ADMINISTRATOR-TEACHER RELATIONSHIP AND JOB SATISFACTION IN SECONDARY SCHOOLS OF BODINGA LOCAL GOVERNMENT OF SOKOTO STATE

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Abstract

This study was carried out to determine Administrators-Teacher relationship, climate and job satisfaction in secondary schools Specific objective was to determine the relationship between Administrator-teacher relationship and job satisfaction.. Correctional research design was used for this study. The population was the entire teachers in seven secondary schools in Bodinga Local Government, which constitute 250 teachers as the population which were totally used, using census sampling technique. A set of questionnaire seeking for teachers' responses in relation to stated objectives was designed, Validated by experts and pilot tested, the reliability was tested through the use of Cronbach's Alpha in SPSS. The reliability index were at 0.89 and 0.97 respectively. The Data collected was analyzed using simple frequencies and percentages and Hypothesis were tested using Pearson Product Moment Correlation coefficient at 0.05 significance level. The results of the findings indicated that there is a strong and positive relationship between the two variables. It was recommended that; School Administrators should think of more ways that will bring about the positive relationship between them and teachers in their schools.

Key words: *Admistrator-Teacher, School Climate, Job Satisfaction, Dimension*

Introduction

Teacher job satisfaction has been a critical concern within educational research for decades, as it directly influences teachers' commitment to their work, their sense of purpose, and their performance. Satisfied teachers are more likely to invest in their students, innovate in their teaching methods, and remain in the profession longer, which is particularly vital for achieving

continuity and stability in education. Job satisfaction among teachers is shaped by numerous factors, including working conditions, pay, resources, professional development opportunities, and interpersonal relationships with school administrators. As the importance of these factors became more evident, researchers started to examine how the quality of relationships between teachers and administrators affects job satisfaction. The role of school administrators, such as principals and vice-principals, extends beyond managerial duties to shaping the school's climate and culture. Administrators can influence a teacher's experience in the workplace through leadership practices, communication styles, decision-making processes, and support mechanisms.

Administor-Teacher Relationship is one of the Dimentions of School climate. School Climate is defined as; a mixture of beliefs, values and behaviors of students, teaching staff, leaders and parents, level of independence, leadership styles and job satisfaction (Rapti, 2012). It also refers to the sum of the values, cultures, safety practices, Organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships. (National School Climate Center, cited in Kramer II, Watson Hodges 2013).

Human Relations Theory proponent Likefollet, Mayo and Benard were the first to propose considering humans in organizations before their contributions to the organization. in their principles; administrators should be friendly to their employees and employees' opinions should to be considered important in decision making.(Durosaro & Ogunsaye, 2002). To gain an accurate portrayal of a school's organizational climate, it is not enough to elicit the perceptions of just the administrators; the teachers must also be questioned for their perceptions of the climate. (Duff, 2013). Furtheremore, Collie, Shapka and Perry (2012). are of the view that, teachers' perceptions is importance for their work experiences and have important practical and research implications. Basak and Ghosh (2011) Principal Leadership style has direct relation to their satisfaction. (Kiboss and Jemiryott 2014).

However, the concept of job satisfaction has been widely defined by different people. Locke in Adenike (2011) specified that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Job is the composition of tasks, roles, responsibilities, interactions, incentives and rewards. In addition, job satisfaction is the quality, state, or level of satisfaction which is the result of various interests and attitudes of a person. The job satisfaction of teachers is measured from the efforts made by teachers themselves, school heads and students towards the actualization of the school's goals. (National Open University of Nigeria Lecture Note of Human Resource Management in Education, nd). Job satisfaction of teachers is, therefore, to be seen as a measure between school academic performance and the needs satisfaction of teachers which is greatly influenced by the prevailing organizational climate in the school. Brien (2013) suggested that Teacher autonomy and self-efficacy can indeed increase teacher retention, improve teacher job satisfaction, and decrease teacher attrition rates. The teaching profession has been and continue to be one of the noble professions in the world. The role of a teacher in achieving the goals of education in any country cannot be overemphasized. Quetin, Patrict and Clarence (2014) stress that, a teacher is the focal point of bringing about changes in the behavior of a learner. He is not only tasked with imparting knowledge, but often has the power to inspire or suppress intellectual curiosity of the learner. UNESCO (2006) cited in Akuoko, Dwumah and Baba(2012),the teacher is the most important factor in determining the quality of education that children receive. However, unless the teacher discharges his duties properly, educational goals and objectives of any country may not be achieved. The question here is that; Are teachers happy with their job? Do they feel valued? If they were able to start over, would they choose teaching as a career? Are they satisfied? (Quetin,

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Patrict and Clarence, 2014). In response to questions of this type many researches have been conducted to find out about the situation.

The above discussions have evidently shown that, teachers' job satisfaction is an issue of a great concern among educators worldwide. But in Sokoto state and Bodinga local government in particular, no evidence within the reach of the researcher that people have carried out study on teachers' job satisfaction despite the fact that, teachers are exhibiting the habit of dissatisfaction with their teaching career. Even though, Sokoto state government is trying its best to ensure the satisfaction of the teachers' needs, still many teachers are not ready to remain in teaching, particularly in secondary schools, which could be notified through incessant inter-service transfer, late coming, Absenteeism, truancy among others.(Adelabu, 2005 &Omotere 2013).

Statement of problem

Teaching profession, particularly in Nigerian secondary schools today, is confronted by a lot of problems which include; teachers' low output, high teacher turnover, regular strike actions, poor pupils' performance, refusal of teachers to accept posting to rural areas, irregular attendance, transfer from school to school and teacher absenteeism. Additionally, there is unconducive environment created by administrative flaws, school buildings is largely dilapidated, unsatisfied reward system and overcrowding among others. (Adelabu, 2005 &Omotere, 2013). Therefore, if this problem is not properly addressed, it will remain a cog to the wheel of educational progress in the country. These are some of the problems that called the attention of the researcher to determine the Relationship between Administrator-Teacher Relationship and Teachers' Job Satisfaction in Secondary Schools of Bodinga Local Government area of Sokoto State, Nigeria.

Objective; To determine the relationship between administrator-teacherrelationshipandjob satisfaction in secondary schools of Bodinga local government area Sokoto State, Nigeria.

Null hypothesis; There is no significant relationship between administrator-teacher relationship and job satisfaction in secondary schools of Bodinga local Government area Sokoto State, Nigeria.

Literature Review

Muchumu and Kaitila (2014) focused on primary schools in Tanzania and found that a democratic leadership style was most common in high-performing schools. Teachers in these schools reported higher job satisfaction, suggesting a link between democratic leadership and teacher contentment. In another study by Dauda, Maishanu, and Mawoli (2013) examined internal service quality and employee job satisfaction in a university library in Nigeria. Although job satisfaction and internal service quality were high, the study found no significant correlation between the two. This shows that other factors may influence job satisfaction in such environments. The research conducted by Kiboss and Jemiryott (2014) explored the impact of leadership styles on teachers' job satisfaction in Kenyan secondary schools. Using the Path-Goal theory, they found that leadership styles greatly influenced the work environment and teacher satisfaction. Principals' leadership was crucial for a positive school climate and motivated teaching staff. Sancar (2009), in a study in Northern Cyprus, highlighted that school principals' 'consideration' behaviors positively influenced teacher job satisfaction, while 'initiation of structure' behaviors did not have a significant impact. Duff (2013) compared the perceptions of teachers and administrators regarding school climate in a causal-comparative study. The study

found discrepancies between these groups' views, indicating that alignment between teachers and administrators on school climate could enhance satisfaction. Aydin, Sarier, and Uysal (2013) investigated the influence of transformational, transactional, and laissez-faire leadership styles on teacher job satisfaction and organizational commitment in Turkey. Transformational leadership was found to significantly enhance both job satisfaction and commitment. Vrgovic and Pavlovic (2014) examined how principals' leadership styles affected teacher satisfaction. The study found that people-oriented principals positively impacted teacher satisfaction, particularly in teamwork and school development, while task-oriented principals had a negative effect. Omeke and Onah (2012) in Nigeria found that among autocratic, laissez-faire, and democratic leadership styles, only democratic leadership significantly enhanced teachers' job satisfaction. Their study emphasized that leadership style influences teacher satisfaction regardless of gender.

In summary, these studies collectively underscore that leadership styles, particularly democratic and transformational approaches, play a significant role in fostering teacher job satisfaction. Leadership that prioritizes teamwork, people-oriented management, and school development enhances teachers' satisfaction and positively impacts the teaching-learning environment.

Methodology
Research design is simply the framework or plan for a study, used in collecting, measuring and analyzing data. It is a blueprint that is followed in completing a study (Bagobiri 2015).The research design used for the purpose of this study is correlational research design. The Correlational Research design involves collecting data in order to clarify patterns of relationships between two or more variables (Suleiman, 2014).The research is quantitative approach and survey method applied. The study was to determine the relationship between the two variables, i.e. school safety and teachers' job satisfaction in secondary schools in Bodinga local government area Sokoto State.

The study was carried out on the teachers in secondary schools of Bodinga local government area Sokoto State. To determine the relationship between Administrtor-teacher and job satisfaction. The entire secondary schools in the local government area were used as the population of this study. They include day and boarding, mix and single schools both Males and Females which comprised 250 teachers whom the researcher used in his study.

The study used census sampling in data collection. This is due to the fact that the population of the the study is accessible and manageable (250) the entire population is covered. This is aimed at adding credibility to study. According to Alfa (2016) a total population could be used for the following reasons; when the population size is relatively small and/or the population shares an uncommon characteristic(s). In this respect, the population of the study is considered manageable by the researcher and for the need to balance the uncommon features of the respondents

The Administrator-teacher relationship Questionnaire was used and validated by three exparts two from educational management and one from measurement and evaluation to acertain the content and construct validity. Their observations, comments and corrections were used to improve the final production used for the study. Datawas used to compute the validity of the questionnaire and validity index was 0. 89 which is considered valid and acceptable for data collection. Likewise, the reliability of the instruments tested using Cronbach's Alpha coefficient to determine the reliability of the instrument using SPSS. The results of the test shows .974 which strongly reliable for data collection

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RESULTS AND DISCUSSION OF FINDINGS

Table 1 Pearson on the Relationship between Administrator-Teacher relationship and Teachers' Job Satisfaction

Correlation		Teacher - Administrator Relationship	Teachers' Job Satisfaction
Administrator-Teacher Relationship	Pearson Correlation	1	.356[**]
	Sig. (2-tailed)		.000
	N	131	131
Job Satisfaction	Pearson Correlation	.356[**]	1
	Sig. (2-tailed)	.000	
	N	131	131

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that the Pearson correlation value of the relationship between Administrator-Teacher relationship and teachers' Job satisfaction in secondary schools of Bodinga local government area Sokoto State, Nigeria 0.356. The correlation is Positive but low. This result is statistically significant since the p-value of 0.000 is less than the significance level of 0.05. Hence, the null hypothesis is rejected and we concluded that the Teacher-Administrator relationship had a relationship with the teachers' Job satisfaction in secondary schools.

Findings also indicated that the relationship between Teachers and their Administrators has, to a certain extent a relationship with their job satisfaction. And results were supported by Muchumu, and Kaitila (2014) who revealed that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools. Principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' Job satisfaction (Kiboss&Jemiryott 2014). In a result found by Sancar (2009) it was shown that the analysis proved a significantly positive relationship between School Principals' perceived behavior and teachers' expressed job satisfaction. In Aydin, Sarier and Uysal (2013) it was found that transformational leadership style affect job satisfaction and organizational commitment of teachers in a positive way. In addition Vrgovic and Pavlovic (2014) revealed that principals that are people-oriented positively influence teachers' satisfaction in the areas of communication, management, school development and safety.

Likewise Omeke and Onah (2012) who investigated on the influence of principals' leadership styles in secondary schools, and result indicated that teachers irrespective of Gender agreed that only democratic leadership enhances their job satisfaction.

Moreover, the study showed that teachers in Secondary schools in Bodinga local Government area expressed happiness in a good relationship that exist between them and their Administrators. It was also clearly revealed that, a Principal who has a good manner of approach in his leadership,

deals with conflict in a constructive way, shows respect to his teachers, shows concern with teachers' problems, encourages their efforts where necessary and involves them in decision-making of the school activities is likely to have relation to teacher staying in his school without seeking transfer or leaving their job to another one.

Conclusions and Recommendations

In line with objective of the study which was centered on Administrator-Teacherrelationship and Job satisfaction. the Peason correlation result was 0. 356 which was positive relationship, and therefore, the result necessitated the rejection of a Null Hypothesis that states that there is no statistically significant relationship between Teacher-administrator relationship and teachers' job satisfaction, and concluded that there is positive relationship between Teacher-administrator relationship and teachers' Job Satisfaction in secondary schools in Bodinga Local Government area Sokoto State, Nigeria.

Therefore, it is hereby recommended that, School Administrators should rethink of more ways that will increase their good relationships with the teachers in their schools. Supervisors should encourage good human relation amongst teachers and administrators. Government should also creates programmes that enhance and strenthen teacher-administrators relationships.

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