

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

For quite some time now, the teaching profession has been undergoing traumatic experience and it is fast approaching a point where it could be described as an endangered profession. The endangerment is not far from the fact that rather than seeing the teacher as a repository of knowledge to whom the community could always refer to for intellectual solutions to everyday problems as obtained in the past, the society sees the teacher today as professionals that are not satisfied with their chosen professions. In actual sense, the teachers being produced in Nigeria in recent times are very much different in terms of quality as compared with those produced in the early 60's through to 80's, when teachers were seen as consortium of knowledge and performed excellently while on the field. The quality of the products of our teacher training institutions is daily depreciating due to obsolete, inadequate or even non-availability of materials as well as teachers' dissatisfaction with their jobs and inability of the management to retain the dedicated ones to impart the required knowledge<sup>1</sup>.

The questions that readily come to one's mind, as regards this are "why are teachers not satisfied with their jobs, most especially the teachers of teachers? Why couldn't the government at both the federal and state able to retain these teachers on their jobs? The inability of the government to satisfy and retain these teachers on their jobs has continued to influence the fallen standard of teacher education in the country which has hyper effects on the fallen standard of education at both primary and secondary school levels. Generally, people heap blames on the government, the society and the student-teachers, with little or no attention being paid to the type of human resources that are training these teachers in terms of their job satisfaction and retention on their jobs. The

biggest challenges that any management in our colleges of education faces today is in regard to the procurement, allocation, development, utilization, motivation and retention of the single largest resource.

Job satisfaction and job retention are referred to a person's feeling of satisfaction on the job, which acts as a motivation to work and the ability of an organization to retain its employees respectively. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work. Therefore, job satisfaction is defined as an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment<sup>4</sup>. It is described as, any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say that I am satisfied with my job<sup>7</sup>. Going by the above definitions, the questions one would ask are: Can the lecturers in colleges of education in Oyo State truthfully say that they are satisfied with their jobs? Do they have positive affective reaction of the target environment as a result of their appraisal of the extent to which their needs are fulfilled by their job environment? Can the combination of psychological, physiological and environmental circumstances cause those lecturers in colleges of education to say that they are satisfied with their jobs?

Human resources management practices are very crucial in an organization and any organization that ignores this, does so at the detriment or expense of the achievement of the organizational goals and objectives. Human resources management practices in colleges of education therefore, is an important management function concerned with obtaining, developing and retaining the human resources required by the college to

achieve its objectives. Human resources management encourages making the best use of the skills and capabilities of all those employed in the organization with a view to attaining the potentials of individual employees and organizational goals and objectives <sup>2</sup>. If human resources management should be viewed as a task area in management dealing with human resources to be supplied, managed and retained in organizations, are they doing it as expected in our colleges of education in Oyo State? If the answer is yes, why are lecturers still leaving these teacher training institutions for greener pastures? It is also referred to as the management of people at work. No wonder it is synonymously referred to as personnel management. It is concerned with functions relating to the handling of employment relationships and all activities that are employee centered. Human resources management practices therefore, is an important management function concerned with obtaining, motivating and retaining the human resources required by a college of education to achieve its objectives <sup>13</sup>. In this study, human resources management practices is therefore seen as an important management function that is concerned with obtaining or getting the right number of qualified lecturers; motivating them both financially and morally so that they will not have causes to leave the colleges of education for greener pastures.

Leadership on the other hand is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal<sup>10</sup>. This implies that leadership stems from social influence, not authority or power. This simply means that leadership does not work in isolation. Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together, improve their performances and to direct them towards goals. Leaders are key sources of influence on organizational variables as well as productivity<sup>1, 6, 10, 13</sup>. From this definition, leadership is said to occur in group situations most especially in colleges of education and

it is a process that is a transactional event that occurs between leader (the management) and followers (the employees in colleges of education, leadership in colleges of education involves influencing followers, that is the employees (lecturers) and it includes goal attainment<sup>10</sup>.

Leadership as related to colleges of education is a process by which a person or a team of management at the helms of affairs influences others (lecturers and other staffers) to accomplish an objective, goal or task and directs the college of education in a way that makes it more cohesive and coherent<sup>10</sup>. However, every leader in these colleges of education has different behavioral approaches towards subordinates. Such differences in behavioral approaches of leaders towards their subordinates are termed as leadership styles<sup>1</sup>. Leadership style represents a combination of different characteristics, traits and behaviors employed by leaders in colleges of education to provide direction, motivate lecturers and other staffers to implement plans in these colleges of education <sup>6</sup>. A number of theories have emerged over time which focused on the traits, styles and the situational approach to leadership. Several categories of leadership styles propounded by management theorists include democratic, autocratic, laissez-faire, transformational, transactional, just to mention a few. The effectiveness of a particular leadership style is dependent on several factors which include work situations, organizational requirements, organizational goals, individual employees just to mention a few<sup>1</sup>.

Teacher education, which has continued to remain one of the principal factors for the educational development in all societies including Nigeria, has been defined as a structured institution and a process by means of which men and women are prepared for the task of influencing learning in others <sup>5</sup>. The nature of the lecturing job at this level of education demands that the lecturers at this level be adequately and accurately motivated or given periodic incentives to influence learning in others. They should be motivated in

such a way that they would be satisfied on their job to the extent that there wont be need for them to be searching greener pastures.

Teaching is a complex activity, undertaken for the purpose of modifying the behavior teachers or students in a desired direction. Such modifications, it is expected, will enable the teachers or students ask questions on their environments, understand it and give a measure of control over it. One can then describe a teacher or lecturer by nature of function performed and services rendered. A lecturer is that person who imparts knowledge, a transmitter of social virtues, a socializer, a model, a pacesetter, an innovator and an evaluator, to a great extent, a lecturer is a sociologist, a psychologist, a moralist, a teacher and a manager<sup>6</sup>. In view of these qualities of lecturers enumerated above, they are worthy of being reinforced by the government and other stakeholders.

A lecturer could be described as a person who is able to contribute to the growth and development of other persons who come in contact with him <sup>6</sup>. Historically, lecturers were noted to be dedicated but underpaid and therefore, these make people to look upon the profession with mixed feelings of respect and pity. People even got carried away as far as to the extent of saying that “lecturers’ reward is in heaven”. Lecturers are no longer regarded as small-gods. Neither do parents acknowledge the efforts of these people with gifts as they were doing in the past, nor the society or government acknowledges their importance in our tertiary educational system with prompt payment of salaries. For a lecturer in colleges of education to be effective and perform his duties well, he has to be motivated or given periodic positive reinforcement. It is then, he would be satisfied on his/her jobs and be able to influence classroom behavior to achieve an appropriate educational objectives. It is then he would be imaginative, resourceful and efficient. He would then be in a position to blend his personality and unique styles of teaching into basic skills to produce useful results. He would be able to guide students towards self-

understanding, self-sufficient, development of good mental health, acquisition of appropriate values and development of sense of respect for the worth and dignity of others.

Before independence, teachers were striving for recognition under the various governments, to improve their lots and at least, some noteworthy improvements have been made since independence. A good example of this is the way teachers were supervised and motivated, for instance, during the era of administrative inspection, (1642 – 1875), teachers were looked at and made reports, that is judgmental reports. By 1935 efforts were made towards working with teachers from the standpoint of mental health (mental health here means emotional up-liftment). Moreover, during the period of efficiency and orientation (1876 – 1936), teachers were aided for improvement of instruction<sup>7</sup>. This period marks the beginning of serious teachers' motivation.

Teacher education could be described as that which provides the trainees with skills, knowledge and intellectual resources for functioning in the classroom<sup>10</sup>. It also initiates students into their prospective roles as teachers. Essentially the central focus of teacher education is the professional preparation of the teachers. The success of any educational system depends on the quality of teachers; thus, it was stated in the National Policy on Education provides that: Teacher education shall continue to be given major emphasis in all educational planning and development, since no education system can rise above the quality of its teachers<sup>11</sup>. Because of the great importance and relevance attached to teacher education, the national policy thus set the following as the purpose of teacher education in Nigeria:

*to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; to encourage further, the spirit of enquiry and creativity in teachers ;to help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; to provide teachers with the intellectual*

*and professional background adequate for their assignment and make them adaptable to changing situations; and to enhance teachers' commitment to the teaching profession*<sup>11</sup>.

Consequently, based on all these, education has been receiving the government's dynamic intervention and active participation. Many commissions had been set up so that through their findings, the government could be advised on means of improving education. Many suggestions have been attended to, but the sad situation is that there is still a drastic fall in the standard of education, with an increased human wastage<sup>11</sup>.

The quality and disposition of teachers in our institutions of learning contribute much to this anomaly but originally, colleges of education were designed to produce middle level manpower for the nation's educational system. Specifically, colleges of education were to prepare teachers for the junior secondary schools, that is, basic education <sup>10</sup>. However, it was declared in the National Policy Education that possession of Nigeria Certificate in Education would be the minimum qualification for entry into the teaching profession in the country<sup>11</sup>. Though, this particular policy provision has not been implemented to the letter, most primary school teachers have started taking remedial measures aimed at obtaining the Nigeria Certificate in Education. This they do by enrolling in various programs of study that lead to the award of NCE. This had made colleges of education to be the institutions with highest number of enrolment among the entire teacher – training institutions in Nigeria. Specifically, the goals and objectives of colleges of education in Nigeria are:

*Teaching encouragement of spirit of inquiry and creativity in the teachers; and Production of highly motivated, conscientious and efficient classroom teachers for the primary and junior secondary levels of the educational system* <sup>9</sup>.

Despite all these, lecturers in colleges of education are not fared well on their jobs. They leave their jobs for greener pasture in other levels of higher education or in other professions before they could make both ends meet in their families. Also the leaders'

behavioral approaches toward their subordinates have drastically affected and are still affecting the standard and quality of teacher education products specifically and the standard of education generally. Against this background therefore, the study intends to investigate human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo State.

## **1.2 Statement of the Problem**

An overview of teacher education in Nigeria suggests that lecturers in colleges of education appear not to be satisfied with their jobs, they leave their lecturing jobs for a greener pasture, a situation which has greatly affected and still affecting the standard and quality of teacher education products in Nigeria in specific and fallen standard of education as well as quality of instructions given in Nigerian basic education schools in general. Several lecturers leave the lecturing profession not just because of poor salaries or because their take home could not take them home but because they do not have job satisfaction as a result of the human resources management practices embraced in various colleges of education they found themselves. As if that is not enough, it appears that many of these lecturers are not adequately and accurately motivated for a better performance on their jobs via the styles put up by their leaders at various situations, thereby making them to be dissatisfied and if one is dissatisfied with his or her job, there is every tendency for them to call it a quit on the job untimely. Studies have suggested a lot of factors responsible for this perceived low level of job satisfaction as well as high level of turnover intentions among lecturers in their colleges of education, but there seems to be little or no researches that has considered human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo State. Based on this, the study intended to investigate

human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo State.

### **1.3 Aim and Objectives of the Study**

The aim of this study was to investigate human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo State.

Specifically, the study intended to achieve the following objectives:

- i determine the level of job satisfaction and retention of lecturers in colleges of education in Oyo State;
- ii examine the level of human resources management practices in colleges of education in Oyo State;
- iii investigate the level of leadership styles in colleges of education in Oyo State;
- iv determine the combined influence of human resources management practices (compensation and benefits, promotion prospects, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State;
- v determine the relative influence of human resources management practices (compensation and benefits, promotion prospects,, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State; and

vi investigate the school type difference in the levels of lecturers' job satisfaction and retention in colleges of education in Oyo State.

#### **1.4 Research Questions**

The following research questions were raised to pilot the study:

1. what is the level of job satisfaction and retention of lecturers in colleges of education in Oyo State?
2. what is the level of human resources management practices (compensation and benefits, promotion prospects, training and development) in colleges of education in Oyo State?
3. what is the identified level of leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) in colleges of education in Oyo State?

#### **1.5 Hypotheses**

H<sub>0</sub>1: There will be no significant relative influence of human resources management practices (compensation and benefits, promotion prospects, training and development) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

H<sub>0</sub>2: There will be no significant relative influence of leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

H<sub>0</sub>3: There will be no significant combined influence of human resources management practices (compensation and benefits, promotion prospects, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

H<sub>0</sub>4: There will be no significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State.

H<sub>0</sub>5: There will be no significant school type difference in the levels of lecturers' job retention in colleges of education in Oyo State

## **1.6 Significance of the Study**

The study was significant in the sense that the results of the study would help administrators at colleges of education in Oyo State in particular and Nigeria in general on how to ensure that the right caliber of lecturers are recruited, correctly placed and retained.

It was hoped that this study will be significant in the sense that it will provide information for educational administrators to reflect upon various leadership styles that can aid lecturers' job satisfaction and retention in Nigerian colleges of education.

The study was also expected to expand the existing body of knowledge in human resources management practices and leadership styles particularly as they relate to lecturers' job satisfaction and retention.

It would also help to create understanding of how human resources management practices and leadership styles determine the job satisfaction and retention of lecturers.

It would provide information and be a reference to potential and current scholars on the issues of human resources management practices and leadership styles.

An exhaustive review of literatures reveals that human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention is scarce. This study was thus significant in the sense that it would bridge the existing gap in literature on the subject area.

### **1.7 Scope of the Study**

The scope of this study strictly centers on human resources management practices (compensation and benefits, promotion prospects,, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo State. Secondly, the geographical coverage for this study were all the colleges of education in Oyo State (federal, state and private). Thirdly the population scope covers all the lecturers teaching in all the federal, state and private colleges of education in Oyo State. Lastly, the methodology scope involves the use of descriptive survey research design, use of questionnaires as instrument for data collection and descriptive and inferential method of data analyses.

### **1.8 Limitation of the Study**

There were some restrictions based on the COVID-19 pandemic protocols that could have limited the free movement of the researcher and the research assistants in some institutions, other limitations are the Naira Redesign, Cash Swap and Cashless Policy of the Central Bank of Nigeria which led to the Cash Crunch and Petroleum Scarcity that impeded the movement of the researcher while on the field. Also, most lecturers were too busy to fill up the questionnaires. They took so much time in attending to the questionnaires which caused delay in retrieving the instruments. Few of the questionnaires were lost as a result of the delay in responding to them by the lecturers.

### **1.8 Operational Definition of Terms**

For the purpose of this study, the following terms take the meanings attached to them:

**Lecturers' Job Satisfaction:** This refers to lecturers' feeling of satisfaction on the job, which acts as a motivation for them to work. This refers to lecturers' feeling of satisfaction at colleges of education in Oyo state.

**Lecturers' Job Retention:** This refers to the ability of the management of the colleges of education to keep the academic staff employed in the colleges for a very long time, in which case, the academic staff will not have the cause to look for job elsewhere.

**Human Resources Management Practices:** These are concerned with compensation and benefits, promotion prospects, training and development in colleges of education in Oyo state.

**Compensation and Benefits:** This refers to the totality of the rewards for duties performed by lecturers in colleges of education. This could be in form of financial or non-financial rewards.

**Promotion:** is described as the movement of lecturers upward in the hierarchy of the college of education, typically it leads to enhancement of responsibility and rank with an improved compensation package. It is the reassignment of a lecturer to a higher-rank of job

**Training and Development:** These are the hearts of the efforts to sustainably improve the lecturers' competency in colleges of education. Training provides the lecturers the knowledge and skills required for their current tasks. Development involves educating the lecturers beyond the need for the current tasks and is focused for long term goals.

**Leadership Styles:** These are concerned with the transactional leadership style, transformational leadership style and laissez faire leadership style of people at the helm of affairs in colleges of education in Oyo State.

**Transformational Leadership Style:** Leaders using this style advocates for motivation, cooperation and creativity of lecturers through their charisma, idealized influence,

inspirational motivation, individualized consideration and intellectual stimulation so as to bring about desirable change in colleges of education.

**Transactional Leadership Style:** is a leadership style that relies on rewards and punishments of lecturers in colleges of education.

**Laissez-Faire Leadership Style:** This leadership style entails that a leader steps back and lets team members (lecturers) work without supervision and free to plan, organize, make decisions, tackle problems, and complete the assigned projects in colleges of education..

**Performances:** This refers to the totality of the performance or output on the part of the lecturers at colleges of education in Oyo state, using all available resources within their reach, geared towards the attainment of the total educational objectives. It is the process of identifying what is actually accomplished or attained as indicated by lecturers' performances in academics and interrelated co-curricular activities.

**Lecturers:** Teachers in colleges of education in Oyo State.

**Gender:** Male and Female Lecturers in colleges of education.

**School Type:** Private and Public colleges of education in Oyo State.

## Endnotes

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## **Chapter Two**

### **Literature Review**

In this chapter, a review of related literature, which provides a theoretical and conceptual framework for this study, was undertaken. In an attempt, to investigate human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo state the following areas were examined:

#### 2.1 Conceptual Review

##### 2.1.1 Concept of Human Resources Management

##### 2.1.2. Concept of Leadership Style

##### 2.1.3 Concept of Job Satisfaction

##### 2.1.4 Concept of Job Retention

#### 2.2. Theoretical Framework

##### 2.2.1 Theoretical Models of Human Resources Management Practices

##### 2.2.2. Theoretical Models of Leadership Styles

##### 2.2.3 Theoretical models of Job Satisfaction

##### 2.2.4 Theoretical model of Job Retention

#### 2.3. Review of Empirical Studies.

##### 2.3.1 Compensation and benefits and Lecturers' Job Satisfaction and Retention

##### 2.3.2 Promotion prospects and Lecturers' Job Satisfaction and Retention

##### 2.3.3 Training, Development and Lecturers' Job Satisfaction and Retention

##### 2.3.4 Transactional Leadership Styles and Lecturers' Job Satisfaction and Retention

##### 2.3.5 Transformational Leadership Style and Lecturers' Job Satisfaction and Retention.

### 2.3.6 Laissez – Faire Leadership Style and Lecturers’ Job Satisfaction and Retention

2.4. Conceptual Framework.

2.5. Summary of Gap in Literature Reviewed.

2.1 Conceptual Review

#### **2.1.1 Concept of Human Resources Management Practices**

Human resources management is one of the most complex and challenging field of endeavour<sup>1</sup>. It is the planning, organizing, directing and controlling of the procurement, development, compensation, integration, maintenance and separation of employees in an organization so that individual, organizational and societal objectives are accomplished. Human Resources management is the effective mobilization of employees based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organization's laid down goals and objectives<sup>2</sup>. It is seen as the recruitment, selection, maintenance, development, utilization of and accommodation of human resources by organizations<sup>3</sup>. This is to say that human resources management pays a lot of attention to the well-being of the human elements in the organization.

Human resources management is that which encourages making the best use of the skills and capabilities of all those employed in the organization with a view to attaining the potentials of individual goals and objectives<sup>4</sup>.

Human resources management is defined as:

*The development and application of policy governing manpower planning, recruitment, selection, placement and termination, education and training, career development, terms of employment, methods and standards of remuneration, working conditions and employee services, formal and informal communication and consultation, procedures for the avoidance and settlement of issues, all geared towards achieving individual and organization goals and objectives<sup>5</sup>.*

This definition can be said to have covered and touched all areas the human resources management is all about. Similar to that opinion, human resources management strongly emphasizes treating employees as a valuable resource and demands competent selection and development of everyone<sup>6</sup>. It was further stressed that employees specialist is more concerned with policy, planning and research as well as all the human Resources activities, ensuring that employees are deployed to be of the greatest possible benefit to the employer and themselves, attaining appropriate material and psychological rewards from their work <sup>6</sup>.

Human resources management is the effective use of employees in an organization through the management of people and related activities <sup>7</sup>. It was seen as the process of developing, applying, stimulating, maintaining, creating and evaluating policies, procedures, methods and programs relating to individuals in the organization with a view to achieve organizational objectives<sup>7</sup>. Human Resources management is mainly concerned with getting the right people for the right jobs at the right time and ensuring that they remain on the job for long<sup>8</sup>. Human resources management is seen as the management function that deals with recruitment, placement, motivation, compensation, promotion, training and development and retaining of organization members to be able to achieve the organizational aims and objectives. It was further stressed that it is an ongoing procedure that tries to keep the people in the right position, when they are needed<sup>9</sup>. The concept could be described as attracting, motivating, retaining and developing the right number and quality of human resources in an organization <sup>2</sup>.

From the different definitions given by different experts on what human resources management is, it suffices to say that human resources management as used for this study deals with how lecturers are compensated with good pay and other fringe benefits, how

lecturers are promoted as and when due, how they are given adequate training for their growth and development on the job and most importantly, how they are motivated, managed and retained in their respective colleges of education in Oyo State. Essentially, it is concerned with the management of lecturers at work in order to get the maximum output from them with the ultimate goal of achieving both their individual and teacher education objectives. Credence to the above rationale for human resources management in colleges of education was given when it was stated that the quality of any education institution's lecturers is frequently the single factor that determines whether such colleges of education is going to be successful or not and whether it will attain its basic objectives or not<sup>6</sup>. Human Resources management in colleges therefore can be defined as obtaining, using, maintaining and retaining satisfied lecturers. It is a significant part of management function concerned with lecturers at work and with their relationship with others in the college.

Human resources management is the planning, organizing, compensation, integration, maintenance and retention of people for the purpose of contributing to both the organizational, individual and societal goals <sup>1</sup>. Human resources management in colleges of education includes the function of employment, development and compensation of both the teaching and non-teaching staffers in a college of education. These functions are performed primarily by the human resources management department in consultation with other departments. Human resources management is an extension to general management. It is concerned with promoting and stimulating competent work force to make their fullest contribution to the realization of teacher education aims and objectives. Human resources management exists to advise and assist the line managers on human resources or establishment matters. Therefore, human resources department is a staff department of the college<sup>11</sup>. Human resources

management lays emphasize on action rather than making lengthy schedules, plans work methods. The problems and grievances of people at work can be solved more effectively through rationale human resources policies. It is based on human orientation. It tries to help the workers to develop their potential fully to the realization of teacher education goals. It also motivates the employees through its effective incentive plans so that the employees provide fullest co-operation.

Human resources manager is the head of human resources management department. He performs both managerial and operational functions of management<sup>2</sup>.

These roles can be summarized as:

*He provides assistance to top management; The top management are the people who decide and frame the primary policies of the concern; All kinds of policies related to human resources or workforce can be framed out effectively by the human resources manager; He advises the line manager as a staff specialist; Human resources manager acts like a staff advisor and assists the line managers in dealing with various human resources matters; As a counselor, human resources manager attends to problems and grievances of employees and guides them; He tries to solve them in best of his capacity; Human resources manager acts as a mediator; He is a linking pin between management and workers; He acts as a spokesman; Since he is in direct contact with the employees, he is required to act as representative of organization in committees appointed by government; He represents the organization in training programs<sup>2</sup>.*

The following are the elements of human resources management:

**Organization:** Organization is said to be the framework of many activities taking place in view of goals available in a concern. An organization can be called a physical framework of various interrelated activities. Right from manpower planning to employees' maintenance, all activities take place within this framework. The nature of the organization is dependent upon its goal. The business concern goal being profit-making. Clubs, hospitals, schools, just to mention a few, their goal being service. The objective of consultancy being providing sound advice. Therefore, it is organizational structure on which the achievement of goals of an enterprise depends upon. In human

resources management, a manager has therefore to understand the importance of organizational structure <sup>1</sup>.

**Job:** The second element tells us the activities to be human resources in the organization. It is said that the goals of an enterprise can be achieved only through the functional department in it. Therefore, seeing the size of organization today, the nature of activities are changing. In addition to the three primary departments, human resources and research department are new additions. Various types of jobs available are Physical jobs, Creative jobs, Proficiency jobs, Intellectual jobs, Consultancy jobs and Technical jobs <sup>1</sup>.

**People:** The last and foremost elements in human resources management are people. In an organizational structure, where the main aim is to achieve the goals, the presence of manpower becomes vital. Therefore, in order to achieve departmental goals, different kinds of people with different skills are appointed. People form the most important element because:

*The organizational structure is meaningless without it; It helps to achieve the goals of the enterprise; It helps in manning the functional areas; It helps in achieving the functional departmental goals; They make a concern operational; They give life to a physical organization<sup>1</sup>.*

The different types of people which are generally required in a college of education are: Physically fit people, Creative people, Intellectuals, Technical people, and Proficient and skilled people.

Human Resources management in colleges of education involves a human resources manager to understand the relationship of the three elements and their importance in colleges of education. He has to understand basically three types of relationships that exist in a college of education. These relationships are: relationship

between organization and job; relationship between job and people; and relationship between people and organization.

Relationship between organization and job helps making a job effective and significant. Relationship between job and people makes the job itself important. Relationship between people and organization gives due importance to organizational structure and the role of people in it.

### **Human Resources Management and Industrial Relations in Colleges of Education**

The classic definitions of industrial relations refer to it as the making and administering of rules which regulate employment relationships and the study of the institutions of job regulations<sup>15</sup>. The distinctive features of human resources management is listed as follows:

- i. It eschews the joint regulative approach and even more so, the craft regulative approach.
- ii. It does not subscribe to custom and procedure manuals, and of deferring to human resources and industrial relations specialists.
- iii. It places emphasis on utilizing labor to its full capacity or potential. Thus, it is about exploiting the labor resource more fully. It was concluded that the impact which the adoption of human resources management techniques has had on organizations' industrial relations should be conducted in today's organization<sup>14</sup>.

It is this normative modeling that has dominated the literature, and which proposes the three distinguishing features of human resources management as follows:

- i. A shift of focus from non - management employee relationship to the development of the management team;

- ii. A greater emphasis on line managers, rather than human resources specialists alone, in devising and driving integrated business and people management strategies;
- iii. The need for senior management to manage organizational culture. Other writers have used the term human resources management as a description of the way things are actually changing in organizations <sup>52</sup>.

As it has been discussed above, the centrality of people to organizational performance and survival is no longer in dispute. Lecturers have been confirmed by the establishment officers in the colleges as having special strategic value for their colleges. They voiced the idea and have made the claim that their lecturers differentiate them from their competitors, it gives them a competitive edge over their competitors. A successful development of specific business strategies, is based on the area of strength (core competence) that an organization has. Many colleges are now developing competency profiles to describe the array of skills, knowledge and qualities required in a position. Such competency profiles are often used to define Knowledge, Skills & Abilities required for specific positions. It is now recognized by most managers that lecturers contribute strategically to sustaining a competitive advantage for colleges of education. Attention had been drawn to factors commonly referred to as the **VRIO Framework**. This relates to employees most especially lecturers in colleges of education as follows:

- Value** it is human resources that create values and the ability of firms to respond to external threats and opportunities
- Rareness** the special capabilities of people in organizations provide the significant advantage
- Imitability** that human resources have a special strategic value when they cannot be easily imitated by others

**Organization** that the human resources must be planned and organized in order for an entity to take advantage of the competitiveness of the college <sup>17</sup>.

Application of the VRIO framework as a foundation for human resources management means that people are truly viewed as assets and not as expenses. It also means that, like other organizational resources, it must be subjected to effective planning.

### **Human Resources Management Practices**

The human resources management practices are briefly discussed below:

**Job Analysis:** Central to effective staffing of lecturers in colleges of education is job analysis. It precedes all other steps in the staffing process and since the process is sequential, any error made during job analysis will cascade down through the whole process, creating greater problems elsewhere. Job analysis is therefore the total process by which you derive, first, a job description, leading to second, a human resources specification. Information about a specific job is obtained through observation, questioning, using tests, critical incident analysis and so on. This information is typically assembled to gain a full understanding of the critical component of the job and the context of the job<sup>31</sup>. The entire human resources management function rests on effective job analysis and it involves the following processes:

#### **Job Description**

- i. Major duties and responsibilities
- ii. Reporting relationships
- iii. Working conditions
- iv. Supervisory responsibilities
- v. Job title, purpose of post <sup>28, 52, 56</sup>

## **Personal Specification**

- i. Age and sex
- ii. Qualifications
- iii. Experience
- iv. Skills
- v. Abilities
- vi Personality <sup>28, 52, 56</sup>

A very good job description tells you about the total requirements of the job. It tells you precisely what a job is, its purpose, the duties, activities and responsibilities attached to it, and its position within the formal structure of an organization <sup>31, 28, 52, 56</sup>.

A human resources specification is an extension of the job description. It not only tells you about the job, but also provides a blueprint of the 'ideal' person to do the job. Typically, it details the personal attributes and qualities associated with successful performance of the job, for example; acceptable qualifications, experience, technical skills, physical characteristics, health and personality, and any special requirements necessary to carry out a specified job <sup>31, 28, 52, 56</sup>.

## **The Importance of Job Analysis**

Despite possible limitations, the process of job analysis can aid establishment officers in colleges of education in the following human resources decision - making points, hence, its importance are:

The evaluation of the current state and future goals of an organization in terms of tasks, required skills, and roles; examination of potential job growth and the necessary qualities for individual development within the organization; analysis of the organizational environment encompassing the newcomer's job, subculture, work group, mission, objectives, values, dominant culture, technologies used, and external surroundings <sup>56, 48, 29</sup>.

From the above, it is easy to understand the scope or the span of human resources management practices, which can be grouped under the following interrelated headings:

Human Resources Planning;

Recruitment and Placement;

Training and Development;

Compensation; and

Employees' Relations <sup>52</sup>.

**Human Resources Planning:** Human Resources Planning is a systematic process to determine the various skills, duties, and knowledge needed to carry out the tasks in colleges of education <sup>30</sup>. This describes the procedures for determining the duties and skill requirements of a job and the kind of person who should be hired for it, to ensure that an organization has the right number of human resources at the right period to be able to streamline the tasks and achieve all organizational goals <sup>22, 29, 31, 52</sup>. Human Resources Planning systematically evaluates and monitors the conditions of human resources to ascertain that the quantity and quality of the skills are appropriate and available when needed in the colleges of education. Study on human resources planning in higher education institution suggests that in line with increasing numbers of students and demand for better services, colleges of education in Oyo State needs a human resources information system that provides a systematic procedure for collecting, storing, maintaining, displaying, and validating data required by the organization on number, activities, and organizational unit characteristics of its human resources<sup>43,47, 48, 13</sup>.

The purpose of planning is to ensure that a certain desired number of persons with the correct skills will be available at some specified time in the future. Human resource planning is designed to ensure that human resource needs will be constantly and appropriately met <sup>9</sup>. It is accomplished through the analysis of:

- (i) Internal factors such as current and expected skill needs vacancies and departmental expansions and reductions, and
- (ii) Factors in the environment, such as the labor market. It was stated that manpower planning is an attempt to forecast how many and what kind of employee will be required in future and to what extent these requirements are likely to be met <sup>7</sup>.

Human resources planning has four basic aspects which are:

- (1) Planning for future needs by deciding how many people with what skills the organization will need.
- (2) Planning for future balance by comparing the number of needed employees to the number of present employees who can be expected to stay with the organization which leads to;
- (3) Planning for recruiting or laying off employees and
- (4) Planning for the development of employees to be sure the organization has a steady supply of experienced and capable human resources <sup>9</sup>.

To be effective, the managers of human resources program must consider two major factors. The primary factor is the organization's human resources needs. For example, a strategy of internal growth means that additional employees must be hired. Acquisitions or mergers, on the other hand, probably mean the organization will need to plan for layoffs, since mergers tend to create duplicate or overlapping positions that can be handled more efficiently with fewer employees. The second factor to consider is the economic environment of the future. A booming economic would result in low unemployment, making it harder and more expensive to attract qualified employees <sup>9</sup>.

Effective manpower planning system can be beneficial in several ways in the sense that:

It reduces personal costs because of the management's ability to anticipate shortages and or surpluses and of the manpower and correct these imbalances before they become unmanageable and expensive.

It provides a better basis for planning employee development which is designed to make optimum use of the workers within the organization. It makes for improvement in the overall organizational plan process.

It provides a greater awareness of the importance of sound manpower management throughout all levels of the organization.

It also serves as a tool for evaluating the effect of alternative manpower actions and policies.

Good human resources planning also helps to ease the input of organization by forecasting these changes long before plans for dealing with the problems are implemented <sup>7</sup>.

Also, the difficulty of recruiting, selecting, placement and developing human resources on the one hand and of making them redundant on the other hand, are so great that human resource planning is justified even though this result may not be accurate <sup>38</sup>.

Essentially, human resource planning can be said to be very necessary in all organizations since it is required for recruitment. Without it, it would be difficult to know the number of human resources required for recruitment, to be reassigned, due for retirement for better utilization. Manpower planning reduces excessive recruitment, training and transfer and thereby saves management cost and time <sup>50</sup>. It is through effective manpower planning that people in the organization who need more training could be identified to upgrade their skills in order to assume more responsible positions. It would also help the organization to start very early to seek and find capable hands to

replace those about to retire, to cushion the effect of their departure from the establishment.

(b) **Recruitment:** The success of any educational program depends to a very large extent on the selection of qualified lecturers. This assertion was corroborated when it was stated that the efficiency with which any organization (be it social, education, religious, private or public) can operate depends to a very large extent upon how its human resources can be administered and utilized. This point out the fact that recruitment exercise in any college of education must be thoroughly done to ensure that the right set of people are employed to do the right job<sup>29, 51</sup>.

Recruitment is defined as the process of scouting round for qualified candidates or applicants to fill vacant positions in an organization <sup>52</sup>. Recruitment can also be described as all those activities or operations, which the school management undertakes with the intention of attracting and securing human resources of desired quality and in the desired quantity to satisfy the needs of the school <sup>48</sup>. In the same vein, recruitment in this study is defined as the process of searching for prospective lecturers and stimulating them to apply for jobs in a college of education<sup>52</sup>.

Recruitment can be referred to as information on the tasks and characteristics of human resources required to carry out the tasks in the organization that can assist the manager to determine the type of people to be recruited and employed <sup>22</sup>. In other words, recruitment is an effort by the organization to find the right candidates to fill the available positions. Recruitment and selection are one of the aspects of human resource management that are of great importance and adopting appropriate policies in this area could provide the appropriate use of human resources. Faculty members are one of the major capital and the development and application of appropriate policies for faculty members play a major role in the success of a higher education <sup>33</sup>.

The importance of having an efficient procedure for recruitment and selection can hardly be exaggerated. If organizations are able to employ staff who consistently fulfill their roles and are capable of taking on increased responsibilities, they are immeasurably better placed to deal with the opportunities and threats arising from their operating environment those competitors who are always struggling to build and maintain their work force. The aim of recruitment of lecturers in colleges of education is to ensure that the college's demand for lecturers is met by attracting potential lecturers (recruits) in a cost effective and timely manner. Therefore, before any recruitment exercise in any organization, there should be recruitment policies that will spell out the guidelines or processes for any recruitment exercise, for example:

*Advertise all vacancies internally before making external sources; Always advertise under the organization's name when advertising externally; Endeavour to ensure that applicants are kept informed of their progress through the recruitment procedures; Seek possible candidates on the basis of their ability to perform the job required<sup>3</sup>.*

In matters of recruitment, the college will not knowingly make exaggerated or misleading claims in recruitment literature or job advertisements and discriminate unfairly against possible candidates on the grounds of sex, race, age, religion or physical disablement<sup>30</sup>.

Before any meaningful recruitment exercise can take place, it is very necessary for the human resources department to know the different sources they can explore to get recruits. Three major sources of recruitment are identified, these are:

- (a) Recruitment through Internal Sources
- (b) Recruitment through External Sources
- (c) Recruitment through the Media<sup>52</sup>.

**Recruitment through Internal Sources:** Filling a job opening from within the organization has the advantages of stimulating preparation for possible transfer or promotion, increasing the general level of moral and providing more information about

job candidates through analysis of work histories within the organization. In many organizations there are often individuals who are qualified to fill the vacant position or who could do so with minimum training if there are such cases, it is always better to recruit from within as it encourages inbreeding <sup>1</sup>. A good example in this category is the case of a non-teaching staff, who was recruited to fill a vacant lecturing position in a college of education because of the possession of the requisite qualification for the post <sup>29</sup>.

The policy of recruiting from within has three major advantages: These are:

- (i) First, individual recruited from within are already familiar with the organization and its members and this knowledge include the likelihood that they will succeed.
- (ii) A promotion from within policy fosters loyalty and inspires greater effort among organization members.
- (iii) It is usually less expensive to recruit or promote from within than to hire from outside the organization <sup>9</sup>.

Its disadvantages are:

- (i) It limits the pool of available talents
- (ii) It reduces the chance that fresh viewpoints will enter the organization.
- (iii) It may encourage complacency among employees who assume that seniority ensure promotion <sup>9</sup>.

**Recruitment through External Sources:** Staff could also be recruited from outside an organization. Most organizations need to tap the external labor market at regular intervals in order to make up for short falls of labor in the existing workforce <sup>3</sup>. However, recruiting from within or outside an organization depends on so many factors, these factors are:

- (i) Organization's policies regarding recruitment,

- (ii) The availability of the required staff with the organization and its overall effects on the overall organizational efforts,
- (iii) The level of position to be filled
- (iv) The number of job positions to be filled <sup>50, 29</sup>.

The different external sources through which human resources could be gotten are:

- (i) Media
- (ii) Employment agencies like ministry of labor and productivity
- (iii) College placement office (similar to Students Affairs Office) where results of finalists are kept and organizations contact the office in case of any vacancies.
- (iv) Embassies
- (v) Referrals and walk-ins - Referrals are applicants directed by other people to where vacancies exist while walk-ins-are desperate job seekers who, with certificate at hand, go from one office to another in search of jobs <sup>50, 29</sup>.

In a bid to attract sufficient number of the right kind of candidates, an organization must ensure that its advertisement spells out distinctly:

*Details about the vacant position; Information on all essential and desirable personal requirements of applicants; Conditions of employment such as remuneration and Who to direct the applicant to* <sup>48</sup>.

Browsing through all the letters of applicants, it is the responsibility of the human resources department to invite suitable candidates for interview.

This section considers three different approaches to organizational entry, person-job fit, social negotiation and person-organization fit. Each is based on different assumptions about people and about what determines the behavior at work <sup>27</sup>.

**Person-Job Fit:** This traditional approach to staffing is based on the view that organizations should specify as closely as possible, the requirements of the job, and then look for individuals whose personal attributes fit those requirements. Hence, it is often

called the 'person-job fit approach'. The underlying assumption is that human behavior is determined by factors external to the individual, and the clear implication is that staffing techniques should be concerned with accessing and measuring these internal, personal factors, which can then be matched against those required for the job. The reliance on this approach often involves the utilization of a wide range of tests both informal and structured.

**Social Negotiation:** The following ideas are central to this alternative organizational entry paradigm:

- i. People are constantly changing;
- ii. People's self-perceptions are important;
- iii. Job are constantly changing;
- iv. Selection is of both parties;
- v. Information is exchanged;
- vi. Negotiation takes place;

The purpose is to establish a psychological contract or discover that one is not feasible. The expected outcome of this approach, the psychological contract involves the creation of a work environment, favorable to good job performance. Importantly, this approach has highlighted the critical role of both parties - applicant and organization -in decisions about organizational entry.

This approach emphasizes the need to help the newcomer perform better by enhancing their understanding and motivation during the process. In contrast, the person - job fit approach aims only to identify the person who will perform best on the job. The two approaches are built on fundamentally different assumptions about the determinants of people's behavior. The person - job fit approach states that the determining factors of people's behavior come from within the individual - the personality traits that are

consistent and enduring. In contrast, the social negotiation approach is based on the idea that factors external to the individual have critical bearing on the individual's behavior. Consequently, if you plan to develop appropriate staffing strategies, you would need to address the following questions about people's behavior:

- i. Does behavior come from within, or is it determined by the situation in which we find ourselves?
- ii. Is behavior consistent across situations, or do people behave differently in distinct situations?
- iii. Can behavior be predicted? <sup>52</sup>

It is important to note that after over three decades of argument between, the trait and situational theorists of a work behavior, a consensus has developed. Many previous trait theorists have come to think of personality traits as ranges of possible behaviors which depend on the requirements or demands of the situation. Similarly, many situationalists now accept that human behavior, while being driven by the situation, also has a degree of stability and predictability.

**Person - Organization Fit:** While the above development unfolds over the decades, personality theorists with an interactional perspective have appeared on the scene. This approach believed that human behavior stems from an interaction of person and situation, or internal and external characteristics. This has important implications for organizational entry.

1. Several interactionalists have suggested that, if you want to predict people's behavior and their performance, you need to analyze their 'fit' with the organization's culture.
2. An interactional perspective on organizational entry highlights the importance not only of assessing job-related performance, but also of creating an environment

that suits newcomers, and of creating a job that is satisfying and motivates the individual.

3. The interactional perspective acknowledges that high performance in one situation does not necessarily mean that the person will perform well in a new situation. Therefore, this perspective prompts the manager to explore the reasons why a person has performed well in their existing situations - that is, how the person interacts with the situational factors in their current jobs - so that he or she can consider how the person will behave in a new situation.
4. Organizations are affected by people, and people are affected by organizations. Therefore, when choosing who to recruit, the manager is influencing the future of the organization. The discussion so far on the approaches to organizational entry is summarized below. In practice, the distinction between these approaches may not be clear cut. This is because the person - organization fit approach incorporates the person - job fit approach to some extent, and considers a number of other factors as well. It is also the case that the social negotiation approach incorporates the person - organization fit approach. Hence, the differences between the three approaches are a matter of emphasis, with the new approaches striving to take account of a broader range of factors associated with the entry process. And it is precisely that relative importance of different factors that will determine which approach should form the basis of an entry strategy in a particular situation <sup>52</sup>.

(C) **Selection:** This is another important human resources management practice in colleges of education in Nigeria generally and in Oyo State in particular. Selection processes involve a situation where the most suitable ones would be chosen from the applicants; since not all the applicants may be qualified to take up the vacant job.

Selection can be defined as the mutual process whereby the organization decides whether or not to make job offer and the candidate decides whether or not to accept it<sup>9, 93</sup>. In reality, the selection process is often more one sided. In situations where the job market is extremely tight, several candidates will be applying for each position and managers at the organization will use a series of screening devices to identify the most suitable candidate. On the other hand, when there is a shortage of qualified candidates, or when the candidate is a highly qualified person being sought for by different organizations, managers of the organization will have to sweeten the offer and come to a quicker decision. Management finds qualified people to fill available jobs through the employee selection process<sup>1</sup>. Employee selection serves as organization's human resource gatekeeper<sup>1</sup>. Human resources management experts commonly compare the screening process to hurdle race. Typical hurdles job applicants have to cross are psychological tests, reference checks, interviews and physical examinations<sup>29</sup>.

The most common employee selection tool is the interview, line managers at all levels are often asked to interview candidates for job openings and promotions and should be aware of the weaknesses of the traditional unstructured or informal interview which had no fixed question format or systematic scoring procedure, has been criticized because it is highly susceptible to distortion and bias. It is usually indefensible if legally contested It may not be totally job related and may incorporate personal items that may infringe on privacy<sup>1</sup>.

There is a tendency for the interviewer to look for qualities he or she prefers, and then justify the hiring decision based on these qualities. Essentially, structured interviews are recommended alternative to traditional unstructured or informal interviews<sup>1</sup>. A structured interview has been defined as a series of job related questions with standardized answers that are consistently applied across all interviews for a particular

job<sup>52</sup>. They are constructed, conducted and scored by a committee of three to six members to try to eliminate individual bias<sup>29</sup>.

(D) **Socialization:** is usually being designed to help the selected individuals fit smoothly into the colleges of education. Newcomers are introduced to their colleagues, acquainted with their responsibilities and informed about the college's culture, policies and expectations regarding employee behavior. A difference between the education and what is met on ground in the college (work experience) is concerned with three production factors: human resources finances and technology<sup>30,93</sup>.

Differences between the education and work experience spheres become apparent when a comparison is made of the installation of a new teacher<sup>1,52</sup>. If as much care was taken by school administrators in preparing the way for their new employees as industry takes with its equally valuable machinery, less turnover and fewer cases of teacher burnout would result. To corroborate this, it was stated that when a new staff is employed the human resources department should acquaint such staff with the organizational system as well as with his or her co-workers<sup>52</sup>. This is very important so that the staff can feel comfortable both among his workers as well as with the job assigned to him. By so doing, the human resources department ensures smooth and orderly start of the new staff and also tries to minimize the problems of adjustment that normally confront newly employed members of staff. A list of information that the human resources department normally provides for new employees are:

*Organizational Charts and an explanation of where the new employee job fits into the overall plan; A booklet on terms and conditions of employment; A clear statement of the authority, responsibility and duties of the job and the job title; An outline of possible channel of promotion; The names of the immediate superior officer and the supervisor in charge of the department where the new employee will be working; Full details of commencing salary or pay, the scale of pay increases and any financial incentives that are in operation, making sure that the new employee understands the pay scheme properly; An outline of the social activities*

*and the name of the welfare officer or the individual who arranges such activities; The hours of work; The general amenities; Information on the trade unions and where to locate Union Representatives; Backgrounds information on the organization, its achievements and objectives* <sup>36</sup>.

At the end, the new employee is made to understand that the human resources department is there to assist and offer advice whenever anything is bothering him or her.

(E) **Training and Development:** After a lecturer has been recruited, selected and inducted, the next thing is the fact that he or she needs to be trained and developed. This is as a result of the fact that no matter how carefully job applicants are screened before being recruited, typically, a gap remains between what employees do know and what they should know <sup>29</sup>. In the educational system, training and development programs can be described as professional activities engaged in by school human resources to enhance their knowledge, skills and attitudes in order to educate children more effectively. Training and development has been described as an attempt to increase general knowledge and understanding of our total environment <sup>1</sup>. It can further be described as the process of changing employee's behavior and or attitudes through some type of experience. The training and development of human resources is a very important issue that has to be faced by every organization. Training and development both aim at increasing employees' abilities to contribute to Organizational effectiveness. Within the school system, staff development is to improve the performance of those with teaching and management responsibilities while the ultimate aim is improvement of teaching and learning <sup>52</sup>. Factors that influence the quantity and quality of training and development activities are:

Degree of change in the external environment, like technological change, new legislation and so on; Degree of internal change; Adaptability to existing workforce; The extent to which the organization supports the idea of internal career development; The commitment of senior management to training as an essential part of economic success; Knowledge and skills of those responsible for carrying out the training <sup>52</sup>.

Training and development are the hearts of the efforts to sustainably improve the lecturers' competency in colleges of education and organizational performance<sup>33, 52, 2</sup>. Training provides the lecturers the knowledge and skills required for their current tasks. Development involves educating the lecturers beyond the need for the current tasks and is focused for long term goals. Lecturers who always be in step with the changes and growth of the college are to be prepared in the development process. Training could be defined as to provide new and current employees the skill to perform the prevailing tasks<sup>22</sup>. Training is a set of systematic and planned instructions to increase understanding of the tasks<sup>4</sup>. This practice has been much forgotten and that pedagogical training in professionals has not been on the same as other educational levels. Colleges of education may have highly qualified professionals in different subject areas, but have pedagogical difficulties. They must therefore identify an adapted approach for the new challenges they are facing today.

However, four types of development programs in the educational systems were identified, these are:

- (i) Programs that aim at correcting deficiencies of staff at the time of appointment. While trying to introduce a new staff into the school system, the human resources department does so by acquainting the new employee with information about his/her pay and work schedule, special facilities available in the school. Attempt is also being made under this program at ensuring meaningful interaction between the new staff and other people (co- workers, students, parents and so on) for whom and with whom he will work.
- (ii) Program which enable teaching staff to face the challenges arising from innovation in the school curriculum. These program are designed to meet societal expectations from education. For example, with the introduction of the universal basic, education, need

arises for teachers to be trained in different areas to meet the needs of the program.

(iii) Programs which enable non-professionals to professionalize. In the educational system, all teachers who have not at one time or the other gone to teacher training institutions cannot be referred to as professional teachers who are expected to be well versed in areas such as child development, child psychology, theories of learning, principles and practice of education and other related education course: Essentially therefore, the, need arises for them to go for a Post Graduate Diploma in Education (PGDE).

(iv) Programs that enable acquisition of higher qualification. These involve studies in higher institutions or learning for degrees such as Nigerian Certificate in Education (NCE), Bachelor, Masters and Doctoral degrees. All these are for greater responsibilities and status <sup>54</sup>.

All the above are beneficial to individual lecturers and colleges of education in different ways. Specifically, the benefits of training are identified as:

- The provision of a pool of skilled manpower for the organization.
- The improvement of existing skills
- an increase in the knowledge and experience of workers,
- improvement in job performance with resulting
- improvement in productivity overall, Greater commitment of staff and;
- Personal growth opportunities for employees <sup>3</sup>.

(F) **Performance Appraisal:** Performance appraisal is the most effective way in management to measure the motivation, satisfaction, and productivity of lecturers specifically and employees generally<sup>34</sup>. Performance appraisal also is defined as an evaluation that compares the actual work of each employee to his/her task and

performance standards <sup>22</sup>. The accuracy of appraisal requires good information on how each employee performs on his/her tasks in order to reward those with good performance and improve those with low performance<sup>35</sup>. Analyses of tasks help to identify the characteristics and results related to effective performance <sup>35</sup>. A study on the criteria for evaluating the performance of faculty members was conducted. The evaluation criteria for performance appraisal of faculty members are an interdisciplinary study situated in between the concern for the quality of the education process and efficient human resources management. These two needs can be addressed through the introduction of a system of performance appraisal for faculty members <sup>33, 56</sup>.

#### **(G) Compensation and Staff Welfare**

One of the most difficult functions of human resources management is that of determining rates of compensation to the employee. Employee compensation programmes are designed to do these three things:

- (i) to attract capable employees to the organization;
- (ii) to motivate them towards superior performance and;
- (iii) to retain their services over an extended period of time <sup>1</sup>.

Compensation refers to the totality of the rewards for duties performed by an employee. This could be in form of financial or no-financial rewards. There is a general belief that unhappy employees are unlikely to be productive work force <sup>56</sup>. Since motivation is a driving force that energizes workers to show more commitment to work and to improve his productivity, colleges of education administrators should ensure that lecturers working under them are well motivated by being adequately compensated. Several research findings have revealed that lecturers can only put in their best, if their needs are satisfied. Also in a study conducted, it was discovered that lecturers in Nigerian Colleges of Education are very dissatisfied with their job conditions; salaries and other welfare

benefits were the basis of dissatisfaction; and of all the conditions of service, salary is the best predictor of teachers' productivity <sup>57</sup>. Any job opportunity offering high salaries therefore is likely to attract more and better-qualified candidates than the one offering a lower pay. Promotion is another way of compensating, which is accompanied by greater responsibility and higher status, greater skills and increased salary. This also is a positive reward system that increases the morale of lecturers in colleges of education and motivates them to work harder towards the attainment of the teacher education objectives <sup>57 & 48</sup>. Whether we like it or not, compensation is the singular important element in most employment relationships <sup>58</sup>. There is no gain saying the fact that a college of education has to work with lecturers for the attainment of the goals and objectives of education <sup>48</sup>. These lecturers operate by definite human resources policies and practices.

Essentially, it is only when the right set of people are employed and are working under a very conducive and friendly environment, that one can start to think of their being productive. The role compensation plays in the lives of lecturers is further described as a mechanism that can be designed to reward the acquisition of individual knowledge, skills, and abilities that support unit competency (e.g., pay-for-knowledge systems) and can play an important role in recruitment and retention of lecturers as well<sup>4</sup>.

The word compensation is sometimes used as an alternative to reward, which seems to imply that work is an unpleasant necessity for which people have to be compensated rather than spending their time more profitably elsewhere <sup>4</sup>Furthermore, a reward system can indicate what the employers considers to be important. Matching reward with accomplishment of strategic goals constitutes a little used, but effective, compensation system <sup>27, 52</sup>.

It was in the same vein, human resources together with physical and financial resources, are the three most important means of success available to the manager of an

organization<sup>36, 47</sup>. It was further stated that human resources is the most crucial element for achieving productivity but it is also the most difficult to manipulate. Thus, human resources management must be given a very great attention to attain success or high level of productivity in any college of education; since it creates the right atmosphere for harnessing the skills, competencies and other capabilities of all lecturers within the college.

The importance of human resources management cannot be overemphasized, this is because it provides managers with the concepts and techniques that they require to perform the people's management or human resources management job<sup>52</sup>. The knowledge of these concepts and techniques will help educational managers in colleges of education to avoid such mistakes as:

- Hiring the wrong person for the job.
- The incidence of high turnover.
- Having people who are not doing their best.
- Wasting time with useless interviews.
- Having your organization go through unnecessary litigation due to discriminatory actions.
- Having your company cited under federal occupational safety laws for unsafe practices.
- Having some employees think their salaries are unfair and inequitable relative to others in the company.
- Allowing a lack of training to undermine your department's effectiveness.
- Committing any unfair labor practices<sup>54</sup>.

## **Human Resources Management in Nigeria**

Human resources management policies and practices are carried out within an economic, social, political and legal environment. Thus, there is a need for considerable historical and cultural insight into local conditions to understand the processes, philosophies and problems of national models of human resources Management<sup>33</sup>. Nigeria is the most populous country in Africa with an estimated population of 180 million people. The Nigeria's population and human resource base make it one of the most attractive countries for foreign investment in Africa. As foreign and local firms increase their involvement in Nigeria, they will need to build capabilities and utilize local competencies. The knowledge of human resources management and more importantly perhaps, knowledge of the factors that impact on human resources management in Nigeria will become increasingly critical to the way we do businesses in Nigeria and ultimately their success. Hence, the way to get things done cannot be divorced from local values, customs, and the overall external cultural environment<sup>32</sup>. Human resources management as a concept got introduced into the Nigeria literature in 1940 during the Colonial era; with industrialization and commercialization, which later became wage employment<sup>52</sup>. Ever since then, there has been a tremendous growth of human resources in Nigeria, which in recent years has been characterized by lack of professionalism and specialization<sup>48</sup>. Different reasons have been accounted for as the challenges facing human resources management practices in Nigeria.

The socio-cultural diversity of Nigeria has influenced the human resources management practices in Nigeria. Nigeria is characterized by over reliance on culture, language, religion, gender and educational qualifications as a basis for determining who get employed. What this means is that, the opportunity for an average Nigeria to get employed is a factor of the aforementioned variables<sup>8</sup>. Nigeria is one of the African

countries troubled by abundant labor and scarce talent. Attracting, developing, deploying and retaining best talents had become a challenge<sup>8</sup>. That is why it was argued that the desire for top performance has driven the need for effective management<sup>8</sup>.

Human resources management in Nigeria can be said to be 'still in Infancy' and a lot of academic research is still required in this area. Lack of indigenous and comprehensive human resources management models is one of the challenges facing human resources management practices in Nigeria, which is why the majority of principles and practices evidence in workplaces in Nigeria are all adopted from other countries<sup>8</sup>. Human Resources management practices in Nigerian are a convergence with western-inspired approaches, with the evidence of cultural and institutional influences on it. That is, there is a blend of transplanted and indigenous human resources management practices. The sensitivity to individuals' socialization as well as economic, historical, political, and social contexts may enable organizations to capitalize on the potential to transplant forms of human resources management from parent country cultures to developing countries such as Nigeria<sup>8</sup>. Nevertheless, most organizations are characterized by lack of funding for human resources management research and development<sup>8& 33</sup>. Nigeria's democracy has enhanced the practice of human resources management, determining the quota of expatriates it permits. Nigeria's economy allows the importation of new technologies to enhance human resources management, but training is still a bit slow, thus employment of expatriates to handle such is still encouraged. In Nigeria, there is application of new management techniques and skills used in the running of organizations, all aimed at running a cost-effective system<sup>8</sup>. Human resources management practices in Nigeria cannot be totally diffused from what is evidence in other countries<sup>8</sup>. However, due to the peculiarity of the social-cultural characteristic of Nigeria, human resources management in Nigeria is an area open for further research<sup>8</sup>.

Good employer-employee relations are therefore critical to the stable and sustainable development of the Nigerian economy, as well as the world economy as a whole<sup>8 & 33</sup>. Several other factors have affected human resources management practices in Nigeria namely: lack the internal manpower to complete all necessary tasks; and the complexity of today's business climate as a result of deregulation, globalization, and technology advancements has outpaced many companies' level for companies to get special projects done without adding employees to the payroll<sup>43</sup>.

Most organizations in Nigeria now offer a continued education and training to help its people cultivate the right skills and expand their career within a truly global/collaborative workplace. However, in recent time, Nigerian workplaces are introducing different employees ideologies adopted from foreign organizations. For instance, there has been a tremendous increase in level of contract or temporary employment and most of these activities are contracted out to consultants, via outsourcing thereby reducing the number of human resources in its payroll<sup>8</sup>. The implication of this is that organizations are paying lesser for more work, and at the same are losing the psychological attachment, commitment, loyalty of their employees. In Nigeria, organizational control is firmly in the hands of management and the management's role is to effectively manage the number of employees and match them closely with desired goals and objectives<sup>8, 43</sup>. Both the management and the Nigerian government strive to make coherent human resources policies that fit closely with overall business strategy. For example, in the oil industry (which is the most organized and highly paid employment sector) the government of Nigeria has made concerted efforts over the last 50 years to promote the participation of indigenous workers in the oil industry. Regulation 26 of the 1969 Petroleum and Drilling Act represents one of government's early efforts to increase Nigerian national oil workers' participation in the

industry. Recruitment is selectively done in Nigeria, and employees are trained to perform required skills. However, due to the complexities involved in the activities of the oil industries, a lot of skilled expatriate services are required leading to a high level of expatriate employment till date. This is also because most of the oil companies are multinationals, with parent companies in well-developed and advanced countries<sup>8</sup>.

For most organizations in Nigeria, performance appraisal is a dialogue process and serves as a mentor to generally mold the individuals to perform at an optimal level. The employees are allowed to carry out a self-evaluation based on engagements and projects they were involved in during the assessment period<sup>8</sup>. It is expected that performance appraisal system should be a fair process involving assessments on skills, technical knowledge and how well the employee can offer quality service delivery.

However, the lack of technical skill and know-how of the appraiser have made some of the tools and parameters for appraising employees' performance to be faulty. Such appraisal system and process might not capture what it is expected to. The concern to develop the right performance appraiser system have pushed indigenous companies in Nigeria to employ expatriate services, as trainers, in positions requiring special skills and expertise, with which Nigerian workers cannot compete. These supervisors assess the performance and recommend for promotions as the case may be<sup>8, 43</sup>.

Wages and other fringe benefits in organizations in Nigeria are by collective bargaining between unions and employers or employees' association. In some private organizations, the basic wages are generally higher than the public sector organization<sup>8</sup>. What is evidence in Nigeria is that wage scales are based on job analysis and evaluation to ensure equity and increases are based on merit or performance. The higher the risk, time allocation, skills requirement, experience required, the higher the wage. That is why jobs that are high in occupational hazards are the highest paid job in Nigeria.

In the case of public sector organizations owned by Government, salary adjustments may result from annual merit reviews, promotions, individual special adjustment or general adjustments. General adjustments are made when the Government decrees a general wage increase in both the public and private sectors. In recent years, most organizations in Nigeria are now re-emphasizing the need to train their employees. Training is expected to generate enthusiasm for creating new ideas, and is mutually beneficial to employers and employees. managers, supervisors and human resources management departments are responsible for ensuring that workers are effectively trained. Some organizations in Nigeria now provide workers with education and subsidies for job-related training; while some other organizations have changed their wage structures to include education and training subsidy allowance in workers' wages<sup>8</sup>.

The challenge here is that such training is expected to be job-related and proven to be of mutual benefit to both employers and employees. This can limit the employees from acquiring others skills that are not related to the job description. Nevertheless, most organizations in Nigeria are constantly aware of the need and relevance of training and they equally design the right training to meet identified needs. This will ensure that they have the right crop of qualified, competent and valuable professionals to make the right input and be knowledgeable in diverse fields.

Another area of human resources management practices that need further development and enhancement is the occupational health and safety<sup>8</sup>. There has not been reliable official statistics on the number of fatalities and non-fatalities in organizations in Nigeria. This is because most organizations are not willing to share their experiences with other because of the fear or being accused of not handling health safety issues properly and compensating the victims adequately. There is also the challenge of employees in Nigeria not knowing their right to work in a safe environment free of occupational

hazards and appropriate compensation in the case of accidents or hazards that can affect them both psychologically and physically<sup>8</sup>.

Most organizations, educational institutions inclusive, in Nigeria are highly unionized, especially the public sector organizations. Employees unite to protect and promote their interest, so also do the employers. Until March 2005, the Government of Nigeria promoted compulsory union membership at the workplace, which has resulted in almost 60 per cent unionization rate <sup>8</sup>. For instance, oil, the workers are unionized by occupational category: white-collar workers belong to the Petroleum and Natural Gas Senior Staff Association (PENGASSAN) and production workers to the National Union of Petroleum and Natural Gas Workers (NUPENG). Some of industry-wide trade unions affiliate with different national unions, such as the Trade Union Congress of Nigeria (TUC) and the Nigeria Labor Congress (NLC), respectively. It is only the private organizations that have not been highly participating in unionism. Rather, what we have in some of these private organizations is employers and employees forming and meeting at common forums to discuss issues, identified problems and map-out strategies for a better working relationship <sup>8, 43</sup>.

### **Why Considering Human Resources Management within Education Settings?**

In the changing work environment of the 1990's throughout the Pacific Rim, leaders in a variety of educational contexts are being asked to extend their traditional roles by adopting managerial skills and competencies similar to those used in the business and commercial sector. As this happens, we believe that the management skills ought to support the understanding of people and be concerned about them. The balancing of task orientation with a human focus is appropriate and expected in educational settings, where organizational goals relate to people. The current management challenges that educators face are happening in all settings - TAFE colleges, early childhood centers, primary and

secondary schools, across the public, private and religious sectors. Over the last century leadership roles have changed dramatically.

The array of theoretical approaches to management has had an impact on the discipline of educational administration<sup>31</sup>. Theories such as Scientific Management, Classical Management, Human Relationship Theory, Behavioral Science, Democratic Management, Systems theory and Neo-Scientific Management have come and gone over the years. The earlier theories focused primarily on the task, but later theories like Spiral of Silence theory, Needs theory, Motivation theory, Symbolic Interactionism theory, Organizational Life Cycle theory, Human Relation theory, Play theory, Dependency theory, Gate-Keeping theory, just to mention a few, proposed balancing the task with the peoples' needs. These theories have continued to shape the thinking of Provosts, Deans, Heads of Department, Directors of Centers in these Colleges of Education. In contrast, some politicians, governments and businesses favor a return to more traditional approaches like Taylor's scientific management, Fayol's administrative management or McGregor's theory X & Y assumptions are expected<sup>30, 31</sup>. Training terms such as multi-skilling, reskilling and skills-update reflect a very different perspective and paradigm from educational terms like 'metacognitive', 'critically reflective' and 'self-directed learning'<sup>49</sup>. In many countries, current economic conditions and social climate have contributed to the movement toward a stronger task orientation to educational work and competency based training<sup>49, 45</sup>.

This movement to a neo-scientific approach to management in school settings is supported by governments, unions, the business community, and increasingly TAFE colleges and universities. It was argued that school reforms during the last decade have supported a renewed interest in scientific management thinking with concern about control, accountability and efficiency<sup>49</sup>. This situation is not unique to education contexts,

but is also apparent in public sector organizations, e.g. bureaucracies, public service departments. It was contended that organizations in the 1980s underwent significant changes in terms of decentralized units and increased levels of autonomy and responsibility<sup>51</sup>. There seems to be a degree of philosophical and technical mismatch when these views are brought together in educational settings. Whereas educators are being lead to believe they have choices and options, in reality governments at the National and State levels are continually setting agendas and frameworks which directly affect all players in educational settings<sup>43</sup>.

As we view this people's situation, the challenge is to continue balancing the needs of both the tasks and the people, management and leadership. The following quotes encapsulate just some of the roles which the Provost and Deans are expected to play in Nigerian colleges of education during post millennium era:

*... the role of the Provost has broadened beyond that of the traditional educational leader to one requiring many of the same managerial skills of those of us in the business and commercial sector of society. Provosts need the skills of... managing staff and the skills to appraise staff, implement mutually acceptable staff appraisal and staff development programs and allocate workloads. The Deans and Directors have a professional responsibility to attend to students' well-being and morale including the Colleges' goals attainments. For the Deans and Directors, leadership for change requires vision and inspiration, careful planning decision-making skills, effective communication, confident conflict management and sensitive handling of people involved in or affected by the change <sup>43</sup>.*

As can be seen from the above quotes, Provosts, Deans and Directors require a whole range of human resource skills. Although, the Provosts, Deans of schools and Directors of Centers and education administrators have been involved in human resource activities (e.g. induction programs, supervision, staff appraisal, etc.) for some time, the responsibilities of managing people in educational organizations have become more formalized. For example, in primary and secondary schools, professional development has now been devolved to each school for developing its own whole school program, as

well as individual staff programs as part of their overall strategic plan. Also, within their changing roles, leaders are required to recruit and select staff, serve on panels and be informed on human resource policies, anti-discrimination, and health and safety regulations<sup>49</sup>. These examples illustrate a significant change in policy, and require school administrators to demonstrate awareness and understanding of the different models of professional development. This change applies both to the Federal and state education departments, and even private school systems. Similarly, centers such as Centre for Continue Education Programs, just to mention a few, which have traditionally met their own professional development needs, more recently, have collaborated and shared various educational opportunities for staff. Provost, Deans and Directors are the leaders and facilitators of individual and group development<sup>43, 48</sup>.

In terms of the broader human resources management picture, it was argued that the interface across management of change, organization culture and human resources management in education is crucial if change is to be meaningful<sup>42</sup>. He maintained that in a turbulent and discontinuous environment, such as the one we are witnessing in the 1990s, human resources management which focuses on cultures and organizational structures will have a special role to play in organizations.

He believes that unless all those in education are committed to changes and a new culture, then the school is not going to achieve its goals. In such a climate, the need for contributing to the professional development of individuals becomes paramount. Human Resources management is about supporting, leading and providing professional development and other services. All these features contribute towards the overall objectives of the education setting. Because of the current systemic-wide changes in education and the critical role human resources managers play in ensuring that the people

and organizational objectives are met, we developed a postgraduate elective unit which underscores the critical role of human resources management in all educational contexts.

Higher education institutions, as the center of excellence, should be able to produce high quality manpower to face the challenges in increased competition in this globalization era. In various literatures, institutions of higher education must carry out three functions; developing human resources developing knowledge and technology, and producing agents of change. Those three functions must be fully understood by the administrators and faculty members of a university. Human Resources are the key in the success of a higher education institution to produce graduates who can positively contribute to society. Educational service providers need to be managed in a stay up-to-date with the needs of the society and with the development in science and technology. A higher education institution has to be managed dynamically with well-planned and modern management systems. Higher Education Institutions face challenges in planning, organizing, and assessing the performance of employees in achieving the goals of producing high quality graduates <sup>52</sup>.

Employees are the main components to achieve the goals of academic programs in a university in the efforts to attain its visions and missions. A university must have a complete system for its human resources management that is suitable for its plans and developments. Considering its central role, employees must be well governed and consistently improved whether from the academic side to fulfill professional demands as well as from the character side to provide the best services to the students. The governance of a university is a very complex system involving the management of academic and teaching processes, as well as administration. The lecturers are the key elements, both in supporting the university's accreditation as well as the turning out of quality graduates

For the attainment of educational objectives in the school setting, all efforts must be made to ensure that the right human resources are secured, retained and developed since the quality of education in any given society depends considerably on the number and quality of its human resources, Invariably therefore, one of the foremost functions of public administration is the development and maintenance of an efficient and effective school staff <sup>46</sup>. Sharing this view it was opined that given that quality learning in our colleges of education depends on the recruitment, retention and development of professional teachers. Effective human resources management procedures are essential pre-conditions for the employment and continual development of adequately qualified and dedicated staff that would promote an optimum level of performance towards the provision of quality education <sup>48</sup>. Human resources management practices can be said to be representing the operational or production aspect of human resources management. Such practices include:

- a. Recruitment Services (e.g. advertisement, preparing candidate's specifications, long listing and short listing candidates, arranging interviews and handling the correspondence).
- b. Pay procedures and associated procedure such as the provision of job evaluation services.
- c. Employment services (i.e. condition of service procedures - informing managers and employees, recording employee details, handling enquiries and the likes).
- d. Employee relations - especially organizing arrangements for Management - Union meeting, taking records, providing relevant information on pay rates, recent agreement, legal aspects, monitoring grievance and disciplinary procedures and the likes <sup>3</sup>.

Essentially, to be able to attain educational objectives through the human resources within the school system, the following are some of the human resources

management practices that must be taken care of: Human resources planning; Recruitments; Selection; Socialization; Training and development; Compensation and Staff welfare <sup>54</sup>.

### **2.1.2 Concept of Leadership and Leadership Styles**

Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. It is the ability of a manager to induce the subordinates to work with confidence and zeal. It is the potential to influence the behavior of others<sup>138</sup>. It could also be defined as the capacity to influence a group towards the realization of a goal. Since leaders are required to develop future visions, it is their duty to motivate the organizational members to want to achieve those visions. Leadership is concerned with the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals <sup>137</sup>.

Leadership has one million and one definitions but no consensus one; essentially, as related to colleges of education, it could be defined as a relationship through which the management team influences the behavior or actions of other members of staff in their various colleges of education. In everyday life, leadership and Management are erroneously used interchangeably. Management is about developing, planning and controlling of organizational resources while leadership is about the aligning people to the expected outcomes of organizational vision, goals, aims and objectives<sup>142</sup>. In order to lead, one must be able to manage and hence the two are closely related <sup>142</sup>. Accordingly, leadership in colleges of education is viewed as a process of encouraging and helping members of staff (both teaching and non-teaching) to do something of their own volition, neither because it is required nor because of the fear of consequences of non-compliance. It is thus a process of encouraging and helping both the lecturers and other members of

staff to work enthusiastically towards the realization of its objectives. It is the human factor that binds every member of staff in that college together and motivates them towards goals, thereby transforming the college's potentials into reality<sup>136</sup>. A good and capable leader in those colleges provides direction for the colleges of education and leads both the teaching and non-teaching staff towards achieving desired goals of the colleges<sup>138</sup>. Leaders in these colleges of education use their influence factor to draw other members of staff towards achieving goals and to maximize the results in their various colleges. The influence factor does not mean that the leader is having power over the followers and controlling or directing them to the goals the leaders want to achieve; rather it is the leaders' own actions that affect the followers' behaviors and actions<sup>137</sup>.

Generally speaking, followers will emulate the leader's acts and behaviors thus leading to the achievement of the desired goals<sup>139</sup>. This implies that leaders must not only inspire their subordinates through words but also actions. Leaders of any organization are expected to carry out tasks with limited resources to the maximum level in order to maintain the competitive edge and sustain profitability position of the organization<sup>137</sup>.

Leadership is an important function of management which helps to maximize efficiency and to achieve the organizational goals. The following points justify the importance of leadership in a college of education<sup>134</sup>.

- i Initiates Action:** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
- ii Motivation:** A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.

- iii Providing Guidance:** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
- iv Creating Confidence:** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
- v Building Morale:** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
- vi Builds Work Environment:** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
- vii Co-ordination:** Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

The Followings are the main roles of a leader in an organization, most especially in colleges of education:

- **Required at All Levels:** Leadership is a function which is important at all levels of management. In the top level, it is important for getting co-operation in formulation of plans and policies. In the middle and lower level, it is required for interpretation and execution of plans and programs framed by the top

management. Leadership can be exercised through guidance and counseling of the subordinates at the time of execution of plans.

- **Representative of the Organization:** A leader, that is., a manager is said to be the representative of the enterprise. He has to represent the concern at seminars, conferences, general meetings, etc. His role is to communicate the rationale of the enterprise to outside public. He is also representative of the own department which he leads.
- **Integrates and Reconciles the Personal Goals with Organizational Goals:** A leader through leadership traits helps in reconciling/ integrating the personal goals of the employees with the organizational goals. He is trying to co-ordinate the efforts of people towards a common purpose and thereby achieves objectives. This can be done only if he can influence and get willing co-operation and urge to accomplish the objectives.
- **He Solicits Support:** A leader is a manager and besides that he is a person who entertains and invites support and co-operation of subordinates. This he can do by his personality, intelligence, maturity and experience which can provide him positive result. In this regard, a leader has to invite suggestions and if possible implement them into plans and programs of enterprise. This way, he can solicit full support of employees which results in willingness to work and thereby effectiveness in running of a concern.
- **As a Friend, Philosopher and Guide:** A leader must possess the three dimensional traits in him. He can be a friend by sharing the feelings, opinions and desires with the employees. He can be a philosopher by utilizing his intelligence and experience and thereby guiding the employees as and when time requires. He can be a guide by supervising and communicating the employees the plans and

policies of top management and secure their co-operation to achieve the goals of a concern. At times he can also play the role of a counselor by counseling and a problem-solving approach. He can listen to the problems of the employees and try to solve them <sup>136</sup>.

A leader has gotten multi-dimensional traits in him which makes him more appealing and effective in carrying out his or her official duties. The following are the requisites to be present in a good leader:

- **Physical Appearance:** A leader must have a pleasing appearance. Physique and health are very important for a good leader.
- **Vision and Foresight:** A leader cannot maintain influence unless he exhibits that he is forward looking. He has to visualize situations and thereby has to frame logical programs.
- **Intelligence:** A leader should be intelligent enough to examine problems and difficult situations. He should be analytical who weighs pros and cons and then summarizes the situation. Therefore, a positive bent of mind and mature outlook is very important.
- **Communicative Skills:** A leader must be able to communicate the policies and procedures clearly, precisely and effectively. This can be helpful in persuasion and stimulation.
- **Objective:** A leader has to be having a fair outlook which is free from bias and which does not reflect his willingness towards a particular individual. He should develop his own opinion and should base his judgment on facts and logic.
- **Knowledge of Work:** A leader should be very precisely knowing the nature of work of his subordinates because it is then he can win the trust and confidence of his subordinates.

- **Sense of Responsibility:** Responsibility and accountability towards an individual's work is very important to bring a sense of influence. A leader must have a sense of responsibility towards organizational goals because only then he can get maximum of capabilities exploited in a real sense. For this, he has to motivate himself and arouse and urge to give best of his abilities. Only then he can motivate the subordinates to the best.
- **Self-Confidence and Will-Power:** Confidence in himself is important to earn the confidence of the subordinates. He should be trustworthy and should handle the situations with full will power.
- **Humanist:** This trait to be present in a leader is essential because he deals with human beings and is in personal contact with them. He has to handle the personal problems of his subordinates with great care and attention. Therefore, treating the human beings on humanitarian grounds is essential for building a congenial environment.
- **Empathy:** It is an old adage "Stepping into the shoes of others". This is very important because fair judgment and objectivity comes only then. A leader should understand the problems and complaints of employees and should also have a complete view of the needs and aspirations of the employees <sup>138</sup>.

All these qualities would help in improving human relations and personal contacts with the employees most especially lecturers in colleges of education. From the above qualities inherent in a leader, one can understand the scope of leadership and its importance for scope of colleges of education. A leader cannot have all traits at one time but a few of them helps in achieving effective results. Having looked at the meaning, it is worthy to briefly look at some leadership styles.

Leadership styles refer to the behavioral approach employed by leaders to influence, motivate, and direct their followers<sup>141</sup>. A leadership style determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the wellbeing and soundness of their team. Leadership styles have been studied in various fora to establish the appropriate or most effective leadership style that motivates and influences others to accomplish set goals. The major tenet of effective leadership style is the degree to which it builds follower trust<sup>139</sup>. A leadership style could therefore be said to mean methods a leader employs in managing, directing, and motivating followers. A leadership style is a leader's method of providing direction, implementing plans, and motivating people<sup>141</sup>. Leaders are characterized as individuals who have differential influence over the setting of goals, logistics for coordination, monitoring of effort, and rewards and punishment of group members<sup>141</sup>.

Leadership style when relating it to colleges of education refers to the management's methods and behaviors when directing, motivating, and managing other members of staff in the colleges of education. The management's leadership style also determines how they strategize and implement plans while accounting for the expectations of stakeholders and the well-being of their teaching and non-teaching staff<sup>139</sup>.

The leadership styles can either be classified on the basis of behavioral approach or situational approach. These approaches comprised of several theories and models which are explained below:

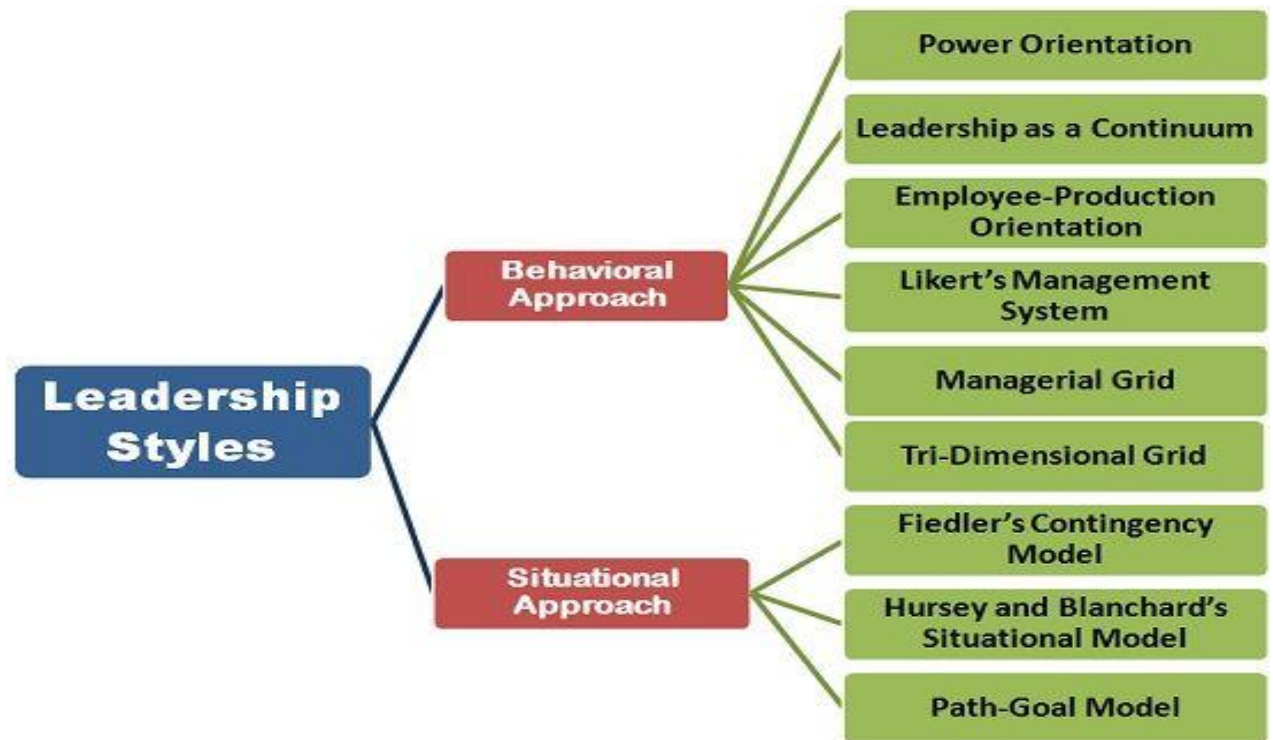


Figure 2.1: Approaches to Leadership Styles I

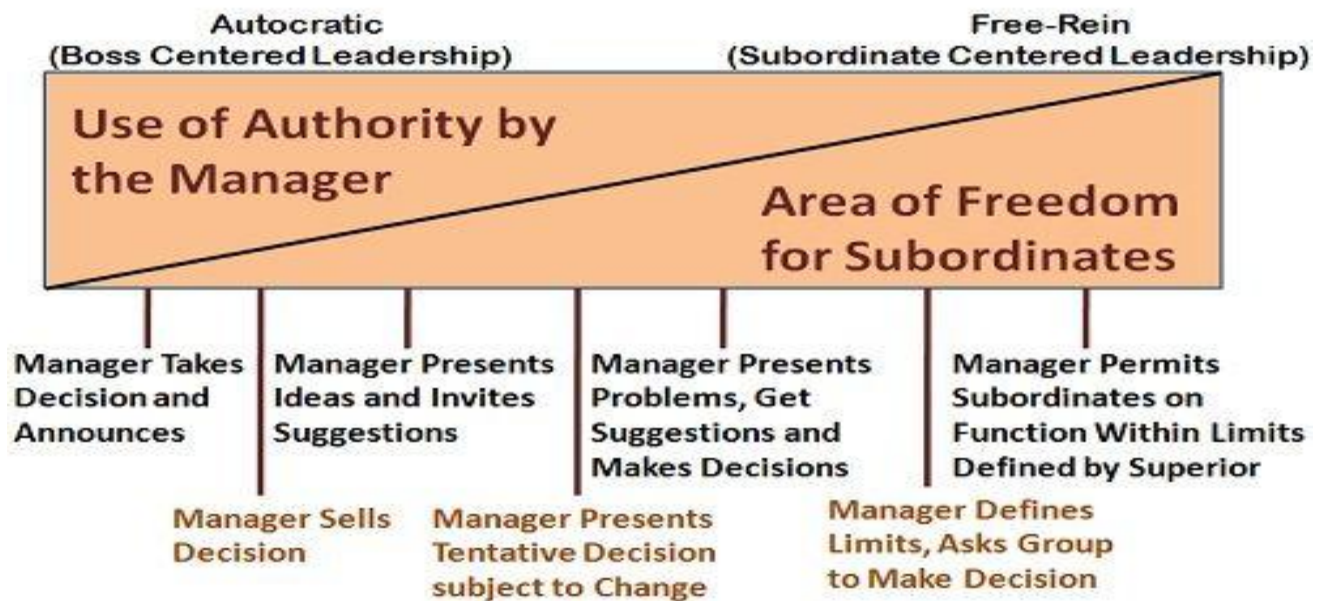
Source<sup>137</sup>

### Leadership Styles Based on Behavioral Approach

1. **Power Orientation:** The power orientation refers to the “degree of authority” that a leader adopts to influence the behavior of his subordinates. Based on this, the leadership styles can be further classified as:

- Autocratic Leadership style
- Participative Leadership style
- Laissez faire Leadership style <sup>128</sup>.

2. **Leadership as a Continuum:** The proponent of this model believed that there are several leadership styles that range between two extremes of autocratic and free-rein, which are shown below:



**Figure 2.2:** Approaches to Leadership Styles II  
**Source** <sup>137</sup>

**Employee-Production Orientation:** Several types of research were conducted to study the leadership behavior that gets affected by the several characteristics that are related to each other. It was found that employee orientation and production orientation play an important role in determining the leadership style <sup>138</sup>. The employee orientation is based on the premise that an employee is an important part of the group and is in parallel to the democratic leadership style. Whereas the production Orientation focuses on the production and technical aspects of the job and the employees are considered as the tools for accomplishing the jobs. Thus, the production orientation is parallel to the autocratic leadership style <sup>138</sup>.

**4. Likert's Management System:** In a study of the patterns and behavior of managers to identify the leadership styles four systems of management were defined <sup>139</sup>. These four systems are: Exploitative Authoritative, Benevolent Authoritative, Consultative System and Participative System. Example is Likert's Four systems of Management.

5. **Managerial Grid:** The managerial grid is the tool designed by Blake and Mouton to determine the leadership style. According to them, the leadership style gets influenced by both the task-oriented and relation-oriented behavior in varying degrees. Example of this is Blake and Mouton's Managerial Grid<sup>30</sup>.

6. **Three Dimensional Grid:** The three-dimensional grid which is also referred to as Reddin 3-D leadership model included the effectiveness dimension along with the task-oriented and relationship-oriented dimensions to study how a leader behaves in a given situation and a specific environment. Example of this is Reddin 3-D Leadership Model<sup>132</sup>.

#### **Based on Situational Approach**

1. **Fiedler's Contingency Model:** This theory is given to identify the situational variables and their relationship to determine the leadership styles. Thus, this model is comprised of three elements, leadership styles, situational variables and the interrelationship between these two<sup>137</sup>.

2. **Hursey and Blanchard's Situational Model:** According to this model, the leader has to adopt the leadership style that matches up with the subordinate's maturity, that is, his willingness to direct his behavior towards the goal<sup>137</sup>.

3. **Path-Goal Model:** The Path-Goal Model is given to predict the effectiveness of leadership styles in varied situations. It was believed that the foremost function of any leader is to define the goals to the subordinates clearly and assist them in finding the best path to accomplish that goal<sup>137</sup>.

Thus, a manager's behavior and the situational demands give rise to several leadership styles as discussed above<sup>137</sup>. One of the key reasons why certain leadership styles are blocked with positive outcomes for employees and organizations is the extent to which they build follower's trust in leaders<sup>135</sup>. Trust in the leader has been linked to a range of leadership styles and researches suggest that when followers trust their leaders

they will be more willing and able to go the extra mile to help their colleagues and the organization and feel safe to speak up and share their ideas. In contrast, when a leader does not inspire trust, a follower's performance may suffer as they must spend time and energy watching their backs<sup>137</sup>.

The development of leadership styles has led to increased efficiency and virtual team spirit in virtual teams. Leadership styles define how leaders strategize their relationships with their followers. Knowing the leadership style is vital to gaining the loyalty of followers and increasing the effectiveness of the leader<sup>7</sup>. Studies carried out indicate that followers who trust in their leaders are more likely to follow through with the leaders' instructions over and above the expected. In turn, they will accomplish set goals while being allowed to speak freely to air their ideas and suggestions on the direction of the projects at hand<sup>107</sup>. Hence, a leadership style could be described as a leader's methods, characteristics and behaviors when directing, motivating, and managing their staffers. These leadership styles could also be referred to as the determining factor on how leaders develop their strategy, implement plans and respond to changes, whilst managing the expectations of stakeholders and the wellbeing of their team<sup>139</sup>.

### **Why Do Leadership Styles Matter?**

A leadership style adopted by any leader is usually a combination of their personality, life experiences, level of emotional intelligence, family dynamics, and way of thinking<sup>138</sup>. Thus, leaders in colleges of education should be able to understand their leadership style in relation to a combination of traits listed above and determine how best they can be more effective.

Effective leadership has more to do with leadership style. Hence, a leader's ability to take charge and know whether a situation requires an executive decision or a more

consultative one is vital<sup>141</sup>. Furthermore, a leader needs to have the ability to know the most effective leadership style that is suitable for an organization or situation to succeed. Understanding one's leadership style allows a leader to take ownership, control, and responsibility for the size and scope of the tasks ahead<sup>108</sup>. An understanding of one's leadership style and the ability to be flexible based on changing circumstances will likely result in the additional benefits as regards the improvement in communication and collaboration. These benefits are increase in employee engagement, strengthening of team effectiveness and leadership effectiveness becomes conspicuous in the organization leading to recognition<sup>139</sup>.

Leadership and management when compared cannot be used interchangeably; the two concepts are not synonymous. Leadership does not require any managerial position to act as a leader. On the other hand, a manager can be a true manager only if he has gotten the traits of leader in him. By virtue of his/her position, manager has to provide leadership to his group<sup>138</sup>. In order to accomplish goals, a manager must fulfill all five management functions: Planning, Organizing, Staffing, Directing, and Controlling. Leadership is encompassed within these functions, but it is not inherently linked to management. Leadership is a broad term that can apply to individuals based on their personal qualities, such as being a leader of a club, class, welfare association, or social organization, among others. Hence, it is accurate to say that all managers are leaders, but not all leaders are managers<sup>137</sup>.

A leader is an individual who influences the actions and productivity of others within a group to collectively attain specific objectives in a particular context. Conversely, a manager can only be considered a true manager if they possess leadership traits. Managers at all levels are expected to serve as leaders for their work groups, ensuring that subordinates willingly follow instructions and accept their guidance. Leadership can

be attributed to a person based on their overall qualities. Therefore, leaders and managers can be compared based on the following criteria:

	Manager	Leader
Origin	A person becomes a manager by virtue of his position.	A person becomes a leader on basis of his personal qualities.
Formal Rights	Manager has got formal rights in an organization because of his status.	Rights are not available to a leader.
Followers	The subordinates are the followers of managers.	The group of employees whom the leader leads are his followers.
Functions	A manager performs all five functions of management.	Leader influences people to work willingly for group objectives.
Necessity	A manager is very essential to a concern.	A leader is required to create cordial relation between person working in and for organization.
Stability	It is more stable.	Leadership is temporary.
Mutual Relationship	All managers are leaders.	All leaders are not managers.
Accountability	Manager is accountable for self and subordinates behavior and performance.	Leaders have no well-defined accountability.
Concern	A manager's concern is organizational goals.	A leader's concern is group goals and member's satisfaction.
Followers	People follow manager by virtue of job description.	People follow them on voluntary basis.
Role continuation	A manager can continue in office till he performs his duties satisfactorily in congruence with organizational goals.	A leader can maintain his position only through day to day wishes of followers.
Sanctions	Manager has command over allocation and distribution of sanctions.	A leader has command over different sanctions and related task records. These sanctions are essentially of informal nature.

**Figure 2.3:** Leadership and Management: The Comparism  
**Source** <sup>138</sup>

There is a symbiotic relationship between leadership and authority as it applies to colleges of education. The authority exercised is a kind of legitimate power and people follow figures exercising it, because their positions demand so irrespective of the person holding the position<sup>142</sup>. Leaders in colleges of education or other fields may possess formal authority, but their primary influence comes from the informal authority they exercise over people. These leaders are trusted for their discernment and esteemed for their expertise and integrity, among other qualities. Consequently, individuals follow them not simply because of their position, but because they respect and value their leadership. It is important to recognize that formal authority and the power that accompanies it may not always yield the desired influence over staff members, particularly during times of crisis and difficulty when it may be perceived as coercion. Conversely, leadership has the capacity to inspire voluntary followership and choice, without imposing acceptance of ideas or directives<sup>136</sup>.

Authority often lacks room for receiving feedback, constructive criticism, or the opinions of those on whom it is exerted. In contrast, leaders offer their followers ample opportunities to express their thoughts and provide feedback. When dealing with adults, relying solely on authority to direct and discipline them is rarely effective. Leadership, on the other hand, offers a superior approach by fostering sharing and involvement, thereby building rapport with followers and establishing long-term relationships. The use of authority alone is insufficient to induce lasting changes in people's attitudes and behaviors. In contrast, leaders inspire their followers through their own exemplary actions, thereby displaying greater effectiveness in addressing and influencing the attitudes and behaviors of individuals<sup>136</sup>. Exercising authority sometimes limits the

approaches to arrive at solutions for issues and problems while leadership encourages people to look beyond the obvious and think innovatively and sometimes emerge with radical solutions<sup>139</sup>.

Apart from the above, the biggest difference between the two is the moral authority held by leaders over the followers which is absent in the case of power from authority. Within the organizational setup when leaders also have moral authority on their subordinates by establishing a synchrony in their words and actions; the rest of the structure and processes of the organization also get aligned to it, thus creating a robust and transparent culture. Authoritative way of working also encourages individuals to work in silos while in the organizations of today; the leaders need to have a complete picture and coordinate with other functions and departments as and when required. It is indeed difficult for managers and leaders to move out of their circle of authority and coordinate and interact with external people. However, the need of the hour and the more effective approach to leadership and management is when leaders come out of their comfort zone and move from exercising authority on a small group to leading the entire organization<sup>140</sup>.

Individuals, who do not rely on authority but lead people, are the ones who enjoy the privilege of their ideologies and thoughts practiced by later generations long after they are gone. Even with individuals who held positions of responsibilities, the ones who actually led their people are the ones remembered and followed<sup>136</sup>.

Motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation. However, there is no specific blueprint for motivation. As a leader, one should keep an open perspective on

human nature. Knowing different needs of subordinates will certainly make the decision-making process easier<sup>140</sup>.

Both the lecturer as well as the management team must possess leadership and motivational traits. An effective educational leader must have a thorough knowledge of motivational factors for others. He must understand the basic needs of employees, peers and his superiors. Leadership is used as a means of motivating others<sup>139</sup>. Given below are the important guidelines that outline the basic view of motivation:

- **Harmonize and Match the Subordinate's Needs with the Organizational Needs.** As a leader, the executive must ensure that the business has the same morals and ethics that he seeks in his employees. He should make sure that his subordinates are encouraged and trained in a manner that meets the needs of the business.
- **Appreciation and Rewards** are key motivators that influence a person to achieve a desired goal. Rewarding good/ exceptional behavior with a small token of appreciation, certificate or letter can be a great motivator. If a certificate is awarded to a person, it should mention the particular act or the quality for which the individual is being rewarded.
- **Being a Role Model** is also a key motivator that influences people in reaching their goals. A leader should set a good example to ensure his people to grow and achieve their goals effectively.
- **Encouraging Individual Lecturers** to get involved in planning and important issues resolution procedure not only motivates them, but also teaches the intricacies of these key decision-making factors. Moreover, it will help everyone to get better understanding of their role in the organization. The communication

will be unambiguous and will certainly attract acknowledgement and appreciation from the leader.

- **Developing Moral and Team Spirit** certainly has a key impact on the well-being of an organization. The mental or emotional state of a person constitutes his or her moral fabric. A leader's actions and decisions affect the morale of his subordinates. Hence, he should always be aware of his decisions and activities. Team spirit is the soul of the organization. The leader should always make sure his subordinates enjoy performing their duties as a team and make themselves a part of the organization's plans.
- A leader should step into the shoes of the subordinates and view things from subordinate's angle. He should empathize with them during difficult times. Empathizing with their personal problems makes them stronger-mentally and emotionally.
- A meaningful and challenging job accomplished inculcates a sense of achievement among employees. The executive must make their employees feel they are performing an important work that is necessary for the organization's well-being and success. This motivational aspect drives them to fulfill goals <sup>136</sup>.

To become an efficient educational leader in a college, one must be self-motivated, know one's identity, needs and must have a strong urge to do anything to achieve your goals. Once the leader is self-motivated, only then one can motivate others to achieve their goals and to harmonize their personal goals with the common goals of the organization<sup>140</sup>.

An organization is made up of people and when people are involved, emotions automatically come into play, and a workplace is no different. It would be unwise to assume that a workplace is all objective, no emotion only performance kind of a packed room where hormones have no scope to creep in however the fact is that emotions alone

are the biggest motivator or de-motivator of an employee. The emotions alone, govern the performance and efficiency of a worker and had it not been the case, we would have never talked about the importance of work-life balance and for the present context, the need of emotionally intelligent leaders <sup>137</sup>.

The current times are very dynamic not just economically but also socially where the social fabric is rapidly evolving due to globalization and other influences. The average age of the workforce is reducing and the leaders now look forward to managing people belonging to different cultures and backgrounds. In such a situation, it is important for a leader to be highly sensitized to the emotional aspects of his/her transactions with people <sup>139</sup>.

Emotional Intelligence is basically the ability to recognize and understand one's own feelings and emotions as well as those of others and use that information to manage emotions and relationships. The 4 important aspects of emotional intelligence are self-awareness, self-management, social awareness and relationship between management or social skills <sup>136</sup>.

A leader tends to have a huge influence on the thoughts and motivation of people. He/she has the capacity to enthuse optimism and confidence in the followers and lead them to constructive endeavors which is called resonance and on the other hand they can negatively influence them to destruct, examples of such leaders are Adolf Hitler and Osama Bin Laden <sup>138</sup>.

Leaders are closely observed in terms of their body language, facial expressions etc. So, it is important for a leader to consider the non-verbal form of expressions as well, which may positively or negatively influence followers. Therefore, if a leader is talking about ethics in business with a slightly unconvinced and bemused look on his face, the followers make a note of it and the message is not received by them. A leader has to act

as a role model too, supporting his statements, ideologies and values with appropriate actions<sup>140</sup>.

As a leader one also has to be aware of one's own capabilities and weaknesses, it is difficult to accept guidance from a leader who is not self-aware. As managers, leaders have to empathize as well with the situations, emotions, aspirations and motivations of the subordinates. A decreasing performance of a team member might be because of a number of reasons, a disruptive worker might be facing motivation issues and a subordinate who uses abusive language with others might be lacking confidence in his own abilities. A leader needs to discern facts and try and reach to deeper levels and understand things beyond obvious<sup>138</sup>.

Apart from the above reasons, emotional intelligence is also important because the followers or subordinate expect it from their leaders. A subordinate working closely with the manager would expect the manager to understand his situation and priorities. And not surprisingly, whether manager does so or not, affects his level of commitment and performance at work<sup>136</sup>.

A leader has to suitably know and understand when he/she needs to be directive and when he needs to delegate. He/she needs to be aware, when the team members are acting as one unit and when there are differences. It is sometimes awkward to address emotional aspects of transactions between people but leaders need to understand the importance and relevance of it as it has a huge impact on the performance outcomes. While conducting reviews and development dialogues, the feedback has to be delivered in a manner which is acceptable<sup>137</sup>.

The leader needs to be sensitive to the insecurities and apprehensions of the subordinates which sometimes might be expressed and sometimes kept undisclosed. At the senior level it is all the more important as the senior executives find it hard to clearly

outline their anxieties and differences and the leader has to anticipate some of them. So, to be able to attract and retain talented subordinates and keep them motivated, a leader needs to brush up on his people skills and emotional intelligence, as all of them are not born with the charisma to hold people. Fortunately, emotional intelligence with practice and carefully directed efforts can be increased <sup>138</sup>.

Organizations need strong leadership for optimum effectiveness. Leadership, as we know, is a trait which is both inbuilt and can be acquired also. Organizational leadership deals with both human psychology as well as expert tactics. Organizational leadership emphasizes on developing leadership skills and abilities that are relevant across the organizations. It means the potential of the individuals to face the hard times in the industry and still grow during those times. It clearly identifies and distinguishes the leaders from the managers. The leader should have potential to control the group of individuals<sup>136</sup>.

An ideal organizational leader should not dominate over others. He should guide the individuals under him, give them a sense of direction to achieve organizational goals successfully and should act responsibly. He should be optimistic, he should be empathetic and should understand the need of the group members. An organizational leader should not only lead others individually but also manage the actions of the group. Individuals who are highly ambitious, have high energy level, an urge to lead, self-confidence, intelligence, have thorough knowledge of job, are honest and flexible are more likely to succeed as organizational leaders. Individuals who learn the organizational leadership develop abilities and skills of teamwork, effective communication, conflict resolution, and group problem solving techniques. Organizational leaders clearly communicate organizational mission, vision and policies; build employees morale, ensure efficient business operations; help employees grow professionally and contribute positively

towards organizations mission<sup>140</sup>. Organizational leadership involves all the processes and possible results that lead to development and achievement of organizational goals. It includes employees' involvement, genuineness, effective listening and strategic communication<sup>135</sup>.

### **Factors Affecting Leadership Styles**

Leadership is about building relationships. A leader must ensure that the goal of the leadership style is not confined to getting results. It must encourage a healthy relationship between leaders and followers.

There are four main factors that affect leadership styles. These factors are:

1. The Led
2. The Leader
3. The Situation
4. The Communication<sup>140</sup>.

A leader has to weigh these factors while selecting a leadership style, because a key factor in one situation may not significantly affect another situation. It is vital to understand these factors.

**The Led:** This is the team directly under a leader's influence. They are the team members that the leader is responsible for. The team has a common goal and must work together to achieve the goal. A team comprises diverse team members, and, therefore, they respond differently to the same type of leadership style. Leaders need to know their team members individually, for example, their characteristics, driving force, traits, etc. They should know if a team member has low self-esteem, possesses a can-do attitude, or is scared of trying. Knowing each team member helps a leader determine their strengths and weaknesses, and they can use the best leadership style to motivate team members individually<sup>140</sup>.

**The Leader:** Another important factor that affects leadership style is the leaders themselves. Leaders must understand themselves, as their personality affects their leadership. They should know their strengths and weaknesses. Self-awareness is important for a good leader. The ability to look inwards and honestly assess themselves, acknowledge weaknesses and shortcomings, and be willing to make changes and improvements are vital for good leadership. Being aware of their personality can allow them to communicate better, assess the needs of team members, and build productive relationships. Leaders can ask superiors and colleagues to evaluate them and provide feedback. Good leaders accept feedback and learn from it <sup>140</sup>.

**The Situation:** One cannot use a single leadership style in all situations. A leadership style that is useful for one situation might not work in another. A leader has to consider PET factors before deciding on the leadership strategy. PET stands for People, Equipment, and Time. A leader has to consider the level of competence, motivation, and commitment of team members to perform the task. Some team members may need close monitoring, while others may not require such supervision. Timing is key in leadership. Taking action at the right time is a must to get the desired results. A good leader who adopts the wrong leadership style may re-analyze it and take corrective action instead of holding on to it <sup>140</sup>.

**The Communication:** Communication is the exchange of information from one person to another. Effective communication occurs when the message is passed across from one party to the other, and the other party understands it and provides feedback. The importance of effective communication cannot be overemphasized in the work environment. Open communication makes communication more effective and motivates the team <sup>140</sup>.

Body language and physical actions also represent a form of communication. The action or inaction in situations sends a message to the team. The correct communication with the right leadership is important in earning trust, and it builds confidence and motivates team members. Saying the right thing can boost the morale of the team, even if it is criticism. Criticism done in the right way can motivate team members <sup>140</sup>.

All leaders do not possess same attitude or same perspective. As discussed earlier, few leaders adopt the carrot approach and a few adopt the stick approach. Thus, all of the leaders do not get the things done in the same manner. Their style varies. The leadership style varies with the kind of people the leader interacts and deals with. A perfect/standard leadership style is one which assists a leader in getting the best out of the people who follow him. The notable ones are summarized in the figure below:

Do Not Copy, Lead City University, Nigeria



**Figure 2.4:** The Common Leadership Styles  
**Source** <sup>139</sup>.

1. **Democratic Leadership Style**

A democratic leadership style is where a leader makes decisions based on the input received from team members <sup>137</sup>. It involves involving lecturers in colleges of education in decision-making processes and valuing their inputs and expertise, with this style, lecturers are given opportunities to participate in curricular development, policy-making,

and departmental decisions. It is a collaborative and consultative leadership style where each team member has an opportunity to contribute to the direction of ongoing projects. However, the leader holds the final responsibility to make the decision. Democratic leadership is one of the most popular and effective leadership styles because of its ability to provide lower-level employees a voice making it equally important in the organization. It is a style that resembles how decisions are made in company boardrooms. Democratic leadership can culminate in a vote to make decisions. Democratic leadership also involves delegation of authority to other people who determine work assignments. It utilizes the skills and experiences of team members in carrying out tasks. The democratic leadership style encourages creativity and engagement of team members, which often leads to high job satisfaction and high productivity. However, establishing a consensus among team members can be time-consuming and costly, especially in cases where decisions need to be made swiftly <sup>137</sup>.

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. The boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (skills, attitudes, just to mention a few). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make, and vote on decisions.<sup>15</sup> Research has found that this leadership style is one of the most effective and creates higher productivity, better contributions from group members, and increased group morale. Democratic leadership can lead to

better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. While democratic leadership is one of the most effective leadership styles, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects<sup>136</sup>. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan, and then vote on the best course of action.<sup>136</sup>.

Democratic leadership style is also known as participative leadership style or Facilitative Leadership style. It involves team members in key decision-making. Democratic leaders do not make decisions themselves. They welcome input from team members and make their final decisions based on collective feedback. In democratic leadership, the leader asks, "What do you think?" This involvement makes team members feel valued, and they will be more dedicated to their tasks<sup>137</sup>.

It resembles how leaders often make decisions in colleges' board meetings. For example, a democratic leader might give the team a few decision-related options in a company board meeting. They could then open a discussion about each option. After a discussion, this leader might take the board's thoughts and feedback into consideration, or they might open this decision up to a vote<sup>136</sup>. Democratic leadership is one of the most effective leadership styles. This is because it allows lower-level employees to exercise the authority they will need to use wisely in future positions<sup>137</sup>. This participatory approach fosters a sense of belonging, ownership, and job satisfaction as lecturers feel their voices are heard and valued. Consequently, lecturers are more likely to remain in the institution due to the democratic leadership's inclusive nature.

The process of reaching a consensus takes considerable time, resources, and communication is a major challenge. Other challenges are: It can also impact decision-making because some team members may not have the right expertise to make critical decisions<sup>136</sup>.

The invitation to team members to take part in decision making processes of the organization and the encouragement given by the leader to the team members play an important role in the performances of the team members thereby makes it a unique style, though the ultimate decision-making power rests with the leader. The leader guides the employees on what to perform and how to perform, while the employees communicate to the leader their experience and the suggestions if any. The advantages of this leadership style are that it leads to satisfied, motivated and more skilled employees. It leads to an optimistic work environment and also encourages creativity. This leadership style has the only drawback that it is time-consuming<sup>137</sup>.

## **2. Autocratic Leadership Style**

Autocratic leadership is the direct opposite of democratic leadership. In this case, the leader makes all decisions on behalf of the team without taking any input or suggestions from them. The leader holds all authority and responsibility. They have absolute power and dictate all tasks to be undertaken to the subordinates. There is no consultation with employees before a decision is made. After the decision is made, everyone is expected to support the decision made by the leader. There is often some level of fear of the leader by the team. The autocratic type of leadership style can be very retrogressive as it fuels employee disgruntlement since most decisions would not be in the employees' interests<sup>139</sup>. An example can be a unilateral increase in working hours or a change in other working conditions unfavorable to employees but made by leadership to increase production. Without employees' consultation, the manager may not be fully aware of why production

is not increasing, thereby resorting to a forced increase in working hours. It can lead to persistent absenteeism and high employee retention. However, autocratic leadership can be an effective approach in cases where the leader is experienced and knowledgeable about the circumstances surrounding the decision in question and where the decision needs to be made swiftly. There are other instances where it is also ideal such as when a decision does not require team input or an agreement to ensure a successful outcome<sup>142</sup>.

Autocratic leadership is described as a command-and-control type of leadership. An autocratic leader likes total control of the team. Their typical slang is “do as you are told” leader does not allow opportunities for input and suggestions, and the word “team” does not apply to them. It is a strictly leader-and-follower kind of relationship. Autocratic leaders consider themselves the smartest. They like to assert their authority to show off their knowledge, skills, or perceived superiority at every possible moment<sup>142</sup>.

This leadership method is not ideal, but autocratic leadership is not all bad. This leadership style might come in handy when a crucial business decision is necessary most especially, in terms of crises. The leader knows his experience and superiority are the edge over other team members to make the decision. Although this leadership style can be efficient in decision-making, it can restrain innovation, collaboration, and other ideas<sup>139</sup>.

It is also called Authoritarian, Coercive, or Commanding Leadership. As said above, it is the inverse of democratic leadership where the leader makes all the decisions without taking input from anyone who reports to them. This style is most useful when an organization needs to control specific situations, not as a standalone leadership style. It is a style where the leader has complete command and hold over their employees/team. The team cannot put forward their views even if they are best for the team’s or organizational interests. They cannot criticize or question the leader’s way of getting things done. The

leader himself/herself gets the things done<sup>142</sup>. The advantage of this style is that it leads to speedy decision-making and greater productivity under leader's supervision. Drawbacks of this leadership style are that it leads to greater employee absenteeism and turnover. This leadership style works only when the leader is the best in performing or when the job is monotonous, unskilled and routine in nature or where the project is short-term and risky<sup>139</sup>.

In colleges of education, autocratic leaders carry out strategies and directives with absolute focus. This drive and clarity can lead to better performance. It is efficient because employees are not consulted before a change in direction. Instead, they are expected to adhere to the decision at a time and pace stipulated by the leader<sup>142</sup>. This type of leadership is most effective when a college is making difficult decisions and mostly in times of crises in the colleges of education. This leadership style gives lecturers a clear sense of direction. It can also make up for a lack of experience on a team<sup>139</sup>.

The major challenge is that most organizations today cannot sustain such a hegemonic culture without losing employees. It can lower morale and creative problem-solving. An example of this could be when a manager changes the hours of work shifts for employees without consulting anyone<sup>142</sup>. Other challenges with autocratic leaders include: Intimidation, micromanagement, over-reliance on a single leader are the major challenges to autocratic leadership style<sup>139</sup>. Such leadership styles often result in low levels of job satisfaction and increased turnover intentions among lecturers in colleges of education. The lack of autonomy, limited participation in decision – making processes, and rigid hierarchical structures can lead to frustration, reduced job satisfaction, and untimely a desire to seek alternative employment opportunities

### **3. Laissez-Faire Leadership Style**

Laissez-faire leadership style is accurately defined as a hands-off or passive approach to leadership. Instead, leaders provide their team members with the necessary tools, information, and resources to carry out their work tasks<sup>136</sup>. The “let them be” style of leadership entails that a leader steps back and lets team members work without supervision and free to plan, organize, make decisions, tackle problems, and complete the assigned projects. The laissez-faire leadership approach is empowering to employees who are creative, skilled, and self-motivated. The level of trust and independence given to the team can prove to be uplifting and productive and can lead to job satisfaction. At the same time, it is important to keep such a type of leadership in check as chaos and confusion can quickly ensue if the team is not organized. The team can end up doing completely different things contrary to what the leader expects. According to research, laissez-faire leadership is the least satisfying and least effective<sup>139</sup>.

Laissez-Faire is the opposite of the autocratic leader. Here, leaders give team members the full rein of responsibility. They allow team members to make decisions and do not interfere. This leadership style encourages trust between team members and leaders. However, this method does not work well with unskilled and unmotivated workers. The Laissez-Faire leadership style allows team members to take responsibility and make decisions. It is important to ensure this freedom doesn't backfire. This leadership style works well with skilled and experienced professionals who can work independently. However, the team leader needs to monitor team performance. It is also called Delegative or Hands-off Leadership style. It is the least intrusive form of leadership. The French term "laissez-faire" literally translates to "let them do as they wish." Leaders who embrace it give nearly all authority to their employees<sup>136</sup>.

If this style is used in colleges of education, laissez-faire leaders make employees accountable for their work. This gives many employees an incentive to do their best work.

This type of leader often creates a more relaxed company culture. This makes it a good model for creative businesses like ad agencies or product design. It's also a good fit for a business with a highly-skilled team<sup>139</sup>.

In a young startup college, for example, you might see a laissez-faire college founder who makes no major office policies around work hours or deadlines. They might put full trust into their employees while they focus on the overall workings of running the company. Because of this high level of trust, employees working for laissez-faire leaders feel valued. They get the information they need and use their resources and experience to meet business goals <sup>139</sup>.

The challenge with this style of leadership is that it can limit team development. It can also be an issue if employees are new or inexperienced. This can lead to overlooking critical college's growth opportunities. So, it is important to keep this leadership style in check. This leadership style emerges when all the rights and powers to make decisions is fully given to the followers. This style can lead to a lack of support, direction, and accountability for lecturers, resulting in uncertainty, decreased job satisfaction, and higher turnover rates. Lecturers may experience a lack of feedback, delayed decision making and insufficient resources, which can negatively impact their motivation and overall satisfaction.

#### **4. Delegative Leadership Style**

Often referred to as laissez-faire but different from it, a delegative leadership style focuses on delegating initiative to team members. This is generally known as one of the least intrusive forms of leadership, this literally translates to "let them do". This is therefore considered a very hand-off leadership style<sup>139</sup>. Leaders who adopts this style have trust, relying on their employees to do their jobs. They don't micromanage or get too involved in providing feedback or guidance. Instead, delegative leaders give their

employees the freedom to utilize their creativity, resources, and experience to help them meet their goals. This can be a successful leadership strategy if team members are competent and take responsibility for their work. However, delegative leadership can also lead to disagreements among team members may split or divide a group. It can be particularly difficult for newcomers to adapt to this style of leadership, or staff members to develop an understanding of who is ultimately in charge and responsible for outcomes. Therefore, it's important that this leadership style is kept in check<sup>142</sup>.

## 5. Transformational Leadership Style

Transformational leadership style in a college of education inspires and motivates lecturers through a shared vision, mentorship, and professional development opportunities. Leaders encourage creativity, innovation and continuous improvement in educational practices. This style positively influences lecturers' job satisfaction and retention by fostering personal and professional growth, creating a positive work environment, and supporting lecturers in achieving their goals. This style is denoted by this mathematical notation: Transformation = Knowledge + Experience + Coaching  
Leaders with this style create a shared vision, inspire and motivate their team to execute that mission by building trust, and as a result, transform their work environment<sup>141</sup>. Leadership experts gather these skills under four main titles, or 4 Types of behaviors. These are: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration <sup>140</sup>. These 4 types of behaviors would now be explored and as well provide a simple formula for each of them below.

**a. Idealized Influence:** This otherwise known as Work Hard + Be a Role Model + Be Ethical + Inspire + Emphasize a Common Mission. The above is the first Transformational Leadership Style and it talks about Attitudes, being the Ideal Role Model for the team members. It is all about "Walking the Talk", inspiring people by

practicing what they preach, winning their trust with your own actions, and with high standards and ethical principles, keeping their needs above your own<sup>141</sup>.

The importance of Psychology is massive when it comes to leadership. If one has an idealized influence, as a Leader, in your team members' eyes, they will begin to have you as their role model. This process is usually unconscious, meaning that the team members do not choose to have you as their role model on their own, but you win their trust via your actions and gentle approach towards them<sup>140</sup>.

**b. Inspirational Motivation**

This talks about developing a promising vision + captivating and inspiring stories + emotional appeals to work harder. This Leadership style is about providing inspirational motivation to the team members so that they can achieve a better version of themselves. The leader inspires the subordinates to be confident and motivated with their consistent vision, set of values, enthusiasm and optimism, emotional appeals and high expectations. They are motivated to get out of their comfort zones to achieve the task they are given or achieve self-growth through the inspiration the leader them<sup>141</sup>.

Consistence is another vital value worthy of mention. Transformational leadership is not about daily actions, it is about repeating them hundreds of times and turning these behaviors into a habit. There is no such thing as becoming a Transformational Leader overnight, the leader have to be persistent and wake up, with determination, with each day's sunlight to become one, to achieve full potential<sup>141</sup>.

**c. Intellectual Stimulation:** This is depicted by the following mathematical notation: Intellectual Stimulation = coaching and mentoring + encouraging creativity and “outside the box atmosphere” + tolerance for mistakes/failures + calculated risks. A Transformational leader stimulates team members to have better ideas, more efficient, more creative, with more vision. With this attitude of the transformational leader, team

members feel encouraged to share new ideas, they know they will not be judged if they fail and instead learn from their mistakes and polish themselves for the next task. They will engage to find creative and daring solutions to solve problems in the work environment, and they will find themselves in a pull for complexity and challenges. The Transformational leader, via intellectual stimulation, provides objective and constructive feedback but avoids harsh criticism of mistakes in the workplace. The Transformational leader encourages the team members to learn through change. In short, Intellectual Stimulation brings: new ideas, avoidance of criticism for mistakes, change and experience, encouraged autonomy, big picture and challenged assumptions as well as engagement in problem solving <sup>141</sup>.

**d. Individualized Consideration**

Similarly, this is depicted by this notation, Individual Consideration = coaching + listening + offering resources. Being a Leader does not mean being self-centered and having “alpha” skills to top the competitors in the work field. Being a transformational leadership does not refer to being a dictator. There should be genuine concern about the needs and feelings of the team members or the followers.

For a transformation to happen in the workplace, each team member should criticize and interrogate the transformational leader’s vision and thoughts, to reach a better end, to have a better outcome, to achieve real and continuous success and an alliance between the leader and team members. Individualized consideration does not indicate discrimination. Shortly, Individualized Consideration requires: genuine concern for needs and feelings of team members, personalized attention, constructive and objective feedback, coaching and mentorship, empowerment and support and leading towards the right direction<sup>141</sup>.

Transformational leadership is all about transforming the organization or groups by inspiring team members to keep increasing their bar and achieve what they never thought they were capable of. Transformational leaders expect the best out of their team and push them consistently until their work, lives, and businesses go through a transformation or considerable improvement.

Transformational leadership is about cultivating change in the organization and people. The transformation is done through motivating team members to go beyond their comfort zone and achieve much more than their perceived capabilities. To be effective, transformational leaders should possess high levels of integrity, emotional intelligence, a shared vision of the future, empathy, and good communication skills. Such a style of leadership is often associated with high growth-oriented organizations that push boundaries in innovation and productivity. Practically, such leaders tend to give employees tasks that grow in difficulty and deadlines that keep getting tighter as time progresses<sup>140</sup>.

However, transformational leaders risk losing track of individual learning curves as some team members may not receive appropriate coaching and guidance to get through challenging tasks. At the same time, transformational leaders can lead to high productivity and engagement through shared trust and vision between the leader and employees. It is always transforming and improving upon the company's conventions. Employees might have a basic set of tasks and goals that they complete every week or month, but the leader is constantly pushing them outside of their comfort zone<sup>141</sup>.

This leadership style works for organizations like colleges of education because leaders with this style can inspire their teams to think in new ways. This can help the organizations to update business processes in order to improve productivity and profitability. It can also help with lecturers' satisfaction, morale, and motivation<sup>140</sup>. This

leadership style is good for Lecturers most especially when starting a job as a lecturer with this type of leader, all lecturers might get a list of goals to reach, as well as deadlines for reaching them. The goals might seem simple at first. But this manager might pick up the pace of deadlines or give you more challenging goals as you grow with the college. This is a highly encouraged form of leadership among growth-minded colleges. It motivates employees to see what they are capable of <sup>140</sup>.

The potential challenge for leaders with transformational style is that leaders with this style can risk losing sight of every individual's learning curves. It is important to make sure that direct reports get the right coaching to guide them through new responsibilities. Employee burnout can also be an issue, so it's important to work with your team to update benchmarks <sup>141</sup>.

## **6. Transactional Leadership Style**

Transactional leadership, often referred to as managerial leadership style, is a leadership style that relies on rewards and punishments. Using this style in a college of education involves setting clear performance expectations and providing rewards or recognition based on meeting those expectations. This leadership style has a clear emphasis on structure, assuming individuals may not possess the motivation needed to complete their tasks. With this reward based system a leader sets out clear goals, or tasks for their teams. Leaders also make it clear how their teams will be rewarded (or punished) for their work. Rewards can take many formats, but typically will involve financial recompense, such as pay, or a bonus<sup>141</sup>. This "give and take" leadership style is more concerned with following established routines and procedures in an efficient manner, than with making any transformational changes to an organization. Transactional leadership establishes roles and responsibilities for each employee. However, it can lead to diminishing returns if employees are always aware of how much their effort is worth.

Therefore, it is important that incentives are consistent with company goals and supported by additional gestures of appreciation<sup>138</sup>. Transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system: Contingent reward and management-by-exception. Contingent reward provides rewards, materialistic or psychological, for efforts and recognizes good performance<sup>141</sup>.

Management-by-exception allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the workload of managers being that they are only called-in when workers deviate from course. This type of leader identifies the needs of their followers and gives rewards to satisfy those needs in exchange for a certain level of performance. Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization. They establish and standardize practices that will help the organization reach maturity, goal – setting, efficiency of operation, increasing productivity<sup>138</sup>.

Transactional leadership presents a form of strategic leadership that is important for the organization's development. Transactional leadership is essential for team innovativeness<sup>141</sup>. A strategic orientation encompasses the ability to link long-term ambitions with daily tasks<sup>141</sup>. Transactional leadership is more short-term and can best be described as a “give and take” kind of transaction. Team members agree to follow their leader on job acceptance; therefore, it is a transaction involving payment for services rendered. Employees are rewarded for exactly the work they would have performed. If you meet a certain target, you receive the bonus that you have been promised. It is especially so in sales and marketing jobs. Transactional leadership establishes roles and

responsibilities for each team member and encourages the work to be completed as scheduled. There are instances where incentive programs can be employed over and above regular pay. In addition to incentives, there are penalties imposed to regulate how work should be done. Transactional leadership is a more direct way of leadership that eliminates confusion between leader and subordinate, and tasks are clearly spelled out by the leader<sup>138</sup>. However, due to its rigid environment and direct expectations, it may curb creativity and innovation. It can also lead to lower job satisfaction and high employee turnover. Transactional leaders are fairly common today. These managers reward their employees for the work they do<sup>141</sup>. For example, a marketing team receives a scheduled bonus for helping generate a certain number of leads per quarter. This leadership style also assumes that teams need structure and monitoring to meet business goals.

This leadership style works for organizations like colleges of education because it focuses on results, existing structures, and set systems of rewards or penalties. This leadership style also recognizes and rewards commitment<sup>141</sup>. Transactional leaders offer clarity and structure. Lecturers feel safe because they clearly understand their expectations. They also understand what they will get in return for meeting business goals<sup>138</sup>. While this style can provide structure and accountability, it may have limited impact on job satisfaction and retention. Lecturers may feel confined by strict guidelines and a focus on rewards, which can hinder their professional growth and intrinsic motivation. As a result, lecturers may seek employment elsewhere to find more autonomy and opportunities for growth.

The potential challenges for leaders in colleges of education with a transactional style is that this leadership style is less about relationships and more about using rewards to motivate. This makes it hard to keep a diverse team engaged. Using only this leadership style can lead to low creativity and fear of punishment<sup>141</sup>.

## 7. Bureaucratic Leadership Style

Bureaucratic leadership is a “go by the book” type of leadership. Processes and regulations are followed according to policy with no room for flexibility. Rules are set on how work should be done, and bureaucratic leaders ensure that team members follow these procedures meticulously<sup>142</sup>. Input from employees is considered by the leader; however, it is rejected if it does not conform to organizational policy. New ideas flow in a trickle, and a lot of red tape is present. Another characteristic is a hierarchical authority structure implying that power flows from top to bottom and is assigned to formal titles. Bureaucratic leadership is often associated with large, “century-old” organizations where success has come through the employment of traditional practices. Hence, proposing a new strategy at these organizations is met with fierce resistance, especially if it is new and innovative. New ideas are viewed as wasteful and ineffective, or even downright risky<sup>142</sup>.

Although there is less control and more freedom than an autocratic leadership style, there is still no motivation to be innovative or go the extra mile. It is, therefore, not suitable for young, ambitious organizations on a growth path. Bureaucratic leadership is suitable for jobs involving safety risks or managing valuable items such as large amounts of money or gold. It is also ideal for managing employees who perform routine work. Bureaucratic leaders follow the rules. This style of leadership might listen and consider the input of employees — unlike autocratic leadership. But the leader tends to reject an employee's input if it conflicts with company policy or past practices<sup>142</sup>.

This leadership style works for organizations like colleges of education because one may run into a bureaucratic leader at a larger, older, or traditional organization. They might reject ideas that seem new or non-traditional to maintain existing business models and processes. Their resistance might be because the college is successful with current

processes. It could also be because trying something new could waste time or resources if it does not work<sup>142</sup>.

This style of leadership can be challenging for some, but it also has many benefits. It lowers the risk of favoritism and replaces it with central duties, job security, and predictability. This leadership style is clear and efficient, and can also lead to high levels of creativity for some employees<sup>142</sup>.

The potential challenges for leaders with a bureaucratic leadership style is that Employees under this leadership style might not feel as controlled as they would under autocratic leadership. There is sometimes a lack of freedom in how much people are able to do in their roles. This approach to leadership can quickly shut down innovation. It may not be a right fit for companies that are chasing ambitious goals and quick growth. It is a style where the leaders strictly adhere to the organizational rules and policies. Also, they make sure that the employees/team also strictly follows the rules and procedures<sup>142</sup>.

Promotions take place on the basis of employees' ability to adhere to organizational rules. This leadership style gradually develops over time. This leadership style is more suitable when safe work conditions and quality are required. But this leadership style discourages creativity and does not make employees self-contented<sup>142</sup>.

## **8. Servant Leadership Style**

Servant leadership style involves a leader being a servant to the team first before being a leader. A servant leader strives to serve the needs of their team above their own. It is also a form of leading by example. Servant leaders try to find ways to develop, elevate and inspire people following their lead to achieve the best results. Servant leadership requires leaders with high integrity and munificence. It creates a positive organizational culture and high morale among team members. It also creates an ethical environment characterized by strong values and ideals<sup>139</sup>.

However, other scholars believe servant leadership may not be suitable for competitive situations where other leaders compete with servant leaders. Servant leaders can easily fall behind more ambitious leaders. The servant leadership style is also criticized for not being agile enough to respond to tight deadlines and high-velocity organizations or situations<sup>142</sup>.

**9. Coach-Style Leadership** Coach-style leadership involves identifying and nurturing individual strengths and formulating strategies for the team to blend and work well together, cohesively and successfully. The coaching leadership style believes everyone has great potential and guides them to achieve the objectives. Here, leaders provide guidance and support and expect team members to develop and achieve their potential. The coaching leader aims to bring out the best in the team while providing feedback and constructive criticism on team performance and areas of improvement. The coaching leader asks, “What could you try?” and they believe there is nothing a team cannot achieve with the right motivation and guidance<sup>139</sup>.

The coaching leader encourages two-way collaboration and communication and helps improve team skills to perform optimally. This leadership style is also called Conscious Leadership. They also focus on strategies that will enable their team to work better together. This style offers strong similarities to strategic and democratic leadership<sup>142</sup>. But it puts more emphasis on the growth and success of individual employees. A manager with this leadership style might help employees improve on their strengths by giving them new tasks to try, offering guidance and meeting to discuss constructive feedback. They might also encourage one or more team members to expand on their strengths by learning new skills from other teammates<sup>142</sup>.

This leadership style works for organizations like colleges of education because coaching leaders actively support skill development and independent problem-solving.

They meet ambitious business goals by creating a strong company culture. They add to the long-term vision of a business as valuable mentors, often even after leaving the college<sup>139</sup>. This leadership style is good for lecturers because the style recognizes that each lecturer is unique. They build diverse and exciting teams where each lecturer offers something different. This leader focuses on high performance, with lecturers that can communicate well and embrace unique skill sets to get work done<sup>139</sup>.

The potential challenge for leaders with a coaching style is that it can take a lot of time to develop employees with a coaching style, and mentoring is not effective for every kind of lecturer. This leadership style takes time and patience, and it does not work with every organization's culture<sup>142</sup>.

#### **10. Charismatic Leadership Style**

Charismatic leadership employs charisma to motivate and inspire followers. Leaders use eloquent communication skills to unite a team towards a shared vision. However, due to the charismatic leaders' overwhelming disposition, they can see themselves as bigger than the team and lose track of the important tasks. Charismatic leadership has a broad field of knowledge, has a self-promoting personality, high/great energy level, and willing to take risk and use irregular strategies in order to stimulate their followers to think independently, Individualized consideration, Intellectual stimulation<sup>142</sup>.

#### **11. Strategic Leadership Style**

Strategic leadership leads the organization's main operations and coordinates its growth opportunities. The leader can support multiple employee layers at the same time. Strategic leaders sit between an organization's main operations and its growth

opportunities. This form of leadership requires vision, competitive awareness, and adaptability. They accept the burden of executive interests. At the same time, they make sure that current working conditions are stable for everyone else<sup>139</sup>.

This leadership style work for organizations like colleges of education strategic leaders tie plans for growth and strategy to the way they manage a team. They ask questions, develop and execute strategies, and consider future growth. This approach supports popular organization's goals like: accountability, productivity, collaboration and transparency<sup>139</sup>.

This is a desirable leadership style in many colleges of education because strategic thinking supports many types of employees at once. It encourages visualization, planning, and making the most of existing resources. This approach can be motivating for lecturers<sup>139</sup>.

The major challenge for leaders with a strategic leadership style is that leaders who work strategically can sometimes take on too much. They also risk thinking too far into the future while missing critical present-day issues. Learning how to delegate is essential, as well as sharing the weight of decision-making. Compromise, communication skills, and consistent outreach are also important<sup>142</sup>.

## **12. Visionary Leadership Style**

This is also called Affiliative Leadership Style and it focuses on the future. This type of leader encourages collaboration, emotional intelligence, and teamwork. Visionary leaders are often referred to as Authoritative leaders. The leaders who adopt this style consider themselves mentors to their followers. Not to be confused with authoritarian leadership, authoritative leadership places more emphasis on a "follow me" approach. In this way leaders chart a course and encourage those around them to follow<sup>139</sup>.

This leadership style works for colleges of education because visionary leaders create a clear plan for inspired employees to follow and execute. They are also powerful and persuasive communicators. This gives them the ability to energize teams toward impactful business growth<sup>142</sup>. Teams can do more and enjoy their work more if they have a vision to work toward. This type of leader offers vision statements and other tools to inspire and motivate teams to engage at work<sup>139</sup>.

The potential challenge for leaders with a visionary style is that inspiration can be difficult to structure, so this type of leader might miss crucial details. They can also skip over day-to-day issues to focus on long-term ideas. Another common challenge is hyper-focus on a single goal, when other goals may be just as valuable to the organizations<sup>139</sup>.

### **13. Pacesetter Leadership Style**

Pacesetter leaders set ambitious standards. They are often perfectionists, and this leader may also expect employees to exceed goals with limited guidance<sup>142</sup>. This leadership style works for colleges of education because this type of leader motivates by working alongside their team and pushing performance. They expect to exceed expectations and often achieve ambitious goals with clear and focused effort<sup>139</sup>. Skilled and experienced teams like lecturers often thrive under this kind of leader. They use the abilities of motivated and competent team members and make meeting goals feel urgent and exciting. It can also be gratifying for team members to see their leader working hard alongside them<sup>142</sup>. Pacesetter leaders can sometimes create a high-stress workplace environment. If goals are not realistic it can overwhelm and demotivate the team. This combination can impact engagement and lead to burnout<sup>142</sup>.

### **14. Situational Leadership Style**

Situational leaders change their management style to meet the needs of the situation or team. This leadership style is proactive and recognizes that change is the only thing that is constant<sup>139</sup>.

This leadership style works for colleges of education because this approach to leadership can motivate lecturers. It helps them to be more proactive -anticipating business issues before they happen. It is also useful in startups or other businesses that make frequent changes and need flexible talent and support<sup>142</sup>. This leadership style is good for the team because this type of leader is a great communicator and uses constant team feedback to make decisions. They quickly evaluate and update processes to enable success. It also creates strong relationships and helps employees see and feel their value to the organizations<sup>139</sup>.

Potential challenge for leaders with a situational style is that leaders need a high level of expertise in all business processes and functions to make decisions. It can also be confusing and stressful for teams if a leader's approach changes too often. It is important to remember long-term goals as well as meet immediate needs, and not every leader can do this effectively<sup>141</sup>.

## **15. Participative Leadership Style**

Sometimes referred to as democratic leadership, participative leadership is a leadership style encouraging leaders to listen to their employees and involve them in decision-making process<sup>142</sup>. This leadership style requires leaders to be inclusive, utilize good communication skills and crucially, be able to share power/responsibility. When a leader adopts a participative style of leadership, this encourages collaboration, through accountability. This often leads to a collective effort of a team to identify problems and develop solutions, as opposed to assigning individual blame<sup>139</sup>.

This leadership style has historically been very common, utilized by a wide range of leaders in many organizations. However, as working habits changed and accelerated by the COVID-19 pandemic. Teams have become more decentralized it makes this leadership style more difficult<sup>141</sup>. Spontaneously, open and candid communications are often associated with a participative leadership style. Remote working or virtual teams can make this particularly challenging to maintain. Participative leadership is often favored as it helps to build trust with employees. Empowering them and encouraging them to share their ideas on important matters, demonstrating their value to a team<sup>139</sup>.

#### **16. Paternalistic Leadership Style**

Paternalistic leadership is useful in advocacy and advocating on behalf of another <sup>30, 141</sup>. The way a paternalistic leader works is by acting as a parental figure by taking care of their subordinates as a parent would. In this style of leadership the leader supplies complete concern for their followers or workers. In return they receive the complete trust and loyalty of their people. Workers under this style of leadership are expected to become totally committed to what the leader believes and will forego opportunities to work independently<sup>139</sup>. The relationship between these co-workers and leader are extremely solid. The workers are expected to stay with an organization for a longer period of time because of the loyalty and trust. Not only do they treat each other like family inside the work force, but outside too. These workers are able to go to each other with any problems they have regarding something because they believe in what they say is going to truly help them<sup>141</sup>. One of the downsides to a paternalistic leader is that the leader could start to play favorites in decisions. This leader would include the workers more apt to follow and start to exclude the ones who were less loyal. In today's market paternalism is more difficult to come by <sup>12</sup>. It was believed that, there have become more lay-offs and stronger unionization. This affects paternalistic leaders because the co-workers may not believe

that their jobs are 100% ensured. When this happens, workers begin to look for bigger and better job opportunities instead of staying at one organization for a longer period of time. As a result of this, the leader may be thinking that you could be leaving and not fully believe you when you tell them something about a job opportunity. This could put the workers and leader at risk for a bad situation<sup>141</sup>.

Workers who follow paternalistic leadership style also have better organization skills<sup>12</sup>. The leader encourages organization because they allow the workers to complete tasks so that they can stay on top of their work. The workers complete tasks this boosts self-confidence and it makes them work harder to reach a goal and exceed the goal to prove to their boss they are working hard. Having this style of leadership can also help implement a reward system. This system will allow their workers to work even better because there is something for them at the end of the tunnel. While doing this they will also be able to accomplish more work in a set time frame<sup>141</sup>. Even though paternalistic leadership style is practiced in majority of places such as India, South East Asia, Middle East and Africa, there has not been concrete empirical research on the implications of this leadership style due to the pre-conceived negative notions of the Western Literature<sup>30, 141</sup>. These negative notions arise due to differences in the intrinsic cultural aspects.

### **2.1.3 Concept of Job Satisfaction**

Job satisfaction, being the first dependent variable and one of the human resources management outcomes refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job satisfaction relates to the total relationship between an individual and the employer for which he is paid.

Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work. Job satisfaction could be defined

as an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment<sup>72</sup>. It could be described as, any combination of psychological, physiological and environmental circumstances that cause a lecturer truthfully to say that I am satisfied with my job<sup>19</sup>.

Job satisfaction is defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values<sup>47</sup>. In contrast, job dissatisfaction is defined as the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues<sup>72</sup>. However, both satisfaction and dissatisfaction were seen as a function of the perceived relationship between what one perceives it as offering or entailing<sup>72</sup>. It is described as the construct as being any number of psychological, physiological, and environmental circumstances which leads a person to express satisfaction with their job<sup>47</sup>. It is the feeling an individual has about his or her job. It is a positive or pleasurable reaction resulting from the appraisal of one's job, job achievement, or job experiences.

Job satisfaction is described as lecturers' emotional orientation towards their current job roles<sup>73</sup>. Similarly, It was stated that job satisfaction is essentially the psychological disposition of lecturers towards their works<sup>57</sup>. In the similar vein, job satisfaction is defined as an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment<sup>53</sup>. The definition of job satisfaction has visibly evolved through the decades, but most versions share the belief that job satisfaction is a work-related positive affective reaction. It is related to the psychology of a lecturer. A happy and contented lecturer at a college of education is always motivated to contribute

more to the realization of the teacher education goals. On the other hand, a dissatisfied lecturer is lethargic, makes mistakes and becomes a burden to the college of education.

When talking about the causes of job satisfaction, it was stated that job satisfaction is influenced by many factors, including personal traits and characteristics of the job<sup>57</sup>. To better understand these employee and job characteristics and their relationship to job satisfaction, various theories have emerged<sup>72</sup>. Early traditional theories suggested that a single bi-polar continuum, with satisfaction on one end and dissatisfaction on the other, could be used to conceptualize job satisfaction. Later revisions of the theory included a two-continuum model that placed job satisfaction on the first scale, and job dissatisfaction on the second.

These later theories focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one's satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings, and include factors such as recognition, advancement, and responsibility. These factors have been strongly linked to job satisfaction<sup>72</sup>. Extrinsic factors are external job related variables that would include salary, supervision, and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction levels<sup>53</sup>.

Job satisfaction is a frequently studied subject in work and organizational literature<sup>53</sup>. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labor market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job<sup>53</sup>.

Job satisfaction is also important in everyday life in the sense that organizations have significant effects on the people who work for them and some of those effects are

reflected in how people feel about their work. This makes job satisfaction an issue of substantial importance for both employers and employees.

Employers benefit from satisfied employees as they are more likely to profit from lower staff turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also be happy in their work, given the amount of time they have to devote to it throughout their working lives<sup>53</sup>.

A satisfied lecturer is always important to the college as he/she aims to deliver the best of their capability. Every lecturer wants a strong career growth and work life balance at workplace. If a lecturer feels happy with their college and the work he/she is doing, they look to give back to the college with all their efforts. Be that as it may, importance of job satisfaction can be seen from two perspectives, from the employee's and employer's perspective<sup>72</sup>.

Job satisfaction is important from a lecturer's perspective because it makes them to earn a good gross salary, have job stability, have a steady career growth, get rewards & recognition and constantly have new opportunities, but for the employers, job satisfaction is an important aspect to get the best out of the lecturers. A satisfied employee always contributes more to the college's progress, helps control any attrition and helps the college's growth. Employers need to ensure a good job description to attract lecturers and constantly give opportunities to individuals to learn and grow<sup>72</sup>. The positive effects of job satisfaction include:

*More efficiency of employees of workplace if they are satisfied with their job; Higher employee loyalty leading to more commitment; Job satisfaction of employees eventually results in higher profits for companies; and High employee retention is possible if employees are happy<sup>72</sup>.*

There are many factors on which job satisfaction depends. Important among them are discussed hereunder:

**Personal Factors:** These include workers' sex, education, age, marital status and their personal characteristics, family background, socio-economic background and the like <sup>72</sup>.

**Factors Inherent in the Job:** These factors have recently been studied and found to be important in the selection of employees. Instead of being guided by their co-workers and supervisors, the skilled workers would rather like to be guided by their own inclination to choose jobs in consideration of 'what they have to do'. These factors include- the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management, just to mention a few <sup>72</sup>.

**Managerial Factors:** The nature of supervision, job security, kind of work group, and wage rate, promotional opportunities, and transfer policy, duration of work and sense of responsibilities are factors controlled by management. All these factors greatly influence the workers, motivate the workers and provide a sense of job satisfaction. Though performance and job satisfaction are influenced by different set of factors, these two can be related if management links rewards to performance. It is viewed that job satisfaction is a consequence of performance rather than a cause of it <sup>72</sup>.

Satisfaction strongly influences the productive efficiency of an organization whereas absenteeism, employees' turnover, alcoholism, irresponsibility, non-commitment are the result of job dissatisfaction. However, job satisfaction or dissatisfaction forms opinions about the job and the organization which result in boosting up employees' morale <sup>72</sup>. Other factors that influence job satisfaction are:

**Compensation and Working Conditions:** One of the biggest factors of job satisfaction are the compensation and benefits given to a lecturer. A lecturer with a good salary, incentives, bonuses, healthcare options just to mention a few, is happier with their

job as compared to someone who doesn't have the same. A healthy workplace environment also adds value to a lecturer<sup>72</sup>.

**Work Life Balance:** Every individual wants to have a good workplace which allows them time to spend with their family and friends. Job satisfaction for lecturers is often due to a good work life balance policy, which ensures that a lecturer spends quality time with their family along with doing their work. This improves the lecturer's quality of work life<sup>72</sup>.

**Respect and Recognition:** Any lecturer appreciates and feels motivated if they are respected at their workplace. Also, if they are awarded for their hard work, it further motivates lecturer. Hence recognition is one of the job satisfaction factors<sup>72</sup>.

**Job Security:** If a lecturer is assured that the college of education would retain them even if the market is turbulent, it gives them immense confidence. Job security is one of the main reasons for job satisfaction for lecturers<sup>72</sup>.

**Challenges:** Monotonous work activities can lead to dissatisfied lecturers. Hence, things like job rotation, job enrichment, just to mention a few, can help in job satisfaction of lecturers as well<sup>72</sup>.

**Career Growth:** Lecturers always keep their career growth part as a high priority in their life. Hence, if the college of education helps groom lecturers and gives them newer job roles, it enhances the job satisfaction as they know they would get a boost in their career<sup>72</sup>.



**Figure 2.5:** Factors of Job Satisfaction.

**Source** <sup>97</sup>.

There are two types of variables to consider when one is looking at the correlates of high and low job satisfaction in a lecturer. These are organizational and personal variables<sup>70</sup>.

**i. Organizational Variables**

**Occupational Level:** The higher the level of the job, the greater the satisfaction of the individual lecturer. This is because higher level jobs carry greater prestige and self-control. This relationship between occupational level and job satisfaction stems from social reference group theory in that our society values some jobs more than others. Hence, people in valued jobs will like them more than those who are in non-valued jobs. The relationship may also stem from the need fulfillment theory. People in higher level jobs find most of their needs satisfied than when they are in lower level ones <sup>97</sup>.

**Job Content:** Greater the variation in job content and the less the repetitiveness with which the tasks must be performed, the greater the satisfaction of the individual lecturers involved. Since job content in terms of variety and nature of tasks called for is a function of occupational level, the theoretical arguments given above apply here also <sup>97</sup>.

**Considerate Leadership:** People like to be treated with consideration. Hence, considerate leadership results in higher job satisfaction than inconsiderate leadership <sup>97</sup>.

**Pay and Promotional Opportunities:** All other things being equal these two variables are positively related to job satisfaction <sup>97</sup>.

**Interaction in the Work Group:** Here the question is, when there is interaction in the work group there is a source of job satisfaction and when there is no interaction, it is most satisfying when:

- (i) it results in the cognition that other person's attitudes are similar to one's own, since this permits the ready calculability of the other's behavior and constitutes a validation of one's self;
- (ii) it results in being accepted by others; and
- (iii) it facilitates the achievement of goals <sup>97</sup>.

## **ii. Personal Variables**

For some people, it appears most jobs will be dissatisfying, irrespective of the college's conditions involved, whereas for others, most jobs will be satisfying. Personal variables like age, educational level, sex, just to mention a few, are responsible for this difference<sup>72</sup>.

**Age:** Most of the evidence on the relation between age and job satisfaction, holding such factors as occupational level constant, seems to indicate that there is generally a positive relationship between the two variables up to the preretirement years and then there is a sharp decrease in satisfaction. An individual lecturer aspires for better and more prestigious jobs in later years of his life. Finding his channels for advancement blocked his satisfaction declines <sup>97</sup>.

**Educational Level:** With occupational level held constant there is a negative relationship between the educational level of the lecturers and job satisfaction. The higher the education of the lecturers, the higher the reference group which the individual looks to for guidance to evaluate his job rewards <sup>97</sup>.

**Sex:** There is as yet no consistent evidence as to whether women are more satisfied with their jobs than men in these colleges of education, holding such factors as job and occupational level constant. One might predict this to be the case, considering the generally lower occupational aspiration of women. Other correlates are<sup>53</sup>:

**Job Satisfaction and Turnover:** Job-satisfaction consistently correlates with turnover. It might have been seen that lecturers having low job-satisfaction leave their employer as early as possible. So, low job satisfaction increases the turnover and high job satisfaction decreases it. Thus it has a negative correlation with labor turnover<sup>97</sup>.

**Job Satisfaction and Absenteeism:** Absenteeism has the same relationship with the job satisfaction as has the turnover. Both are negatively correlated. Lecturers who have low job satisfaction tend to remain absent off and on from their job<sup>72</sup>.

**Job Satisfaction and Community Condition:** Job satisfaction is influenced by the community conditions. It is generally advocated that poor community conditions pull down job satisfaction and better community conditions push it up. But this is not always true. What usually happens is that lecturers compare their community conditions with their job conditions. If job conditions are better than that of community conditions, job satisfaction is higher. Most usually, lecturers compare job's 'way of life' with the community way of living and they are more satisfied when these two values come reasonably close together. If job's way of life is better than the community way of life, job satisfaction is higher and if job's way of life is worse than the community way of living, job satisfaction will be lower<sup>97</sup>.

There are many methods for measuring job satisfaction of lecturers in colleges of education. By far, the most common method for collecting data regarding job satisfaction of lecturers is the Likert scale. Other less common methods of gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklists and forced

choice answers<sup>53</sup>. This data is typically collected using an Enterprise Feedback Management system<sup>53</sup>.

i. The Job Descriptive Index is a specific questionnaire of job satisfaction that has been widely used in gauging job satisfaction of lecturers. It measures one's satisfaction in five facets; these are pay, promotions and promotion opportunities, co-workers, supervision and the work itself. The scale is simple, participants answer either yes, no, or cannot decide in response to whether given statements accurately describe one's job.

ii. The Job in General Index is an overall measurement of job satisfaction which can be adapted for measuring job satisfaction of lecturers. It is an improvement to the Job Descriptive Index because it focuses too much on individual facets and not enough on work satisfaction in general.

iii. Other Job Satisfaction Questionnaires include the Minnesota Satisfaction Questionnaire, the Job Satisfaction Survey and the Faces Scale. Minnesota Satisfaction Questionnaire measures job satisfaction in 20 facets and has a long form with 100 questions (five items from each facet) and a short form with 20 questions (one item from each facet). The Job Satisfaction Survey is a 36 item questionnaire that measures nine facets of job satisfaction. Finally, the Faces Scale of job satisfaction is one of the first scales used widely to measure overall job satisfaction with just one item which participants respond to by choosing a face<sup>53</sup>.

It is critical for any college of education to measure job satisfaction as the efficiency, productivity and loyalty of a lecturer depends on it. Colleges of education can conduct surveys with questionnaires asking the lecturers about their feedback and understand if they are satisfied or dissatisfied with their jobs<sup>53</sup>. These colleges can ask the following questions to measure job satisfaction of her lecturers and can give multiple options like Satisfied, Somewhat Satisfied, Neutral, Somewhat Dissatisfied, Dissatisfied:

1. Are you happy with your salary/incentives?
2. Is your contribution to the company recognized with awards?
3. Do you find your workplace conditions good, hygienic, competitive?
4. Do you have a good work life balance?
5. Are you happy with company policies for your career growth & training and development? <sup>53</sup>.

Apart from the above questions, specific open-ended questions about job satisfaction can also help in understanding lecturers' pain-points and how the college can improve to ensure a happy employee<sup>52</sup>.

Superior-Subordinate communication is another important influence on job satisfaction in the workplace. The way in which lecturers perceive a supervisor's behavior can positively or negatively influence job satisfaction in lecturers. Communication behavior such as facial expression, eye contact, vocal expression and body movement is crucial to the superior-subordinate relationship<sup>53</sup>. Non-verbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence and emotional expression. Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction<sup>72</sup>.

The manner in which supervisors communicate their subordinates may be more important than the verbal content. Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work where as individual lecturers who like and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment<sup>72</sup>.

The relationship of a subordinate with their supervisor is a very important aspect in the workplace. Therefore, a supervisor who uses nonverbal immediacy, friendliness

and open communication lines is more willing to receive positive feedback and high job satisfaction from a lecturer where as a supervisor who is antisocial, unfriendly and unwilling to communicate will naturally receive negative feedback and very low job satisfaction from their subordinate's in the workplace.

Job satisfaction and emotion mood and emotions while working are the raw materials which cumulate to form the affective element of job satisfaction of lecturers in colleges of education. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause<sup>53</sup>.

There are some evidences in the literature that state moods are related to overall job satisfaction of lecturers. Positive and negative emotions were also found to be significantly related to overall job satisfaction of lecturers<sup>72</sup>. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced. Emotion regulation and emotion labor are also related to job satisfaction. Emotion work (or emotion management) refers to various efforts to manage emotional states and displays. Emotion regulation includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion.

Although, early studies of the consequences of emotional labor emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labor are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction in lecturers<sup>53</sup>.

The major effects job satisfaction has on productivity, absenteeism and turnover of lecturers are summarized as follow:

**Lecturers' Job Satisfaction and Productivity:** To prove that happy lecturers are productive, a research was carried out and based on the conclusion, efforts were geared up to make their employees happier by improving work conditions, providing Laissez-faire type of leadership, expanding various facilities to the workers, but it has been found out that there is no direct relationship between happiness and productivity. Productive workers are likely to be happy workers. Further research on the subject suggests that organizations having happy workers might have increased productivity<sup>86</sup>. On individual level it may not be true due to complexity of environment, work processes, various systems and sub systems having impact on the individual employee. But it can be said from organizational point of view that organization that are able to evolve such policies that make employees happy bound to have improved productivity<sup>73</sup>. Productivity is considered as reward for hard work which is due to high level of satisfaction.

However, globalization; speed of machines and knowledge explosion, impact of media on workers, social awareness and high expectations of employees to meet social obligations are important factors to ensure high satisfaction level of employees. While evolving industrial practices, above factors should be considered favorably and employee growth achieved so that organizations grow automatically <sup>53</sup>.

**Job Satisfaction and Absenteeism:** There is an inverse relationship between job satisfaction and absenteeism. When workers are more satisfied the absenteeism is low. When satisfaction level is low absenteeism tends to be high. There are certain moderating variables like sick leave and degree to which people feel that their jobs are important. Where there is a provision for sick leave, employees would take the benefit and absent themselves from work. As far as the importance of work is concerned, it has been observed that people attend to their work when it is important to accomplish. Employees

having high satisfaction would not necessarily result into low absenteeism but those having low satisfaction level would definitely have high absenteeism<sup>53</sup>.

**Job Satisfaction and Turnover:** It has been found out that, employees who are not satisfied with their jobs will have high turnover. Employees who are satisfied will not have high turnover. Job satisfaction is also negatively related to turnover but the correlation is stronger than what we found in absenteeism. Employee performance is a moderating factor of the satisfaction-turnover relationship<sup>73</sup>.

In recent times, a phenomenon amongst the software engineers whose performance is high, their turnover has been noticed as high because of competition for personal growth<sup>72</sup>. Organization lures the competent person for their organizational growth. Organization cares for such high performers and their retention. Poor performers do not leave the organization for fear of lack of job opportunity outside<sup>52</sup>.

Dissatisfied workers express their grievances in the following ways:

**Exit:** Individual employee starts searching for a new job and resign from the current job.

**Voice:** Employers try to improve working conditions. In the process suggestion to management are submitted, increased union activities and communication is important.

**Loyalty:** Workers behave passively in situation like external criticism. They wait for things to improve on their own.

**Neglect:** Deliberately and consciously allow conditions to worsen by long absenteeism, lack of interest for quality control, targets, quota, etc. They put in reduced efforts and display lack of interest on the job<sup>52</sup>.

In case a college of education wants to increase job satisfaction in her lecturers, the following suggestions could be taken into consideration:

**Grievance Handling Procedure:** It is desirable that the complaints of the lecturers are heard patiently and the problems solved as far as possible. Any college of education in

which the lecturers' demands/ grievances are not handled properly suffer because the lecturers lose confidence in the management and become frustrated<sup>30</sup>.

**Satisfactory Future:** Every lecturer is definitely concerned about his/her future prospects. If the organization's rules clearly lay down the conditions for promotion and advancement, and if the lecturer gets the expected promotion and improvement in pay scales at the right time, then he/ she feels more satisfied with his/her job and becomes confident of his/her future. If on the other hand, the lecturer feels that even good work will not be rewarded, then he/she becomes frustrated and slack in his/her work and on the final note, quit the lecturing job<sup>30</sup>.

**Testing Lecturers' Ability and Progress:** Every lecturer in a college of education desires that he/she should be paid according to his/her ability. If he/she has undergone some new training or has increased his/her ability to work in some way, then he/she should be compensated for his/her better ability through a rise in salary. Organizations in which the management keeps an eye on the ability and progress of its workers normally provide a high degree of job satisfaction to their lecturers<sup>30</sup>. It is necessary that the management should give the lecturers some opportunity of progressing higher and higher<sup>30</sup>.

If, on the other hand, the college does not pay any attention to the abilities and increased efficiency of its lecturer, it suffers in the long run because the lecturers may also lose interest in their jobs and do not often try to improve their level of efficiency. This happens because they feel that an increase in qualifications or efficiency is not related to progress or promotion<sup>72</sup>.

**Respect for Creative Suggestions:** Generally speaking, a lecturer working under a particular set of conditions is best qualified to say how and where improvements can be made. If lecturers are encouraged to suggest ways and means of improving productivity

and the conditions of work, they often come with very valuable ideas. This helps in increasing job satisfaction in those lecturers because when the worker is praised for giving a good practical idea, he/she tends to pay more attention to his/her work in order to win more praise. If suggestions are neglected, then the lecturer feels dissatisfied and over a period of time his/her creativity is killed<sup>30</sup>.

**Cordial Analysis or Evaluation of Work Performance:** In every college of education, the manager or the supervisor has to offer critical comments of the work performed by the lecturer because he/ she must point out the lecturer's mistakes and try to eliminate them. If this criticism is offered in a cordial and friendly way, more as a suggestion than criticism, then this lecturer's job satisfaction is also thereby maintained. But if the lecturer is humiliated or bitterly criticized for his/her mistakes, then he/she loses his/her peace of mind<sup>53</sup>.

**Increase in Wages:** Rules governing increases in salary should be clear and explicit and should be acted upon impartially and regularly. If the lecturer gets the anticipated increase in salary at the right time, then he/she feels satisfied with his/her job. If this does not happen, then dissatisfaction is the result. Increase in salary is, in fact, the most important factor in job satisfaction<sup>72</sup>.

**Praise for Good Performance:** If lecturers are not praised for exceptional performance in their work, then they lose interest in it and as a result, the college suffers. Generally speaking, the lecturer prefers to work well and remain occupied than merely to pass the time allotted to him/her. If he/she is also encouraged in his/her work by an occasional word of praise and respect, then he/she is further motivated to maintain a high level of efficiency and in fact to improve it. If he/she is not praised for his/her work, then his/her enthusiasm and zeal immediately fall<sup>53</sup>.

**Promotion According to Ability:** In every college of education, some lecturers get retired after completion of their service period, leaving scope for promotion for the junior one. If promotion is based upon the ability of the lecturer, then his/her mental satisfaction is maintained. If, on the other hand, promotion depends upon other factors such as casteism and personal favor, then the lecturers' interest in his/her work declines.

**Proper Quantum of Work:** If job satisfaction is to be maintained in lecturers, it is essential that the expected quantity of work does not exceed the individual lecturer's ability to complete it. If he/she has to work more than he/she comfortably can for a long time, then he/she is bound to become disgusted, depressed and tired.

**Equal Wages for Equal Work:** Labor unions in almost every college of education are demanding that there should be equal pay for equal work. In any college of education, a lecturer must be paid as much as other workers are being paid in other college of education for similar work. The lecturer feels satisfied if this equality is maintained. If it is not, then the lecturer loses his/her job satisfaction.

**Freedom to Seek Help in Solving Problems:** Very often, the lecturers are faced by problems in his/her work that he/she cannot solve alone. In such a case, he/she should be free to seek help and guidance from other lecturers or his/her superiors. If it is so, then the lecturer gets more job satisfaction<sup>72</sup>.

**Absence of Unnecessary Intervention and Criticism:** No individual lecturer wants to sacrifice his/ her self-respect. If the lecturer is unnecessarily shown disrespect or abused, then he/she quickly becomes dissatisfied. Hence, he/she should be protected from useless interruptions and criticism.

**Satisfactory Hours of Work:** The hours of work in any college of education should be convenient and so arranged as to offer the least possible inconvenience to the largest number of lecturers. If this is not looked into, the lecturers become dissatisfied.

**Availability of Leaves and Rest:** In every educational institution, the lecturer should be given the proper amount of rest and holidays on festivals and other occasions of social celebrations. Nowadays, lecturers are allowed to avail themselves of around 10 casual leaves and 30 earned leaves every year in addition to the weekly holiday. Holidays given on festivals and on occasions of general celebration are in addition to this. Female lecturers are allowed fairly long leaves during pregnancy. It is generally seen that workers feel satisfied if the management in any college of education follows a liberal policy towards leaves to lecturers.

Further still, performance may lead to two types of rewards, these are intrinsic and extrinsic rewards<sup>30</sup>. Intrinsic rewards are subject to fewer disturbing influences and thus are likely to be more directly related to good performance. Extrinsic rewards are subject to a number of disturbing influences and thus are imperfectly related to good performance<sup>53</sup>. The rewards do not directly lead to satisfaction but moderated by the individual's perception of what he considers to be a fair level reward. Job satisfaction is closely affected by the amount of rewards an individual derives from his job as well as what he, considers to be a fair level of rewards. Job performance is closely affected by the basis of attainment of rewards<sup>72</sup>.

Job satisfaction describes how contented an individual lecturer is with his or her job. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance methods include job rotation, job enlargement and job enrichment.

Other influences on job satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measuring it, is the use of rating scales where employees report their

reactions to their jobs<sup>53</sup>. Some questioners ask yes or no questions while others ask to rate satisfaction on 1 -5 scale (where 1 represents “not at all satisfied” and 5 represents “extremely satisfied”).

#### **2.1.4 Concept of Job Retention**

This is another human resources outcomes and the last dependent variable used in this study. This refers to the ability of an organization to retain its employees<sup>80</sup>. It is the ability of any college of education to retain its lecturers and other non – teaching staff in the college. Lecturers’ retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period). However, many consider lecturers’ retention as relating to the efforts by which any college of education attempt to retain her lecturers in their workforce<sup>87</sup>. In this sense, retention becomes the strategies rather than the outcome. A distinction should be drawn between low-performing employees and top performers, and efforts to retain employees should be targeted at valuable, contributing employees. Lecturer turnover is a symptom of deeper issues that have not been resolved, which may include low employee morale, absence of a clear career path, lack of recognition, poor employee-manager relationships and many other issues. A lack of job satisfaction and commitment to the college can also cause a lecturer to withdraw and begin to be looking for other employment opportunities elsewhere. Pay does not always play as large a role in inducing turnover as it is typically believed<sup>85</sup>.

In a business setting in the world all over, the goal of employers is usually to decrease employees’ turnover, thereby decreasing training costs, recruitment costs and loss of talent and organizational knowledge. By implementing lessons learned from key organizational behavior concepts, employers can improve retention rates of lecturers in colleges of education and decrease the associated costs of high turnover. However, this is

not always the case. Employers can seek positive turnover whereby they aim to maintain only those employees whom they consider to be high performers<sup>85</sup>.

In today's environmental conscious behavior society, colleges that are more responsible towards environment and sustainability practices can attract and retain its lecturers since they like to be associated with organizations that are environmentally friendly<sup>85</sup>.

### **Job Retention Programs**

It is important to first point out the root cause of the retention issue before implementing a program to address it. Once identified, a program can be tailored to meet the unique needs of such organization. A variety of programs exist to help increase lecturers retention in our colleges of education. These programs are:

**Career Development:** It is important for lecturers to understand their career path within the college to motivate them to remain in the college to achieve their personal career goals. Through surveys, discussion and classroom instruction, lecturers can better understand their goals for personal development. With these developmental goals in mind, these colleges of education can – and should – offer tailored career development opportunities to their lecturers<sup>87</sup>.

**Executive Coaching:** Executive coaching can be used to build competencies in leaders within an organization. Coaching can be useful in times of organizational change, to increase a leader's effectiveness or to encourage managers to implement coaching techniques with peers and direct reports. The coaching process begins with an assessment of the individual's strengths and opportunities for improvement. The issues are then prioritized and interventions are delivered to target key weaknesses. Examples of coaching is the recently TETFund organized capacity building workshop for public colleges of education in Nigeria<sup>87</sup>.

**Motivating Across Generations:** Today's workforce in any college of education includes a diverse population of lecturers from multiple generations. As each generation holds different expectations for the workplace, it is important to understand the differences between these generations regarding motivation and engagement. Provosts in these colleges of education, especially, must understand how to handle the differences among their direct reports<sup>87</sup>.

**Orientation and Onboarding:** A lecturer's perception of a college of education takes shape during the first several days on the job and continues throughout their first six months, with 90% of these lecturers still deciding whether or not to stay at the organization during this time. It is in the best interest of both the lecturers and the college to impart knowledge about the college quickly and effectively to integrate the new entrants into the workforce. In addition, providing continual reinforced learning through extended onboarding over the first year can increase new entrants' retention by 25%. By implementing an effective onboarding process, new lecturers' turnover rates will decrease and productivity will increase<sup>87</sup>.

**Women's Retention Programs:** Programs such as mentoring, leadership development and networking that are geared specifically toward women can help retain top talent and decrease turnover costs. By implementing programs to improve work/life balance, female lecturers can be more engaged and productive while at work<sup>87</sup>.

**Employee Recognition Programs:** Some of the biggest reasons for lecturers' turnover are results of toxic organization's culture and not feeling engaged or recognized for their work. Some organizations have now started investing billions of naira each year into bonus and employee perks programs.

There are some retention tools and resources that are very important to mention here. The tools are:

**Lecturers' Surveys:** By surveying lecturers, colleges of education can gain insight into the motivation, engagement and satisfaction of their lecturers. It is important for the college of education to understand the perspective of the lecturers in order to create programs targeting any particular issues that may impact their retention <sup>61</sup>.

**Exit Interviews:** By including exit interviews in the process of lecturers' separation, our college of education can gain valuable insight into the workplace experience. Exit interviews allow the college to understand the triggers of the lecturer's desire to leave as well as the aspects of their work that they enjoyed. The college can then use this information to make necessary changes to their organizations to retain top talent. Exit interviews must, however, ask the right questions and elicit honest responses from separating lecturers to be effective <sup>61</sup>.

**Lecturers Retention Consultants:** A lecturer's retention consultant can assist the college in the process of retaining their lecturers. Consultants can provide expertise on how to best identify the issues within the college that are related to turnover. Once identified, a consultant can suggest programs or organizational changes to address these issues and may also assist in the implementation of these programs or changes <sup>61</sup>.

**Join, Stay, Leave Model:** For colleges of education, understanding the environment is the first step to developing a long-term retention strategy for their lecturers. Such colleges of education should understand why lecturers join, why they stay and why they leave the college. This join, stay, leave model is akin to a three-legged stool, meaning that without data on all the three, colleges will be unsuccessful in implementing a proper retention strategy<sup>61</sup>.

**i. Why Lecturers Join:** The attractiveness of the position is usually what entices lecturers to join a college of education. However, recruiting candidates is only half the problem while retaining them is another. Understanding what your lecturers are looking

for in the job while simultaneously making sure your expectations are correct are both important factors to address in the hiring process of the lecturers. High performing lecturers are more likely to be retained when they are given realistic job previews. Any college of education that attempt to oversell the position are only contributing to their own detriment when lecturers experience a discord between the position and what they were initially told. To assess and maintain retention of lecturers, employers should mitigate any immediate conflicts of misunderstanding in order to prolong the lecturer's longevity with the college. New lecturers' surveys can help to identify the breakdowns in trust that occur early on when lecturers decide that the job was not necessarily what they envisioned<sup>85</sup>.

**ii. Why Lecturers Stay:** Understanding why lecturers stay with a college of education is equally as important to understanding why lecturers choose to leave. Recent studies have suggested that as lecturers participate in their professional and community life, they develop a web of connections and relationships. These relationships prompt them to become more embedded in their jobs and by leaving a job, this would sever or rearrange these social networks. The more embedded lecturers are in a college of education, the more they are likely to stay. Additionally, the extent to which lecturers experience fit between themselves at their job, the lesser chance they will search elsewhere. Colleges of education can ascertain why their lecturers stay by conducting stay interviews with top performers. A stay survey can help to take the pulse of a college's current work environment and its impact on their high performing lecturers. Colleges of education that are concerned with over-using stay interviews can achieve the same result by favoring an ongoing dialogue with lecturers and asking them critical questions pertaining to why they stay and what their goals are<sup>90</sup>.

**iii. Why Lecturers Leave:** By understanding the reasons behind why lecturers

leave, colleges of education can better cater to their existing workforce and influence these decisions in the future. Oftentimes, it is low satisfaction and commitment that initiates the withdrawal process, which includes thoughts of quitting in search of more attractive alternatives. If administered correctly, exit interviews can provide a great resource to why lecturers leave. Typically, lecturers are stock in their responses because they fear being reprimanded or jeopardizing any potential future reference. The most common reasons for why lecturers leave are better pay, better hours and better opportunity. These typical answers for leaving often signal a much deeper issue that colleges of education should investigate further into. By asking relevant questions and perhaps utilizing a neutral third party provider to conduct the interview, colleges of education can obtain more accurate and quantifiable data. Contrary to what most colleges believe, lecturers often leave due to relationships with manager and/or treatment of lecturers and not compensation, as this is often a response that they are uncomfortable expressing to their organization directly. Retention Diagnostic is a rapid benchmarking process that identifies the costs and can help uncover what affects the lecturers' loyalty, performance and engagement<sup>90</sup>.

By focusing on the above mentioned fundamentals, colleges of education can go a long way towards building a high-retention workplace. These institutions can start by defining their culture and identifying the types of individual lecturers that would thrive in that environment. Colleges of education should adhere to the fundamental new lecturers' orientation and on boarding plans. Attracting and recruiting top talent requires time, resources and capital. However, these are all wasted if the lecturers are not positioned to succeed within the college. Research has shown that an employee's first 10 days are critical because the employee is still adjusting and getting acclimatized to the

organization<sup>61</sup>. Colleges of education retain good lecturers by being employers of choice<sup>53</sup>.

**Recruitment:** Presenting applicants with realistic job previews during the recruitment process have a positive effect on retaining new lecturers. Colleges of education that are transparent about the positive and negative aspects of the job, as well as the challenges and expectations are positioning themselves to recruit and retain stronger candidates<sup>90</sup>.

**Selection:** There are plethora of selection tools that can help predict job performance and subsequently retention. These include both subjective and objective methods and while organizations are accustomed to using more subjective tools such as interviews, application and resume evaluations, objective methods are increasing in popularity. For example, utilizing biographical data during selection can be an effective technique. Bio-data empirically identifies life experiences that differentiate those who stay with them in the colleges of education and those who quit. Life experiences associated with lecturers may include tenure on previous jobs, education experiences, and involvement and leadership in related work experiences<sup>90</sup>.

**Socialization:** Socialization practices delivered via a strategic onboarding and assimilation program can help new lecturers become embedded in the colleges of education and thus more likely to stay. Research has shown that socialization practices can help new lecturers become embedded in the college of education and thus more likely to stay. These practices include shared and individualized learning experiences, activities that allow people to get to know one another. Such practices may include providing lecturers with a role model, mentor or trainer or providing timely and adequate feedback<sup>90</sup>.

**Training and Development:** Providing ample training and development opportunities can discourage turnover by keeping lecturers satisfied and well-positioned for future

growth opportunities. In fact, dissatisfaction with potential career development is one of the top three reasons lecturers (35%) often feel inclined to look elsewhere. If lecturers are not given opportunities to continually update their skills, they are more likely to leave. Those who receive more training are less likely to quit than those who receive little or no training. Colleges of education that fear providing training will make their lecturers more marketable and thus increase turnover, such colleges of education can offer job specific training, which is less transferable to other contexts. Additionally, colleges of education can increase retention of lecturers through development opportunities such as allowing employees to further their education and reimbursing tuition for lecturers who remain with the colleges of education for a specified amount of time<sup>90</sup>. Though, TETFund is doing very good in this aspect, and it is done in conjunction with the colleges of education that register fulfill the requirements<sup>97</sup>.

**Compensation and Rewards:** Pay levels and satisfaction are only modest predictors of a lecturer's decision to leave the college; however colleges of education can lead the market with a strong compensation and reward package as 53% of lecturers often look elsewhere because of poor compensation and benefits. Colleges of education can explicitly link rewards to retention. Research has shown that defined compensation and rewards as associated with longer tenure. Additionally, colleges of education can also look into intrinsic rewards such as increased decision-making autonomy<sup>90</sup>.

**Effective Leaders:** A lecturer's relationship with his/her immediately ranking supervisor or heads of department is equally important to keeping to making him/her feels embedded and valued within the college. Heads of department need to know how to motivate the lecturers under them and reduce cost while building loyalty in their key people. Better-still, the heads of department need to reinforce lecturers' productivity and open communication, to coach these lecturers and provide meaningful feedback and

inspire them to work as an effective team. In order to achieve this, these colleges of education need to prepare the Deans and heads of department to lead and develop effective relationships with their subordinates. Executive coaching can help increase an individual lecturer's effectiveness as a leader as well as boast a climate of learning, trust and teamwork in the college. to encourage heads of department to focus on retention among their teams, colleges can incorporate a retention metric into their college's evaluation<sup>52</sup>.

**Lecturers' Engagement:** Lecturers who are satisfied with their jobs, enjoy their work and the college, believe their job to be more important, pride in the college and feel their contributions are impactful are five times less likely to quit than those who were not engaged. Engaged lecturers give their college's crucial competitive advantages, including higher productivity and lower lecturers' turnover<sup>52</sup>.

**Lecturers' Benefits:** Benefits are a critical piece of the equation in retaining lecturers. Lecturers are looking for benefits that span more than the core basics. With a robust rewards and benefits package and an effective communication plan, lecturers' engagement and retention can improve. Nurturing the lecturers' understanding of the total value of their benefits package and how to strategically use it will enhance their experience and total well-being and thereby enhance their retention<sup>92</sup>.

**Outsourcing Employees' Retention Program:** The college understands the importance of implementing an effective retention program but aren't proactive in implementing one and often leave it for another day. That day hardly ever comes. Colleges that do not have the time or have limited resources can outsource lecturers' retention programs to specialists. Such colleges can hire third party specialists to pinpoint the root causes of their workforce challenges. By identifying the root causes, customized action plans can be tailored to fit the college's need to and create a retention program customized to them.

Another benefit of outsourcing is that the colleges of education can get quantifiable justifying the actions needed to improve their various institutions<sup>90</sup>.

If the managers in colleges of education are sensing that their college is at risk of losing their lecturers, they need to move fast to shore up their lecturers' retention strategies and here are some suggested strategies that can help boost their lecturer' job satisfaction and increase their ability to hold onto valued ones:

**Onboarding and Orientation:** Every new lecturer should be set up for success from the start. The college's onboarding process should teach new lecturers not only about the job but also the college's culture and how they can contribute to and thrive in it. It is advisable not to skimp on this critical first step, the training and support one provide for the new entrants from day one, whether in person or virtually, can set the tone for the lecturer's entire tenure at the college <sup>61, 65</sup>.

**Mentorship Programs:** Pairing a new lecturer with a mentor is a great component to add to the extended onboarding process, especially in a remote work environment. Mentors can welcome new lecturers into the college, offer guidance and be a sounding board. New team members learn the ropes from experienced lecturers, and, in return, they offer a fresh viewpoint to their mentors. It is advisable not to limit mentorship opportunities to new lecturers. The existing staff, and the other lecturers' retention outlook and team's job satisfaction, can greatly benefit from mentor-mentee relationships<sup>90</sup>.

**Lecturer Compensation:** It is essential for colleges to pay their lecturers competitive compensation, which means they need to evaluate and adjust salaries regularly. Even if the college is not able to increase pay presently, one can consider whether one could provide other forms of compensation, like bonuses and paid time off. Health benefits and retirement plans too could be incorporated into this retention strategy. Improving those valued offerings can help raise lecturers' job satisfaction<sup>72</sup>.

**Perks:** Perks can make your workplace stand out to potential new lecturers and re-engage current staff, all while boosting employee morale. Flexible schedules and remote work options (separate from pandemic-related stay-at-home orders) are the perks many professionals value most <sup>89</sup>.

**Wellness Offerings:** Keeping lecturers fit mentally, physically and financially, is a good strategy to retain their lecturers in the college but the pandemic has prompted many leading colleges to expand and improve their wellness offerings so that lecturers feel supported and prioritize their well-being. Stress management programs, retirement planning services and reimbursement for virtual fitness classes are just some examples of what the college might consider providing to the lecturers<sup>72</sup>.

**Communication:** The pandemic has helped underscore the importance of good workplace communication. The young lecturers should feel they can come to their head of department with ideas, questions and concerns at any time. And as a leader, the head need to make sure he/she is doing his/her part to help promote timely, constructive and positive communication across the entire team. The head should make sure he/she proactively connect with each staff member on a regular basis, too, to get a sense of their workload and job satisfaction<sup>89</sup>.

**Continuous Feedback on Performance:** Many colleges of education are abandoning the annual performance review in favor of more frequent meetings with team members. In these one-on-one meetings, the head should talk with his/her lecturers about their short- and long-term professional goals and help them visualize their future with the college. While care should be taken never to make promises he/she cannot keep, but talk through potential career advancement scenarios together and lay out a realistic plan for reaching those goals<sup>90</sup>.

**Training and Development:** As part of providing continuous feedback on performance, you can help lecturers identify areas for professional growth, such as the need to learn new skills. Up-skilling is especially important today as technology continues to change how we work. When lecturers' up-skill, they are gaining new abilities and competencies as lecturing requirements continue to evolve. The manager should make it a priority to invest in the lecturers' professional development. Give them time to attend virtual conferences, provide tuition reimbursement or pay for continuing education. Also, don't forget about succession planning, which can be a highly effective method for advancing professional development and building leadership skills<sup>90</sup>.

**Recognition and Rewards Systems:** Every person wants to feel appreciated for the work they do, even in today's workforce, a college's gratitude can make a big impact. So, the heads of department should be sure to thank their direct subordinates who go the extra mile and explain how their hard work helps the college. Some organizations set up formal rewards systems to incentivize great ideas and innovation, but compelling recognition programs can be instituted in those colleges of education even if with a small team or limited budget<sup>90</sup>.

**Work Life Balance:** The heads of department should note the message your time management is sending to the lecturers? Do they expect their subordinates to be available around the clock? A healthy work-life balance is essential to job satisfaction. Lecturers need to know their managers understand they have lives outside of work, and recognize that maintaining balance can be even more challenging when working from home. The heads of department should encourage lecturers to set boundaries and take their vacation time. And if late nights are necessary to wrap up a project, consider giving team members extra time off to compensate<sup>90</sup>.

**Flexible Work Arrangements:** Many colleges are preparing for the fact that some of their lecturers will still want to work remotely, at least on part time basis in some of their study centers. In fact, in a recent survey it was found out that 1 in 3 professionals currently working from home would want to look for a new job if they are not satisfied with their jobs. So, the manager should think sooner than later about what you can offer the lecturers if remote work on a permanent basis isn't an option. A compressed workweek? Flex time? Or may be a partial telecommunicating option? All of the above can help relieve stress for the lecturers and boost the lecturers' retention<sup>90</sup>.

**Effective Change Management:** Every workplace has to deal with change, good and bad since change in colleges of education is inevitable. And employees look to leadership for insight and reassurance during these times. If the college is going through a big shift, keeping the lecturers as informed as possible helps ease anxieties and manage the rumor mill. Big announcements should be made either individually or in a group call or meeting, and as well time for questions should be allowed<sup>89</sup>.

**An Emphasis on Teamwork:** Spirit of teamwork among all members of staff should be encouraged and not just star players, to contribute ideas and solutions. Teamwork should be promoted by creating opportunities for collaboration, accommodating individual lecturers work styles and giving lecturers the latitude to make decisions and course-corrections, if needed<sup>90</sup>.

**Acknowledgement of Milestones:** A final tip for promoting lecturers' retention in colleges of education is to shine a light on notable achievements facilitated by the individual lecturers. Whether your team finishes ahead of the deadline on a major project or a staff member reaches a five-year work anniversary, seize the chance to mark the milestone together. Even if you need to celebrate virtually, it can be a meaningful and memorable moment for every lecturer in those colleges of education. These lecturers'

retention strategies outlined above are just some ways to help increase the team members' job satisfaction <sup>89</sup>.

## **2.2 Theoretical Framework**

### **2.2.1 Theoretical Models of Human Resources Management Practices**

The theoretical model that is applicable to human resources management practice in colleges of education is the cybernetic systems models. Cybernetic models vary in their treatment of the system. Some models focus on closed systems (much like the behavioral perspective) that seek to set up mechanisms to buffer the technological core from the environment. Other models treat systems as being open to exchange with their environment. Open systems models are based on the general systems models and holds that organizations can be described as input, throughput, output systems involved in transactions with a surrounding environment <sup>33</sup>.

From the figure 2.6 below, human resources management practices such as recruitment of lecturers, adequate training given to develop lecturers, appraisal, as well as necessary compensation, are the inputs. The throughput process can be characterized by the behavior of the employees which is categorized under academic and non-academic departments, understanding of the colleges of education vision and mission, as well as the strategy of the institution, which may also be influenced by the overall performance. Finally, the outputs consist of the performance which is shown by the number and quality of graduates, awards of excellence, number of grants received by the colleges of education and National Commission on Colleges of Education (NCCE) rating.

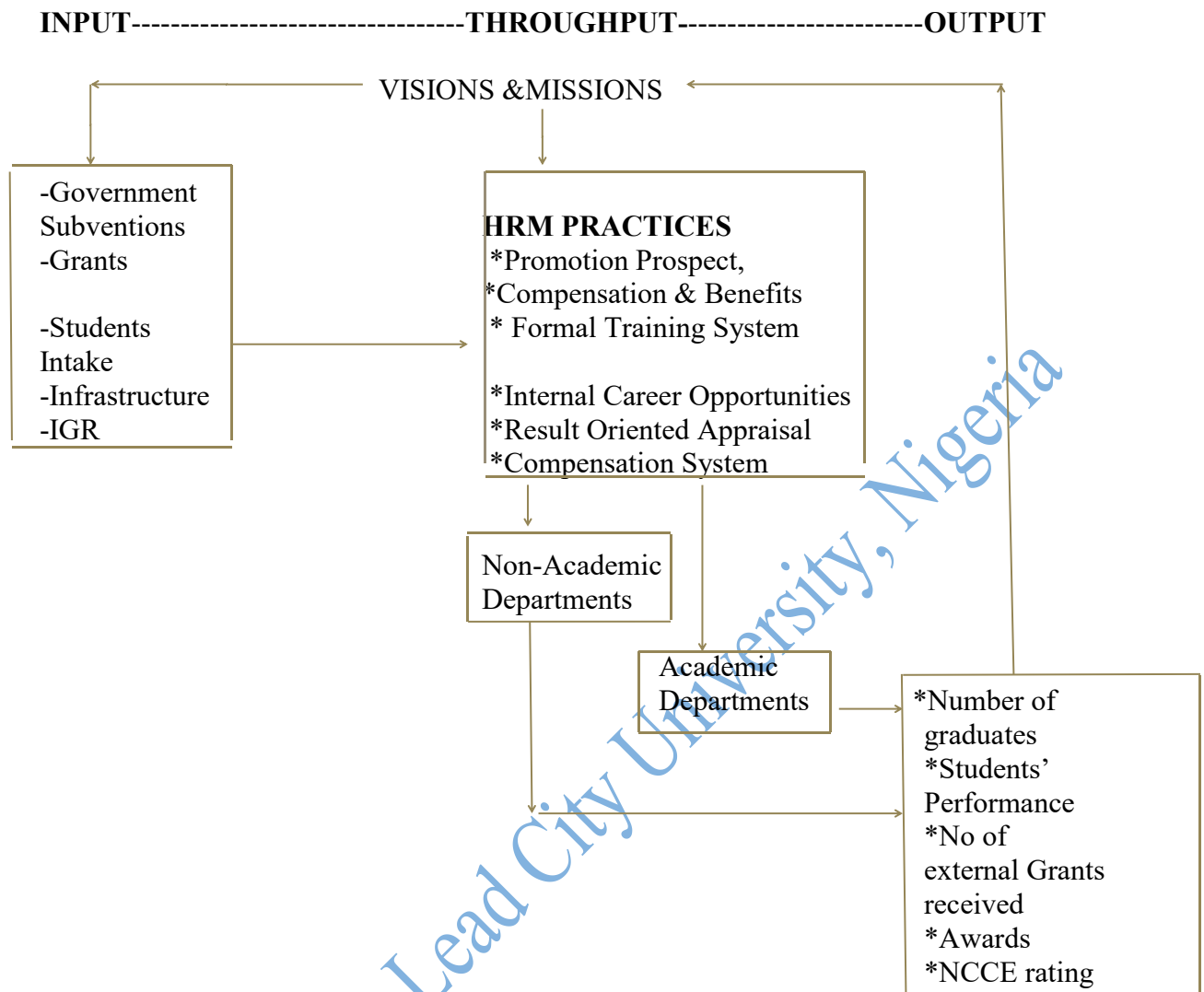


Figure 2.6: Adapted Cybernetic Systems Model

Equally important to this research work that is worthy of mention under human resources management practices is the contingency theory. Contingency theory is a class of behavioral theory that claims that there is no best way to organize a college of education and to lead a college to make decisions. Instead the optimal course of action is contingent (dependent) upon the internal and external situations<sup>83</sup>. It was opined further that, a contingent leader actively applies their own style of leadership to the right situations. To many writers, contingency theory is considered dominant, theoretical, rational, open system model at the structural level of analysis in organizational theory and that the basic assumption of contingency approach is that the environment in which an

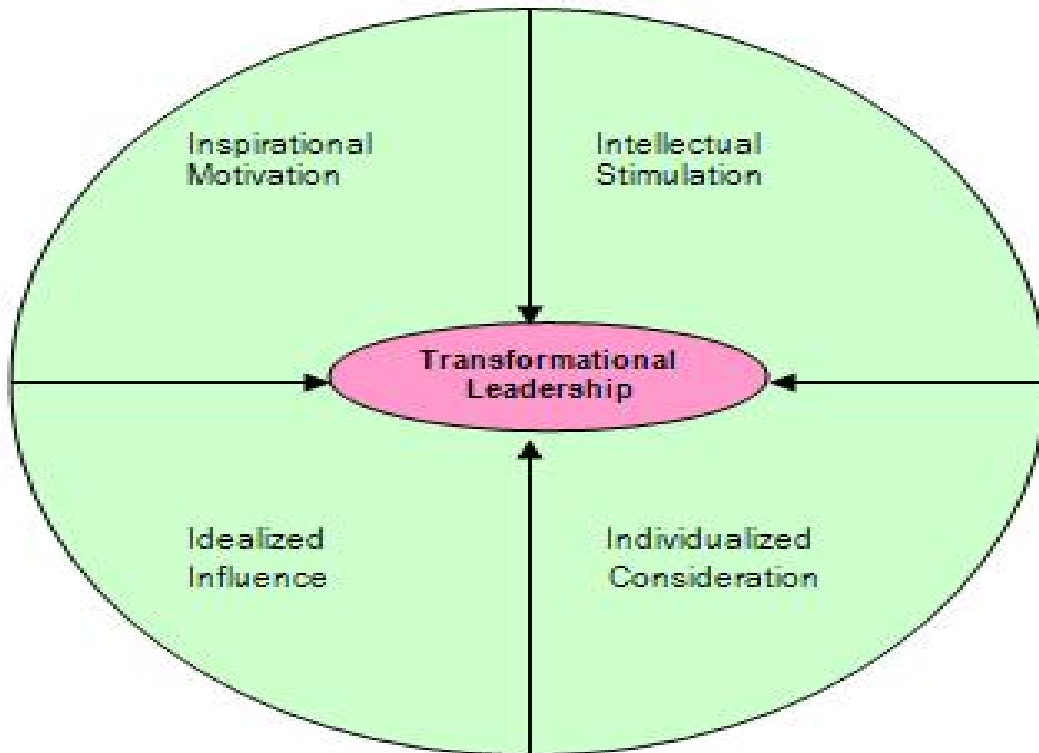
organization operates determines the best way for it to organize <sup>6</sup>. Furthermore, the basis of contingency theory is that the post practices depend on the contingency of the situation. Contingency theorists try to identify and measure the condition under which things will likely to occur. Contingency theory is based on the relationship between phenomenon, if one phenomenon exists then a connection can be drawn about another phenomenon <sup>88</sup>. Contingency theory is sometimes called the “it all depends” theory because the usual answer to a question pose to a contingency theorist is that it all depends. If this is applied to this research work, it means that lecturers’ job satisfaction and retention are contingent (dependent) upon how the lecturers are recruited, placed, socialized, trained and developed by their employers and as well depends upon the management styles put up by their employers at various times and the remuneration and promotion prospects attached to their jobs<sup>83</sup>.

## **2.2.2 Theoretical Models of Leadership Styles**

### **1. Transformational Leadership Style Theory**

Creating high-performance workforce has become increasingly important and to do so leaders must be able to inspire organizational members to go beyond their task requirements. As a result, new concepts of leadership have emerged, transformational leadership being one of them.

Transformational leadership may be found at all levels of the organization: teams, departments, divisions, and organization as a whole. Such leaders are visionary, inspiring, daring, risk-takers, and thoughtful thinkers. They have a charismatic appeal. But charisma alone is insufficient for changing the way an organization operates. For bringing major changes, transformational leaders must exhibit the following four factors, There are four components to transformational leadership, sometimes referred to as the 4 I's:



**Figure 2.7** Model of Transformational Leadership

Source<sup>139</sup>.

From Figure 2.7 above, four distinctive I's were postulated as related to using transformational leadership style in colleges of education. These are: Inspirational Motivation, Intellectual Stimulation, Idealized Influence and Individualized Consideration.

**Inspirational Motivation:** The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction<sup>140</sup>. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment<sup>140</sup>.

**Intellectual Stimulation:** Such leaders encourage their followers to be innovative and

creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the “what” in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective<sup>140</sup>.

**Idealized Influence:** They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization<sup>140</sup>.

**Individualized Consideration:** Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.

The common examples of transformational leaders are Nelson Mandela of South Africa and Barack Obama and Martin Luther King of United States of America.

### **Criticisms of Transformational Leadership Theory.**

The criticisms are enumerated below.

- Transformational leadership makes use of impression management and therefore lends itself to amoral self-promotion by leaders
- The theory is very difficult to be trained or taught because it is a combination of many leadership theories.

- Followers might be manipulated by leaders and there are chances that they lose more than they gain<sup>140</sup>.

### **Implications of Transformational Leadership Theory**

The current environment characterized by uncertainty, global turbulence, and organizational instability calls for transformational leadership to prevail at all levels of the organization. The followers of such leaders demonstrate high levels of job satisfaction and organizational commitment, and engage in organizational citizenship behaviors. With such a devoted workforce, it will definitely be useful to consider making efforts towards developing ways of transforming organization through leadership<sup>140</sup>.

### **2. Path-Goal Theory of Leadership**

The path-goal theory, also known as the path-goal of leadership effectiveness, was developed by Professor Robert J. House. The model arose out of the expectancy theory of motivation, which posits that employees will be motivated if they believe they are capable of completing a task and that the job is worthwhile<sup>142</sup>. It defines the success of a leader by their ability to promote the goals, abilities, and overall satisfaction of their employees. This theory prizes flexibility, and path-goal leaders change their approach to meet the diverse followers' characteristics. A new hire, for example, might benefit from a different management style than a seasoned employee. The theory proposes two contingency variables, such as environment and follower characteristics, that moderate the leader behavior-outcome relationship<sup>142</sup>. Environment is outside the control of the follower-task structure, authority system, and work group. **Environmental factors** determine the type of leader behavior required if the follower outcomes are to be maximized. **Followers' characteristics** are the locus of control, experience, and perceived ability. Personal characteristics of subordinates determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers

achieve goals and make the journey easier by reducing roadblocks and pitfalls<sup>142</sup>. Research demonstrates that employee performance and satisfaction are positively influenced when the leader compensates for the shortcomings in either the employee or the work setting. The theory is useful because it reminds leaders that their central purpose as a leader is to help subordinates define and reach their goals in an efficient manner<sup>142</sup>.

Leaders can implement the path-goal leadership theory in different ways, depending on the workplace structure and the needs of the team members. There are four leadership styles for the path-goal theory. These are:

**Directive:** In this approach, leaders inform subordinates about expectations and guide them through completion. This gives the team members a sense of direction and belonging and helps clarify goals<sup>142</sup>.

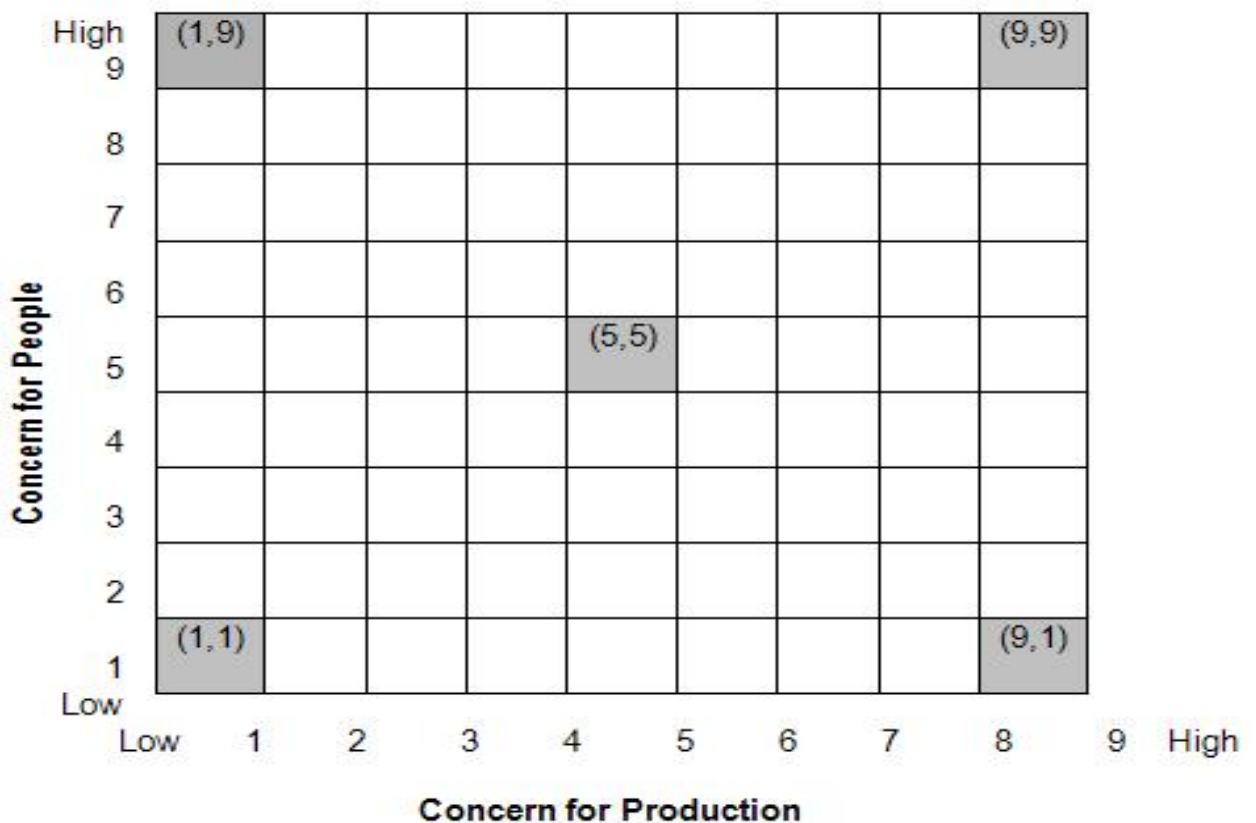
**Achievement-Oriented:** Achievement-oriented leadership is a hands-off approach. Leaders inform their subordinates of the desired objectives but allow them to find creative ways of achieving them. By setting challenging goals—and expressing confidence in the team members' abilities to meet them—an achievement-oriented leader can help create excellence<sup>142</sup>.

**Participative:** Participative leadership works best when there is a high degree of collaboration between leaders and subordinates on a given task. A participative leader relies heavily on input and feedback from subordinates, seeking opinions and facilitating open dialogue to solve problems and complete tasks<sup>142</sup>.

**Supportive:** Supportive leadership requires the leader to provide a steady foundation of support to their subordinates. A supportive leader is especially effective when the tasks are unusually demanding and place a high degree of stress on the team members. Supportive leadership emphasizes the wellbeing of all involved with the enterprise<sup>142</sup>.

### 3. Managerial Grid Model:

The managerial grid model is a leadership style model developed by Robert Blake and Jane Mouton in 1978<sup>30</sup>. It is a theoretical framework against which managers are able to understand their styles of management<sup>30</sup>. The grid depicted two dimensions of leaders' behavior, **concern for people** (accommodating people's needs and giving them priority) on y-axis and **concern for production** (keeping tight schedules) on x-axis, with each dimension ranging from low (1) to high (9), thus creating 81 different positions in which the leader's style may fall<sup>30</sup>.



**Figure 2.8:** Blake and Mouton's Managerial Grid Model of Motivation.

**Source**<sup>29</sup>.

From figure 2.8 above, the following five resulting leadership styles emanated:

**Indifferent or Impoverished Management (1, 1).** In this style, educational managers have low concern for both people and production. Managers with this approach are low

on both the dimensions and exercise minimum effort to get the work done from subordinates. The leader has low concern for employee satisfaction and work deadlines and as a result disharmony and disorganization prevail within the organization. The leaders are termed ineffective wherein their action is merely aimed at preserving job and seniority. The main concern for the manager is not to be held responsible for any mistake, which results in less innovation decisions<sup>29</sup>.

**Task Management (9, 1).** This is also called dictatorial or produce or perish style. Here leaders are more concerned about production and have less concern for people. The style is based on theory X of McGregor and is commonly applied by private colleges of education on the edge of real or perceived failure. The lecturers' needs are not taken care of and they are simply a means to an end. The leader believes that efficiency can result only through proper organization of work systems and through elimination of people wherever possible. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labor turnover is inevitable. This style is often used in cases of crisis management<sup>29</sup>.

**The Status-quo or Middle-of-the-Road (5, 5).** This is otherwise known as balance and compromise style. Basically it is a compromising style wherein the leader tries to maintain a balance between goals of college of education and the needs of lecturers. The leader does not push the boundaries of achievement resulting in average performance for the college. Here neither lecturers nor production needs are fully met. By giving some concern to both lecturer and the realization of the college of education goals, the educational managers who use this style hope to achieve suitable performance but doing so gives away a bit of each concern so that neither needs of the colleges of education nor lecturers' needs are met<sup>29</sup>.

**The Accommodating or Country Club (1, 9).** This is otherwise known as yield and comply leadership style. It is a collegial style characterized by low task and high people orientation where the leader gives thoughtful attention to the needs of lecturer thus providing them with a friendly and comfortable environment. The leader feels that such a treatment with employees will lead to self-motivation and will find people working hard on their own. However, a low focus on tasks can hamper production and lead to questionable results. The educational manager using this style pay much attention to the security and comfort of the lecturers, in hopes that this will increase performance. The resulting atmosphere is usually friendly but not necessarily very productive<sup>29</sup>.

**Team Management (9, 9).** This is otherwise known as the sound or contribute and commit style of leadership and is characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as most effective style according to Blake and Mouton. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere which will automatically result in high employee satisfaction and production. This method relies heavily on making lecturers feel themselves to be constructive parts of the college<sup>29</sup>.

These next two styles were added to the grid when it was updated in 1999<sup>30</sup>, these are:

**The Opportunistic Style:** is otherwise known as exploit and manipulate. The educational managers using this style do not have a fixed location on the grid. They adopt whichever behavior offers the greatest personal benefit<sup>29</sup>.

**The Paternalistic Style:** This is otherwise known as prescribe and guide. This style, in the power to change, was redefined to alternate between the (1,9) and (9,1) locations on the grid. Managers using this style praise and support, but discourage challenges to their thinking<sup>29</sup>.

The Managerial or Leadership Grid model is advantageous to a college of education in the sense that, it helps managers to be able to analyze their own leadership styles through a technique known as grid training. This is done by administering a questionnaire that helps managers identify how they stand with respect to their concern for production and people. The training is aimed at basically helping leaders reach to the ideal state of 9, 9. The model ignores the importance of internal and external limits, matter and scenario. Also, there are some more aspects of leadership that can be covered but are not<sup>29</sup>.

It was generally believed that motivation leads to job satisfaction of workers and this could enhance productivity, for the teachers to ensure good academic performances in the students, the teachers teaching them must be highly motivated when the teachers are adequately motivated, their rate of productivity will increase <sup>10</sup>.

Efficient teachers' performances and students learning are dependent upon effective motivation. Teachers' motivation is always looked upon as the duty and responsibility of the government. Anytime there is a complaint that teachers are not encouraged to put-in their best, one thinks in terms of remuneration, fringe benefits, provision of infrastructures and such things that one felt the government has provided other cadres and are yet to come within the reach of teachers.

While these are essential ingredients to give the teacher the professional contentment and stimulate greater devotion, commitment and attitude to work, if teachers must, however, improve on their professional work, school administrators must devise programs and methods of administration that will ensure their growth and development especially during the period of their active professional service.

The Federal Government of Nigeria emphasized that no educational system can rise above the quality of its teachers <sup>74</sup>. That is why in the policy; she clearly defined Teacher Education's objectives as:

- (a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- (b) To encourage further the spirit of enquiry and creativity in teachers;
- (c) To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
- (d) To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world;
- (e) To enhance teachers' commitment to the teaching profession <sup>38</sup>.

These policy statements show that the federal government also is interested in motivating the teachers for effective performance of their duties, for without motivation, teachers' performance would be highly hindered. The level of the motivation of teachers will determine their responses to educational rules, responsibilities and opportunities that will enhance good academic performance of the students.

### **2.2.3 Theoretical Models of Job Satisfaction:**

For this section, only equity theory and situational theory had been reviewed.

**1. Equity Theory:** focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions input (costs) and output (benefits or rewards) for each person. Considered one of the justice theories, equity theory was first developed in the 1960s by J. Stacy Adams, a workplace and behavioral psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they

receive from it against the perceived inputs and outcomes of others <sup>85</sup>. According to Equity Theory, in order to maximize individuals' rewards, we tend to create systems where resources can be fairly divided amongst members of a group.

Inequalities in relationships will cause those within it to be unsatisfied to a degree proportional to the amount of inequality. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization<sup>85</sup>.

The equity theory of motivation deals with the way people compare the value of themselves to others in similar work situations based on their inputs and output. It is important to also consider the Adams' Equity Theory factors when striving to improve an employee's job satisfaction, motivation level, etc., and what can be done to promote higher levels of each<sup>85</sup>.

To do this, consider the balance or imbalance that currently exists between your employee's inputs and outputs, as follows: Inputs typically include: effort, loyalty, hard work, commitment, skill, ability, adaptability, flexibility, acceptance of others, determination, enthusiasm, trust in superiors, support of colleagues, personal sacrifice, just to mention a few. Outputs are defined as the positive and negative consequences that an individual perceives a participant has incurred as a consequence of his/her relationship with another. Outputs can be both tangible and intangible. Typical outputs include any of the following: job security, salary, employee benefit, expenses, recognition, reputation, responsibility, sense of achievement, praise, thanks, stimuli, just to mention a few. When the ratio of inputs to outputs is close, then the employee should have much satisfaction with their job<sup>92</sup>.

While obviously many of these points cannot be quantified and perfectly compared, the theory argues that managers should seek to find a fair balance between the inputs that an employee gives, and the outputs received, according to the theory, employees should be contented where they perceive these to be in balance.

Equity theory has several implications for educational managers, these implications are:

- People measure the totals of their inputs and outcomes. This means a working mother may accept lower monetary compensation in return for more flexible working hours.
- Different employees ascribe personal values to inputs and outcomes. Thus, two employees of equal experience and qualification performing the same work for the same pay may have quite different perceptions of the fairness of the deal.
- Employees are able to adjust for purchasing power and local market conditions. Thus a teacher from Alberta may accept lower compensation than his colleague in Toronto if his cost of living is different, while a teacher in a remote African village may accept a totally different pay structure.
- Although it may be acceptable for more senior staff to receive higher compensation, there are limits to the balance of the scales of equity and employees can find excessive executive pay demotivating.
- Staff perceptions of inputs and outcomes of themselves and others may be incorrect, and perceptions need to be managed effectively.
- An employee who believes he is overcompensated may increase his effort. However he may also adjust the values that he ascribes to his own personal inputs. It may be that he or she internalizes a sense of superiority and actually decrease his efforts <sup>92, 85, 77</sup>.

Equity theory calls for a fair balance to be struck between an employee's inputs (hard work, skill level, acceptance, enthusiasm, and so on) and an employee's outputs (salary, benefits, intangibles such as recognition, and so on). According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved with the employee, with the overall result being contented, motivated employees.

Criticism has been directed toward both the assumptions and practical application of equity theory. Scholars have questioned the simplicity of the model, arguing that a number of demographic and psychological variables affect people's perceptions of fairness and interactions with others. Furthermore, much of the research supporting the basic propositions of equity theory has been conducted in laboratory settings, and thus has questionable applicability to real-world situations <sup>92</sup>. Critics have also argued that people might perceive equity/inequity not only in terms of the specific inputs and outcomes of a relationship, but also in terms of the overarching system that determines those inputs and outputs. Thus, in a business setting, one might feel that his or her compensation is equitable to other employees' but one might view the entire compensation system as unfair <sup>92</sup>.

Individuals perceive their work in terms of inputs and outcomes. Inputs encompass various factors such as experience, ability, and effort, while outcomes involve elements like salary, recognition, and opportunities. According to the equity theory, job satisfaction is influenced by individuals' perception of how fairly they are treated relative to others. This theory suggests that people strive for social equity by seeking rewards that align with their performance <sup>61</sup>. Put simply, individuals experience work satisfaction when they perceive a balance between their efforts and the outcomes achieved, relative to their colleagues. This sense of social equity extends beyond their immediate workplace and frequently extends to comparable organizations in terms of employment <sup>53</sup>.

**2. Situational Theory:** In 1992, a theory arose that definitively claimed that job satisfaction relies on two elements: situational characteristics and situational occurrences<sup>77</sup>. Situational characteristics encompass factors like salary, supervision, working conditions, promotional prospects, and the policies of the organization, which employees typically take into account when considering a job offer<sup>71</sup>. Situational incidents encompass various tangible or intangible events that occur after starting a job, which can be either positive or negative in nature. Positive incidents may involve perks like additional vacation time, whereas negative incidents could involve issues like malfunctioning equipment or strained relationships with colleagues. In this theoretical framework, job satisfaction is influenced by both situational factors and the specific events that take place in the job setting<sup>72</sup>.

#### **2.2.4 Theoretical Model of Job Retention**

Among the common theories of job retention that had been reviewed in this section is the Herzberg's satisfier theory. The Herzberg theory of hygiene and satisfier must be well understood by the educational managers so as to be able to satisfy and retain their lecturers. The satisfier also known as motivational factors are things like achievement, recognition, advancement, possibility of growth within the organization, and the work itself. These factors aimed primarily at building strong motivation and job satisfaction and even job retention, their absence rarely prove strong dissatisfying, hence, these factors are called satisfier<sup>71, 73</sup>. The hygiene or maintenance factors on the other hand are mostly environmental centered, the college policy, working conditions, interpersonal relations with others, job security, status, supervision, just to mention a few. These factors when withdrawn cause dissatisfaction on workers, but their presences motivate lecturers strongly. Educational managers must utilize positive reinforcement methods

while maintaining expected hygiene factors to maximize lecturers' satisfaction and retention in colleges of education<sup>86</sup>.

### **2.3 Review of Empirical Studies**

The empirical studies shall be reviewed under the following headings: compensation and benefits and lecturers' job satisfaction and retention; promotion prospects and lecturers job satisfaction and retention; training, development and lecturers' job satisfaction and retention; Leadership Styles and lecturers' job satisfaction and retention.

#### **2.3.1 Compensation and Benefits and Lecturers' Job Satisfaction and Retention**

The importance of money in this case could not be underestimated. Everybody needs money. All academic staff of different educational levels work so that they can contribute to the society through their knowledge by which they get remunerations. The main purpose behind all of this is nothing but money. So, money and compensation play an important role in the job satisfaction of the employees<sup>110</sup>.

In a study conducted on automobile industry, remuneration was found to be the most important factor contributing to job satisfaction and turnover intention<sup>111</sup>. In the actual fact, remuneration has proved to be a very important and valuable tool and it acts as a major motivation for employees who want to stay and committed to the organization in turn enhancing the attraction as well as the retention<sup>115</sup>. That particular survey aimed at describing the different job characteristics and how they were ranked by the employees. The results, not so surprisingly, showed that the number one factor for job satisfaction was found to be compensation (which is money). It also tends to motivate an employee who is committed to the organization and enhances either attraction or retention<sup>112</sup>. When given to an employee for his services, it shows the employee that they are important in the organization and that their existence matters<sup>112</sup>.

The findings from a study revealed that pay has significant impact on job satisfaction but the promotion has significant or partial impact on the job satisfaction of educationalist. In another study on the relation between remuneration and job satisfaction, a case study of public administration employees in Pomerania region in Poland. The aim of this study was to determine how remuneration affects job satisfaction among public administration employees from one of Eastern-European countries. The study was conducted by carrying out a survey among employees of 10 public administration offices of the Pomerania Region in Poland. The study findings showed that highly remunerated employees had a high level of job satisfaction that employee with lower remuneration packages. The analysis of the results allowed drawing conclusions that remuneration has significance on overall job satisfaction. However, the study scope was in European organizations and thus findings may not accurately relate with how remunerations affects employee job satisfaction in Kenya public service.

Similarly, another study on the effects of employees' remuneration on job satisfaction in Canada was carried out. The study main objective was to determine how different remuneration packages affect employees' job satisfaction in Canadian public institutions. The study applied a descriptive cross sectional survey design and sampled a total of 3000 respondents. The study findings indicated that remuneration packages likes salary or wages containing benefits or rewards such as accommodation, a car, telephone, gas or electricity allowances, meals or milk improved the level of job satisfaction. The study recommended that working out of a good remuneration package help to attract, retain and encourage the right employees and improved the level of job satisfaction. However the study failed to show how financial and non-financial compensation and wage increase affects job satisfaction in organizations <sup>112</sup>.

Moreover, another study on the effect of remuneration, job satisfaction and organizational citizenship behavior on the employees' performance in East Java, Indonesia was carried out. The study aims was to analyze the effect of remuneration, job satisfaction and organizational citizenship behavior on employees' performance; to analyze the job satisfaction as a mediating variable of the effect of remuneration on employees' performance; and to analyze organizational citizenship behavior's role in mediating the effect of remuneration and job satisfaction on employees' performance. Data was collected using saturated sampling method. The study's findings showed that remuneration and satisfaction positively and significantly has effects on satisfaction and OCB respectively, but remuneration does not significantly has effect OCB. The results of this study indicate that the concept of the higher the remuneration received by employees, the higher their performance will be, only occurs in normal conditions. If there are obstacles in the work implementation process, then this concept does not apply<sup>113</sup>.

Additionally, another study on the effect of remuneration on employees' job satisfaction in Nigeria Oil firms recommended that employees' wages should be reviewed upward on annual basis. However, the study was undertaken in Oil companies and therefore the findings may not portray the effect of remuneration on employees' job satisfaction in public service, hence, a study on factors affecting employees' job satisfaction in Kenya public institutions was carried out. The study employed a descriptive design and sample population was obtained from public institutions. However, the study failed to show how employees' remuneration affected employee job satisfaction in terms of financial and non-financial compensation and wage increase. to this effect, another study was carried out on factors affecting employee job satisfaction in USA government organizations, the study findings indicated that employees' remuneration and rewards were the major factors affecting employees' job satisfaction. However, the study

was undertaken in different organizations in a developed country and thus the findings may not be applied to examine the effect of remuneration on job satisfaction in Public Service in developing countries. On the other hand, another study on effects of employees' remuneration on employees' job satisfaction in UK firms was conducted and found out that remuneration was not the only factor that affected employees' job satisfaction since other factors like working conditions affected job satisfaction. The study however also failed to examine the effect of remuneration on job satisfaction within the local context and hence the findings are short in explaining the effect of remuneration on employee job satisfaction in local organizations like Public Service in developing countries<sup>113, 115, 112</sup>.

On the contrary, a study conducted to establish that employees' remuneration was the major factor leading to low level of employees' job satisfaction in many public organizations in Kenya <sup>110, 111</sup>. Similarly, findings from another study on employees' remuneration in Ghana identified that remuneration is an important factor contributing to employees' job satisfaction for retention and for turnover since it acts as a major motivating factors for employees who want to stay committed to the organization. When a lecturer is paid well for the services offered to the college, it shows the lecturer that their existence in the college matters <sup>113</sup>. Lecturers are more satisfied when they feel they are being paid fairly for the work they do. The importance of money in lecturers' job satisfaction should not be underestimated since everybody needs money and all lecturers work so that they can earn money. The main purpose behind all of this is nothing but money. So, compensation plays an important role in the job satisfaction of the lecturers in colleges of education. For them, the service quality, organizational performance and job satisfaction can all be increased if the lecturers are given good salaries, which are a great motivator <sup>113</sup>.

Results of a survey revealed that, salary was ranked to be the prime factor for the motivation and job satisfaction and even retention of salaried employees of an automobile industry. The survey tried to assess the various job characteristics and the way the employees ranked them as motivators and satisfiers. The results showed that compensation was ranked as the number one job element for job satisfaction and increase in salary for performance was ranked as the number one job element for motivation<sup>118</sup>.

Money remains the most significant motivational strategy of lecturers' job satisfaction and job retention, little wonder when the establishment of incentive wage systems as a mean of stimulating workers for higher performance, commitment, and success was advocated for<sup>116</sup>. The motivational power of money through the process of job choice was demonstrated and it was further explained that money has the power to attract, retain, and motivate individuals towards higher performance<sup>118</sup>. This was confirmed when the earliest strategy of using wage increases to link job satisfaction, motivation and organizational commitment<sup>120</sup>. Since this covers only an aspect of personnel management, a holistic approach emerged which was targeted at the development of a certain quality of employment life that covers fair wages, benefits, other employment conditions and career development to support the facilitation of motivation and job satisfaction directed towards organizational commitment<sup>118</sup>.

By and large, compensation (money) is a very valuable tool for lecturers' retention and turnover in a college of education. It also works as communicator when it is given to a lecturer against his or her services which shows how much the lecturer is valuable in the college of education<sup>119</sup>. Probably the most influential factor in job satisfaction is the remuneration one gets for his/her services in the college as a lecturer, a reasonable pay compensates for many hitches, for example work overload, overtime or even a stressful job of lecturers<sup>112</sup>. Job satisfaction is directly related to remuneration

packages and dissatisfaction mostly comes up when a worker feels that he or she is not being appropriately compensated for the work he/she is doing for the organization.

Compensation is one of the core functions of human resources management that every employee gains in exchange of his services provided in the organization. It is defined as monetary and non-monetary cash paid by organization to its staff for organizational tasks performed <sup>116</sup>. A study conducted revealed that compensation is positively associated with employees' retention, commitment and better performance. The study agreed that 80 percent employees accept willingly extra responsibilities due to high and fair compensation and about 87 percent of employees approved compensation highly influenced their performance positively <sup>113</sup>.

Salary is the amount of pay that constitutes the rate of the job in the organization. It also serves the benchmarks against which bonuses and benefits are calculated. It may vary according to the grade of the job or the level of the skills required to the job. In addition to this, level of salary may be agreed upon through collective bargaining as well. It was identified that basic salary as an hygiene factor that could cause employee dissatisfaction if workers needs are not recognized. It was further revealed that salary which workers receive for satisfying their economic and societal needs, were the key elements that significantly influence job satisfaction <sup>119</sup>. Other key elements that synonymously relate to compensation and which also significantly influence employees' job satisfaction and retention are rewards, incentives, bonuses and allowances. Further still, a recent research conducted revealed that organizations should distinguish via pay structure in order to motivate and keep skillful workforce for a long-term in the organization because of such reasons, businesses ought to have high competitive market-related salary and benefits to retain quality employees and stay committed in the enterprise <sup>115</sup>.

### **2.3.2. Promotion Prospects and Lecturers' Job Satisfaction and Retention**

Promotion is a shifting of employee for a job of higher significance and higher compensation<sup>133</sup>. It could also be described as the movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package<sup>133</sup>. Another definition of promotion is the reassignment of an employee to a higher-rank of job<sup>133</sup>.

Many researchers gave their opinion that job satisfaction and retention are strongly correlated with promotion opportunities, which means that there is a direct and positive association between promotional opportunities and job satisfaction<sup>131</sup>. The reliance of the positive correlation between promotion and job satisfaction is on perceived justice by workers. A significant facet of career of an employee is promotion that affects other aspects of experience of work. They make up of a vital facet of mobility of labor related to workers, most frequently having considerable increment of wages<sup>130</sup>. Pay satisfaction and satisfaction related to job security are most significant categories of job satisfaction for ascertaining give-ups regarding future, whereas satisfaction with regard to promotion opportunities is not a major factor<sup>131</sup>. Dissatisfaction in regard to opportunities for training and promotion is strongly influenced by the purposes for give-up as compared to dissatisfaction regarding workload or pay by employing data of cross-sectional nature. Few numbers of managers makes estimation about the impact of promotions on satisfaction of workers, by concentrating on satisfaction regarding promotion. Managers who have been promoted feel more satisfaction with opportunities regarding promotion and have more expectations for future promotion<sup>130</sup>.

Promotions are also an important aspect of a worker's career and life, affecting other facets of the work experience. They constitute an important aspect of workers' labor mobility, most often carrying substantial wage increases, and can have a significant

impact on other job characteristics such as responsibilities and subsequent job attachment<sup>131</sup>. Firms can use promotions as a reward for highly productive workers, creating an incentive for workers to exert greater effort. Promotions will only be an effective mechanism for eliciting greater effort if workers place significant value on the promotion itself. Otherwise, firms would simply use pay increases to reward effort and productivity<sup>129, 131</sup>. Given all of the dimensions in which promotions can affect workers' careers and compensation, relatively little attention has been paid to the importance of promotions as a determinant of job satisfaction and retention in an organization<sup>129, 128, 131</sup>.

While several studies have investigated the determinants of job satisfaction, as said earlier relatively little attention has been paid to the role of promotions and promotion expectations. Tournament theory postulates that firms use the prospect of a promotion as an incentive for workers to exert greater effort. This paper estimates the effect of a promotion and promotion expectations on job satisfaction and retention using the 1996-2006 waves of the National Longitudinal Surveys of Youth 1979 cohort (NLSY79)<sup>129</sup>.

Estimating the effects of both promotions and promotion expectations on job satisfaction helps us to understand the importance of promotions as a mechanism for eliciting greater effort from workers. Specifically, finding that promotions lead to greater job satisfaction, even after controlling for wages and wage increases, supports the notion that workers value the promotion in and of itself. This gives firms a non-pecuniary tool for extracting effort and other positive behavior from their workers. Accurate estimates of these effects provide an indication of how effective promotions might be in eliciting effort<sup>127, 134</sup>. Furthermore, promotion expectations can also play a powerful role in motivating employees and job satisfaction. Workers who realize they are not going to win a promotion this time around may decrease work efforts, unless they believe they are still

in the hunt for a future promotion <sup>134, 130</sup>. Controlling for wages and other firm and individual characteristics, we find that a promotion increases the probability a worker will be highly satisfied with her job by a full ten percentage points; approximately equal to the effect of a fifty percent wage increase. This shows that promotions also serve to place individuals into different jobs, where their skills can be used to greater effect. However, not all promotions carry an increase in supervisory responsibilities or significant changes in tasks, indicating that promotions may also serve other functions. It was also revealed that workers value the promotion itself, above and beyond the wage increase that normally accompanies a promotion <sup>134, 130</sup>. Thus, promotions may be more cost effective than wage increases in keeping workers happy.

Promotion expectations also affect job satisfaction in the sense that workers who believe a promotion is possible in the next two years are more likely to be highly satisfied <sup>130</sup>. Furthermore, it was revealed, from various studies conducted, that past promotions continue to have an impact on job satisfaction and retention of employees, however, the effect fades over time. Finally, it does not appear that expectations can explain the gender premium in job satisfaction (women report higher job satisfaction, *ceteris paribus*) <sup>135</sup>. Promotion receipt had the same effect on job satisfaction for workers who believed a promotion was possible in the next two years as for those who did not believe a promotion was possible <sup>130</sup>. These results are robust under various cuts of the data and when dynamic panel estimation is used to control for the potential endogeneity of the promotion and promotion expectations variables.

In another survey, it was revealed that individuals with higher income aspirations have lower life satisfaction. We can extend this logic to promotion expectations as well. Our sample shows that men have greater promotion expectations. The rate at which men report a promotion is possible is 62.6 percent, as opposed to 53.7 percent for women.

However, men and women are equally likely to report having received a promotion. Thus, men are more likely to have unfulfilled expectations regarding promotions <sup>135</sup>.

As an indirect measure of the link between job satisfaction and future quits, a couple of papers have also investigated the importance of satisfaction with advancement opportunities on future job attachment, with mixed results. It was also revealed that both satisfaction with pay and job security are the most important job satisfaction categories for determining future quits, while satisfaction with promotion opportunities is not a significant factor. Another revelation shows that dissatisfaction with promotion and training opportunities have a stronger effect on intentions to quit than dissatisfaction with workload or pay. Besides, it was also revealed that nurses who report promotion prospects as the most important work characteristic do not have significantly different job satisfaction than those who report other employment characteristics as most important <sup>135</sup>.

Further still, it was also revealed that when employees perceive promotion opportunities outside their current organization while at the same time perceiving little or no promotion prospects in their current organization is a good reason for them to think of leaving their present work place for another. Therefore an employee's perception of a promotional prospect within an organization is one of the very important factors that influence employee intention to remain or quit an organization. This is because employees feel more motivated to work in organizations which provide them with promotional prospects to new challenging positions. Conversely, if an employee stagnates in one position for long, he or she is not motivated and therefore unlikely to stay in such unfulfilling jobs <sup>128, 125, 124, 130</sup>. Employees' promotion leads to increased pay, higher status, and higher self-esteem resulting in increased job satisfaction unlike those employees who stagnate in the same position. Therefore employees' turnover intentions

are lower in organizations where there are clear career growth paths than in organizations where employees' careers are static with little or no promotional prospects <sup>131, 130, 132</sup>.

Lack of an employees' growth in an organizations leads to career plateau resulting to rise in turnover intention because such employees want to advance their career elsewhere in the environment <sup>130</sup>. The aim of promotional procedures of an organization should enable employers to get the best available talent in an organization to occupy positions in the organization. This provides employees with a chance to progress within the organization hence more motivated reducing turnover intentions <sup>131, 134</sup>.

In another study on career growth and its influence on organizational commitment and turnover intentions, it was found out that career growth dimensions were negatively related to turnover intentions and effective occupational commitment was found as a partial (mediation) on other relationships. It was also indicated that organizations that provide good environment for career growth through supporting them to achieve their career goals by improving their skills and knowledge, awarding regular promotions as well as good remunerations, such employees would reciprocate by enhancing a moral obligation to work hard for their organizations and therefore think less about resignation or intention to leave <sup>123</sup>.

The importance of career advancement in reducing turnover intentions by alluding that turnover intention among workers is reduced significantly when such employees perceive career advancement opportunities in their current employment as appealing <sup>130</sup> and the position was supported by claiming that organizations that satisfied the needs of its employee through career development and promotions, such organizations managed to reduce turnover intentions of such employees significantly <sup>123, 124</sup>. Results from another study showed that many young lecturers tend to give more emphasis to career growth and tend to leave a college of education that have no prospects for growth for the one that

offers prospects for career growth. Therefore, lecturers who perceive their colleges' interests in their career growth through staff development opportunities and promotion positively respond in the development of the college leading to low turnover intentions <sup>130, 124, 128</sup>. In a study on motivational factors leading to lecturers' retention and engagement in colleges of education showed that the most important factors influencing lecturers' retention are financial rewards, teacher promotional opportunities, career development opportunities as well as recognition. The study further recommended that colleges should formulate suitable retention strategies through enhancing motivation to reduce turnover rates for its lecturers <sup>128, 134, 133</sup>.

Promotion and advancement opportunities influence lecturers' job satisfaction and job retention. Various studies reported a positive relationship between promotional opportunities and job satisfaction. From those studies, it was revealed that a negative relationship between measures of promotional frustration and measures of attitude towards a college. This implies that if lecturers perceive a possibility of or a path to be promoted in a college, they will be more satisfied with their current job as the promotion assures them of more responsibilities and higher compensation resulting to lower turnover intentions <sup>123, 124, 125, 126</sup>.

It was also postulated that promotion opportunities in a college stimulates personal development among lecturers leading to enhancement of interest in the job. On the other hand, when such lecturers stagnate in their current positions, their motivation to stay in such positions usually nosedive and would most certainly not remain in such unfulfilling positions. This is because as postulated in those studies, promotion usually comes with increased remuneration, higher status, boosted self-esteem leading to more authority, responsibility, independence as well as higher job satisfaction <sup>128, 130, 134, 136</sup>. It was also revealed that lecturers value the promotion itself, above and beyond the wage

increase that normally accompanies a promotion<sup>134, 130</sup>. It was also argued further that promotion of employees provides incentives to initiate enterprises and ambition as well as minimizing discontent and industrial unrest, leads to attraction of capable individuals, necessitates logical training for advancement which results to an effective reward loyalty, cooperation and long service in one's career.

### **2.3.3 Training, Development and Job Satisfaction and Retention**

Colleges of education invest much of its capital on the training and development of its lecturers. It makes the case sensitive to investigate whether training is giving benefit to the trainees and to what extent training process could be improved. Training not only enhances the performance of the lecturers but also helps them to motivate and develop undergoing relationship with the college<sup>94</sup>. Training refers to an activity which deliberately attempts to improve a person's skill at a task. It was stated that colleges of education conduct training for three purposes which are to carry the colleges' strategy, bringing innovation and advancement in technology. That is done to improve the quality of the product and for the provision of quality services. It was further added that training also depends on the importance the colleges give to its lecturers' skills. Training is also linked with the innovation, thus the lecturers' needs to be trained to cope with the latest developments and technological changes. It was also observed during a study that if training is of general nature and is provided by the employer at no direct cost to the workers then workers typically reports larger productivity gains from the training during work hours. Beside this fact, it was elaborated that workers with greater earnings are always willing to participate in the training<sup>108</sup>. Training was described as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. He goes on to note that training is a pervasive activity in society, taking place within industry and commerce, government agencies and

departments, health care organizations, and all branches of the armed service. Within every organization, training occurs at all levels of human resources and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin, and skill level <sup>94</sup>. Moreover, it was noted that training is a sub-process of the overall process of matching individuals to jobs (a process that begins with the screening, selection and placement of employees). When relating it to colleges of education, it was believed that training serves three important functions. These functions are:

- maintaining lecturers' existing performance as required by the college;
- improving lecturers' motivation by strengthening their beliefs in their abilities to perform their jobs; and
- assisting the lecturers with the socialization and understanding of organizational priorities, norms, and values. Training methodology, structure, delivery, and content all reflect these organizational issues <sup>107</sup>.

Training methods are either on-the-job, implemented outside the organization or a combination of both they are apprenticeships, coaching, distance learning, inter-ships, job assignment, job rotations, lectures, mentoring and online training <sup>107</sup>.

In a study conducted on the impact of training and development on job satisfactions of employees, training was linked with the employee's productivity which leads to employees' satisfaction. A significant positive relation of training and job satisfaction was found out in Britain using Ordered Profit Estimation. Also, the relationship between training satisfaction and overall job satisfaction was investigated when analyzing a sample of 552 customer and technical service employees from the United States and Canada, a significant positive relationship in terms of a bivariate regression coefficient was found out. It was stated that if employees are trained at low level it would increase their tendency towards leaving the organization, while high level

training increases the employees' satisfaction and focuses him/her to stay in the organization<sup>94, 107</sup>. Similarly, another study on the relationship of on-the-job training and job satisfaction was conducted. the results showed a significant positive correlation of employer-financed training and job satisfaction for men<sup>94</sup>. In a similar vein, the effects of schooling on lifetime well-being were examined, positive effects using twins and siblings data was the results. Closely related to that is another study carried out on the determinants of job satisfaction, among the results were the information about training participation.

Furthermore, it was found out in a similar research that, organizations that offer employees a relative high degree of development opportunities and internal career possibilities elicited higher level of performance and commitment. Besides, the organizational behavior developed in a positive way and intention to remain in such organization increased. In a similar vein, it was argued that personal development opportunities had a positive effect on the perceived rationalism of the employment relation, which in turn accounted for higher levels of commitment and job satisfaction and even low turnout intentions<sup>96, 98</sup>. It was found out, in another study, that the organizational commitment and organizational citizenship behavior is higher in organizations that offer training opportunities than in organization that do not offer such learning possibilities<sup>100</sup>. In contrast, it was revealed from another study that violation of perceived training obligations result in reduced organizational commitment and increased intentions to leave the organization<sup>109</sup>.

These research findings suggest that it is beneficial for organizations to provide training and developmental opportunities in terms of work attitudes of employees. The following categories of work attitudes are suggested to be relevant in relation to training and developmental opportunities; commitment, job satisfaction, intention to leave, and

employment security. Therefore, we will hypothesize these depictions of work attitudes in relation to training and developmental opportunities<sup>94, 109, 107</sup>.

Better still, there are empirical indications that training and development are positively related to employee retention. The extent to which human resources management practices have an effect on the perceived ability to attract and retain employees was examined. Besides offering teamwork and participation, autonomy and decentralized decision making, practices creating opportunities for training and development are most effective. It should be noted however that this study focused on expert opinions, opposed to actual employees' perceptions with regards to several human resources management practices<sup>109</sup>. It was concluded that perceived investments in employees' development correlated negatively with employees' intention to leave the organization. However, the intention to leave was fully mediated by job satisfaction and affective commitment<sup>109, 107</sup>. The voluntary turnover of a large sample of manufacturing employees who were participating in tuition reimbursement programs was examined. It appeared that while employees were still in school the voluntary turnover decreased. Once the graduate degree was earned, the turnover increased. If the degree was earned and the employees were subsequently promoted the turnover would be significantly reduced. So, it was concluded that, in line with present insight in the human capital theory, that enhancing employees' general skills will increase their marketability and therefore the perceived alternatives, which in turn increases turnover. If promotion followed the graduation, then the turnover decreased, and the negative impact on retention was stronger than when employees were promoted without attaining a degree. One may suggest that the employees attribute their promotion to earning an advanced degree, which was provided by the employer. Based on the social exchange theory this would enhance their satisfaction and commitment to the organization<sup>109</sup>.

In a similar study, the impact of supervisor support for development, career adaptability, affective commitment and turnover intentions was examined and also found out the conflicting relations between enhancing employees' employability and attitudes with regards to turnover. Supervisor support for development was negatively related to intention to leave. Next to this, it is recognized that it is somewhat counterintuitive to invest in employees' development and thereby enhancing employee mobility, but this might be the price organizations pay in exchange for an flexible workforce <sup>109, 107, 94</sup>.

The major reason organizations include training at the place of work is to offer employees the skills needed to improve the organization's business in an overall positive way. Trained workers can provide benefits in obtaining good outcomes and assistance in a short time. An excellent trained employee will give a good consumer service experience and attract new customers in a long period. Therefore, we can understand that training practice will promote the aims and objectives of some organizations, and ultimately make the organization more professional in terms of productivity, management, and services <sup>94</sup>.

Training is a must for teaching staff to keep them on track of globalization growth and development in the aspect of technological advancement. It can improve employees' knowledge, skills and potential creativeness. It can also improve teaching and learning skills of both the lecturers and the students in the college <sup>94</sup>. A range of exercises initiated by an institution leads to knowledge acquisition or development skills. Practice is an essential part of every organization. Researches have it that the current development of the world economy, technology, and rapid change require organizations like colleges of education to constantly train their lecturers, motivate and honor them so that they in turn will feel satisfied with their job and the college at the other side will be able to retain them for long <sup>107, 94, 102, 101</sup>.

Education aims in human resources development are to think about the progress of human capital which is the key component of the education system. The development of human capital in every department most in the educational field can make a bigger difference in performing their part efficiently and effectively. Education is a service industry. Training and development is necessary for the job satisfaction of employees at all levels because their entry skills will wear out and become obsolete over some time and must be updated every now and then <sup>109</sup>. Education is essential to the growth and development of a country. It was pointed out that teachers lay the moral foundation for good citizenship, therefore, the teacher's work is beyond the scope of teaching. It extends to shaping and mentoring youth, monitoring students, and strengthening public personality training <sup>94, 96</sup>.

Accordingly, an organization that offers training and development programs to its employees achieves high employee job satisfaction and less turnover. Employees benefit greatly from workers' training and development plans. Most workers realize the value of training programs and want to raise their pays. Staff training is still a broad driver of the job <sup>94, 109</sup>. Appropriate training surroundings should be developed in the college. Staff should be confident to recognize the area in which everyone requires to be trained. Training and development programs presented by the institution must be in line with the outlook of the staff and this must be linked to the individual development wants of an institution. This will develop positive perceptions among the faculty members <sup>94</sup>.

A large number of studies have confirmed that usual education practice cannot create the senior thinker/employees necessary by the employment market. Those changes have prompted universities around the world to expand a program designed to provide possessions and training to improve the efficiency and effectiveness of the training process. The training environment plays a vital role in employees' job satisfaction,

leading to employee job satisfaction. Few theories are as follows related to training environment and design <sup>109</sup>. It was submitted that training can be shifted from one exercise to different (e.g., performance training) if these two exercises are identical and experience several simple elements. The level of conversion is additionally defined by a level of similarity within the actual context of training and objective context of the play <sup>104, 94</sup>.

If the theory of principles is applied in training, it can be considered that training must concentrate on learning the common principle required for a task so that trainees can apply them to resolve troubles in the transportation surroundings. That theory shows the training environment can be designed without worrying about the similarity with the transition status that the trainee will encounter when applying for tasks, as long as the basic principles can be used and the training content can be summarized, for example common principle regarding troubleshooting can be applied to resolving conflict management in an organization <sup>109</sup>.

The human resources in charge of training need practical experience and must have the capability to meet the needs and expectations of workers <sup>94,101, 98</sup>. There is a statistically positive correlation between trainer quality, learning transfer, and employees' happiness. Trainers perform a very important role in providing an efficient learning situation for workers who needs to fully ready to promote the achievement of training programs <sup>107</sup>.

The training plan structured by the university must be related to the common problems faced by the learners' community. Teaching policy should be designed in ways that contribute significantly to the development of learners' various skills such as perception, personality, and sense of responsibility <sup>94</sup>. When designing training, there are four main areas to consider. Which content will reach the learners, need, which phases

should be incorporated in the development of training procedures, which resources are on hand because it is necessary to consider resources, especially financial resources, and what content? Some potential challenges of this training program. When designing a training program, some challenges will be encountered, so measures must be taken to provide elucidation to these challenges. The most important phase of the training strategy is to reach the needs of learners. Supervisors and managers should identify weaknesses to improve them. Then, employees are sent to receive training so that they can improve their weaknesses without hurting them<sup>109</sup>.

Furthermore, it was submitted that training courses help employees to fulfill their responsibilities in an efficient and effective mode. When they discover the learning programs are very enjoyable and assist them to do their job proficiently, they can make efforts to obtain the utmost benefits from the program. Moreover, they will try to execute the knowledge, skills and abilities gained from the training program that will assist them in obtaining promotion and reimbursement. The training creates a significant impression between the work-force of the organization and improves their working life<sup>109</sup>.

#### **2.3.4 Leadership Styles and Lecturers' Job Satisfaction and Retention**

Any leadership style adopted by a particular educational manager has a way it impacts on lecturers' motivation, job satisfaction, performance and organizational commitment which in turn may influence their decision either to leave or stay with the organization. Retaining employees is important to the continuing success of any organization, because of the skills and knowledge that employees accumulate while working for the organization. An organization with a high level of employee turnover faces the costs and effort of recruiting, inducting and training new employees, with the risk of business disruption while new employees get up to speed on the job. Whereas a majority of observers have attributed labor turn over in organizations to all sorts of motivational

factors, an understanding of the contribution of leadership style needs to be put into context<sup>138</sup>.

Several studies have tried to explain the different styles of leadership and the extent to which leaders' style can affect the overall success of a team or an organization being led by them. In addition, so many studies have tried to explain the relationship between managers' leadership styles and the different aspects of employees' organizational behaviors. Job satisfaction, job performance and turnover and retention are some of the most important areas in organizational behavior <sup>110</sup>.

Leadership style is a behaviorally oriented approach to understanding the concept of leadership. Subordinates, normally look at their leaders' behavior as their style of leadership. From this viewpoint, it could be concluded that behavior approach and style approach could be used interchangeably <sup>109</sup>. The style approach focuses on leaders' behaviors and explains how they combine task and relationship behaviors to influence subordinates in their efforts to reach an organizational goal <sup>139</sup>. Several behavioral studies have pointed to two leadership styles; the task-oriented and the relationship-oriented leadership styles.

The primary concern of task-oriented leaders is achieving defined targets of their organization. It was argued that task-oriented leaders encourage their employees to achieve their objectives by giving them exact definitions about their roles, establishing objectives and criteria of evaluation, specifying directions and instructions, setting time schedules, and determining the ways by which goals could be achieved. He believed that task-oriented leaders often apply a one-way method to communicate with subordinates about their duties and responsibilities and the way they are expected to fulfill their tasks <sup>108, 104</sup>. It was specified that there are some activities such as clarifying responsibilities and roles, defining objectives, performance measurement and control, and planning for

short-term periods as the main behaviors of task-oriented leaders. What is there to understand therefore is how the task oriented behaviors relate with motivation of staff and intentions to stay in or leave the organization. Defining roles and specifying directions for staff may be a motivator for staff depending on what kind staff one is dealing with and may as well be a “demotivator” for others <sup>138</sup>.

The main concern of relationship-oriented leaders is mostly focused on building and developing interpersonal relationships. It was argued that unlike task-oriented leaders, relationship-oriented leaders prefer a two-way method to communicate with their subordinates. He believed that to support their employees socially and emotionally should be their desire. It is also very important to them to help employees to feel comfortable in the workplace and develop their careers. The most important behaviors of relationship-oriented leaders could be categorized into three sorts of behaviors including “supporting”, “developing”, and “recognizing” behaviors. Still the success of relationship-oriented leadership style will depend on the characteristics of a particular employee. For instance if the employee happens to fall in the category as described by McGregor in theory X, then relationship oriented style will not be helpful <sup>140</sup>.

One of the critical roles of management is to create a work environment that will endear the organization to employees. It also includes influencing these employees’ decision to be committed and remain with the organization even when other job opportunities exist outside the organization <sup>139</sup>. It was observed that the role of leadership and a supervisor is crucial in staff retention, and argues that employees leave managers not companies. It was stated further that organizations may no longer afford to leave the responsibility for keeping well performing employees in the hands of the human resources management departments. Responsibility and accountability for retaining talent need to move out to the front lines and into the hands of leaders<sup>139</sup>. Leaders and their skill

in building a climate of retention, a culture that speaks to employees in a way that encourages them to stay, will be an organization's best defense against unwanted turnover. Leaders are therefore the secret weapon in keeping valued talent longer <sup>139</sup>.

A two way communication is regarded as a core management competency and a key management responsibility. Leaders should adopt a style that would establish and confirm their leadership authority by means of appearing competent and trustworthy. Effective leaders should guide members in a manner that allows them to contribute to the achievement of the group's overall goal <sup>140, 135</sup>. It was argued that employees are more likely to remain with an organization if they believe that their managers show interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. The quality of relationship an employee has with his or her immediate managers elongates employee stay in an organization <sup>105, 109, 104</sup>. However, it was affirmed that incompetent leadership results in poor employee performance, high stress, low job commitment, low job satisfaction and turnover intent <sup>142</sup>.

In a study conducted on the state of South African Training Industry indicated that management style was the most prominent retention factor in South Africa <sup>105, 104</sup>. It was revealed in another research that majority of the employees in organizations surveyed planned to remain with their organizations at least for the next five years because of the prevailing culture of management care <sup>142</sup>. It was also revealed that leadership behavior has a positive influence on organizational commitment and turnover intention <sup>141</sup>. Also, it was revealed that organizational culture and leadership are some of the major causes of staff turnover in the hospitality industry <sup>103</sup>. Moreover, it was contended that transformational leadership, which is comparable to relationship-oriented leadership style, is the key factor in reducing and mitigating turnover intentions <sup>109</sup>. It was

established that leadership style, specifically lack of involvement in decision making and inadequate communication were some of the issues that caused dissatisfaction of academic staff of the University of Nairobi <sup>140</sup>. It is therefore evident in literature that leadership style is crucial in staff retention. Organizations must therefore take extra care while hiring managers; in addition to professional competence, managers must be thoroughly tested for their likely leadership style <sup>139, 142, 140, 136</sup>.

In a study conducted on the effect of transformational leadership style on the organizational variables like job satisfaction, organizational commitment, psychological well-being etc., towards positive organizational outcomes, it was revealed that transformational leadership style significantly influences many individual and organizational variables like job satisfaction, organizational commitment, psychological well-being just to mention a few, towards positive organizational outcomes irrespective of the location of the study. It implies that, leaders in today's organizations have to consider imbibing transformational leadership behaviors in order to become more effective in their trade. Notable relationship between contingent reward and job satisfaction was identified <sup>140, 139</sup>. This was the only dimension in transactional leadership which turned up to have a relation with satisfaction. However, all five attributes of transformational leadership depicted a healthy relationship with satisfaction on the job<sup>140</sup>. The study also identifies some of the leadership styles prevalent in organizations like colleges of education <sup>139</sup>. These include transformational, transactional and passive leadership styles. Success in the business environment demands leaders that can create a vision for the future of the organization and lead and develop the next generation of leaders. The baby boomer generation is reaching retirement age and organizations may begin to realize the need to fill critical executive-level vacancies created by their

departure. The results of this study also indicate that there is a relationship between leadership styles and job satisfaction in the retention of employees in an organization <sup>142</sup>.

The findings of another study conducted to find out the influence transformational leadership style and job satisfaction on teachers' turnover intentions indicate that a transformational leadership style and job satisfaction can significantly influence employee turnover intention<sup>140</sup>. It was therefore suggested that business leaders should develop training and mentoring programs to aid their employees to become effective leaders within the organization. Organizations should consider implementing a multi-rater, or 360-degree assessment program coupled with employee attitude surveys. These tools can provide feedback on leaders' performance that organizations can apply to strategies for improving leaders' development <sup>142</sup>. The information can also be used to identify specific areas of job satisfaction or dissatisfaction within the organization. Business leaders should direct their efforts towards the areas that will provide the organization with the most return on investment, the areas that are most critical to their employees' job satisfaction and turnover intention<sup>142</sup>. The results of this study also identified the job satisfaction constructs of contingent rewards, nature of work, and communication as having the largest effect on turnover intention. An organization could schedule reoccurring surveys, sensing sessions, or other means to gauge the level of job satisfaction to identify which of the nine categories most strongly drives overall job satisfaction<sup>142</sup>.

In another study, it was reported that a significant positive association between transformational leadership and job satisfaction of employees exist. It was further reported that a significant and positive association between transactional leadership and job satisfaction<sup>142</sup>. On the contrary, Several scholars have expressed that laissez-faire leadership represents a situation of no leadership and therefore, may not be connected to

employee level of job satisfaction <sup>140</sup>. It was therefore concluded that any organization where leaders failed to adopt an effective style, job satisfaction and emotional feelings of their subordinates will be very low and there is a high tendency that employees will exert little efforts in achieving the objectives of such organization <sup>139</sup>.

The relationship among transformational leadership, transactional leadership and job satisfaction are investigated using Pearson correlation in another study. The findings of the study supported that a significant relationship was found between transactional and transformational leadership style and employees' job satisfaction. The transformational and transactional leadership styles positively influenced job satisfaction of instructors working in Universities in Mogadishu<sup>139</sup>. In other words, the findings supported that instructors working in Universities in Mogadishu significantly preferred both types of leadership styles. However, there is a strong relationship between transformational leadership style and job satisfaction<sup>139</sup>.

The results further indicated a significant relationship between job satisfaction and transactional leadership style. This means that instructors were satisfied with transactional leadership styles that currently exhibited by their administrators. However, there is small relationship between transactional leadership styles of the instructors, administrators and job satisfaction of the instructors. However, the above result supported the hypothesis of the study that there is a positive relationship between leadership styles (transformational and transactional) and job satisfaction<sup>139</sup>.

In another study conducted on the influence of the transactional and transformational leadership styles on the job satisfaction teachers in Malaysia, the findings revealed a contradiction on assertion that leaders preferred transactional leadership to transformational leadership. This finding can be interpreted to mean that

transformational leadership creates a collegial working environment that allows basic school teachers to feel more comfortable<sup>139, 140, 142</sup>.

The finding also revealed that there was no relationship between head teachers transactional leadership style and their teachers' job satisfaction in Kwabre East Municipal. This indicates that transactional leadership style of head teachers does not improve teachers' job satisfaction. It was claimed that under transactional leadership, followers such as teachers are powerless to increase their job satisfaction. As a result, the study's finding also suggests that transactional leadership is the least effective in transforming the work environment since it assumes that individuals are primarily driven by simple rewards such as punishments and rewards management<sup>141</sup>. Similarly, it was revealed that the principals' transactional leadership style correlated significantly and positively with their teachers' job satisfaction in a study conducted in Kenya's Nandi South District. However, the head teachers' transformational leadership style was found to have a strong positive relationship with teachers' job satisfaction, implying that head teachers' transformational style enhances teachers' job satisfaction<sup>141</sup>.

It was indicated that, head teachers might have motivated, inspired and created a positive environment and serve as role models for teachers. Transformational leaders are capable of motivating and inspiring teachers to collaborate in order to achieve the school's goal and vision. They normally encourage and strengthen each teacher who is eager to work and succeed<sup>138</sup>. Teachers' job satisfaction will be induced in facilitating the achievement of the organizational goals if the practice of transformational leadership can be improved in school organizations.

The findings from another study revealed that, there was a positive relationship between transformational leadership style and job satisfaction<sup>142</sup>. Transformational leaders pay close attention to their followers' needs and motivations, as well as

attempting to help people attain their full potentials. It was therefore suggested that head teachers may have addressed teachers' demands and concerns, satisfied their needs and expectations, inspired them to go above and beyond what was expected of them, and pushed them to be creative and inventive, resulting in higher teachers' satisfaction<sup>141</sup>.

Furthermore, the lack of a significant relationship between head teachers' laissez-faire leadership style and teachers' job satisfaction implies that when head teachers demonstrate an "I do not care policy" or "carefree" attitude in their leadership style, teachers' job satisfaction is more likely to suffer<sup>136, 137, 138</sup>. The findings also revealed that a laissez-faire leadership style does not have any relationship with job satisfaction and turnover intentions of teachers in secondary schools<sup>136</sup>.

Additionally, the study result revealed that there was no significant association between overall head teachers' leadership styles and teachers' job satisfaction and turnover intentions<sup>139</sup>. This suggests that head teachers' general leadership styles are completely unrelated to their teachers' job satisfaction and turnover intentions. As a result, the leadership styles of head teachers have little bearing on teachers' job satisfaction<sup>139</sup>.

It was also revealed that democratic leadership style promotes high teachers job satisfaction and as well reduce teachers' turnover intentions in primary schools in Songea and Morogoro as compared to autocratic leadership style and laissez faire, the results also depicted a positive relationship between democratic leadership style and teachers' job satisfaction as well as in primary schools in Songea and Morogoro districts of Kenya<sup>136</sup>.

This implies that the more the head teachers practiced democratic leadership style the more teachers were likely to report high job satisfaction. In other words, democratic leadership style is the type of leadership promotes high teachers job satisfaction in primary schools. Democratic leadership recognizes individual teachers in formal and informal positions to take responsibility for leadership activities by a network of

interactions in schools. In this context, democratic leadership was characterized by a form of collective leadership in which teachers developed expertise by working together, concluding that engaging many people in leadership activity was the core of democratic leadership in action<sup>136</sup>.

Democratic leadership style is the one which promotes high teachers job satisfaction in primary schools. There is a significant correlation between democratic leadership style and high teachers' job satisfaction. This asserted the fact that democratic leadership style is dominant in best performing schools while autocratic leadership style is dominant in poor performing schools. In regard to performance, the study demonstrated that in best performing schools, the current level of teachers' job satisfaction is high while in poor performing schools the current level of teachers' job satisfaction is low<sup>137</sup>.

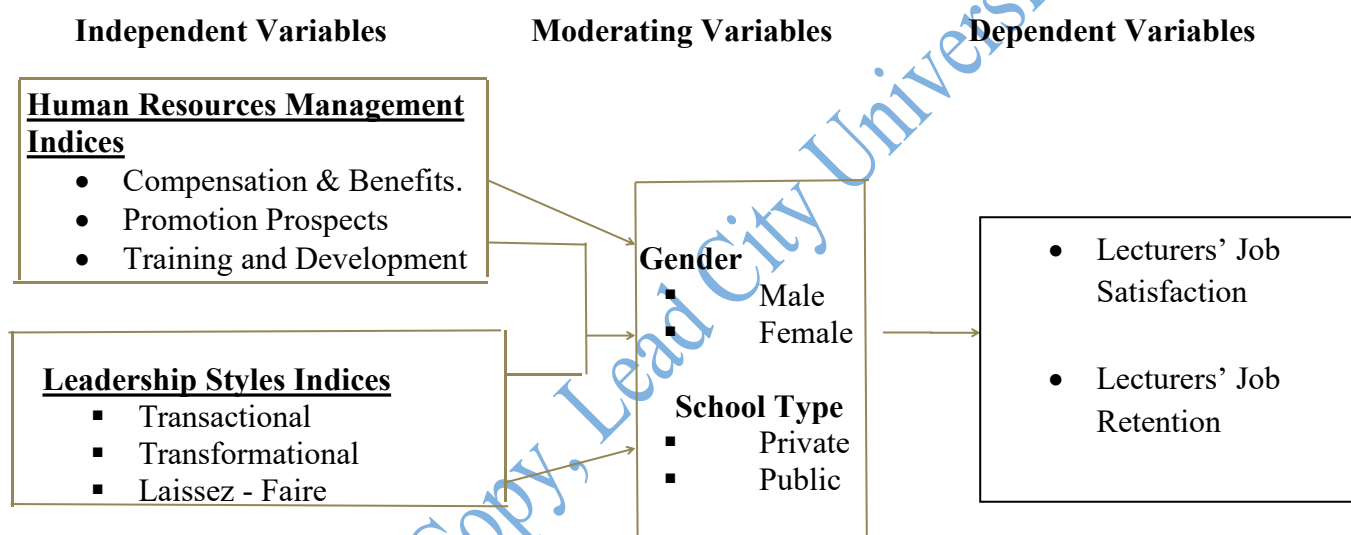
The findings of this study therefore, leads to the conclusion that, head teachers' leadership style is a critical variable in teachers' job satisfaction as well as teachers' turnover intentions in primary schools. As a result, the current teachers' job satisfaction is high in best performing schools and low in least performing schools since democratic leadership style promotes high teachers' job satisfaction. It also concluded that democratic leadership style is the best style of leadership that could enhance high teachers' job satisfaction in primary schools<sup>137</sup>.

The study discovered that the democratic leadership style has a considerable favorable impact on teachers' job satisfaction and teachers' job retention<sup>137</sup>. This suggests that when school administrators employed a democratic leadership style, teachers were more satisfied with their jobs. Head teachers' application of two-way communication significantly and strongly affected the teachers' level of job satisfaction positively. The use of two-way communication by head teachers had a significant and favorable impact

on teachers' job satisfaction. Furthermore, the findings revealed that the head teacher's demeanor encourages employees' teamwork. This is because head teachers are not experts in every subject, listening to others before making conclusions is more effective and precise<sup>136, 137,142</sup>.

## 2.4 Conceptual Framework

From the background to this study, and review of related literature, human resources management practices and leadership styles have been established as being complimentary to the lecturers' job satisfaction and retention in colleges of education in Oyo State. This is depicted in the figure 2.9 below:



**Figure 2.9: An Interactive Model of Human Resources Management Practices Indices and Leadership Styles Indices and Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State.**

**Source: Researcher's Fieldwork 2023.**

The model in figure 2.9 indicates that lecturers' job satisfaction and retention are influenced by different human resources management practices indices like lecturers' compensation and benefits, promotion prospects, training and development as well as that of Leadership Style indices such as transactional, transformational and laissez - faire. The mathematical notation below could be used to represent the relationship in the model.

That is:  $JS \ \& \ R = f(HRMP \ \& \ LS)$

Where:

JS = Lecturers' Job Satisfaction;

R = Lecturers' Retention

f = Function of (depend on).

HRMP = Human Resource Management Practices,

LS = Leadership Styles

The model therefore, revealed that if a college of education has to work with employees (lecturers most importantly) for the attainment of the goals and objectives of teacher education, they should be made to work under a very conducive and friendly environment. This would invariably make them to be satisfied on their jobs and possibly be retained on the job for a longer period of time.

## **2.5 Summary of Gap in Literature Reviewed**

The empirical studies reviewed in, pointed out that human resources management practices (compensation and benefits, promotion prospects, training and development of lecturers) and leadership styles (transactional, transformational and laissez-faire) are the major determinants of lecturers' job satisfaction and retention in colleges of education 93,47,84, 121, 119, 109, 134,56.

The empirical studies reviewed in showed that the aim of compensation and benefits, promotion prospects and training and development of lecturers in colleges of education is to ensure that the lecturers in these colleges are well catered for in a cost effective and timely manner. It was therefore postulated that, before any lecturer is recruited in these colleges, there should be policies that will spell out the guidelines or processes for the compensation and benefits, promotion prospects and training and development of these lecturers in these colleges of education <sup>3</sup>.

It was also revealed that in a situation where lecturers' compensation and benefits, training and development and promotion prospects processes were wrongly done, the morale and motivation of lecturers to work very hard would be dampened and the lecturers that are products of such situations would not be fulfilled in the colleges, also, the level of those lecturers' job satisfaction would be very low and this tend to have an hyper effect on the rate of turnover intentions of the lecturers <sup>48, 52</sup>.

Also, some of the literature reviewed in argued that the type of leadership styles put on by the provosts of these Colleges of Education should be the one that would ensure the lecturers' job satisfaction as well as their retention in the colleges for a long period of time<sup>47, 52, 30,109,100, 104, 103,100</sup>

It was also revealed from the empirical studies reviewed in, that transformational leadership (which is comparable to relationship-oriented leadership style) is the key factor in reducing and mitigating turnover intentions <sup>109</sup>. It was established that leadership styles which specifically involve lack of involvement employees in decision making and inadequate communication were some of the issues that caused dissatisfaction of employees in an organization <sup>100</sup>. It is therefore evident in literature that leadership styles are crucial in lecturers' job satisfaction and job retention. Organizations like colleges of education, must therefore take extra care while hiring managers; in addition to professional competence, managers must be thoroughly tested for their likely leadership style <sup>109, 00, 104, 103,100</sup>.

The empirical studies reviewed in, also pointed out that before lecturers can record high level of performance in these colleges, the leadership styles employed by the provost and other administrators like the deans, heads of department, various committee chairmen, just to mention a few, should be the one that would elicit job satisfaction and job retention of the lecturers in these colleges of education<sup>8, 87, 86, 56, 109, 103,104, 57</sup>.

Emphasis is also being laid on getting the right caliber of people with a very sound orientation, knowledge and intelligence into the lecturing cadre of the colleges of education as well as getting the materials and equipment needed to effectively train teachers in these colleges rather than producing half-baked NCE graduates<sup>61, 51</sup>.

Also from the studies reviewed in, it was revealed that the relationship between lecturers' placement and job satisfaction is a significant one<sup>104, 106, 103</sup>.

Apart from these, it was argued that sound compensation policy helps an institution to attract and retain qualified and skilled lecturers<sup>93, 17, 56, 57</sup>. It was also revealed that salary was ranked to be the prime factor for the motivation and job satisfaction and even retention of salaried employees in organisations<sup>110, 115, 118, 120</sup>.

It was also postulated that job satisfaction and retention are strongly correlated with promotion opportunities, which means that there is a direct and positive association between promotional opportunities and job satisfaction. It was also revealed that promotion expectations can also play a powerful role in motivating employees and thereby increase their level of job satisfaction and reduces their level of quit intentions<sup>134, 130</sup>.

Furthermore, it was revealed that organizations that offer employees a relative high degree of development opportunities and internal career possibilities would elicit higher level of performance and commitment in their employees which will invariably reduce turnover intentions of these lecturers. In a similar vein, it was argued that personal development opportunities had a positive effect on the perceived rationalism of the employment relation, which in turn accounted for higher levels of commitment and job satisfaction and even low turnout intentions<sup>96, 98</sup>.

Thus, the frameworks (theoretical and conceptual) together with the reviewed work formed the basis of this study. Hence, this study focused primarily on assessing the

influence of human resources management practices (compensation and benefits, promotion prospects, training and development) and leadership styles,(transactional, transformational and laissez-faire) on lecturers' job satisfaction and retention in colleges of education in Oyo state.

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## Chapter Three

### Methodology

This chapter describes the specific research methods and techniques that were used in this study. Specifically, it focused on the research design, population of the study, sample and sampling techniques, the instrument for data collection, validity and reliability of the instrument, method of data collection and methods of data analysis.

#### 3.1 Research Design

The descriptive survey design was used for this study. This design was useful for this study in that it allows the researcher to describe the characteristics of the population under study without manipulation of the variables <sup>1,2,10</sup>.

#### 3.2 Population of the Study

The population of the study comprised all lecturers in colleges of education in Oyo State which comprised of one federal, two state and two privately owned colleges of education.

These were:

S/N	Colleges of Education in Oyo State	Total Population
1.	Federal College of Education (Special), Oyo	563
2.	Emmanuel Alayande College of Education, Oyo	505
3.	Oyo State College of Education, Lanlate	135
4.	Muftau Lanahun College of Education, Ibadan.	98
5.	Al Ibadan College of Education, Ibadan	88
	<b>Total</b>	<b>1,451</b>

Source: <sup>5,6,7,8,9</sup>

#### 3.3 Sample and Sampling Techniques

All lecturers in each of the colleges were used as samples and the sampling technique used is Intact sampling technique <sup>4,10</sup>.

<b>S/N</b>	<b>Colleges of Education in Oyo State</b>	<b>Total Population</b>
1.	Federal College of Education (Special), Oyo	563
2.	Emmanuel Alayande College of Education, Oyo	505
3.	Oyo State College of Education, Lanlate	135
4.	Muftau Lanahun College of Education, Ibadan.	98
5.	Al Ibadan College of Education, Ibadan	88
	<b>Total</b>	<b>1,451</b>

Source: <sup>5, 6, 7, 8, 9</sup>

### **3.4 Description of Research Instrument**

The research instrument that was used for this study is questionnaire. The questionnaire was designed by the researcher to elicit the responses of lecturers on human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo State. The questionnaire is titled "Human Resources Management Practices, Leadership Styles, Job Satisfaction and Retention Questionnaire" (HRMPLSJSRQ). It is divided into two sections, section I was to elicit demographic characteristics of the respondents such as age, gender, qualification, status, number of years spent in the college, area of specialization, name of the college and year established.

Section II of the instrument would elicit information from the respondents on whether or not the lecturers' compensation and benefits, promotion prospects, training and development, transactional leadership style, transformational leadership style and laissez-faire leadership style have influence on lecturers' job satisfaction and retention in colleges of education in Oyo State. Item number 1 – 28 were for research question one (1 – 19 were to measure the level of job satisfaction of lecturers and 20 – 28 were to measure the level of job retention of lecturers in colleges of education in Oyo State.) Item numbers 29 – 38 were for research question two (29 – 32 were for compensation and benefits; 33 – 35 were for

promotion prospects; while 36 – 38 were for training and development). Item numbers 39 – 49 were for research question 3 (39 – 42 were for transformational leadership style, 43 – 46 were for transactional leadership style and 47 – 49 were for laissez faire leadership style).

### **3.5 Validity of the Research Instrument**

The validity of the instrument was carried out through face and content validity method<sup>3</sup>. For this purpose, the research instrument was scrutinized by the supervisors who equally vet the structuring, adequacy and content of the items in the questionnaire. Also, other experts in research items generation in the Faculty of Education, Lead City University and University of Ibadan were consulted. All corrections were effected before administration.

### **3.6 Reliability of the Research Instrument**

For the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering the questionnaires to a group of forty (40) lecturers in Oyo State College of Agriculture and Technology, Igboora which is outside the study population. The reliability of the instrument was determined using Cronbach's Alpha coefficient and it yielded 0.75.

**3.7 Method of Data Collection:** The data for the research work was collected by the researcher personally and with the help of four research assistants.

### **3.8 Method of Data Analysis**

Data collected was analyzed using descriptive statistics and inferential statistics. Specifically, descriptive statistics of frequency counts, simple percentages, mean and standard deviation were used to analyze respondents' opinion on personal data and research questions while inferential statistics of MANOVER method of data analyses were used to test the hypotheses<sup>10</sup>. All results were presented in tables and graphs.

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## Chapter Four

### Results and Discussion of Findings

This chapter presents the analysis, interpretation, and discussion of findings derived from the data collected through research instruments administered in the field. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze demographic information and research questions, while inferential statistics, such as multiple regression and Analysis of Variance, were employed to test the formulated hypotheses at a significance level of 0.05. Additionally, the information obtained from structured interviews with school principals was analyzed through content analysis. The chapter is structured into the following sub-sections:

- 4.1 Questionnaire Return Rate
- 4.2 Presentation of Results on Demographic Information of Participants
- 4.3 Presentation of Results on Research Questions
- 4.4 Test of Hypotheses
- 4.5 Discussion of Findings

**Table 4.1 Questionnaire Return Rate**

<b>Total Number of Questionnaire Distributed</b>	<b>Total Number of Questionnaire Retrieved</b>	<b>Percentage of Retrieved Questionnaire</b>
1,451	840	58

Source; Field Survey, 2023

## 4.2 Presentation of Results on Demographic Information of Participants

**Table 4.2 Gender Distribution of Respondents**

S/N	Gender	Frequency	Percentage
1	Male	484	57.6
2	Female	356	42.4
	<b>Total</b>	<b>840</b>	<b>100</b>

*Source; Field Survey, 2023*

Table 4.2 provides information about the gender distribution of respondents, with data presented in two columns: "Gender" and "Frequency" (representing the number of respondents), as well as a third column "Percentage" (representing the percentage of respondents). The table includes two categories of gender: "Male" and "Female". Under the "Frequency" column, there are 484 respondents identified as male and 356 respondents identified as female. The "Percentage" column shows that males make up 57.6% of the total respondents, while females make up 42.4% of the total respondents. The "Total" row at the bottom of the table indicates that there were a total of 840 respondents included in the survey or study, with 484 males and 356 females. The percentages for males and females add up to 100%, representing the entire sample.

**Table 4.3: Qualification of Respondents (Lecturers in Colleges of Education in Oyo State)**

S/N	Qualification	Frequency	Percentage
1	Bsc/B.Ed	149	17.7
2	Msc/M.Ed	339	40.4
3	Mphil	233	27.7
4	PhD	102	12.1
5	PGDE	17	2.0
	<b>Total</b>	<b>840</b>	<b>100</b>

*Source; Field Survey, 2023*

Table 4.3 presents data on the qualifications of respondents who are lecturers in colleges of education in Oyo State. Out of the total 840 respondents, 149 (17.7%) hold a Bachelor of Science (BSc) or Bachelor of Education (B.Ed) qualification. Meanwhile, 339 (40.4%) have a Master of Science (MSc) or Master of Education (M.Ed) qualification, and 233

(27.7%) have a Master of Philosophy (Mphil) qualification. Additionally, 102 (12.1%) respondents possess a Doctor of Philosophy (PhD) qualification, while 17 (2.0%) respondents hold a Postgraduate Diploma in Education (PGDE) qualification.

The data in the table implies that a significant proportion of lecturers in colleges of education in Oyo State hold postgraduate qualifications, with 40.4% having a Master's degree (MSc/M.Ed) and 27.7% possessing a Master of Philosophy (Mphil) qualification. However, the number of respondents with doctoral qualifications is comparatively lower at 12.1%. The diverse qualifications among the respondents, ranging from Bachelor's to Doctoral degrees and a Postgraduate Diploma in Education (PGDE), may have implications for teaching methodologies, research capabilities, and contributions to the field of education. It suggests a potential for a diverse and balanced academic workforce in the colleges of education, which may require continuous professional development to ensure effective performance. Overall, the data highlights the need to maintain a qualified and skilled workforce in colleges of education in Oyo State to promote quality education.

**Table 4.4: Years of Working Experience of Respondents (Lecturers in Colleges of Education in Oyo State)**

S/N	Year	Frequency	Percentage
1	Less than 5	85	10.1
2	5-10	388	46.2
3	11-15	265	31.5
4	16-20	68	8.1
5	Above 20	34	4.1
	<b>Total</b>	<b>840</b>	<b>100</b>

*Source: Field Survey, 2023*

Table 4.4 presents data on the years of working experience of respondents who are lecturers in colleges of education in Oyo State. The table shows that 10.1% of the respondents have less than 5 years of working experience, with a total of 85 respondents in this category. The majority of respondents, accounting for 46.2% of the total sample, have 5-10 years of working experience, with 388 respondents in this category. The next

highest category is 11-15 years of working experience, comprising 31.5% of the total sample with 265 respondents. The categories of 16-20 years and above 20 years of working experience have 8.1% (68 respondents) and 4.1% (34 respondents) of the total sample, respectively. Overall, the table provides insights into the distribution of years of working experience among lecturers in colleges of education in Oyo State, based on the frequencies and percentages of respondents in each category.

### 4.3 Presentation of Results on Research Questions

**Research Question One:** What is the level of job satisfaction and retention of lecturers in colleges of education in Oyo State?

**Table 4.5 Level of Job Satisfaction**

S/N	Job Satisfaction Scale	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Mean
	How satisfied are you in the following in your job:					
1	Opportunities for promotion	240 (28.6%)	168 (20.0%)	312 (37.1%)	120 (14.3%)	2.63
2	Recognition for good work	216 (25.7%)	120 (14.3%)	408 (48.6%)	96 (11.4%)	2.54
3	Opportunity to learn new things	144 (17.1%)	216 (25.6%)	408 (48.6%)	72 (8.6%)	2.51
4	Working conditions	96 (11.4%)	144 (17.1%)	312 (37.1%)	288 (34.3%)	2.06
5	Amount of responsibility	72 (8.6%)	72 (8.6%)	456 (54.3%)	240 (28.6%)	1.97
6	Opportunity to work independently	216 (25.7%)	408 (48.6%)	120 (14.3%)	96 (11.4%)	2.89
7	Job security	456 (54.3%)	240 (28.6%)	96 (11.4%)	48 (5.7%)	3.31
8	Opportunity to make decisions	00	168 (20.0%)	240 (28.6%)	432 (51.4%)	1.69
9	Salary	00	312 (37.1%)	360 (42.9%)	168 (20.0%)	2.17
10	Relationship with coworkers	192 (22.9%)	360 (42.9%)	168 (20.0%)	120 (14.3%)	2.74
11	Relationship with supervisor	72 (8.6%)	192 (22.9%)	480 (57.1%)	96 (11.4%)	2.29
12	Variety of work	00	72 (8.6%)	168 (20.0%)	600 (71.4%)	1.37

13	Job Autonomy	00	528 (62.9%)	312 (37.1%)	00	2.63
14	Opportunity to help others	48 (5.7%)	360 (42.9%)	360 (42.9%)	72 (8.6%)	2.46
15	Hours of work	96 (11.4%)	600 (71.4%)	96 (11.4%)	48 (5.7%)	2.89
16	Chance for advancement	528 (62.9%)	192 (22.9%)	120 (14.3%)	00	3.49
17	Recognition for suggestions	96 (11.4%)	312 (37.1%)	384 (45.7%)	48 (5.7%)	2.54
18	Opportunity to develop skills	192 (22.9%)	600 (71.4%)	48 (5.7%)	00	3.17
19	Chance for training	456 (54.3%)	240 (28.6%)	144 (17.1%)	00	3.37
Weighted Mean						2.56

**Threshold:** Mean < 2.5 is Low, 2.5-3.0 is Moderate, > 3.0 is high. Decision = Moderate

*Source; Field Survey, 2023*

Table 4.5 presented in this report provides detailed information on the job satisfaction levels of lecturers in colleges of education in Oyo State, Nigeria, as well as their retention rate. The findings are presented in 19 rows, each representing a unique aspect of job satisfaction. Regarding opportunities for promotion, the data shows that 28.6% of lecturers are very satisfied, 20% are satisfied, 37.1% are dissatisfied, and 14.3% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.63. As for recognition for good work, 25.7% of lecturers are very satisfied, 14.3% are satisfied, 48.6% are dissatisfied, and 11.4% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.54. Opportunity to learn new things is another aspect examined, and the data reveals that 17.1% of lecturers are very satisfied, 25.6% are satisfied, 48.6% are dissatisfied, and 8.6% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.51. When it comes to working conditions, 11.4% of lecturers are very satisfied, 17.1% are satisfied, 37.1% are dissatisfied, and 34.3% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.06.

The amount of responsibility given to lecturers is another aspect of job satisfaction assessed in this study, and the data indicates that 8.6% of lecturers are very satisfied, 8.6% are satisfied, 54.3% are dissatisfied, and 28.6% are very dissatisfied. The mean score for this aspect of job satisfaction is 1.97. Similarly, the opportunity to work independently is examined, and the results show that 25.7% of lecturers are very satisfied, 48.6% are satisfied, 14.3% are dissatisfied, and 11.4% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.89. Job security is another critical aspect examined, and the findings demonstrate that 54.3% of lecturers are very satisfied, 28.6% are satisfied, 11.4% are dissatisfied, and 5.7% are very dissatisfied. The mean score for this aspect of job satisfaction is 3.31. In terms of the opportunity to make decisions, none of the lecturers are very satisfied, 20% are satisfied, 28.6% are dissatisfied, and 51.4% are very dissatisfied. The mean score for this aspect of job satisfaction is 1.69. Salary is also a crucial aspect of job satisfaction, and the data reveals that none of the lecturers are very satisfied, 37.1% are satisfied, 42.9% are dissatisfied, and 20% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.17. Relationship with coworkers is another aspect examined, and the results show that 22.9% of lecturers are very satisfied, 42.9% are satisfied, 20% are dissatisfied, and 14.3% are very dissatisfied. The mean score for this aspect of job satisfaction is 2.74. Also, the relationship with the supervisor is an aspect examined, and the data indicates that 8.6% of lecturers are very satisfied, 22.9% are satisfied, 57.1% are dissatisfied, and 11.4% are very dissatisfied with their relationship with their supervisor. The mean score for this aspect of job satisfaction is 2.29.

Furthermore, no participants reported being very satisfied with the variety of work in their job. Out of all the respondents, 8.6% were satisfied, 20.0% were dissatisfied, and majority of 71.4% were very dissatisfied with the variety of work. The mean score for

this factor was 1.37. However, when it came to job autonomy, none of the respondents reported being dissatisfied. A significant 62.9% reported being very satisfied, while 37.1% were satisfied with their level of job autonomy. The mean score for this factor was 2.63. In terms of the opportunity to help others, only 5.7% of respondents reported being very satisfied with this aspect of their job. 42.9% were satisfied, while another 42.9% were dissatisfied, and 8.6% were very dissatisfied. The mean score for this factor was 2.46. Regarding the hours of work, 11.4% of respondents reported being very satisfied with their hours, while a significant 71.4% were satisfied. On the other hand, 11.4% were dissatisfied, and 5.7% were very dissatisfied. The mean score for this factor was 2.89. When it comes to the chance for advancement, the majority of respondents (62.9%) were very satisfied, 22.9% were satisfied, and 14.3% were dissatisfied. None of the respondents reported being very dissatisfied with the chance for advancement. The mean score for this factor was 3.49. In terms of recognition for suggestions, only 11.4% of respondents were very satisfied, while 37.1% were satisfied, and 45.7% were dissatisfied. A small 5.7% were very dissatisfied. The mean score for this factor was 2.54. Regarding the opportunity to develop skills, 22.9% of respondents were very satisfied, while 71.4% were satisfied, and 5.7% were dissatisfied. None of the respondents reported being very dissatisfied with the opportunity to develop skills. The mean score for this factor was 3.17. Lastly, when it comes to the chance for training, 54.3% of respondents were very satisfied, 28.6% were satisfied, and 17.1% were dissatisfied. None of the respondents reported being very dissatisfied with the chance for training. The mean score for this factor was 3.37. The result further gave a weighted mean of 2.56 implying that there is moderate level of job satisfaction among lecturers in colleges of education in Oyo State, Nigeria. It also revealed that the level of job satisfaction in colleges of education in Oyo State is moderate.

The data suggests that the level of transformational leadership style in colleges of education in Oyo State, Nigeria is moderate. While some behaviors such as communication of a clear and compelling vision of the future and encouragement of new and innovative thinking are reported to occur rarely or seldom, there is room for improvement in terms of providing challenging and interesting work and treating employees as individuals. Furthermore, the data indicates that respondents perceive that their institution's management exhibits a transactional leadership style, where rewards for good performance, setting clear goals and expectations, monitoring work, and correcting mistakes are reported to occur seldom or rarely. This suggests that there may be a need for more proactive and effective transactional leadership behaviors in colleges of education in Southwest Nigeria. In addition, the data shows that some laissez-faire leadership behaviors, such as avoiding responsibility for decisions and being uninvolved and indifferent to departmental matters, are reported to occur rarely or seldom. This indicates a potential lack of clear direction or guidance from institution's management, which may impact employee morale and performance. The findings suggest that there is room for improvement in the leadership behaviors exhibited by the management of colleges of education in Oyo State, Nigeria. Enhancing transformational and transactional leadership behaviors, as well as addressing any laissez-faire leadership tendencies, may lead to improved employee satisfaction, engagement, and performance in these institutions.

The importance of leadership development programs for the management of colleges of education in Oyo State is highlighted by these findings. Providing training and support to develop effective leadership behaviors, such as clear communication of vision, provision of challenging work, setting clear goals and expectations, and

monitoring work, can contribute to enhancing the overall leadership effectiveness in these institutions.

Additionally, the findings emphasize the need for regular employee feedback and engagement in the leadership process. Understanding the perceptions and experiences of employees regarding leadership behaviors can help identify areas for improvement and facilitate a more inclusive and effective leadership approach in colleges of education in Southwest Nigeria. By incorporating employee feedback and engagement, colleges of education can strive to create a positive and empowering leadership culture that fosters growth and development for both employees and the institution as a whole.

**Table 4.6: Level of Retention of Lecturers in Colleges of Education in Oyo State**

S/ N	Retention	Very True	True	Not Very True	Not True	Mean
1	My institution recognizes and rewards employee performance and achievements.	96 (11.4%)	168 (20.0%)	528 (62.9%)	48 (5.7%)	2.37
2	I have a good relationship with my colleagues and enjoy working with them.	288 (34.3%)	432 (51.4%)	48 (5.7%)	72 (8.6%)	3.11
3	My institution provides a safe and healthy work environment.	00	360 (42.9%)	384 (45.7%)	96 (11.4%)	2.31
4	I feel like my work is meaningful and aligns with my personal values and goals.	96 (11.4%)	432 (51.4%)	216 (25.7%)	96 (11.4%)	2.63
5	My institution provides clear and transparent communication about its policies, procedures, and goals.	384 (45.7%)	336 (40.0%)	72 (8.6%)	48 (5.7%)	3.26

6	My institution offers competitive employee benefits and perks, such as health insurance, retirement plans, and paid time off.	00 (5.7%)	168 (20.0%)	600 (71.4%)	72 (8.6%)	2.11
7	I feel like I am given opportunities to contribute my ideas and suggestions to improve the organization's operations.	48 (5.7%)	240 (28.6%)	432 (51.4%)	120 (14.3%)	2.26
8	My institution provides a diverse and inclusive workplace culture that values and respects differences.	72 (8.6%)	504 (60.0%)	144 (17.1%)	120 (14.3%)	2.63
9	I have access to the resources and support I need to perform my job well.	48 (5.7%)	240 (28.6%)	384 (45.7%)	168 (20.0%)	2.20
10	My institution has a positive reputation and is respected in its industry or community.	192 (22.9%)	600 (71.4%)	48 (5.7%)	00	3.17
<b>Weighted Mean</b>						<b>2.61</b>

**Threshold:** Mean < 2.5 is Low, 2.5-3.0 is Moderate, > 3.0 is high. Decision = Moderate

Source; Field Survey, 2023

Table 4.6 presents data on the level of retention of lecturers in colleges of education in Oyo State, based on ten different statements related to employee satisfaction and engagement. The responses are as follows: "My institution recognizes and rewards employee performance and achievements." 96 (11.4%) respondents strongly agree, 168 (20.0%) agree, 528 (62.9%) slightly agree or somewhat disagree, and 48 (5.7%) strongly disagree. The mean score is 2.37, indicating that on average, lecturers in colleges of education in Oyo State have a moderate level of agreement with this statement. "I have a

good relationship with my colleagues and enjoy working with them." 288 (34.3%) respondents strongly agree, 432 (51.4%) agree, 48 (5.7%) slightly agree or somewhat disagree, and 72 (8.6%) strongly disagree. The mean score is 3.11, indicating that on average, lecturers in colleges of education in Oyo State have a relatively high level of agreement with this statement. "My institution provides a safe and healthy work environment." 360 (42.9%) respondents strongly agree, 384 (45.7%) respondents agree, 96 (11.4%) respondents slightly agree or somewhat disagree, and 0 respondents strongly disagree. The mean score is 2.31, indicating that on average, lecturers in colleges of education in Oyo State have a moderate level of agreement with this statement. "I feel like my work is meaningful and aligns with my personal values and goals." 96 (11.4%) respondents strongly agree, 432 (51.4%) agree, 216 (25.7%) slightly agree or somewhat disagree, and 96 (11.4%) strongly disagree. The mean score is 2.63, indicating that on average, lecturers in colleges of education in Oyo State have a moderate level of agreement with this statement. "My institution provides clear and transparent communication about its policies, procedures, and goals." 384 (45.7%) respondents strongly agree, 336 (40.0%) agree, 72 (8.6%) slightly agree or somewhat disagree, and 48 (5.7%) strongly disagree. The mean score is 3.26, indicating that, on the average, lecturers in colleges of education in Oyo State have a relatively high level of agreement with this statement. "My institution offers competitive employee benefits and perks, such as health insurance, retirement plans, and paid time off." 20.0% of respondents (168 employees) strongly agreed, 71.4% (600 employees) agreed, 8.6% (72 employees) disagreed, and 2.11, "I feel like I am given opportunities to contribute my ideas and suggestions to improve the organization's operations." 5.7% (48 employees) strongly agreed, 28.6% (240 employees) agreed, 51.4% (432 employees) disagreed, and 14.3% (120 employees) strongly disagreed, with an average rating of 2.26. "My institution

provides a diverse and inclusive workplace culture that values and respects differences," 8.6% (72 employees) strongly agreed, 60.0% (504 employees) agreed, 17.1% (144 employees) disagreed, and 14.3% (120 employees) strongly disagreed, with an average rating of 2.63. "I have access to the resources and support I need to perform my job well." 5.7% (48 employees) strongly agreed, 28.6% (240 employees) agree, 45.7% (384 employees) disagree, and 20.0% (168 employees) strongly disagree, with an average rating of 2.20. "My institution has a positive reputation and is respected in its industry or community." 22.9% (192 employees) strongly agreed, 71.4% (600 employees) agreed, 5.7% (48 employees) disagreed, and 0% strongly disagreed, for an average rating of 3.17. The result further gave a weighted mean of 2.16 implying that level of job retention in colleges of education in Oyo State is low.

The report's findings shed light on various aspects related to employees' satisfaction and engagement in colleges of education in Oyo State. The majority of respondents reported a lack of recognition and rewards for their performance and achievements, indicating room for improvement in acknowledging and rewarding lecturers' contributions. However, a positive finding was that the majority of respondents enjoy working with their colleagues and have a good relationship with them, which can contribute to a positive work environment, job satisfaction, and retention. The report also revealed that there is a need for improvement in providing a safe and healthy work environment, creating opportunities for employee contribution, and ensuring effective communication about policies, procedures, and goals. However, institutions can take pride in offering competitive employee benefits and maintaining a positive reputation in their industry or community. Overall, addressing the areas for improvement highlighted in the report, such as recognizing and rewarding employee performance, providing a conducive work environment, and offering necessary resources and support, can

potentially increase job satisfaction, engagement, and retention among lecturers in colleges of education in Oyo State. By doing so, institutions can create a more positive work environment and better support their employees' well-being, productivity, and retention.

**Research Question Two:** What is the level of human resources management practices (compensation and benefits, promotion prospects, training and development) in colleges of education in Oyo State?

**Table 4.7: Level of Human Resources Management Practices (Compensation and Benefits, Promotion Prospects, Training and Development) in Colleges of Education in Oyo State**

S/ N	Human Resource Management Practices	Very True	True	Not True	Very Not True	Mean
<b>Compensation and benefits</b>						
1	My pay and benefits are competitive with those of similar institutions.	120 (14.3%)	336 (40.0%)	288 (34.3%)	96 (11.4%)	2.57
2	My institution offers a range of benefits that meet my needs.	72 (8.6%)	384 (45.7%)	264 (31.4%)	120 (14.3%)	2.49
3	I feel fairly compensated for the work that I do in my institution	00	384 (45.7%)	456 (54.3%)	00	2.46
<b>Weighted Mean</b>						<b>2.51</b>
<b>Promotion Prospects</b>						
4	I understand what is required to advance in my organization.	528 (62.9%)	216 (25.7%)	96 (11.4%)	00	3.51
5	There are clear opportunities for career advancement in my organization.	00	696 (82.9%)	144 (17.1%)	00	2.83
6	My organization has a fair and transparent promotion process.	120 (14.3%)	216 (25.7%)	504 (60.0%)	00	2.54
<b>Weighted Mean</b>						<b>2.96</b>
<b>Training and Development</b>						
7	My organization offers a range of training and development opportunities.	408 (48.6%)	336 (40.0%)	48 (5.7%)	48 (5.7%)	3.31
8	I feel supported in my efforts to improve my skills and knowledge.	00	240 (28.6%)	528 (62.9%)	72 (8.6%)	2.20
9	My organization provides regular	192	192	360	96	2.57

feedback on my performance and development.	(22.9%)	(22.9%)	(42.9%)	(11.4%)
<b>Weighted Mean</b>				<b>2.69</b>
<b>Overall Weighted Mean</b>				<b>2.72</b>

**Threshold:** Mean < 2.5 is Low, 2.5-3.0 is Moderate, > 3.0 is high. Decision = Moderate

*Source; Field Survey, 2023*

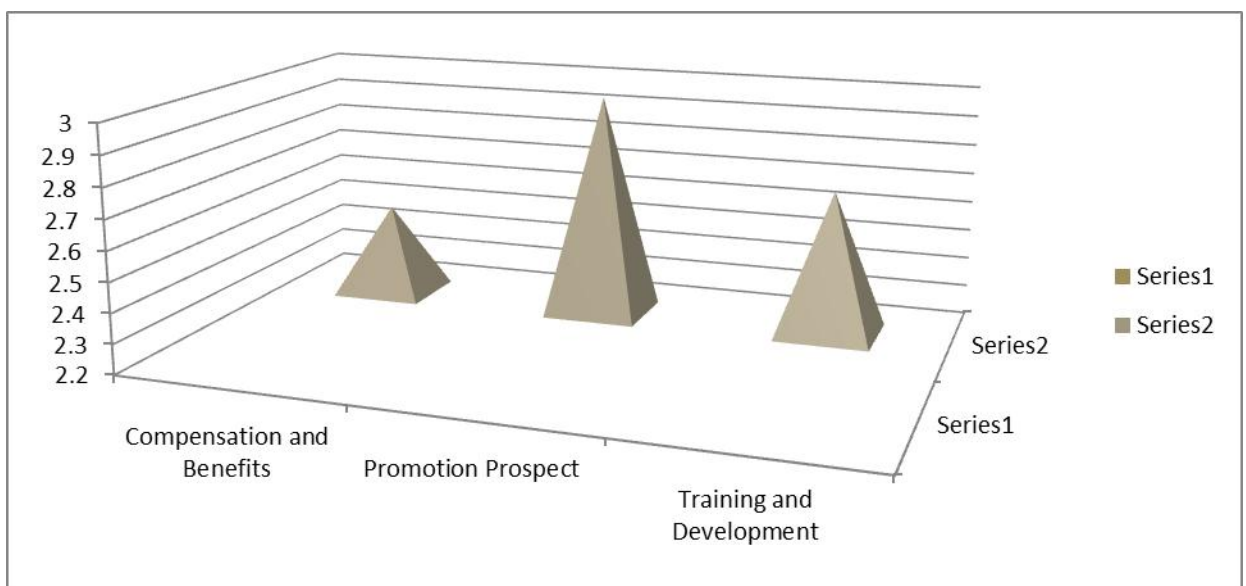
The data in table 4.7 sheds light on the human resources management practices in colleges of education in Oyo State, particularly in relation to compensation and benefits, promotion prospects, and training and development. The responses to statements are presented in percentages and frequencies, as well as the mean and weighted mean. When it comes to the statement "My pay and benefits are competitive with those of similar institutions," 14.3% (120) of the respondents found it to be "Very True," 40.0% (336) found it to be "True," 34.3% (288) found it to be "Not Very True," and 11.4% (96) found it to be "Not True." The mean response is 2.57, indicating that, on average, respondents rated it closer to "Not Very True" than "True". For the statement "My institution offers a range of benefits that meet my needs," 8.6% (72) of the respondents found it to be "Very True," 45.7% (384) found it to be "True," 31.4% (264) found it to be "Not Very True," and 14.3% (120) found it to be "Not True." The mean response is 2.49, indicating that, on average, respondents rated it closer to "Not Very True" than "True". Lastly, for the statement "I feel fairly compensated for the work that I do in my institution," 0 respondents found it to be "Very True," 45.7% (384) found it to be "True," 54.3% (456) found it to be "Not Very True," and 0 respondents found it to be "Not True." The mean response is 2.46, indicating that, on average, respondents rated it closer to "True" than "Not Very True."

Furthermore, the data in the table provides insights into the respondents' perceptions of promotion prospects in colleges of education in Oyo State. Three statements related to promotion prospects were presented, along with the percentage of

responses for each statement. For the statement "I understand what is required to advance in my organization," 62.9% (528) of the respondents found it to be "Very True," 25.7% (216) found it to be "True," 11.4% (96) found it to be "Not Very True," and 0% found it to be "Not True." The mean response is 3.51, indicating that, on average, respondents rated it closer to "Very True" than "True". For the statement "There are clear opportunities for career advancement in my organization," 0% of the respondents found it to be "Very True," 82.9% (696) found it to be "True," 17.1% (144) found it to be "Not Very True," and 0% found it to be "Not True." The mean response is 2.83, indicating that, on average, respondents rated it closer to "True" than "Not Very True". For the statement "My organization has a fair and transparent promotion process," 14.3% (120) of the respondents found it to be "Very True," 25.7% (216) found it to be "True," 60.0% (504) found it to be "Not Very True," and 0% found it to be "Not True." The mean response is 2.54, indicating that, on average, respondents rated it closer to "True" than "Not Very True."

Moreover, the table presents data on training and development practices in colleges of education in Oyo State. Three statements related to training and development was presented, along with the percentage of responses for each statement and the mean responses. For the statement "My organization offers a range of training and development opportunities," 48.6% (408) of the respondents found it to be "Very True," 40.0% (336) found it to be "True," 5.7% (48) found it to be "Not Very True," and 5.7% (48) found it to be "Not True." The mean response is 3.31, indicating that, on average, respondents rated it closer to "Very True" than "True". For the statement "I feel supported in my efforts to improve my skills and knowledge," 0% of the respondents found it to be "Very True," 28.6% (240) found it to be "True," 62.9% (528) found it to be "Not Very True," and 8.6% (72) found it to be "Not True." The mean response is 2.20, indicating that, on average,

respondents rated it closer to "True" than "Not Very True". For the statement "My organization provides regular feedback on my performance and development," 22.9% (192) of the respondents found it to be "Very True," 22.9% (192) found it to be "True," 42.9% (360) found it to be "Not Very True," and 11.4% (96) found it to be "Not True." The mean response is 2.57, indicating that, on average, respondents rated it closer to "True" than "Not Very True." However, the result revealed a moderate level of human resources management practices in colleges of education in Oyo State.



**Figure 4.1: Level of Human Resources Management Practices (Compensation and Benefits, Promotion Prospects, Training and Development) in Colleges of Education in Oyo State**

Source; *Field Survey, 2023*

Figure 4.1 presents level of human resource management practices in colleges of education in Oyo State. The result showed that among the three human resource management practices that were examined in this study, promotional prospect is the highest, followed by training and development while compensation and benefit came last. Therefore, it can be conclude that promotional prospect is the highest practiced human resource management in colleges of education in Oyo State, Nigeria.

The findings of this study have important implications for human resource management practices in colleges of education in Oyo State, Nigeria. The study revealed that promotional prospects are the most commonly practiced human resource management practice in these institutions. This indicates that the colleges prioritize providing career advancement opportunities for their employees, which is a positive sign. It suggests that employees have opportunities for upward mobility, leading to higher motivation and job satisfaction. While training and development practices ranked second among the examined human resource management practices, there is still room for improvement. This highlights the need for colleges to review and enhance their training and development programs to further support the growth and development of their employees. The study also found that compensation and benefits practices ranked last, indicating challenges in providing competitive compensation and benefits packages to employees. Inadequate compensation and benefits can negatively impact employee morale, motivation, and retention, emphasizing the need for colleges to review and improve their compensation and benefits policies. It is important to note that human resource management practices are interrelated and should be considered holistically. While promotional prospects were found to be the highest practiced HRM practice, other practices such as training and development, and compensation and benefits cannot be ignored. A comprehensive and balanced approach to human resource management is crucial to create a conducive work environment, promote employee engagement, and achieve organizational goals. The findings of this study suggest that while promotional prospects are prioritized, there is a need to further strengthen training and development initiatives and address compensation and benefits challenges in colleges of education in Oyo State. By doing so, these institutions can enhance their overall human resources

management practices, improve employees' satisfaction and retention, and ultimately contribute to the success of the colleges.

**Research Question Three:** What is the identified level of leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) in colleges of education in Oyo State?

**Table 4.8: Identified Level of Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) in Colleges of Education in Oyo State.**

S/ N	My Institution's Management:	Always	Seldom	Rarely	Never	Mean
<b>Transformational Leadership Style</b>						
1	communicate a clear and compelling vision of the future.	216 (25.7%)	384 (45.7%)	168 (20.0%)	72 (8.6%)	2.89
2	provides me with challenging and interesting work.	168 (20.0%)	552 (65.7%)	96 (11.4%)	24 (2.9%)	3.03
3	encourages me to think about problems in new and innovative ways.	120 (14.3%)	504 (60.0%)	216 (25.7%)	00	2.89
4	treats me as an individual, rather than just another employee	00	120 (14.3%)	528 (62.9%)	192 (22.9%)	1.91
<b>Weighted Mean</b>						<b>2.68</b>
<b>Transactional Leadership Style</b>						
5	rewards me for good performance.	168 (20.0%)	360 (42.9%)	312 (37.1%)	00	2.83
6	sets clear goals and expectations for me.	360 (42.9%)	408 (48.6%)	00	72 (8.6%)	3.26
7	closely monitors my work to ensure that I am meeting expectations.	288 (34.3%)	552 (65.7%)	00	00	3.34
8	corrects my mistakes when I make them.	456 (54.3%)	264 (31.4%)	96 (11.45)	24 (2.9%)	3.37
<b>Weighted Mean</b>						<b>3.20</b>
<b>Laissez-Faire Leadership Style</b>						
9	avoids taking responsibility for decisions.	00	144 (17.1%)	384 (45.7%)	312 (37.1%)	1.80

10	is uninvolved and indifferent to what happens in our department.	48 (5.7%)	120 (14.3%)	576 (68.6%)	96 (11.4%)	2.14
11	does not provide clear direction or guidance.	00	72 (8.6%)	168 (20.0%)	600 (71.4%)	1.37
12	is not accessible when I need help or advice	48 (5.7%)	552 (65.7%)	240 (28.6%)	00	2.77
<b>Weighted Mean</b>						<b>2.02</b>

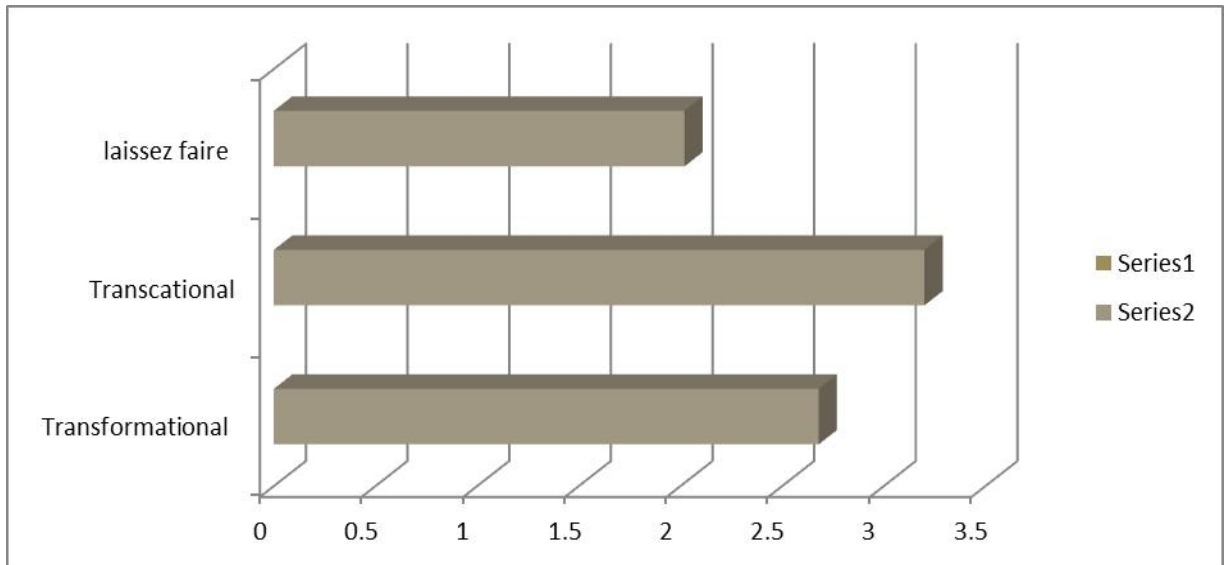
**Threshold:** Mean < 2.5 is Low, 2.5-3.0 is Moderate, > 3.0 is high. Decision = Moderate  
*Source; Field Survey, 2023*

Table 4.8 presents data on the level of leadership styles (autocratic leadership style, transformational leadership style and laissez faire leadership style) in colleges of education in Oyo State, as reported by employees in the institutions. The data is presented in a 4-point Likert scale format, ranging from "Always" to "Never", with the mean also provided as a measure of central tendency. The first four items gave report on the level of transformational leadership style. Upon analyzing the data, the following interpretation were drawn: Communication of a clear and compelling vision of the future: 25.7% of respondents reported that this leadership behavior occurs "Always", 45.7% "Seldom", 20.0% "Rarely", and 8.6% "Never". The mean score for this item is 2.89, indicating that the level of this item is perceived to be between "Rarely" and "Seldom". Provision of challenging and interesting work: 20.0% of respondents reported that this leadership behavior occurs "Always", 65.7% "Seldom", 11.4% "Rarely", and 2.9% "Never". The mean score for this item is 3.03, indicating that the level of this leadership behavior is perceived to be between "Seldom" and "Never". Encouragement of new and innovative thinking: 14.3% of respondents reported that this leadership behavior occurs "Always", 60.0% "Seldom", 25.7% "Rarely", and 0% "Never". The mean score for this item is 2.89, indicating that the level of this item is perceived to be between "Rarely" and "Seldom". Treatment of employees as individuals: none of the respondents reported that this

leadership behavior occurs "Always", 14.3% "Seldom", 62.9% "Rarely", and 22.9% "Never". The mean score for this item is 1.91, indicating that the level of this item is perceived to be between "Never" and "Seldom". Based on the overall weighted mean of 2.68, the result suggested that the level of transformational leadership style in colleges of education in Oyo State, Nigeria is moderate.

Items 5-8 were designed to determine the level of transactional leadership style in colleges of education in southwest Nigeria. Item 5: "Rewards me for good performance." Always: 168 (20.0%) Seldom: 360 (42.9%) Rarely: 312 (37.1%) Never: 00 The mean score for this item is 2.83, indicating that, on average, respondents perceive that they are rewarded for good performance "seldom" or "rarely" by their institution's management. Item 6: "Sets clear goals and expectations for me." Always: 360 (42.9%) Seldom: 408 (48.6%) Rarely: 00 Never: 72 (8.6%) The mean score for this item is 3.26, suggesting that, on average, respondents perceive that their institution's management "seldom" or "rarely" sets clear goals and expectations for them. Item 7: "closely monitors my work to ensure that I am meeting expectations." Always: 288 (34.3%) Seldom: 552 (65.7%) Rarely: 00 Never: 00 The mean score for this item is 3.34, indicating that, on average, respondents perceive that their institution's management "seldom" monitors their work to ensure that they are meeting expectations. Item 8: "Corrects my mistakes when I make them." Always: 456 (54.3%) Seldom: 264 (31.4%) Rarely: 96 (11.45%) Never: 24 (2.9%) The mean score for this item is 3.37, suggesting that, on average, respondents perceive that their institution's management "seldom" or "rarely" corrects their mistakes when they make them. The weighted mean for all items combined is 3.20, indicating that, on average, respondents perceive that their institution's management exhibits a transactional leadership style in colleges of education in Oyo State, Nigeria.

Items 9–12 were specifically designed to assess the degree of laissez-faire leadership exhibited in colleges of education located in southwest Nigeria. For Item 9, which focused on whether the institution's management avoids taking responsibility for decisions, the responses were as follows: 17.1% of the respondents (144 individuals) indicated "Seldom," 45.7% (384 individuals) responded with "Rarely," and 37.1% (312 individuals) answered "Never." The mean score for this item was 1.80. Moving on to Item 10, which explored whether the institution's management is uninvolved and indifferent to departmental matters, the results were: 5.7% (48 individuals) responded with "Always," 14.3% (120 respondents) indicated "Seldom," 68.6% (576 individuals) answered "Rarely," and 11.4% (96 respondents) responded with "Never." The mean score for this item was 2.14. For Item 11, which assessed whether the institution's management provides clear direction or guidance, none of the respondents answered "Always," 8.6% (72 respondents) responded with "Seldom," 20.0% (168 respondents) indicated "Rarely," and 71.4% (600 respondents) answered "Never." The mean score for this item was 1.37. Finally, for Item 12, which explored the accessibility of the institution's management for help or advice, the responses were: 5.7% (48 respondents) answered "Always," 65.7% (552 respondents) indicated "Seldom," 28.6% (240 respondents) responded with "Rarely," and none of the respondents answered "Never." The mean score for this item was 2.77 which implies that there is moderate level of laissez-faire leadership in colleges of education in Oyo State. Overall, the study suggested that there is a moderate level of leadership styles in colleges of education in Oyo State.



**Figure 4.2: Level of Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) in Colleges of Education in Oyo State**

*Source: Field Survey, 2023*

Figure 4.2 presents level leadership styles in colleges of education in Oyo State, Nigeria. The results indicated that among the three leadership styles explored in the study, transactional leadership style occurs most while transformational followed and laissez-faire leadership come last. This implies that most leaders in colleges of education in Oyo State, adopts transactional leadership styles often.

The findings of the study have several implications for the leadership styles in colleges of education in Oyo State, Nigeria. The prevalence of transactional leadership suggests a task-oriented approach with a focus on meeting performance targets and adhering to rules and regulations. This may indicate a need for leaders to also prioritize other aspects of leadership, such as fostering innovation, creativity, and empowerment among faculty and staff. The lower occurrence of transformational leadership, which emphasizes inspiration and motivation through vision and charisma, may suggest a missed opportunity for leaders to inspire and empower their followers, creating a positive

work environment that promotes growth and development. This highlights the importance of developing transformational leadership skills among leaders in colleges of education in Oyo State through training and mentoring programs.

The limited utilization of laissez-faire leadership, which involves a lack of direction and involvement from leaders, may indicate that leaders in colleges of education in Oyo State are actively involved in decision-making. However, it may also suggest that followers have limited autonomy and empowerment, hindering creativity, innovation, and professional growth. This raises the need for finding a balance between providing guidance and empowering faculty and staff to take ownership of their work. The findings also highlight the importance of considering contextual factors that influence leadership practices in Oyo State, such as cultural norms, organizational structures, and external pressures. These factors can shape leadership styles and should be taken into account when interpreting the implications of the study's findings. The study's results suggest a need for a more balanced approach to leadership in colleges of education in Oyo State, Nigeria, with a focus on both task-oriented and inspirational leadership. Leadership development programs that foster transformational leadership skills, promote autonomy and empowerment, and address contextual factors can potentially enhance leadership effectiveness and improve the quality of education in colleges of education in Oyo State.

#### **4.4 Test of Hypotheses**

**H<sub>0</sub>1:** There will be no significant relative influence of human resources management practices (compensation and benefits, promotion prospects, training and development) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

**Table 4.9: Relationship between Different Levels of Compensation and Benefits, Promotion Prospects, and Training and Development on Each of the Dependent Variables (Job Satisfaction and Retention)**

Between-Subjects Factors		N
Compensation and Benefits	4	72
	5	72
	7	120
	8	360
	9	216
Promotion Prospects	8	144
	9	648
	10	48
Training and Development	6	72
	7	336
	8	96
	9	120
	10	216

*Source; Field Survey, 2023*

Table 4.9 represents the results of the study that investigated the relationship between different levels of compensation and benefits, promotion prospects, and training and development on dependent (job satisfaction and retention). The table is organized into three factors: Compensation and Benefits, Promotion Prospects, and Training and Development. Each factor has different levels, represented by numerical values (e.g., 4, 5, 7, 8, 9, 10) indicating the different levels of each factor that were manipulated or measured in the study. The table also provides information on the number of participants (N) in each level of the factors. For example, for the Compensation and Benefits factor, there were 72 participants in the 4 level, 72 participants in the 5 level, 120 participants in the 7 level, 360 participants in the 8 level, and 216 participants in the 9 level. Similar information is provided for the Promotion Prospects and Training and Development factors.

**Table 4.10a: Multivariate Test Showing Relative Influence of Human Resources Management Practices (Compensation and Benefits, Promotion Prospects, Training and Development) on Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

Multivariate Tests <sup>a</sup>								
Effect		Value	F	Hypothesis				
				df	Error df	Sig.		
Intercept	Pillai's Trace	.999	773783.533 <sup>b</sup>	2.000	822.000	.000		
	Wilks' Lambda	.001	773783.533 <sup>b</sup>	2.000	822.000	.000		
	Hotelling's Trace	1882.685	773783.533 <sup>b</sup>	2.000	822.000	.000		
	Roy's Largest Root	1882.685	773783.533 <sup>b</sup>	2.000	822.000	.000		
	Compensation	Pillai's Trace	.522	72.584	8.000	1646.000	.000	
		Wilks' Lambda	.505	83.684 <sup>b</sup>	8.000	1644.000	.000	
		Hotelling's Trace	.928	95.206	8.000	1642.000	.000	
Roy's Largest Root		.867	178.404 <sup>c</sup>	4.000	823.000	.000		
Promotion prospects		Pillai's Trace	.209	47.900	4.000	1646.000	.000	
		Wilks' Lambda	.800	48.515 <sup>b</sup>	4.000	1644.000	.000	
		Hotelling's Trace	.239	49.130	4.000	1642.000	.000	
	Roy's Largest Root	.180	74.190 <sup>c</sup>	2.000	823.000	.000		
	Training and development	Pillai's Trace	1.007	208.555	8.000	1646.000	.000	
		Wilks' Lambda	.207	246.399 <sup>b</sup>	8.000	1644.000	.000	
		Hotelling's Trace	2.803	287.653	8.000	1642.000	.000	

	Roy's Largest Root	2.367		486.921 <sup>c</sup>	4.000	823.000	.000
Compensation * Promotion prospects	Pillai's Trace	.028	11.970 <sup>b</sup>	2.000	822.000	.000	
	Wilks' Lambda	.972	11.970 <sup>b</sup>	2.000	822.000	.000	
	Hotelling's Trace	.029	11.970 <sup>b</sup>	2.000	822.000	.000	
	Roy's Largest Root	.029	11.970 <sup>b</sup>	2.000	822.000	.000	
Compensation * Training and development	Pillai's Trace	.319	192.416 <sup>b</sup>	2.000	822.000	.000	
	Wilks' Lambda	.681	192.416 <sup>b</sup>	2.000	822.000	.000	
	Hotelling's Trace	.468	192.416 <sup>b</sup>	2.000	822.000	.000	
	Roy's Largest Root	.468	192.416 <sup>b</sup>	2.000	822.000	.000	
Promotion prospects * Training and development	Pillai's Trace	.000	. <sup>b</sup>	.000	.000		
	Wilks' Lambda	1.000	. <sup>b</sup>	.000	822.500		
	Hotelling's Trace	.000	. <sup>b</sup>	.000	2.000		
	Roy's Largest Root	.000	.000 <sup>b</sup>	2.000	821.000	1.000	
Compensation * Promotion prospects * Training and development	Pillai's Trace	.000	. <sup>b</sup>	.000	.000		
	Wilks' Lambda	1.000	. <sup>b</sup>	.000	822.500		
	Hotelling's Trace	.000	. <sup>b</sup>	.000	2.000		
	Roy's Largest Root	.000	.000 <sup>b</sup>	2.000	821.000	1.000	

- a. Design: Intercept + Compensation + Promotion prospects + Training and development  
+ Compensation \* Promotion prospects + Compensation \* Training and development  
+ Promotion prospects \* Training and development + Compensation \* Promotion prospects  
\* Training and development

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

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*Source; Field Survey, 2023*

Table 4.10a presents the results of a multivariate test with various effects and their corresponding values. The effects being tested are Intercept, Compensation, Promotion prospect, Training and development, as well as their interactions: Compensation \* Promotion prospect, Compensation \* Training and development, Promotion prospect \* Training and development, and Compensation \* Promotion prospect \* Training and development. The table provides several statistics for each effect, including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. It also includes values for F (F-ratio), Hypothesis df (degrees of freedom), Error df (degrees of freedom), and Sig. (significance level), as well as Partial Eta Squared as a measure of effect size. Some notable findings from the table include: The Intercept effect has a Pillai's Trace value of .999, Wilks' Lambda value of .001, Hotelling's Trace value of 1882.685, and Roy's Largest Root value of 1882.685.

The significance level (Sig.) is reported as .000, indicating that the Intercept effect is statistically significant. The Compensation effect has a Partial Eta Squared value of .261, indicating a moderate effect size. The Promotion prospect effect has a Partial Eta Squared value of .104, indicating a small effect size. The Training and development effect has a Pillai's Trace value of 1.007, Wilks' Lambda value of .207, Hotelling's Trace value of 2.803, and Roy's Largest Root value of 2.367. The significance level (Sig.) is reported as .000, indicating that the Training and development effect is statistically significant. The interaction between Compensation and Promotion prospect has a Partial Eta Squared value of .028, indicating a small effect size.

The interaction between Compensation and Training and development has a Partial Eta Squared value of .319, indicating a moderate effect size. The interaction

between Promotion prospect and Training and development does not have any reported statistics due to a Sig. value of .000, indicating that the test did not converge. The interaction between Compensation, Promotion prospect, and Training and development does not have any reported statistics due to a Sig. value of .000, indicating that the test did not converge.

**Table 4.10b: Levene's Test of Equality of Error Variances Showing Relative Influence of Human Resources Management Practices (Compensation and Benefits, Promotion Prospects, Training and Development) on Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

	F	df1	df2	Sig.
Job Satisfaction	123.758	16	823	.000
Job Retention	161.782	16	823	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Compensation + Promotion prospect + Training and development + Compensation \* Promotion prospect + Compensation \* Training and development + Promotion prospect \* Training and development + Compensation \* Promotion prospect \* Training and development

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Job Satisfaction	4107.657 <sup>a</sup>	16	256.729	209.658	0.000
	Job Retention	8484.914 <sup>b</sup>	16	530.307	893.722	0.000
Intercept	Job Satisfaction	898136.386	1	898136.386	733466.166	0.000
	Job Retention	240611.272	1	240611.272	405500.099	0.000
Compensation	Job Satisfaction	734.401	4	183.600	149.938	0.000
	Job Retention	38.635	4	9.659	16.278	0.000
Promotion prospect	Job Satisfaction	167.829	2	83.914	68.529	0.000
	Job Retention	48.757	2	24.379	41.085	0.000
Training and development	Job Satisfaction	442.192	4	110.548	90.279	0.000
	Job Retention	1067.835	4	266.959	449.903	0.000

Compensation *	Job	12.659	1	12.659	10.338	0.000
Promotion prospect	Satisfaction					
	Job Retention	11.626	1	11.626	19.594	0.000
Compensation *	Job	448.138	1	448.138	365.973	0.000
Training and development	Satisfaction					
	Job Retention	.552	1	.552	.930	0.000
Promotion prospect * Training and development	Job	.000	0		.	.355
	Satisfaction					
	Job Retention	.000	0		.	.
Compensation * Training and development	Job	.000	0		.	.
	Satisfaction					
	Job Retention	.000	0		.	.
Error	Job					
	Satisfaction	1007.771	823	1.225		
	Job Retention	488.343	823	.593		
Total	Job					
	Satisfaction	1998504.000	840			
	Job Retention	579312.000	840			
Corrected Total	Job					
	Satisfaction	5115.429	839			
	Job Retention	8973.257	839			
a. R Squared = .803 (Adjusted R Squared = .799)						
b. R Squared = .946 (Adjusted R Squared = .945)						

Source; Field Survey, 2023

Table 4.10b presents the results of a multivariate test with various effects on Job Satisfaction and Job Retention as dependent variables. The effects being tested are Intercept, Compensation, Promotion prospect, Training and development, as well as their interactions: Compensation \* Promotion prospect, Compensation \* Training and development, Promotion prospect \* Training and development, and Compensation \* Promotion prospect \* Training and development. Levene's Test of Equality of Error Variances is conducted to test the null hypothesis that the error variance of the dependent variables is equal across groups. The results show that for both Job Satisfaction and Job Retention, the Sig. (significance level) is reported as .000, indicating that there is a significant difference in error variances among groups. The table also presents Type III

Sum of Squares, degrees of freedom (Df), Mean Square, F-ratio, and significance level (Sig.) for each effect on Job Satisfaction and Job Retention. Some notable findings from the table include: The Corrected Model for Job Satisfaction has a Type III Sum of Squares of 4107.657 and a corresponding F-ratio of 209.658 with a significance level (Sig.) of 0.000. This indicates that the overall model, including all the effects being tested, has a significant effect on Job Satisfaction.

The Corrected Model for Job Retention has a Type III Sum of Squares of 8484.914 and a corresponding F-ratio of 893.722 with a significance level (Sig.) of 0.000. This indicates that the overall model, including all the effects being tested, has a significant effect on Job Retention. The Intercept effect for both Job Satisfaction and Job Retention has a large Type III Sum of Squares, indicating a significant main effect for the Intercept in predicting both Job Satisfaction and Job Retention.

The Compensation, Promotion prospect, and Training and development effects also have significant main effects on both Job Satisfaction and Job Retention, as indicated by their Type III Sum of Squares and F-ratios with significance levels (Sig.) reported as 0.000. The interactions between Compensation and Promotion prospect, Compensation and Training and development, and Promotion prospect and Training and development also have significant effects on Job Satisfaction and Job Retention, as indicated by their Type III Sum of Squares and F-ratios with significance levels (Sig.) reported as 0.000. The interaction between Compensation, Promotion prospect, and Training and development does not have any reported statistics, as indicated by a blank in the table, which may suggest that the test did not converge or could not be calculated. The Error term for both Job Satisfaction and Job Retention represents the residual variability after accounting for all the effects in the model. The R Squared and Adjusted R Squared values are provided for Job Satisfaction and Job Retention, indicating the proportion of variance

in the dependent variables accounted for by the model. The Adjusted R Squared values, which take into account the number of predictors in the model, are slightly lower than the R Squared values, but still indicate a relatively high proportion of variance explained by the model.

**H<sub>02</sub>:** There will be no significant relative influence of leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

**Table 4.11: Summary of Between-Subjects Factors of Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) Among Lecturers in Colleges of Education in Oyo State**

Between-Subjects Factors		N
Transformational Leadership	7	72
	8	72
	9	24
	10	72
	11	336
Transactional Leadership	12	144
	13	120
	11	96
	12	96
Laissez-faire Leadership	13	528
	14	120
	7	336
	8	288
	9	120
	11	96

*Source; Field Survey, 2023*

As seen in table 4.11 above, the given data presents the results of different leadership styles on a particular variable. The "Between-Subjects Factors" refer to the independent variable or factors that were manipulated between different groups of participants in the study. In this case, the between-subjects factors are the different types of leadership styles: Transformational Leadership, Transactional Leadership, and Laissez-faire Leadership. The table presents the frequency or number of occurrences (N) of participants in each

group who were exposed to different levels of the respective leadership styles. The levels of the leadership styles are listed in the first column (7, 8, 9, 10, 11, 12, and 13 for Transformational Leadership; 11, 12, 13, and 14 for Transactional Leadership; and 7, 8, 9, and 11 for Laissez-faire Leadership). The second column represents the frequency or number of participants in each group who were exposed to the corresponding leadership style at the respective level. For example, in the Transformational Leadership group, 72 participants were exposed to the leadership style at level 7, 72 participants at level 8, 24 participants at level 9, 72 participants at level 10, 336 participants at level 11, 144 participants at level 12, and 120 participants at level 13. Similarly, in the Transactional Leadership group, 96 participants were exposed to the leadership style at level 11, 96 participants at level 12, 528 participants at level 13, and 120 participants at level 14. In the Laissez-faire Leadership group, 336 participants were exposed to the leadership style at level 7, 288 participants at level 8, 120 participants at level 9, and 96 participants at level 11. Overall, the data provides information about the distribution of participants across different levels of the three types of leadership styles in the study, which may be useful for analyzing the effects of these leadership styles on the dependent variable(s) of interest.

**Table 4.12a: Multivariate Test Showing Relative Influence of Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) on Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

		Multivariate Tests <sup>a</sup>				
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	1.000	1010987.609 <sup>b</sup>	2.000	822.000	.000
	Wilks' Lambda	.000	1010987.609 <sup>b</sup>	2.000	822.000	.000
	Hotelling's Trace	2459.824	1010987.609 <sup>b</sup>	2.000	822.000	.000
	Roy's Largest Root	2459.824	1010987.609 <sup>b</sup>	.000	822.000	.000

Transformational	Pillai's Trace	.915	138.912	10.000	1646.000	.000
	Wilks' Lambda	.199	204.536 <sup>b</sup>	10.000	1644.000	.000
	Hotelling's Trace	3.462	284.261	10.000	1642.000	.000
	Roy's Largest Root	3.288	541.183 <sup>c</sup>	5.000	823.000	.000
Transactional	Pillai's Trace	.821	190.948	6.000	1646.000	.000
	Wilks' Lambda	.252	271.312 <sup>b</sup>	6.000	1644.000	.000
	Hotelling's Trace	2.671	365.440	6.000	1642.000	.000
	Roy's Largest Root	2.557	701.533 <sup>c</sup>	3.000	823.000	.000
Laissez Faire	Pillai's Trace	.442	116.695	4.000	1646.000	.000
	Wilks' Lambda	.573	131.979 <sup>b</sup>	4.000	1644.000	.000
	Hotelling's Trace	.719	147.675	4.000	1642.000	.000
	Roy's Largest Root	.682	280.457 <sup>c</sup>	2.000	823.000	.000
Transformational * Transactional	Pillai's Trace	.000	. <sup>b</sup>	.000	.000	
	Wilks' Lambda	1.000	. <sup>b</sup>	.000	822.500	
	Hotelling's Trace	.000	. <sup>b</sup>	.000	2.000	
	Roy's Largest Root	.000	.000 <sup>b</sup>	2.000	821.000	1.000
Transformational * Laissez	Pillai's Trace	.000	. <sup>b</sup>	.000	.000	
	Wilks' Lambda	1.000	. <sup>b</sup>	.000	822.500	
	Hotelling's Trace	.000	. <sup>b</sup>	.000	2.000	
	Roy's Largest Root	.000	.000 <sup>b</sup>	2.000	821.000	1.000
Transactional * Laissez	Pillai's Trace	.000	. <sup>b</sup>	.000	.000	
	Wilks' Lambda	1.000	. <sup>b</sup>	.000	822.500	
	Hotelling's Trace	.000	. <sup>b</sup>	.000	2.000	
	Roy's Largest Root	.000	.000 <sup>b</sup>	2.000	821.000	1.000
Transformational * Transactional * Laissez	Pillai's Trace	.000	. <sup>b</sup>	.000	.000	
	Wilks' Lambda	1.000	. <sup>b</sup>	.000	822.500	

	Hotelling's Trace	.000	. <sup>b</sup>	.000	2.000	
	Roy's Largest Root	.000	.000 <sup>b</sup>	2.000	821.000	1.000
a. Design: Intercept + Transformational + Transactional + Laissez + Transformational * Transactional + Transformational * Laissez + Transactional * Laissez + Transformational * Transactional * Laissez						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						

Source; *Field Survey, 2023*

Table 4.12a shows the results of a multivariate test with various effects, their values, F-statistics, hypothesis degrees of freedom (df), error degrees of freedom (df), and significance levels (Sig). The effects are categorized into four main factors: Transformational, Transactional, Laissez, and their interactions (Transformational \* Transactional, Transformational \* Laissez, and Transactional \* Laissez), as well as the three-way interaction (Transformational \* Transactional \* Laissez). The results are reported using different multivariate test statistics: Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root, which are commonly used in multivariate analysis of variance (MANOVA). Some notable findings from the table are: The Intercept has a perfect effect (Value = 1.000) with extremely high F-statistics and very low significance levels (Sig = 0.000), indicating a significant overall effect.

Transformational, Transactional, and Laissez effects all have significant Pillai's Traces (Values = 0.915, 0.821, and 0.442 respectively) with low significance levels (Sig = 0.000), indicating significant effects of these factors on the outcome. The three-way interaction (Transformational \* Transactional \* Laissez) has a non-significant Pillai's Trace (Value = 0.000) with a significance level of 1.000, indicating no significant effect of this interaction. Some of the statistics are reported as "Exact statistic" (e.g., Transformational \* Laissez, Transactional \* Laissez, and Transformational \*

Transactional \* Laissez), which means that the exact F-statistics could not be computed, and therefore the significance levels are not reported.

The value "b" in some cases indicates that the statistic is an exact statistic, and "c" indicates that the statistic is an upper bound on F that yields a lower bound on the significance level. This suggests that the reported significance levels may be conservative estimates of the true significance levels. The table also provides information about the design used in the analysis, which includes the factors and their interactions that were included in the multivariate test.

**Table 4.12b: Multivariate Test Showing Relative Influence of Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) on Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

Levene's Test of Equality of Error Variances				
	F	df1	df2	Sig.
Job Satisfaction	177.663	16	823	.000
Job Retention	167.970	16	823	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.  
a. Design: Intercept + Transformational + Transactional + Laissez + Transformational \* Transactional + Transformational \* Laissez + Transactional \* Laissez + Transformational \* Transactional \* Laissez

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Job Satisfaction	4377.029 <sup>a</sup>	16	273.564	304.907	
	Job Retention	8495.657 <sup>b</sup>	16	530.979	914.982	.000
Intercept	Job Satisfaction	1171681.099	1	1171681.099	1305923.001	.000
	Job Retention	278489.916	1	278489.916	479893.636	.000
Transformational	Job Satisfaction	159.933	5	31.987	35.651	.000
	Job Retention	1570.029	5	314.006	541.095	.000

Transactional	Job Satisfaction	755.387	3	251.796	280.644	.000
	Job Retention	637.246	3	212.415	366.034	.000
Laissez	Job Satisfaction	151.927	2	75.964	84.667	.000
	Job Retention	277.513	2	138.756	239.105	.000
Transformational * Transactional	Job Satisfaction	.000	0	.	.	..
	Job Retention	.000	0	.	.	..
Transformational * Laissez	Job Satisfaction	.000	0	.	.	..
	Job Retention	.000	0	.	.	..
Transactional * Laissez	Job Satisfaction	.000	0	.	.	..
	Job Retention	.000	0	.	.	..
Transformational * Transactional * Laissez	Job Satisfaction	.000	0	.	.	..
	Job Retention	.000	0	.	.	..
Error	Job Satisfaction	738.400	823	.897		
	Job Retention	477.600	823	.580		
Total	Job Satisfaction	1998504.000	840			
	Job Retention	579312.000	840			
Corrected Total	Job Satisfaction	5115.429	839			
	Job Retention	8973.257	839			

a. R Squared = .856 (Adjusted R Squared = .853)

b. R Squared = .947 (Adjusted R Squared = .946)

*Source; Field Survey, 2023*

As seen in table 4.12b, the Levene's Test of Equality of Error Variances is a statistical test used to assess whether the error variances of the dependent variable are equal across different groups in a study. In this case, the test was conducted for two dependent

variables, Job Satisfaction and Job Retention, with the following results: For Job Satisfaction, the Levene's test statistic is 177.663 with 16 degrees of freedom (df1) and 823 degrees of freedom (df2), and the p-value (Sig.) is 0.000, indicating that the error variances are not equal across the groups. For Job Retention, the Levene's test statistic is 167.970 with 16 degrees of freedom (df1) and 823 degrees of freedom (df2), and the p-value (Sig.) is 0.000, also indicating that the error variances are not equal across the groups. The "Tests of Between-Subjects Effects" section provides additional information on the effects of the independent variables on the dependent variables. The "Type III Sum of Squares" column represents the sum of squares for each effect after accounting for the other effects in the model. The "df" column represents the degrees of freedom for each effect, and the "Mean Square" column represents the mean square, which is the sum of squares divided by the degrees of freedom. The "F" column represents the F-statistic, which is the ratio of the mean square for each effect to the mean square for error. The "Sig." column represents the p-value associated with the F-statistic, which indicates the statistical significance of the effect. The "Partial Eta Squared" column represents the effect size, which indicates the proportion of the total variance in the dependent variable that is explained by each effect.

The "Corrected Model" row shows the results for the overall model, and the "Intercept" row shows the results for the intercept term. The other rows represent the results for the specific independent variables and their interactions. For example, the "Transformational" row shows the results for the effect of the "Transformational" independent variable on the dependent variables, and so on. The "Error" row shows the error variance for each dependent variable, which is the variability in the dependent variable that is not accounted for by the independent variables in the model. The "Total" row shows the total sum of squares for each dependent variable, and the "Corrected

Total" row shows the sum of squares after accounting for the effects of the independent variables.

The "R Squared" and "Adjusted R Squared" values are measures of the proportion of variance in the dependent variable that is explained by the model, with higher values indicating a better fit. In this case, the R Squared values are 0.856 (adjusted R Squared = 0.853) for Job Satisfaction and 0.947 (adjusted R Squared = 0.946) for Job Retention, indicating that the model explains a large proportion of the variance in both dependent variables.

**H<sub>03</sub>:** There will be no significant combined influence of human resources management practices (compensation and benefits, promotion prospect, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

**Table 4.13: Descriptive Statistics for Job Satisfaction and Job Retention Scores for Different Levels of Leadership Styles and Human Resources Management Practices**

Descriptive Statistics					
Job Satisfaction	Leadership	Human Resource Management Practices	Mean	Std. Deviation	N
		20	54.00	.000	24
	28	Total	54.00	.000	24
	29	24	49.00	.000	24
		Total	49.00	.000	24
	30	22	53.00	.000	24
		23	47.33	.949	72
		25	48.00	.000	24
		Total	48.60	2.342	120
	31	20	54.00	.000	24
		24	48.00	.000	48
		25	47.37	2.401	192
		26	46.50	.505	48
		27	52.00	.000	24
		Total	48.14	2.752	336
	32	22	49.00	.000	24
		26	49.00	.000	24

		Total	49.00	.000	48
33		24	48.00	.000	24
		25	49.00	1.011	48
		26	47.75	.435	96
		27	50.00	3.032	48
		Total	48.56	1.775	216
34		25	47.00	.000	24
		Total	47.00	.000	24
35		22	51.00	.000	24
		23	52.00	.000	24
		Total	51.50	.505	48
Total		20	54.00	.000	48
		22	51.00	1.644	72
		23	48.50	2.191	96
		24	48.25	.435	96
		25	47.67	2.099	288
		26	47.57	.906	168
		27	50.67	2.643	72
		Total	48.71	2.469	840
Job Retention	28	20	29.00	.000	24
		Total	29.00	.000	24
	29	24	22.00	.000	24
		Total	22.00	.000	24
	30	22	29.00	.000	24
		23	26.00	.000	72
		25	20.00	.000	24
		Total	25.40	2.952	120
	31	20	28.00	.000	24
		24	29.00	1.011	48
		25	28.13	2.093	192
		26	28.00	1.011	48
		27	27.00	.000	24
		Total	28.14	1.729	336
	32	22	22.00	.000	24
		26	26.00	.000	24
		Total	24.00	2.021	48
	33	24	27.00	.000	24
		25	24.00	3.032	48
		26	24.75	3.918	96
		27	26.00	1.011	48
		Total	25.11	3.150	216
	34	25	17.00	.000	24
		Total	17.00	.000	24
	35	22	25.00	.000	24
		23	24.00	.000	24
		Total	24.50	.505	48
Total		20	28.50	.505	48
		22	25.33	2.888	72
		23	25.50	.871	96

24	26.75	2.963	96
25	25.83	4.227	288
26	25.86	3.323	168
27	26.33	.949	72
<b>Total</b>	<b>26.06</b>	<b>3.270</b>	<b>840</b>

*Source; Field Survey, 2023*

To test the hypothesis  $H_03$ , which states that there will be no significant combined influence of human resources management practices (compensation and benefits, promotion prospects, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State. Table 4.13 presents descriptive statistics for job satisfaction and job retention scores for different levels of leadership and human resources management practices. The descriptive statistics include the mean, standard deviation, and number of observations (N) for each level of leadership and human resources management practices. To test the hypothesis, you can perform the following steps: Choose an appropriate statistical analysis method: Based on the research question and data, you can choose an appropriate statistical analysis method such as regression analysis or ANOVA to examine the relationship between leadership styles, human resources management practices, and job satisfaction and retention.

As one is conducting the statistical analysis, input the data into a statistical software program such as SPSS or R, and perform the chosen statistical analysis method. The analysis will provide you with statistical results, including p-values, which can be used to determine the significance of the relationship between leadership styles, human resources management practices, and job satisfaction and retention. Interpret the results: Based on the statistical results, you can interpret whether the hypothesis  $H_03$  is supported

or rejected. If the p-values are greater than the significance level (e.g.,  $p > 0.05$ ), then the results do not provide enough evidence to reject the null hypothesis, and you would fail to reject the hypothesis  $H_03$ , suggesting that there is no significant combined influence of human resources management practices (compensation and benefits, promotion prospect, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State. On the other hand, if the p-values are less than the significance level, then you would reject the null hypothesis, indicating that there is a significant combined influence of human resources management practices (compensation and benefits, promotion prospect, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and retention in colleges of education in Oyo State.

It is important to note that statistical significance does not necessarily imply practical significance or causal relationships, and further analysis and interpretation should be done in the context of the research question and relevant literature. Consulting with a statistician or a researcher experienced in statistical analysis can also be helpful in interpreting the results accurately.

**Table 4.14a: Multivariate Test Showing Combined Influence of Human Resources Management Practices (Compensation and Benefits, Promotion Prospect, Training and Development) and Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) on Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

Multivariate Tests <sup>a</sup>								
Effect	Pillai's Trace	Value	F	Hypothesis			Sig.	Partial Eta Squa
				df	Error df			
Intercept		.999	624585.327 <sup>b</sup>	2.000	820.000	.000	.999	

Leadership	Wilks' Lambda	.001	624585.327 <sup>b</sup>	2.000	820.000	.000	.999
	Hotelling's Trace	1523.379	624585.327 <sup>b</sup>	2.000	820.000	.000	.999
	Roy's Largest Root	1523.379	624585.327 <sup>b</sup>	2.000	820.000	.000	.999
	Pillai's Trace	.730	67.398	14.000	1642.000	.000	.365
	Wilks' Lambda	.339	84.109 <sup>b</sup>	14.000	1640.000	.000	.418
HRMP	Hotelling's Trace	1.749	102.307	14.000	1638.000	.000	.467
	Roy's Largest Root	1.624	190.473 <sup>c</sup>	7.000	821.000	.000	.619
	Pillai's Trace	.840	99.010	12.000	1642.000	.000	.420
	Wilks' Lambda	.289	117.678 <sup>b</sup>	12.000	1640.000	.000	.463
	Hotelling's Trace	2.019	137.797	12.000	1638.000	.000	.502
Leadership * HRMP	Roy's Largest Root	1.767	241.852 <sup>c</sup>	6.000	821.000	.000	.639
	Pillai's Trace	.666	82.028	10.000	1642.000	.000	.333
	Wilks' Lambda	.407	93.211 <sup>b</sup>	10.000	1640.000	.000	.362
	Hotelling's Trace	1.281	104.883	10.000	1638.000	.000	.390
	Roy's Largest Root	1.121	184.036 <sup>c</sup>	5.000	821.000	.000	.528

a. Design: Intercept + Leadership + HRMP + Leadership \* HRMP

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

*Source: Field Survey, 2023*

The hypothesis being tested in this multivariate analysis appears to involve multiple factors: Leadership Styles, Human Resources Management Practices, and the interaction between Leadership Styles and Human Resources Management Practices. The results are

presented in table 4.14a which shows various statistics, including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root, degrees of freedom (df), significance level (Sig.), and Partial Eta Squared. Based on the presented statistics, it appears that the effect of Leadership is significant, as evidenced by the low p-values (Sig.) for all the different statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The Partial Eta Squared value of .365 indicates that Leadership accounts for approximately 36.5% of the variance in the dependent variable. Similarly, the effect of HRMP is also significant, as indicated by the low p-values (Sig.) for all the different statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The Partial Eta Squared value of .420 suggests that HRMP accounts for approximately 42.0% of the variance in the dependent variable. Furthermore, the interaction between Leadership styles and Human resources management practices is also significant, as indicated by the low p-values (Sig.) for all the different statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root). The Partial Eta Squared value of .333 suggests that the interaction between Leadership and Human resources management practices accounts for approximately 33.3% of the variance in the dependent variable. Overall, based on the presented statistics, it appears that all three factors – Leadership styles, Human resources management practices, and the interaction between Leadership styles and Human resources management practices - have significant effects on the dependent variable, as evidenced by the low p-values and high Partial Eta Squared values.

**Table 4.14b: Levene's Test of Equality of Error Variances Showing Combined Influence of Human Resources Management Practices (Compensation and Benefits, Promotion Prospects, Training and Development) and Leadership Styles (Transactional Leadership Style, Transformational Leadership Style and Laissez Faire Leadership Style) on Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

**Levene's Test of Equality of Error Variances<sup>a</sup>**

	F	df1	df2	Sig.
Job Satisfaction	63.255	18	821	.000
Job Retention	71.464	18	821	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Leadership + HRMP + Leadership \* HRMP

**Tests of Between-Subjects Effects**

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Job Satisfaction	3440.429 <sup>a</sup>	18	191.135	93.685	.000
	Job Retention	6102.257 <sup>b</sup>	18	339.014	96.946	.000
	Intercept					
Intercept	Job	1051422.590	1	1051422.590	515353.998	.000
	Satisfaction					
	Job Retention	260608.343	1	260608.343	74524.364	.000
Leadership	Job	209.419	7	29.917	14.664	.000
	Satisfaction					
	Job Retention	3227.582	7	461.083	131.853	.000
HRMP	Job	1544.742	6	257.457	126.192	.000
	Satisfaction					
	Job Retention	921.794	6	153.632	43.933	.000
Leadership * HRMP	Job	568.226	5	113.645	55.703	.000
	Satisfaction					
	Job Retention	1085.526	5	217.105	62.084	.000
Error	Job	1675.000	821	2.040		
	Satisfaction					
	Job Retention	2871.000	821	3.497		
Total	Job	1998504.000	840			
	Satisfaction					
	Job Retention	579312.000	840			
Corrected Total	Job	5115.429	839			
	Satisfaction					
	Job Retention	8973.257	839			

a. R Squared = .673 (Adjusted R Squared = .665)

b. R Squared = .680 (Adjusted R Squared = .673)

*Source; Field Survey, 2023*

Based on the results of the Levene's Test of Equality of Error Variances as seen in table

4.14b, the p-values for both the Job Satisfaction and Job Retention variables are less than

the significance level of 0.05 ( $p < .05$ ). This indicates that there is evidence to reject the null hypothesis of equal error variances across groups, suggesting that the error variances are not the same for all levels of the independent variables in the model. Looking at the Tests of Between-Subjects Effects, the results show that the corrected model is statistically significant for both Job Satisfaction and Job Retention ( $p < .001$ ). This suggests that the combined effect of the Intercept, Leadership styles, Human resources management practices, and Leadership styles \* Human resources management practices variables significantly predicts both Job Satisfaction and Job Retention.

Furthermore, the results show that Leadership styles, Human resources management practices, and Leadership Styles \* Human resources management practices variables also have significant main effects on both Job Satisfaction and Job Retention ( $p < .001$ ). This indicates that these independent variables individually and jointly contribute to the prediction of the dependent variables. The R-squared values for Job Satisfaction and Job Retention are .673 and .680, respectively, which indicates that the model explains about 67.3% and 68.0% of the variance in the dependent variables, respectively. The adjusted R-squared values, which account for the number of predictors in the model, are slightly lower at .665 and .673 for Job Satisfaction and Job Retention, respectively. These results suggest that the model has a good fit and explains a substantial amount of variance in the dependent variables.

**H<sub>04</sub>:** There will be no significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State.

**Table 4.15 Summary of Test of Homogeneity of Variances among Lecturers in Different Types (Federal, State, Private) Colleges of Education in Oyo State**

Test of Homogeneity of Variances				
Job Satisfaction of Private College Lecturers	Levene Statistic	df1	df2	Sig.
	2.829	9	86	.006

Job Satisfaction of State College Lecturers	35.023	9	347	.000
Job Satisfaction of Federal College Lecturers	31.432	9	377	.000

*Source; Field Survey, 2023*

Table 4.15 shows the results of a test of homogeneity of variances for job satisfaction levels of lecturers in colleges of education in Oyo State, categorized by school type (private, state, and federal). The null hypothesis ( $H_0$ ) being tested is that there will be no significant difference in the levels of job satisfaction among lecturers in different types of colleges. The Levene statistic is a measure of homogeneity of variances. In this table, it shows the Levene statistic for each school type, along with the degrees of freedom (df1 and df2), and the significance level (Sig.) associated with each statistic. Based on the table, the significance level (Sig.) for job satisfaction of private college lecturers is 0.006, for state college lecturers is 0.000, and for federal college lecturers is also 0.000. Since the significance level (Sig.) for job satisfaction levels of lecturers in all three types of colleges (private, state, and federal) is less than the commonly used threshold of 0.05, it indicates that there is a significant difference in the variances of job satisfaction levels among lecturers in different types of colleges in Oyo State. This suggests that there is evidence to reject the null hypothesis ( $H_0$ ) and conclude that there is a significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State. In other words, the job satisfaction levels of lecturers in private, state, and federal colleges in Oyo State are significantly different from each other. Although, further statistical analysis, such as ANOVA or post-hoc tests, may be needed to determine the nature and direction of these differences.

**Table 4.16: Summary of ANOVA Showing Significant School Type Difference in the Levels of Lecturers' Job Satisfaction in Colleges of Education in Oyo State**

ANOVA						
Job Satisfaction of Private College Lecturers	Between Groups	Sum of Squares	df	Mean Square	F	Sig.
	Within Groups	6.576	9	.731	.914	.517
	Total	68.757	86	.800		
Job Satisfaction of State College Lecturers	Between Groups	49.598	9	5.511	12.562	.000
	Within Groups	152.223	347	.439		
	Total	201.821	356			
Job Satisfaction of Federal College Lecturers	Between Groups	86.113	9	9.568	26.415	.000
	Within Groups	136.559	377	.362		
	Total	222.672	386			

*Source; Field Survey, 2023*

As seen in table 4.16, the ANOVA results reveal that there is no statistically significant difference in the levels of job satisfaction among lecturers in different types of colleges in Oyo State. According to the data, the sum of squares (SS) for job satisfaction of private college lecturers is 6.576 between groups and 68.757 within groups, with a total of 75.333. The degrees of freedom (df) for private college lecturers is 9 between groups and 86 within groups. The mean square (MS) for private college lecturers is 0.731 between groups and 0.800 within groups. The F-value for job satisfaction of private college lecturers is 0.914 with a significance level (p-value) of 0.517. Similarly, for state college lecturers, the SS is 49.598 between groups and 152.223 within groups, with a total of 201.821. The df is 9 between groups and 347 within groups. The MS is 5.511 between groups and 0.439 within groups. The F-value is 12.562 with a significance level (p-value) of 0.000. Lastly, for federal college lecturers, the SS is 86.113 between groups and 136.559 within groups, with a total of 222.672. The df is 9 between groups and 377 within groups. The MS is 9.568 between groups and 0.362 within groups. The F-value is 26.415 with a significance level (p-value) of 0.000. Overall, based on these results, there

is significant difference in the levels of job satisfaction among lecturers in private, state, and federal colleges in Oyo State. The p-values for all three types of colleges are less than the commonly used significance level of 0.05, indicating that there is no statistically significant variation in job satisfaction levels based on the type of college. Therefore, the findings do not support the hypothesis that there will be no significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State.

**H<sub>05</sub>:** There will be no significant school type difference in the levels of lecturers' job retention in colleges of education in Oyo State

**Table 4.17: Summary of Test of Homogeneity of Variances in Job Retention in Different Types (Federal, State and Private) Colleges of Education in Oyo State**

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Job Retention of Private College Lecturers	2.165	12	83	.021
Job Retention Federal College Lecturer	30.534	12	374	.000
Job Retention of State College Lecturers	18.365	12	344	.000

*Source; Field Survey, 2023*

Table 4.17 presents the results of a test of homogeneity of variances for job retention levels of lecturers in different types of colleges of education in Oyo State. The hypothesis being tested is H<sub>06</sub>, which states that there will be no significant difference in job retention levels among different types of colleges (private, federal, and state). The Levene statistic is a measure of the homogeneity of variances. It is calculated separately for each type of college and is used to assess whether the variances of job retention levels are

equal across the different types of colleges. The larger the Levene statistic, the more evidence there is against the assumption of homogeneity of variances.

The degrees of freedom (df1 and df2) represent the number of groups being compared (in this case, 3 types of colleges) and the total number of observations in each group, respectively. The "Sig." column shows the p-value associated with each Levene statistic. The p-value is used to determine the statistical significance of the test. If the p-value is less than a predetermined significance level (commonly set at 0.05), then the null hypothesis of homogeneity of variances is rejected, indicating that there is a significant difference in variances among the groups.

For private college lecturers, the Levene statistic is 2.165 with 12 degrees of freedom (df1) and 83 degrees of freedom (df2), and the associated p-value is 0.021. For federal college lecturers, the Levene statistic is 30.534 with 12 degrees of freedom (df1) and 374 degrees of freedom (df2), and the associated p-value is 0.000. For state college lecturers, the Levene statistic is 18.365 with 12 degrees of freedom (df1) and 344 degrees of freedom (df2), and the associated p-value is 0.000. Since the p-values for all three types of colleges are less than the significance level of 0.05, we can conclude that there is significant evidence to reject the null hypothesis of homogeneity of variances. This suggests that there is a significant difference in the variances of job retention levels among different types of colleges of education in Oyo State. Therefore, the assumption of equal variances across the groups is not met, and caution should be exercised when interpreting any subsequent statistical tests or analyses that assume homogeneity of variances.

**Table 4.18: Summary of ANOVA Showing Significant School Type Difference in the Levels of Lecturers' Job Retention in Colleges of Education in Oyo State**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Job Retention of Private College Lecturers	Between Groups	9.149	12	.762	1.101	.371
	Within Groups	57.476	83	.692		
	Total	66.625	95			
Job Retention Federal College Lecturer	Between Groups	164.191	12	13.683	87.504	.000
	Within Groups	58.481	374	.156		
	Total	222.672	386			
Job Retention of State College Lecturers	Between Groups	70.634	12	5.886	15.662	.000
	Within Groups	129.282	344	.376		
	Total	199.916	356			

*Source; Field Survey, 2023*

Table 4.18 presents the results of an analysis of variance (ANOVA) for job retention levels of lecturers in different types of colleges of education in Oyo State. The ANOVA is used to test the hypothesis that there is no significant difference in job retention levels among different types of colleges (private, federal, and state). The "Sum of Squares" column shows the variation in the data that is attributable to between-group differences (i.e., differences among the types of colleges) and within-group differences (i.e., differences within each type of college). The "df" column represents the degrees of freedom associated with each source of variation, which represent the number of categories minus 1 (for between-group variation) or the total number of observations minus the number of categories (for within-group variation). The "Mean Square" column is obtained by dividing the sum of squares by the corresponding degrees of freedom.

The "F" column shows the calculated F-statistic, which is the ratio of the mean square for between-group differences to the mean square for within-group differences. The F-statistic is used to determine whether the variation between the groups is

statistically significant. The "Sig." column shows the p-value associated with the F-statistic, which is used to determine the statistical significance of the test. If the p-value is less than a predetermined significance level (commonly set at 0.05), then the null hypothesis of no significant difference among the groups is rejected, indicating that there is evidence of a significant difference in job retention levels among the different types of colleges. Interpretation: For private college lecturers, the F-statistic is 1.101 with 12 degrees of freedom for between-groups variation and 83 degrees of freedom for within-groups variation, and the associated p-value is 0.371. Since the p-value (0.371) is greater than the significance level of 0.05, we do not have enough evidence to reject the null hypothesis of no significant difference in job retention levels among private, federal, and state colleges. For federal college lecturers, the F-statistic is 87.504 with 12 degrees of freedom for between-groups variation and 374 degrees of freedom for within-groups variation, and the associated p-value is 0.000. Since the p-value (0.000) is less than the significance level of 0.05, we have significant evidence to reject the null hypothesis, indicating that there is a significant difference in job retention levels among federal, state, and private colleges. For state college lecturers, the F-statistic is 15.662 with 12 degrees of freedom for between-groups variation and 344 degrees of freedom for within-groups variation, and the associated p-value is 0.000. Since the p-value (0.000) is less than the significance level of 0.05, we have significant evidence to reject the null hypothesis, indicating that there is a significant difference in job retention levels among state, federal, and private colleges. Based on the ANOVA results, there is evidence to reject the null hypothesis of no significant difference in job retention levels among different types of colleges of education in Oyo State for federal and state colleges. However, for private colleges, we do not have enough evidence to reject the null hypothesis. This suggests that there may be significant differences in job retention levels among federal, state, and

private colleges of education in Oyo State, except for private colleges where further investigation may be needed.

#### **4.5 Discussion of Findings**

The results of the multivariate test of the test of hypothesis one (There will be no significant relative influence of human resources management practices (compensation and benefits, promotion prospects, training and development) on lecturers' job satisfaction and retention in colleges of education in Oyo State.) indicate that the overall model, including all the effects being tested, has a significant effect on both job satisfaction and job retention. The Corrected Model for Job Satisfaction has a Type III Sum of Squares of 4107.657 and a corresponding F-ratio of 209.658 with a significance level (Sig.) of 0.000. Similarly, the Corrected Model for Job Retention has a Type III Sum of Squares of 8484.914 and a corresponding F-ratio of 893.722 with a significance level (Sig.) of 0.000. These findings provide strong statistical evidence to reject the null hypothesis. Furthermore, the Intercept effect, which represents the baseline level, shows a significant main effect for both job satisfaction and job retention. The large Type III Sum of Squares for the Intercept indicates its importance in predicting both job satisfaction and job retention. The effects of Compensation, Promotion prospects, and Training and development also demonstrate significant main effects on both job satisfaction and job retention, as indicated by their Type III Sum of Squares and F-ratios, with significance levels reported as 0.000. These results provide additional statistical evidence to reject the null hypothesis.

Moreover, the interactions between Compensation and Promotion prospects, Compensation and Training and development, and Promotion prospects and Training and development also show significant effects on job satisfaction and job retention. The Type III Sum of Squares and F-ratios for these interactions have significance levels reported as

0.000, further supporting the rejection of the null hypothesis. Therefore, based on the statistical evidence from the analysis, we reject the null hypothesis ( $H_0$ ) that there is no significant relative influence of human resources management practices on lecturers' job satisfaction and retention in colleges of education in Oyo State. The results indicate that compensation and benefits, promotion prospects, and training and development do have a significant relative influence on job satisfaction and retention for lecturers in these institutions.

The results of the multivariate test of (hypothesis two “There will be no significant relative influence of leadership styles (transactional leadership style, transformational leadership style, and laissez-faire leadership style) on lecturers’ job satisfaction and retention in colleges of education in Oyo State”.) indicate that the overall model, including all the effects being tested, has a significant effect on both job satisfaction and job retention. The Corrected Model for Job Satisfaction has a Pillai's Trace value of 0.915, indicating a significant effect with a low significance level (Sig.) of 0.000. Similarly, the Corrected Model for Job Retention has a Pillai's Trace value of 0.821, indicating a significant effect with a low significance level (Sig.) of 0.000. These findings provide strong statistical evidence to reject the null hypothesis. Additionally, the effects of Transformational Leadership, Transactional Leadership, and Laissez-faire Leadership, all demonstrate significant main effects on both job satisfaction and job retention. The Pillai's Trace values for these effects are reported as 0.915, 0.821, and 0.442, respectively, with significance levels of 0.000. These results provide further statistical evidence to reject the null hypothesis. However, the three-way interaction (Transformational \* Transactional \* Laissez) does not show a significant effect on job satisfaction and job retention, as indicated by a non-significant Pillai's Trace value of

0.000 and a significance level of 1.000. This suggests that the combined influence of all three leadership styles does not have a significant impact on the dependent variables.

Furthermore, the Levene's Test of Equality of Error Variances indicates that the error variances for both job satisfaction and job retention are not equal across the groups. The low p-values (Sig. = 0.000) indicate significant differences in error variances among the different leadership style groups. Based on the reported Type III Sum of Squares, degrees of freedom, F-statistics, and significance levels, it can be concluded that the independent variables, including Transformational Leadership, Transactional Leadership, and Laissez-faire Leadership, have a significant influence on both job satisfaction and job retention.

The R-squared values of 0.856 for Job Satisfaction and 0.947 for Job Retention indicate that the model explains a large proportion of the variance in both dependent variables. These values, along with the Adjusted R-squared values of 0.853 and 0.946, respectively, suggest a good fit of the model. Therefore, based on the statistical evidence from the analysis, we reject the null hypothesis ( $H_0$ ) that there is no significant relative influence of leadership styles on lecturers' job satisfaction and retention in colleges of education in Oyo State. The results indicate that transformational leadership, transactional leadership, and laissez-faire leadership styles do have a significant relative influence on job satisfaction and retention for lecturers in these institutions.

Test of hypothesis three ( $H_0$ ) concluded that there is a significant combined influence of human resources management practices and leadership styles on lecturers' job satisfaction and retention in colleges of education in Oyo State. The statistical results indicate that both Human resources management practices and Leadership styles have significant main effects on job satisfaction and job retention. The interaction between Leadership styles and Human resources management practices also has a significant

effect on the dependent variables. The Partial Eta Squared values suggest that Leadership accounts for approximately 36.5% of the variance in job satisfaction and 42.0% of the variance in job retention. Human resources management practices accounts for approximately 42.0% of the variance in job satisfaction and 33.3% of the variance in job retention. These findings suggest that both Leadership styles and Human resources management practices play important roles in influencing job satisfaction and retention among lecturers in colleges of education in Oyo State.

Test of hypothesis four ( $H_04$ ) concluded that there is a significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State. The Levene's test results indicate that there is a significant difference in the variances of job satisfaction levels among lecturers in different types of colleges (private, state, and federal). This suggests that there are variations in job satisfaction levels among lecturers across the different types of colleges. However, the ANOVA results show that there is no statistically significant difference in the levels of job satisfaction among lecturers in different types of colleges in Oyo State. The F-values and p-values for all three types of colleges (private, state, and federal) indicate that the variation in job satisfaction levels based on the type of college is not statistically significant. The p-values are all greater than the commonly used significance level of 0.05. Therefore, based on these results, the hypothesis  $H_04$ , which states that there will be no significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State, is supported. The findings suggest that the job satisfaction levels of lecturers in private, state, and federal colleges in Oyo State do not significantly differ from each other.

Test of hypothesis five ( $H_05$ ) which states that there will be no significant school type difference in the levels of lecturers' job retention in colleges of education in Oyo State showed a significant evidence to reject the null hypothesis of homogeneity of

variances for job retention levels among different types of colleges of education in Oyo State. This indicates that there is a significant difference in the variances of job retention levels among private, federal, and state colleges. ANOVA results, for private college lecturers, the F-statistic is 1.101 with 12 degrees of freedom for between-groups variation and 83 degrees of freedom for within-groups variation. The associated p-value is 0.371, which is greater than the significance level of 0.05. Therefore, we do not have enough evidence to reject the null hypothesis of no significant difference in job retention levels among private, federal, and state colleges. However, for federal college lecturers, the F-statistic is 87.504 with 12 degrees of freedom for between-groups variation and 374 degrees of freedom for within-groups variation. The associated p-value is 0.000, which is less than the significance level of 0.05. Thus, we have significant evidence to reject the null hypothesis, indicating that there is a significant difference in job retention levels among federal, state, and private colleges. Similarly, for state college lecturers, the F-statistic is 15.662 with 12 degrees of freedom for between-groups variation and 344 degrees of freedom for within-groups variation. The associated p-value is 0.000, which is less than the significance level of 0.05. Hence, we have significant evidence to reject the null hypothesis, indicating that there is a significant difference in job retention levels among state, federal, and private colleges. In all, based on the ANOVA results, there is evidence to reject the null hypothesis of no significant difference in job retention levels among different types of colleges of education in Oyo State for federal and state colleges. However, for private colleges, we do not have enough evidence to reject the null hypothesis. This suggests that there may be significant differences in job retention levels among federal, state, and private colleges of education in Oyo State, except for private colleges where further investigation may be needed.

The research question one was raised to determine the level of job satisfaction and retention of lecturers in colleges of education in Oyo State. Result revealed that the job satisfaction of lecturers was found to be moderate. This finding is consistent with a study which found that lecturers in Nigerian higher education institutions, including colleges of education, reported moderate levels of job satisfaction<sup>1,44,41</sup>. The study highlighted factors such as salary, promotion opportunities, and job security as significant determinants of job satisfaction among lecturers in Nigeria. However, this finding contrasts with a study which found that lecturers in Nigerian higher education institutions, including colleges of education, reported high levels of job satisfaction<sup>38</sup>. The study emphasized the importance of factors such as leadership style, organizational culture, and work environment in influencing job satisfaction among lecturers.

Furthermore, another study found that job satisfaction among lecturers in higher education institutions, including colleges of education, was low<sup>41</sup>. The study identified factors such as inadequate remuneration, lack of career development opportunities, and poor working conditions as significant contributors to low job satisfaction among lecturers. The finding of the research question one, which suggests that job satisfaction of lecturers in colleges of education in Oyo State is moderate, is consistent with some findings but also contrasts with some findings<sup>35, 4, 6, 5</sup>. This indicates that the level of job satisfaction among lecturers in colleges of education in Oyo State may vary depending on various contextual factors, such as organizational culture, leadership style, remuneration, and career development opportunities, which may have different effects on job satisfaction.

Also, the research finding indicates low job retention of lecturers in colleges of education in Oyo State. This is also supported by several related studies. For instance, a study found that lecturers in Nigerian higher education institutions, including colleges of

education, faced challenges such as inadequate remuneration, lack of career development opportunities, and poor working conditions, which led to low job retention<sup>7</sup>. The study highlighted the need for improved remuneration packages and career development opportunities to enhance job retention among lecturers. Similarly, a study found that job retention among lecturers in higher education institutions, including colleges of education, was influenced by factors such as salary, job security, and recognition<sup>8,43,37,36</sup>. The study revealed that inadequate salary, job insecurity, and lack of recognition were significant contributors to low job retention among lecturers. Moreover, a study found that job retention among lecturers in Nigerian higher education institutions, including colleges of education, was influenced by factors such as workload, work-life balance, and organizational support<sup>39</sup>. The study highlighted the need for reducing workload, improving work-life balance, and providing adequate organizational support to enhance job retention among lecturers.

In contrast to the finding of low job retention in colleges of education in Oyo State, a study found that lecturers in Nigerian higher education institutions, including colleges of education, reported high job retention<sup>10,40</sup>. The study emphasized the importance of factors such as job security, promotional opportunities, and supportive work environment in influencing job retention among lecturers. The finding of low job retention among lecturers in colleges of education in Oyo State is consistent with some findings and contrasts with others. This suggests that the level of job retention among lecturers in colleges of education in Oyo State may be influenced by various contextual factors, such as remuneration, career development opportunities, workload, work-life balance, job security, and organizational support, which may have different effects on job retention.

Research question two found that among the three human resource management practices examined (promotional prospect, training and development, and compensation

and benefits), promotional prospect was the highest practiced in colleges of education in Oyo State, Nigeria. This result is consistent with previous research that found that promotional prospects were highly valued and prioritized by employees in Nigerian educational institutions<sup>40</sup>. The authors emphasized that promotion opportunities were perceived as a way to advance in one's career and improve job satisfaction. In contrast, the findings contradict the results of a study which reported that compensation and benefits were the most significant human resource management practices in Nigerian educational institutions. The authors argued that competitive compensation packages and attractive benefits were essential in attracting and retaining highly qualified staff in the education sector, which was consistent with the findings of previous research conducted in other sectors<sup>13</sup>.

Furthermore, the findings also contrast with the results of a study that found that training and development programs were the most emphasized human resource management practices in Nigerian universities<sup>14,39,34</sup>. The authors argued that training and development opportunities were crucial in improving employees' skills and knowledge, and enhancing their job performance and productivity. While the research findings suggest that promotional prospects were the highest practiced human resource management practice in colleges of education in Oyo State, Nigeria, this conclusion contradicts previous research that emphasized the importance of compensation and benefits or training and development. It is important to note that these findings may vary depending on the specific context and sample size of the study. Further research is needed to fully understand the factors influencing human resource management practices in Nigerian educational institutions.

Research question three indicates that among the three leadership styles explored in the study (transactional, transformational, and laissez-faire), transactional leadership

style was reported to occur most frequently in colleges of education in Oyo State, Nigeria. This result is consistent with previous research conducted who found that transactional leadership was commonly practiced in Nigerian educational institutions due to its emphasis on clear expectations, goal-setting, and rewards for performance<sup>42,32,33</sup>. The authors argued that transactional leaders tend to focus on task-oriented behaviors and use contingent rewards or punishments to motivate employees. In contrast, the findings contradict the results of a study who reported that transformational leadership was the dominant leadership style in Nigerian universities. The authors argued that transformational leadership, which involves inspirational and charismatic leadership behaviors that inspire and motivate followers, was perceived as effective in fostering employee engagement, commitment, and productivity<sup>16, 34</sup>. Furthermore, the findings also contrast with the results of an author who found that laissez-faire leadership was the least practiced leadership style in Nigerian educational institutions. The authors argued that laissez-faire leadership, which involves a lack of involvement and direction from leaders, was perceived as ineffective and detrimental to employee performance and organizational outcomes<sup>42</sup>.

While the research findings suggest that transactional leadership style was most frequently practiced among the three leadership styles in colleges of education in Oyo State, Nigeria, this conclusion contradicts previous research that emphasized the dominance of transformational leadership or the ineffectiveness of laissez-faire leadership. It is important to note that leadership practices may vary depending on the specific context, organizational culture, and individual preferences of leaders. Further research is needed to fully understand the leadership styles adopted by leaders in Nigerian educational institutions and their impacts on employee outcomes.

Test of hypothesis one indicates that human resources management practices, including compensation and benefits, promotion prospects, and training and development, significantly influence job satisfaction and retention among lecturers in colleges of education in Oyo State. This supports previous research that has found similar results. For instance, a study in a different region of Nigeria found that lecturers who were satisfied with their compensation and benefits, promotion prospects, and training and development opportunities were more likely to be satisfied with their jobs and stay in their current positions<sup>18, 43, 39, 40</sup>. This study aligns with the current findings, as it also highlights the positive impact of human resources management practices on job satisfaction and retention among lecturers. Similarly, a meta-analysis conducted across various countries and industries revealed that employees who perceived fairness in compensation and benefits, promotion prospects, and training and development programs were more likely to exhibit higher levels of job satisfaction and engagement, and were less likely to leave their jobs<sup>19, 43, 39, 40</sup>. This further supports the current findings, as it suggests that human resources management practices have a consistent influence on job satisfaction and retention across different contexts.

On the other hand, some studies have contradicted the current findings. For instance, a study conducted in a different state of Nigeria found that human resources management practices, including compensation and benefits, promotion prospects, and training and development, did not significantly influence lecturers' job satisfaction and retention<sup>20,39, 37,40</sup>. This contradicts the current findings, as it suggests that the impact of these practices may vary depending on the specific context and population under study. Another study found that while compensation and benefits were positively correlated with job satisfaction, promotion prospects and training and development did not significantly influence job satisfaction and retention<sup>21</sup>. This also contradicts the current

findings, as it implies that the relative influence of these practices may vary depending on the industry and country of study. The current findings are consistent with previous research that has found a significant positive influence of human resources management practices on job satisfaction and retention among lecturers in colleges of education in Oyo State. However, some studies have contradicted these findings, suggesting that the impact of these practices may vary depending on the context and population under study. Further research is needed to better understand the complex relationship between human resources management practices, job satisfaction, and retention in the specific context of colleges of education in Oyo State.

The results of test of hypothesis two indicate a significant relative influence of leadership styles, including transactional leadership, transformational leadership, and laissez-faire leadership, on lecturers' job satisfaction and retention in colleges of education in Oyo State. This finding is consistent with previous research that has found similar results. For example, a study conducted found that lecturers who perceived their leaders to exhibit transactional and transformational leadership styles were more likely to report higher levels of job satisfaction and were more likely to stay in their current positions<sup>21</sup>. This study aligns with the current findings, as it also highlights the positive impact of leadership styles on job satisfaction and retention among lecturers. Similarly, a meta-analysis conducted by across various industries and countries revealed that transformational leadership, characterized by leaders who inspire and motivate their followers, was positively correlated with job satisfaction and retention<sup>22,34,33</sup>. This further supports the current findings, as it suggests that leadership styles play a crucial role in influencing job satisfaction and retention in different contexts.

On the other hand, some studies have contradicted the current findings. For instance, a study conducted in a different country found that transactional leadership was

negatively correlated with job satisfaction, indicating that a leadership style that focuses on rewards and punishments may not always lead to increased job satisfaction<sup>22</sup>. This contradicts the current findings, as it suggests that the impact of leadership styles may vary depending on the cultural and contextual factors. Another study found that laissez-faire leadership, characterized by a lack of leadership and guidance, was positively correlated with job dissatisfaction and turnover intention<sup>23,32, 42</sup>. This also contradicts the current findings, as it implies that laissez-faire leadership may not have a positive influence on job satisfaction and retention in all contexts. The current findings are consistent with previous research that has found a significant relative influence of leadership styles on job satisfaction and retention among lecturers in colleges of education in Oyo State. However, some studies have contradicted these findings, suggesting that the impact of leadership styles may vary depending on the specific context and cultural factors. Further research is needed to better understand the complex relationship between leadership styles, job satisfaction, and retention in the specific context of colleges of education in Oyo State.

Test of hypothesis three indicates a significant combined influence of both human resources management practices and leadership styles on both lecturers' job satisfaction and retention in colleges of education in Oyo State. This finding is consistent with previous research that has examined the combined impact of human resources management practices and leadership styles on job satisfaction and retention. For example, a study conducted in an educational setting found that a combination of effective human resources management practices, including compensation and benefits, promotion prospects, and training and development, along with transformational leadership style, positively influenced job satisfaction and retention among employees<sup>24,35,41</sup>. This study aligns with the current findings, as it also highlights the

importance of considering both human resources management practices and leadership styles in understanding job satisfaction and retention among lecturers. Similarly, it was found out that a combination of effective human resources management practices, such as compensation and benefits, along with transactional and transformational leadership styles, positively influenced job satisfaction and retention among employees<sup>25</sup>. This further supports the current findings, as it suggests that a combination of human resources management practices and leadership styles may have a significant influence on job satisfaction and retention in different contexts.

On the other hand, some studies have found contradictory results. For instance, a study found that human resources management practices, such as compensation and benefits, did not significantly impact job satisfaction and retention among employees, when combined with transformational leadership style. This contradicts the current findings, as it suggests that the relationship between human resources management practices, leadership styles, and job satisfaction and retention may be complex and may vary across different contexts<sup>26, 34</sup>. Another study found that leadership styles, such as transactional and transformational leadership, did not have a significant influence on job satisfaction and retention among employees, when combined with human resources management practices. This also contradicts the current findings, as it implies that the impact of leadership styles and human resources management practices on job satisfaction and retention may not always be consistent across different settings. The current findings are consistent with some previous research that has found a significant relative influence of both human resources management practices and leadership styles on job satisfaction and retention among lecturers in colleges of education in Oyo State. However, some studies have contradicted these findings, suggesting that the relationship between human resources management practices, leadership styles, and job satisfaction

and retention may be complex and may vary across different contexts. Further research is needed to better understand the combined impact of human resources management practices and leadership styles on job satisfaction and retention in the specific context of colleges of education in Oyo State.

Test of hypothesis four indicates a significant difference in the levels of lecturers' job satisfaction based on the type of school (federal, state, private) in colleges of education in Oyo State. This finding is consistent with some previous research that has examined job satisfaction among lecturers in different types of educational institutions. For example, a study found that lecturers in federal colleges of education reported higher levels of job satisfaction compared to lecturers in state and private colleges of education<sup>27</sup>. This study supports the current findings, as it suggests that lecturers' job satisfaction may vary based on the type of school they work in, with lecturers in federal colleges of education experiencing higher job satisfaction. Similarly, a study found that lecturers in federal colleges of education reported higher levels of job satisfaction compared to lecturers in state colleges of education. This further supports the current findings, as it indicates that there may be significant differences in job satisfaction levels among lecturers based on the type of school they are employed in.

On the other hand, some studies have found contradictory results. For instance, a study found no significant difference in job satisfaction levels among lecturers in federal, state, and private colleges of education<sup>28</sup>. This contradicts the current findings, as it suggests that the relationship between school type and job satisfaction among lecturers may not be consistent across all studies. Another study found that lecturers in state colleges of education reported higher levels of job satisfaction compared to lecturers in federal colleges of education<sup>29,35,38</sup>. This also contradicts the current findings, as it implies that the relationship between school type and job satisfaction among lecturers may vary

depending on the specific context and sample of colleges of education. The current findings are consistent with some previous research that has found significant differences in job satisfaction levels among lecturers based on the type of school they work in.

However, some studies have contradicted these findings, suggesting that the relationship between school type and job satisfaction among lecturers may not always be consistent across different contexts. Further research is needed to better understand the impact of school type on job satisfaction among lecturers in colleges of education in Oyo State.

Test of hypothesis five indicates a significant difference in the levels of lecturers' job retention based on the type of school (federal, state, private) in colleges of education in Oyo State. This finding is consistent with some previous research that has examined job retention among lecturers in different types of educational institutions. For example, a study found that lecturers in federal colleges of education reported higher levels of job retention compared to lecturers in state and private colleges of education<sup>30, 38,41</sup>. This study supports the current findings, as it suggests that lecturers' job retention may vary based on the type of school they work in, with lecturers in federal colleges of education experiencing higher job retention. Similarly, a found that lecturers in federal colleges of education reported higher levels of job retention compared to lecturers in state and private colleges of education. This further supports the current findings, as it indicates that there may be significant differences in job retention levels among lecturers based on the type of school they are employed in<sup>31,35</sup>.

On the other hand, some studies have found contradictory results. For instance, a study found no significant difference in job retention levels among lecturers in federal, state, and private colleges of education<sup>32</sup>. This contradicts the current findings, as it suggests that the relationship between school type and job retention among lecturers may

not be consistent across all studies. Another study found that lecturers in state colleges of education reported higher levels of job retention compared to lecturers in federal colleges of education. This also contradicts the current findings, as it implies that the relationship between school type and job retention among lecturers may vary depending on the specific context and sample of colleges of education<sup>33</sup>. The current findings are consistent with some previous research that has found significant differences in job retention levels among lecturers based on the type of school they work in. However, some studies have contradicted these findings, suggesting that the relationship between school type and job retention among lecturers may not always be consistent across different contexts. Further research is needed to better understand the impact of school type on job retention among lecturers in colleges of education in Oyo State.

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## Chapter Five

### Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contributions to knowledge and the suggested areas of further research.

#### 5.1 Summary of Findings

Answers to research questions revealed moderate level of job satisfaction (weighted mean = 2.56) among lecturers in colleges of education in Oyo State, Nigeria; a moderate level of job retention (weighted mean = 2.61) among lecturers in colleges of education in Oyo State; a moderate level of human resources management practices (compensation and benefits, promotion prospects and training and development) with weighted mean of 2.72 among lecturers in colleges of education in Oyo State. It was also revealed that among the three human resources management practices indices that were examined in this study, promotion prospect is the highest practiced human resources management in colleges of education in Oyo State.

Similarly, it also revealed a moderate level of leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style with weighted mean of 2.63; it revealed also that among the three leadership styles explored in the study, transactional leadership style occurred most which implied that most leaders in colleges of education in Oyo State adopt transactional leadership style often.

Test of hypotheses revealed that the Corrected Model for job satisfaction has a Type III Sum of Squares of 4107.657 and a corresponding F-ratio of 209.658 with a significance level (Sig.) of 0.000. This indicates that the overall model, including all the effects being tested, has a significant effects being tested has a significant effect on job satisfaction of lecturers in college of education in Oyo State. It was also revealed that the

Correct Model for Job Retention has a Type III Sum of squares of 8484.914 and a corresponding F-ratio of 893.722 with a significance level (Sig.) of 0.000. Indicating a significant effect for both Job Satisfaction and Job Retention has a large Type III Sum of Squares, indicating a significant main effect for the intercept in predicting both Job Satisfaction and Job Retention. It was also revealed that the compensation and benefit, promotion prospect and training and development effects have significant main effect on both Job Satisfaction and Job retention of lecturers in colleges of education in Oyo State. The study also revealed a significant relative influence of leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and job retention in colleges of education in Oyo State. (Pillais' Traces Values = 0.915, 0.821 and 0.442 respectively with low significance levels of 0.000).

Better still, it was revealed from the study a combined influence of human resources management practices (compensation and benefits, promotion prospects, training and development) and leadership styles (transactional leadership style, transformational leadership style and laissez faire leadership style) on lecturers' job satisfaction and job retention in colleges of education in Oyo State ( $p < .001$ ).

It was further revealed that there is a significant school type difference in the levels of lecturers' job satisfaction in colleges of education in Oyo State. (The Significance level for job satisfaction of private college lecturers is 0.006, for state college of education lecturers = 0.000 and that of federal college of education lecturers = 0.000, since the significance level for job satisfaction of lecturers in all the three types of colleges (private, state and federal) is less than the commonly used threshold of 0.05, it indicates that there is a significant difference on the variances of job satisfaction levels among lecturers in different types of colleges of education in Oyo State).

Lastly, it revealed a significance difference in the variances of job retention levels among different types of colleges of education in Oyo State. The ANOVA for private colleges are (F-statistics = 1.101, P. value = 0.371); federal college (F-statistics = 87.504, P. value = 0.000) and for state colleges ( F-statistics = 15.662, P. value = 0.000).

## **5.2 Conclusion**

In conclusion, the findings of the study indicated that lecturers are generally dissatisfied with their job in most aspects except for job autonomy, chance for advancement, and hours of work. While job security and the chance for advancement are the most satisfactory aspects, the variety of work and the opportunity to make decisions are the least satisfactory.

Also, it was concluded that the majority of respondents are dissatisfied with their compensation and benefits and do not feel that their institution offers a range of benefits that meet their needs. Additionally, there are fewer opportunities for career advancement, and many respondents do not feel that their organization has a fair and transparent promotion process. Although the majority of respondents feel that their organization offers a range of training and development opportunities, there is room for improvement in terms of providing regular feedback on performance and development and supporting employees in their efforts to improve their skills and knowledge.

Furthermore, it was concluded that the level of transformational leadership style is moderate. Communication of a clear and compelling vision of the future, provision of challenging and interesting work, encouragement of new and innovative thinking, and treatment of employees as individuals are reported to occur "seldom" or "never." Similarly, it was concluded that the interactions of human resources management practices (compensation and benefits, promotion prospects, training, and development) significantly influenced job satisfaction and job retention of lecturers in colleges of

education in Oyo State. Transformational, transactional, and laissez-faire effects significantly affected the job satisfaction and job retention of lecturers in colleges of education in Oyo State. Leadership, HRMP, and their interaction significantly influenced job satisfaction and job retention. There is a significant difference in job satisfaction levels among lecturers in state, federal, and private colleges of education in Oyo State. Lastly, it was concluded that there was a significant difference in job retention levels among different types of colleges for federal and state colleges but not for private colleges.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Colleges of education in Oyo State, Nigeria, take steps to address the areas of job dissatisfaction identified by the lecturers in the study. This may involve improving job security, increasing the variety of work, and providing more opportunities for decision-making. Additionally, the institutions should focus on recognizing and rewarding employee performance and achievements, providing a safe and healthy work environment, and aligning work with personal values and goals. By addressing these areas, institutions can improve employee retention and create a more positive work environment.
2. Management teams in colleges of education need to improve their human resource management practices, particularly in the areas of compensation and benefits, career advancement opportunities, and training and development support. Institutions can achieve this by conducting regular market research to ensure that their pay and benefits packages are competitive, implementing transparent and fair promotion processes, and providing regular feedback on performance and development. These

steps can lead to increased employee satisfaction and engagement, which in turn can improve employee retention.

3. Colleges of education in Oyo State, Nigeria, should focus on developing and implementing transformational leadership styles that prioritize clear communication of a compelling vision of the future, providing challenging and interesting work, encouraging new and innovative thinking, and treating employees as individuals. Additionally, institutions should strive to improve their transactional leadership style by providing clear goals and expectations, monitoring work, correcting mistakes when they are made, and rewarding good performance. By doing so, institutions can create a more engaged and motivated workforce, which can lead to improved employee satisfaction and retention.
4. Colleges of education should focus on (recognizing and rewarding employee performance, providing a conducive work environment, creating opportunities for employee contribution, and ensuring effective communication about policies, procedures, and goals) these areas to create a more positive work environment and better support for employee well-being, productivity, and retention.
5. Colleges of education should review and improve their human resource management practices to create a more competitive and supportive work environment.
6. There is a need for improving communication on a clear and compelling vision of the future, provision of challenging and interesting work, encouragement of new and innovative thinking, and treatment of employees as individuals in colleges of education in Nigeria.

#### **5.4 Contributions to Knowledge**

This study has contributed to knowledge in the following ways:

- i. Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study than the ones used in previous studies.
- ii. Empirically, this study adds to the pool of empirical literatures by reporting the significant joint contributions of human resources management practices and leadership styles to lecturers' job satisfaction and retention
- iii. The study provided useful information that could be used by the government and ministry of education to make informed decisions.

#### **5.5 Suggested Area of Further Studies**

Areas to look at in further studies are discussed as follows

- i. Since this study employed quantitative research, perhaps mixed research could be employed in further studies to provide a more detailed result on the influence of human resources management practices and leadership styles on lecturers' job satisfaction and retention in colleges of education in Oyo State.
- ii. Exploration of the influence of democratic characteristics like gender, age educational qualifications and years of teaching experience and nature of appointment on lecturers' job satisfaction and retention could be done in further studies.
- iii. The level of job satisfaction and retention of teachers in primary and secondary schools in Oyo state can also be explored.
- iv. Research topic (same variables) can be explored in other geo-political zones of the country.

- v. Further research is needed to better understand the impact of school type on job satisfaction and job retention among lecturers in colleges of education in Oyo State.

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Do Not Copy, Lead City University, Nigeria

**Appendices**

**HUMAN RESOURCES MANAGEMENT PRACTICES, LEADERSHIP STYLES, JOB SATISFACTION AND JOB RETENTION QUESTIONNAIRE (HRMPLSJSRQ)**

Dear Sir/Madam,

This instrument was designed to find out your candid opinion on human resources management practices and leadership styles as correlates of lecturers' job satisfaction and retention in colleges of education in Oyo state. Kindly respond to the items below as honestly as possible. Your responses will be used for this research work only.

Thanks for your anticipated cooperation.

Yours faithfully,

The Researcher

**Section I**

Kindly respond to this section by supply the required information in the spaces provided

Age.....Gender.....

Status.....

Number of years spent in that college.....

Highest Qualification B.Ed/B.A/B.Sc.....M.Ed/M.A/M.Sc.....PhD.....

Name of the college.....

Year established as a college of education.....

Kindly respond to the items below as honestly as possible by ticking the appropriate box.

<b>SN</b>	<b>STATEMENTS</b>	<b>VS</b>	<b>S</b>	<b>D</b>	<b>VD</b>
1.	There is opportunities for promotion				
2	There is recognition for good work in my college				
3	There is opportunity to learn new things				
4	I am satisfied with the working conditions in the college				
5	I am satisfied with the amount of responsibility given to me				
6	There is opportunity to work independently				
7	There is Job security in my college				
8	I enjoyed opportunity to make decisions				
9	I am satisfied with my present salary				
10	I have a good relationship with my colleagues and enjoy working with them.				
11	Relationship with supervisor is cordial				
12	There is Job Autonomy in my college				
13	I am given variety of work to do				
14	Opportunity to help others				
15	I am satisfied with Hours of work				
16	The is chance for carrier advancement				
17	My suggestions are welcome				
18	There is opportunity to develop skills				
19	There is chance for training				
		<b>VT</b>	<b>T</b>	<b>NVT</b>	<b>NT</b>
20	My institution recognizes and rewards employee performance and achievements.				
21	My institution provides a safe and healthy work environment.				
22	I feel like my work is meaningful and aligns with my personal values and goals.				
23	My institution provides clear and transparent communication about its policies, procedures, and goals.				
24	My institution offers competitive employee benefits and perks, such as health insurance, retirement plans, and paid time off.				
25	I feel like I am given opportunities to contribute my ideas and suggestions to improve the organization's operations.				
26	My institution provides a diverse and inclusive workplace culture that values and respects differences.				
27	I have access to the resources and support I need to perform my job well.				
28	My institution has a positive reputation and is respected in its industry or community.				
29	My pay and benefits are competitive with those of similar institutions.				
30	My institution offers a range of benefits that meet my needs.				
31	I feel fairly compensated for the work that I do in my institution				

32	I understand what is required to advance in my organization.				
33	There are clear opportunities for career advancement in my organization.				
34	My organization has a fair and transparent promotion process.				
35	My organization offers a range of training and development opportunities.				
36	I feel supported in my efforts to improve my skills and knowledge.				
37	My organization provides regular feedback on my performance and development.				
38	communicate a clear and compelling vision of the future.				
39	provides me with challenging and interesting work.				
40	encourages me to think about problems in new and innovative ways.				
41	treats me as an individual, rather than just another employee				
42.	rewards me for good performance.				
43.	sets clear goals and expectations for me.				
44.	closely monitors my work to ensure that I am meeting expectations.				
45.	corrects my mistakes when I make them.				
46.	avoids taking responsibility for decisions.				
47.	is uninvolved and indifferent to what happens in our department.				
48.	does not provide clear direction or guidance.				
49.	is not accessible when I need help or advice				



# Lead City University (LCU)

*Motto: Knowledge for Self-reliance*

Administrative Building, Lagos-Ibadan Expressway, Toll Gate Area, P.O. Box 30678, Secretariat, Ibadan, Oyo State Nigeria. Tel: 08060162719, Email: ileumassenimetu@lcu.edu.ng, ileumaesther@gmail.com

## Department of Arts & Social Science Education

Ass. Prof. Senimetu Ileuma  
B.Ed., M.Ed., Ph.D. Ibadan  
Head, Art & Social Science Education

www.lcu.edu.ng

20<sup>th</sup> October, 2022

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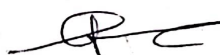
### LETTER OF INTRODUCTION

The bearer Abiodun Adewole OKE is a Post Graduate student in Faculty of Arts and Education, Department of Arts and Social Science Education, Lead City University Ibadan.

He is carrying out a Research on **Human Resources Management Practices and Leadership Styles as Correlates of Lecturers' Job Satisfaction and Retention in Colleges of Education in Oyo State**

Kindly give him the necessary assistance in data collection from your reputable Organization.

Thanks for your cooperation.

 20-10-2022

Prof. Ileuma S. (HOD)  
Department of Arts and Social Education.



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## Department of Arts & Social Science Education

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### PROGRESS REPORT: Oke Abiodun Adewole

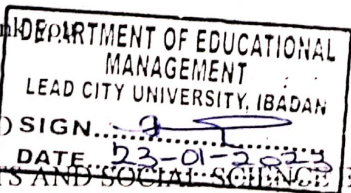
This is to confirm that Oke abiodun Adewole with Matric number LCU/PG/001555 is a Doctoral degree student of the Department of Arts & Social Science Education (Educational Management). He is being supervised by Prof. Olatunde Yara.

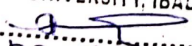
He registered for the Doctoral programme during the 2020/2021 academic session and he is presently working on his thesis which has taken him to the field after his pre-field presentation.

He has worked diligently during the last two years and hopefully will graduate to time if he can maintain the pace.

I hope you will find this information very useful.

Thank you



HOD SIGN: 

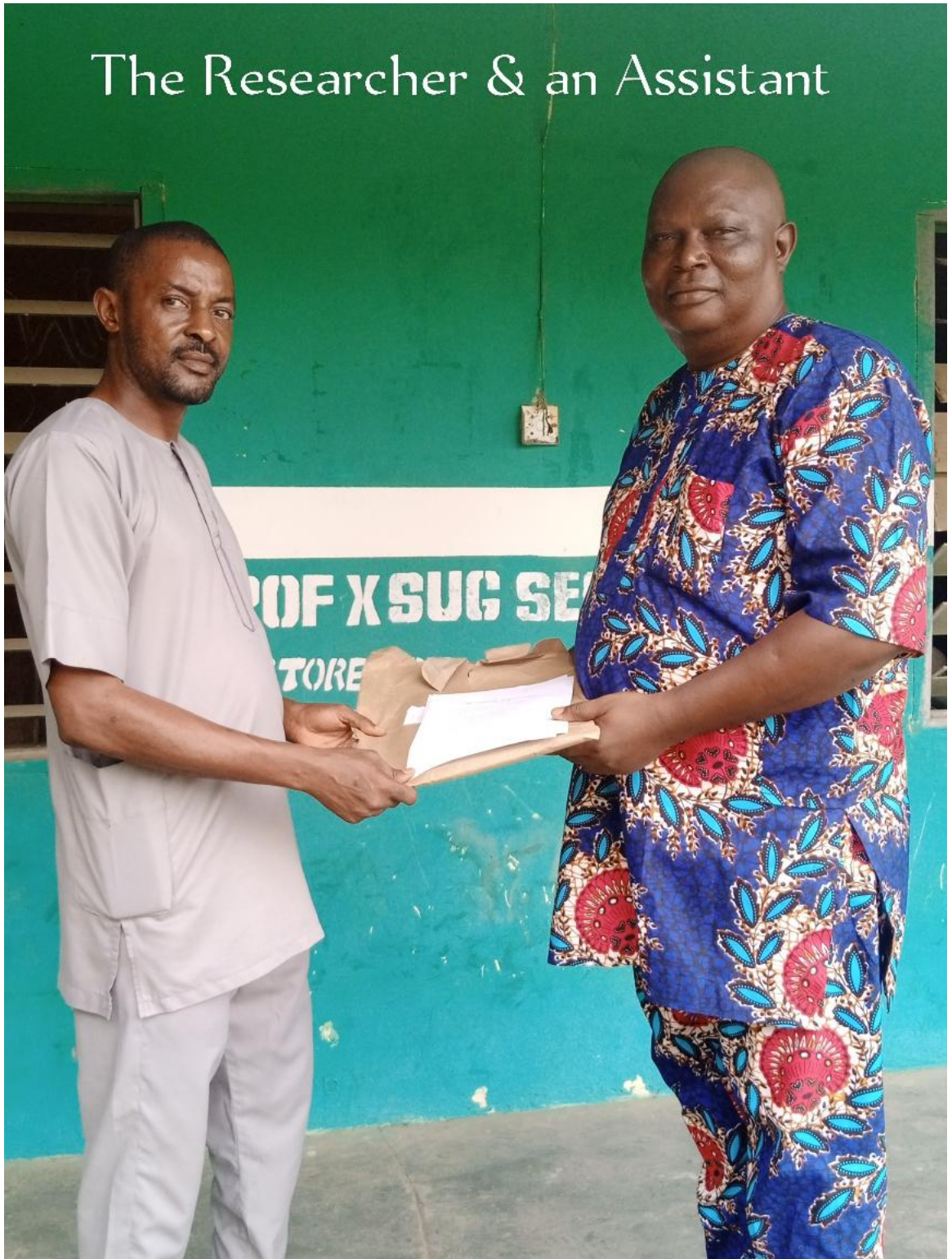
DATE: 23-01-2023

ARTS AND SOCIAL SCIENCE EDUCATION.

# Researcher with an Assistant



## The Researcher & an Assistant





The Researcher & an Assistant



## **Bio-data**

1. **Name:** Abiodun Adewole OKE
2. **Address:** Oyo State College of Education, P. M. B. 001, Lanlate, Oyo State
3. **Email:** okeabioduna@yahoo.com
4. **Date of Birth:** 31 December, 1968
5. **Nationality:** Nigerian
6. **Marital Status:** Married
7. **Educational Institutions Attended with Dates:**
  - (i) Ebenezer African Church Primary School, Eruwa 1974 - 1980
  - (ii) Baptist Grammar School, Eruwa 1980 - 1986
  - (iii) Obaseeku High School, Eruwa 1987
  - (iv) St. Andrew's College of Education, Oyo 1987 - 1990
  - (v) University of Ilorin, Ilorin 1995 – 1999
  - (vi) University of Ilorin Computer Centre, Ilorin 1998 - 1999
  - (vii) University of Ilorin, Ilorin 2000 - 2003
  - (viii) Obafemi Awolowo University, Ile - Ife 2009 – 2011
  - (ix) Lead City University, Ibadan 2020 till date
8. **Academic/Professional Qualifications with Dates:**
  - (i) Primary School Leaving Certificate 1980
  - (ii) WASC 1986
  - (iii) GCE (O' Level) 1987
  - (iv) NCE (Accounting Education) 1990
  - (v) B.Ed (Educational Management) 1999
  - (vi) Certificate in Data Processing 1999
  - (vii) M.Ed (Educational Management) 2003
  - (viii) MPA (Public Administration) 2011
9. **Work Experiences:**
  - 9.1 **Previous Employments:**
    1. Government Secondary School, Tureta, Sokoto State  
Class Teacher (NYSC) 1999 - 2000.
    2. Oyo State Local Government Service Commission  
H E O (GD) 2001 - 2010
    3. Oyo State College of Education, Lanlate, Oyo State 2010 till dat

**(c) Conference/Workshop Proceedings:**

1. Ogunnaiya, R. T. & Oke, A. A. (2016). *Providing Quality Holistic Early Childhood Education for Future Direction: Social-Cultural Roles*. Proceedings of the 2016 Maiden Conference of the School of Arts and Social Sciences, held at College of Education, Lanlate, March, 14 - 17, 2016.
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10. Adeyemo, A. O., Olorode, O. A. & Oke, A. A. (2019). *Reinventing Peaceful Coexistence for National Development and Education Standard: The Role of Leadership*. in E. O. Omoregie & B. O. Jimoh (eds.), *Reinventing Nigeria Education for Global Competitiveness*. (pp. 18 - 29). Lagos: AMFITOP books.

11. Oke, A. A. & Odekunle, A. A. (2020). *Curriculum Agencies in Nigeria*. In T. Okemakinde (Ed.), *Basics of Curriculum Studies Series II*. (pp. 60 - 68). Ibadan: Graceville publishers.
12. Ogunwuyi, O. & Oke, A. A. (2020). *History of Curriculum Development in Nigeria*. In T. Okemakinde (Ed.), *Basics of Curriculum Studies Series II*. (pp. 69 - 75). Ibadan: Graceville publishers.
13. Adeyemo, A. O., Oke, A. A. & Ogunwuyi, O. (2021). *Checking Teachers' Turnover in Primary Schools in South - Western Nigeria Through the Deployment of Motivational Strategies*. In B, T. Opoola, S.O. Okedigba & A. O. Ogundepo (eds.), *Revitalizing Nigeria's Education: Emerging Issues*. (pp. 315 - 326). Ibadan: Grace Media and publishers.

#### 9.2.12 Attendance at Learned Conferences:

1. 10th National Conference of National Association for the Promotion of Studies in Religions, Education, Languages and General Studies.  
**Theme:** Nigeria Democracy in Crises. Held at Federal College of Education, Abeokuta, between 16 and 20 April, 2012.
2. A - Day Workshop of Emmanuel Alayande College of Education, Oyo, Lanlate Campus  
**Theme:** Academic Staff Development. Held at Emmanuel Alayande College of Education. Lanlate campus, on 8 May, 2012.
3. 2 - Day Workshop of Emmanuel Alayande College of Education, Oyo.  
**Theme:** Evolving High Quality Research Proposal and Paper Writing. Held at Emmanuel Alayande College of Education, Oyo, between 10 and 11 July, 2012.
4. 11th National Conference of National Association for the Promotion of Studies in Religions, Education, Languages and General Studies.  
**Theme:** Peace: A Panacea for National Development. Held at Osun State College of Education, Ila Orangun, between 15 and 19 April, 2013.
5. 2nd National Conference of Colleges of Education Academics Staff Union  
**Theme:** CENTENARY MILESTONE: Teacher Education in Nigeria and National Development. Held at Emmanuel Alayande College of Education, Oyo, between 19 and 22 August, 2013.
6. 3rd National Conference of Emmanuel Alayande College of Education, Oyo.  
**Theme:** Curriculum Issues and National Transformation Beyond 21st Century in Nigeria. Held at Emmanuel Alayande College of Education, Oyo, between 17 and 20 February, 2014.
7. 1st National Conference of Association for Research and Development in Languages, Arts, Social Sciences and Education.  
**Theme:** Critical issues in Nigerian's Amalgamation Centenary and Beyond: Matters Arising. Held at Emmanuel Alayande College of Education, Oyo, Lanlate campus, between 4 and 8 August, 2014.

8. 2nd School Seminar of the School of Education, Emmanuel Alayande College of Education, Oyo, Lanlate Campus, Lanlate. Held at Emmanuel Alayande College of Education, Oyo, Lanlate campus, 16 and 17 December, 2014.
9. 1st Annual Workshop of School of Vocational and Technical Education, The College of Education, Lanlate.  
**Theme:** Rudiments of Curriculum Vitae, Seminar Presentation, Writing a Standard Examination Questions and Marking Guide. Held at The College of Education, Lanlate, on 9 December, 2015.
10. 1st Annual Academic Seminar and Conference of School of Vocational and Technical Education, The College of Education, Lanlate.  
**Theme:** Rudiments of Curriculum Vitae, Seminar Presentation, Writing a Standard Examination Questions and Marking Guide. Held at The College of Education, Lanlate, between 8 and 9 December, 2015.
11. 2016 Maiden Conference of School of Arts and Social Sciences, The College of Education, Lanlate, Oyo state.  
**Theme:** Arts & Social Sciences and Building of Sustainable Nigerian Future. Held at The College of Education, Lanlate, between 14 and 17 March, 2016.
12. 1st biannual School Seminar of the School of General Education, The College of Education, Lanlate. Held at The College of Education, Lanlate, 6 and 7 July, 2017.
13. 1st National Conference of school of Early Childhood Care, Primary, Adult and Non -Formal Education, Federal College of Education (Special), Oyo.  
**Theme:** Qualitative Basic Education for Sustainable Development. Held at Federal College of Education (Special), Oyo, between 2 and 6 July, 2018.
14. 20th Annual National Conference of Association of Educational Researchers and Evaluators of Nigeria.  
**Theme:** Research and Evaluation Dynamics for Functional Education. Held at FCT College of Education, Zuba, Abuja, between 9 and 13 July, 2018.
15. 4th School Seminar of the School of General Education, The College of Education, Lanlate. Held at The College of Education, Lanlate, between 27 and 28 September, 2018.
16. 15th Annual Conference of the Historians of Education Development Society of Nigeria.  
**Theme:** Quality Assurance in Nigerian Education. Held at University of Ilorin, between 1 and 5 October, 2018.
17. 4th National Conference of School of Education, Emmanuel Alayande College of Education, Oyo.  
**Theme:** Fostering a functional Educational system for peaceful coexistence in Nigeria. Held at Emmanuel Alayande College of Education, Oyo, between 8 and 11 April, 2019.
18. 6th National Conference of the Faculty of Education, Ambrose Alli University, Ekpoma.

- Theme:** Reinvesting Nigeria Education for Global Competitiveness. Held at the Faculty of Education, Ambrose Alli University, Ekpoma, between 17 and 20 June, 2019.
19. A 2 Day Interactive Virtual Discourse of School of Secondary Education (Arts and Social Science Programmes), Emmanuel Alayande College of Education, Oyo.  
**Theme:** Curtailing Teaching Learning Comatose in COVID - 19 Pandemic Era and its Posts Coping Strategies - A Socio Educational Perspective. Held virtually between 7 and 8 June, 2020.
  20. The 2020 Seminar of the School of Early Childhood Care & Primary Education, The College of Education, Lanlate. Held at Hall 3 on 12 August, 2020.
  21. The 2020 Faculty of Arts & Education Lecture, Lead City University, Ibadan.  
**Theme:** Technological innovation as a precondition for lifelong learning in Nigerian Universities. Held virtually on 10 September, 2020.
  22. A Webinar of Tai Solarin College of Education, Omu – Ijebu.  
**Theme:** Repositioning Tertiary Education in Post – Pandemic Nigeria. Held virtually on 17 September, 2020.
  23. 11th Annual National Conference of Colleges of Education Academic Staff Union (COEASU) South West Zone.  
**Theme:** The Future of Teacher Education in a Sustainable World. Held at Adeniran Ogunsanya College of Education, Oto/Ijanikin, Lagos between 4 and 7 May, 2021.
  24. 5th Annual International Conference of Faculty of Education, Obafemi Awolowo University, Ile - Ife, Nigeria.  
**Theme:** Covid – 19 and Emerging Issues in Education. Held at Faculty of Education, Obafemi Awolowo University, Nigeria between 2 and 6 August, 2021.
  25. The 6th Annual Seminar of the School of General Education, Oyo State College of Education, Lanlate. Held at Hall 2 between 21 and 22 September, 2021.
  26. 4th Biennial International Conference of Faculty of Arts & Education, Lead City University, Ibadan.  
**Theme:** Harnessing Digitisation for Contemporary Educational Creativity. Held at the International Conference Centre, Lead City University, Ibadan between 27 and 29 September, 2021.
  27. 12th National Conference of Colleges of Education Academic Staff Union (Southwest Zone).  
**Theme:** Educational Delivery System amidst Dwindling Economy & National Insecurity. Held at Emmanuel Alayande College of Education, Oyo, Oyo State between 28 and 31 March, 2022.
  28. 5th Faculty of Arts & Education International Conference on Sustainable Development.  
**Theme:** Pragmatic Human Capital for Sustainable Development. Held at Lead City

University, Ibadan, Oyo State between 6 and 8 June, 2022.

**9.2.13 Administrative Exposure:**

**i. Contributions to the Department:**

- |    |                                       |              |
|----|---------------------------------------|--------------|
| a. | Member, Social Committee              | 2011 to 2017 |
| b. | Secretary, Departmental Board Meeting | 2014 to date |
| c. | Member, Results Computation Committee | 2015 to 2020 |

**ii. Contributions to the School:**

- |    |  |              |
|----|--|--------------|
| a. | Member, Results Computation Committee              | 2011 to 2017 |
| b. | Representative, School of Arts and Social Sciences | 2019 to date |
| c. | Member, Examination Committee                      | 2020 to date |

**iii. Contributions to the College:**

- |    |   |              |
|----|---|--------------|
| a. | Member, Sports Committee  | 2011 to date |
| b. | Member, COEASU, Oyo State College of Education<br>Lanlate Chapter | 2010 to date |

**iv. Contributions to the Community:**

- |    |   |              |
|----|---|--------------|
| a. | Staff Adviser, Federation of Eruwa Students Union,<br>EACOED Lanlate Campus Chapter               | 2016 to date |
| b. | Patron, Junior Collegiate International (JCI), Oyo State<br>College of Education, Lanlate Chapter | 2016 to date |

**9.2.14 Other Relevant Information (Membership in Associations):**

- |    |  |              |
|----|--|--------------|
| a. | Member, Christian Community, Oyo State College of<br>Education, Lanlate  | 2010 to date |
| b. | Member, National Association for the<br>Promotion of Studies in Religions, Education,<br>Languages and General Studies (NAPSRELGS) | 2012 to date |
| c. | Member, Association for Research and Development<br>in Languages, Arts, Social Sciences and Education<br>(ARDLASSE)                | 2014 to date |
| d. | Member, Association of Educational Researchers and<br>Evaluators of Nigeria (ASSEREN)  | 2018 to date |
| e. | Chairman, Ifesowapo Landlords and Tenants' Association,<br>Suzuki Area, Gaa Road, Sango GRA, Eruwa.                                | 2018 to date |

**Referees:**

1. Dr. Motunrayo Ayobami Adebayo

08034756407

2 Dr. Segun Okedigba

07066471616

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Signature

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Date

*Do Not Copy, Lead City University, Nigeria*

### **The University Compliance Certification**

This is to certify that the thesis by Abiodun Adewole Oke with matriculation number LCU/PG/001555 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

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Signature

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Date

*Do Not Copy, Lead City University, Nigeria*