

Nursery School Headteacher Leadership Behaviour Correlates of Nursery School Teachers Job Satisfaction in Akoko North, Ondo State, Nigeria

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Abstract

The present study focuses on nursery school head teacher leadership behaviour as it correlates to nursery school teacher's job satisfaction. Data were collected through a scale and returned by sample of two hundred and fifty nursery school teacher's in Akoko North, Ondo State, Nigeria. Data collected were analyzed using mean and standard deviation and person. The results of the two research questions indicates that the head teacher exhibited a positive leadership behaviour such as kind fair, and supportive and leadership teacher were satisfied with their job tested at 0.05 significant levels that there was significant relationship between nursery school head teacher's leadership behaviour and teacher's job satisfaction based on this result, the hypothesis is not accepted.

Keywords: Nursery School, Leadership behaviour, Head teachers, Teachers perception.

Introduction

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of the institutions. (North house, 2010).

Nigeria has increased enrolment in all most all levels of education. Considerable attention is paid to education for sustainable development, peace and stability. Such recognition makes education an indispensable means for effective participation not only in the socio-economic development, but also in the on-going rapid globalization. The role of head teachers at school level is a critical factor in determining successful implementation of a school based management and satisfaction of teachers. To support this view, the Common Wealth Secretariat (1996), comments that one of the key factors influencing school effectiveness and quality is the leadership style and management provided by each school.

School leadership is a process of encouraging and helping teachers and learners to work enthusiastically towards the realization of the school objectives (educational objectives).

According to Kenneth, Frank and Peter (2014). Head teachers' leadership behavior is described in terms of two broad behaviour patterns, one concern with establishing an attitude of warmth and respect with teachers (concern for people or consideration) and two, organizing and defining the tasks of teachers in relation to goals (concern for tasks or initiating structure).

The teaching profession has become increasingly challenging and complex. Enough evidence exist to show that teaching is one of the most complicated and stressful occupation (Gillian 2007).

Teachers continually face increasing workloads larger class sizes unmotivated and undisciplined pupils, minimal parental or administrative support, and decreasing resources to highlight a few (Hastings and Bham, 2003). This could inevitable leads to job dissatisfaction among teachers.

It is argued that effective leadership has a positive influence on the performance of teachers. (Charlton 2000). Ultimately individuals that culminate in the performance of the organization goals. Effective leadership is instrumental in ensuring organizational performance (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper Louw and Oosthuizen 2004).

Leadership behavior is the main factor that greatly influences school effectiveness and should not be underscored. Most school heads are not effective in their leadership behavior because they treat teachers as tools believing that teachers can be treated anyhow. In response to this, teachers do not handle their work properly. In highly effective schools, and schools which have reserved a trend of poor performance and declining achievements, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush and Oduro, 2006).

In addition to head teacher leadership behaviour, teacher job satisfaction is another critical factor affecting school effectiveness.

Abiodun and Gbadebo (2012), define the term job satisfaction as a term commonly employed to describe condition an individual found him/herself after a particular occurrence. It describes state of inner feelings that follows interaction with people or objects. It has also been directly substituted with other feeling would such as gratification, happiness compensation fulfillment, joy excitement and self actualization.

Job satisfaction suggests that educators are more satisfied with the teaching itself and their supervision and

dissatisfied with their salary and promotional opportunities (Koustelios, 2001, Dintam and Scott 2000)

Norhhouse (2010), believed that a teacher's job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potentials. Teachers who are not satisfied with their jobs may result in bad teaching or learning process and school effectiveness will consequently be negatively impacted. Teachers who are satisfied with their jobs are more enthusiastic and interested in devoting more energy and time to student achievement (Nguni, Slegers and Denesser 2006).

The head teacher and entire management of the school must provide the teacher with not only a good physical environment, welfare, amenities to keep him or her healthy but also other essential ingredients which make the work itself human rewarding and challenging.

Teachers desired school leaders who were positive, supportive and actively engaged in the institution life of the school. They hoped to work in a school where order was maintained, and where they received support in classroom management.

According to Johnson (2004) in his study, he stated that head teachers who received accolades from their teachers were identified as being visible, innovative, fair, supportive, effective problem solvers, positive in their interaction with teachers, strong instructional leaders and clear communication.

From the study conducted by Olatunji (2013), it was found that the headmasters of primary school as they are commonly called were highly loyal to the school system. They were also rated high in their demonstration of love and interest in teaching.

They were averagely rated in tolerance, honesty and originality. Research from Gatere (2014), indicated that there was a statistically significant positive relationship existed between the level of teacher job satisfaction and the strength of head teacher relationship behavior dimension of thrust. Further analysis revealed that only the head teacher behavior dimension of thrust contribute significantly to teacher job satisfaction.

Statement of the problem

Much has been written about leadership behavior and job satisfaction in education. The vast majority of that literature refers to teachers from primary, secondary and higher institution. However, little systematic research has been conducted regarding nursery school teachers. Nursery school teachers have unique characteristics which differentiate them from other educators, for example, nursery school teachers have to teach in indoors classroom as well as outdoors. They are expected to be emotionally available and to expand a lot of energy for a long period of time. This study would bring to fore portable underlying influence of nursery school head teacher behavior and its impact on job satisfaction on some unethical behavior of teachers in nursery schools.

Research questions

- (1.) Do nursery schools head teachers in Akoko North Local Government Area exhibit appropriate leadership behavior?
- (2.) What is the level of job satisfaction of nursery school teachers in the local Government?

Research hypothesis

H₀₁: There is no significant relationship between pre-primary head teachers' leadership behavior and the teachers' job satisfaction.

Methodology

Research Design

Descriptive survey design was employed for the study

Population and Sample

The population of the study consists of all nursery school teachers in Akoko North Local Government Area of Ondo State, Nigeria. The sample however, consists of two hundred and fifty nursery school teachers randomly selected from nursery schools(15 public and 15 private schools) derived from systematic sampling technique.

Instrument

Two instruments were used for this study assessment of head teacher behavior questionnaire (AHBQ) and job satisfaction perception questionnaire (JSPQ)

The twenty-nine items like-type of question was developed by the researcher. A respondent was expected to rate his/her head teacher on a four point scale depending on how much of the item was observably demonstrated by the head teacher. The respondent was expected also to answer on their level of job satisfaction.

In order to ascertain the reliability of the instrument, the instrument was administered on five school heads, in which five of their teachers rated each of them. After an interval of two weeks, the instrument was again employed on the same subjects and their respondents. The two administrations were done without the prior

notice of the school heads. The scores of the items were calculated for the two administrations separately.

A reliability co-efficient of 0.86 was obtained by using the spearman rank order correlation. The instrument was thus adjudged to be good enough for the research work.

ADMINISTRATION OF INSTRUMENT

The questionnaires were personally administered on the subjects by the researcher in their respective schools after obtaining the necessary permission from the respective local education authority offices. Teachers were given the questionnaires to complete and return the same day in the schools that were visited. The administration of the questionnaire took six weeks.

Analysis and results

Two hundred and fifty copies of the questionnaires were administered. All were properly completely returned and analysed by the investigator.

Each item of the questionnaire was calculated using mean and standard deviation.

RESULT

Demographic Information of Respondents

Table 1 Gender Distribution of Teachers

Gender	Frequency	Percentages
Male	Nil	
Female	250	100
Total	250	100.0

Table1 shows that 250 teachers were involved in this study teachers. The result from this table implies that the female teachers were the people that participated in this study as there were no male teachers.

Table 2 Teachers Qualification

Qualification	Frequency	Percentage
SSCE	118	47.2
Diploma	81	32.4
NCE	49	19.6
BE.d	1	0.4
ME.d	1	0.4
Total	250	100.0

Table 2 shows that 47.2% of the teachers were secondary school certificate holders, 32.4% were holders of diploma degree, 19.6% had NCE, while 0.4% and another 0.4% had B.Ed and M.Ed degree respectively. This result indicates that more of the teachers (79.6%) were holders of secondary school certificates and diploma.

Table 3 Teacher's Years of Experience

Years of Experience	Frequency	Percentage
1-5years	123	49.2
6-10years	92	36.8
11-15years	29	11.6
16years and above	6	2.4
Total	100	100.0

Table 3 shows that 49.2% of the teachers had teaching experience of 1 to 5 years 36.8% had 6 to 10 years, 11.6% had 11 to 15 years while the remaining 2.4% had experience of 16 years and above. This result indicates that more of the respondents (86%) had teaching experience of 1 to 10 years

4.2 Answer to the Research Questions

Research Question: 1: Do nursery school head teachers in Akoko North Local Government Area exhibit appropriate leadership behaviour

Table 4 Leadership Behaviour of Nursery School Head Teachers

S/N	Item	Mean	Std.D.
1	The head teachers is an example of good work and behaviour for me to follow	3.23	.99
2	The head teachers gives me a sense of identity	2.91	.97
3	The head teacher allows the teachers to participate in decision making process	2.50	1.13
4.	The head teacher establishes an open and friendly environment	2.57	1.14
5	The head teacher inspires and encourages teachers to aim high in our teaching job and in life	2.59	1.16
6	The head teacher encourages teachers to hope for a bright future in our teaching profession and in life	2.66	1.12
7	The head teacher is a model of integrity and fairness	2.50	1.12
8	The head teacher's regards teachers with opposing view as enemies of his administration	2.47	1.19
9	The head teacher does not use threat and punishment to get the objective of the school achieved	3.21	1.00
10	The head teacher provides support and recognition that stairs the emotion of people	3.00	.99
11	The head teacher inspires teachers to reach for the highest goal	2.64	1.19
12	The head teacher shows understanding of the strength and weakness of the teachers	2.55	1.14
13	The head teachers does more talking more than listening	2.44	1.16
	Weighted Average		2.71

Table 4 shows that the teachers agreed that their head teachers: are examples of good work and behavior to fellow ($\bar{X}=3.23$), give them sense of identity ($\bar{X}=2.91$), allow them to participate in decision making process ($\bar{X}=2.50$), establish an open and friendly environment ($\bar{X}=2.57$), inspire and encourage them to aim higher in their teaching job and life ($\bar{X}=2.59$), encourage them to hope for a bright future in the profession ($\bar{X}=2.66$), model integrity and fairness ($\bar{X}=2.50$), do not use threat and punishment to get the objectives of the school achieved ($\bar{X}=3.21$) Provide Supports and recognition that stir the emotion of people ($\bar{X}=3.00$) inspire them to reach for the highest goal ($\bar{X}=2.64$) allow understanding of the strengths and weaknesses ($\bar{X}=2.55$) and do more talking than listening ($\bar{X}=2.44$) The table shows however that the teachers disagreed that their head teachers regard teachers with opposing view as enemies ($\bar{X}=2.47$) Based on the value of the weighted average which is 2.71 out of 4.00 maximum values that is obtainable, it can be inferred that the head teachers of nursery schools in Akoko North West Local Government Area exhibit appropriate leadership behaviour.

Research Question 2: What is the level of job satisfaction of nursery school teachers in the Local government?

Table 5 Job Satisfaction of Nursery Teachers

S/N	ITEM	Mean	Std.D
1	My income is appropriate to my qualification	2.69	1.18
2	I am very much underpaid in relation to the amount of work do	2.59	1.16
3	I have enough freedom to make my own decisions with the given responsibilities	2.53	1.17
4	I am happy with the given responsibility as it gives me opportunity to utilize my knowledge and skills	2.56	1.10
5	People respect me as a teacher	2.46	1.18
6	I am proud to be a teacher	2.61	1.11
7	The school has enough resources to assist my teaching effectiveness	2.36	1.16
8	I am not overloaded with work	2.38	1.13
9	I feel comfortable working in this school	2.37	1.09
10	My head teacher gives me credit when I do a good job	2.29	1.05
11	I feel the work load is beyond my ability	2.68	1.14
12	I think this nursery school demands too much work load	2.69	1.14
13	I am too busy with my job that I can't take care of my family	2.69	1.07
14	I feel exhausted about my job	2.62	1.11
15	About the class management, my opinion is the same as the head teacher	2.26	1.09
	Weighted Average		2.52

Table 5 shows that the respondents agreed that: their income appropriate to their qualification ($\bar{X}=2.69$) they are very much underpaid in relation to the amount to their done ($\bar{X}=2.59$) they have freedom to make their

own decision with the given responsibilities ($\bar{X} = 2.53$), they are happy with the given responsibility as it gives them opportunity to utilize their knowledge ($\bar{X} = 2.56$) people respect them as teachers ($\bar{X} = 2.46$) and they are proud to be teachers ($\bar{X} = 2.61$) they feel the workload is beyond their ability ($\bar{X} = 2.68$) they think nursery school demand too much workload ($\bar{X} = 2.69$) they are too busy with their jobs that they can't take care of their family ($\bar{X} = 2.69$) and they feel exhausted about their jobs ($\bar{X} = 2.62$). The tables show further that the respondents disagreed to the following items that: their schools have enough resources to assist their teaching effectiveness ($\bar{X} = 2.36$), they are not overloaded with work ($\bar{X} = 2.38$) they feel comfortable working in the school ($\bar{X} = 2.37$) their head teachers give them credit when they do a good job ($\bar{X} = 2.29$) and their opinion about the class management is the same as that of the head teachers ($\bar{X} = 2.26$). Based on the value of the weighted average which is approximately 2.51 out of 4.00 maximum value that is obtainable, it can be inferred that the level of job satisfaction of nursery school teachers in Akoko North West Local Government Area is above average.

4.3 Testing the Hypotheses

Ho1: There is no significant relationship between the nursery school head teachers' Leadership behaviour and the teachers' job satisfaction.

Table 6 Pearson Product Moment Correlation Relation between Head Teachers Leadership Behaviour and Nursery School Teachers job Satisfaction

Variable	Mean	Std.D	N	r	Sig.	Remark
Leadership Behavior	35.26	6.61	250	.495	.000	Significant
Job Satisfaction	40.12	6.39				

Table 6 shows there is significant relationship between the nursery school head teachers' leadership behaviour and teachers' job satisfaction ($r = .495; p < 0.05$). Based on this result, the hypothesis is not accepted.

Discussion

This study was set out to determine nursery school head teachers leadership behavior as correlates of nursery school teachers job satisfaction in Akoko North, Ondo State, Nigeria. The outcomes of the analysis of the data are quite revealing. In research question one, the study revealed that value of the weighted average which is 2.71, out of 4.00 maximum value that is obtainable, it can be inferred that the head teachers of the nursery schools visited exhibited appropriate leadership behavior. The finding gives credence to the study of Olatunji, 2013, Charlton 2000, Kenneth, Frank and peter 2014, which had earlier reported that headmasters were rated high in their demonstration of love, tolerance and honesty.

From the research question two, on teacher job satisfaction, the value of the weighted average is approximately 2.51 out of 4.00 maximum value that is obtainable, it can be inferred that classroom teachers serving under these head teachers have job satisfaction as the findings of this investigation supports Johnson (2004) that head teachers were seen as fair, supportive also positive in their interaction with teachers.

In testing of the hypothesis, it was concluded that there is significant relationship between the nursery school head teachers' leadership behavior and teachers' job satisfaction which supports Gatere (2014), which indicated that there was a statistically significant positive relationship existence between the level of teachers job satisfaction and the strength of head teacher leadership behavior dimension of thrust.

Conclusion and Recommendation

This study had amply revealed that nursery school head teachers in Akoko North Local Government Area of Ondo State, exhibited positive leadership behavior. For example being friendly and fairness in judgment.

The result also showed that teachers in the visited were satisfied with their jobs. It is therefore recommended that a similar study should be carried out in other states of federation. Such a study may investigate the leadership behavior of male and female head teachers in the nursery school.

This study also recommends that school head teacher should imbibe positive leadership behavior like being supportive, kind and fair. The head teachers of schools should ensure that teachers are not dissatisfied with their jobs through their inability to provide enabling environment and adequate incentives.

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