



Democratic Leadership Style and Teacher's Job Satisfaction in Public Secondary Schools in Rivers State, Nigeria

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ABSTRACT

This study investigated democratic leadership style and teacher's job satisfaction in public secondary schools in Rivers State, Nigeria. One research question and one hypothesis guided the study. The study adopted a correlational research design. This study is anchored on McGregor's theory X and Y propounded in 1966. The population of the study comprise all the 203 vice principals in the 258 public secondary schools in Rivers State, Nigeria. The sample size of the study was 163 vice principals. The proportionate stratified random sampling technique was used to arrive at the sample size. Two self-designed instruments titled "Democratic Leadership Styles Scale" (DLSS) and "Teachers Job Satisfaction Scale" (TJSS) was used for data collection. Face and content validity was ensured by experts. The Cronbach alpha was used to compute reliability coefficients of 0.73 and 0.78 for DMSS and TJSS respectively. The simple regression analysis was used to answer the research question while the t-test associated with simple regression was used to test the null hypothesis at 0.05 alpha level. It was found that democratic leadership style predicts teachers' job satisfaction by 2.1%. In view of this, it was then recommended that school administrators should most often adopt democratic leadership style to build consensus with the teachers through the rule of effective participation and engagement in decision making process as to achieve school goals.

Keywords: democratic leadership style, job satisfaction, teachers, secondary school

INTRODUCTION

Organizations are characterized with jobs specifics. These jobs must be executed by employees of the organizations and according to specification. Job is a portion of responsibility given to an employee by an employer to execute as a sole reason of being engaged in that organization. Wikipedia (2017) stressed that a job consists of duties, responsibilities, and tasks (performance elements) that are defined and specific which can be accomplished, quantified, measured and rated. Job in an organization can be broadly seen as the statutory or non-statutory responsibilities, duties or tasks done by an individual or employee in order to earn money. Everybody in an organization is meant to have task, duties or responsibilities. It is based on these areas of duties that one is adjudged to be discharging his/her duties or not. Specifically, the teachers perform the job of teaching, character molding and some of the times, administrative functions in the absence of school administrator. Teachers are duty bound by their terms and conditions of service to provide effective teaching and at the same time exhibit acceptable behaviours that can guide the students to achieve academic excellence and acceptable behavior in the society.

Employees can said to be satisfied with their job when there is a positive and mental acceptable job evaluation that brings about a state of happiness and rewarding moments for the employees. Wikipedia (2017) defined job satisfaction as the content an individual is with his/her job or responsibility. Job satisfaction is noticeable in the characteristics and behaviours of the teachers mostly when they come to work on time, punctual to work, show composure and expresses displeasure in low productivity. Job satisfaction is measured when work outcome meet or exceed expectations. It is the accumulation of enjoyment on work or work related matters.

Democratic leadership style is a type in which all members of the group take a more participative role in the decision-making process (Jakhar, 2017). Jakhar further stressed that a democratic leader shares the decision-making and problem-solving responsibilities with his or her team, while retaining the ultimate say in the final resolution. Democratic leadership style is applied when the principals or head of departments consult with and negotiate with their subordinates before any relevant decision that will affect the organization positively is taken. The school principal or head of teachers who adopt this leadership style requires excellent communication skills to express to teachers certain ideas, expectations, requirements and outcomes. The democratic leadership style is a free-flow dialogue system of managing a team in an organization. This style is needed in dynamic work environments where almost everything is changing with a fast pace. The method of a democratic leader revolves around open conversation with members, sharing of ideas, and reaching a conclusion for a valid decision.

When the team members share experience and ideas, it brings out professionalization in them. In this leadership style, the teachers feel more relaxed and appreciated because their contributions, ideas, suggestions and recommendations are sought before decision is reached. The process of democratic leadership style is not advisable when decision making is prompt because it slows down the rate at which decision can be achieved hence not necessary when immediate decision is required in a team. The major problem of this leadership style is that teachers have greater involvement in school decision making and as such, slows down decision making process.

This is a human relations approach where every member of the group is seen and encouraged to take part in the decision-making process (Manilla, 2003). In democratic leadership style, decision making process is decentralized and shared by subordinates in participative group action. This type of leadership style may be helpful in the job satisfaction of the teachers. When the teachers are given the opportunity to make expressions on how they want to work, and it is taken by the leaders, it may lead them to job satisfaction and productivity. This style of leadership shows considerable concern for staff welfare. Olihi (2007) noted that every individual under a democratic leadership is given the opportunity of contributing to the welfare of the organization.

Cherry (2017) saw democratic leadership style as a leadership style in which members of the group take more participative role in the decision-making process. In this type of leadership style, everybody is given the opportunity to express concerns, ideas, methodology and freely at all times. This process though open to equal contribution by subordinates does not allow the leader not to place restriction on the opportunities of subordinates to speak. This leadership style is effective in the administrative process because it allows for values, collaboration and corporation of subordinates. Grimsley (n.d) opined that democratic leadership style in an organization involves the redistribution of power and authority between employees and manages to provide employee involvement in decision making. He further stated that democratic leaders try to manage democratic principles such as self-determination, inclusiveness, equal participation and deliberation. Grimsley (n.d) identified very important features of democratic leadership to be:

- **Distribution of Responsibilities:** A leader that leads democratically will distribute responsibilities among his group to facilitate participation in decision making.
- **Empowering Group Members:** He empowers his members so that the members can accomplish their responsibilities. The empowerment of members is always in training and education.
- **Aiding group decision-making process:** He asserts that a major role of a democratic leader is to ensure democratic deliberation in making group decisions. On the other hand, the leaders should be able to act as a facilitator and mediator between group members and ensure that a psychologically healthy and respectful environment is maintained.

Nkwocha (2011) explained that, individuals with good personality disposition always apply democratic leadership style. The advantages of this style include increased membership morale and support for the final decision and, better decisions are arrived at through shared information and ideas among members. Potential disadvantages include slower decisions, diluted accountability for decisions and possible compromise that are designed to please everyone but are not the best solutions. A variation of this are those whose see their task as not only consulting followers and considering carefully their opinion but also doing what they can to support subordinate in accomplishing their duties for the attainment of school goals and objectives. This paper therefore, is to answer the question; what extent does democratic leadership style predict teachers job satisfaction in public secondary schools in Rivers State, Nigeria?

Aim and Objective

The aim of this study is to find out the extent democratic leadership style predicts teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria. Specifically put, the study sought to:

1. find out the extent democratic leadership style predict teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria.

Research Question

The research question guided the study:

1. To what extent do democratic leadership styles predict teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria?

Hypothesis

The null hypothesis was tested at 0.05 alpha level.

1. Democratic leadership styles do not significantly predict teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria.

METHODOLOGY

The study adopts a correlational research design. The population of the study comprised all 203 vice principals in the 258 public secondary schools in Rivers State, Nigeria. The sample size of the study consists of 163 vice principals using the stratified sampling technique. Two self-designed instruments “Democratic Leadership Style Scale (DLSS) and Teachers’ Job Satisfaction Scale (TJSS) were used for data collection. The instruments were structured in line with the four point modified Likert type response of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The DLSS has 10 items and TJSA have 20 items each respectively. The instruments were validated by experts in departments of Educational Management and Measurement and Evaluation respectively. The Cronbach alpha was used to compute reliability coefficients of 0.73 and 0.78 for DLSS and TJSS respectively. The researcher with the help of three trained research assistants administered the questionnaire and all were retrieved. Simple regression analysis was used to answer the research question while the t-test associated with simple regression was used to test the null hypothesis at 0.05 alpha level.

RESULT

Research Question One: To what extent does democratic leadership style predict teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria?

Table 1a: linear regression on the extent democratic leadership style predict teachers’ job satisfaction

Model	R	R Square	Adjusted R Square
1	.148 ^a	.021	-.004

Table 1a revealed that the R value, R square and adjusted R square values are 0.148, 0.021 and -.004 respectively. The coefficient of determinism is given as 2.1%. This shows that democratic leadership style predicts teachers’ job satisfaction by 2.1% and in the positive direction.

Hypothesis One: Democratic leadership style does not significantly predict teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria.

Table 1b: t-test associated with simple regression on the extent democratic leadership style predict job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.577	.543		67.418	.000
Democratic	.110	.016	.148	.614	.540

a. Dependent Variable: job satisfaction

Table 1b revealed that the standard beta value is given as .148. The calculated t-test value of .614 is not statistically significant when subjected to an alpha level of 0.05. Therefore, the null hypothesis is not rejected. By implication, Democratic leadership style independently does not significantly predict teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria.

DISCUSSION OF FINDING

Finding showed that democratic leadership style predicts teachers’ job satisfaction to a very low extent of 2.1% but in a positive direction. The finding of the study was supported by the finding of Letam (2011) who investigated the relationship between democratic leadership style and job performance of secondary school teachers in Abia State. Letam found that democratic leadership style has a very low positive relationship with job satisfaction with teacher. It was also revealed that democratic leadership style does not significantly predict teachers’ job in secondary schools in Rivers State, Nigeria.

CONCLUSION

Based on the finding of the study, it was concluded that democratic leadership style predicts 2.1% to teachers’ job satisfaction in public secondary schools in Rivers State, Nigeria.

RECOMMENDATIONS

Based on the finding and conclusion of this study, the researcher therefore recommends that:

- 1). School administrators should most often adopt democratic leadership style to build consensus with the teachers through the rule of effective participation and engagement in decision making process.

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