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LEADERSHIP STYLE, WORKLOAD MANAGEMENT AND ADMINISTRATIVE STAFF JOB SATISFACTION IN STATE COLLEGES OF EDUCATION IN NORTH CENTRAL NIGERIA

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ABSTRACT
This study investigated the impact of leadership style and workload management on administrative staff job satisfaction in State Colleges of Education in North Central, Nigeria. The study was guided by two research questions and two hypotheses tested at 0.05 level of significance. Herzberg's Two-Factor Theory provided the theoretical foundation for the study. A descriptive survey research design was adopted. The population comprised 2,820 senior administrative staff in 11 State Colleges of Education, while a sample of 350 senior administrative staff was selected from seven colleges using purposive random sampling technique. Data were collected using a researcher-structured questionnaire titled Institutional Factors and Administrative Staff Job Satisfaction Questionnaire (IFASJSQ), which yielded a Cronbach Alpha reliability coefficient of 0.93. Mean and standard deviation were used to answer the research questions, while Chi-square (χ^2) goodness-of-fit test was used to test the hypotheses at 0.05 significance level. Findings revealed that leadership style had a positive impact on administrative staff job satisfaction, with a cluster mean of 2.96. Workload management also had a positive impact on job satisfaction, with a cluster mean of 3.02. The hypotheses were rejected, indicating that leadership style ($\chi^2 = 55.581$, $df = 3$, $p < .05$) and workload management ($\chi^2 = 59.419$, $df = 3$, $p < .05$) had significant positive impacts on administrative staff job satisfaction. The study concluded that supportive, democratic and balanced leadership practices, together with equitable workload distribution, appropriate scheduling and clearly defined responsibilities, enhance administrative staff job satisfaction. It was recommended that college administrators strengthen participatory leadership and implement effective workload management strategies.

Keywords: Institutional factors, leadership style, workload management, job satisfaction, administrative staff, Colleges of Education.

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Introduction

Job satisfaction among administrative staff has remained a concern in educational institutions, as there appears to be a decline in satisfaction linked to poor working conditions, inadequate remuneration, heavy workloads, limited promotion opportunities and weak administrative support. For instance, international evidence from a large cross-country study revealed notable disparities in job satisfaction with countries such as Austria, Chile and Canada reporting relatively higher levels of satisfaction, while England, Portugal, Saudi Arabia, Bulgaria, Nigeria, Kenya, Ghana, Algeria and Sierra Leon recorded lower levels (Zakariya, Bjørkestøl& Nilsen, 2020). These differences were largely attributed to variations in work environments and systemic support structures (Hoque, Wang, Qi &Norzan, 2023). In educational institutions including colleges of education, these issues may not be different as staff may be struggling to cope with work life balance and working conditions.

Colleges of Education are specialized higher institutions established to provide professional training and qualification for teachers, particularly at the primary and secondary school levels, with the primary goal of equipping them with the pedagogical skills, subject knowledge and values necessary for effective teaching and learning (Federal Republic of Nigeria, 2014). The mandate of Colleges of Education in Nigeria is to train, produce and certify qualified teachers for the basic education system through the award of the Nigeria Certificate in Education (NCE), while also promoting research and curriculum development in teacher education (National Commission for Colleges of Education (NCCE), 2025). There are Federal, State and Private colleges of education in Nigeria from which the focus of this study research is on administrative staff job satisfaction of State Colleges of Education in North Central Nigeria.

Administrative staff job satisfaction refers to the degree of contentment, fulfillment and positive feeling that administrative employees in Colleges of Education derive from their jobs, based on factors such as salary, working conditions, promotion opportunities, supervision, recognition, and interpersonal relationships. It is also the extent to which administrative employees perceive that their jobs meet their professional, personal and psychological needs and expectations, resulting in a favourable attitude toward their work and the institution. In North Central Nigeria, stakeholders such as organizational leaders and school administrators appear to increasingly expressed worries over the growing dissatisfaction among administrative staff, especially in state Colleges of Education. Such dissatisfaction is attributed to imbalance between work and personal life, limited prospects for career growth and weak leadership practices all of which are described as institutional factors (Ofojebe & Ezugoh, 2020).

Institutional factors refer to various elements in an organization that shape its operations, policies and overall environment, thus influencing the performance and satisfaction of its members (Akinyele & Afolabi, 2020). In educational institutions such as Colleges of Education, institutional factors seem to play a critical role in determining the work conditions and overall job satisfaction of administrative staff. According to Adeyemi and Adebayo (2019), in Nigeria including North Central Nigeria, the key institutional factors that influence administrative staff job satisfaction in Colleges of Education are many including leadership and staff workload which affect effective realization of the objectives of colleges of education in Nigeria.

Leadership style is the consistent approach, behaviour and methods a leader uses in guiding, influencing and directing a group of people or an organization toward achieving set goals (Adeyemi & Adebayo, 2019). It encompasses how leaders communicate, make decisions, motivate subordinates, resolve conflicts and exercise authority. Leadership style reflects a leader's personality, values and perception of the work environment, as well as the expectations and culture of the organization. Yawe and Ivagher (2016) maintain that effective

leadership is linked to higher job satisfaction among staff because it helps build trust, motivates employees and creates a sense of belonging within the organization. Thus, Okoro (2019) found significant influence of democratic, autocratic and laissez-faire leadership styles on job satisfaction of non-academic staff in public universities. SimilarlyChigbu and Nwachukwu (2021) found that transformational and democratic leadership styles significantly enhanced administrative staff job satisfaction by promoting inclusiveness, recognition, and a sense of belonging. Conversely, poor leadership practices, such as autocratic decision-making or lack of communication may lead to feelings of frustration, low morale, and reduced job satisfaction. As leadership style may impact on staff satisfaction, it may also affect other organizational factors such as workload management.

Workload management is the distribution and management of tasks and responsibilities to ensure administrative staff have a balanced workload that aligns with their capabilities and resources (Eze & Iroegbu, 2020). Excessive workloads may lead to stress, burnout and job dissatisfaction, which in turn negatively affect staff performance and overall well-being. Conversely, when workload management is effectively executed, staff are more likely to feel motivated, productive and engaged with their work. Research by Adenike, et al. (2017) found that workload management has very strong positive correlations with administrative staff job satisfaction. Also, Adewale (2020) establishes that workload distribution, task scheduling and administrative has significant positive impact on job satisfaction of administrative staff in public Colleges of Education. Effective workload management goes beyond merely distributing tasks; it creates a supportive environment that allows administrative staff to thrive. This approach may not only improve staff satisfaction but may also contribute to institutional effectiveness by fostering a positive work culture that could enhance institutional productivity.

Although previous studies have established relationships between leadership style, workload management and job satisfaction, they have largely examined these variables separately or in contexts outside State Colleges of Education in North Central Nigeria. Earlier studies did not adequately examine the combined influence of leadership style and workload management on administrative staff job satisfaction within State Colleges of Education in this geopolitical zone. Therefore, the specific institutional context of State Colleges of Education in North Central Nigeria remains insufficiently addressed, creating the need for the present study to examine the influence of leadership style and workload management on administrative staff job satisfaction in the area. It was against this background that the researcher investigated the impact of leadership styles and workload management on administrative staff job satisfaction in State Colleges of Education in North Central, Nigeria.

Statement of the Problem

Administrative staff job satisfaction is a critical factor in the effective functioning of State Colleges of Education in North Central Nigeria. However, concerns about low morale, reduced commitment, poor motivation and dissatisfaction among administrative staff may be associated with institutional factors within their work environment. In particular, ineffective leadership styles limit staff participation in decision-making, weaken communication, reduce recognition and create an unsupportive organizational climate, thereby negatively affecting employees' satisfaction with their jobs (Etejere, et al., 2021). Similarly, poor workload management may expose administrative staff to excessive or unevenly distributed duties, work pressure and inadequate time for task completion. When workload is not properly planned and equitably distributed, staff may experience stress, fatigue and frustration, which can diminish their job satisfaction and ultimately affect institutional effectiveness. The persistence of these concerns therefore raises the need to empirically examine the extent to which ineffective leadership style and workload management influence administrative staff job satisfaction in State Colleges of Education in North Central Nigeria.

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Purpose of the Study

The purpose of the study was to investigate the impact of leadership style and workload management on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria. Specifically, the study sought to:

1. examine the impact of leadership style on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.
2. ascertain the impact of workload management on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the impact of leadership style on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria?
2. What is the impact of workload management on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria?

Hypotheses

The study formulated and tested the following hypotheses at 0.05 level of significance:

1. Leadership style has no significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.
2. Workload management has no significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Theoretical Framework

The theoretical foundation of this study is based on Herzberg's Two-Factor Theory, developed by Frederick Herzberg in 1959, posits that employees' job satisfaction and dissatisfaction are influenced by two distinct categories of factors: motivators and hygiene factors. Motivators, such as achievement, recognition, responsibility, advancement, and opportunities for personal growth, contribute to job satisfaction when present, while hygiene factors, such as salary, working conditions, interpersonal relationships, institutional policies, supervision, job security, and administrative practices, primarily prevent dissatisfaction when adequately provided. The theory is relevant to the present study because institutional factors such as working conditions, remuneration, institutional policies, supervision, promotion opportunities, leadership practices and interpersonal relationships can determine whether administrative staff experience satisfaction or dissatisfaction with their jobs. Thus, the theory provides a useful framework for examining how the institutional environment of State Colleges of Education influences the job satisfaction of administrative staff.

Methodology

The research design adopted for this study is descriptive survey research design. The population of this study consisted of 2,820 senior administrative stafffrom11 State Colleges of Education in North Central, Nigeria(National Commission for Colleges of Education [NCCE], 2025). The sample size for this study was 350 senior administrative staff, selected from a total population of 2,820 in 7 State Colleges of Education in North Central, Nigeria which were selected using purposive random sampling technique. This sample size was determined using the Taro Yamane (1967) formula for calculating sample size for a known population at a 5% margin of error. The instrument used for the study was a researcher-structured questionnaire titled "Institutional Factors and Administrative Staff Job Satisfaction Questionnaire (IFASJSQ)". It was made up of 10 items divided into two clusters based on the two variables of the study (leadership style and workload management). The instrument was validated by three experts in Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi. It was trial tested on 30 staff using Cronbach Alpha reliability. The result of the trial test yielded reliability co-efficient of 0.93. The instrument was structured on four point

rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Mean and Standard Deviations was used to answer the research questions. Any item with a Mean score of 2.50 and above was considered agreed but any item with a Mean score of less than 2.50 was considered not agreed. Chi-square (χ^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The null hypothesis was rejected when the p-value was below the predetermined alpha level ($p < 0.05$) and was retained with a positive impact when the p-value was equal to or greater than the alpha level ($p \geq 0.05$).

Results

Research Question 1: What is the impact of leadership style on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria?

Table 1:*Mean Scores and Standard Deviation Rating on Impact of Leadership style on Administrative Staff Job Satisfaction in State Colleges of Education in North Central, Nigeria*

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	*SD*	Decision
1	Balanced approach creates a positive work atmosphere for administrative staff.	350	120	123	67	39	2.91	0.98	Agree
2	Supportive leadership makes staff feel more committed to their jobs.	350	139	120	64	27	3.06	0.95	Agree
3	Administrators who demonstrate democratic approach makes staff to committed to their duties.	350	124	124	71	31	2.97	0.96	Agree
4	Poor leadership communication leads to stress among administrative staff.	350	135	92	97	26	2.96	0.98	Agree
5	Autocratic leadership style reduces motivation among administrative staff.	350	128	99	88	35	2.91	1.01	Agree
	Cluster Mean						**2.96**		**Agree**

Source: Researcher's Field Work, 2026

Table 1 shows mean ratings of 2.91, 3.06, 2.97, 2.96, 2.91 and cluster mean of 2.96 with a corresponding Standard Deviation ratings of 0.98, 0.95, 0.96, 0.98 and 1.01 respectively. The result indicated that the respondents agreed that balanced approach creates a positive work atmosphere for administrative staff, supportive leadership makes staff feel more committed to their jobs, administrators who demonstrate democratic approach makes staff to committed to their duties, poor leadership communication leads to stress among administrative staff and autocratic leadership style reduces motivation among administrative staff. The cluster mean value of 2.96 was above the mean score benchmark of 2.50. This shows positive impact of leadership style on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Research Question 2: What is the impact of workload management on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria?

Table 2: Mean Scores and Standard Deviation Rating on Impact of Workload Management on Administrative Staff Job Satisfaction in State Colleges of Education in North Central, Nigeria

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	*SD*	Decision
6	Amount of work assigned to administrative staff makes them feel more satisfied with their jobs.	350	117	114	90	28	2.93	0.95	Agree
7	Strategic task allocation to administrative staff gives them joy on their duties.	350	108	152	68	22	3.01	0.86	Agree
8	Scheduling task appropriately makes administrative staff happy to focus on their work.	350	112	166	59	13	3.10	0.79	Agree
9	Well defined roles makes administrative staff happy to complete tasks with little stress	350	115	159	60	16	3.08	0.82	Agree
10	Excessive workload reduces the morale of administrative staff.	350	108	156	60	25	3.01	0.87	Agree
	Cluster Mean						**3.02**		**Agree**

Source: Researcher's Field Work, 2026

Table 2 shows mean ratings of 2.93, 3.01, 3.10, 3.08, 3.01 and cluster mean of 3.02 with a corresponding Standard Deviation ratings of 0.95, 0.86, 0.79, 0.82 and 0.87 respectively. The result indicated that the respondents agreed that amount of work assigned to administrative staff makes them feel more satisfied with their jobs. strategic task allocation to administrative staff gives them joy on their duties, scheduling task appropriately makes administrative staff happy to focus on their work, well defined roles makes administrative staff happy to complete tasks with little stress and excessive workload reduces the morale of administrative staff. The cluster mean value of 3.02 was above the mean score benchmark of 2.50. This shows positive impact of workload management on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Test of Hypotheses

Hypothesis 1: Leadership style has no significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Table 3:*Chi-square Analysis of Impact of Leadership style on Administrative Staff Job Satisfaction in State Colleges of Education in North Central, Nigeria*

Responses	**Observed Frequency**	**Expected Frequency**	***P***	**df**	χ^2	**Decision**
SA	128	87.5				
A	107	87.5	0.000	3	55.581[a]	Sig.
D	77	87.5				
SD	38	87.5				

Source: Researcher's Field Work, 2026

Table 3 shows Chi-square calculated value of 55.581[a] at 3 degree of freedom;P=0.000 is less than 0.05. With this result, the null hypothesis which states that leadership style has no significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria was therefore, rejected. This means that leadership style has positive significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Hypothesis 2: Workload management style has no significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Table 4:*Chi-square Analysis of Impact of Workload Managementon Administrative Staff Job Satisfaction in State Colleges of Education in North Central, Nigeria*

Responses	Observed Frequency	Expected Frequency	*P*	df	χ^2	Decision
SA	112	87.5				
A	149	87.5	0.000	3	59.419[a]	Sig.
D	68	87.5				
SD	21	87.5				

Source: Researcher's Field Work, 2026

Table 4 shows Chi-square calculated value of 59.419[a] at 3 degree of freedom;P=0.000 is less than 0.05. With this result, the null hypothesis which states that workload management style has no significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria was therefore, rejected. This means that workload management has positive significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria.

Discussion of Findings

The first finding of the study showed that leadership style has positive significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria. This finding implies that balanced, supportive, and democratic leadership styles promote a positive work environment, enhance staff commitment and encourage active participation in duties, while poor communication and autocratic leadership reduce staff motivation and increase workplace stress. The finding is in line with the findings of Okoro (2019) whose study found significant influence of democratic, autocratic and laissez-faire leadership styles on job satisfaction of non-academic staff in public universities. The finding also aligns with the study of Chigbu and Nwachukwu (2021) who found that transformational and democratic leadership styles significantly enhanced administrative staff job satisfaction by promoting inclusiveness, recognition and a sense of belonging. While this finding holds true, it is limited by its reliance on respondents' self-reported perceptions, which may be influenced by personal bias and social desirability, thereby limiting the extent to which the results can be generalized beyond the study context.

The second finding of the study showed that workload management has positive significant impact on administrative staff job satisfaction in state Colleges of Education in North Central, Nigeria. This finding implies that proper workload distribution, strategic task allocation, appropriate scheduling of duties and clearly defined roles enhance staff satisfaction and reduce stress among administrative staff, while excessive workload lowers staff morale and affects their commitment to work. The finding is in line with the findings of Adenike, et al. (2017) whose study found that workload management has very strong positive correlations with administrative staff job satisfaction. The finding is also in line with the findings of Adewale (2020) whose study found that workload distribution, task scheduling and administrative has significant positive impact on job satisfaction of administrative staff in public Colleges of Education. However, since the study adopted a descriptive research design, the finding is limited to describing the observed situation and cannot establish causal relationships or provide a basis for making definitive cause-and-effect conclusions.

Conclusion

Based on the results of the study, it was established that leadership style and workload management have a positive and significant impact on administrative staff job satisfaction in State Colleges of Education in North Central Nigeria. This implies that effective leadership practices, supportive administrative relationships, fair distribution of workloads, and

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appropriate management of staff responsibilities contribute substantially to enhancing employees' satisfaction with their jobs. Therefore, strengthening positive leadership behaviours and adopting effective workload management strategies are essential for improving administrative staff morale, commitment, and overall job satisfaction in the institutions.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Administrators of state Colleges of Education in North Central, Nigeria should adopt balanced, democratic and supportive leadership styles that encourage staff participation and recognition. This will improve administrative staff job satisfaction by making them feel valued, respected and more committed to their duties.
2. Heads of departments in state Colleges of Education in North Central, Nigeria should ensure proper workload management by fairly distributing tasks, clearly defining roles and scheduling duties appropriately. This will reduce stress, prevent burnout, and enhance administrative staff job satisfaction.
3. A further study should be conducted to cover more number of colleges of education in North Central Nigeria. This will help in broadening the scope of the study and generalization findings on the influence of institutional factors on administrative staff job satisfaction in colleges of education in Nigeria.

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