

Influence of Principal Leadership Styles, Teachers' Job Satisfaction, Work-Related Flow on Teachers' Productivity in Iwo Local Government Area of Osun State, Nigeria

Kamoruddeen Taiwo SANNI

Department of Guidance and Counselling
Faculty of Education, Federal University, Oye-Ekiti, Ekiti State, Nigeria
kamorudeen.sanni@fuoye.edu.ng

Waliyi Olayemi ARANSI

Department of Adult Education
Faculty of Education, University of Ibadan, Ibadan, Nigeria
omoaransi@yahoo.cm

Oyemomi Mope ESAN

Department of Guidance and Counselling,
Faculty of Education, Federal University, Oye-Ekiti, Ekiti State, Nigeria
oyemomi.esan@fuoye.edu.ng

Omobolanle Janet AYODELE

Department of Guidance and Counselling,
Faculty of Education, Federal University, Oye-Ekiti, Ekiti State, Nigeria.
omobolanle.ayodele@fuoye.edu.ng

Abstract

The study explored the influence of leadership styles, job satisfaction and work-related flow on teachers' productivity in Iwo Local Government Area of Osun state, Nigeria. Four specific objective and research questions were deduced and answered, while two hypotheses were tested. The study employed descriptive survey research design. Purposive and simple random sampling techniques were employed to select two-hundred and fifty participants. The instrument tagged 'Work-Related Flow Questionnaire' (WRFQ), 'Leadership Styles Questionnaire' (LSQ), Job Satisfaction Questionnaire (JSQ) and 'Teachers' Productivity Questionnaire' (TPQ) were used. Regression was used for data analysis. The result indicated that there is a significant change in teachers' productivity level due to the effective application of leadership style principles by the head of the school. Also, it was revealed that there is a significant change in teachers' productivity level due to the level off job satisfaction maintained by teachers. The empirical results show that principal style, job satisfaction and teachers work-related flow are factors that explain 51.5% of the observed variation in teachers' productivity. The study concluded that leadership style, job satisfaction and work-related flow positively influenced teachers' productivity. The study recommended that the school principals should be encouraged to adapt their leadership style to the needs of their school and staff, create a supportive and positive work environment that allows teachers to feel a sense of flow and satisfaction in their work, recognize and reward teachers for their hard work and achievements, which can help to increase their sense of satisfaction among others.

Keywords: Principal leadership Style, Teachers' Job Satisfaction, Work-related Flow, Productivity

Introduction

Teachers are fundamental to the foundation of every educational system as they construct, reshape, and lead a nation (Monira & Meraz, 2018). Therefore, in order for an educational system to achieve success, the job of the teacher is of utmost importance (Bashir & Gani, 2020; Aransi, 2020). High-quality and efficient leadership that continuously aligns the vision and purpose of schools is crucial for constructing productive and high-performing educational institutions. Teachers and school administrators are the primary sources of good leadership in educational institutions that enhance students' performance (Mahamudu, Iddrisu & Quansah, 2023). The administration of education and school management is intricately connected to the school principal's leadership model or style. The principal's effectiveness in overseeing and implementing the instructional process in schools depends on the leadership style they choose (Ahmad & Fitriani, 2023).

Atasoy (2020) finds a robust association between the leadership style of the principal and the overall performance of the learning process in schools. Consequently, the impact of the leadership pattern or style used inside an organisation cannot be separated from the effect of reliable human resources, since this will be seen in the organisation's execution. An effective leadership style is evident when an organisation operates in a systematic, comfortable, and adaptable manner, aligned with its intended objectives (Widarko & Anwarodin, 2022).

The organisation's capacity to achieve its goals will depend significantly on the efficacy of its leadership (Alrowwad et al., 2020). The principal's leadership style will greatly influence the direction and formulation of educational policy, much like other forms of leadership. In order to accomplish this objective, school principals are expected to possess the ability to effectively harness and utilise the full range of organisational capabilities associated with implementing diverse programmes, processes, evaluations, curriculum development, school-based learning, extracurricular activities, management of teaching staff, facilities and infrastructure, services for students and parents, and community engagement. Due to the substantial responsibility associated with being an educational leader, a school principal should be adequately equipped, both mentally and psychologically, to fulfil their duties. This is especially important when addressing the challenges and obstacles that arise in the process of providing support and solace to teachers and students within the school environment. The efficacy of a school principal's leadership is vital in

improving teacher performance and cultivating a focused, efficient, and suitable learning process (Sun & Henderson, 2017).

Job satisfaction has a crucial role in determining the long-term viability of educational organisations, especially in the teaching field. High work satisfaction among educators leads to several advantageous consequences that, together, enhance organisational stability and progress (Demir-Yıldız, 2023). Enhanced work satisfaction fosters an internal drive, which has a favourable impact on teachers' dedication, involvement, and overall effectiveness. As a result, this enhances the quality of teaching and learning since content instructors are more inclined to dedicate extra time to using creative teaching methods. Positive job satisfaction fosters a supportive work environment characterised by lower turnover rates and improved teacher retention. This process has the cumulative impact of preserving institutional knowledge and reducing operational interruptions. In addition, satisfied instructors are more likely to engage in professional development efforts and joint projects, thereby enhancing the organisation's intellectual resources and capacity to adapt to changing educational environments (Demir-Yıldız, 2023).

Work-related flow refers to situations in which a person is totally immersed in a controllable scenario that includes tough or difficult tasks or activities that require some expertise and for which the person is fully motivated and focused on their intrinsic aspects (Basyouni & El Keshky, 2021). Three characteristics of employees' work-related flow are total immersion in an activity (absorption), uttermost delight of which one is not necessarily conscious, and intrinsic motivation. Work-related flow is a condition of strong interest in a task that has been linked to high levels of productivity, confidence, attention, ease, and automaticity (Harris, Vine, & Wilson, 2017). Flow is defined as a state of being in which performance is automatic and occurs without conscious effort. When a person is engaged in an intrinsically motivated task, self-awareness fades, and surprisingly, when the task is completed, a feeling of self-worth arises and grows. An individual's time perception changes during work-related flow experiences. Hours appear to be minutes, and when a person is unable to establish work-related flow, the opposite perceptual effects can occur (Basyouni & El Keshky, 2021). Attention has not been fully tailored towards exploring the influence of leadership style, job satisfaction and work-related flow on teachers' productivity. Hence, gap to filled.

Purpose of the study

The study's broad objective is to assess the relationship among principal leadership style, teachers' job satisfaction, work-related flow on teachers' productivity in Iwo Local Government Area of Osun State, Nigeria. While, specific objectives are to;

- i. explore the influence of principal leadership style on teachers' productivity in Iwo LGA of Osun State, Nigeria;
- ii. investigate the influence of teachers' job satisfaction on productivity in Iwo LGA of Osun State, Nigeria;
- iii. examine the effect of teachers' work-related flow on productivity in Iwo LGA of Osun State, Nigeria; and
- iv. investigate the combined influence of principal leadership style, teachers' job satisfaction and work-related flow on productivity in Iwo LGA of Osun State, Nigeria.

Hypotheses

The following research questions are raised to guide to the study.

- i. There is no significant influence in the principal styles on teachers' productivity in Iwo LGA of Osun State, Nigeria.
- ii. There is no significant influence in the teachers' job satisfaction on teachers' productivity in Iwo LGA of Osun State, Nigeria.
- iii. There is no significant influence in the teachers work-related flow on teachers' productivity in Iwo LGA of Osun State, Nigeria
- iv. There is no significant joint influence of principal styles, job satisfaction and teachers work-related flow on teachers' productivity in Iwo LGA of Osun State, Nigeria.

Methodology

The study used a descriptive survey research design. The descriptive survey research design enables gathering data from a subset of the population that represents the full target group. This design is valuable for expressing the relationship between the factors of interest in the research without manipulating the variables. Its purpose is to gather information from the participants in the study without altering or distorting the existing facts (Nworgu, 2006). All teachers in both private and public high schools in Iwo Local Government Area of Osun State, Nigeria formed the target population.

The researchers used a total of 250 participants. Purposive sampling procedure was employed to sample ten (10) private and public secondary schools, respectively. Two stages were created. First stage comprised respondents from the private school where simple random sampling method was used to sample ten participants per school. In the second stage has public school where simple random sampling technique was used to select fifteen respondents per sampled school. In all, one-hundred (100) and one-hundred and fifty participants were selected from private and public secondary school within the study’s location. The reason for this is that the basic random sampling approach ensures that every element in the population has an equal and independent probability of being selected for the sample.

The questionnaire tagged Leadership Styles Questionnaire (LSQ), Job Satisfaction Questionnaire (JSQ), Work-Related Flow Experience Questionnaire (WRFEQ), and Teachers' Productivity Questionnaire (TPQ) were used. This instrument was validated by expert from the Educational Measurement and Evaluation. The reliability test was done by administering this instrument on thirty (30) respondents outside the scope of this study. The reliability coefficients for the Teachers' Work-Related Flow, Principal Leadership Styles, Job Satisfaction, and Teachers Productivity Questionnaire were 0.79, 0.68, 0.81, and 0.77, respectively. The Statistical Package for Social Science (SPSS) tools was used. The data collected were analysed using regression.

Results

Hypotheses 1: There is no significant influence in the principal styles on teachers’ productivity in Iwo LGA of Osun State, Nigeria.

Table 1: Regression result showing the influence of leadership style on teachers’ productivity in Iwo LGA of Osun State, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error		
(Constant)	66.36	6.398		0.000
Facilitative Led. Style	1.503	1.000	0.498	0.003
Situational Led. Style	0.229	0.676	0.035	0.004

The empirical outcomes indicated that there is a significant change in teachers’ productivity level due to the effective application of leadership style principles by the head of the school. This is because the sig. values are less than the acceptable value of 0.05 for the facilitative (0.003 < 0.05),

and situational styles ($0.004 < 0.05$). The findings revealed that with a unit increase in the application of facilitative and situational leadership principles among the head of the school, the teachers' productivity would increase by 0.0003 and 0.202 respectively. Hence, the null hypothesis is rejected.

Hypotheses 2: There is no significant influence in the teachers' job satisfaction on teachers' productivity in Iwo LGA of Osun State, Nigeria.

Table 2: Regression result showing the influence of teachers' job satisfaction on teachers' productivity in Iwo LGA of Osun State, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error		
(Constant)	75.265	6.398		0.000
Working Condition	0.555	0.441	0.101	0.007
Communication	0.063	0.455	0.010	0.006
Working Hour	1.311	0.344	0.334	0.001

The empirical outcomes indicated that there is a significant change in teachers' productivity level due to the level off job satisfaction maintained by teachers. This is because the sig. values are less than the acceptable value of 0.05 for the working condition ($0.007 < 0.05$), communication ($0.006 < 0.05$), and working hour ($0.001 < 0.05$). The findings revealed that with a unit increase in the level of job satisfaction vis-à-vis working condition, communication and working hour, the teachers' productivity would increase by 0.555, 0.063 and 1.311 respectively. Hence, the null hypothesis is rejected.

Hypotheses 3: There is no significant influence in the teachers' work-related flow on teachers' productivity in Iwo LGA of Osun State, Nigeria.

Table 3: Regression result showing the influence of teachers' work-related flow on teachers' productivity in Iwo LGA of Osun State, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error		
(Constant)	31.842	0.162		0.000
Work-Related Flow	0.515	1.000	0.498	0.002

The empirical outcomes revealed that teachers’ work-related flow has positive and significant effect on teachers’ productivity. This is because the sig. values are less than the acceptable value of 0.05, that is, ($0.003 < 0.05$). However, with one-unit increase in teachers’ work-related flow, there was a noticeable increased in teachers’ productivity by 0.52. Hence, the null hypothesis is rejected.

Hypotheses 4: There is no significant joint influence of principal leadership styles, job satisfaction and teachers work-related flow on teachers’ productivity in Iwo LGA of Osun State, Nigeria.

Table 4: Joint contribution of principal leadership styles, job satisfaction and teachers work-related flow on teachers’ productivity in Iwo LGA of Osun State, Nigeria.

Model	R	R ²	Adj. R ²	S. E	
	0.379 ^a	0.515	0.407	13.3122	
Source	SS	df	MS	F	Sig.
Regression	1612.584	10	136.058	45.453	.000 ^b
Residual	4183.742	239	3.22		
Total	8849.309	249			

Model	B	SE	β	Sig.
(Constant)	66.36	6.398		0.000
Facilitative Led. Style	1.503	1.000	0.498	0.003
Situational Led. Style	0.229	0.676	0.035	0.004
Working Condition	0.555	0.441	0.101	0.007
Communication	0.063	0.455	0.010	0.006
Working Hour	1.311	0.344	0.334	0.001
Work-Related Flow	0.515	1.000	0.498	0.002

- a. Dependent Variable: Teachers’ productivity
- b. Predictors: (Constant), leadership styles (facilitative and situational), job satisfaction (working condition, communication and working hour), work-related flow.

The results indicated that all the predictors had weak positive multiple relationships ($R=0.379$) with the response variable. The R square value of 0.515 indicated that principal leadership styles comprised facilitative and situational styles, job satisfaction consisted of working condition, communication and working hour and work-related flow jointly accounted for 51.5% of the total variance in teachers’ productivity vis-à-vis instructional strategies, classroom management and students’ engagement, respectively.

A look at the ANOVA section showed that the p-value of .000 is less than .05 alpha level at 10 and 239 degrees of freedom. With this result, the null hypothesis is rejected while the alternate hypothesis is upheld, indicating that, leadership styles, job satisfaction and work-related flow has a significant composite influence ($F=45.453$, $p<.05$) on teachers' productivity with respect to instructional strategies, classroom management and students' engagement. Thus, the R square value of 51.5% obtained was not due to chance.

Relatively, a look at the individual contributions of the predictors showed that leadership styles, job satisfaction and work-related flow significantly influenced teachers' productivity towards academic and non- academic activities respectively. Out of six variables that were significant individually in exerting an influence on teachers' productivity towards academic activities, application of facilitative leadership style was the highest predictor ($\beta=1.503$, $0.003 <.05$), followed by the working hour component of job satisfaction ($\beta=1.311$, $0.001 <.05$), working condition ($\beta=0.555$, $0.007 <.05$), work-related flow ($\beta=0.515$, $0.002 <.05$), situational leadership style ($\beta=0.229$, $0.004 <.05$), and communication ($\beta=0.063$, $0.006 <.05$).

Discussion of Findings

The empirical outcomes indicated that there is a significant change in teachers' productivity level due to the effective application of leadership style principles by the head of the school. A principal who has situational leadership skills can effectively evaluate their instructors and use different leadership styles to address the specific demands of each circumstance. These leaders provide assistance as necessary and foster development and self-reliance within their teams to enhance productivity and achievement. Principal with facilitative leadership has the potential of improving both teachers' efficiency and creativity. They harness the collective knowledge and variety of the teachers by engaging members of staff in decision-making, problem-solving, and planning. This may result in the development of more inventive and efficient solutions, as well as a heightened sense of responsibility and dedication from members. Facilitative leadership also cultivate a favourable team culture wherever trust, respect, and communication are esteemed and implemented. When team members are given the opportunity to express their opinions and have a vested interest in the results, they experience heightened motivation, engagement, and job satisfaction. Tri, Nga, and Sipko (2019) and Sembiring, (2023) buttressed that a principal with situational leadership will seek to increase teachers' abilities and would promote any innovation.

Hence, the greater the application of situational leadership, the greater the educator's creative ability. Srisupinanon and Tepthong (2021) confirmed that facilitative leadership style characteristics such as vision-driven, collaboration, and environment setting have a beneficial impact on workforce productivity and efficiency in Thailand.

The empirical outcomes indicated that there is a significant change in teachers' productivity level due to the level of job satisfaction maintained by teachers. This is to infer that those teachers who are satisfied with teaching profession, will foster an environment characterised by unity, accountability, effective communication, and strong morale, and hence facilitating optimum learning among learners. In their study, Hiri et al. (2023) shown a noteworthy positive correlation between job satisfaction and the performance of elementary school teachers. Fareo and Kamkwis (2018) assert that teaching is a strenuous occupation that requires adequate compensation to recruit and retain educators in the field. This measure will effectively deter instructors from pursuing other prospects. In order for any task to be carried out efficiently, it is necessary to have favourable circumstances. Therefore, it is crucial to provide a conducive atmosphere for people to effectively execute tasks and achieve the intended outcomes. Ratu et al., (2023) corroborated by claiming that the job satisfaction variable has a positive and significant influence on organizational commitment among employees of academic institution. The outcome of this research is in contrary to submission made by Isaiah (2023) in which no significant relationship between job satisfaction and teachers' job performance was reported.

The empirical outcomes revealed that teachers' work-related flow has positive and significant influence on teachers' productivity which comprised instructional strategies, classroom management and students' engagement. Aransi (2022) discovered that the state of flow experienced by teachers in their job had a beneficial and substantial impact on their productivity. Souders (2020) found that the individuals' ability to enter flow deliberately was an important factor that accounts for their optimal performance. Csikszentmihalyi (2020) was intrigued by the observation that people, like as mountain climbers, painters, and musicians, consistently engaged in activities that allowed them to achieve exceptional levels of skill and inventiveness.

The empirical findings indicated that principal leadership styles comprised facilitative and situational styles, job satisfaction consisted of working condition, communication and working hour and work-related flow jointly accounted for slightly greater than half of the total variance in

teachers' productivity vis-à-vis instructional strategies, classroom management and students' engagement, respectively. Out of six variables that were significant individually in exerting an influence on teachers' productivity towards academic activities, application of facilitative leadership style was the highest predictor, followed by the working hour component of job satisfaction, working condition, work-related flow, situational leadership style and communication. Consistent with Aransi's (2022) findings, it was shown that 55.8% of the difference in teachers' productivity may be attributed to the combined impact of their work-related flow experience and the leadership styles of principals. He established that the leadership styles of principals and the work-related flow experience of teachers have a significant role in influencing the efficacy of teachers in both academic and non-academic activities.

Conclusion

The study concluded that leadership style, job satisfaction and work-related flow played essential part in influencing teachers' productivity vis-à-vis instructional strategies, classroom management and students' engagement, respectively.

Recommendations

Based on the findings of this research, the following recommendations are raised.

- i. Establish regular teacher performance evaluations that take into account leadership style principles.
- ii. Create policies that encourage collaboration and knowledge sharing among school administrators and teachers.
- iii. There should be creation of a mentoring program for new teachers. This could involve pairing new teachers with experienced teachers who can provide support, guidance, and feedback. This could help to reduce feelings of isolation and stress among new teachers, and could also improve their job satisfaction and productivity.
- iv. The implementation of a wellness program for teachers. This could include activities like yoga, meditation, or other wellness activities, as well as access to resources for physical and mental health. This could help to reduce stress and burnout among teachers, and could also improve job satisfaction and productivity.

- v. The educational authorities responsible for overseeing both public and private schools should provide a conducive and encouraging work atmosphere for the academic faculty. This entails the provision of essential physical amenities, such as infrastructure, labs, well-ventilated classrooms, dormitories, and instructional aids, as well as the implementation of diverse training courses aimed at improving worker productivity.
- vi. Provide teachers with opportunities to engage in activities that promote work-related flow, such as creative problem-solving tasks, self-selected projects, and feedback on progress. Give teachers the freedom and autonomy to experiment with different approaches to their work.

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