



Affiliative Leadership Style and Teacher's Job Satisfaction In Public Secondary Schools In Rivers State, Nigeria

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ABSTRACT

The study investigated affiliative 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. 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 "Affiliative Leadership Styles Scale" (ALSS) and "Teachers Job Satisfaction Scale" (TJSS) were used for data collection. Face and content validity was ensured by experts. The Cronbach alpha was used to compute reliability coefficients of 0.71 and 0.78 for AMSS 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 affiliative leadership style predicts teachers' job satisfaction by 1.9%. It was therefore recommended that school administrators should monitor employees' emotional disposition towards their job description in order not to fail in achieving organizational goals and objectives.

Keywords: affiliative leadership style, teacher, job satisfaction, secondary school

INTRODUCTION

Organizational jobs differ from one to the other. Attaining organizational goals and objectives to a large extent is depended on the leadership style adopted by the administrator. In other words, there is a relationship between leadership style and job satisfaction. Each administrator adopts different leadership styles as it suits their work situation all in the bid to achieve result. The bad the leadership style, the poorer the satisfaction of staff towards their job and vice-versa. No matter how bad a work seems, a good leadership style can change the narrative for workers to put in their best for the attainment of organizational goals and objectives. Hassard, Teoh and Cox (2017) defined job satisfaction as emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values and the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction has emotional, cognitive, and behavioral components (Bernstein & Nash, 2008). The emotional component refers to job-related feelings such as boredom, anxiety, acknowledgement and excitement. The cognitive aspect of job satisfaction relates to the beliefs regarding one's job whether it is respectable, mentally demanding/challenging and rewarding. The behavioral component includes people's actions in relation to their work such as tardiness, working late, faking illness in order to avoid work (Bernstein & Nash, 2008).

Leadership in itself can only be adjudge best when it is effective and able to achieved organizational set goals and objectives. Bassey in Anyaogu and Ojule (2016) believes that effectiveness in administration can be judged by the congruence between expected administrative behaviour of an executive in relation to his administrative task. Abraham (2003) defined leadership as "the process of influencing the activities of an organized group towards goal setting and goal achievement". In his view, Peretomode (2001) describes

leadership as, a process which involves the use of influence on others (i.e. subordinates) and it focuses on goal accomplishment. Leadership has several styles but this paper is looking at affiliative leadership style.

Affiliative leadership style promotes peace and harmony among the team members. It is very appropriate when a leader has an intention to mend bad feelings that may have developed in the team. Goleman in Johnson (2017) defined affiliative leadership style as that which promotes harmony within the team and emphasizes emotional connection. In affiliative leadership style, the teachers' harmony and emotional stability are paramount in the mind of the administrator. He further argues that this approach is particularly valuable "when trying to heighten team harmony, increase morale, improve communication or repair broken trust in an organization". But also warns against using it alone, since its emphasis is on group praise which can also give room for poor performance if utmost care is not taken when applying it. "Employees may perceive or conclude," he writes, "that mediocrity is tolerated" (Manilla, 2003). However, this type of leader is a master at establishing positive relationships, and because followers will most likely adore him, be loyal, share information and have high level of trust, that would help create a better office environment.

Mounonye (2015) investigated the relationship between affiliative leadership and teachers' job effectiveness in primary school in Rivers State. The study finds out that there is significant relationship between affiliative leadership and teachers' job effectiveness. While, Obioma (2009) in same study, look at the relationship between affiliative leadership styles and job performance of teachers in secondary school Ivo Local Government Area of Ebony State, Nigeria, and it was concluded that there is a significant relationship between affiliative leadership style and job performance of teachers.

It is no doubt therefore, that affiliative leadership style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other for increase job satisfaction. An affiliative leader gives frequent positive feedback to try to help everyone to be on the right track. Basically, this type of leader should be considered if an organization greatly needs a boost for morale and harmony of staff, or if a previous event has incurred an atmosphere of mistrust within the group. This type of leadership style can effectively create harmony among workers. This means connection of synergies within the organization is also established. It is also known as an extremely mutual leadership technique, as it focuses on the emotions over the work needs of followers and teams. When utilized perfectly, it can prevent emotionally distressing instances and situations, such as negative feedback.

Affiliative leadership style 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 of the whole organizational system (Onyechi, 2009). This leadership style is best for groups or 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 efficiently well. This approach of leadership improves communication as people will share ideas and this will in turn, increase inspiration (NCRM, n.d). It is suggested that this approach should be used when the leader has in its agenda the rebuilding of confidence, improve cooperation, communication, synergy, morale and confidence among employees for high job satisfaction that would facilitate the attainment of organizational goals and objectives. It on this note that this paper wants to answer the question; what

extent does affiliative leadership style predict teachers' job satisfaction in public secondary schools in Rivers State, Nigeria?

Aim and Objective of the Study

The aim of this study was to ascertain the extent affiliative leadership style predicts teachers' job satisfaction in public secondary schools in Rivers State, Nigeria. Specifically put, the study sought to:

1. Ascertain the extent affiliative leadership style predicts teachers' job satisfaction in public secondary schools in Rivers State, Nigeria.

Research Question

The research question guided the study:

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

Hypothesis

The null hypothesis was at 0.05 alpha level.

1. Affiliative 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 "Affiliative Leadership Style Scale (ALSS) and Teachers' Job Satisfaction Scale (TJSS). 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 AMLSS has 13 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 0.71 and 0.78 for ALSS 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 affiliative leadership style predict teachers' job satisfaction in public secondary schools in Rivers State, Nigeria?

Table 1a: linear regression on the extent affiliative leadership style predict teachers' job satisfaction

Model	R	R Square	Adjusted R Square
1	.137 ^a	.019	.013

Table 1a revealed that the R value, R square and adjusted R square values are 0.137, 0.019 and .013 respectively. The coefficient of determinism is given as 1.9%. This shows that affiliative leadership style predicts teachers' job satisfaction by 1.9% and in the positive direction.

Hypothesis One

Affiliative leadership styles do 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 affiliative leadership style predict job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.650	2.424		13.467	.000
	Affiliative	.116	.066	.137	1.756	.081

a. Dependent Variable: job satisfaction

Table 1b revealed that the standard beta value is given as .137. The calculated t-test value of 1.76 is not statistically significant at .08 when subjected to an alpha level of 0.05. Therefore, the null hypothesis is not rejected. By implication, affiliative leadership style independently does not significantly predict teachers' job satisfaction in public secondary schools in Rivers State, Nigeria.

DISCUSSION OF FINDING

It was found that affiliative leadership style predicts teachers' job satisfaction to a very low extent but in the positive direction. This finding is surprising to the researcher because workers tend to put on their best when care and love are shown to them. But on the contrary these characteristics were unable to bring about the expected job satisfaction among teachers. Mounonye (2015) found that there exist a relationship between affiliative leadership style and teachers' job satisfaction. On the other hand, Obioma (2009) find that there is a relationship between affiliative leadership style and job performance of teachers. Still in support of the finding of this study, it was revealed that affiliative leadership style does not significantly predict teachers' job satisfaction in secondary schools in Rivers State.

CONCLUSION

Based on the finding of the study, it was concluded that affiliative leadership style predicts 1.9% to teachers' job satisfaction in public secondary schools in Rivers State, Nigeria.

RECOMMENDATION

- 1). Administrators should monitor employees' emotional disposition towards their job description in order not to fail in achieving organizational goals and objectives.

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