

# Influence of Leadership Dispositions on Job Satisfaction in Nigerian Education in the 21<sup>st</sup> Century

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Being a Paper Presented at the 6<sup>th</sup> Annual National Conference from 18<sup>th</sup> -23<sup>rd</sup> July, 2021.  
The Challenges of 21<sup>st</sup> Century Education in a Developing Economy. Venue: University auditorium

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## Abstract

This paper x-rayed leadership styles: The influence on job satisfaction in the 21st century education. The university administrator plays a vital role in promoting workplace commitment and job satisfaction; which refers to the totality of employees' social and psychological well-being relative to job performance. This is essential for retaining and attracting well-qualified personnel which influences employees to work hard for optimum productivity in 21<sup>st</sup> century education. Job satisfaction is fundamental on the warm relationship between workers and their work environment, supervision and the nature of the work. The success of educational system is indeed dependent on effective leadership disposition of university administrators. Some of the leadership dispositions undertaken by university administrators include; democratic, autocratic, laissez-faire, affiliative and visionary leadership dispositions. The paper went ahead to enumerate the channels of leadership that are implemented to achieve the targets of the education system, which includes; programmes, recognition, salary increase, provision of security among others. The paper concluded that leadership styles adopted by various administrators of institutions influences the job satisfaction of staff as well as the general productivity of that school. The paper suggest that government should organize seminars for institutional administrators to avail them the opportunity of understanding the implications of the various leadership style. It was also suggested that educational administrators should apply the various channels of job satisfaction which will promote job performance irrespective of the leadership disposition adopted as well as using democratic leadership style majorly to build consensus with the lecturers through the rule of effective participation.

**Keywords:** Leadership, channels, job satisfaction, democratic, authoritative, affiliative.

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## INTRODUCTION

Education is indispensable in attaining development in any society. It is an indispensable tool for nation building which is dependent on effective leadership in educational institutions which must be held in high esteem. In an educational organization, administrators play a vital role as they are responsible for all affairs of the institution in terms of decision making for the management and other activities.

Leadership according to Adesina (2011) is a capability to solve an issue with support and collaboration of people in any organization. In universities, leaders or educational administrator exists in the form of; Vice-chancellors, Deans, Professors, Heads of Department and Heads of various units. It is also a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. It is also a process of influencing others through communicating a vision that turns self-interest into commitment to a job. This goes to show that leaders lead, inspire and influence group of people through their self-confidence and motivation and provide them the clear ideas, vision, direction, support and objectives to achieving the organizational goals. This influence comes as a result of the interpretation of events for followers, the choice of objectives for the group or organisation, the organisation of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization. The development and differentiation in all the different organizations is not only a result of natural endowment, but of the ability and type of leadership that has emerged in those organizations. The essential factor in the management of an educational system can help explain the reason why two or three institutions who are provided with the same resources, will see one emerge as best in terms of its overall performance. Hence, leadership could be seen as a function of fellowship and followership. The style of leadership could be differentiated into three types (Autocratic/Authoritarian Leadership Style, Democratic Leadership Style and A Laissez-faire Leadership Style) and encompasses the manner in which the administrator undertakes the process of convincing and recruiting people for addressing specific goal attainment.

However, the style of leadership employed in an academic environment by a university administrator as explained by Jay (2014) refers to the pattern or way of doing things by the administrator in pursuit of his or her duties. It is one of the major determinants of job satisfaction which is defined as an employee's affective reaction to a job, based on a comparison between actual outcomes and desired outcomes. Hence, if the administrator has an effective leadership style, he or she can engender a positive climate in the institution which can then serve as a catalyst for job performance of lecturers in higher education.

The 21<sup>st</sup> century education task is enormous due to the fast changes being experienced in all sectors of the country which demands that the educational institution should be able to provide solutions. It is in this respect that lecturers/teachers who are the fulcrum in the curriculum implementation demands a high level of satisfaction if they must perform as expected to deliver effectively the enormous task expected of them to develop and boost national economy hence; academic staff stands as the key of success for educational settings as they form the backbone of good learning outcomes. Job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. However, lecturers perceive a low satisfaction toward their job to include areas such as; achievements, interpersonal relations, recognition, responsibility, the work itself, working conditions, advancement, job security, status, job and personal life. Besides all these, job satisfaction, possibility of growth, university's policy and administration, salary, and supervision are other issues which sum up to the job satisfaction of a lecturer. Lecturers who have higher levels of job satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices. Larkin et al., (2016), while investigating the relationship between lecturers' job satisfaction

and administrator's leadership styles has shown that when lecturers feel supported, they give their best.

## **Conceptual Clarification**

### **Job Satisfaction**

French et al., cited in Adeoye et al., (2014) defined job satisfaction as an effective response or reaction to a wide range of condition or aspects of one's work such as pay, supervision, working conditions, and the work itself. Bullock cited in Azim et al., (2016) defined job satisfaction as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. Smith, et al., (2016) it is an employee's judgment of how well his or her job has satisfied his various needs. Azim et al., (2016) noted that the overall job satisfaction depends on what one expects and what he or she receives. Lockett in Azim et al., (2013) stressed that employee satisfaction is increased when the immediate supervision is understanding and friendly, listen to employees' opinions and shows personal interest in them, and offers praise and recognition for good performance. Job satisfaction has its bases on the notable cordial relational between workers and their work environment, supervision and the nature of the work. Sokoya (2000) pointed a set of predictors for the job Satisfaction like, pay, work, promotion supervision, environment and co-workers. Alroyali (2002) determined the dimensions of job satisfaction to include six dimensions namely; working conditions, relationships with colleagues, social status, salary and advancement.

Job satisfaction is the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Lock cited in Dugguh, & Ayaga, 2014). Job satisfaction is a measurement of job and work expectations and not just an overall holistic attitudinal manifestation. It all include; attitudes towards pay, working conditions, co-workers and managers, career prospects and intrinsic aspects of the that may influence the level of employee's satisfaction in the organization. Job satisfaction is affected by factors such as environmental, individual, social and psychological factors. The environmental factors include; communication and level of available of social facilities. The psychological factors include the emotional and attitudinal disposition of an individual in the work place certain aspect of one's life like work, family, community etc., may also define the overall effectiveness of an individual psychological functioning and also affect job satisfaction. Abu-Beider cited in Adeoye, Akoma and Binuyo (2014) opined that a sense of satisfaction or its absence is, thus, an individual's subjective and emotional reaction to his or her work.

### **Democratic Disposition and Job Satisfaction**

This is a leadership style which is known to be consultative in nature decentralizes power and authority. It entails the involvement of one or more employees by the leaders in the decision making process. Daft (2003) describes democratic leadership as liberal attitude towards work environment. As an interactive style, democratic leadership conveys the feeling of satisfaction upon staff in any organization and it is characterized by the following: Inclusion, collaboration, consensus, relationship building, caring, influence derived from relationships rather than position power and authority, motivation power and authority, multi-ways of communication, goal achievement is not at the detriment of people and relationship. Secondly, as servant leadership style, operations of organization are aimed at the fulfilment of subordinates goals and needs and the realization of the larger purpose

of the organization. The disposition of this leadership style ensures that power, ideas, information are shared for the promotion of the university.

The 21<sup>st</sup> education is a liberal one that is highly democratic in order to match the changing society. As such democratic leadership disposition involves sharing of authority, full participation of workers in work circumstance. Daft further described it as interactive and servant leadership. According to Obi (2003), employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. A study by Iqbal (2010) also revealed that lecturers working under a democratic style of leadership were more satisfied than lecturers working under other styles of leadership while Omeke and Onah (2011) established that democratic leadership style exerts positive influence on lecturers' job satisfaction. Educational administrators have been noted to use the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. This is in accordance with the findings from the study of Nakola (2011) which established that educational administrators who were perceived to be exhibiting democratic style had a considerably highly motivated staff as they consulted with them on the proposed actions, decision and encouraged participation from them.

### **Authoritative Disposition and Lecturers Job Satisfaction**

This is also known as, directive, coercive or dictatorial leadership and places emphasis on the use of force. Daft, (2003) defines autocratic style of leadership as involving centralization of authority and reliance on legitimate, reward and coercive power in order to get subordinates to perform their duties and responsibilities. According to Agi and Adiele (2015), this style of leadership is characterized by the following: lack of collective decision making and consultation; lack of subordinates' participation; one way communication which emanates from top to bottom; lack of motivation and conducive work environment; low leader-subordinates relationship; little or no consideration for workforce; high emphasis on goal achievement; strict adherence to work rules; non-negotiable compliance; reliance on position or authority power; and reliance on reward and punishment to secure compliance.

This type of leadership disposition does not encourage the initiative of subordinates like the lecturers in universities or teachers in secondary schools. If the teachers who are orbital in the achievement of aims and objectives of education, then the 21<sup>st</sup> century suffers a challenge of poor feedback in the education process. This style of leadership centralizes power, authority and decision making and does not derive its legitimacy from those who are governed but it imposes its will, issue detailed instructions and closely supervises the subordinates. This coercive style leadership often creates a reign of terror which is made visible by bullying and demeaning his subordinates, roaring with displeasure at the slightest problem, all of which intimidates the workers thereby bringing their morale down to naught. This has been confirmed by the study of Nthuni (2012) who researched on how the administrators' leadership styles influenced motivation of workers in public schools.

### **Affiliative Disposition and Job Satisfaction**

This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other. It is argued that this approach is particularly valuable when trying to heighten team harmony, increase morale, improve communication or repair broken trust in an organization; but should not be used in isolation of other leadership styles, since its emphasis on group praise can

allow poor performance to go uncorrected. “Employees may perceive,” he writes, “that mediocrity is tolerated” (Manilla, 2003). This type of leader is a master at establishing positive relationships, and because followers will most likely adore him, they would be loyal, would share information and would have a high level trust, all of which help create a better office environment. Affiliative leader would also give frequent positive feedback to try to help everyone to be on the right track. Basically, this type of leader should be considered if an institution greatly needs a boost for morale and harmony, or if a previous event has incurred an atmosphere of mistrust within the institution. As this type of leading people creates harmony, it means connections within the institution are also established. It is known as an extremely mutual leadership technique, as it focuses on the emotional over the work needs of the lecturers. When utilized perfectly, it can prevent emotionally distressing instances and situations, such as negative feedback. Also, the affiliative leadership style is often collaborated with visionary leadership and, as previously mentioned, is best used to get through stressful circumstances and to heal rifts. It is all about making staff members feel good, getting along with the management and embracing innovations for the betterment of a company. With regards to the leader, he should have the qualities that can help with becoming followed, where he has to give a lot of praises to resolve conflicts and issues regarding the management and the whole organizational system (Onyechi, 2009).

As this type of leadership is best for institutions organizations that are highly volatile and need reassurance, there can also be some kind of difficulties faced when implementing it. A good example is that poor employee performance would not be taken seriously. Also, leaders can make use of this approach only when necessary and should switch back to their primary authoritative method to prevent poor performance among staff members. And as this leadership style is all about the people, a leader should try to value his people and their emotions more than the organization’s task and goals, which is a big risk for a business’s bottom line. National Centre for Research Methods (n.d) affirms that affiliative leadership style emanates from the emotional intelligence competence: empathy, relationship building and communication. They went further to report that people come first and consequently, tries to create harmony by building strong emotional bonds. This leadership style talks about affiliation with the subordinates in order to do the work very efficiently well. This approach of leadership improves communication as people will share ideas and this will in turn, increase inspiration. It is suggested that this approach should be used when the leader has in its agenda to rebuild confidence, improve cooperation, communication, synergy, morale and confidence among employees as it will help to improve lecturers’ job satisfaction.

### **Visionary Disposition and Job Satisfaction**

This style is most appropriate when an institution needs a new direction. Its goal is to move people towards a new set of shared dreams (Amadi, 2009). “Visionary leaders articulate where a group is going, but not how it will get there - setting people free to innovate, experiment, take calculated risks. Visionary leaders are effective at leading a team toward achieving a common goal and increasing the job satisfaction of workers. These leaders promote organized learning, creativity, and the development of strong relationships within the team.

Visionary leadership is useful for organizations that are focused on the future and possess an entrepreneurial spirit. Johnnsen (2016) opined that visionary leaders live more in the future and they often use that vision as a way of mobilizing followers. When leaders have a vision they signal what

followers can expect. Johannsen (2016) highlighted the characteristics of visionary leaders to include:

- **It Provides Direction.** Typically, the leader puts forward a desired future and moves followers toward it.
- **It Uses Foresight.** Typically considered a part of wisdom, it is sometimes said that a truly great visionary leader knows what's going to happen before others do.
- **It is believed.** One must be right or at least perceived to be right. It is believed at two levels. First, the leader believes it. This strong belief prevents doubt from eroding its power. Secondly, the faithful also believe it with heart, mind and soul.

### **Leadership Channels to Enhancing Job Satisfaction and Performance**

Leadership, which is indispensable commodity in the business of administration, cannot achieve its target in negligence of some channels. Thus, the creation of professional development programs in universities to a high extent influences the level of learning and increase in the number of people who possess academic and knowledge-based experiences that are essential to economic and social progress in a given society. This involves a considered investment in man and his ability to identify desirable growth, innovation and increased productivity for the individual, the family and the society. Olanneh (2012) stated that, personnel to ascertain the needs of an industry or vocation. From the forgoing expositions, it is evident that the society, the educational system and the individuals invest and contribute to human resource development in schools to be productive in meeting the needs of society.

In this same vein, Adelabu (2005) lists remuneration, teacher competence training, working conditions, vocational intent, and career advancement as the key determinants of effective teaching performance; which serves as effective channels for surmounting the challenges of 21<sup>st</sup> century education. Adelabu (2005) also points supervision, continuous staff development and training, motivation such as payment of salaries, promotions and fringe benefits as the methods of managing human resources for effective job delivery. Hence, staff performance organization could be seen as the method through which as institution involves its academic staff in school development.

As stated by Nwabueze and Onyenandu (2015) the approaches needed for proper management of human resources in school system are: prompt payment of salaries, promotion of staff, good staff service condition, good school environment, and regular staff development programmes. Others include: proper mentoring of staff and proper management of instructional activities.

Management of educational resources is a workable decision generated within the policy framework where major organizational decisions are taken, and at which policies and programmes of activity are defined and stated. Education policies and programmes define education resources. The manager's role thus includes the provision of appropriate guidance in resource acquisition and distribution in line with education policies and programmes for subordinate structural levels. Abdulkareem et al., (2011) recommends that in the pursuance of the accomplishment of the goals of education, the school administrator who plans the affairs of the school should be prudential by allocating available resources in such a way and by using such methods that will lead to the realization of much of the set objectives of the school in a concise time frame. The institutional administrative head, whose primary responsibility is the provision of functional managerial services,

is expected, in addition to planning the daily activities of the school, to allocate available education resources vis-à-vis education time. Time is the only resource that cannot be stored because it fizzles away if not properly utilized; it helps to managers to set priorities and procrastination as to avoid conflict among major actors carrying out school activities.

To this end, Ogundele (2001) provided the following ten point guidelines for effective resource utilization: set objectives for using available resources, formulate plans for achieving the objectives, categorize activities into groups or departments, define tasks to be done, group the tasks into jobs, staff the jobs with people, initiate work activities, among others.

In line with this view, Muheeb (2004) found that teachers are the initiator and facilitators of teaching and learning activities and they act as agents of changes in any school system and because of these roles they perform and to be well utilized, there are sensitive issues that must be attended to like promotion opportunities, negative incentive which are met to correct the mistakes or default of employees, incentives, non-monetary incentives like Job enrichment, non-financial incentive can be any of the following; security of service, praise or recognition, suggestion scheme, and job enrichment.

For credible utilization of personnel in surmounting the challenges of 21<sup>st</sup> century education, there is need to engage the teachers in some form of training programmes to create a favourable level of effectiveness in their operation and understanding of their responsibility. In this vein, Clolfoter (2005) referred to in-service training programmes which may broadly be categorized into the following programmes:

- Conferences
- Seminar
- Workshops
- Staff meeting
- Independence studies
- Mentoring
- On-the-job training,

All these are provided and used as means to increase the skill of the staff, ensuring job satisfaction and motivating the personnel to effectively utilize them in respect to their respective role performance. In the view of Udoh (2004), physical facilities available in the school environment for maintenance include the school building (classrooms, dining hall, assembly hall, laboratory, library, hostel etc.), equipment (laboratory, workshop, sports, computers, instructional materials): machineries (workshops machines, tools, vehicles) furniture, books, electrical and water supply infrastructure. School physical facilities are recognized as part of the tools designed to encourage and inspire educational programmes for productivity. The availability of adequate school buildings, classrooms, chairs, desks and other facilities are necessary provision for the attainment of educational objectives in this 21<sup>st</sup> century.

These are accessibility, communication cables, water and electricity, good sewage and drainage systems should be available, if these are provided, this will automatically reduce internal crises that might emanate from teaching staff and students within the school. Chike (2007) concluded that inadequate or poor physical infrastructure, overcrowding, unsatisfactory spatial design are likely to cause some physical discomfort for pupils and which are bound to affect their academic performance. School inspection and educational supervision is widely regarded as a critical source of competitive advantage in the ever changing environment of the education sector.

## CONCLUSION

The swift changes in knowledge, concepts, technology, and philosophies as a result of the rapid changes in the world have brought about some fundamental changes in education. In the process of achieving 21st century education, leadership dispositions become indispensable. This is because, the type of leadership disposition determines to a high extent, the level of development and growth of the school is fundamental to the practices leadership in educational institution. In addition, with the various leadership dispositions, channels to enhancing productivity includes school inspection and supervision capability as the most important determinant of teachers' productivities and teacher education performance. Nevertheless, supervision as a process whereby an individual by means of advising and stimulating interest in teachers and students, helps to improve teaching and learning situations in educational institutions and ensuring that the human resource is well utilized to reflect its function in achieving the desired goal of education.

On the other hand, through inspection and supervision, the inspectors and supervisors assist in improving classroom instructions because teachers are made more competent and efficient, parents are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard, hence in the long run, the goal of education is achieved. The vice chancellor as a leader of group of staff in the institution has the function of interacting with the staffs in order to improve the learning situation for the students through instructional supervision.

## SUGGESTIONS

The challenges of 21<sup>st</sup> century education are enormous and demand an effective attention; as such the following suggestion should be considered:

1. Government should organize seminars for institutional administrators to avail them the opportunity of understanding the implications of the various leadership style that can be adopted in university administration.
2. The educational administrator should apply the various channels of job satisfaction which will promote job performance irrespective of the leadership disposition adopted.
3. Educational administrators should use democratic leadership style majorly to build consensus with the lecturers through the rule of effective participation and engagement in decision making processes.
4. Administrators of various institutions should not apply autocratic leadership style in administration; hence it does not encourage the personal initiatives of the subordinates.
5. Institutional leaders should adopt visionary leadership style when there is need for a road map in the achievement of the aim and objectives of the school system.

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