



## ROLE OF EMPOWERING LEADERSHIP STYLE BY PRINCIPALS ON JOB SATISFACTION OF TEACHERS IN UNITY COLLEGES IN ENUGU STATE

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### AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration between both authors. Author AHC designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. Author ECT managed the literature searches and analysis of the study. Both authors read and approved the final manuscript.

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### ABSTRACT

This study focused on the role of empowerment leadership style by principals on job satisfaction of teachers of unity colleges in Enugu State. The study adopted descriptive survey research design. The main purpose of the study was to investigate how the teachers in unity colleges in Enugu and Lejja agree that empowering leadership style of the principals lead to their job satisfaction and effective teaching and learning. Two research questions and two hypotheses were formulated to guide the study. 15-Item questionnaire on principal empowerment leadership style and teachers job satisfaction was constructed to gather information from the unity college teachers. The questionnaire was face validated by experts in faculty of Education. The reliability of the instrument was determined using Kuder Richardson formula 21 and found to be at 0.86. The instrument is based on a four point likert scale and was administered to 200 teachers in Enugu and Lejja unity colleges. The data obtained were analyzed using mean scores, standard deviations and t-test statistic. A major finding of this study was that teachers agreed that empowerment leadership style of the principals lead to their job satisfaction. Based on the findings of the study, one of the recommendations made was that the Federal Ministry of Education should expressly ensure that principals give teachers authority over issues within the school.

**Keywords:** Empowerment; job satisfaction; teachers; principals and unity colleges.

### 1. INTRODUCTION

The unity colleges were established in Nigeria to run secondary school courses for adolescents. There are about 104 unity colleges in Nigeria today. The colleges are owned and controlled by the Federal Government and administered by the Federal Ministry of Education. Each state of the federation has at least two unity colleges namely; Federal Government

college, Federal Government Girls' College or Federal Science and Technical college. Enugu state has two; these are Federal Government College, Enugu and Federal Government Girls' College, Lejja. These two colleges were established in two different locations in the state that is urban and rural areas.

Oxford Advanced learners Dictionary [1] defined Urban area as living in a city or town and rural area as

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a place suggesting countryside. Enugu as a state capital is an urban area while Lejja that lacks adequate infrastructures like good roads, electricity and tap borne water as a rural area.

The two unity schools are headed by leaders called principals. The Federal Ministry of Education coordinates the activities of these unity colleges through the principals. Therefore the leadership styles of these principals determine the job satisfaction the teachers will have and ultimately the type of tone and academic standard the school will attain [2]. The experience in teaching profession seemed to indicate that – dissatisfied teachers regularly refused to take up certain responsibilities, they even in some cases opt to leave the teaching profession [3]. Within the school setting, the principal takes on a key leadership role that may affect job satisfaction [4]. Teacher job satisfaction is often regarded as an important facet in the commitment of teachers towards their school productivity [5].

Several studies on leadership styles and teachers' job satisfaction support an effect of leadership behaviors and leadership styles of principals on teachers' job satisfaction [6]. There are many leadership styles such as transformational, transactional and empowering leadership. This research however will focus on the role of empowering leadership style on job satisfaction of teachers. Empowering leadership deals with the empowerment of employees by giving them the independence to self-lead and self-motivate [7]. Empowerment is defined as the act of providing decision-making authority to someone and is often associated with the redistribution of responsibility from managers to their subordinates [8]. Simply put empowerment aims to train workers to manage their own affairs. The empowered worker therefore has the freedom to, identify and solve problems which give them high levels of intrinsic motivation and job satisfaction. The empowering leader believes in his employees to do good work with limited supervision and in turn gets the best out of them.

In recent times, empowerment has become a management term and a research interest for many, causing a lot of emphasis to be placed on employee-empowerment and how it can enhance any organization [9]. In this regard, the principal who involves the teachers in decision making, delegate's authority and still holds final responsibility is viewed as an empowering leader.

Job satisfaction results from an evaluation of job's characteristics [10]. It is identified as what an employee desires from his/her job. However Jones and George [11] stress that job satisfaction is the gathering of feelings and beliefs that workers have

about their jobs. In essence, job satisfaction is how people feel about their job and the different aspects of their job [10]. Saif and Saleh [12], viewed job satisfaction as the extent to which employees like or dislike their job and the degree to which they feel positively or negatively about the different aspects of their job. It must be noted that the happier people are with their job, the more satisfied they are and the more productive they will be. It follows therefore that people are able to balance their specific satisfaction and dissatisfactions with their jobs [13]. Brackett, Palomera, Mojsa-kaja, Reyes, Salovey [14] opined that there is a positive emotional effect for teachers from principals' support, particularly leading towards teachers' personal accomplishments in the work place. Several Studies have revealed that when teachers are more involved in decision making process they also tend to be more satisfied with their job.

Therefore, for effective running of unity colleges principals must aim at empowering their teachers for their job satisfaction and attainment of high disciplinary tone and academic achievement.

### 1.1 Statement of Problem

Unity colleges are institutions that have many teachers from different tribes and tongues coming together to teach adolescent Nigerians who are also from different states of the federation so as to achieve national unity and academic excellence. The principal of the unity college may also not be from the state in which the unity college is situated.

Since principals, teachers and students from different tribes converge in one place, to lead, teach and study, they need to work together as a team to achieve job satisfaction and attain academic excellence. One of the ways to ensure that there is effective teaching and learning in the colleges is through the leadership style of the principal. The question now is how can the principals' leadership style bring about job satisfaction of teachers? This study therefore is to investigate the role of empowering leadership style of principals on job satisfaction of teachers.

### 1.2 Purpose of the Study

The study seeks to investigate the role of empowering leadership style by principals on job satisfaction of the teachers. Specifically the study examines;

1. The extent to which empowering leadership style of principals lead to job satisfaction of teachers in the two locations of the unity school.

2. The extent to which empowering leadership style of principals lead to job satisfaction of male and female teachers in unity colleges in Enugu state.

### 1.3 Research Questions

The following research questions were formulated to guide this study.

1. To what extent does empowering leadership style of principals lead to job satisfaction of teachers in the two unity colleges in Enugu state.
2. To what extent does empowering leadership style of principals lead to job satisfaction of male and female teachers in the unity colleges in Enugu State.

### 1.4 Research Hypotheses

The following hypotheses guided the study:

1. There is no significant difference between the mean scores of the opinion of the teachers in Federal Government College, Enugu and those of the teachers in Federal Government Girls' College Lejja as how they agree that empowering leadership style of principals lead to their job satisfaction.
2. There is no significant difference between the mean scores of the opinion of the male and female teachers of unity colleges in Enugu state as how they agree that empowering leadership style of principals lead to their job satisfaction.

## 2. METHODS

Descriptive survey research design was employed for this study. This is because the opinions of the respondents were sought. The study was carried out in unity colleges in Enugu state. The unity colleges are Federal Government College Enugu which is in an urban area and Federal Government Girls' College, Lejja which is in a rural area. The population of the study was all the teachers (563 academic staff) in the two unity colleges. A sample of 200 teachers were randomly drawn and used for the study, which is approximately 36% of the population. The sample was drawn through sampling with replacement technique. The instrument used in data collection was a 15-item structured questionnaire adopted from the research of Amundsem and Martinsen [15]. The questionnaire is of modified four point scale with the following response mode: Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE) and with nominal value of 4,3,2 and 1 respectively for the research questions and hypotheses. Validity of the instrument was done by 3

experts in the Faculty of Education, Godfrey Okoye University Enugu. Kudar Richardson formula 21 was used to test its reliability and found to be at 0.86. The questionnaire has two parts, an introductory part which called for the respondent's personal data such as his/her sex, location of school, experience in years, and name of school and nature of school (boarding and non-boarding). The second part was on scale items on empowering leadership and job satisfaction. Six research assistants trained by the researcher helped to administer and retrieve the questionnaires thereby giving a return rate of 90%, about 180 responses from respondents were then used.

Data collected was analyzed using mean scores and standard deviation (SD) for research questions 1 and 2, and t-test statistic was used to analyze the two hypotheses. For decision –making, for research questions 2.50 was used as a bench mark, any item with a mean score of 2.50 and above was regarded as positive whereas those with a score of less than 2.50 was said to be negative. For hypotheses, if the t-calculated is greater than the t-critical, the null hypothesis is rejected whereas the reverse means that the null hypothesis is not rejected.

## 3. RESULTS

The results of the study were presented in line with the research questions and hypotheses.

### 3.1 Research Question 1

To what extent does empowering leadership style of principals lead to job satisfaction of teachers in the two unity colleges in Enugu state.

Summary of results on Table 1 indicates that all items on teacher empowerment and job satisfaction except three agree with mean score ranging from 2.50 to 3.65 including the grand mean score. This implies that teachers are empowered by the principals and they are satisfied. However on items 3 and 13 teachers in Lejja have mean scores lower than 2.50 and Enugu teachers have mean scores higher than 2.50, this implies that the principal in Enugu empowers the teachers more than the principal in Lejja and on those items; the teachers in Lejja have no job satisfaction. All the teachers in the two locations agree with mean scores of 1.90 and 2.00 on item 14 that they like their job. Therefore the teachers in unity colleges in Enugu state are empowered by their principals and they have job satisfaction.

### 3.2 Research Question 2

To what extent does empowering leadership style of principals lead to job satisfaction of male and female teachers in unity colleges in Enugu State.

**Table 1. Mean (x) Scores of the respondents on how empowering leadership style of principals lead to job satisfaction of teachers in the two unity colleges in Enugu state**

S/No	Items	FGC ENUGU N = 100 X	DEC	FGGC LEJJA N = 80 X	DEC	OVERALL MEAN	DEC
1	Principal Conveys that the teachers shall take responsibility	2.90	A	2.80	A	2.85	A
2	Principal gives teacher power	3.00	A	2.95	A	2.98	A
3	Principal gives teacher authority over issues within the school	2.50	A	2.40	D	2.45	D
4	Principal expresses positive attitudes related to teacher starting with the teacher's own defined job	3.33	A	3.15	A	3.24	A
5	Principal encourages the teacher to take initiative	3.53	A	3.62	A	3.58	A
6	Principal is concerned that the teacher reaches his/her goals.	3.20	A	3.10	A	3.15	A
7	Principal is concerned that the teacher works in a goal directed manner.	3.55	A	3.25	A	3.40	A
8	Principal listens to the teachers	3.70	A	3.30	A	3.50	A
9	Principal recognizes the teacher's strength and weakness	3.10	A	3.00	A	3.05	A
10	Principal invites the teacher to use his/her strength when needed	3.65	A	3.25	A	3.50	A
11	Principal conveys a bright view of the future	3.45	A	3.55	A	3.50	A
12	Principal discusses shared affairs with the teacher	3.47	A	3.50	A	3.49	A
13	All in all, teacher is satisfied with his/her job	2.56	A	2.45	D	2.51	A
14	In general, the teacher does not like his/her job	1.90	A	2.00	A	1.95	A
15	In general, the teacher likes his/her job	2.75	A	2.55	A	2.65	A
	Grand mean	3.09		2.99		3.05	

*Abbreviations and meaning*

*N =total number of respondents, X=mean, SD=standard deviation, T-cal=calculated t, T-crit=table value of t, DF = Degree of freedom, D=Disagree, A=Agree*

Summary of result on table 2 indicates that all items on empowerment and job satisfaction except two agree with mean scores ranging from 2.50 to 3.82. This implies that the male and female teachers agreed that they are empowered by the principal and they have job satisfaction. On items 2 and 3 with mean scores of less than 2.50, the male teachers agree that they are not empowered as a result they have no job satisfied, their female counterparts with mean scores above 2.50 agree that they are empowered and are satisfied. However on item 14, both male and female teachers have mean scores below 2.50 and ranging between 1.75 and 2.00. This implies that they agree that they like their job. Therefore with a grand mean of 3.03, the male and female teachers agree that the principals empower them and they enjoy job satisfaction.

### 3.3 Research Hypotheses

#### 3.3.1 Hypothesis 1

There is no significant difference between the mean scores of the opinion of the teachers in Federal Government College, Enugu and those of the teachers in Federal Government Girls' College lejja as how they agree that empowering leadership style of principals lead to their job satisfaction.

Table 3 shows that the calculated t-test value of 0.495 is less than the critical (table) t-test value. Thus the hypothesis was accepted. This shows that there is no significant difference in the opinion of teachers in Enugu and Lejja unity colleges on how they agree that the empowerment leadership style of principals lead

**Table 2. Mean(x) scores of respondents on how empowering leadership style of principals lead to job satisfaction of male and female teachers in unity colleges in Enugu state**

S/No	Items	Male N = 50 X	DEC	Female N= 130 X	DEC	Overall Mean X	DEC
1	Principal Conveys that the teachers shall take responsibility	2.50	A	3.00	A	2.75	A
2	Principal gives teacher power	2.45	D	2.86	A	2.66	A
3	Principal gives teacher authority over issues within the school	2.35	A	2.57	A	2.46	D
4	Principal expresses positive attitudes related to teacher starting with the teacher’s own defined job	3.00	A	3.23	A	2.46	D
5	Principal encourages the teacher to take initiative	3.25	A	3.45	A	3.35	A
6	Principal is concerned that the teacher reaches his/her goals.	3.34	A	3.58	A	3.36	A
7	Principal is concerned that the teacher works in a goal directed manner.	3.00	A	3.20	A	3.10	A
8	Principal listens to the teachers	3.59	A	3.60	A	3.60	A
9	Principal recognizes the teacher’s strength and weakness	2.67	A	2.74	A	2.71	A
10	Principal invites the teacher to use his/her strength when needed	3.75	A	3.82	A	3.79	A
11	Principal conveys a bright view of the future	3.62	A	3.66	A	3.64	A
12	Principal discusses shared affairs with the teacher	3.41	A	3.45	A	3.43	A
13	All in all, teacher is satisfied with his/her job	2.65	A	2.70	A	2.65	A
14	In general, the teacher does not like his/her job	2.00	D	1.75	D	1.88	D
15	In general, the teacher likes his/her job	2.81	A	3.00	A	2.91	A
	Overall	2.96		3.11		3.03	

**Table 3. Mean scores, standard deviation and t-test analysis of the responses of Enugu and Lejja teachers on how they agree that the empowering leadership style of the principal leads to their job satisfaction**

Variables	No	X	SD	Df	Level of significance	t-cal	t-crit	DEC
Enugu	100	3.09	1.6	178	0.05	0.495	1.96	Not significant
Lejja	80	2.99	1.1					

to their job satisfaction. Therefore teachers in both locations agree that they are satisfied with the empowerment leadership style of their principals.

**3.3.2 Hypothesis 2**

There is no significant difference between the mean scores of the opinion of the male and female teachers of unity colleges in Enugu state as how they agree that empowering leadership style of principals lead to their job satisfaction.

Table 4 shows that the calculated t-test value of -0.80 is less than the critical value. Thus the hypothesis was accepted. This shows that both male and female teachers agree that the empowering leadership style of the principals lead to their job satisfaction.

**4. DISCUSSION**

As the result suggests, it can be clearly seen that empowering leadership style of the principals lead to the job satisfaction of the teachers in unity colleges in

Enugu state. This is in line with the view of Nelson and Quick [16] that empowerment strengthens the employees (teachers) and provides them with job enrichment that is a sense of possession, the ability to participate within an organization’s borders and control over their business. Brackett et al. [14] also opined that job satisfaction among secondary school teachers (n=123), a positive emotional effect for teachers was the principal support particularly leading towards teachers’ personal accomplishments in the workplace. In addition, a principal’s support seemed to mediate teachers’ emotional regulation for job satisfaction. Furthermore leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers’ potential and achieving school improvement [17]. Therefore from the works of many researchers one can state that empowerment of leadership style of principal can lead to job satisfaction of teachers in unity colleges in Enugu state and this ultimately enhances academic achievement of the students.

**Table 4. Mean scores, standard deviation and t-test analysis of the responses of male and female teachers on how they agree that the empowering leadership of the principals lead to their job satisfaction**

Variables	No	X	SD	DF	Level of significance	t-cal	t-crit	Decision
Enugu	50	2.96	1.4	178	0.05	-0.80	1.96	Not significant
Lejja	130	3.11	1.98					

**5. CONCLUSION**

The findings of this current research have revealed that when the principal empowers the teachers, the teachers work with more commitment and they are satisfied. The principals are therefore encouraged to effectively use empowerment leadership style in the unity colleges so that the teachers will have job satisfaction and effective teaching and learning will take place in the school.

**6. RECOMMENDATIONS**

In the light of these findings, the following recommendations were proffered;

1. The Federal Ministry of Education should expressly ensure that principals give teachers authority over issues within the school.
2. The principal should ensure that the male teachers are as satisfied as the female teachers.
3. The Federal Government through the state ministry of education should encourage all principals to use empowerment leadership style for job satisfaction of teachers.

**COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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