The Effect of Leadership Styles on Teacher Job Satisfaction in Nigerian Secondary Schools

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Abstract

In an educational environment, school administration and leadership is regarded as one of the essential components for effective institutions, in addition to instruction and learning. The research set out to investigate the impact of school managers' and leaders' leadership philosophies on teachers' work satisfaction. The goal of the research is to identify the prevalent leadership style as viewed by teachers, to gauge teachers' job satisfaction, and to investigate the connection between teachers' job satisfaction and the leadership styles of school managers. 95 instructors were chosen at random for the research, which used an observational poll methodology. The primary tool used to gather data for the research was a questionnaire. Means, standard deviations, and Pearson correlation were used to analyse the data collected. The findings showed that democratic leadership was primarily used by Head of schools and that teachers typically had high levels of work satisfaction. Additionally, it was discovered that there was a strong correlation between teachers' job satisfaction and the leadership approach utilized by administrators and school leaders. The study's results led to the conclusion that the leadership style of head teachers influenced the degree of work satisfaction among teachers in secondary institutions in Lagos State. It was suggested, among other things, that teachers in secondary schools be allowed to participate in in-service training because doing so will make them more enthusiastic about their work.

Keywords: Leadership style, job satisfaction, Nigeria, Teachers, Democratic

1. Introduction

1.1 Background of Study

The lack of efficient leadership at the head of operations is one of the biggest issues many groups, including educational institutions, are currently facing. The existence of an effective and vibrant boss, in the opinion of Stoner (1982), is what separates a successful company from a failed one. Consequently, when we lead, we inspire, impact, guide, or stimulate the action of people toward the achievement of the stated organizational goals. In accordance with Stoner (1982), leadership is concerned with the directing function on the staff personnel and that in management what one needs is to understand more than the implementation of obedience.

To accomplish these, the leaders must adopt the proper management approach, ensuring that order is upheld as well as having the ability to deliver the proper directions. According to Zakaria (2012) and Ajanaku (2012), the issue with schools today is not a shortage of administrators, but rather a lack of individuals ready to take on important managerial positions. Poor teaching mindset toward work is one of the biggest problems secondary schools (principals) encounter. This typically shows up in a variety of ways, such as widespread abandonment, job loss, annoyance, despair, and absence, as well as uninspired and dejected instructors.

This has recently added to students' bad scholastic achievement in our secondary institutions as well as in the senior school diploma exams. Bennel (2008) stated that Lagos State has a reputation for performing poorly on official exams like the National Examination Council (NECO) and West Africa School Certificate (WASC). Due to some school administrators' unsuitable leading styles, teachers' poor attitudes toward their jobs could be a factor in why students perform so poorly on exams (Bennel, 2008).

Effective school leadership is necessary for good management at the school level, and this means that chief teachers must be able to oversee both exterior activities and interactions within the school community (Lambert et al., 2001). This is due to the fact that human influence is exerted on others through dialogue in order to achieve a specific objective (Akerele, 2007). For instance, Greenleaf (1977) notes that an exemplary leader enhances people's lives, improves organizations, and eventually produces a community that is more just and compassionate. To put it another way, a servant-leader puts the needs of others first. They do this by using democracy principles to make decisions and decide how to carry them out.

Shum & Cheng (1997) of management and organization with regard to leadership have repeatedly shown that the style of leadership is a crucial factor in the organization's success and efficacy; which impacts either the beneficial or detrimental the process of organization and framework, trends in social interaction, members' opinions, views, and work behaviours. To achieve their goals and offer instructors job satisfaction, schools need successful leadership styles. To ensure that their schools successfully achieve their pre-intended goals, educational leaders (heads of schools, principals, and administrators) are expected to have the ability to persuade their employees, parents, and other educational stakeholders. They do this

by ensuring that teachers carry out their duties effectively and students perform well in their academics as expected.

However, if we want to achieve scholastic success in the majority of our schools, we must use suitable leadership approaches that have an impact on teachers' job satisfaction and performance. The developing nations has received less attention from studies on leadership styles and their impacts on employee views and behaviour than has the developed countries (Öner, 2012). In a non-Western culture like Nigeria, it is suitable to validate the various impacts of leadership style aspects on teachers' job satisfaction, work attitudes, performance, and behaviour.

In reality, the standard of secondary education in Nigeria, Lagos especially has long been a source of worry, and this issue has lately given rise to a lot of discussion about school administration. Teachers, parents, students, lawmakers, social assistance providers, and instructors are among the groups tasked with making choices about how a school runs and fulfils standards. These choices range from managing more administrative and operational matters, like figuring out the school bus schedule, to administering high-level and strategic programmatic plans, like selecting a curriculum framework and defining a primary pedagogical approach to be used throughout the school.

Additionally, leaders are held responsible for success on a variety of metrics, such as students' performance on standardized exams, punctuality, school security, and the rate of graduation. Parents, the educational board, students, and the local, state, and federal governments are just a few of the constituents that school leaders must answer to. They are expected to manage their many, frequently opposing requests while always keeping education for students as the primary focus (Gates et al., 2007).

1.2 Statement of Problem

Any organization's leadership style has a significant impact on two key factors: employee job satisfaction and organizational success. The question of what kind of leadership style corresponds with instructors' work happiness in educational settings (institutions) has persisted throughout the globe, including in many African nations. However, the majority of secondary schools in Lagos (Nigeria), especially those that are government-controlled secondary schools, are struggling with leadership issues as a result of the lack of professional growth chances and insufficient professional encouragement and oversight for teachers (Adedotun, 2013).

Several secondary schools in Lagos that are dealing with the issue of leadership seem to be stuck trying to decide which method of leadership is the finest and most admirable or which one interferes with secondary school teachers' ability to be satisfied in their jobs. Various chief teachers' leadership philosophies have been cited as a factor in why some schools succeed better than others in terms of academic achievement.

Many times, it is claimed that head teachers' leadership styles are linked to disputes between instructors and head teachers, poor participation by teachers, absenteeism without obvious cause, and teachers' perseverance in consuming alcohol during their workdays (Goldberg,

2008).

1.3 Research Questions

- What elements in Senior Secondary Schools in Lagos State are associated with instructors or teachers work satisfaction?

- Which type of leadership style promotes high teachers job satisfaction in secondary schools in Lagos, Nigeria?

- What is the dominant leadership style used by secondary school head teachers and administrators in Nigeria?

1.4 Hypothesis

- H_{01}:   Leadership style, does not significantly predict teachers job satisfaction.

2. Literature Review

2.1 Overview of Job Satisfaction

The concept of job satisfaction appears to have been widely debated by many academics and teachers, and has evolved over time. Nowadays, job satisfaction is the main topic of study on views linked to workplace success. In order to improve human capital more actively and effectively in education, assessment of job fulfilment and satisfaction has been a vital area of emphasis and study (Ali et al., 2011). The educational leadership, administration, educational program, and teaching times that teachers deal with in their roles as curriculum implementers in schools all play a role in the increasing problem of low satisfaction with work. In order to keep high levels of work satisfaction, school administrators must play a more involved part in resolving the challenges and complexity that emerge. This is due to the fact that schools have more teachers who can provide excellent teaching and direct students toward academic achievement (Demirtau, 2010).

The idea of job satisfaction seems to be missing a widely accepted definition leading to a variety of definitions. Skaalvik and Skaalvik (2010) describe job satisfaction as either positive or unfavourable critical evaluations about one's employment. Teachers' positive and good mindsets and thoughts toward their job is referred to as job satisfaction (Armstrong, 2006). In the framework of this research, a teacher's level of job satisfaction is defined as how safe, appreciated, and effective they feel in their present work environment, which is the school.

2.2 Leadership Styles

Over the years, school administration and leadership has drawn a lot of enthusiasm and curiosity from academics and intellectuals in educational leadership. This is primarily because leadership is regarded as a driver for adherents and a resource mobilizer for

accomplishing corporate objectives (Abelha et al., 2018).

In research studies on companies, leadership style has been discovered to be a major component in corporate success and utility. Considering this, schools require effective guidance to produce intended results and give instructors a fulfilling work environment. House (1976) found that a leader's leadership approach affects the job satisfaction of their subordinates. The characteristics of a leader may influence their leadership style, which benefits the followers' perception of the leader. The followers' mindset and conduct may change for the better as an outcome of the leader's positive reputation, increasing the followers' work satisfaction as well as productivity (Grosso, 2008). Based on this proposition, the current study chose the "Autocratic, Democratic, and laissez-faire leadership styles", which are briefly explained below:

2.2.1 Autocratic Leadership

Authoritarian or autocratic leaders provide a distinct understanding of what needs to be done, when it needs to be done, and how it needs to be done. Leaders and followers have significant distinctions as well. Autocratic leaders have the freedom to decide on their own with little to no oversight. Researchers discovered that managers were less innovative when autocratic form of leadership was used. Changing from an authoritarian style to a democratic style is more challenging than vice versa, according to Lewin (2000).

2.2.2 Democratic and Participative Leadership

According to Kunwar (2001), democracy and inclusive leadership is crucial for improving student's involvement in schools. According to Iqbal (2005), egalitarian and relationship-focused leadership styles have less of an effect on classroom collaboration than task-driven and reliable methods of leadership. According to Lewin's (2000) study, democracy leadership—also known as participative leadership—is frequently the most successful type of leadership.

Democratic leaders provide guidance to their team members, but they also combine their efforts and enable other colleagues to participate. Members from this group in Lewin's research were less imaginative than those in the control group, but their involvement was of higher quality. Staff members are encouraged to participate under participatory leadership, but the ultimate decision is still made. All employees are more enthusiastic and inventive because they feel invested in the process.

2.2.3 Laissez Faire Leadership Style

This kind of leadership approach gauges how much the boss can let things go and let others go about their business. It is defined as non-leading or lack of direction, in other terms. A carefree leader abdicates responsibility, makes choices slowly, provides no input, and pays less focus on helping people achieve their goals (Northouse, 2010).

2.3 Relationship between Leadership Style and Job Satisfaction

Many investigations have been conducted globally to examine the connection between

leadership philosophies and personnel happiness (Lumbantoruan et al., 2020). Here are a few of the written research investigations on the subject. According to Fowler, who was cited by Amin et al. (2013), an appropriate leadership approach is more likely to increase instructors' job satisfaction.

For instance, Ali and Dahie (2015) examined how commercial, transformative, and laissez-faire leadership approaches affected teacher work satisfaction. The research found that all three leadership philosophies (transactional, transformational, and laissez-faire) significantly and favourably influenced teacher satisfaction in secondary schools in Mogadishu, Somalia. In a public institution in Pakistan, Amin et al. (2013) examined the connection between leadership philosophies and staff Job satisfaction The results showed a connection between staff members' job satisfaction and leadership approaches (transformational, transactional, and laissez-faire).

3. Methodology

3.1 Research Design

In this study, a detailed descriptive approach was employed, since the primary goal of the study was to collect information on the impact of school administrator's leadership styles on teachers' work satisfaction, the researcher used the observational poll technique. Through a poll, this approach gave respondents the chance to express how they felt about the leadership style of school administrators and their level of job satisfaction.

3.2 Participants

The research was conducted in public secondary schools in Lagos, a state in the southwest region of Nigeria. 120 instructors from 10 secondary schools, which were chosen at random from the list of 18 secondary schools in the State that qualified, participated in the research. When the director of school had been hired and had served in executive capacities at the institution for at least a year, the school was deemed qualified. In addition, the educational institution needed to have at least 15 instructors who had worked alongside the principal for at least a year.

3.3 Sampling Procedure

In this research, a questionnaire methodology technique was used. Before gathering data, the District Educational Officer and the principal of each secondary school were asked for approval to speak with instructors. Before giving out the surveys, each participant's permission was also requested. The surveys were either collected immediately or in the morning of the following day.

The local secondary educational supervisor decided the institutions that satisfied these requirements. Twelve teachers from each secondary school were chosen at random from a roster of qualified teachers given by the school's director after the schools were chosen. The data collected showed that 95 out of the 120 questionnaires were completed and which

corresponds to a participation rate of 79.2%. The research also observed that, according to the data gathered, there were slightly more male instructors (61.05%) than female teachers (38.95%). This roughly represents the proportionate spread of male to female teachers in Lagos State's secondary schools.

3.4 Variables and Instruments

By having instructors evaluate their opinions on a measure of work happiness, the level of job satisfaction among teachers was determined. The "Elementary Teachers Perception of Job Satisfaction and Retention" questionnaire served as the basis for the measure measuring teachers' job contentment in this research (Perrachione, 2008). On the basis of this assessment, some modifications were made to the questions to better reflect the significance of work-related behaviours observed in Nigerian educational environments. With a Likert measure of 1 (strongly disagree) to 5 (strongly agree), participants were asked to rate how much they agreed with each assertion. Higher ratings indicated higher levels of work satisfaction. All of the surveys contained closed-ended inquiries.

3.5 Data Analysis

Both quantitative and qualitative methods were used to analyse and organize the data. To make it easier to comprehend, quantifiable data is displayed as figures, graphs, summaries, pie charts, and ratios of data taken from papers and surveys. Quantitative data was processed using Software Package for Social Sciences (SPSS).

4. Result and Discussion

Tables 1 to 4 display the findings. As a consequence, the study's findings are listed in the order in which the research topics were developed.

4.1 Demographic Information of Participants

Additionally, information on the interviewees' gender, age, greatest level of schooling, and number of years of teaching expertise was gathered for this research. Table 1 highlights the outcomes. Table 1 shows that 37 respondents (38.95%) were female and 58 respondents (61.05%) were male. This finding suggests that men instructors made up the bulk of the study's responses. Regarding their ages, 36 (37.89%) were between the ages of 31 - 40, 33 (34.73%) were between the ages of 41- 50, and 26 (27.38%) were between the ages of 51- 60.

In terms of the level of education, 17 respondents (17.89%) had a diploma, 49 respondents (51.57%) had a bachelor's degree, and 29 respondents (30.54%) had a master's degree. This finding suggests that the bulk of respondents held a first-degree diploma. In terms of years of teaching experience, 13 respondents (13.68%) had 16 or more years of experience, 48 respondents (50.54%) had 11 to 15 years, and 34 respondents (35.78%) had less than 10 years.

Table 1. Demographics of Respondents

Variable	Sub scale	N (%)
Gender	Male	58 (61.05)
	Female	37 (38.95)
Age in Years	31 – 40	36 (37.89)
	41 – 50	33 (34.73)
	51 - 60	26 (27.38)
	Diploma	17 (17.89)
Educational Qualification	Bachelors	49 (51.57)
	Masters	29 (30.54)
	Below 10 years	34 (35.78)
Teaching Experience	11 – 15 years	48 (50.54)
	16 years and above	13 (13.68)

4.2 Research Question 1

What Senior Secondary Schools elements in Lagos State are associated with instructors or teachers work satisfaction?

Table 2. Elements Associated with Teachers' Job Satisfaction

	Mean	SD	Remark
I genuinely enjoy the experience of coming to school.	3.16	1.19	Satisfactory
I achieve the status I want through teaching.	3.14	1.15	Satisfactory
My enthusiasm for teaching is increased by timely advancement.	2.92	1.14	Satisfactory
The school's management has my satisfaction.	2.68	1.09	Satisfactory
My boss makes my job simpler and more enjoyable.	3.06	1.10	Satisfactory

I am at ease working in this school.	3.45	0.96	Satisfactory
I think I play a crucial role in the school system	3.25	1.03	Satisfactory
My teaching job gives me a feeling of satisfaction	3.18	1.04	Satisfactory

Data analysis in Table 2 reveals the mean score and standard deviation of the Factors Predicting Teachers" Job Satisfaction. According the table the respondents agree with the entire statement of the items. The details of the statement mean and standard deviation are in the following: I genuinely enjoy the experience of coming to school (mean score = 3.16 and SD= 1.19), I achieve the status I want through teaching (mean = 3.14 SD= 1.15), My enthusiasm for teaching is increased by timely advancement (mean = 2.92 SD=1.14), The school's management has my satisfaction (mean = 2.68 SD=1.09).

My boss makes my job simpler and more enjoyable (mean= 3.06, SD= 1.10), I am at ease working in this school (mean =of 3.45 SD= 0.96), I think I play a crucial role in the school system (mean= 3.25 SD=1.03), As a result, the respondents concur that the aforementioned variables are those that forecast teachers' job satisfaction in Senior Secondary Schools in Lagos State. The total grouping has a mean score of 3.094, which is higher than the judgment rule of 2.5.

4.3 Research Question 2

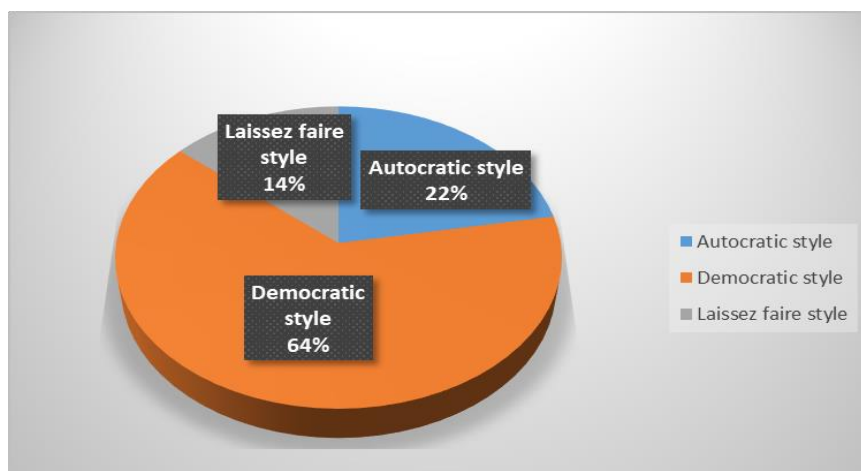What Which Leadership Style Promotes High Teacher Job Satisfaction?

Figure 1. Distribution of percentage showing leadership style promotes high teacher job satisfaction.

Figure 1 summarizes participants' response to the question of what kind of leadership style encourages high teacher job satisfaction and retention in secondary schools located in Lagos state. Figure 1 demonstrates that the majority of respondents (64%) agreed that democratic leadership style increases teachers' work satisfaction in secondary institutions in Lagos State, followed by authoritarian (22%) and laissez-faire (14%), leadership styles. The current research concluded that democratic leadership style encourages high levels of work satisfaction in instructors based on the collected data. The findings indicate that instructors were more likely to report high levels of work happiness the more open leadership styles were utilized by school administrators and leaders.

In other words, democratic leadership styles are those that encourage high levels of job satisfaction among teachers in secondary schools. This is also backed by Spillane (2006), who discovered that democratic leadership had helped better schools over time by raising the levels of work happiness, aspiration, and accomplishment for teachers.

Teachers who hold both official and casual leadership roles are encouraged by democratic leadership to assume accountability for leadership tasks through a network of relationships within schools. In this context, democratic leadership was defined by a type of collaborative leadership in which instructors acquired knowledge by cooperating.

The overall conclusion to be drawn from the research when considering democratic leadership style with regard to promoting teachers' job satisfaction is that when exhibiting this type of leadership behaviour, head teachers and administrators would have to encourage subordinates as they tried new things and came up with creative and inventive ways to handle problems in the school. The practice of independent thought and thorough issue solution is encouraged in supporters of democratic leadership styles.

4.4 Research Question 3

What Senior Secondary Schools elements in Lagos State are associated with instructors or teachers work satisfaction?

Table 3. Dominant leadership style experienced by teachers

Leadership style	Frequency (N)	Percentage (%)
Autocratic	29	30.5
Democratic	53	55.8
Laissez faire	13	13.7
Total	95	100

According to Table 3, school leaders and administrators in secondary schools in Lagos State, Nigeria, primarily use the democracy leadership approach (55.8%). According to secondary school teachers, the second most common leadership style used by head of schools was

autocratic (30.5%), and laissez faire style (13.7%) was the least popular among secondary school administrators. This outcome suggests that the majority of school managers and leaders in Lagos State employed a democratic leadership approach in their institutions.

This suggests that in order to affect teachers' work satisfaction in a positive manner, school administrators in the research region should model and promote the use of democratic leadership style. Like any other human being, teachers need an individual to share, care about, support, and interact with them in both academic and societal problems. A participatory style of leadership fosters these characteristics.

Table 4. Correlation between leadership style and teachers job satisfaction

		Leadership style	**Satisfaction**
Leadership style	Pearson correlation	1	.326**
	Sig. (2-tailed)		0.04
	N	95	95
Satisfaction	Pearson correlation	.326**	1
	Sig. (2-tailed)	0.04	
	N	95	95

The leadership style as an indicator of teachers' work satisfaction was submitted to a test of significance with a p-value of 0.01; the outcome is shown in Table 4 with a p-value of .004. The researcher is willing to accept or deny the null hypothesis at a significance level of 0.01 or less, which is less than this number. The alternative hypothesis, "Leadership style predicts teachers' job satisfaction," is kept as a result of the null hypothesis, which states that the sort of leadership style does not substantially predict teachers' job satisfaction.

This indicates that the work satisfaction of teachers can be greatly improved by innovative leadership. According to Judge and Piccolo (2004), democratic leadership yields the highest levels of employee satisfaction among all leadership philosophies. The research came to the conclusion that democracy leadership results in happier workers. Additionally, it concurs with Lok and Crawford (2004), who examined this situation and found that democracy leadership raises workers' job satisfaction and dedication to their jobs.

5. Conclusion

The results of this research support the assertion that, in secondary schools in Lagos State, head teachers' and school managers' leadership style is a crucial factor in teachers' work

happiness. As a consequence, in schools that employ a participatory leadership approach, present instructors report having a high level of work satisfaction. Additionally, it was determined that the participatory leadership approach was the greatest for increasing high levels of job satisfaction among teachers in secondary institutions.

More significantly, even though they might have some doubts, teachers who are only marginally pleased are more likely to educate in a way that students will learn. The result of the study also revealed that head teachers' general leadership philosophies did not in any way influence how satisfied teachers were with their jobs. Furthermore, democratic leadership style is very important for promoting teachers' job satisfaction because it requires that head of schools encourage younger followers as they experiment with new strategies and come up with forward-thinking and creative solutions to problems in the school.

6. Recommendation

Based on the implications of the findings, the following recommendations are made:

- According to this research, school administrators should adopt more democratic leadership philosophies than authoritarian or laissez-faire ones in order to increase teachers' satisfaction with their jobs.
- Teachers in the state secondary schools need to have space for in-service instruction. When this is accomplished, employees will display a more optimistic mindset toward their work, which will increase output.
- The State Ministry of Education should set up routine school inspections to track administrators' leadership styles, which could improve instructors' work performance. To fulfil the secondary school goal enshrined in the National Policy on school, this is required.

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