

*African Journal of Educational Management – Vol. 25, No. 1, 2024.*

**AFRICAN JOURNAL OF  
EDUCATIONAL MANAGEMENT**

**ISSN 0795 – 0063**

**Volume 25, No. 1, June 2024  
&  
Volume 25, No. 2, December 2024**

**A JOURNAL OF THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT,  
UNIVERSITY OF IBADAN**

**EDITORIAL BOARD**

I. A. Raji	- Editor – in – Chief
A. O. Ayeni	- Deputy Editor-in-Chief
J. B. Babalola	- Editor
A. O. Jaiyeoba	- ”
S. O. Adedeji	- ”
B. O. Emunemu	- ”
F. S. Akinwumi	- ”
A. I. Atanda	- ”
E. J. Isuku	- ”
O. J. Abiodun-Oyebanji	- ”
E. A. Isah	- ”

**INTERNATIONAL BOARD**

**Gabriel Olubunmi Alegbeleye,**  
Dept. of Lib., Archival &  
Information Studies  
University of Ibadan, Nigeria.

**Michael Omolewa,**  
UNESCO,  
Paris, France

**John Hunt,**  
Southern Illinois University,  
Edwardsville (SIUE),  
Illinois, 6202, U.S.A.

**John Morgan,**  
UNESCO Centre for Comparative  
Educational Research (UCCER)  
University of Nottingham, U. K.

**Yaan Ankomah,**  
Institute of Educational  
Planning & Administration,  
University of Cape Coast,  
Cape Coast, Ghana.

**J.C.S. Musaazi,**  
East African Institute of Higher  
Education Studies & Development,  
Makerere University,  
Kampala, Uganda

**J. O. Olambo,**  
Dept. of Educational  
Administration, Planning & Curriculum,  
Kenyatta University,  
Nairobi, Kenya.



**HIS LINEAGE PUBLISHING HOUSE**

9, Alli Gbadebo Street, Mokola Ibadan

GSM: 0803 3596 818

E-mail: awemakin@gmail.com

## **Table of Contents**

Exploring School Leadership: Global Perspectives and Local Insights from Sub-Saharan Africa <b>Babalola, Joel B.</b> .....	<b>1-11</b>
Effects of Role-Play and Guided-Inquiry Strategies on the Performance Of Upper Basic Social Studies Students <b>Afolabi, Anifat Abiodun</b> .....	<b>12-36</b>
Family Involvement and Girl Child’s Academic Performance in Public Secondary Schools in Ibadan North Local Government <b>Temisanren, Olawunmi Esther; Akintayo, Ajibola Isaac &amp; Ayo–Ayinde, Adeola Iyabosola</b> .....	<b>37-58</b>
The Influence of Robotics-Enhanced Instructional Strategy on Senior Secondary School Students’ Achievement in Physics in Abeokuta South Metropolis <b>Edun, Azeez Abayomi &amp; Awofiranye, Kemi Victoria</b> .....	<b>59-71</b>
Secondary Education and E-Learning Programme during Pandemic: Challenges and Way Forward In Nigeria <b>Bolanle, Adedoyin Adeola</b> .....	<b>72-85</b>
"Abandoning Wealth for Scarcity": A Critical Discourse of Youth’s Orientation of Rural-Urban Migration in Southwestern Nigeria <b>Omoniyi, Timilehin Olayinka &amp; Matthew, Abiodun Micheal</b> .....	<b>86-108</b>
Security Management Practices For Enhanced Safe School Environments in Public Tertiary Institutions in Rivers State, Nigeria <b>Adieme, Franca Ginikachi &amp; Oliobi, Gertrude Ifeoma</b> .....	<b>109-128</b>

- Assessment of Factors Responsible for the  
Inadequacy of Quality Housing in Ado Ekiti  
**Ayeni, Foluso Olayinka; Taiwo, Olugbenga David &  
Agboola, Joseph Taiwo ..... 129-142**
- Educational Resources and Proficiency of Job  
Skills among Students of Government Technical  
Colleges, in Oyo State, Nigeria  
**Abiona, Olufemi Adebayo & Aduroja, Adeola Grace ..... 143-157**
- Quality Assurance Measures and Students’  
Academic Performance in Public Colleges of  
Education in Southwest, Nigeria  
**Odunlami, Adedayo Adeniran;  
Oni, Lawrence Adedayo &  
Alaka, Abayomi Ambali ..... 158-177**
- Influence of Principals Motivation Strategies on  
Teaching / Learning Process of Teachers’ Job  
Satisfaction in Public Senior Secondary  
Schools in FCT- Abuja, Nigeria  
**Musa, Hazrat Maimuna;  
Ibrahim, Yusuf; Jibril, Abdulazeez..... 178-193**
- Influence of Teacher Utilisation on Student  
Academic Achievement in Public Secondary  
Schools in Southwestern Nigeria  
**Jaiyeoba, Adebola Olufunlayo & Hazzan, Moses Kayode..... 194-213**
- Contemporary Issues Affecting Excellent  
Service Delivery in Teacher Training Institutions  
**Oguntoye, Juliet Ayibakarinate ..... 214-222**
- Determination of School Price through Activity-Based  
Costing Approach in The Private Secondary Schools in  
Sokoto State, Nigeria  
**Oyeniran, Saheed; Tunmburku, Wakkala Garba &  
Osasona, Faith Olayinka ..... 223-242**

Quality of Education in Nigerian Universities:  
The Significance of Accreditation  
**Okeke, Emeka Paul & Isunueo, Benedicta Omeghie..... 243-259**

Social Class Factors and Academic Well-Being among  
Public Secondary School Students in Ekiti North  
Senatorial District, Nigeria  
**Sanni, Adewale Babajide & Raji, Ismail Adesina..... 260-280**

**Vol. 25, No. 2, 2024 .....281**

Sustaining National Development through Quality  
Technical Education in Ondo State, Nigeria  
**Omoniyi, Emmanuel Adegoke &  
Oyetade, Monilola Dasola ..... 283-295**

School Supervision, Inspection and Quality of  
Secondary Education in Ibadan North Local  
Government Area, Oyo State  
**Akintayo, Ajibola Isaac;  
Temisanren, Olawunmi Esther &  
Showunmi, Abdulazeez Abiodun..... 296-311**

Innovative Educational Management Practices in  
the Implementation of the Nigeria's National Policy  
on Education for Sustainable Learning: Issues,  
Concerns and the Way Forward  
**Yabo, Aminu Musa ..... 312-325**

Parents' Social Class, Education and Employment  
Status of Bank, Insurance, and other Finance  
Employees in Ibadan Oyo State, Nigeria  
**Raji, Ismail Adesina & Kachi, Oluwatosin Motunrayo..... 326-339**

- Difference in Personal Attributes of Entrepreneurship  
Education Students Based On Level of Study South-West  
Universities, Nigeria  
**Oloruntoba, O. A.; Oludipe, B.D. & Adetayo, J. O..... 340-351**
- Education and Female Genital Mutilation in  
Ekiti State, Nigeria  
**Adeyi, Moruf Olugbenga & Makinde, Temitayo Abimbola ..... 352-363**
- Internet Addiction and Peer Pressure as  
Determinants of Senior Secondary School  
Students' Academic Performance in Ogun State, Nigeria  
**Agbajeola, R. Oluwakemi..... 364-376**
- Kanuri and Babur/Bura Proverbs as Technique of  
Conflict Resolution and National Integration  
**Abba, Tahir & Bello, Usman Amsami ..... 377-390**
- Administrator Leadership Styles and Job Satisfaction  
of Teaching Personnel in Secondary Schools in  
Oyo State, Nigeria  
**Oyedeki, Ayobami A. .... 391-406**
- Supervision and In-Service Training as Correlates of  
Secondary School Teachers' Productivity in  
Ogun East Senatorial District  
**Garuba, Qudus Ajibola; Omidiji, Ifeoluwa Abigael &  
Adeoye, Fatimah Jadesola ..... 407-421**
- Navigating Through Change Implementation  
Barriers in Institution of Learning  
**Akintola, Ismaila Akinbode;  
Said, Rashid Ali Al-Shuhumi &  
Dawood, Abdulmalek Yahya Al-Hidabi ..... 422-437**
- Curbing Social Vices through Social Studies  
Curriculum in Nigeria  
**Bakare, Monisola Idayat ..... 438-449**

Appraisal of Internally Generated Revenue and School Plant Development in Osun State Public Secondary Schools <b>Oparinde, Olayiwola Raheef .....</b>	<b>450-470</b>
Gender-Related Issues and Labour Force Status of Federal University Graduates in Southwestern Nigeria <b>Ajani, Mary Oluwatoyin &amp; Ayeni, Abiodun Olumide .....</b>	<b>471-485</b>
Perceived Influence of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria <b>Adeke, Wueseter Winifred; Tyokyaa, Cletus Iortswam &amp; Mando, Patricia Nguwasen .....</b>	<b>486-506</b>
Examining the Free Fee Policy Implementation in Public Primary Education Management in Ebonyi State, Nigeria <b>Igu, Ntasiobi C.N.; Ogar, Joseph O. &amp; Elechi, Catherine N. ....</b>	<b>507-528</b>

**ADMINISTRATOR LEADERSHIP STYLES AND JOB SATISFACTION OF  
TEACHING PERSONNEL IN SECONDARY SCHOOLS IN OYO STATE,  
NIGERIA**

**Oyedeji, Ayobami A.**

*Department of Educational Foundations,*

*School of Education*

*Federal College of Education, Iwo, Osun State*

**Email:** [oyedejiayobami2011@gmail.com](mailto:oyedejiayobami2011@gmail.com), [oyedejiaa@fceiwo.edu.ng](mailto:oyedejiaa@fceiwo.edu.ng)

**Abstract**

*This study investigated the relationship between Administrator Leadership Styles (ALSs) and Job Satisfaction (JS) of Teaching Personnel (TP) in secondary schools in Ibadan North Local government area of Oyo state. The study adopted descriptive survey research design with sample size of 180 teachers. Simple random sampling technique was used to sample senior secondary schools in Ibadan North Local Government area of Oyo State, Nigeria while the proportion to size sampling technique was used to select 180 teachers across the sampled schools. A questionnaire titled “Administrator Leadership Styles and Job Satisfaction Questionnaire (ALSJSQ)” was used for data collection. Two research questions were answered using frequency count, simple percentage, mean and standard deviation while one hypothesis was tested using Pearson’s Moment Correlation Coefficient (PPMC) at 0.05 level of significance. The result showed that level of JS of TP was high ( $\bar{x}$  = 2.60) and autocratic leadership style was most commonly used by administrators of public secondary schools ( $\bar{x}$  = 3.01) against the threshold of 2.5. There was significant positive and moderate correlation between ALSs and JS of TP,  $r = (.45)$ ,  $0.000$ ,  $P < .05$ . Public school administrators should maintain and sustain job satisfaction of their teaching personnel. Autocratic leadership style should be sustained in Nigerian public secondary schools since it has been established in the finding that, the most common style of leadership among administrators was autocratic style.*

**Keywords:** Administrator leadership styles, Teaching personnel, Job satisfaction



**Introduction**

Job satisfaction is a sine qua non to improvement in the teaching/learning situation which will invariably give rise to high educational standards. Job satisfaction according to Agu (2014) connote happiness and a state of well-being as an outcome of need fulfillment derived from or enjoyed on one's job. Job satisfaction of teaching personnel may be explained as a condition in life, activity or an event at which the person involved feels fulfilled and enjoys his continuous involvement in that activity or event.

Job satisfaction for teaching personnel appears to be directly connected to the benefit they receive, which ultimately influence students' achievement. When teachers are satisfied, they work harder and devote themselves to teaching and learning effectiveness. However, observation shows that teaching personnel in education sectors in Nigeria are not satisfied with their job. Ogochi (2014) and Abiodun-Oyebanji and Iyiola (2023) found that there was low level of job satisfaction among academic staff of higher institutions. This be probably due to poor salary and benefit they receive, inappropriate leadership styles adopted by school administrators, among others. However, Ibikunle, Afolabi and Bello (2022) were of the opinion that, level of satisfaction is average with all work facets of supervision-human relations; policies and practices; compensation and recognition, compensation and work conditions.

Teaching personnel' dissatisfaction has been noted as an occupational menace to the profession which may lead to high turnover rate particularly in developing countries where the rate of education is still below the standards (Ibikunle, Afolabi & Bello, 2022). These researchers further stated that, in sub-Saharan Africa and South Asia, for instance, significant proportions of teaching personnel were not motivated and had low job satisfaction. Report also showed that more than one quarter of the teaching personnel leave, because they were not satisfied with their teaching profession in some developing countries (Nigeria inclusive). In Edo State, study conducted among secondary school teachers confirmed that job satisfaction vary from 27% to 60% (Ofovwe, Ofili, Ojetu & Okosun, 2013). Based on these reports, teaching personnel who are not satisfied with their job are likely to deliver poor instruction and consequently record poor academic achievement yearly.

Teaching personnel who are satisfied with their job, are likely to be committed to teaching and learning process in secondary school. The more the teaching personnel are satisfied in the career; the better is their participation and commitment to the goal of secondary school where they are working. It appears that job satisfaction of teaching personnel can be measured in terms of working environment, decision making of school administrators, salary structure, motivation on the part of school administrators, promotion and welfare packages, among others. These and many more may constitute job satisfaction of teaching personnel in Nigerian public secondary schools. Ibikunle, Afolabi and Bello (2022) were of the opinion that job satisfaction of personnel can be measured in term of intrinsic and extrinsic factors. Intrinsic factors come from classroom activities, while extrinsic factors include teacher salaries, school security, and the availability of teaching materials or resources. Fozia and Sabir (2016) identified payment, recognition and working environment in their studies for dealing with job satisfaction of teaching personnel. Umaru and Ombugus (2017) revealed that non-regular salary payment, promotion opportunities, work environment, attainment of work goals, opportunity to growth and development among others are the factors of job satisfaction.

A well satisfied teaching personnel will improve teaching effectiveness and are expected to coordinate the activities of school effectively and efficiently. The ability to meet the need of teaching personnel will improve academic performance of students. Lack of teaching and learning materials and available resources could result to low job satisfaction of teaching personnel. When teaching and learning materials are not on ground to impact to facilitate teaching and learning process, it could lead to poor job satisfaction of teaching personnel. It can therefore be inferred that job satisfaction is very important for productivity of teaching personnel in any secondary school (Shafi, 2016). However, poor performance of secondary school students could be as a result of low level of satisfaction of teaching personnel which in turn may be caused by inappropriate leadership style exhibited by administrators of public secondary schools.

Leadership is an interactive process in which leaders and followers engage in mutual interaction in a complex environment to achieve mutual goals. Leadership in the schools is more robust, challenging and tasking, due to the nature of secondary school settings.

By default, school administrator in every secondary school accept leadership role, and their perception and ways of running the school's activities is their leadership styles. The unfortunate things were the facts that most secondary school administrators have little knowledge about leadership styles, while most show less concern about which particular style they were using (Ochoyi, 2017).

Often times, public secondary school administrators are not expected to teach, but in some cases, they combine the work of teaching and administration. However, their key responsibilities can be summarized as follows; determining school's needs, curriculum design and instructional improvement, academic services, development of staff and programme evaluation, school management and school community relationship. All the responsibilities of administrators are expected to improve job satisfaction of teaching personnel in public secondary school.

Leadership does not only define academic's successes and failures but also is important in sustaining job satisfaction of teaching personnel. Leadership style is how administrators lead and carry out their day-to-day responsibilities. A leader's behaviour when guiding, encouraging and managing groups of teaching personnel is known as the leadership style (Amini, Mulavizada & Nikzal, 2019). Administrators leadership styles in the educational institution, especially in the secondary school, is one of the elements that play an important role in achieving job satisfaction of teaching personnel, it could also retard the interest and commitment of the teaching personnel to the achievement of goals. Waters (2013) studied leadership styles and job satisfaction in the primary schools in Australia. Participants perceived that their principals employ more of transformational than transactional leadership style while teachers were satisfied on their jobs.

Abiodun-Oyebanji (2015), Bakare and Oredein (2023) and Oyedeji (2023) identified common administrators leadership styles, many of which may be found in most secondary school system around the globe. These styles according to the researchers are autocratic leadership style, democratic leadership style, laissez-faire, transactional, pseudo-democratic and digital leadership styles. Each of the leadership styles has expected to influence job satisfaction of teaching personnel in public secondary schools. Wrong leadership styles of school administrators may lead to dissatisfaction of secondary

school teaching personnel. For the purpose of this study, autocratic, democratic and laissez-faire leadership styles will be used to measure administrator leadership styles.

The autocratic leadership style for instance is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic administrator. The autocratic administrator directs group members on the way things should be done. An administrator with such style does not maintain clear channel of communication between him/her and the teaching personnel (teachers) which may lead to dissatisfaction. He or she does not delegate authority nor permit teaching personnel to participate in policy-making in school. Omeke and Onah (2012) studied the influence of principals' leadership styles in teachers' job satisfaction in Nsukka education zone of Enugu State, Nigeria. They found that the principals adopted pre-dominantly autocratic leadership style. Though autocratic and laissez faire leadership styles have a negative influence on the job satisfaction of both the male and female teachers

Democratic leadership can be seen a style of leadership where group of teaching personnel actively participate in decision-making. When teaching personnel of public secondary schools are allowed to actively involved in decision making, level of job satisfaction will be high. A democratic administrator, as school leader, freely exchanged ideas, encouraged debates, and every teacher has the chance to participate in the activities of school (Kilicoglu, 2018). The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about school matters are arrived after due consultation and communication with various teaching personnel concerned with school-setting. In this style of leadership, a high degree of job satisfaction in the area of attainment of school goals, opportunity to growth and development is always maintained (Ndidiamaka, 2014). Okoroji, Anyanwu and Ukpere (2014) reported that, most secondary school teachers used a democratic style more than other leadership styles in order to satisfy their teaching personnel. This implies that using democratic style by school administrators will ultimately enhance job satisfaction of teachers. Shamaki (2015) and Oyedeki (2023) reported that the democratic style contributes more to the productivity of teachers' job than the autocratic style. This is an indication that, any

public secondary school administrator who adopt democratic leadership style will likely enhance job satisfaction of teachers.

Laissez-faire is one of the leadership styles that influence job satisfaction of teaching personnel. According to Gill (2014), laissez-faire means leaving subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures. This style allows free contributions of ideas or opinions without interference by the administrator. In this case, teaching personnel develop and maintain standards of performance, and correct themselves from their mistakes as need arises. Such a style may lead to unproductive activities very often and could be detrimental to teaching personnel welfare in public secondary schools. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the administrator is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Akpapere, Jengre & Mogre, 2019). This type of leadership style exhibited by school administrator may not only lead to low job satisfaction but also low productivity of teaching personnel in public secondary schools.

However, Previous studies (Bakare & Oredein, 2023; Ibikunle, Afolabi & Bello, 2022; Amini, Mulavizada & Nikzal, 2019; Fozia & Sabir, 2016 & Abiodun-Oyebanji, 2015) have been conducted on job satisfaction, most of these studies focused on the leadership styles, work facets, impact of autocratic, democratic and laissez-faire leadership style and teachers' financial compensation on job satisfaction and principal's managerial effectiveness. This study therefore examined administrators leadership styles and job satisfaction of secondary school teaching personnel in Oyo State, Nigeria.

### **Statement of the Problem**

The level of job satisfaction of teaching personnel is a subject of concern, especially at the secondary school level, which serves as a link between primary and tertiary level of education. According to research and personal observation, teaching personnel in public secondary schools in Oyo State, seem to be less satisfied which may lead to poor

record of academic achievement of students, low productivity and inability to achieve the aims and objectives of secondary education. Previous researchers worked on variables like leadership styles, work facets, impact of autocratic, democratic and laissez-faire leadership style and teachers' financial compensation that could improve job satisfaction of teaching personnel but the problem is still persisting. This therefore is expected to fill this gap by examining administrator leadership styles and job satisfaction of secondary school teaching personnel in Oyo state, Nigeria.

### **Purpose of the Study**

The main purpose of this study is to investigate administrators' leadership styles and job satisfaction of secondary school teaching personnel in Oyo state, Nigeria. Specifically, this study:

- i. found out the level of job satisfaction of secondary school teachers in Ibadan North local government, Oyo State.
- ii. examined the most leadership styles exhibit by secondary school administrators in Ibadan North local government, Oyo State, Nigeria.
- iii. determine the relationship between administrators' leadership styles and job satisfaction of secondary school teaching personnel in Ibadan North local government, Oyo State, Nigeria.

### **Research Questions**

The following research questions were formulated to guide the study:

- i. What is the level of job satisfaction of secondary school teachers in Ibadan North local government Oyo state Nigeria?
- ii. What are the commonly leadership styles exhibit by secondary school administrators in Oyo State, Nigeria?

### **Hypothesis**

In the course of carrying out the study, hypothesis was formulated to guide the study

**Ho1:** There is no significant relationship between administrator's leadership styles and Job satisfaction of teachers in Ibadan North Local Government Area Oyo State.

### Methodology

The study adopted descriptive survey research design. The population of the study consisted of 1451 teaching personnel in 42 public senior secondary school in Ibadan North, Oyo State. Simple random sampling technique was used to select 13 public secondary schools while proportionate to size sampling technique was used to select 70% of teachers in each school sampled. The detail is presented in Table 1.

**Table 1: Sample size of teaching personnel in selected 10 public secondary schools in Ibadan North Local Government**

	Ibadan North Local Government	Teaching Personnel (TP)	30% of TP
1	Abadina College U.I (I) Ibadan Snr	33	23
2	Ang. Comm. Gram. Schl (I) Total Garden Snr	32	22
3	Cheshire High School, Ijokodo	41	29
4	Ebenezer Gram. School, Nalende	14	10
5	Humani Alaga High School, Sango	28	20
6	Nawar-Ul-Deen High School, Nalende	23	16
7	Polytechnic H/S, Polytechnic Campus	39	27
8	St. Brigids Sec. School, Mokola	19	13
9	St. Gabriel Sec. Comm. G/S (I), Sabo Snr	14	10
10	Community High School, Samonda	25	18
	<b>Total</b>	<b>268</b>	<b>188</b>

A self-structured questionnaire titled "Principal Leadership Styles and Job Satisfaction Questionnaire" was used for data collection. The questionnaire was divided into three sections. Section A focused on information of the respondent (teachers), section B considered Principal Leadership Styles (PLSs) used in the study while section C concerned Job Satisfaction (JS). The PLSs has 3 sub-scales of autocratic, democratic and laissez-faire leadership styles. Each sub-scale has equal number of items with the same four likert scale ranging from Very High (VH), High (H), Low (L) and Very Low (VL). The JS has 10 items with four same four likert scale ranging from Very High (VH), High (H), Low (L) and Very Low (VL). The face and content validity of the instrument

was ensured. The 30% sample of the instruments was administered on teachers from other schools not sampled. The coefficient value of reliability was 0.75 and 0.85 using Cronbach alpha. The data were analysed using descriptive statistics of mean, standard deviation, frequency count and percentage for research question while inferential statistics of Pearson product moment correlation test was used for the hypothesis at 0.05 level of significance.

### Results and Discussion

**Research Question 1:** What is the level of job satisfaction among secondary school teaching personnel in Ibadan North Local Government Area of Oyo state?

Table 2: Level of Job Satisfaction of teaching personnel

ITEMS	VH	H	L	VL	Mean	Std. Dev
Working conditions	30 (20.7%)	63 (43.4%)	42 (29%)	10 (6.9%)	2.78	0.854
Monthly salary	15 (10.3%)	15 (10.3%)	96 (66.2%)	19 (13.1%)	2.18	0.788
Working facilities like internet	20 (13.8%)	94 (64.8)	14 (9.7%)	17 (11.7%)	2.81	0.819
Appraisal by the school principal	23 (15.9%)	67 (46.2)	53 (36.6%)	2 (1.4%)	2.77	0.727
Reward for excellence	26 (17.9%)	67 (46.2%)	47 (32.4%)	5 (3.4%)	2.79	0.774
School infrastructure	26 (17.9%)	42 (29%)	72 (48.7%)	5 (3.4%)	2.61	0.818
Transport allowance	4 (2.8%)	36 (24.8%)	82 (56.6%)	23 (15.9%)	2.14	0.707
Medical allowance	17 (11.7%)	53 (36.6%)	61 (42.1%)	14 (9.7%)	2.50	0.826
Housing allowance	6 (4.1%)	84 (57.9%)	47 (32.4)	8 (5.5%)	2.61	0.659
Regular promotion	21 (14.5%)	77 (53.1%)	41 (28.3%)	6 (4.1%)	2.78	0.740
<b>Weighted Mean = 2.60</b>						

**Decision:** 1-1.74 (Very Low), 1.76 – 2.50 (Low), 2.51 – 3.25 (High) and 3.26 – 4 (Very High)



Table 2 shows the level of job satisfaction among secondary school teaching personnel in Ibadan North Local Government Area of Oyo state. The job satisfaction was measured in terms of working conditions, monthly salary, working facilities like internet, appraisal by the school principal, reward for excellence, school infrastructure, transport allowance, medical allowance, housing allowance and regular promotion. Responses of teachers on job satisfaction are presented as follows: working conditions (mean = 2.78); monthly salary (mean = 2.18); working facilities like internet (mean = 2.81); appraisal by the school principal (mean = 2.77); reward for excellence (mean = 2.79); school infrastructure (mean = 2.61); transport allowance (mean = 2.14); medical allowance (mean = 2.50); housing allowance (mean = 2.61) and regular promotion (mean = 2.78) . The weighted average of job satisfaction based on ten items is given as 2.60, this implies that the respondents submitted that their level of job satisfaction was expressed as high. The result was in line with submission of Abiodun-Oyebanji and Iyiola (2023) who revealed low level of motivation and job satisfaction of academic staff in higher institution of learning. However, the finding of this study negated the result of Ogochi (2014) who found that the level of job satisfaction among the respondents was very low. The submission of the finding of Ibikunle, Afolabi and Bello (2022) disagreed that the level of satisfaction expressed above average satisfaction with all work facets of supervision-human relations; policies and practices; compensation and recognition, compensation and work conditions.

**Research Question 2:** What are the commonly leadership styles exhibit by secondary school administrators in Oyo State, Nigeria?

**Table 3: Leadership styles practiced by school administrators**

ITEMS	VHE	HE	LE	VLE	Mean	Std. Dev
<b>Democratic leadership style</b>						
Motivating teaching staff to achieve quality teaching	5 (3.4%)	25 (17.2%)	88 (60.7%)	27 (18.6%)	2.06	0.705
Encouraging teaching staff to participate in	27 (18.6%)	83 (57.2%)	33 (22.8)	2 (1.4%)	2.93	0.684

assembly ground						
Consulting teachers in decision making	10 (6.9%)	65 (44.8%)	61 (42.1%)	9 (6.2%)	2.52	0.718
<b>Weighted average</b>	2.50					
<b>Autocratic leadership style</b>						
Taking decision alone	38 (26.2%)	78 (53.8%)	29 (20%)	-	3.06	0.679
Personal decisions imposed on teachers	30 (20.7%)	78 (53.8%)	34 (23.4%)	3 (2.1%)	2.93	0.723
Giving no room for consultative decision	41 (28.3%)	73 (50.3%)	28 (19.3%)	3 (2.1%)	3.05	0.748
<b>Weighted average</b>	3.01					
<b>Laissez-faire leadership style</b>						
Taking passive stance on the problems of teaching	38 (26.2%)	78 (53.8%)	29 (20%)	-	3.06	0.679
taking teaching and learning with levity	30 (20.7%)	78 (53.8%)	34 (23.4%)	3 (2.1%)	2.93	0.723
Delegating responsibilities to lecturers without follow up	41 (28.3%)	73 (50.3%)	28 (19.3%)	3 (2.1%)	3.05	0.748
<b>Weighted average</b>	2.61					

**Decision:** 1-1.74 (Very Low), 1.76 – 2.50 (Low), 2.51 – 3.25 (High) and 3.26 – 4 (Very High)

Table 3 presents commonly leadership styles exhibited by secondary school administrators as perceived by the teaching staff in Ibadan North Local government area of Oyo state. The three items of democratic leadership style had a weighted average score of 2.50 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: motivating teaching staff to achieve quality teaching (mean=2.06); Encouraging teaching staff to participate in assembly ground (mean=2.93) and consulting teachers in decision making (mean=2.52). Based on the weighted average score of 2.50, the result shows that democratic style was equal to 2.5 cut off point. This implies that democratic leadership style does not only exist but also was commonly exhibited by administrators of public secondary schools in Ibadan North, Ibadan, Oyo State.

The three items of autocratic leadership style also had weighted average score of 3.01 out of maximum obtainable 4.0. The obtained mean values for these items are as follows: taking decision (mean=3.06); Personal decisions imposed on teachers (mean=2.93) and Giving no room for consultative decision (mean=3.05). Based on the weighted average score of 3.01, the result indicated that autocratic leadership style was above the threshold of 2.5. This implied that autocratic leadership style does not exist but not commonly practiced by the administrators of public secondary schools

Considering laissez-faire style, it has three items which had weighted average score of 2.61 out of maximum obtainable 4.0. The obtained mean values for the items are as follows: Taking passive stance on the problems of teaching (mean=3.06); taking teaching and learning with levity (mean=2.93) and delegating responsibilities to teachers without follow up (mean=3.05). Based on the weighted average score of 2.61, the result revealed that laissez-faire style was equally above the threshold of 2.5. This showed that laissez-faire style does not only exhibit but not also commonly used by principals of public secondary school.

However, it could be observed that the most commonly leadership style practiced by secondary school principals was autocratic leadership style in Ibadan North Local government area of Oyo state when compare the weighted average score of 3.01 to democratic leadership style (2.50) and laissez-faire style (2.61). The report of this study was in agreement with the finding of Omeke and Onah (2012) who found that principals adopted pre-dominantly autocratic leadership style.

However, the result disagreed with the submission of Okoroji, Anyanwu and Ukpere (2014), who confirmed that most secondary school teachers used a democratic style more than other leadership styles. The finding also negated the submission of Abiodun-Oyebanji (2015) who reported that the democratic style had the highest and most significant contribution to principal managerial effectiveness in public secondary schools in Oyo State. The finding likewise was inconsistent with finding of Shamaki (2015) and Oyedeji (2023) who reported that the democratic style contributes more to the productivity of teachers' job than the autocratic style.

### Testing of Hypothesis

**Hypothesis 1:** There is no significant relationship between administrators' leadership styles and Job satisfaction of teachers in Ibadan North Local Government Area Oyo State.

**Table 4: Administrators' leadership styles and Job satisfaction of teachers**

Variable	N	Mean	Standard Deviation	r	Sig(P)	Remarks
Administrators leadership styles	188	16.10	2.594	0.45	0.000	Significant
Job satisfaction of teachers		21.03	3.712			

Decision is taken based on Evans (1996)'s suggestion for the absolute value  $r$  which is 0.00-0.19 "very weak positive", 0.20-0.39 "weak positive", 0.40-0.59 "moderate positive", 0.60-0.79 "strong positive" and 0.80-1.0 "very strong positive" and level of significance is less than 0.05.

The results in table 4 used Pearson Product-Moment Correlation to establish relationship between principal leadership styles and Job satisfaction of teachers. From the table, there was significant positive and moderate correlation between principal leadership styles and Job satisfaction of teachers,  $r = (.45)$ , 0.000,  $P < .05$ . Based on this hypothesis which states that there is no significant relationship between principal leadership styles and job satisfaction of teachers of was therefore rejected. This indicates that there is significant relationship between principal leadership styles and job satisfaction of teachers in in Ibadan North Local Government Area Oyo State. The finding of this study was in consonant with the submission of Abiodun-Oyebanji (2015) who considered leadership styles as a catalyst for principal's managerial effectiveness in secondary schools in Ibadan metropolis. The study showed that democratic, autocratic, liaises-faire, transactional and pseudo-democratic leadership styles contributed to principal managerial effectiveness. This however, contradicted the result of Omeke and Onah (2012) which indicated that autocratic and

laissez faire leadership styles have a negative influence on the job satisfaction of teachers.

### **Conclusion**

The study concluded that teachers are well satisfied with their teaching profession based on finding that revealed high satisfaction of teachers in public secondary schools in Ibadan North local government area of Oyo State. The study also established that most of administrators in public secondary schools practice autocratic leadership style to achieve effective teaching and learning. It was also concluded that leadership styles improve job satisfaction of teachers in Ibadan North local government area of Oyo State.

### **Recommendations**

Public school administrators should maintain and sustain job satisfaction of their teaching personnel. Autocratic leadership style should be sustained in Nigerian public secondary schools since it has been established in the finding that, the most common style of leadership among administrators was autocratic style. Nevertheless, public secondary school administrators, particularly principals should not limit themselves to one particular type of leadership style, but should adopt the appropriate style of leadership based on the situation confronting them, in order to sustain job satisfaction. There should be cordial relationship between school administrators and teaching personnel in order to achieve secondary education goals in Nigeria.

### **References**

- Abiodun-Oyebanji, O. J. (2015). Leadership styles as catalyst for principal's managerial effectiveness in secondary schools in Ibadan metropolis, Nigeria, *Kenya Journal of Educational Planning, Economic and Management*, 9(1), 1-12.
- Abiodun-Oyebanji, O.J. & Iyiola, O.M. (2023). Motivation, Job Satisfaction and Turnover Intention Level of Academic Staff in Private Universities in Southwestern Nigeria. *Education, Language and Sociology Research*, 4(3),60-77.
- Agu, L.U. (2014). Job satisfaction factors of primary school teachers – A case study of Nasarawa State, *Nigeria Vocational Association Journal*, 19(2),117-127.

- Akparep, J. Y., Jengre, E., & Mogre, A. A. (2019). The influence of leadership style on organizational performance at TumaKavi Development Association, Tamale, Northern Region of Ghana. *Open Journal of Leadership*, 8, 1-22.
- Amini, M. Y, Mulavizada, S. & Nikzal, H. (2019): The impact of autocratic, democratic and laissez-faire leadership style on employee motivation and commitment: A case study of afghan wireless communication company, *Journal of Business and Management (IOSR-JBM)*, 21(6), 45-50.
- Bakare, E.B. & Oredein, A.O. (2023). Leadership styles and public senior secondary school teachers' job engagement for sustainable development in Ibadan Metropolis, Oyo State, *Edumania-An International Multidisciplinary Journal*, 01(02), 287-305
- Fozia, F. & Sabir, A. (2016). The impact of teachers' financial compensation on their job satisfaction at higher secondary level, *Journal of Socialomics*, 5(3), 2-11.
- Gill, E. (2014). What is laissez-faire leadership? How autonomy can drive success. <http://online.stu.edu/laissez-faire-leadership>
- Ibikunle, M.A., Afolabi, R.F. & Bello, S. (2022). Work facets predicting overall job satisfaction among teachers in selected secondary schools in Ibadan South-West Nigeria: A Minnesota satisfaction questionnaire survey, *Journal of Community Medicine and Primary Health Care*, 34 (2),17-93.
- Kilicoglu, D (2018). Understanding democratic and distributed leadership: how democratic leadership of school principals related to distributed leadership in schools? *Educational Policy Analysis and Strategic Research Journal* 13 (3), 6-23. DOI: <https://doi.org/10.29329/epasr>.
- Ogochi, G. (2014). Satisfaction and teacher effectiveness in selected secondary schools in Trans Mara West District, Kenya. *Journal of Education and Practice*, 5(37), 125-140.
- Okoroji, L.I., Anyanwu, O.J. & Ukpere, W.I. (2014). Impact of leadership styles on teaching and learning process in Imo State. *Mediterranean Journal of Social Sciences MC SER Publishing, Rome-Italy*, 5(4), 180-193. DOI: 10.5901/mjss.2014.v5n4p180.
- Ochoyi, E.E. (2017). Relationship between principal leadership styles and staff job performance in secondary schools in Adamawa

- State. *International Journal of Educational Research and Management Technology (IJERMT)*, 2(3), 124-139.
- Omeke, F.C. & Onah, K.A. (2012). The Influence of principals' leadership styles on secondary school teachers' job satisfaction. *Journal of Educational and Social Research*, 2 (9), 45-52.
- Oyedeki, A.A. (2023). Leadership tenure and succession on goal attainment in federal universities in Southwestern, Nigeria Unpublished PhD. Thesis, Department of Educational Management, University of Ibadan, Ibadan Nigeria.
- Shafi, M. (2016). Job satisfaction in college teachers: A survey-based study of government Colleges of Hyderabad, Pakistan. *Journal of Hotel & Business Management*, 5(1), 2-5.
- Shamaki, E.B. (2015). Influence of leadership style on teacher's job productivity in Public Secondary Schools in Taraba State, Nigeria. 6, 200-203.
- Umaru, R.I. & Ombugus, D.A. (2017). Determinants of job satisfaction of Colleges of Education lecturers: A study of Nasarawa State College of Education, Akwanga Integrity. *Journal of Education and Training*, 1(4), 41-47. DOI: 10.31248/IJET2017.016.
- Waters, K., K. (2013). The relationship between Principal's leadership style and job satisfaction as perceived by primary school teachers in NSW independent schools. An Unpublished Ph.D thesis, University of Wollongong.