Opigo, E. Helen

Article

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Original Research Article

Leadership Style and Job Satisfaction of Departmental Members at the Federal University Otuoke

Opigo, E. Helen

Department of Entrepreneurship and Marketing, Faculty of Management Sciences, Federal University Otuoke, Bayelsa State.

For correspondence, email: helenopigo@yahoo.com, opigohh@fuotuoke.edu.ng

Abstract

This paper examined the leadership style practised by HODs within the context of transformation, transaction and Laissez-faire styles of leadership and their effect on job satisfaction of departmental members at the Federal University Otuoke. A descriptive survey research design method was used in the investigation, using questionnaire to solicit information from 116 departmental members regarding their perception of leadership styles of HODs and their effect on their job satisfaction. Based on results obtained, the study concluded that the performance of HODs could be achieved when the appropriate leadership style that engenders employees' commitment has been identified and applied.

Keywords: Leadership, transformation, transaction, laissez-faire, jobs, satisfaction

1. INTRODUCTION

Job satisfaction in organisations is important as it could affect motivation, absenteeism, turn over and job performance of employees. It is therefore vital that Universities monitor the satisfaction levels of their employees. According to Truell et al, 1998, highly satisfied faculty members will generally be more innovative and motivated to establish and maintain an environment conducive to learning. Thus, HODs in Universities must recognize the factors that lead to job dissatisfaction among faculty members and eliminate them; as well as, recognize the factors that increase job satisfaction and enhance them (Tack and Patitu, 1992). The term job satisfaction refers to positive attitudes and feelings of people towards their work. As Armstrong (2006) would argue, positive and favorable attitude towards the job indicates job satisfaction and vise-versa. Thus the most valuable asset available to any organization is its people and retaining staff in their jobs is essential for any organization. The ability to hire and retain effective faculty members in Universities is very important. Hence this study's desire to investigate job satisfaction of faculty members at the Federal University Otuoke.

2. LITERATURE REVIEW

Leadership

Harms and Creda (2010) defined leadership as a process whereby an individual influences a group to achieve a common goal'. Yukl (2013) on the other hand sees leadership as a process wherein a leader influences the interpretation of events, the choice of objectives and strategies, the organisation of work activities, the motivation of people to achieve the objectives, the maintenance of cooperative relationships, the development of skills and confidence by members and the enlistment of support and cooperation from people outside the group. An effective leader therefore ensures there is friendly relationship to develop good climate for cordial industrial harmony, which will improve cooperation among team-members to achieve higher productivity (Mullins, 2010). For this reason leadership is seen as a responsibility enticing followers to devote themselves to work, that ordinarily, would not be devoted to. Thus an effective Leader might use several different leadership styles at any given time, from transformational to transaction and laissez-faire styles to achieve the organisation's goal.

Transformational Leadership

Burns (1978) introduced transformational leadership in his award-winning book, "Leadership". He defined two types of leadership, transformational and transactional leadership styles, which were later, applied to organisations by Bass (1985). Transformation leadership style can be defined as a situation where the leaders and followers raise each other's levels of motivation, creating a transforming effect on both the leader and followers (Venkat, 2012). In other words, transformational leadership focuses on improving the employee's development, which is process-oriented, a process which is commitment, based on trust and expectations, thus, motivating employees to perform beyond expectation (Hater & Bass, 1988). Transformational leaders inspire followers to go beyond their self-interests and these leaders have an extraordinary effect on followers (Robbins & Judge, 2017).

Transactional Leadership

The transactional leadership style is a contractual relationship between the leader and subordinates, which depends on their advantages (Winkler, 2010). This form of leadership enables the leaders to guide and motivate followers to achieve goals by clarifying roles and task requirements (Robbins & Judge, 2017). Avolio and Bass (2004) opined that transactional leadership is comprised of three elements: contingent reward, active management by exception, and passive management by exception. The contingent reward has to do with the leader establishing the objectives and performance expectations to followers and the use of rewards and promotions as an inducement to get them to achieve desired results (Akram, Lei, Hussain, Haider, & Akram, 2016). By exception, active management refers to continuous monitoring by the leader to ensure that tasks are executed, problems are found and solved, and procedures are reinforced (Gill, 2012). This implies that leaders are vigilant in the activities engaged in by their followers. Passive management by exception is evidenced when leaders are receptive and respond to problems only when they arise. These leaders react to issues as they emerge (Yahaya & Ebrahim, 2016).

Laissez – Fair style of leadership

Leadership literature on the laissez-faire style refers to a 'hands-off' approach to influencing individuals in the workplace. Northouse (2010), described this leadership style as 'leaders who avoid making decisions, hesitate in taking action, and are absent when needed'. Eagly, Johannesen-Schmidt and Van Engen (2003), following the same theme, defined Laissez-Faire Leadership as that form of leadership that shows the inability or failure of leaders to take responsibility for managing and coordinating activities, thereby showing themselves as avoiding making decisions, hesitating in taking action, and are absent when needed in critical situations. Also supporting this view are Piccolo, Bono, Heinitz, Rowold, Duehr, and Judge (2012), who described laissez- faire style of leadership as one that shows 'leaders who avoid making decisions, hesitate in taking action, and are absent when needed'. Thinking along the same line also was (Goodnight, 2011), who also argued that laissez form of leadership is characterised by the leader's non-interference with the employees' activities in respect to decision-making processes, leaving the employee to figure out ways of attaining organisational goal. In a similar manner, Bhatti, Maitlo, Shaikh, Hashmi, and Shaikh (2012) noted that laissez-faire style of leadership comprises non-interference policy, allows complete freedom to employees to figure out ways of attaining goals.

Employee Job Satisfaction

Job satisfaction is an individual's subjective viewpoints involving the way employees feel about their jobs and their organisations. According to Nmadu (2013), an employee's performance is the degree of accomplishing the task(s) that make up an employee's job description. Managers at workplaces must ensure that employee's activities and output contribute to the organisation goals. This process requires knowledge of what activities and outputs are designed, observing whether they occur and providing feedback to improve employees' morale and meet expectations (Nmadu, 2013).

HODs at the Federal University Otuoke

The structure of the Nigerian university system sets the departments as the basic unit

of the University. In Archibong and Edet (2009), Bennett asserts that it is at the departmental level that the real institutional business is carried out: teachers and learners make contact. Researchers find encouragement and direction and many ways to contribute to the larger community are identified and explored. In other words, departments are considered to be the home of academic staff, organised along defined disciplines. The departmental head is responsible for allocating and using funds and he/she serves ex-officio on committees such as the faculty board and the academic board. Therefore, the head of department is saddled with the responsibility of directing, guiding, coordinating and evaluating lecturers and activities appropriately to ensure good quality education and effective functioning of the department.

Therefore, the head of department should be very versatile by evolving different techniques to manage both the human and material resources available. As the chief implementer of Nigerian Universities Commission (NUC) policies and the department's image-maker, the head, therefore, must have the cognate experience and exposure required to manage the department to achieve higher education objectives effectively. Bennett (1982) upholds this view that the department's job is the most difficult and demanding on

campus. They bridge the gap between deans, departments and the university management. The diverse responsibilities that go with department heads' job description are laced with challenges, which could constitute setbacks to effective management. Management of FUO needs leaders who would perform to the University's optimum advantage through effective leadership to achieve set goals. This orientation and direction demand new and different ways of influencing and directing departmental members to support their department heads to achieve the organisational goals. The purpose is to satisfy employees to give off their best with the view to achieving organisational objectives.

3. METHODOLOGY

The descriptive survey research design was used in this investigation and the study population was 116 departmental members in the 29 departments at the Federal University Otuoke in the five faculties of Education, Engineering, Humanities, Science and management Sciences. Questionnaires were used to select randomly 4 members each from all 29 departments to solicit departmental members' views regarding their perception of the leadership style of their HODs and its effect on their job satisfaction.

Conceptual and Operational Framework

LS = is a function of ES where LS = Leadership styles, ES = Employee Satisfaction

Independent Variable

Leadership Style of HODs

Dependent Variable
Job satisfaction

Transformational Leadership styles

Laissez Faire Leadership Style

Transaction Leadership style

Employee Satisfaction of Department members
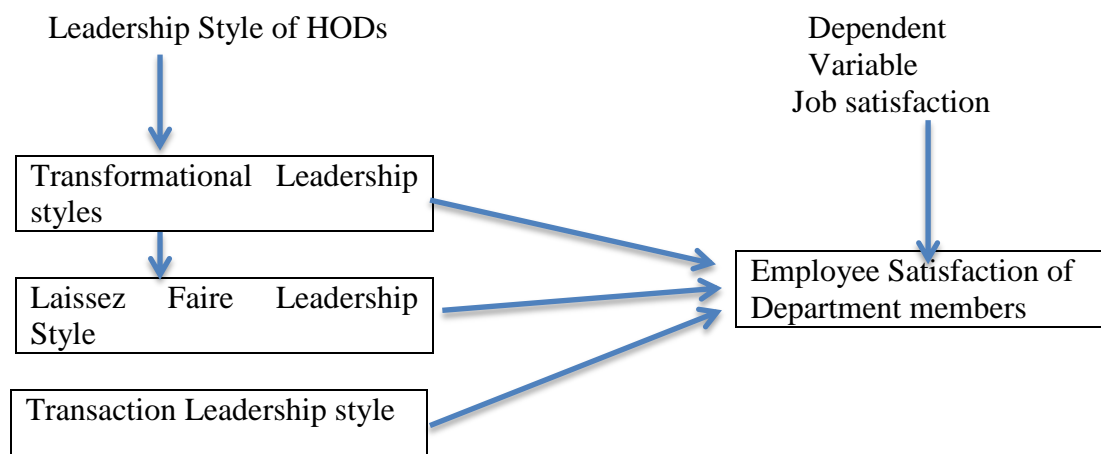
As shown in the diagram above, the two key variables important to this study are the independent variable Leadership style of HODs, which depended on the dependent variable Job satisfaction of departmental members. We defined leadership style of HODs as being transformational, laissez-fair or transactional. Employee satisfaction could be achieved when the leadership style applied by HODs resulted in departmental members exhibiting job satisfaction. Hence the objective of this study was to establish the leadership style of HODs and ascertain its effect on job satisfaction of departmental members.

4. ESTIMATION RESULTS AND DISCUSSION OF FINDINGS

RQ1: What are the leadership styles among academic HODs at the Federal University Otuoke?

Table 1: Transformational Leadership

S/no	Statement	Faculty of Education				Faculty of Engineering				Faculty of Science			
		1	2	3	4	1	2	3	4	1	2	3	4
1	My HOD goes out of his way to make others feel good to be around him	-	1 (25%)	2 (50%)	1 (25%)	-	4 (100%)	-	-	-	-	3 (75%)	1 (25%)
2	My HOD helps staff with their self-development	1 (25%)	-	3 (75%)	-	-	4 (100%)	-	-	-	1 (25%)	3 (75%)	-

S/no	Statement	Faculty of Education				Faculty of Engineering				Faculty of Science			
3	My HOD uses simple words, images, and symbols to convey to staff what they should or could be doing	-	4 (100%)	-	-	-	3 (75%)	1 (25%)	-	-	-	1 (25%)	3 (75%)
4	My HOD manages staff by setting standards that all agree with	-	2 (50%)	2 (50%)	-	-	-	1 (25%)	3 (75%)	-	-	2 (50%)	2 (50%)
5	People listen to HOD's ideas and concerns not out of fear, but because of his skills, knowledge and personality	-	-	3(75%)	1(25%)	-	-	4(100%)	-	-`	-	3(75%)	1(25%)
6	My HOD provides an empathic shoulder when subordinates need help	1 (25%)	-	3 (75%)	-	-	4 (100%)	-	-	-	2 (50%)	2 (50%)	-
7	My HOD monitors all projects that he is in charge of to ensure the team meets it goal	-	-	-	4 (100%)	-	-	3 (75%)	1 (25%)	-	-	4 (100%)	-
8	My HOD provides challenges for his team members to help them grow	-	3 (75%)	1 (25%)	-	-	-	4 (100%)	-	-	4 (100%)	-	-

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

Table 1.1: Transformational Leadership

S/no	Statement	Faculty of Humanities				Faculty of Mgt. Science			
		1	2	3	4	1	2	3	4
1	My HOD goes out of his way to make others feel good to be around him	-	-	-	4(100%)	-	-	2(50%)	2(50%)
2	My HOD helps staff with their self-development	-	4(100%)	-	-	-	4(100%)	-	-
3	My HOD uses simple words,	1(25%)	2(50%)	1(25%)	-	-	4(100%)	-	-

S/no	Statement	Faculty of Humanities				Faculty of Mgt. Science			
	images, and symbols to convey to staff what they should or could be doing						%)		
4	My HOD manages staff by setting standards that all agree with	-	-	2(50%)	2(50%)	2(50%)	-	1(25.0%)	1(25.0%)
5	People listen to HOD's ideas and concerns not out of fear, but because of his skills, knowledge and personality	-	-	2(50%)	2(50%)	-	-	2(50%)	2(50%)
6	My HOD provides an empathic shoulder when subordinates need help	-	4(100%)	-	-	-	4(100.0%)	-	-
7	My HOD monitors all projects that he is in charge of to ensure the team meets it goal	-	-	2(50%)	2(50%)	-	4(100.0%)	-	-
8	My HOD provides challenges for his team members to help them grow	1(25%)	3(75%)	-	-	1(25%)	3(75%)	-	-

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

From table 1, 4(100.0%) of all the respondents from departments in the Faculty of Engineering claimed that their HODs sometimes go out of their way to make others feel good to be around them, 2(50%) of respondents from departments in the Faculty of Education claimed the same thing, while 3(75%) of respondents in department in the Faculty Science claimed that their HODs often go out of their way to make others feel good to be around them.

On 'How often HODs help staff with their self-development', 3(75%) of the respondents from the Faculty of Education and Science claimed that their HOD often helped staff with their self-development, while all the respondents 4(100.0%) from departments in the Faculty of Engineering claimed that their HODs sometimes help staff with their self-development. On the statement 'HODs almost always manage staff by setting standards that all agree with' 3(75%) of the Faculty of Engineering agree. In comparison, 2(50%) of the respondents from Faculties of Education and Science claimed that their HODs often manage staff by setting standards that all agree with and 3(75%) and 2(50%) of the respondents from Faculties of Education and Science claimed respectively that their HODs often provide an empathic shoulder when subordinates need help. In comparison, all the respondents 4(100%) from the Faculty of Engineering claimed that their HODs sometimes provide an empathic shoulder when subordinates need help.

Similarly 3(75.0%) of the respondents from Faculties of Education and Science and all the respondents from Faculty of Engineering respectively claimed that People often listen to HOD's ideas and concerns not out of fear, but because of their skills, knowledge and personality.

In addition, 3(75%) of the respondents from the Faculty of Engineering and all the respondents 4(100%) from Faculty of Science claimed that their HODs often monitor all projects that they are in charge of to ensure their teams meet their goal while all the respondents 4(100%) claimed that their HODs almost always monitor all projects that they are in charge of, to ensure

the team meets its goal. Table 1.1, shows that 3(75%) of respondents in the faculties of Humanities and Management Sciences, claimed that sometimes their HODs provide challenges for their teams members to help them grow whereas in the faculty of Humanities 2(50%) of respondents claimed that their HODs often monitored all projects they are in charge of, to ensure the teams meet their goals, whilst all the respondents from the Faculty of Management Sciences claimed that their HODs sometimes monitor all projects that they are in charge of, to ensure the teams meet their goal. 2(50%) of all respondents in all departments claimed that people often listen to HODs' ideas and concerns not out of fear, but because of their skills, knowledge and personality.

Table 2. Laissez-faire leadership style

S/no	Statement	Faculty of Education				Faculty of Engineering				Faculty of Science			
		1	2	3	4	1	2	3	4	1	2	3	4
1	My HOD lets staff work in the manner that they want	4 (100%)	-	-	-	4 (100%)	-	-	-	4 (100%)	-	-	-
2	My HOD rarely gives direction or guidance to staff if I sense they can achieve their goal	3 (75%)	1 (25%)	-	-	1 (25%)	3 (75%)	-	-	-	2 (50%)	2 (50%)	-
3	As long as things are going smoothly, my HOD is satisfied	3 (75%)	1 (25%)	-	-	1 (25%)	3 (75%)	-	-	-	-	1 (25%)	3 (75%)

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

Table 2.1 Laissez-faire leadership style

S/no	Statement	Faculty of Humanities				Faculty of Management Sciences			
		1	2	3	4	1	2	3	4
1	My HOD lets staff work in the manner that they want	4 (100%)	-	-	-	4 (100%)	-	-	-
2	My HOD rarely gives direction or guidance to staff if I sense they can achieve their goal	1 (25%)	3 (75%)	-	-	4 (100%)	-	-	-
3	As long as things are going smoothly, my HOD is satisfied	-	-	2 (50%)	2 (50%)	-	1 (25%)	2 (50%)	1 (25%)

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

For Laissez-faire leadership style, table 2. shows that all the respondents 4 (100.0%) from the 3 Faculties of Education, Engineering and Science claimed that their HOD rarely lets staff work in the manner that they want, while 3(75.0%) of the respondents from Engineering and 2 (50.0%) from Science faculties claimed that their HODs sometimes rarely gives direction or guidance to staff if they sense they can achieve their goal.

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For Faculty of Engineering, 3(75%) of respondents claimed that as long as things are going smoothly, their HODs are sometimes satisfied whilst 3(75%) of the respondents from Faculty of Education claimed that their HODs are rarely satisfied and 3(75%) from the Faculty of Science claimed that their HODs are almost always satisfied.

From the Faculties of Humanities and Management Sciences, 2(50%) of the respondents respectively claimed that as long as things are going smoothly, their HODs are often satisfied while all the respondents from the Faculty of Humanities and Management Sciences claimed that their HODs rarely lets staff work in the manner that they want.

Table 3. Transactional Leadership

S/no	Statement	Faculty of Education				Faculty of Engineering				Faculty of Science			
		1	2	3	4	1	2	3	4	1	2	3	4
1	My HOD make clear his expectations to his subordinates	-	-	1 (25%)	3 (75%)	-	-	2 (50%)	2 (50%)	-	-	1 (25%)	3 (75%)
2	My HOD monitors the performance of subordinates and keeps track of mistakes	-	-	1 (25%)	3 (75%)	-	-	1 (25%)	3 (75%)	-	-	1 (25%)	3 (75%)
3	My HOD ensures that poor performance is corrected	-	-	-	4 (100%)	-	-	1 (25%)	3 (75%)	-	-	1 (25%)	3 (75%)
4	My HOD ensures staff get recognition and/or rewards when they achieve difficult or complex goals	-	1 (25%)	2 (50%)	1 (25%)	-	3 (75%)	-	1 (25%)	-	-	3 (75%)	1 (25%)

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

Table 3.1 Transactional Leadership

S/no	Statement	Faculty of Humanities				Faculty of Mgt. Sciences			
		1	2	3	4	1	2	3	4
1	My HOD make clear his expectations to his subordinates	-	-	2 (50%)	2 (50%)	-	-	2 (50%)	2 (50%)
2	My HOD monitors the performance of subordinates and keeps track of mistakes	-	-	2 (50%)	2 (50%)	1 (25%)	-	2 (50%)	1 (25%)
3	My HOD ensures that poor performance is corrected	-	1 (25%)	3 (75%)	-	-	3 (75%)	1 (25%)	-
4	My HOD ensures staff get recognition and/or rewards when they achieve difficult or complex goals	-	4 (100%)	-	-	-	4 (100%)	-	-

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

For Transactional Leadership style, table 3 shows that 3(75%) of the respondents from Faculties of Education and Science and 2 (50.0%) of the respondents from Faculty of Engineering departments claimed that their HODs almost always make clear his expectations to their subordinates. Also, 3(75%) of the respondents from all the departments claimed that their HODs almost always monitors the performance of subordinates and keeps track of mistakes, while all the respondents 4 (100%) from Faculty of Education departments and 3(75%) of the respondents from Science and Engineering Faculties claimed respectively that their HODs almost always ensures that poor performance is corrected.

Besides, 2(50%) of the respondents from Faculty of Education departments and 3(75%) of the respondents from Faculty of Science departments claimed that their HODs often ensures staff get recognition and rewards when they achieve difficult or complicated goals. In comparison, 3(75%) of the Faculty of Engineering departments' respondents claimed that their HODs sometimes ensure that staff gets recognition.

Also, 3(75%) of the respondents from the Faculty of Humanities claimed that their HODs often ensure that poor performance is corrected, while 3(75%) of the Faculty of Management Science respondents claimed that their HODs sometimes ensures that poor performance is corrected. All the respondents from the Faculties of Humanities and Management Sciences claimed that their HODs sometimes ensure staff get recognition and rewards when they achieve difficult or complicated goals. Similarly, 2(50%) of the respondents from the Faculties of Humanities and Management Sciences claimed that their HODs make clear their expectations to their subordinates.

RQ 2: What is the level of job satisfaction among departmental members in faculties at the Federal University Otuoke?

Table 4. Job Satisfaction Subordinate

S/no	Statement	Faculty of Education				Faculty of Engineering				Faculty of Science			
		1	2	3	4	1	2	3	4	1	2	3	4
1	The job allows me the freedom to try my own method of doing the job	-	2 (50%)	2 (50%)	-	-	2 (50%)	2 (50%)		-	-	4 (100%)	-
2	I get the chance to do something that makes use of my abilities	-	1 (25%)	3 (75%)	-	-	4 (100%)	-		-	-	4 (100%)	-
3	I like the way my boss handles his/her workers	-	-	4 (100%)	-	-	4 (100%)	-		-	-	4 (100%)	-
4	I get the feeling of accomplishing from the job	-	2 (50%)	2 (50%)	-	-	4 (100%)	-		-	-	4 (100%)	-
5	I trust my boss' competence in making decisions	-	-	4 (100%)	-	-	-	2 (50%)	2 (50%)	-	-	4 (100%)	-
6	I get praised when I do a	1	2	1	-	-	2	2	-	-	4	-	-

	good job	(25%)	(50%)	(25%)			(50%)	(50%)			(100%)	
7	Co-workers get along with each other	-	2 (50%)	2 (50%)	-	-	4 (100%)	-	-	-	4 (100%)	-

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost

Table 4.1 Job Satisfaction Subordinate

S/no	Statement	Faculty of Humanities				Faculty of Mgt. Sciences			
		1	2	3	4	1	2	3	4
1	The job allows me the freedom to try my own method of doing the job	1 (25%)	2 (50%)	1 (25%)	-	-	3 (75%)	1 (25%)	-
2	I get the chance to do something that makes use of my abilities	-	2 (50%)	2 (50%)	-	-	3 (75%)	1 (25%)	-
3	I like the way my boss handles his/her workers	1 (25%)	2 (75%)	-	-	-	3 (75%)	1 (25%)	-
4	I get the feeling of accomplishing from the job	-	3 (75%)	1 (25%)	-	-	3 (75%)	1 (25%)	-
5	I trust my boss' competence in making decisions	-	1 (25%)	3 (75%)	-	-	1 (25%)	3 (75%)	-
6	I get praised when I do a good job	4 (100%)	-	-	-	3 (75%)	-	1 (25%)	-
7	Co-workers get along with each other	1 (25%)	3 (75%)	-	-	-	4 (100%)	-	-

NB: 1 = rarely   2 = sometimes   3 = often   4 = almost always

Responding to job satisfaction of departmental members, 2(50%) of the respondents from Faculties of Education and Engineering and 4(100%) of respondents from Faculty of Science all claimed that the job often allowed them the freedom to try their own methods of doing the job. Still responding to job satisfaction of departmental members 3(75%) of the respondents from Faculty of Education and 4(100%) from Faculty of Science all claimed that they often get the chance to do something that makes use of their abilities whilst 4(100%) of all the respondents from the Faculty of Engineering also claimed that they sometimes get the chance to do something that makes use of their abilities. 2(50%) of the respondents from the Faculty of Education and 4(100%) of all respondents in the Faculty of Science and

Engineering claimed that they often get the feeling of accomplishing from the job.

Likewise, 4(100%) of all the respondents, from Faculties of Education and Science and 2(50%) of the respondents from Faculty of Engineering claimed that they often trust their HODs competence in making decisions and 2(50%) of the respondents from the Faculty of Education and Engineering and 4(100%) of all the respondents in the Department of Social Science claimed that they sometimes get praised when they do a good job.

From table 4.1, it showed that 3(75.0%) of the respondents from departments of Humanities and Management Sciences often trust their HODs competence in making decisions, 2(75%) of the respondents from faculty of humanities and 3 (75%) of the

respondents from Faculty of Science claimed that they sometimes like the way their boss' handle workers.

RQ3: How does the leadership style of academic HODs relate to job satisfaction among departmental members in faculties?

Table 5: Correlation of Leadership style and Job satisfaction among Faculty of Education members

		Job Satisfaction	Transformation Leadership	Laissez Faire Leadership	Transactional Leadership
Job Satisfaction	Pearson Correlation	1	.845	.683	.378
	Sig. (2-tailed)		.155	.317	.622
	N	4	4	4	4
Transformation Leadership	Pearson Correlation	.845	1	.577	.000
	Sig. (2-tailed)	.155		.423	1.000
	N	4	4	4	4
Laissez Faire Leadership	Pearson Correlation	.683	.577	1	-.258
	Sig. (2-tailed)	.317	.423		.742
	N	4	4	4	4
Transactional Leadership	Pearson Correlation	.378	.000	-.258	1
	Sig. (2-tailed)	.622	1.000	.742	
	N	4	4	4	4

Table 5 shows a positive correlation between job satisfaction and transformational leadership among members of the Faculty of Education. However, it was not statistically significant ($r = .845$, $p > .05$); there was a positive correlation between job satisfaction and laissez faire leadership among members of the Faculty of Education ($r = .683$, $p > .05$). However, it was not statistically significant, and there was a positive correlation between job satisfaction and Transactional leadership among members of the Faculty of Education

($r = .378$, $p > .05$), but it was not statistically significant. For leadership style in the Faculty

of Education, none of the correlation between job satisfaction and transformational, laissez-faire and transactional leadership was statistically significant.

Relationship between leadership style and Job satisfaction among departmental members in Faculty of Engineering.

Table 6: Correlation of Leadership style and Job satisfaction among departmental member in the Faculty of Engineering

Correlations

		Job Satisfaction	Transformational Leadership	Lassezfaire Leadership	Translational Leadership
Job Satisfaction	Pearson Correlation	1	.333	-.333	.522
	Sig. (2-tailed)		.667	.667	.478
	N	4	4	4	4
Transformational Leadership	Pearson Correlation	.333	1	.333	.870
	Sig. (2-tailed)	.667		.667	.130
	N	4	4	4	4
Laissez faire Leadership	Pearson Correlation	-.333	.333	1	-.174
	Sig. (2-tailed)	.667	.667		.826
	N	4	4	4	4
Translational Leadership	Pearson Correlation	.522	.870	-.174	1
	Sig. (2-tailed)	.478	.130	.826	
	N	4	4	4	4

Table 6 shows a positive correlation between job satisfaction and transformational leadership among members of the Faculty of Engineering. However, it was not statistically significant (r = .333, p>.05); there was a negative correlation between job satisfaction and laissez faire leadership among members of the Faculty of Engineering (r = -.333, p>.05). However, it was not statistically significant, and there was a positive correlation between job satisfaction and Transactional leadership among members of the Faculty of Engineering (r =.522, p>.05), but it was not statistically significant. None of the correlation between job satisfaction and transformational, Job satisfaction and laissez- faire and Job satisfaction transactional leadership was statistically significant among the Faculty of Engineering members.

Relationship between leadership style and Job satisfaction among departmental members in the Faculty of Science

Table 7: Correlation of Leadership style and Job satisfaction among departmental members in the Faculty of Science

		Job Satisfaction	Transformational Leadership	Lassezfaire Leadership	Translational Leadership
		Correlations			
Job Satisfaction	Pearson Correlation	1	.806**	.818	.302**
	Sig. (2-tailed)		.194	.182	.698
	N	4	4	4	4
Transformational Leadership	Pearson Correlation	.806**	1	.483	-.535
	Sig. (2-tailed)	.194		.517	.465
	N	4	4	4	4
Lassezfaire Leadership	Pearson Correlation	.818	.483	1	.302
	Sig. (2-tailed)	.182	.517		.698
	N	4	4	4	4
Translational Leadership	Pearson Correlation	.302**	-.535	.302	1
	Sig. (2-tailed)	.698	.465	.698	
	N	4	4	4	4

Table 7 shows that there was a significant positive correlation between job satisfaction and transformational leadership among members of the Faculty of Science ($r = .806$, $p<. 05$), there was a significant positive correlation between job satisfaction and translational leadership among members of the Faculty of Science ($r = .302$, $p<.05$) and there was a positive correlation between job satisfaction and Laissez-faire leadership among members of the Faculty of Social Science ($r =.818$, $p>.05$) but it was not statistically significant. The correlation between job satisfaction and transformational and translational leadership was statistically significant among the Faculty of Science members, while the correlation between job satisfaction and Laissez-faire leadership was not statistically significant.

Relationship between leadership style and Job satisfaction among departmental member in Faculty of Humanities

Table 8: Correlation of Leadership style and Job satisfaction among departmental members of faculty of Humanities members

		Job Satisfaction	Transformational Leadership	Laissez faire Leadership	Transactional Leadership
		Correlations			
Job Satisfaction	Pearson Correlation	1	.803**	.132**	.484**
	Sig. (2-tailed)		.197	.868	.516
	N	4	4	4	4
Transformational	Pearson Correlation	.803	1	.566	.887

Leadership	Sig. (2-tailed)	.197		.434	.113
	N	4	4	4	4
Laissez faire Leadership	Pearson Correlation	.132	.566	1	.870
	Sig. (2-tailed)	.868	.434		.130
	N	4	4	4	4
Transactional Leadership	Pearson Correlation	.484	.887	.870	1
	Sig. (2-tailed)	.516	.113	.130	
	N	4	4	4	4

Table 8 shows that there was a positive significant correlation between job satisfaction and transformational leadership among members of the Faculty of Humanities (r = .803, p<.05), there was a positive significant correlation between job satisfaction and transactional leadership style among members of the Faculty of Humanities (r = .302, p<.05). There was also a positive significant correlation between job satisfaction and Lassez faire leadership among members of the Faculty of Humanities (r =.132, p<.05).

Relationship between leadership style and Job satisfaction among departmental members of faculty of Science members

Table 9: Correlation of Leadership style and Job satisfaction among departmental members of faculty of Science members

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Job Satisfaction	Transformational Leadership	LassezFaire Leadership	Transactional Leadership
Job Satisfaction	Pearson Correlation	1	.066	.426	-.255
	Sig. (2-tailed)		.934	.574	.745
	N	4	4	4	4
Transformational Leadership	Pearson Correlation	.066	1	.463	-.258
	Sig. (2-tailed)	.934		.537	.742
	N	4	4	4	4
Laissez Faire Leadership	Pearson Correlation	.426	.463	1	-.956[*]
	Sig. (2-tailed)	.574	.537		.044
	N	4	4	4	4
Transactional Leadership	Pearson Correlation	-.255	-.258	-.956[*]	1
	Sig. (2-tailed)	.745	.742	.044	
	N	4	4	4	4

Table 9 shows a positive correlation between job satisfaction and transformational leadership among members of the Faculty of Science (r = .066, p>.05). However, it was not statistically significant; there was a negative correlation between job satisfaction and translational leadership among the Faculty of Science (r = -.255, p>.05). However, it was not statistically significant, and there was a positive

correlation between job satisfaction and Laissez-faire leadership among members of the Faculty of Science (r =.426, p>.05), but it was not statistically significant.

Discussions

Transformational leadership style

The result of the correlation analysis revealed that HODs of departments in the Faculties of Education and Sciences often supported staff in self-development, often manage staff by setting standards that all agreed with and often provided an empathic shoulder when subordinates needed help exhibiting transformational leadership style. Overall, the HODs of departments in the Faculties of Education and Management sciences were found to be more effective transformational leaders compared to HODs of Faculty of Engineering and others. Respondents from departments in faculty of Engineering and Humanities on the other hand claimed that their HODs often monitored all projects that they were in charge of to ensure the teams met their goal. They also claimed that people often listened to HOD's ideas and concerns not out of fear, but because of their skills, knowledge and personality, which all amounted to transformational leadership style.

Transactional leadership style

HODs of in departments in Education and Science often ensured that staff got recognition and rewards when achieving difficult or complicated goals. All the respondents from departments in the Faculty of Education almost always ensured that poor performance was corrected whilst respondents from departments in the Faculty of Humanities claimed that their HODs often ensure that poor performance was corrected. Respondents from the

department in the Faculty of Management Sciences on the other hand claimed that their HODs sometimes ensure that poor performance was corrected. This implies that HODs of Faculties of Education and Humanities were more effective in transactional leadership than HODs in the departments in the Faculty of Management Sciences, Engineering and Science.

Laissez faire leadership style

HODs of departments in the Faculty of Science were almost always satisfied as long as things were going smoothly, while the HODs in departments in the Faculty of Engineering were sometimes satisfied and HODs in departments in the Faculty of Education were rarely satisfied. Also, respondents from the departments in the Faculties of Humanities and Management Sciences claimed that as long as things were going smoothly, their HODs were often satisfied. This shows that the HODs of Science, Humanities and Management Sciences have more of a Laissez-faire leadership style than the HODs of Faculties of Education and Engineering.

Statistical significance of relationships

There was no statistical significant relationship between job satisfaction and transformational, laissez-faire and transactional leadership for leadership style in departments in the Faculties of Education, Engineering, whilst in the departments in the Faculty of Management Sciences There was a positive correlation between job satisfaction and transformational leadership style. However, it was not statistically significant and there was a negative correlation between job satisfaction and transactional leadership. However, there was a positive correlation between job satisfaction and Laissez-faire

leadership, but it was not statistically significant. In the departments in the Faculty of Science however, there was a positive statistically significant relationship between job satisfaction and transformational leadership, a positive statistically significant relationship between job satisfaction and transactional leadership and no statistically significant relationship between job satisfaction and laissez-faire leadership. In the departments in the Faculty of Humanities however, there was a significant positive correlation between job satisfaction and transformational leadership, a significant positive correlation between job satisfaction and translational leadership and a significant positive correlation between job satisfaction and Laissez-faire leadership.

5. CONCLUSIONS AND RECOMMENDATION

This study has investigated leadership styles affecting job satisfaction of departmental members at departments in Faculties at the Federal University Otuoke. Correlation and Linear regression analysis were used to analyze the relationship between these variable to determine the overall effect of Leadership on job satisfaction of departmental members. Data was collected using a structured questionnaire from departmental members. The study concluded that the leadership style, which affects job satisfaction in one department, might not necessarily affect job satisfaction in another Thus; HODs should work relentlessly to identify and improve on those styles that engender employees' commitment.

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