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LEADERSHIP STYLES AND COMMUNICATION PROCESS AS CORRELATES OF TEACHERS JOB SATISFACTION IN SECONDARY SCHOOLS IN ANAMBRA STATE

Rev. Prof. W.N. Ofojebe & Kene-Chiedu Ngozi Benedicta
Department of Educational Management & Policy
Faculty of Education,
Nnamdi Azikiwe University, Awka
blessedkomani3@gmail.com; 07063911110

ABSTRACT

The study determined how leadership styles and communication process correlates with teachers' job satisfaction in secondary schools in Anambra State. Two research questions guided the study and seven hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 6,396 secondary school teachers in the six Education Zone in Anambra State. Through proportionate stratified sampling a sample of 1500 teachers were used for the study. Two instruments titled "Questionnaire on Leadership Styles and Communication Process (QLSCP)" and "Questionnaire on Job Satisfaction (QJS) were used to collect data for the study. Reliability of the instrument was determined with Cronbach alpha. The reliability test yielded reliability coefficients of 0.83 and 0.94 for the two clusters respectively with an over-all co-efficient value of 0.88. Data were collected by the researcher with the help of five research assistants. The researcher administered 1500 copies of the questionnaire, however, 1420 copies were returned in good condition and was used for the data analysis. Pearson Product Moment Correlation was used to answer the research questions while t-test was used in testing the null hypotheses at the 0.05 level of significance. Findings revealed that leadership style have positive correlation with teachers' job satisfaction. Findings also showed that communication process has a moderate correlation. There is a significant correlation between principals leadership style, communication process and teachers' job satisfaction in secondary schools in Anambra State. Based on these findings, it was recommended among others that principals should adopt democratic and transformational leadership styles that welcome joint decision making among staff. It was also recommended that school administrators especially principals should adopt communication strategies that is open to all and allows for feedback from teachers.

Keywords: Leadership Styles, Communication Process, Teachers, Job Satisfaction

Introduction

Education is an important instrument for national development. This is because education is the foundation for the production of human capital of the nation. The Federal Republic of Nigeria (2013) in recognizing the importance of education in national development saw education as instrument per excellence. In Nigeria, education is formally conducted at three levels, primary, secondary and tertiary levels of education. Secondary education which is the focus of this study is that level of education that serves as a bridge between the primary education and tertiary education. The FRN (2013) stated that the broad goal of secondary education is the preparation of students for useful living in the society and preparation for higher education. The aim of secondary education in Nigeria therefore cannot be successfully achieved without quality teachers' service delivery.

Teachers are instructors who implements educational policies at the classroom level with the aim that students can function effectively in their environment. Accordig to Abbasi and Hollman (2010), teachers are charged with important responsibilities of offering guidance and counselling to students in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels. Teachers are likely to be motivated to effectively play their role and make a solid contribution to quality secondary

education when they derive satisfaction from their job.

The concept of job satisfaction refers to an individual's feelings about her or his job. Mbua (2013) defined job satisfaction as the fulfilment acquired by experiencing various job activities and rewards. Job satisfaction is defined as the amount of importance a school places on its human resources (Lunenburg & Ornstein, 2014). However, it has been suggested that teachers' job satisfaction in secondary schools in Nigeria in general and Anambra State in particular could be influenced by certain variable like leadership and communication styles in by school administrators (Akpan, 2015 & Nyagaya, 2015).

Leadership style is a process whereby the actions of others are influenced so that they work willingly toward the achievement of institutional or organizational goals (Bello, 2013).. The main goals of leadership style are to increase group's level motivation, and morality, to support a common purpose, and to be able to develop major social changes (Nyagaka, 2015). Bello (2013) observed that the most important part of leadership is not the leader, but the relationship between the leader and the followers (teachers). Several studies in schools suggest that leaders who can develop a positive school culture they can improve the quality of teachers' job and teachers' job satisfaction. Similar to leadership style, the communication process and styles used in schools have also been seen as having an influence of teachers' job satisfaction.

Communication process is another important work-related variable in this study. Communication has been found to be a central factor for effective job satisfaction. Communication process therefore can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Communication involves at least two persons-the sender and the receiver of the information. Communication generally contains three things, the communicator, the channel of communication and the communicatee. Generally, the purpose of communication in performance management is to afford the principal and the subject teacher the opportunity to discuss the different aspects of the teaching and learning process that requires attention for effectiveness. Saunders and Mills further stressed that communication process is important for teachers in delivery of education to students. Teachers carry out communication process during teaching –learning when they teach, test, evaluate, organize independent work of students, ask for or check homework, provide guidance, fix errors, support or criticize the students in connection with their school work (Nitisemito, 2012). If effective communication can be facilitated, it goes a long way in bridging difficulties in communicating with classmates, teachers, or non-teaching staff in schools and at the end enhance their job satisfaction. This fact has an obvious reason that it will boost teachers' motivation. However, these views have not been empirically proven to be true in secondary schools in Anambra State. It is against this background that the researchers investigated leadership styles and communication as correlate of teachers' job satisfaction in secondary schools in Anambra State.

Statement of the Problem

Secondary education is an important aspect of education in Nigeria in general and Anambra State in particular. Secondary education is the conduit pipe for the production of human capacity for state and national development. Sadly, the teachers who are implementers of the secondary schools curriculum seem to be dissatisfied in their job. This seems to be evident in the frequent misunderstanding and frictions between teachers, the principals and other administrators of secondary schools in Anambra State. Field observation by the researcher seem to show that most of the conflicts resulting in some secondary school results because of the disposition of school principals and the inability of principals to carry teachers along.

The situation appears to point to the inability of secondary school principals to adopt appropriate leadership and communication

styles. The researcher then wonders if principals' leadership and communication style would affect teachers' job satisfaction.

Research Questions

The following research questions guided the study:

1. What is the correlation between principals' leadership style and teachers' job satisfaction in secondary schools in Anambra State?
2. What is the correlation between teachers' communication process and teachers' job satisfaction in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant correlation between principals' leadership style and teachers' job satisfaction in secondary schools in Anambra State.
2. There is no significant correlation between teachers' communication process and teachers' job satisfaction scores in secondary schools in Anambra State.

Method

The study adopted the correlational research design. The study was carried out in Anambra State. The population of this study comprised of all the 6,396 secondary school teachers in the six Education Zone in Anambra State. Through the application of proportionate stratified sampling technique the researchers sampled 1500 secondary school teachers in Anambra State. Two instruments were developed in this study. The first instrument was titled "Questionnaire on Leadership Styles and Communication Process (QLSCP)" while the second instrument is titled "Questionnaire on Job Satisfaction (QJS)".

The first instrument is sub-divided into two clusters. Cluster A contains 15 items on leadership styles and Cluster B contains 12 items on communication process. The instrument employed a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively. The second instrument was a standardized instrument adapted from Allen, Robert and Susan (1977). It contains 21 items on job satisfaction. This adapted instrument employed 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument reliability was tested through a pilot test which was conducted in 20 public secondary school teachers in 5 selected schools in Enugu State. The data were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.83 and 0.94 were obtained for each of the clusters respectively. The overall reliability index for the whole cluster was 0.88 which was considered high enough to judge that the instrument is reliable.

The instruments was administered on the respondents in their schools by the researcher with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the questionnaires. A period of two weeks was used for the distribution and collection of the instruments. On-the-spot approach method was used in data collection. Follow-up visits were made where the respondents could not attend to the instruments on the spot. Out of the 1,500 copies of questionnaire distributed, 1420 copies were properly filled and successfully retrieved. These 1420 copies representing an overall return rate of 95% were deemed adequate for the study.

The Pearson Product Moment Correlation was used to answer research questions 1 and 2. The co-efficient "r" obtained was used to ascertain how each of the independent variables correlate the dependent variable. The research questions were interpreted using the real limit of numbers of;

0.01 - 0.39
Weak correlation
0.40 - 0.59
Moderate correlation
0.60 - 0.99
Positive correlation

In testing the null hypotheses, t-test for correlation analysis was employed to determine the significant correlation between the variable of interest. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis was rejected. On the other hand, when the p-value is greater than 0.05 ($p > 0.05$), the null hypothesis was not rejected.

Presentation of Results

Research Question 1: What is the correlation between principals' leadership style and teachers' job satisfaction in secondary schools in Anambra State?

Table 1: Pearson's Correlation between Principals' Leadership Style and Their Job Satisfaction

Variables	N	Principals' Leadership Style	Job Satisfaction	Decision
Principals' Leadership Style	1420	1	.801**	Positive
Job Satisfaction	1420	.801**	1	

Information as shown in Table 1 reveals that there is a positive correlation between principals' leadership style and teachers' job satisfaction as indicated in the Pearson's Correlation Coefficient of 0.80. This is an indication that there is correlation between principals' leadership style and teachers' job satisfaction is moderate. Thus, a positive correlation exists between principals' leadership style and teachers' job satisfaction in secondary schools in Anambra State.

Research Question 2: What is the correlation between teachers' communication process and teachers' job satisfaction in secondary schools in Anambra State?

Table 2: Pearson's Correlation between Teachers' Communication Process and Their Job Satisfaction

Variables	N	Teachers' Communication Process	Job Satisfaction	Decision
Teachers' Communication Process	1420	1	.532**	Moderate
Job Satisfaction	1420	.532**	1	

Information as shown in Table 2 reveals that there is a moderate correlation between teachers' communication process and teachers' job satisfaction as indicated in the Pearson's Correlation Coefficient of 0.53. This is an indication that there is correlation between teachers' communication and teachers' job satisfaction is moderate. Thus, there is a moderate correlation between teachers' communication and teachers' job satisfaction in secondary schools in Anambra State.

Hypotheses

Hypothesis 1: There is no significant correlation between principals' leadership style and teachers' job satisfaction in secondary schools in Anambra State.

Table 3: t-test Analysis of no Significant Correlation between Principals' Leadership Style and Teachers Job Satisfaction in Secondary Schools in Anambra State

Variables	N	Principals' Leadership Style	Job Satisfaction	t-cal.	t-crit.	P-value	Decision
Principals' Leadership Style	1420	1	.801**	5.892	1.96	0.000	Significant
Job Satisfaction	1420	.801**	1				

Information as shown on Table 3 show that the calculated t-value is 5.892 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.000 is less than 0.05 level of significance. This means that there is a significant correlation between principals' leadership style and teachers' job satisfaction in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Hypothesis 2: There is no significant correlation between teachers' communication process and teachers' job satisfaction scores in secondary schools in Anambra State.

Table 4: t-test Analysis of no Significant Correlation between Teachers' Communication Process and Teachers Job Satisfaction in Secondary Schools in Anambra State

Variables	N	Teachers' Communication Process	Job Satisfaction	t-cal.	t-crit.	P-value	Decision
Teachers' Communication Process	1420	1	.532**	2.543	1.96	0.009	Significant
Job Satisfaction	1420	.532**	1				

Data presented on Table 4 show that the calculated t-value is 2.543 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.009 is less than 0.05 level of significance. This means that there is a significant correlation between teachers' communication process and their job satisfaction in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Discussion

Finding revealed is a positive correlation between leadership styles and teachers' job satisfaction in secondary schools in Anambra State. This finding may have resulted because the type of leadership adopted by the school principal impact on the relationship between teachers in the school and could influence teachers' satisfaction on the job this finding is in line with Ali and Abdulkadir (2015) who revealed that there is a significant relationship among transformational leadership, transactional leadership and laissez-faire leadership and teachers' job satisfaction in secondary schools in Mogadishu. Omeke and Onah (2012) found that the principals adopted three leadership styles in their administration namely; autocratic laissez faire and democratic according to their dominance. Teachers irrespective of gender agreed that only democratic leadership enhances

their job satisfaction. Orewa (2015) stated that democratic, transformational, autocratic and laissez-faire have a positive influence on teachers' job satisfaction. Orewa also found a low positive and significant relationship between leadership style and job performance. Similarly, Wagbara and Ukaigwep (2019) found among that democratic, autocratic, transactional and transformational leadership styles have a strong positive relation with administrative effectiveness in public senior secondary schools in Rivers State. Wagbara and Ukaigwep further revealed that laissez-faire leadership style had low relationship with administrative effectiveness among public senior secondary schools in Rivers State.

Furthermore, findings of the study revealed that a positive correlation exists between leadership styles and teachers job satisfaction in secondary schools in Anambra State. This finding is in agreement with Imhangbe, Okecha and Obozuwa (2018) who found that democratic, autocratic and laissez-faire leadership styles jointly contributed about variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers' job performance. This implies that the use of leadership styles like democratic leadership would improve teachers' job satisfaction in secondary schools.

Finding revealed a moderate correlation between communication process and teachers' job satisfaction in secondary schools in Anambra State. This finding may have resulted because the process and method of communication within the schools could have moderate impact on teachers' satisfaction on the job. This is in agreement with Bello (2013) who revealed that the principals' communication system had a great impact on the performance of teachers and on their attitude to work. However, the finding is in disagreement with Egboka (2014) who revealed that there was no significant relationship between principals' communication styles and staff compliance with the principals' directives. The findings may have resulted because the principals as an administrative officer in public secondary schools do not have the authority to hire and fire staff. Thus secondary school teachers may not regard the frequency and method of communication as an important factor that affects their satisfaction on the job. However, communication is seen as important to ensuring job satisfaction of teachers. Egboka (2014) revealed that inadequate communication among the school personnel's creates environment of rumour, counter-rumour and negative remarks, which are injurious to the schools health. Similarly, Ojobor (2010) suggested that school administrators can ensure effective communication in schools by allowing free flow of information, the maintenance of open door policy by the principals, the use of information communication technology (ICT) in the storage and retrieval of information owning others highly advocated from the findings of this study.

Furthermore, findings of the study revealed that a positive correlation exists between communication process and teachers job satisfaction. This is because communication has an influence on collegiality, self-esteem and self-esteem of teachers in secondary schools. This is in line with Bello (2013) who found that communication significantly improves teachers' performance on the job and job satisfaction.

Conclusion

Based on the findings of the study, the researchers conclude that leadership styles and communication process correlates with teachers job satisfaction in secondary schools in Anambra State. This indicates that secondary school administrators should adopt appropriate leadership styles and communication process that will improve teachers satisfaction on the job. This will improve ultimately lead to improved academic excellence in secondary schools.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Principals are advised to adopt democratic and transformational leadership styles that welcome joint

decision making among staff. This will make teachers feel carried along in the school processes

2. School administrators especially principals should adopt communication strategies that is open to all and allows for feedback from teachers.

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