

**ASSESSMENT OF THE IMPACT OF SCHOOL
ADMINISTRATORS' LEADERSHIP STYLE ON
TEACHERS' COMMITMENT AND SATISFACTION IN
LAVUN EDUCATION ZONE OF NIGER STATE**

**Elijah Jiya KOLO; Abdul Bello KAGARA, Ph.D; Abubakar
Mohammed NDANUSA, Ph.D &
Abraham Sha'aba GANA, Ph.D**

Department of Educational Administration and Planning
Global Wealth University, Lomé, Togo¹; Umaru Sanda Ahmadu
College of Education Minna^{2&3} National Open University of
Nigeria (NOUN)⁴

E-mail:-koloelijahvunchi@gmail.com

Telephone Number: 08134859347

Abstract

This study assessed the impact of school administrators' leadership style on teachers' commitment and satisfaction in Lavun Education Zone of Niger State, Nigeria. The study was guided by three objectives, corresponding three research questions and three null hypotheses were formulated. A descriptive survey research design was adopted. The population comprised 2,384 teachers from public secondary schools in Lavun Education Zone, out of which 340 respondents were sampled using stratified random sampling. Data were collected using a structured questionnaire titled Leadership Style, Commitment and Satisfaction Questionnaire (LSCSQ), validated by three experts in educational management. The reliability coefficient obtained through Cronbach's Alpha was 0.87, indicating high internal consistency. Data were analysed using descriptive statistics (mean and standard deviation) to answer the research questions, and Pearson correlation and multiple regression to test the hypotheses at 0.05 significance level. Findings revealed that transformational leadership style was the most commonly practiced by administrators ($M = 4.28$, $SD = 0.63$), followed by democratic ($M = 4.12$, $SD = 0.68$), while autocratic leadership was

least practiced ($M = 2.19$, $SD = 0.91$). Results further indicated strong positive relationships between administrators' leadership style and teachers' commitment ($r = 0.71$, $p < 0.05$) and between leadership style and job satisfaction ($r = 0.68$, $p < 0.05$). Regression analysis showed that leadership style accounted for 62% of the variance in teachers' commitment and satisfaction ($R = 0.79$, $R^2 = 0.62$, $F = 287.34$, $p < 0.05$). The study concluded that school administrators' leadership style has a significant impact on teachers' commitment and job satisfaction in Lavun Education Zone. Transformational and democratic leadership styles were found to positively influence teachers' level of commitment and job satisfaction, while autocratic leadership showed less positive influence. The findings affirm that effective leadership practices are essential for strengthening teachers' professional dedication and workplace satisfaction.

Keywords: Leadership Style; Teachers' Commitment; Job Satisfaction; Transformational Leadership; School Administration.

Introduction

Leadership plays a central role in determining the effectiveness and overall success of educational institutions. In school systems, administrators' leadership styles influence teachers' attitudes, commitment, and satisfaction, which in turn affect students' performance and institutional outcomes. A leadership style represents a consistent pattern of behavior adopted by a leader to influence, direct, and motivate subordinates. In the educational context, it defines how principals or administrators interact with teachers, allocate responsibilities, make decisions, and resolve conflicts.

In Nigeria, effective school administration remains an essential factor in achieving educational goals. However, the quality of leadership in public secondary schools has often been questioned, particularly concerning how administrators manage human

resources and maintain teacher motivation. Several schools suffer from declining morale, irregular attendance, and low teacher retention. These problems are often linked to leadership practices that fail to encourage teacher participation or **recognise** individual contributions.

Globally, scholars have identified several leadership styles that shape organizational effectiveness. Transformational leadership focuses on vision, inspiration, and personal growth; democratic leadership emphasizes collaboration and shared decision-making; while autocratic leadership relies on control and authority. Studies by Musleh (2021) and Najihah Abdul Rahim et al. (2025) affirm that transformational leaders inspire followers by articulating a clear vision, recognizing individual strengths, and empowering staff to exceed expectations. Research shows that transformational leadership positively influences followers' commitment, work engagement, and job satisfaction by encouraging creativity, fostering a supportive environment, and motivating subordinates toward shared goals. Democratic leaders promote participatory decision-making and collaboration, while autocratic leaders rely on centralized control and directive behaviour, which may limit staff initiative and engagement.

Teachers' commitment and job satisfaction are two interrelated constructs central to the success of educational organizations. Commitment refers to teachers' emotional attachment to their school and willingness to exert effort toward achieving its goals. Satisfaction, on the other hand, is the level of contentment teachers derive from their job roles, recognition, and working conditions. Research by Hanushek et al. (2020) and Adeyemi and Oyebola (2022) has shown that teachers' job satisfaction is a strong predictor of performance, while low satisfaction leads to absenteeism and attrition.

In Niger State, particularly within the Lavun Education Zone, anecdotal evidence suggests disparities in teachers' attitudes across

schools. While some teachers display high levels of commitment and satisfaction, others exhibit disengagement and apathy. Reports from the State Ministry of Education indicate that teacher turnover and absenteeism have been increasing, prompting concerns about leadership effectiveness. It is therefore crucial to investigate how administrators' leadership styles impact teachers' motivation, satisfaction, and professional commitment.

This study contributes to filling the gap in regional literature by empirically assessing how leadership approaches adopted by school administrators influence teachers' attitudes and satisfaction. The findings are expected to inform policy decisions and leadership training programs aimed at enhancing school effectiveness in Niger State and beyond.

Conceptual and Theoretical Framework

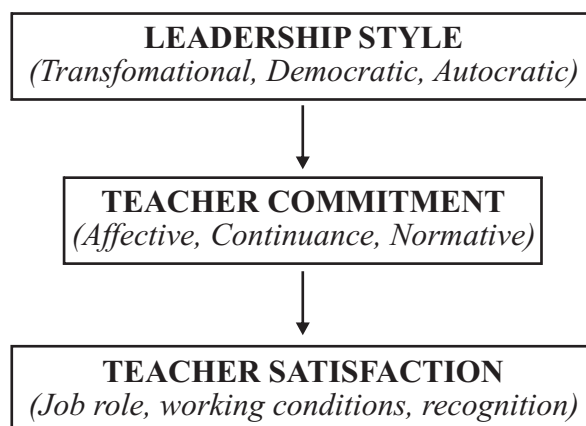
Conceptual Review

Leadership Style: Leadership style refers to the characteristic manner in which leaders influence subordinates. It encompasses decision-making patterns, communication methods, and motivational strategies. In education, transformational and democratic styles are associated with positive teacher outcomes, while autocratic styles are often linked to reduced morale (Northouse, 2021).

Teacher Commitment: Commitment represents teachers' loyalty, dedication, and emotional involvement in achieving school goals. It involves affective commitment (emotional attachment), continuance commitment (desire to remain due to costs of leaving), and normative commitment (sense of obligation).

Teacher Satisfaction: Job satisfaction refers to the degree to which teachers are content with their job roles, working conditions, relationships, and recognition. Satisfaction enhances teacher retention and reduces turnover, while dissatisfaction breeds frustration and poor classroom delivery.

Figure 2.1: Conceptual Framework of the Study



Source: Developed by the researcher (2026)

Theoretical Framework

The study is anchored on two theories: Transformational Leadership Theory and Herzberg's Two-Factor Theory.

1. Transformational Leadership Theory (Bass, 1999): This theory emphasizes leaders' ability to inspire and motivate followers beyond self-interest, fostering creativity and commitment through vision and individualized support.
2. Herzberg's Two-Factor Theory (1959): This theory distinguishes between motivators (achievement, recognition, growth) and hygiene factors (salary, supervision). It suggests that satisfaction and motivation are influenced by leadership behaviors that fulfil intrinsic needs.

These theories jointly explain how leadership practices shape teachers' levels of commitment and satisfaction, and how administrators' relational and motivational styles impact overall school performance.

Statement of the Problem

Teachers are central to the achievement of educational goals, and their level of commitment and job satisfaction determines the success

of any school system (Akinsolu& Omotayo, 2021). However, in many public secondary schools in Lavun Education Zone of Niger State, the leadership styles of administrators have been reported as inconsistent and sometimes authoritarian. Some school heads practice transformational or democratic leadership, while others rely on rigid, autocratic methods that discourage innovation and teacher participation. This inconsistency has led to low morale, absenteeism, and declining commitment among teachers (Eze, 2021; Northouse, 2021).

Despite various government interventions aimed at improving leadership effectiveness such as training and professional development for principal's teacher turnover remains high, and dissatisfaction persists. Many teachers complain about poor communication, inadequate recognition, and limited opportunities for career growth. Such conditions, as noted by Adeyemi and Oyebola (2022), can weaken teachers' loyalty and diminish their willingness to perform effectively. In educational institutions, leadership goes beyond administration; it involves influencing and motivating teachers to achieve shared goals. Transformational and democratic leadership styles have been found to promote collaboration, trust, and commitment, while autocratic practices often create resentment and low job satisfaction (Bass, 1999; Ng'ang'a, 2023). Unfortunately, evidence suggests that in Lavun Education Zone, these supportive leadership approaches are not consistently practiced.

The persistent challenges of poor motivation, limited recognition, and lack of professional support among teachers have raised concerns about the quality of leadership in the zone. Therefore, this study seeks to assess the impact of school administrators' leadership styles on teachers' commitment and job satisfaction in Lavun Education Zone of Niger State, with the aim of identifying the dominant leadership styles and their influence on teachers' attitudes toward work.

Objectives of the Study

1. To determine the prevalent leadership styles adopted by school administrators in Lavun Education Zone.
2. To examine the relationship between administrators' leadership styles and teachers' commitment.
3. To determine the relationship between administrators' leadership styles and teachers' job satisfaction.

Research Questions

1. What are the prevalent leadership styles adopted by school administrators in Lavun Education Zone?
2. What is the relationship between administrators' leadership styles and teachers' commitment?
3. What is the relationship between administrators' leadership styles and teachers' job satisfaction?

Research Hypotheses

- H₀1: There is no significant relationship between administrators' leadership styles and teachers' commitment.
- H₀2: There is no significant relationship between administrators' leadership styles and teachers' job satisfaction.
- H₀3: Administrators' leadership styles do not jointly predict teachers' commitment and job satisfaction.

Methodology

This study employed a descriptive survey research design to assess relationships between leadership styles, commitment, and satisfaction. The design allowed data collection without manipulation of variables. The population consisted of 2,384 teachers across 58 public secondary schools in Lavun Education Zone. A sample of 340 teachers was determined using Krejcie and Morgan's (1970) table. The study employed stratified random sampling to ensure that the sample accurately reflected the population structure. The population of 2,384 teachers across 58 public secondary schools in Lavun Education Zone was first divided

into strata based on school and gender. Stratification by school ensured that each school contributed to the sample proportionally to its teacher population, preventing over-representation of larger schools and under-representation of smaller ones. Within each school, teachers were further grouped by gender, and participants were selected randomly in proportion to the number of male and female teachers, so that the selected sample reflected the actual gender distribution in each school. This method enhanced the representativeness of the sample, reduced sampling bias, and increased the precision and generalisability of the study findings. Data were collected using the *Leadership Style, Commitment and Satisfaction Questionnaire (LSCSQ)*, structured on a five-point Likert scale. The questionnaire contained four sections covering demographics, leadership style, commitment, and satisfaction. The instrument was validated by experts in educational management and psychometrics. Pilot testing on 40 teachers in Mokwa yielded a Cronbach's Alpha coefficient of 0.87, indicating strong reliability. Data collection took four weeks. Descriptive statistics (mean and standard deviation) addressed the research questions, while Pearson correlation and multiple regression tested hypotheses using SPSS version 28. Ethical approval was obtained from the Niger State Ministry of Education, and confidentiality was maintained.

Results

This section presents the results of the study according to the research questions and null hypotheses. Descriptive statistics were used to answer the research questions, while inferential statistics were used to test the hypotheses at the 0.05 level of significance.

Research Question One: What are the prevalent leadership styles adopted by school administrators in Lavun Education Zone of Niger State?

Table 1: Mean and Standard Deviation of Leadership Styles Practiced by Administrators

Leadership Style	N	Mean	SD	Remark
Transformational leadership style	340	4.28	0.63	Often practiced
Democratic leadership style	340	4.12	0.68	Often practiced
Autocratic leadership style	340	2.19	0.91	Rarely practiced

Table 1 shows that transformational (M = 4.28, SD = 0.63) and democratic (M = 4.12, SD = 0.68) leadership styles were the most frequently practiced by school administrators, while autocratic leadership (M = 2.19, SD = 0.91) was rarely used. The results indicates that, overall, administrators in Lavun Education Zone moderately apply leadership behaviors that promote participation and shared decision-making. This finding implies that leadership within the zone is gradually shifting from authoritarian to participatory practices, consistent with modern educational leadership principles.

Research Question Two: What is the relationship between administrators' leadership styles and teachers' commitment?

Table 2: Descriptive Statistics of Leadership Style and Teachers' Commitment

Variable	N	Mean	SD	Remark
Leadership Style	340	3.85	0.69	High
Teachers' Commitment	340	3.96	0.71	High

Table 2 shows Descriptive Statistics of Leadership Style and Teachers' Commitment. The mean scores show that teachers perceived their administrators as moderately effective leaders (M = 3.85, SD = 0.69) and demonstrated high levels of professional commitment (M = 3.96, SD = 0.71). This suggests that teachers in schools led by supportive and communicative administrators are generally more dedicated to their work and more aligned with institutional goals.

Research Question Three: What is the relationship between administrators' leadership styles and teachers' job satisfaction?

Table 3: Descriptive Statistics of Leadership Style and Teachers' Job Satisfaction

Variable	N	Mean	SD	Remark
Leadership Style	340	3.85	0.69	High
Job Satisfaction	340	3.88	0.73	High

Table 3 show the Descriptive Statistics of Leadership Style and Teachers' Job Satisfaction. Teachers expressed high levels of satisfaction with their jobs, reporting that supportive and fair administrative practices contributed positively to their professional experience. This reflects that leadership characterized by recognition, fairness, and encouragement fosters teacher contentment and a positive school climate.

Hypotheses

Hypothesis One (H₀1):

There is no significant relationship between administrators' leadership styles and teachers' commitment in Lavun Education Zone.

Table 4: Pearson Correlation Between Leadership Style and Teachers' Commitment

Variables	N	r	Sig. (p)	Decision
Leadership Style – Teachers' Commitment	340	0.71	0.000	Reject H ₀ 1

Table 4 shows a Pearson Correlation Between Leadership Style and Teachers' Commitment. The result reveals a strong positive correlation ($r = 0.71$, $p < 0.05$) between administrators' leadership styles and teachers' commitment. This indicates that as administrators adopt more transformational and democratic leadership practices, teachers become more committed to their duties. The null hypothesis was therefore rejected.

Hypothesis Two (H₀₂):

There is no significant relationship between administrators' leadership styles and teachers' job satisfaction.

Table 5: Pearson Correlation Between Leadership Style and Teachers' Job Satisfaction

Variables	N	R	Sig. (p)	Decision
Leadership Style – Teachers' Job Satisfaction	340	0.68	0.000	Reject H ₀₂

Table 5 shows a strong positive correlation ($r = 0.68$, $p < 0.05$) between administrators' leadership styles and teachers' job satisfaction. The result indicates that leadership behaviors emphasizing fairness, communication, and recognition lead to increased job satisfaction among teachers. Consequently, the null hypothesis was rejected. This finding supports Ng'ang'a (2023), who found that democratic leadership strongly enhances teacher morale and satisfaction.

Hypothesis Three (H₀₃):

Administrators' leadership styles do not jointly predict teachers' commitment and job satisfaction.

Table 6: Multiple Regression Analysis on the Combined Influence of Leadership Style on Teachers' Commitment and Satisfaction

Model	R	R ²	Adjusted R ²	Std. Error	F	Sig. (p)	Decision
Leadership Style → Commitment & Satisfaction	0.79	0.62	0.61	0.29	287.34	0.000	Reject H ₀₃

Table 6: Multiple Regression Analysis on the Combined Influence of Leadership Style on Teachers' Commitment and Satisfaction. The regression results indicate that administrators' leadership styles significantly predict teachers' commitment and satisfaction, jointly accounting for 62% of the variance ($R^2 = 0.62$, $F = 287.34$, $p < 0.05$).

This implies that leadership style is a major determinant of teachers' professional attitudes. The null hypothesis was therefore rejected. The result confirms that the combination of transformational and democratic leadership creates a supportive environment that sustains teacher motivation and loyalty.

Discussion of Results

The findings clearly demonstrate that effective leadership is vital to sustaining teacher motivation, commitment, and satisfaction. Transformational and democratic leadership styles were found to be dominant in the study area, reflecting a gradual shift from authoritarian models to participatory and human-centered management. The positive relationships between leadership, teacher commitment, and satisfaction affirm that supportive leadership practices foster teacher engagement and institutional effectiveness.

These findings corroborate the principles of Transformational Leadership Theory (Bass, 1999), which emphasizes that leaders who inspire and motivate their subordinates enhance both performance and morale. They also align with Herzberg's Two-Factor Theory (Herzberg, 1959), which identifies recognition, supervision, and achievement as key motivators for job satisfaction.

Similar studies by Eze (2021) and Adeyemi and Oyebola (2022) found that democratic leadership promotes teamwork, motivation, and professional growth among teachers. Conversely, autocratic and laissez-faire approaches were shown to hinder creativity and contribute to stress and discontentment.

Therefore, the present study confirms that leadership style is a powerful predictor of teacher behaviour and organizational success. Administrators who demonstrate empathy, fairness, and inclusiveness create a work climate where teachers feel respected and valued, leading to higher retention and better student outcomes. The findings underscore the need for continuous leadership training and mentorship programs for school heads to enhance professional capacity and foster productive school environments.

Conclusion

The study concludes that school administrators' leadership style significantly impacts teachers' commitment and job satisfaction. Transformational and democratic leadership styles, characterized by communication, recognition, and shared decision-making, enhance teachers' morale and productivity. Conversely, autocratic approaches diminish teacher motivation and institutional harmony.

Recommendations

1. Administrators should engage teachers in decision-making to promote inclusion and trust.
2. Training programs should emphasize visionary leadership and individualized support.
3. Capacity-building workshops should strengthen administrators' interpersonal and motivational skills.
4. Open communication between teachers and administrators should be encouraged to address workplace challenges.
5. Regular evaluations of administrators' leadership behaviors should be conducted by educational authorities.

References

- Adeyemi, K. A., & Oyebola, O. A. (2022). Leadership and teacher commitment in Nigerian public schools. *Journal of Educational Leadership Studies*, 14(2), 45–60.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32.
- Eze, C. (2021). Democratic leadership and teacher morale in public secondary schools. *African Journal of Educational Management*, 19(3), 88–101.
- Hanushek, E., Piopiunik, M., & Wiederhold, S. (2020). The economic value of teacher quality. *Education Economics*, 28(2), 125–141.
- Herzberg, F. (1959). *The motivation to work*. John Wiley & Sons.
- Musleh, M. (2021). *A systematic review on the influence of transformational leadership and teacher commitment in*

educational institutions. International Journal of Research and Innovation in Social Science.

- Najihah Abdul Rahim, M. Mukapit, S. Rohana Daud, N. Shuhada Sehat, & Azira Rahim. (2025). *A conceptual framework for the leadership style that fosters teachers' self-efficacy. International Journal of Research and Innovation in Social Science*, 9 (1) , 4 4 9 0 – 4 4 9 7 . <https://dx.doi.org/10.47772/IJRISS.2025.9010342>
- Ng'ang'a, M. (2023). Leadership behavior and teacher job satisfaction in sub-Saharan Africa. *International Review of Education*, 69(4), 477–495.
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Sage Publications.