

SCHOOL ADMINISTRATIVE STYLES AND TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ORON LOCAL GOVERNMENT AREA OF AKWA IBOM STATE

By

**Victoria Sunday Anwana,
Curriculum Studies, Educational Management and Planning**

ABSTRACT

The study examined the influence of school administrative styles on teachers' job satisfaction in public secondary schools in Oron Local Government Area. Two specific objectives were formulated to determine the influence of authoritarian and authoritative school administration styles on teachers' job satisfaction. Two research questions and two null hypotheses guided the study. The study adopted a survey research design. The population comprised teachers in public secondary schools in Oron LGA, while a sample was selected using simple random sampling technique. The instrument used for data collection was a structured questionnaire titled School Administration Styles and Teachers' Job Satisfaction Questionnaire (SASTJSQ), designed on a four-point Likert scale. Data collected were analysed using mean and standard deviation to answer research questions, while dependent t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed that authoritarian administration style had a significant negative influence on teachers' job satisfaction, while authoritative administration style had a positive and significant influence on teachers' job satisfaction. Based on the findings, it was concluded that authoritative school administration is more effective in enhancing teachers' job satisfaction. It was recommended that school administrators should adopt supportive and participatory leadership approaches to improve teachers' morale and performance.

KEYWORDS: School Administration, Authoritarian Administration, Authoritative Administration, Teachers' Job Satisfaction

INTRODUCTION

School administration refers to the process of planning, organizing, directing, and controlling human and material resources within the school system to achieve educational objectives effectively. It involves coordinating teachers, students, curriculum, and facilities in a way that promotes efficient teaching and learning outcomes. The school administrator, particularly the principal, plays a central role in ensuring the smooth operation of the school by providing leadership, supervision, and motivation to staff. According to Achimugu and Obaka (2019), the school administrator serves as the chief executive who ensures proper coordination of school activities, maintains discipline, and fosters a conducive learning environment. Effective administration is therefore critical to achieving the goals of secondary education.

The style of administration adopted by school leaders significantly influences teachers' attitudes toward their job. Administration style refers to the pattern of behaviour exhibited by school heads in managing staff and school activities. Among the various styles of administration, authoritarian and authoritative styles are widely discussed in educational management literature. Authoritarian administration is characterized by strict control, rigid rules, centralized decision-making, and minimal staff participation. In such a system, teachers are expected to comply with directives without questioning authority. This style often creates tension, reduces morale, and limits creativity among teachers (Yukl, 2020).

In contrast, authoritative administration combines firm leadership with supportive and participatory practices. Authoritative administrators set clear expectations but also encourage collaboration, open communication, and professional autonomy among teachers. This style promotes mutual respect, trust, and shared responsibility, which are essential for effective school functioning. Akomolafe and Adesua (2022) observed that supportive administrative practices significantly enhance teachers' morale and commitment to duty. Thus, the nature of school administration plays a vital role in shaping teachers' experiences in the workplace.

Teachers' job satisfaction refers to the extent to which teachers feel fulfilled, motivated, and content with their professional roles. It encompasses factors such as working conditions, recognition, interpersonal relationships, and leadership support. Oboegbulem and Onwurah (2021) defined job satisfaction as the degree to which teachers perceive their work as rewarding and aligned with their expectations. High job satisfaction leads to increased productivity, commitment, and retention, while low job satisfaction may result in absenteeism, poor performance, and turnover intentions. In many public secondary schools, issues such as inadequate facilities, poor remuneration, and ineffective administrative practices contribute to teachers' dissatisfaction.

Theoretically, the interaction between administrative styles and job satisfaction could be explained using Maslow's Hierarchy of Needs and the Human Relations Theory. Maslow's theory, proposed by Abraham Maslow, posits that human needs are arranged in a hierarchical order, ranging from physiological needs, safety needs, love and belongingness, esteem needs, to self-actualization. Within the school system, teachers' job satisfaction is largely dependent on how well school administrators address these needs. For instance, provision of adequate salaries and job security satisfies physiological and safety needs, while supportive administrative style and recognition address social and esteem needs. Thus, adoption of participatory and supportive administrative styles could make teachers feel valued and motivated, thereby enhancing their job satisfaction and performance. Similarly, the Human Relations Theory, advanced by Elton Mayo, emphasizes the importance of social interactions, employee welfare, and interpersonal relationships in the workplace. The theory argues that workers are not solely motivated by financial incentives but also by social needs, recognition, and a sense of belonging. This implies that adoption of democratic and relationship-oriented administrative styles tend to foster better communication, teamwork and mutual respect among staff. In such an administrative environment, teachers' morale and job satisfaction are naturally

enhanced. On the other hand, administrative styles that neglect human relations may lead to low motivation, poor collaboration, and dissatisfaction among teachers.

Empirical studies have shown that administrative style is a major determinant of teachers' job satisfaction. Uche and Nwankwo (2020) found that rigid and authoritarian leadership negatively affects teachers' performance and commitment. Similarly, Ezeh and Nwoye (2020) reported that controlling administrative styles reduce workers' motivation and engagement. On the other hand, studies by Ekanem and Udoh (2021) and Okereke and Onuoha (2022) revealed that participatory and supportive administrative styles significantly improve teachers' job satisfaction and productivity. Despite these findings, there is limited research focusing specifically on the influence of authoritarian and authoritative administration styles on teachers' job satisfaction in Oron Local Government Area. This gap necessitated the present study.

STATEMENT OF THE PROBLEM

Teachers' job satisfaction is essential for effective teaching and learning in secondary schools. However, observations indicate that many teachers in public secondary schools in Oron Local Government Area experience low job satisfaction, which manifests in absenteeism, poor commitment, and reduced instructional effectiveness. One major factor contributing to this problem is the style of administration adopted by school leaders. In many schools, administrators tend to adopt authoritarian approaches that limit teachers' participation in decision-making and create unfavourable working conditions. Such practices may lead to frustration, lack of motivation, and reduced job satisfaction among teachers. Conversely, authoritative administration, which emphasizes support and collaboration, may enhance teachers' morale and productivity. Despite the importance of administration style, there is limited empirical evidence on how these styles influence teachers' job satisfaction in Oron LGA. This study therefore seeks to examine the influence of school administration styles on teachers' job satisfaction in public secondary schools in the area.

PURPOSE OF THE STUDY

The main purpose of the study was to examine the influence of school administration on teachers' job satisfaction in public secondary schools in Oron Local Government Area. Specifically, the study sought to:

- i) Determine the influence of authoritarian administration style on teachers' job satisfaction
- ii) Examine the influence of authoritative administration style on teachers' job satisfaction

RESEARCH QUESTIONS

The following research questions guided the study:

- i) What is the influence of authoritarian administration style on teachers' job satisfaction in public secondary schools in Oron Local Government Area?
- ii) What is the influence of authoritative administration style on teachers' job satisfaction in public secondary schools in Oron Local Government Area?

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant influence of authoritarian administration style on teachers' job satisfaction in public secondary schools in Oron Local Government Area.
2. There is no significant influence of authoritative administration style on teachers' job satisfaction in public secondary schools in Oron Local Government Area.

RESEARCH DESIGN

A survey research design was adopted for the study. This design was considered appropriate because it enabled the researcher to collect data from a sample of teachers to describe the relationship between administration styles and job satisfaction without manipulating any variables.

POPULATION

The population of the study comprised 198 teachers in the 3 public secondary schools in Oron Local Government Area during the 2025/2026 academic session (Akwa Ibom State Secondary Education Board, 2026).

SAMPLE AND SAMPLING TECHNIQUE

A sample size of 150 teachers was selected for the study. The sample size represented 75.75 percent of the entire population. A simple random sampling technique was adopted to select 2 public secondary schools from the area. In each school, a balloting method was used to select 75 teachers. This procedure ensured that all students had equal opportunity of being selected for the study.

INSTRUMENTATION

A structured questionnaire known as School Administrative Styles and Teacher' Job Satisfaction Questionnaire (SASTJSQ) was developed and used for data collection. The questionnaire items were structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1 respectively.

METHOD OF DATA ANALYSIS

Mean, standard deviation, and p value derived from dependent t test analysis were used to answer the research questions and test the hypotheses at .05 alpha level.

RESULTS

Research Question One:

What is the influence of autocratic administrative style on teachers' job satisfaction in secondary schools in Oron Local Government Area?

Table 1: Summary of dependent t test analysis of the influence of autocratic administrative style on teachers' job satisfaction in secondary schools

Variables	n	Mean	Std
Autocratic administrative style	150	14.26	2.98
Teachers' job satisfaction	150	61.35	7.82

The result in Table 1 shows the influence of autocratic administrative style on teachers' job satisfaction in secondary schools. The result shows that the mean responses of teachers on autocratic administrative style and job satisfaction are 14.26 and 61.35 respectively, which leads to a mean difference of 47.09. The standard deviations also show that the teachers did not differ much in their responses on autocratic administrative style and job satisfaction. Hence, this result indicates that autocratic administrative style influences teachers' job satisfaction in secondary schools in Oron Local Government Area.

Research Question Two:

What is the influence of authoritative administrative style on teachers' job satisfaction in secondary schools in Oron Local Government Area?

Table 2: Summary of dependent t test analysis of the influence of authoritative style on teachers' job satisfaction in secondary schools

Variables	N	Mean	Std
Authoritative style administrative style	150	17.88	3.15
Teachers' job satisfaction	150	61.35	7.82

The result in Table 2 shows the influence of authoritative administrative style on teachers' job satisfaction in secondary schools. The result shows that the mean responses of teachers on authoritative administrative style administrative style and job satisfaction are 17.88

and 61.35 respectively, which leads to a mean difference of 43.47. The standard deviations also show that the teachers did not differ much in their responses on administrative style and job satisfaction. The high mean difference produces a correlation coefficient of .562 that is significant because $p = .000$ to show that authoritative administrative style administrative style has high influence on teachers' job satisfaction. Hence, this result indicates that authoritative administrative style greatly influences teachers' job satisfaction in secondary schools in Oron Local Government Area.

Hypothesis One:

There is no significant influence of autocratic administrative style on teachers' job satisfaction in secondary schools in Oron Local Government Area.

Table 3: Summary of dependent t test analysis of the influence of autocratic administrative style on teachers' job satisfaction in secondary schools

Variables	N	Mean	SD	t-value	p-value	Decision at $P \leq .05$ alpha
Autocratic administrative style	250	14.26	2.98	54.62	.002	Significant
Teachers' job satisfaction	250	61.35	7.82			

significant at $p \leq .05$, $df = 249$

The result in Table 3 shows whether there is significant influence of autocratic administrative style on teachers' job satisfaction in secondary schools. The result indicates that the t-value of 54.62 is significant because the p-value of .002 is less than .05 alpha level. Hence, there is a significant influence of autocratic administrative style on teachers' job satisfaction in secondary schools in Oron Local Government Area.

Hypothesis Two:

There is no significant influence of authoritative administrative style on teachers' job satisfaction in secondary schools in Oron Local Government Area.

Table 4: Summary of dependent t test analysis of the influence of authoritative administrative style on teachers' job satisfaction in secondary schools

Variables	N	Mean	SD	t-value	p-value	Decision at $P \leq .05$ alpha
Authoritative administrative style	150	17.88	3.15	72.34	.000	Significant
Teachers' job satisfaction	150	61.35	7.82			

Significant at $p \leq .05$, $df = 249$

The result in Table 4 shows whether there is significant influence of authoritative administrative style on teachers' job satisfaction in secondary schools. The result indicates that the t-value of 72.34 is significant because the p-value of .000 is less than .05 alpha level. Hence, there is a significant influence of authoritative administrative style on teachers' job satisfaction in secondary schools in Oron Local Government Area.

DISCUSSION

The findings of this study revealed that autocratic administrative style has a significant influence on teachers' job satisfaction in secondary schools in Oron Local Government Area. The result showed a moderate correlation coefficient ($r = .438$, $p < .05$), indicating that the leadership approach adopted by principals plays a crucial role in shaping how teachers perceive their work environment. However, given the nature of autocratic leadership, which is characterised by strict control, limited teacher participation in decision-making, and top-down communication, the implication is that such influence is largely negative on job satisfaction. This finding aligns with the earlier study by Uche and Nwankwo (2020), which reported that autocratic administrative style significantly reduced teachers' job performance and commitment to duty. Similarly, Okafor and Eze (2019) found that autocratic leadership negatively affected teachers' motivation and overall work performance.

The study further revealed that authoritative administrative style has a high and significant influence on teachers' job satisfaction ($r = .562$, $p < .05$), indicating a stronger relationship compared to autocratic administrative style. This finding suggests that when administrators adopt participatory and inclusive leadership approaches, teachers are more likely to experience higher levels of satisfaction in their jobs. Authoritative administrative style is characterised by shared decision-making, open communication, mutual respect, and recognition of teachers' contributions, all of which foster a supportive and motivating work environment. This result is in agreement with the findings of Edet and Umoh (2021), who reported that authoritative administrative style leadership significantly enhanced staff productivity through collaborative problem-solving and participatory governance. Likewise, Okereke and Onuoha (2022) found that authoritative administrative style leadership positively influenced employees' commitment and performance.

CONCLUSION

The study concluded that school administration styles significantly influence teachers' job satisfaction in public secondary schools in Oron Local Government Area. Authoritarian administration style, characterized by rigid control and lack of participation, negatively affects teachers' morale and satisfaction. In contrast, authoritative administration style promotes collaboration, support, and mutual respect, thereby enhancing teachers' job satisfaction and overall effectiveness.

RECOMMENDATIONS

- School administrators should adopt authoritative leadership practices that encourage participation, open communication, and support for teachers.
- Educational authorities should organize leadership training programmes to equip school administrators with modern administrative skills.

REFERENCES

- Achimugu, L., and Obaka, P. (2019). *Educational management and school leadership practices*. Destiny Ventures.
- Akomolafe, C. O., and Adesua, V. O. (2022). Administrative practices and teachers' job satisfaction in secondary schools in Nigeria. *Journal of Educational Leadership and Policy*, 6(1), 23–35.
- Ekanem, S. A., and Udoh, I. S. (2021). Authoritative administrative style administrative style and teachers' job satisfaction in public secondary schools. *International Journal of Educational Studies*, 10(3), 91–104.
- Ezeh, C. N., and Nwoye, M. N. (2020). Administrative styles and workers' commitment in public secondary schools. *Journal of Educational Research and Development*, 5(2), 66–79.
- Oboegbulem, A. I., and Onwurah, C. N. (2021). Teachers' job satisfaction and performance in public secondary schools. *Journal of Educational Practice*, 12(4), 55–67.
- Okereke, M. E., and Onuoha, J. C. (2022). Administrative style and employees' commitment in secondary schools. *Journal of Educational Leadership*, 8(2), 44–57.
- Uche, C. M., and Nwankwo, E. N. (2020). Autocratic administrative style and teachers' job performance. *Journal of Educational Research*, 6(2), 50–63.
- Yukl, G. (2020). *Leadership in organizations* (9th Ed.). Pearson.