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## **THE RELATIONSHIP BETWEEN SCHOOL LEADERSHIP AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS: A MEDIATING ROLE OF TEACHER EMPOWERMENT**

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### **Abstract**

*The purpose of this study is to examine the influence of School leadership (SL) on teachers' Job Satisfaction (JB), using Teachers' Empowerment (TE) as mediating variable. Data was collected from 370 secondary school teachers in Katsina state Nigeria. The data was collected using questionnaires adopted and adapted from Devis (2009), Hackman and Oldhan (1975) and Menon (2001) for School leadership, Job Satisfaction and Teachers' Empowerment respectively. Statistical Package for Social Science Research (SPSS) version 20.0 and AMOS (version 16.0) were used to analyze the data collected. Findings indicate that School Leadership influences teachers' Job Satisfaction (JB) (Standardize coefficient .06). Moreover, Teachers' Empowerment influences Job Satisfaction (Standardized coefficient .72). Additionally, Teachers' Empowerment*

*(TE) strongly mediates the relationship between School Leadership and teachers' Job Satisfaction (standardize coefficient 0.51) The practical implication of this study is that education stakeholders i.e. ministry of education officials, zonal offices officials, principals among others should provide a conducive atmosphere for teachers to be empowered to enable them exhibits Job Satisfaction. The study is important because before now very few studies were conducted on School Leadership and Job Satisfaction in Nigeria in general and Katsina state in particular.*

### **Keywords**

School Leadership, Job Satisfaction, Empowerment, Secondary School Teachers, Nigeria

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## **1. Introduction**

Secondary education is the form of education children receive after successful completion of primary education and before the tertiary stage (Federal Republic of Nigeria [FRN], 2004). In Nigeria one of the objectives of secondary schools education is to prepare citizen for useful leaving within the society (FRN 2004). This type of education was meant to provide the teeming number of primary school graduates, the opportunity of education of higher quality, irrespective of sex, social, religious and ethnic background (FRN, 2004).

However, despite the effort of the Nigerian government to provide equal educational opportunity to all Nigerians, irrespective of sex, among other factors, the state of secondary education in Nigeria leaves much to be desired, taking into consideration the challenges facing the sector. These challenges include among others examinations failure, teachers' burnout, and lack of enough facilities to mention just few. To address the above challenges in our schools the need for effective leadership that will provide enabling environment for teachers to feel empowered and satisfied cannot be overemphasized.

Yukl, (2002) argues that leadership has since been recognized as an important factor in running an organization effectively. Additionally et al., (2004) argue that the success and failure of any organization depend to a large extent upon its leadership. According to Megginson et al., (1983) leadership is a process of influencing members of the organization and their activities for setting and realizing the goals and objectives of the organization.

The objective of this study is to investigate the relationship between school leadership and job satisfaction among secondary school teachers in Katsina state Nigeria. The study is also

aimed at finding whether teachers' empowerment mediate the relationship between school leadership and job satisfaction. To achieve the above objectives three research questions were formulated. These are:

- Job satisfaction?
- Is there positive relationship between teachers' empowerment and job satisfaction?
- Does teachers' empowerment mediate the relationship between school leadership and job satisfaction?

### **1.1 School leadership and Job Satisfaction**

Job satisfaction is attitudinal behavior depicting individual assessment of his or her job (Abraiz et al., 2012). Job Satisfaction is the degree to which employees like or dislike their jobs and their feeling towards various aspects of their jobs (Saif & Saleh 2013). Job satisfaction is the feeling of inner fulfillment and happiness achieved when performing a particular task (Swaminathan & Jawahar, 2013). Job satisfaction is an important factor that determines employee's behavior towards its organization. It's mostly viewed in both humanistic and financial terms. Moreover, it has been argued that employees who are satisfied usually do quality work and tend to be more dedicated to the organization, compared to employees who are dissatisfied (Arif & Chohan 2012).

There are considerable evidences which indicate that there is positive and significant relationship between school leadership and job satisfaction. In their study on Transformational leadership and job satisfaction in Malaysia Wan Omar and Hussin (2013) found that there is significant and positive relationship between intellectual stimulation and job satisfaction. It should be stressed that intellectual stimulation is one of the factors of transformational leadership. Additionally, Arzi & Farahbod (2014) in their study equally found that there were significant relationships between some factors of transformational leadership like vision, intellectual stimulation and job satisfaction. Similarly et al., (2013) in their study on leadership styles and job satisfaction found that there is positive and significant relationship between leadership and job satisfaction.

### **1.2. Empowerment and Job Satisfaction**

Empowerment can be viewed as availing teachers and students with opportunities to give input to the decisions on specific situations that really matter which will ultimately lead to shaping the organizational goals and ultimately influence organizational outcomes (Renihan &

Renihan 1992, Menon 2001). According to Ripley and Ripley (1992) empowerment is granting members of the organization the decision making and or approval power where ordinarily such power is the prerogative of those at the helm of affairs. Additionally et al., (2002) view empowerment as impressions members of an organization have about their organization rather than something that management does to employees

It should be noted that giving employees power to participate in decision-making does not necessarily mean given up control of the organization by those in leadership position to those being empowered, but as argued by Ripley and Ripley (1992), it is only modifying and changing the way that control is put to use in the organization. Scholars argue that empowerment is a multi-dimensional construct (Short & Rinehart 1992, Spreizer 1995, Menon 2001). Menon (2001) argue that empowerment is characterized by three dimensions. Additionally, he asserts that:

The psychologically empowered state is a cognitive state characterized by a sense of perceived control, competence and goal internalization. Perceived control refers to beliefs about autonomy in scheduling and performance of work, availability of resources, authority and decision making latitude. Perceived competence means self-efficacy and confidence with regards to the role demands; the individual belief that he or she can meet the task demands as well as any non-routine challenges that might arise in the course of work. Goal internalization represents the enabling power of ideas such as valued cause, mission or a vision for the future, the individual believes and cherishes the goals of the organization and is ready to act on its behalf (Menon 2001: 161).

Studies indicate that there is significant and positive relationship between empowerment and job satisfaction. Mushipe (2011) in his study on empowerment and job satisfaction among the employees in the food manufacturing sector in Zimbabwe found a positive relationship between involvement (a component of empowerment) and job satisfaction. Additionally, Abraiz, et al. (2012) in their study in Pakistan on the effects of empowerment and job satisfaction, found that among the four components of empowerment (Autonomy, Creativity, Information and responsibility), autonomy and creativity have stronger effects on job satisfaction. Similarly et al., (2013) in their study on empowerment and job satisfaction among hospital employees in Jordan found that there is statistically significant and positive relationship between empowerment and job satisfaction. Based on the above theoretical arguments and empirical evidences, the study

hypothesized that:

Ho1. There is positive relationship between School Leadership and Teachers' Job Satisfaction

Ho2. There is positive relationship between Teachers' empowerment and Job Satisfaction.

Ho3. Teachers' empowerment mediates the relationship between school leadership and job satisfaction?

## **2. Method**

### **2.1. Population and Sample**

The populations of this study were teachers of public secondary schools in Katsina state. In all there were five thousand and eighty three secondary school teachers in Katsina state (Katsina state Ministry of Education 2010). Using 95% confidence and 5% margin of error with Krejcie and Morgan (1970) table of sample selection as a guide, the study used 370 respondents as sample. The sample is slightly higher than recommended by Krejcie and Morgan, in order to meet the requirements for using the software packages used in analyzing the data collected. The study employed stratified random sampling technique to arrive at sample used.

### **2.2. Instruments**

In this study three instruments were adopted and adapted. The instruments are Principal leadership Questionnaire (PLQ), Job Satisfaction Questionnaire (JSQ) and Teachers' Empowerment Questionnaire (TEQ). The Principal Leadership Questionnaire was adopted from Devis (2009) and consists of five items. One of the items reads thus; the principal is knowledgeable about the school's instructional issues.

The Job Satisfaction Questionnaire was adopted from Hackman & Oldhan (1975). The questionnaire is uni-dimensional and consists of three items. One of the items reads thus: you are satisfied with your job currently. The empowerment questionnaire was adopted and adapted from Menon (2001). The questionnaire is multi-dimensional and has three dimensions. The dimensions are Perceived Control, Perceived Competence and Goal Internalization. Each dimension has three items. Sample of the items are: I have the authority to make decisions at the work; I have the competence to do my work effectively; and I am enthusiastic about working towards the organization's objectives for Perceived Control, Perceived Competence and Goal Internalization respectively. The three instruments were rated on 7 points Likert's scale. The rating is: 1= strongly disagree (SD), 2= Moderately disagree (MD), 3= slightly disagree (SD), 4=

Neither agree nor disagree (N), 5= slightly agree (SA), 6 = moderately agree (MA) and 7= strongly agree (SA).

Four hundred and fifty questionnaires were shared to public secondary school teachers in Katsina state in order to obtain the needed data for the study. Out of the 450 questionnaires shared, 387 equivalent to 86% were returned. The questionnaires returned were carefully perused and those with much missing information and outliers were not included in the study. Outliers were not included in the study because as argued by Pallant (2007: 149) “Outliers can either be deleted from the data set or, alternatively given a score for that variable that is high but not too different from the remaining cluster of scores”. In all, 370 respondents were used as sample of the study.

Table 2.1 shows the respondent’s background information. Of the 370 respondents, 303 or 82% of the respondents were male, while 67 or 18% of the respondents were female. Regarding the age of the respondents 129 or 35% are between 20-30 years. 141 or 38% are between 31-40 years while 100 or 27% are above 40 years. Moreover, 148 or 40% of the respondents have 1-5 years working experience, 141 or 38% and 81 or 22% of the respondents have 6-10 and more than 11 years working experience respectively. In all, the working experience of the respondents ranged from 1-35 years with an average of ten years.

**Table 2.1:** *Respondents Background Information’s*

SN	Characteristics	Frequency	Percentage
1	<b>Gender</b>		
	Male	303	82%
	Female	67	18%
	<b>Total</b>	370	100%
2	<b>Age</b>		
	20-30	129	35%
	31-40	141	38%
	41+	100	27%
	<b>Total</b>	370	100%
3	<b>Working Experience</b>		
	1-5	148	40%
	6-10	141	38%
	11+	81	22%
	<b>Total</b>	370	100%

## **2.3 Data analysis**

The data collected was analyzed using descriptive statistics and Structural Equation Modeling (SEM). Descriptive statistics was used in data screening and the analysis of demographic data of the respondents. SEM was employed to analyze the influence of independent variable (School Leadership) on dependant variables (Job Satisfaction and Teachers' Empowerment). SEM was used because as argues by Hoe (2008) its very effective in establishing multiple dependant relationship between variables simultaneously. Moreover, Hair et al. (2010), argue that SEM is the most effective technique when the study involves multiple constructs, each represented by many measured variables. These constructs are differentiated based on whether they are exogenous or endogenous. SPSS (version 20.0) was used in analyzing the respondent's background information and data screening, while AMOS (version 16.0) was used for assessing Measurement as well as Structural Model.

To assess the model fit, there are many indicators of goodness-of-fit (Hoe, 2008) that need to be used. For this study seven fits indices were used. These fit indices are chi-square (CMIN), Normed chi-square (CMIN/DF), root mean square error of approximation (RMSEA), Comparative fit index (CFI), P-value, Degree of freedom (DF), and Turker Lewis Index (TLI), . It is worth stressing that different thresholds were used for different fit indices when assessing the model fit. The threshold for chi-square is  $P > 0.05$  that is insignificant p value, Normed chi-square  $\leq 5$ , RMSEA  $< 0.08$ , TLI and CFI  $> 0.09$  (Hair et al 2010).

## **3. Findings**

### **3.1 Measurement Model**

Structural Equation Modeling using AMOS (version 16.0) with maximum likelihood estimation was used to assess the measurement model as well as structural model. The study followed two-step analytic method. This method entails assessing the measurement model before assessing the structural model. According to Hair, Black, Babin, & Anderson (2010) once the measurement model is specified and fitted well, fitting the structural model will be easier.

The measurement model in figure 3.1 indicates that chi-squared (CMIN) value was significant (81.1661,  $p < 0.000$ ). Though model fit base on chi-square should not be statistically significant in SEM, however, it has been argued that chi-square is usually affected by sample size

(Tabachnick & Fidel 2010). Besides, other fit indices CFI (Comparative Fit Index) = .950, TLI (Turker Lewis Index) = .933 were above the cut-off point of .90. Moreover, CMINDF ( $X^2/\text{Degree of Freedom}$ ) = 1.980 and RMSEA (Root Mean Square Error of Approximation) = .070 which were below the cut-off point of 5.0 and .08 respectively, indicates that the measurement model fit the data very well.

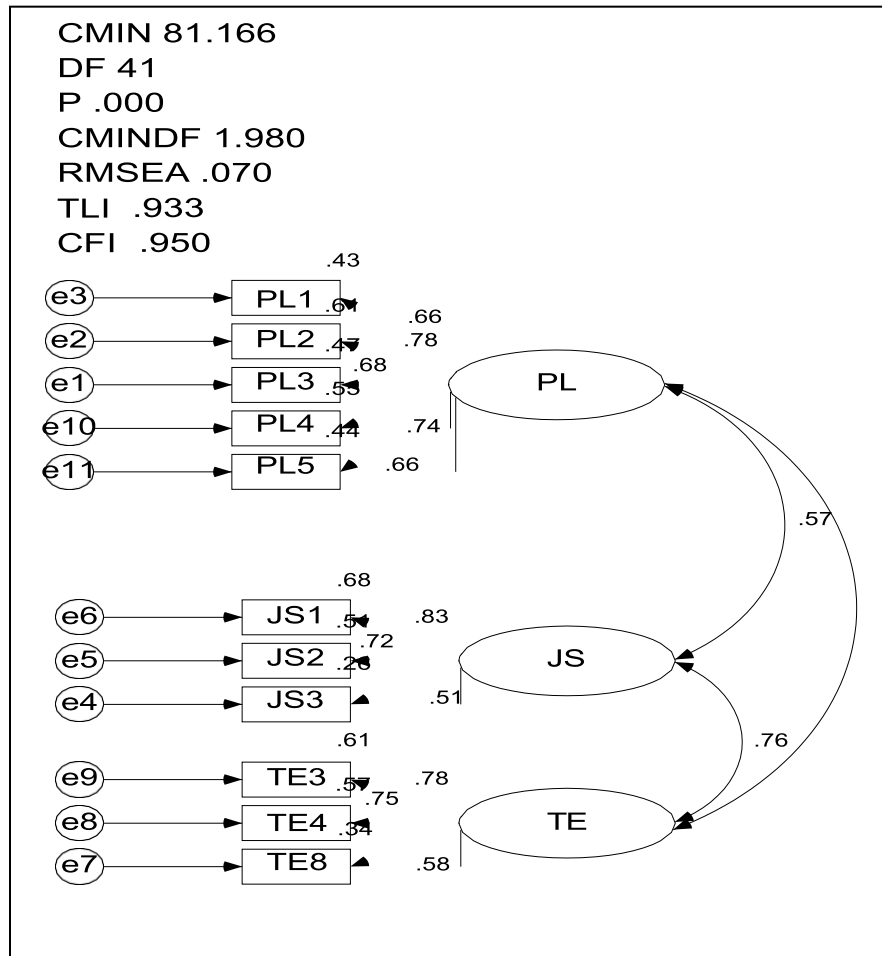


Figure 3.1: Measurement Model of the latent Variables of the Study

### 3.2 Structural Model

After assessing the measurement model the structural model was assessed using the same seven fit indices used to assess the measurement model. As indicated above the measurement model fit the data very well. Figure 3.2 shows the hypothesized structural model. Result indicates that the model fit the data very well. Although CMIN (chi-square) was statistically



significant (81.166,  $p < 0.000$ ), other fit indices use to assess the model CFI= .950 and TLI = .933 were all above minimum threshold of .90. RMSEA of .070 was also above the cut-off point of  $\leq .08$ . Additionally, CMINDF (normed chi-square) value of 1.980 was within the threshold of 5.0 usually used in SEM (Hair et al. 2010).

Besides the fit indices, standardized path coefficient was used to assess the model. The standardized path coefficient of .06 between School Leadership (SL) and Job Satisfaction (JB) indicates that there is positive direct relationship between School Leadership and Job Satisfaction. It is worth noting however, that relationship is insignificant. Additionally, the results indicate that there is strong significant relationship between empowerment and teachers' job satisfaction (standardized coefficient .72). The results also indicate that teachers' empowerment statistically and significantly mediates the relationship between School Leadership and job satisfaction (standardized coefficient 0.5). The results support all the three hypotheses postulated for the study.

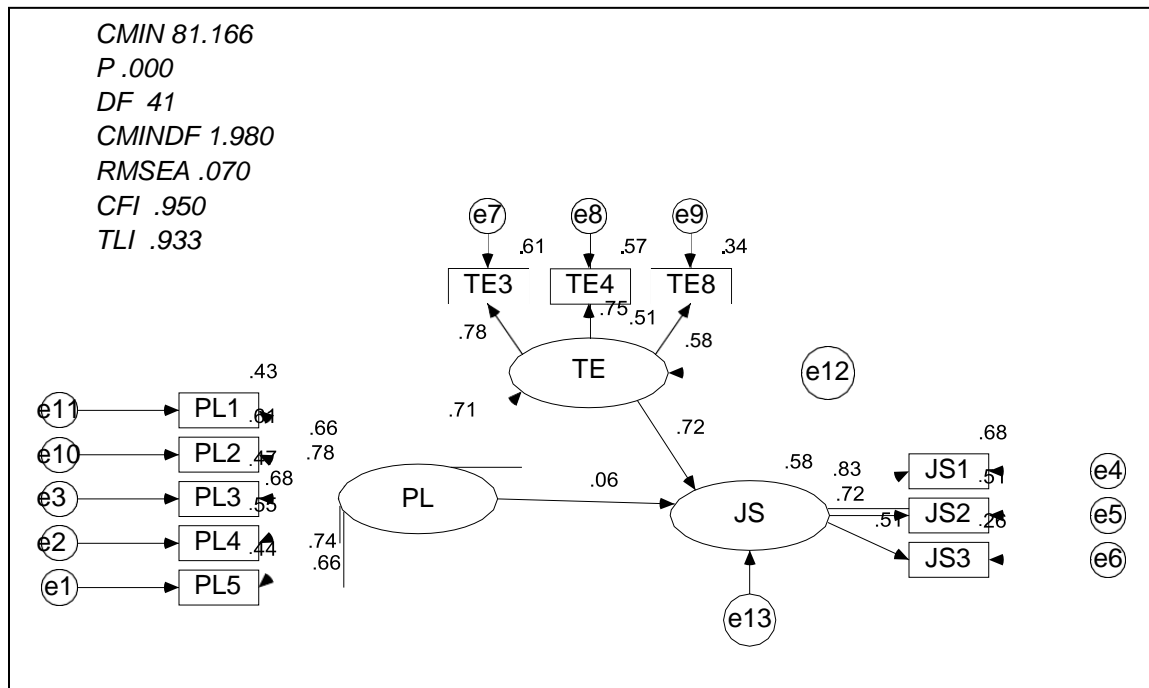


Figure 3.2: Structural Model of Principal Leadership and Job Satisfaction

#### **4. Discussion**

The objective of this study is to investigate the relationship between school leadership and job satisfaction and teachers' empowerment and job satisfaction of secondary school teachers in Katsina state Nigeria. Additionally, the study is aimed at finding whether teachers' empowerment mediates the relationship between school leadership and job satisfaction. To realize the above objectives three hypotheses were formulated. These are:

Ho1. There is positive relationship between School Leadership and Teachers' Job Satisfaction.

Ho2. There is positive relationship between Teachers' empowerment and Job Satisfaction.

Ho3. Teachers' empowerment mediates the relationship between school leadership and job satisfaction.

The study uses adopted questionnaires to get the needed data from the respondents. The data collected was analyzed using SPSS and AMOS version 20.0 and 16.0 respectively. The findings as shown in structural model figure 2 above show that there is relationship between school leadership and job satisfaction of teachers (standardized coefficient .06). Thus hypothesis (Ho1) which says that that there is positive relationship between school leadership and job satisfaction is accepted. However, its worth noting that the relationship though positive, is insignificant. The finding is similar to that of Wan Omar and Hussin (2013) and Arzi and Farahbod (2014) who in their separate studies in Malaysia and Iran respectively, found that not all constructs of leadership have significant and positive influences on job satisfaction of employees. In their studies they found that intellectual stimulation is one of the constructs that significantly and positively influences job satisfaction of employees. However, the findings is at variance with that of Rizi et al. (2013) who in there study found that leadership significantly and positively influences job satisfaction of employees.

Additionally, the findings show that there is positive and significant relationship between teachers' empowerment and job satisfaction (standardized coefficient 0.72). The findings support the hypothesis (Ho2) which states that there is positive relationship between teachers' empowerment and job satisfaction. The finding is similar to Mushipe (2011), Abraiz et al. (2012), Saleh (2013) who found in their separate studies that there is significant and positive relationship between empowerment and job satisfaction.

The finding also shows that teachers' empowerment mediates the relationship between school leadership and job satisfaction (standardized coefficient 0.5), thus supporting the hypothesis (Ho3) which states that teachers' empowerment mediates the relationship between school leadership and job satisfaction.

## **5. Conclusion**

The study was aimed at investigating the relationship between school leadership and job satisfaction and teachers' empowerment and job satisfaction. It is also aimed at finding whether teachers' empowerment mediates the relationship between school leadership and job satisfaction. The findings indicate that there is insignificant positive relationship between school leadership and job satisfaction. The findings also show that there is significant and positive relationship between teachers' empowerment and job satisfaction. Moreover, the findings indicate that teachers' empowerment strongly mediates the relationship between school leadership and job satisfaction.

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