfaction in the schools. In this regard, headteachers’ of primary schools in State should continue to use the democratic leadership style by delegating authority to staff in order to facilitate better job satisfaction among teachers in the schools.

References


