UNIVERSITI PUTRA MALAYSIA

RELATIONSHIP BETWEEN HEAD OF DEPARTMENT LEADERSHIP STYLE AND JOB SATISFACTION AMONG ACADEMICIANS IN NIGERIAN PUBLIC UNIVERSITIES

OLADIPO KOLAPO SAKIRU

FPP 2013 59

RELATIONSHIP BETWEEN HEAD OF DEPARTMENT LEADERSHIP STYLE AND JOB SATISFACTION AMONG ACADEMICIANS IN NIGERIAN PUBLIC UNIVERSITIES

By

OLADIPO KOLAPO SAKIRU

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements For the Degree of Master of Science

December 2013

DEDICATION

This thesis is dedicated to my parents, my wife and my children.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in partial fulfillment of the requirement for the degree of Master of Science

RELATIONSHIP BETWEEN HEAD OF DEPARTMENT LEADERSHIP STYLE AND JOB SATISFACTION AMONG ACADEMICIANS IN NIGERIAN PUBLIC UNIVERSITIES

By

OLADIPO KOLAPO SAKIRU

December 2013

Chairman: Associate Prof. Jamilah Othman, PhD
Faculty: Educational Studies

The relationship between head of departments' leadership styles and job satisfaction among academicians in Nigerian public universities is an issue of growing importance to the higher learning institution in their preparation to accomplish their mission to become a world class university.

An effective leadership style, together with a competent workforce seemed to be a decisive importance for a university to be able to compete in quality and to go along with changes. At present, the empirical linkages between the head of department leadership styles and job satisfaction among acedemicians in Nigerian public universities are not fully established by past researchers.

Therefore, it is the aim of this study to investigates the relationship between the selected independent variables, leadership styles (transformational,transactional, lasseir-faire) and job satisfaction as the dependent variables, determine the common leadership style that is commonly used by the head of department, determine the significance differences in job satisfaction and each demographic variables, (age, gender and academic qualifications) and finally determined the predictor variable (leadership styles) on job satisfaction. The research design was descriptive correlational study and data were collected employing questionnaires. The study utilized simple random sampling methods to select 217 lecturers with the response rate of 91.7% from the population of Nigerian lecturers studying at three research universities in Malaysia.

The findings showed that lecturers job satisfaction is high and also the descriptive statistics revealed that the most commonly used leadership styles among the head of department of Nigeria public university is transformational leadership styles, with the highest mean of 3.9032. One Way Anova revealed that there was no significance difference between lecturers job satisfaction and the demographic variables tested in this study (gender, age and educational qualifications). The result obtained from the correlational analyses revealed that there is a significant relationship between leadership styles of the head of department and lecturers job satisfaction in public universities in

iii

Nigeria. The result of the multiple regression analysis at 0.05 levels of significant showed that transactional leadership style is the most predictors of job satisfaction. It explains 15.7% of the variance in job satisfaction of the lecturers. The present study contributes useful information for educational leaders and researchers in the field of human resource development.

Abstrak tesis ini dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

HUBUNGAN ANTARA KETUA GAYA KEPIMPINAN JABATAN DAN KEPUASAN KERJA DIKALANGAN AHLI – AHLI AKADEMIK DI UNIVERSITI AWAM NIGERIA

Oleh

OLADIPO KOLAPO SAKIRU

Disember 2013

Pengerusi : **Prof Madya Jamilah Othman, Ph.D**
Fakulti   : **Pengajian Pendidikan**

Kajian berkaitan hubungan antara gaya kepimpinan ketua jabatan dan kerja di kalangan penayarah di universiti awam Nigeria merupakan satu isu yang penting kepada sesebuah institusi pembelajaran dalam persediaan mereka mencapai misi untuk menjadi universiti bertaraf dunia.

Gaya kepimpinan yang efektif beserta tenaga kerja yang kompeten dilihat sangat penting kepada sesebuah universiti bagi membolehkan ia mampu bersaing mencapai kualiti dan menerajui perubahan. Pada masa kini, hubungan empirik antara gaya kepimpinan ketua jabatan dan kepuasan kerja di kalangan pensyarah universiti awam Nigeria tidak dikaji sepenuhnya oleh penyelidik terdahulu.

Oleh yang demikian, matlamat kajian ini ialah untuk mengkaji perhubungan antara gaya kepimpinan (transformational,transactional, lasseir-faire) sebagai pembolehubah bebas yang dipilih dan kepuasan kerja sebagai pembolehubah bersandar, mengenalpasti gaya kepimpinan yang menjadi kebiasaan yang dipraktikkan oleh ketua jabatan, mengenalpasti perbezaan yang signifikan dalam kepuasan kerja dengan setiap satu pembolehubah demografi (umur, jantina dan kelayakan akademik) dan yang terakhir ialah untuk mengenalpasti pembolehubah ramalan (gaya kepimpinan) terhadap kepuasan kerja.

Kajian ini merupakan satu kajian kolerasi deskriptif dan data diperolehi melalui soal selidik. Kajian ini menggunakan kaedah bersusun lapis dan persampelan rawak mudah terhadap 217 orang pensyarah dengan peratusan maklumbalas sebanyak 91.7% daripada populasi pensyarah dari Nigeria yang sedang menyambung pengajian di tiga universiti penyelidikan di Malaysia.

Hasil kajian menunjukkan bahawa tahap kepuasan kerja di kalangan pensyarah adalah tinggi dan statistik deskriptif mendedahkan bahawa gaya kepimpinan yang menjadi kebiasaan yang dipraktikkan oleh ketua jabatan di universiti awam di Nigeria ialah gaya kepimpinan transformational, dengan min tertinggi ialah 3.9032. Anova sehala menunjukkan bahawa tiada perbezaan yang signifikan antara kepuasan kerja di kalangan

pensyarah dengan pembolehubah demografi yang diuji dalam kajian ini (jantina, umur dan kelayakan akademik). Hasil kajian yang diperolehi melalui analisis kolerasi menunjukkan ada hubungan yang signifikan antara gaya kepimpinan ketua jabatan dan kepuasan kerja pensyarah di universiti awam di Nigeria. Keputusan daripada analisis regresi pelbagai pada tahap signifikan 0.05 menunjukkan bahawa gaya kepimpinan transactional merupakan kepimpinan ramalan terhadap kepuasan kerja di kalangan pensyarah. Ia menjelaskan 15.7% daripada varian dalam kepuasan kerja di kalangan pensyarah.

Kajian ini dapat menyumbang informasi berguna kepada pemimpin dalam bidang pendidikan dan penyelidik di dalam bidang pembangunan sumber manusia.

ACKNOWLEDGEMENTS

I thank ALLAH, who led me to this journey, made this work, and gave me this opportunity to learn. First and foremost, I would like to express my sincere appreciations to my supervisor and committee chair, Associate prof, Jamilah Othman, for her valuable feedback, commitment, support and guidance to shape this study. To my committee member Professor Abu Daud Silong, I would like to express my deep appreciation for his great efforts, patience, support and contribution to this work. My thanks also go to the professors at the Universiti Putra Malaysia who taught me during my graduate studies and staffs of the University who provided educational services and supports. Special thanks also to all staffs of graduate office of education department.

Last but most important, my deepest appreciation extended to my parents for their prayers and support during my educational endeavors. Additional thanks go to my brothers, sisters friends who encouraged and supported me. My wife, my son and daughter share this accomplishment with me as they sacrificed countless hours, days, months and years without me being with them. I would like to give a special thanks to my wife, for her constant and unwavering support, which without her patient, and encouraging, this work was not possible.

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

Jamilah Othman, PhD
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Abu Daud Silong, PhD
Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)
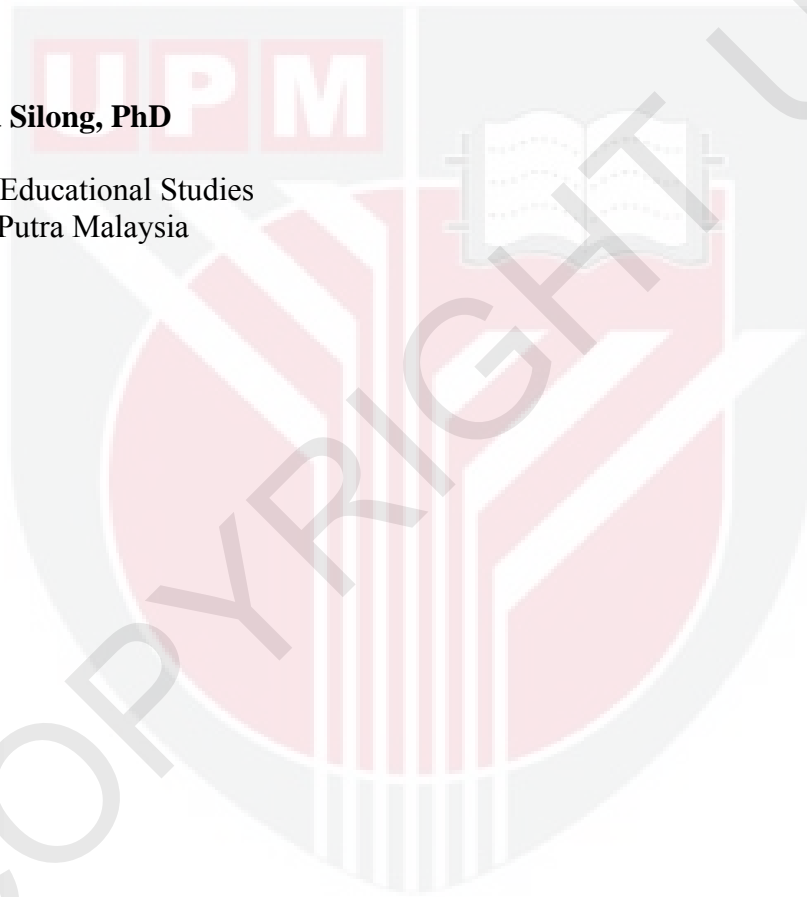
BUJANG BIN KIM HUAT, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

DECLARATION

Declaration by the student

I hereby confirm that:
- this thesis is my original work
- quotations, illustrations and citations have been duly referenced
- the thesis has not been submitted previously or comcurrently for any other degree at any institutions
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be owned from supervisor and deputy vice –chancellor (Research and innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software

Signature:…………………………………   Date: 30th December 2013

Name and Matric No:OLADIPO KOLAPO SAKIRU

Declaration by Members of Supervisory

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision,
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature ------------------------------

JAMILAH OTHMAN, PhD

Associate Professor
(Chairman)

Signature ------------------------------

ABU DAUD SILONG, PhD

Professor
(Member)

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

df	degree of freedom
HRM	Human Resource Management
HRD	Human Resource Development
M	Mean
N	Number
s-ed	Standardized
Un-ed	Unstandardized
MLQ	Multifactor leadership Qustionnaire
MSQ	Minnesota Satisfaction Questionnaire

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The impact of leadership was initially investigated in the 1920's with studies using surveys confirming that favorable attitudes toward supervision assisted to attain worker job satisfaction (Bass, 1990). Several studies were carried out throughout the 1950s and 1960s to research how managers can use their leadership actions to improve the employees' degree of job satisfaction (Northouse, 2004). These studies confirmed the value of leadership for making variations in employees' job satisfaction (Bass, 1990). In addition, Yousef, (2000) demonstrated that leadership behavior was positively associated with job satisfaction and for that reason managers required to adopt appropriate leadership behavior to be able to improve it. Leadership style affects a variety of factors for example job satisfaction, performance, turnover intention, and stress (Chen and Silverthorne, 2005) and thus lead to organizational success (Rad and Yarmohammadian, 2006). Yousef (2000) contended that ideas developed and examined in Western organizations continue to be valid for non-Western nations. Hence, the functional impact of leadership style on job satisfaction doesn't differ between west and east and could be considered a key point within the failure or success associated with an organization (Lok and Crawford, 2004).

Organizations that have goals to achieve would require satisfied and happy staff in her workforce (Oshagbemi and Gill, 2000). Importantly is the fact that for any university to take off and achieve its strategic goals would strongly depend on her capacity to attract, retain and maintain competent and satisfied staff in its employment. The university being an institution of higher learning that provides manpower needs to advance national development through both the public and private sector must itself be capable of ensuring adequate manpower planning and development she could therefore not afford to neglect need and the essentials of workforce satisfaction.

The relevance of university education to the economic, industrial and technological development of Nigeria and other countries of the world cannot be overemphasized. Higher education institutions in recent times are viewed as agents of social change and development. They are role models of innovation and change and they are expected to play a critical role in promoting sustainable economic, social and cultural development. They are the major drivers of economic knowledge-driven global economy. Thus, the universities as higher institutions are established to accomplish specified objectives. The Federal Republic of Nigeria (FRN, 2004) articulates the objectives of higher education to include the contribution to national development through relevant manpower training, the acquisition, development and inculcation of proper values for the development of intellectual capability of individuals to understand and appreciate the local and external environments.

Against this background, University lecturers are currently facing many challenges in the form of inadequate infrastructure, lack of enabling research environment, disparity in salary and allowances, inconsistent policy implementation between Federal and State governments may well affect their levels of job satisfaction. In fact some of these academics again are of the opinion that communication and decision-making problems exist in their institutions because the leaders take certain decisions without involving them which in turn creates additional negative work environment. In addition to the above, the researcher also observed that unhappiness results from academics' job structure and compensation ranging from lack of feedback regarding personnel evaluation reports, management emphasis on particular leadership style, workload, lack of support from superior in terms of mentoring to salary package which further increased job dissatisfaction among employees. The above raises concern regarding the attitudes of educators towards their work and their levels of job satisfaction (Oshagbemi, 2004).

Despite of the stipulations above, research by (Aluede, 2000) shows that many Nigerian universities are finding it increasingly difficult to achieve the highlighted goals and objectives basically because of the many attendant issues that they are made to face. These issues are largely due to the problems of leadership, many of the tertiary institution in Nigeria are being faced with this problem of leadership, that there are no effective leaders, to see to proper govern of the school (Sari and Judge, 2004). Presently in Nigeria, higher learning institutions are demanding a restructuring of the educational system in order to meet new world developments. To attain such development and to be able to face the challenges, educational settings are now calling for high quality leadership with the administration and management skills. In the light of this, universities are required to be ruled effectively and efficiently by the vice chancellors, while faculties need to be administered competently by deans and heads of departments in order to adapt to the changes and effect continuous improvement. The universities and faculties would find it imperative to stimulate their staff to employ and capitalize on their skills and capacities effectively. It is also the duty to investigate and encourage their staff to be more productive for the sake of the university's development (Aluede, 2000).

One might begin by asking if there are any institutional factors which more or less cause certain categories of lecturers to demonstrate a poor attitude to work and others a positive one. One such factor may not be too far from the type of leadership that exists in the school (Oshagbemi,2004). Leadership is one of the basic and most important needs of each organization. It is often considered as the solution to most organizational problems (Daft and Marcic, 2006). It can direct human resources toward the strategic objectives of the organization and ensure that organizational functions are aligned with the external environment (Zaccaro, 2001). Moreover, effective leaders are able to predict the future probabilities and design choice strategies to satisfy uncertainties (Raiz and Haider, 2000). They can lead organizations to success by paying more attention to environmental changes, which in turn helps them set proper goals and objectives. One of the essential factors contributing to leadership effectiveness is the style of a leader. It is among the important components of a leader's leadership situation (Hersey, Blanchard and Johnson, 2001), which can cause success in organizations.

2

Many studies have been done to account for factors that affect job satisfaction. Among the factors is job autonomy, working environment and leadership styles. (Karim,2008) broadly categorized the factors into work and work related variables. Due to its importance, many research have been done pertaining to job satisfaction in various professions such as the library (Karim, 2008), construction (Jaafar, 2006) and education (Chimanikire, Gadzirayi, Muzondo and Mutandwa, 2007). Worthy of note is that none of these researches have focused on leadership styles of head of department and job satisfaction among the university lecturers in Nigeria. In fact, from 1996 till date, the work of Oshagbemi focused on UK and Malaysia University lecturer (Oshagbemi and Gill, 2004). Despite this scattered effort on leadership styles and job satisfaction among academic staff in the UK and Malaysia, there is a dearth of research on the subject interest in Nigeria, importantly in relation to their head of department leadership styles and their lecturers job satisfaction, hence, why this study is considered necessary at this time.

It is based on this above scenario that this research seeks to study the leadership styles of the head of department and job satisfactions among Nigeria universities lecturers, in order to keep the lecturers on their job and also contribute to the vision of the country in achieving a vibrant university education system. One of the factors that influence job satisfaction that researchers have worked extensively worked on in the literature is leadership styles (Lussier, 2009).

1.1.1 The role of lecturers in universities

Lecturers are the heart of educational institutions in which all instructional process concentrates on. They are key players in the education system. They also play critical roles in advancing economic and technological development through educating human resources (Awang, Z.A, Asghar and Subari, 2010).To achieve educational goals, lecturers can design and formulate curriculum, perform teaching -learning activities and also have interaction in acedemics studies, be a part of academic and community service activities, preserve a high level of institutional standards and be active in teaching –learning strategies in the classroom with students.

Lecturers not only have to give lecturer, they are also expected to provide professional consultations, conduct academic research, publish their findings so that the community could benefit and be committed to the goals,values,vision and mission of the tertiary institutions in Nigeria. To do this, they also need to keep up with new knowledge, new technologies and new techniques in order deliver the best to their students (Awang, 2010). In addition studies have shown that employees who are highly satisfied will stay longer and perform their job better.

However, School leaders need to provide in-school working conditions in which lectures could grow professionally, and create a work environment that could sustain lecturer's job satisfaction (Chen, 2005). Smith et al., (2002) argued that working conditions affect the degree to which lecturers are actively committed to and engaged in lecturing. Thus, to guarantee that the lecturers are able and willing to carry out their tasks successfully, administrators well as the management needs to know and understand the factor that

3

affects lecturers job satisfaction and subsequently shed some light on the job satisfaction level.

1.1.2 Importance of job satisfaction in higher learning institutions

As the public university in Nigeria are moving towards a refined university there is a need to improve the lecturers job satisfaction for the objectives to be met. In order to be successful in a global environment, public universities have to continually upgrade the skills and knowledge of their employees and use the latest ideas, an organization has to stay ahead of the latest development in human resource development (Awang,et al, 2010). University's employee are human beings and they are not factors of production, leading them and /or inspiring them requires "people –skills'' as well as to connect emotionally and intellectually at the same time. It became increasing clear that people are our greatest assets and economic future rate more and more on the quality of the workforce.

The challenges of Nigerian public universities are to train, develop and empower a new generation of employees as well as re-equip existing employee with the mindset, skills and tools that will help them to facilitate the emergence of employee who can continually perform at a standard university. This is in line with the government objectives to enable the nation education to achieve a standard university., meeting this expectation is longtime objectives. Therefore Nigerian public universities need to emphasize the significance of their staff satisfaction first, to ensure that the objectives are met.

1.1.3 Limitation of past studies on leadership styles and job satisfaction

A thorough literature search was conducted to examine the existing research on leadership styles and job satisfaction before the research framework of this study was outlined. The research reviewed that studies on leadership styles and job satisfaction have been extensively conducted by previous researchers in non-higher learning institution settings and only a few of the higher learning institutions in Nigeria, but none has been done on regarding the head of department leadership styles and lecturers job satisfaction in universities in Nigeria. The extensive exploration of the leadership styles and job satisfaction issues on a worldwide scale provided clear evidence that leadership styles and job satisfaction was a topic that has increased public and professional service. However, an in-depth examination of past studies on leadership styles and job satisfaction reviewed many research limitations in these studies.

These researchers gave recognition of their own limitation to assist future researchers and practitioners when conducting new research in the field. In fact, it was this research limitation that provided the impetus to investigate further in the leadership styles and job satisfaction issues. It is the aim of this study to contribute significantly to address this knowledge gap as well as to contribute to the established knowledge in this field.
Moreover, previous researches in leadership styles and job satisfaction have not yet incorporated it into the head of department leadership styles and job satisfaction among lecturers in Nigerian universities. Therefore there is a need for further research in this area.

4

1.2 Statement of the problem

In this changing and challenging world, where knowledge based economy is craving more intellectual property, higher education plays a paramount role. The significance of higher education for the development of any nation, developed and developing, was clearly spelt out in the large body of literature. More than ever before, universities, as they attempt to meet the human resource demands from various sectors (industries, education etc), are currently facing multiple challenges from different perspectives as well as continual environmental change. At the same time, universities have been asked to reexamine their roles in nation building. In this context, effective leadership is a key issue.

In today's world of knowledge based economy, universities are recognized as major actors in economic development and growth. In order to play their role successfully, they need to have an effective academic leadership. This involves the higher, middle and lower level leaders. University leaders, especially department heads, have the potential to direct members of a particular culture toward change. In countries like Nigeria, where higher education institutions are expected to address the multifaceted societal problems, it is increasingly important to study the leadership styles of the institutions, in general, and their department heads' in particular, as these factors are major determinants of success in achieving goals.

The large body of literature existing on leadership is mainly the experience of Western countries (Oshagbemi, 2004). Comparatively, fewer or no researches on leadership have been undertaken in the context of higher education institutions in developing countries like Nigeria. Similarly, Gmelch (2002a) indicated that even though department chairs have a significant impact on higher education's current and future state, they may be the least studied and most misunderstood management position anywhere in the world. Hence, there is lack of knowledge on the leadership styles of academic leaders in the university, in general, and department heads, in particular (Platsidou & Diamantopoulou, 2009). Despite the universal acceptance of the fact that the success of university rested partly on academic leadership of the university at different levels, there is to the best of the researchers' knowledge-no empirically designed systematic study on leadership styles of department heads of universities in Nigeria, in particular.

Therefore, based on this background that the researcher was motivated to find out the level of job satisfaction of lecturers' based on the styles of leadership of their various heads of department in the universities and to also determines the relationship between the two variables.

1.3 Objectives of the study

This study thus aims to explore the relationship between the leadership styles of head of department and job satisfaction of lecturers in Nigeria public universities.
While the specific objectives are to-

1) Determine the level of job satisfaction among lecturers in Nigeria public universities based on their head of department leadership styles.

5

2) Determine the leadership styles commonly practiced by the head of department of Nigeria public universities.
3) Examine the relationship between the head of department leadership styles and lecturers job satisfaction in Nigeria public universities.
4) Examine the significant different between the demographic variables and job satisfaction among the lecturers in Nigeria public universities
5) Examine the significant difference predictor of transformation, transaction, lassier faire, and job satisfaction.

1.4   Research hypothesis

To answer the following research objectives the following hypotheses were formulated;
1) HA: There is a relationship between the head of department leadership styles and lecturers job satisfaction in Nigeria public universities.
2) HA: There is a difference between job satisfaction of lecturers based on age.
3) HA: There is a difference between job satisfaction of lecturers based on educational qualification.
4) HA: There is a difference between job satisfaction of lecturers based on gender.
5) HA: Transformational, transactional and lesser-their leadership style will predict the variance in lecturers job satisfaction.

1.5   Significance of the study

Human resource utilization is the core and most vital task in every organization, it is necessary for the head of department to understand the lecturer's job satisfaction in the universities. Thus, helping them to perform effectively, efficiently and economically. The findings in this study will no doubt address this problem.

The findings of the research would, first of all, enlighten the university's management on the level of job satisfaction among lecturers of Nigerian public universities. On top of that, it would provide valuable information to the management in understanding the factors that affect job satisfaction. As job Satisfaction has often been perceived as an important contributor to job performance and work commitment level, it is of utmost important that the management knows and understands these factors. This would assist the management in creating a conducive working environment so as to increase job Satisfaction, among the Nigerian lecturers.

This study was thus; motivated by the fact that though many empirical studies had unearthed the positive association of leadership styles with job satisfaction. This field has received more empirical scrutiny than other leadership theories and therefore matured to yield sufficient evidence for analysis.

From a theoretical standpoint, this study will bridge the gap in the lack of leadership studies at the higher education level in Nigeria and add on to the limited study in the developing world particularly Africa as well as providing insights for researchers in the field of educational leadership. Although the study may not be a solution for faculty job satisfaction, it is presumed that the recommendations might help to reinvigorate lecturers

6

'satisfaction with their work in the universities. This will also enhance leadership behaviors towards staff in promoting a congenial school environment leading to maximized input, which might be expressed in commitment to duty and enhanced student achievement. It might also provide specific rudiments to foster developmental growth of teachers.

Currently, there is insufficient information or literature relating to the leadership styles of head of department and job satisfactions of lecturers in public universities in Nigeria. Oshagbemi, (2004) report that extensive research on leadership styles has focused on leaders in upper organizational levels alone, Therefore, this study hopes to shed some valuable insights on the leadership styles practiced by the head of the department of public university in Nigeria.

This study is expected to contribute to the body of knowledge of the leadership style of the head of department and job satisfaction among the lecturers in Nigeria public universities, this study have been based on prior assumptions of people's expectation. However, this research could be used as existing scientific evidence for future and continuing studies. In this manner the study could be an integral part of the organizations settings.

Practically, the study will be useful for the Nigerian university commission (NUC) as it will help in a very good way, in knowing important of leadership styles in job satisfaction in an academic environment. It will also assist the government in making adequate policies that will make the academic environment suitable for lecturers and students.

In addition to this, this study will spell out many of the complexities differences, and difficulties associated with leadership styles of head of department and lecturers job satisfactions in public universities in Nigeria.Also these findings will shed more light on psychological factors that predict job satisfaction and to provide guidelines for the head of department on leadership styles that brings best job satisfaction for the lecturers.

The suggestions emerging from the findings of this study will help education managers, planners, policy makers and administrators in solving related problems. This will provide managerial inputs necessary for decision making on issues related to staff performance, which will in turn enhance teaching and learning.The findings will be useful to those whose formulate policy and strategies for the universities setting in Nigeria (NUC). It will also serve as the foundation for further studies in this field of study.

Finally, based on the findings, the study can contribute to the body of literature due to the unique of the following aspect of the study, which is to examine the relationship between the leadership styles of head of department and job satisfaction among the lecturers of public universities in Nigeria.

1.6   Scope and limitations of the study

The study mainly focuses on Leadership styles and job's satisfactions among the head of department and lecturers of Nigeria public universities**.** The study covered the leadership

styles and job satisfactions. The need for the study was motivated due to the fact that organizations are operating in increasing complex environments, the attempt by them to align mission and vision, goals and strategies with the external environment compel them to seek for competent leaders who can create an environment for effective learning within the organization.

The total number of the population, which is the lecturers from Nigeria public universities, cannot be sufficient for a comprehensive study, for example, there are also many lecturers also in the private universities in Nigeria. This may limit the generalization of the findings. The availability of man working hour, time, and finance may also limit the scope of the study being extended to cover a larger number of populations and respondents.

1.7 Definitions of terms

Transformational leadership: This means the ability of leaders to transform or change followers towards achieving the organizational aims and objectives. It is also the ability to influence employee's attitudes, beliefs, values and behavior by working with them and through them to accomplish the organizational aims and objectives.

Job satisfaction: A pleasure able or positive emotional state resulting from the appraisal of one job or experiences.

Transactional leadership: This means a way of a leader in defining the performance of employees and gathering on what is expected from him/her. It really involves and exchange between the leaders and the followers.

Leadership styles: it refers to the skills and behavior's leaders' use as they interact with the followers with the aim of achieving organizational aim and objectives.

Laissez-faire: laissez-faire leadership is extremely passive as compared to the transformation and transactional leadership. It leaders avoid decision making and supervisory responsibility.

Leadership: leadership is the process whereby one individual influences other group members towards the attainment of defined group or organizational aims and objectives.

Head of department: The officially designated leader of an academic department in a college or university. According to Leaming (1998), department chairpersons serve as chief administrators for the department and represent the interests of the department to upper administration, to the dean, and to their faculty and students.

Lecturers: It generally denotes academic experts in the university, who teach full- or part-time but who have few or no research responsibilities within the institution where they teach.

1.8 Summary

This chapter presented a general overview of job satisfaction in the universities in Nigeria, study context, research problem, objectives and hypothesis. The issue of job satisfaction has fascinated human resource developers as a key factor of continuous and sustainable development in the institutions. The study of the relationship between leadership styles of head of department and job satisfaction among lecturer of Nigeria universities as the context of the study through four general objectives associated with four research hypothesis. Some significances, limitations and definition of terms were also discussed and defined.

REFERENCES

Abdulla, J., Djebarni, R., & Thomas, B. (2008). Construction of a scale measuring the job satisfaction of public sector employees in the UAE with particular reference to the Dubai Police Force. Paper presented at the Saudi International Innovation Conference, UK.

Adair, J. (2002). Inspiring leadership-learning from great leaders: Thorogood Publishing.

Ade-Ajayi, J. F. (2001). Paths to the sustainability of higher education in Nigeria. Journals of the Nigeria social scientist, 4 (2), 1-11.

Adedeji, K. O. (2002). Influence of workers' job satisfaction on productivity in manufacturing industries. journal of Management Development,, 4(2), 64- 73.

Adeyemo, B. L. (2006). Secondary School teachers level of job satisfaction and conditions of service in Ikere Ekiti local Government Area of Ekiti State. Unpublished B. Ed. Projec. University of Ado-Ekiti.

Adlam, R. (2003). his complex thing, leadership, in police leadership in the twenty-first century. Winchester: Waterside Press.

Ajala, M. (2004). A survey of workers' attitude to work in industrial organizations in Lagos State. . University of Lagos, Lagos. Unpublished MSC Project,.

Akerlof, G. A., Rose, A. K., & Yellen, J. L. (1988). Job Switching and Job Satisfaction in the US Labor Market. Brooking Papers on Economic Activity,, 2, 495-582.

Akintunde, P. G. (2001). Administration and Organization of Agricultural Education Programmes in Nigeria. Ibadan: . Nigeria.: Yew Printers.

Akpofure, R.-R., Ikhifa, O. G., Imide, O. I., & Okokoyo, I. E. (2006). Job Satisfaction Among Educators in Colleges of Education in Southern Nigeria. Journal of Applied Sciences, 6(5), 1094-1098.

Al-Haydar, & Taleb, B. (2005). Job Satisfaction among Workers in Health Sector in Riyadh City. Saudi Arabia. Institute of public administration.

AL-Hussami, M. (2008). Study of nurses' job satisfaction: the relationship to organizational commitment, perceived organizational support, transactional leadership, transformational leadership, and level of education. European Journal of Scientific Research, 22(2), 286-295.

Aluede, O. O. (2000). An Analysis of the Attitude of University Students towards Campus Unrest. The Progress of Education, 74: 154.

Armstrong, M. (2004). Human resource management theory and practice. London: Bath Press Ltd.

Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham. (1989). Job satisfaction Environmental and genetic components. Journal of Applied Psychology, 74, 187-192.

Ary, D., & Jacobs, L. C. (2006). introduction to research in education. belmont CA: wadsworth/Thomson.

Awang, A., Asghar, A., & Subari, K. A. (2010). Entrepreneurial orientation among Bumiputera Small and Medium Agro-Based Enterprises(BSMAEs) in West Malaysia: Policy implication in Malaysia. Int J of Bus and Manag, 5(5), 13 - 143.

Ayodabo, O. (2004). The Relationship Between Leadership Styles and the Achievement of Agricultural Education Administrators of Selected Universities in Nigeria. University of Nigeria, Nsukka.

Babajide, E. O. (2000). A Comparative Analysis of Leadership Styles of Males and Females Management in Banking Industries in Southwestern Nigeria. Unpublished Ph.D thesis. University of Ibadan Nigeria.

Babajide, P. H. (2001). Analysis of work place attitude and behaviour; A Case study of Nigerian Breweries Plc. Unpublished MSC Project. University of Ibadan, Ibadan

Barling, J., Salter, F., & Kelloway, E. K. (2000). Transformational leadership and EI: an exploratory study". Learnership & Organizational Development Journal, 21(3), 157-161. .

Bass, A.M., & Avolio, B.J. (2000). Multifactor Leadership Questionnaire. RedwoodCity.

Bass, B. M. (1985). Leadership and Performance Beyond Expectations. New York: Free Press.

Bass, B. M., & Avolio, B. J. (1990). Transformational leadership development: Manual for the multifactor leadership questionnaire C. Palo Alto (Ed.) Consulting Psychologists Press.

Bass, B. M., & Avolio, B. J. (1995). Mu/tifactor Leadership Questionnaire. Mind Garden: Palo Alto. CA.

Bass, B. M., & Avolio, B. J. (1997). Full Range Leadership Development: Manual for the Multifactor Leadership Questionnaire. Redwood City: Mind Garden Inc.

Bass, B. M., Avolio, B. J., & Goodhein, L. (1987). Biography and the Assessment of Transformational Leadership at a World Class Level". Journal of Management, 13(2), 7-19.

Bennis, W. (2008). Learning about Leadership USA University System News (Vol. 5).

Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.

Bensimon, E. M., Neumann, A., & Birnbaum, R. (2000). Higher education and leadership theory, Organization governance in higher education. Boston.

Berson, Y., & Linton, J. (2005). An examination of the relationships between leadership style, quality, and employee satisfaction in Rand D versus administrative environment. R and D Management, 35, 51-60.

Blake, R., & Mouton, J. (1985). The Managerial Grid III. Houston: Gulf Publishing.

Blake, R. R., & McCanse, A. A. (1991). Leadership Dilemmas-Grid Solutions.The Blakwell guide to the philosophy of education. Oxford: Blackwel.

Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. Educational Administrative Quarterly, 37, 662 – 683.

Borjas, G. (1979). Job Satisfaction, Wages and Unions. Journal of Human Resources, 14, 21-40.

Brand, C., Heyl, G., & Marithrt. (2000). Organisational Development and Transformation in South Africa. Durban: : Butterworths.

Bryman, A. (1992). Charisma and leadership in organizations. London:: sage.

Burns, J. (1978). Leadership. New York, NY: Harper & Row Publishers.

Cacoppe, R. (1997). Leadership Moment by Moment",. Leadership and Organisational Development Journal, , 18(7), 335-345.

Carlton, G. (1993). Leadership: The Human Race. Kenwyn: Juta & Co.

Carrel, L. K., & Gregory, C. A. (2010). Productivity bargaining and the problem of global economic meltdown. International Journal of Management Sciences and Development, 19(1), 73-82.

Cheng.Y.C. (2002). Leadership and strategy. London: Paul Chapman publishing,.

Chimanikire, P. M., Gadzirayi, C. T., Muzondo, N., & Mutandwa, B. (2007). Factors affecting job satisfaction among academic professionals in tertiary institutions in Zimbabwe. African Journal of Business Management, 16(2), 166-175.

Clark, A. E., & Oswald, A. J. (1994). Unhappiness and unemployment. Economic Journal, 104, 648-659.

Clovin, L. A. (2001). Analysis of factors influencing teachers' morale Questionnaire. Journal of Educational Management,, 12(11), 122-131.

Cohen, J. (1988). Statistical power analysis for teh behavioral sciences. Hillsdale,: lawrence Erlbaum

Cranny, C. J., Smith, P. C., & Stone, E. F. (1992). Job satisfaction: How people feel about their jobs and how it affects their performance. New York, NY.: Lexington Books.

Crossman, A., & Abou-Zaki, B. (2003). Job satisfaction and employee performance of Lebanese banking staff. Journal of Managerial Psychology,, 18(4), 368-376.

Cuban, L. (1988). Transforming the frog into a prince: Effective schools research, policy and practice at the district level. . Havard Educational Review, 54(2).

Daft, R. L., & Marcic, D. (2006). Understanding Management. Thomson South-Western Mason, OH.

Denizer, D. (2008). Accidents at Work and Work Related Health Problems by Sex, Status, Age and Severity. Journal of Health Management, 26(2), 721-760.

DeVellis, R. F. (2011). Scale Development: Theory and Applications. Washington DC: Sage.

Diaz- Serrano, L., & Cabral, V. J. A. (2005). Low pay, higher pay and job Satisfaction within the European union empirical evidence from fourteen countries. Paper presented at the IZA Discussion paper, Institute for the study of labour (IZA).

Donohue, S., & Heywood, J. (2004). Job satisfaction, comparison income and gender:evidence from the NLSY. International Journal of Manpower, 25, , 211–234.

Dulewicz, V., & Higgs, M. (2005). Assessing leadership styles and organizational context. Journal of management psychology, 20(2), 105-123.

Edem, U. S., & Lawal, O. O. (2006). Job Satisfaction and Publication Output Among Librarians in Nigeria Universities. 20, 39-46.

Ellickson, M., & Logsdon, K. (2002). Determinants of job satisfaction of municipal government employees. State Local Government Review, 31(3), 343-358.

Fah, l. Y., & Hoon, K. (2009). Introduction to statistical analysis in social science research: venton publishing.

Fajana, S. (1996). Organizational Policies and Human Behaviour in Trade Unions

Fajana, S. (2002). Human Resource Management: An Introduction. Lagos: Labofin and Company.

Fernandez, S. (2008). Examining the effects of leadership behavior on employee perceptions of performance and job satisfaction. Public Performance and Management Review, 32, 175−205

Fields, D. (2002). Taking the Measure of Work: A Guide to Validated Scales for Organizational Research and Diagnosis. Sage Publications.

Fitzgerald, L., Johnson, R., Brignall, S., Silvestro, R., & Ross, C. (1994). Performance Measurement in Service Business T. C. I. o. M. Accountants (Ed.)

Foster, J. (2000). Motivation in the work place" Introduction to work and organizational psychology, . Oxford: Blackwell.

Franken , R. (1982). Human motivation. Monterey, California.: Brooks Cole Publishing.

Freeman, R. (1978). Job Satisfaction as an Economic Variable. American Economic Review, 68(135-141).

Garman, E. T., & Kim, J. (2003). Financial stress and absenteeism: An empirically derived model. Financial Counseling and Planning,, 14(1), 31-42.

Gay, L.R. & Airasian, P. (2000). Educational Research: Competencies for analysis and applications (7th ed). Upper saddle river, Nj: merril prentice Hall.

Gays. l., & Airasian, P. (2003). Educational Research: Competencies for Analysis and Application. New Jersey: Merrill Prentice Hall.

Gaziouglu, F., & Tansel, A. (2002). Job Satisfaction in Britain: Individual and Job related factors. Paper presented at the Economic research centre working papers in economic.

Gill, A. S., Flaschner, A. B., & Shacha, M. (2006). Mitigating stress and burnout by implementing transformational-leadership. International Journal of Contemporary Hospitality Management,, 18(6), 469-481.

Goodman, S. H., Fandt, P. N., Michlitsch, J. R., & Lewis, P. S. (2007). Management: Challenges For Tomorrow's Leaders. South-Western Language Learning.

Green, W. H. (2002). Econometric Analysis. Prentice Hall: term inc., NY.

Griffin, L. J., & Alexander, K. L. (1978). Schooling and socioeconomic attainments: High school and college influences. *American Journal of Sociology*, 319-347.

Hamidifar, F. (2009). A study of the relationship between leadership styles and employee job satisfaction at Islamic Azad University branches in Tehran, Iran. AU-GSB- e-Journal, 1-13.

Handy, C. (1997). Boring work place, boring worker. management Today.

Hater, J. J., & Bass, B. M. (1988). Superiors evaluations and subordinates \perceptions of transformational and transactional leadership". Journal of Applied Psychology, 20(1), 695-702.

Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). Management of Organizational Behavior: Leading Human Resources. New Jersey:: Prentice-Hall, Inc.

Hetland, H., & Sandal, G. M. (2003). Transformational leadership in Norway: Outcomes and personality correlates. . European Journal of work and Organizational Psychology, 12(2), 140-170.

Howell, J. M., & Avolio, B. J. "Transformational Leadership, Transactional Leadership Locus of Control and Support for Innovation: Key Predictors of Consolidated Bossiness Performance. Journal of Applied Psychology, , 78(1), 891-902.

Hoy, W. K., & Miskel, C. E. (1996). Educational Administration: Theory, Research and Practice. New York: McGraw-Hill.

Hoy, W. K., & Miskel, C. G. (2001). Educational Administration: Theory, Research and Practice. New York.

Hughes, R., Ginnett, A., & Curphy, G. (1994). Leadership: Enhancing the Lessons of Experiences. New York: The Free Press.

Iverson, R. D., & Deery, M. (2007). Turnover Culture in the Hospitality Industry. Human Resource Journal., 7(4), 71-82.

Jaafar, M., Ramayah, T., & Zainal, Z. (2006). Work Satisfaction and Work Performance

Janssen, O., & Yperen, N. W. (2004). Employees' goal orientations, the quality of Leader-member exchange, and the outcomes of job Performance and job satisfaction. Academy of Management Journal,, 47(3), 368–384.

Johnson, M. (1995). Managing in the Next Millennium. Oxford: Butterworth-Heinemann.

Joolideh, F., & Yeshodhara, K. (2008). Organizational commitment among high school teachers of India and Iran. Journal of Educational Administration 47(1), 127-136.

Joyce, W. F., & Slocum, J. W. (2004). Collective climate: Agreement as a basis for defining aggregate climates in organizations. *Academy of Management Journal*, *27*(6), 721-742.

71

Kent NT, A., & Cheladural. (2001). Perceived Transformational Leadership, Organizational Commitment, and Citizenship Behavior: A Case Study in Intercollegiate Athletics", The Journal of Sport Management, 15.

Kotter, J. P. (1990). A force for change: How leadership differs from management. New York: Free Press.

Lambert, E. G., Hogan, N. L., & Barton, S. B. (2001). The impact of job satisfaction on turnover intent: a test of a structural measurement model using a national sample of workers. The Social Science Journal, 38(2), 233–250.

Limsili, K., & Ogunlana, S. O. (2008). Performance and leadership outcome correlates of leadership styles and subordinate commitment. Engineering, Construction and Architectural Management, 15(2), 164-184.

Linda, J. T. (1998). Workers' morale, motivation and performance effectiveness survey in single sex dominated organizations. Journal of Applied Psychology, 16(2), 36-43.

Liu,, J. (2003). Relationship between leadership power bases and job stress of subordinates: example from boutique hotels. *Management Research News*, 29(5): 285-297.

Locke, E. A. (1976). The Nature and Causes of Job Satisfaction: Handbook of Industrial and organizational Psychology.

Lu, H., While, A. E., & Barriball, K. L. (2005). Job satisfaction among nurses: A literature review. International Journal of Nursing Studies, 42, 211-227.

Lussier, R., & Achua, C. (2009). Leadership Theory, Application, Skill Development. . Minnesota: Southwestern.

Luthans, F. (2007). Organizational Behavior. New York: New York.

Maritz, D. (2000). South African leaders' emergence towards transformational leadership'. Management Today, 16(6), 16-18.

Maslow, A. (1943). A Theory of Human Motivation. Psychological Review, 50, 370-390.

McGrinn, N., & Welsh, T. (1999). Decentralization of education: Why, when,what and how? Paper presented at the International Institute for Educational Planning., Aris, UNESCO.

McNamara, C. (2009). Overview of Leadership in Organization: Nut-and-Bolts Guide to Leadership and Supervision. . New York: Harper and Row Publishers.

Messick, D. (2004). The Psychology of Leadership: New Perspectives and Research. New Jersey: Lawrence Erlbaum Associates.

Mester, C., Visser, D., & Root, G. (2003). "Leadership Style and its Relation to Employee Attitudes and Behaviour. SA Journal of Industrial Psychology, , 29(2), 72-80.

Meyer, M., & Botha, E. (2000.). Organisation Development and Transformation in South Africa. . Durban: Butterworths.

Motowidlo, S. J. (1996). Orientation Toward the Job and Organization. San Francisco: Jossey-Bass.

Mullins, L. J. (2005). Management and organizational Behaviour. New Jersey Prentice Hall.

Narimawati, S. E. (2007). The Influence of Work Satisfaction, Organizational Commitment and Turnover Intention Towards the Performance of Lecturers at West Java's Private Higher Education Institution. Journal of Applied Sciences Research, 3(7), 549 - 557.

Nkata, J. L. (2006). A road map to participation in management of schools, . Kampala: Masah Publishers Ltd.

Nnadi, P. O. (1997). Job satisfaction and Motivation. Lagos, Nigeria. Lagos, : Macmillan Nigerian Publishers Ltd.

Odanye, C. E. (2004). Relationship between workers' improved morale and organizations performance. Journal of Personnel Administration, 5(2), 14-22.

Okpara, J. O. (2004). Personal characteristics as predictors of job satisfaction: An exploratory study of IT managers in a developing economy. Information Technology & People, 17(3), 327-338.

Olaoye, A. K. (2003). Training and development strategies in work organizations. Journal of Transport Management,, 3, 33-41.

Olowokere, E. (2002). A study of Job dissatisfaction patterns of secondary school teachers in Oyo state. University of Ibadan, Ibadan. Unpublished M.Ed. Dissertation.

Omar. D. (2005). Leadership styles and styles adaptability of deans and department chairs at three research university. Washignton State University.

Oshagbemi, T. (2003). Personal correlates of job satisfaction: empirical evidence from UK universities. International Journal of Social Economics, 30(12), 1210-1232.

Oshagbemi, T., & Gill, R. (2000). Gender differences in the job satisfaction of university teachers. Women in Management Review, 15(7), 331-343.

Oshagbemi, T., & Gill, R. (2004). Differences in leadership styles and behaviour across hierarchical levels in UK organisations. Leadership & Organization Development Journal, 25(1), 93-106.

Owens, R. G. (1991). Organisational behaviour in education. Boston: Allyn.

Oyetunyi.C.O. (2006). The relationship between leadership style and school climate: Botswana secondary schools. . University of South Africa. Unpublished PhD Thesis.

Platsidou, M., & Diamantopoulou, G. (2009). Job satisfaction of Greek university professors: Is it affected by demographic factors, academic rank and problems of higher education. Thessaloniki: Thessaloniki Grafima Publications

Pruijn, G. H., & Boucher, R. L. (1994). The relationship of transactional and transformational leadership to organisational effectiveness of Dutch national sports organisations,. European journal of sports management, 2(1), 72-87.

Raiz, S. S., & Haider, O. (2000). Transformational leadership, organizational commitment relations between transformational leadership and work outcomes. Journal of Occupational Review, 21(1), 1-36.

Reichers, A. E. (2006). A Review and Reconceptualisation of Organisational Commitment. Academy of Management Review, 10(3), 465-476.

Richard, F. (2004). Management Strategies in Agricultural Training. USA: Hud Publishers

Riggo, R. E. (2000). Introduction to industrial organization Psychology. New Jersey.

Ristow, A. (1998). Transformational leadership and organisational effectiveness in the administration of cricket in South Africa. Unpublished MComm thesis. Grahamstown: Rhodes University.

Robbins, S. P. (1996). Organisational Behavior: Concepts, controversies, applications. Upper Saddle River: Prentice-Hall.

Robins, S. P. (2001). Organizational Behaviour, new jessey Prentice Hall. Weiss, D.J., Dawis, R.V., England, G.W., & Lofquist, L.H., (1967). Manual for Minnestota Satisfaction Questionnaire. Minnesota Statues in Vocational rehabilitation, 22.

Robbins, S.P. (2003). *Organizational Behavior*. (9td ed.). New Jersey: Prentice-Hall, Inc.

Robbins, S. P., Odendaal, A., & Roodt. (2003). Organizational Behavior. Cape Town: Pearson Education.

Rollinson, D. (2008). Organisational behaviour and analysis: An integrated approach: Prentice Hall: Essex.

Rose, M. (2001). Desperate measures in the workplace. Quantifying overall job satisfaction. Paper presented at the Paper presented at the 2001 BHPS research conference.

Rost, J. C. (1991). Leadership in the 21st Century. New York: Praeger.

Salamon, S. D., & Robinson, S. L. (2008). Trust that binds: the impact of collective felt trust on organizational performance. Journal of Applied Psychology, 93(3), 593.

Santhapparaj, A. S., & Alam, S. S. (2005). Job Satisfaction Among Academic Staff in Private Universities in Malaysia. . Journal of Social Science, 1(2), 72-76.

Sari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. Human Resource Management, 43(4), 395-407.

Sashkin, M., & Sashkin, M. (2003). Leadership That Matters. San Francisco: Berrettkoehler Publishers Inc.

Scarpello, V., & Campbell, P. (1983). Job satisfaction: Are all the parts there. Personnel Psychology, 36, 577-600.

Schepers, J., Wetzels, M., & Ruyter, K. D. (2005). Leadership styles in technology acceptance: do followers practice what leaders preach? Managing Service Quality. 15(6), 496-508.

Schermerhorn, J., Hunt, J., & Osborn, R. (2005). Organizational behaviour: John Willey & Sons, Inc.

Scott, M., Swortzel, K. A., & Taylor, W. N. (2005). The relationships between Selected demographic factors and the level of job satisfaction of extension agents". Journal of Southern Agricultural Education Research, 55(1), 102-115.

Senior, B. (1997). Organisational Change. London: Pitman Publishing.

Silins, H., & Mulford, B. (2002). Schools as learning organisations: The case for system, teacher and student learning. The Journal of Educational Administration, 40(5), 425-446

Smith, G. L, Wilber, Shashi, K., Gupta, P., & Stackhouse. (2002). Surface Radiation Budget and Climate Classification. Journal of Climate, 15,, 1175–1188.

Spector, P. (2008). Industrial and organizational psychology: Research and practice. New York: John Wiley & Sons.

Suzanne, R. M., Claudius, F. E., & Patricia, V. O. (2010). Determinants of organizational performance and efficiency at workplace. Journal of Applied Psychology.

Swanepoel, B., Erasmus, B., Van Wyk, M., & Shenk, H. (2001). South African Human Resource Management. . Landsdown:: Juta & Co. Ltd.

Tabachnik, B. G., & Fidell, L. S. (2007). Using Multivariate statistics. Boston: MA: pearson education Inc.

Tian, L., & Wilding, G.E (2008). confidence interval estimation of a common correlation coefficient. computational statistics & data analysis 52(10), 4872- 4877.

Tichy, N. M., & Devanna, M. A. (1986). The Transformational Leader. . New York: John Wiley and Sons.

Ting, Y. (1997). Determinants of job satisfaction of federal government employees. Public Personnel Management, 26(3), 313-334.

Tseng, C. C. (2010). The effects of learning organization practices on organizational commitment and effectiveness for small and medium -sized enterprises in Taiwn. unplished Doctoral dissertation The University of Minesota.

Viitanen, E., & Konu, A. (2009). Leadership style profiles of middle-level managers in social and health care. Leadership in Health Services, 108-120.

Warren, B. (2000). Becoming a Leader.

Weiss, D. J., & Dawis, R. V. (1967). Manual for minnesota satisfaction questionnaire. Minnesota studies in vocational Rehabilitation, 22.

Whitsett, G. (2007). Perceptions of leadership styles of department chairs. College student journal,, 41(2), 274-286.

Yammarino, F. J., Sprangler, W. D., & Bass, B. M. (1993). Transformational leadership and performance: a longitudinal investigation. Leadership quarterly, 4, 81-102.

Yousef, D. A. (2000). Organizational commitment: a mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country. *Journal of Managerial Psychology*, *15*(1), 6-24.

Yukl, G. (2002). Leadership in organizations. Englewood Cliffs: Prentice-Hall.

Zaccaro, S. J., & Klimoski, R. . (2001). The nature of organizational leadership: understanding the performance imperatives confronting today's leaders. San Francisco: Jossey-Bass.

APPENDICES

RELATIONSHIP BETWEEN HEAD OF DEPARTMENT LEADERSHIP STYLES AND LECTURERS JOB SATISFACTIONS IN NIGERIAN PUBLIC UNIVERSITIES

Dear Lecturers;

I am a Master of science candidate studying Human Resource Development at the Universiti Putra Malaysia. You are invited to participate in a research study relationship between head of department leadership styles and lecturers job satisfactions in nigerian public universities. This questionnaire consists of three parts, namely:

Section 1: Demographic Information

Section 2: Leadership styles

Section 3: Job satisfaction

Section 1: Demographic Information

1) Gender :   Male [ ]   Female [ ]

2) Marital status :   Single [ ]   Married [ ]   Divorced [ ]

3) Religion   :   Islam [ ]   Christianity [ ]

4) Age :   ………………………………

5)   Educational qualification : Bachelor [ ]   Master [ ]   PhD [ ]

6)   Name of your university in Nigeria   ……………………………………………………………………………

7)   Academic / Administration position held at your university in Nigeria
………………………………………………………………

77

Section 2: Head of department leadership styles.

The following questions are designed to examine the leadership styles of the head of your department at your university in Nigeria

Please answer the following questions by ticking in the space provided the following rating:

- 1) **Strongly Disagree**
- 2) **Disagree**
- 3) **No option**
- 4) **Agree**
- 5) **Strongly Agree**

	Item Description	**Strongly disagree**	**Disagree**	**No option**	**Agree**	**Strongly agree**
7	The head of department (HOD) makes me feel good to be around him/her.					
8	I have a complete faith in my head of department because of the good ways he/she manages the department.					
9	The head of department makes me feel proud to be associated with him/her.					
10	The head of department inspires and encourages lecturers to aim high in our teaching job and in life.					
11	The head of department gives me a sense of overall meaning and satisfaction in my teaching job.					
12	The head of department sets a vision and future direction that we may be able to accomplish and achieve if we work hard.					
13	The head of department has provided me with new ways of looking at things which I did not understand before my teaching job.					
14	The head of department has challenged my ideas and have made me change some ideas					

78

	which I had never questioned before.					
15	The head of department helps me to think and solve old problems in new and alternatives ways.					
16	The head of department gives personal attention to lecturers who look neglected, lonely and keeps away from the company of other lecturers					
17	The head of department shows his/her satisfaction with me when I met required standard of good work.					
18	I get credit and praise from the head of department for a job well done.					
19	My head of department tells me what to do to be rewarded in my job.					
20	I get rewarded by my head of department, whenever I performed a specific task.					
21	My head of department expressed satisfaction when expectation is met.					
22	My head of department called the attention of lecturers about the reward for a job well done.					
23	My head of department pays attention only on mistakes, complains and failures.					
24	My head of department is contented with my old ways of working in the same manner always.					
25	My head of department is always ok, with whatever I want to do.					
26	My head of department tells me the standards to follow in carrying out my job.					
27	My head of department does not ask me any things, other than what is absolutely essential to my job.					

1) **To what extent do you agree or disagree with the following statements that reflect the extent of your satisfaction with your job as a lecturer.** (1. Strongly Disagree, 2. Disagree, 3. No option, 4. Agree, 5. Strongly Disagree).

28	There is really too little chance for promotion on my job.					
29	The job I am doing provides me the chance to work independently					
30	The job provides me with the chance to do different school activities from time to time, apart from teaching job					
31	The teaching job provides me with a chance to get recognition from the community					
32	I like the job because of the way the head of department treats me with respect.					
33	I like the job because of the ability of the head of department in making good decisions					
34	The teaching job I am doing puts me in a situation where I have to do things that are against my will and wish.					
35	Many of the rules and procedures make it difficult to do a good job.					
36	My head of department is quite competent in doing his/her job					
37	I like the job because of the way my head of department relates with the staff.					
38	I like the teaching job because of the way in which school rules and regulations are followed and obeyed in our department.					
39	The teaching job gives me the chance to teach subjects that demand me to use my abilities					
40	When I do a good job, I receive the recognition from my HOD.					
41	The teaching job provides a chance for professional growth on the job.					
42	The teaching job gives me the freedom to make my own judgment and decisions in my work.					

43	The teaching job provides with a chance to try my own style of teaching in the classroom					
44	The teaching job gives me a chance to try my own methods of teaching in the classroom.					
45	The general physical, social and teaching conditions in the department are good.					

BIODATA OF STUDENT

Oladipo Kolapo Sakiru was born in Nigeria in the year 1977. He is a MSC candidate in Human Resource Development in Universiti Putra Malaysia (UPM). He received his Bachelor's degree in Educational Management from University of Ibadan in 2007 and a Nigeria Certificate in Education From Federal College of Education (SP) Oyo in 2002. He has a vast experience in education, having served as a classroom teacher and lecturer respectively. He has published many research articles from education and related social sciences disciplines. Below are the publications that is related to his present study.

LIST OF PUBICATIONS

1) Oladipo kolapo sakiru, Jamilah Othman, Abu DaudSilong, & Salami Dada Kareem (2014). Relationship between Head of Department Leadership Styles and Lecturers Job Satisfaction in Nigeria Public Universities. (Asian Social Science) Vol.10, (6).

2) Oladipo kolapo sakiru, Jeffrey Lawrence D'silva, Jamilah Othman, Abu DaudSilong, & Adekanye Temitope Buasyo (2013). Leadership styles and Job Satisfaction among Employee In Small and Medium Enterprises. International Journal of Business and Management: Vol 8, (13).

3) Oladipo kolapo sakiru, Jamilah Othman, Abu DaudSilong, Mohammed Abdullahi, AishatAgbana (2013). Leadership styles and its effectiveness on employees' job commitment. Research on Humanities and social sciences: vol 3 (9).

4) Oladipo kolapo sakiru, Jamilah Othman, Abu DaudSilong, Jeffrey Lawrence D'silva, salami Dada Kareem (2013). Leadership theories and organizational performance: International Business management; (medwell Journal) Vol 7 (1) 50-54.

5) Oladipo kolapo sakiru, Jamilah Othman, AliyuYero, Mohammed Abdullahi (2013). Relationship between leadership and employee productivity in an organization. IOSR journal of Business and management: Vol 7(4) 62-64.

6) Oladipo Kolapo Sakiru; Daskareem Vera Enoho; Salami Dada Kareem, Mohammed Abdullahi.(2013). Relationship between employee performance, leadership styles and emotional intelligence in an organization. IOSR Journal Of Humanities And Social Science (IOSR-JHSS:Volume 8, Issue 2 (Jan. - Feb. 2013), PP 53-57

7) Oladipo kolapo sakiru, Jamilah Othman, Abu DaudSilong, Jeffrey Lawrence D'silva, salami Dada Kareem (2013). Leadership theories and management performance in an organization. (Research Journal of Applied sciences). Accepted.