

**PRINCIPAL LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN
PUBLIC SECONDARY SCHOOL IN EGOR LOCAL GOVERNMENT**

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**A PROJECT WRITTEN AND SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATE

We, the undersigned hereby certify that this research work was carried out by Akanimis Alexander Eduep with matriculation number Edu2011007 of the Department of Educational Evaluation and Counseling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project work is dedicated to Almighty God for His protection, care and guidance throughout my education, and to the memory of my beloved father, Chief/Dr. Alexander Akpan Eduep, and also my late mother, Mrs. Ima M. Akpan and also my late grand father Late Chief Joseph Akpakpan, Late Chief Eduep, my Paternal Grand mother; Late Virginia Akpan Eduep and my maternal grand mother, Late Mrs. Iguo Joseph Akpakpan.

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Principal Leadership Styles and Teachers Job Satisfaction

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education has been seen as the primary tenet of both social and economic advancement. Globally, the educational landscape is continuously evolving, reforming, and changing. The education of the future generation takes place in vital institutions, and school administrators have a great deal of responsibility for these establishments. Parental excellence in their children's education is one of their main priorities. Indeed, parents are prepared to shell out cash for their kids' optimal education—paying for tuition, purchasing reference materials, and using computers and the internet for educational purposes (Ibrahim et al., 2017). The standard of leadership required to oversee and run the schools in order to produce a quality generation is extremely high (Diaz, 2018). A school's ability to advance is frequently correlated with its administrators, and the leadership of the teaching and learning environment is crucial to student learning.

A school's leadership style has a direct impact on its success. Similar to leaders in other kinds of organisations, principals too have the difficulty of upholding the institution's objectives (Ibrahim, 2014). Several parties must work together to provide high-quality education, including administrators, science coordinators, and teachers. The number of kids with special needs is rising, single parent and low-income households are becoming more prevalent, and educational policies and societal shifts have increased the demands and responsibilities placed on principals and teachers (Waters, 2013). The adoption of innovation by businesses is significantly aided by the transformational leadership style, particularly in times of market competition or internal rivalry. The transformational leader's style boosts productivity in organisation as well as among employees without adding to the workload. Numerous academics have demonstrated the

importance and utility of transformational leadership for a variety of organizations, including businesses, the armed forces, hospitals, engineering firms, and educational institutions.

Appealing to followers' self-interest and establishing an exchange relationship—in which follower obedience is traded for anticipated benefits—are the foundations of transactional leadership, which inspires followers (Muga,2019). Under transactional leadership, value was exchanged for goods with no mutual pursuit of greater purpose or with only enough to meet the needs of the organization. In contrast to transformational leadership, this style of leadership has limitations even if it could result in a productive and efficient workplace. The self-interest of followers is catered to by transactional leadership behavior. It makes use of contingent reinforcement, which consists of positive reinforcement—such as promises, compliments, and constructive rewards—for followers who successfully fulfill their obligations to the leader, and disciplinary action, reprimands, or negative feedback—for those who don't (Bass, 1999). Transactional leaders work within the current system or culture rather than attempting to alter it. They do this by: (i) trying to meet followers' needs at the moment through exchanges and behavior based on contingent rewards; and (ii) keeping a close eye out for deviations, errors, or irregularities and acting to correct them (Kashagate,2013).

Autocratic leadership is a type of authoritarian leadership where the leader assigns responsibilities and makes all the decisions without inviting input (Kalu & Okpokwasili,2018). This boss will swiftly and harshly check and discipline their staff. An authoritarian leader would use their position of authority to threaten consequences, such as firing, in order to stop unwanted behavior when the outcomes are disappointing or when they anticipate it will happen (Janse 2018). Instead than emphasizing the workers who enable the results, the authoritarian boss would rather concentrate on the duties and outcomes. This ultimate boss believes that workers are

merely motivated by their own aims, lack ambition, and would rather avoid taking on responsibilities. As a result, this leadership approach is frequently regarded as disagreeable, hegemonic, and insensitive. Because they feel inferior, employees of authoritarian leaders frequently exhibit antisocial characteristics and become resistant. This leader frequently provides unfavorable, unconstructive feedback to their staff, occasionally coupled with overt rage (Janse 2018).

Transactional leadership is a leadership style where the leader uses both rewards and penalties to encourage conformity from his followers. Leaders who employ the transactional method, in contrast to those who use transformational leadership, want to maintain the status quo rather than make any changes to the future. These leaders focus on identifying flaws and inconsistencies in the work of their followers. This kind of leadership works well in times of crisis and emergency as well as when projects must be completed in a particular way (Odumeru & Ifeanyi,2013). Transactional leaders' emphasis contingent punishment, sometimes referred to as contingent negative reinforcement, or contingent reward, sometimes referred to as contingent positive reinforcement. Contingent rewards, like praise, are given when objectives are completed on schedule, ahead of schedule, or to maintain subordinates' good work rate at various points during the completion process.

Laissez-faire leadership is typically operationalized as refraining from making judgments and showing up when required. From the viewpoint of the worker, this comprises views of a manager stepping back from duties and power linked to the management position, putting work-related issues on the back burner, and failing to address worker needs. Nearly every facet of a school's administration, governance, and leadership structure has grown more intricate, dynamic, and demanding. The function of a principal, the expectations placed on pupils generally, and the

growth of education in the twenty-first century have all changed. Enabling children to navigate the opportunities and problems of the real world with ability is the responsibility of schools (Werang et al., 2013).

Therefore, it is believed that the tasks of human resource development begin in schools. Teachers are key participants in this effort because they are the ones who oversee the learning-related activities in the classroom, moderate student encounters with the material, and have a direct impact on student accomplishment. Even technologically based ideas have limited chance of succeeding in the absence of teachers. Therefore, by putting the carefully thought-out curriculum into practice and helping to accomplish the intended national educational goals, teachers are the ones who play a crucial part in the educational process. Schools have made significant adjustments in the last ten years to things like learning methodologies, student and teacher responsibilities, and curriculum development. These changes have brought about a transformation in the philosophy that controlled the sphere of educational leadership. The mission of education appears to be reliant on the attitudes and levels of satisfaction that teachers have with their work. Researchers' suggestion that schools must give more attention to increasing teacher job satisfaction(Adem,2022). When teachers believe their principal is someone who shares information with others, delegated authority, and maintained open lines of communication with them, they report higher levels of satisfaction with their work (Bogler,2001).

Teachers characterise effective school principals as having well-defined objectives, assigning responsibilities to others, promoting staff participation in decision-making, involving staff in problem-solving, treating staff equally and fairly, and offering staff assistance during trying times. Furthermore, it has been demonstrated that these fundamental actions improve the working experiences of school personnel as well as the experiences of children and parents.

Elmaz(2018) notes that more fulfilling work environments, greater job satisfaction, and reduced workplace stress were linked to leaders who initiated structure and showed consideration. While school leadership has an impact on many areas of the learning environment, it is especially important when it comes to teachers' work satisfaction and their decisions to continue in the field or not (Diaz, 2018). job satisfaction of teachers is a critical component for the successful learning and teaching process and the success of students as well as the quality of the school as whole (Sabir, 2018). The leadership styles employed by a school's principal or other leaders have a significant impact on its overall performance and accomplishments. Similar to this, a teacher's level of commitment and contentment in the classroom is highly influenced by the leadership exhibited by the principal or other key figures in the school. The application of a defined set of techniques that enable teachers to become proficient is essential for leadership success (Saka, 2018). These procedures involve the administrator stopping by classrooms on a regular basis, keeping an eye on students' work, holding meetings with them, talking with them about their academic progress and issues, and both publicly and privately praising their academic achievement.

Statement of the Problem

It is evident that the day-to-day roles of a school administrator and a classroom teacher are becoming more and more complex, as are managerial responsibilities, the resulting accountabilities, and the increased workload (Waters,2013). It is possible that in many cases, neither principals nor teachers have received the proper training or professional development to prepare them for the wide range of difficulties they are now expected to face. To build a prosperous nation, having responsible and competent teachers is essential. As their professional responsibilities expand to include teaching, learning, and administrative duties, they will

inevitably have an impact on teachers' emotions. This will manifest as tension, exhaustion, and a decreased ability to focus on students during class. In addition, they must abide by the decisions and guidelines made by the principals' ranking in order to guarantee that the school's vision and goal are fulfilled. Different leadership styles found that job satisfaction affects different teachers.

Principals of schools can inspire teachers to adopt new attitudes and values by modeling commitment to the goals and objectives of education (Arokiasamy et al., 2016). A comprehensive indicator of both individual and organisational performance that has a direct bearing on student learning would be the aggregate level of job satisfaction among teachers. The relationship between between principal leadership styles and teacher job satisfaction is mixed. For examine, some studies report positive between principal leadership styles and teacher job satisfaction (Bolgler,2001; Kadbey,2018; Kashagale,2013). While other report negative relationship between principal leadership styles and teacher job satisfaction (Ibrahim,2014). The conflicting results show that the issues have not been resolved. This call for reexamination of the issues.

Research Questions

The following research questions have been stated

- 1.What is the relationship between transformational leadership and teacher job satisfaction?
- 2.What is the relationship between transactional leadership and teacher job satisfaction?
- 3.To what extent does autocratic leadership affect teacher job satisfaction?
- 4.To what extent laissez-faire leadership affect teacher job satisfaction?

Purpose of the Study

The purpose of the study is to examine the relationship between principal leadership Styles and teachers job satisfaction in public secondary school in Egor Local Government. The specific purposes of the study are to:

examine the relationship between transformational leadership and teacher job satisfaction;

investigate the relationship between transactional leadership and teacher job satisfaction;

evaluate the relationship between autocratic leadership and teacher job satisfaction; and

determine the relationship between Laissez-faire leadership and teacher job satisfaction.

Significance of the Study

Educational authorities: The findings of this study will furnish educational authorities with novel insights that could potentially augment teachers' job contentment through the implementation of innovative leadership development initiatives for school head.

Ministry of Education: The results of the investigation will be beneficial to the Ministry of Education and Vocational Training, as it will enable them to understand the vast majority of teachers' low levels of career commitment. This could help the government in its efforts to halt the trend of teacher turnover.

Researchers: In order to better understand the impact of head of school leadership styles on teacher job satisfaction, the study's findings will also add to the body of knowledge already available to researchers. The findings of this study will also contribute to closing the knowledge gap concerning the paucity of studies on the subject of the relationship between principal leadership styles and teacher job satisfaction like Edo State, Nigeria.

Scope and Delimitation of the Study

The purpose of the study is to examine the relationship between Principal Leadership Styles and Teachers Job Satisfaction on Public Secondary schools in Egor Local Government. This study focuses on public secondary schools in Egor Local Government Area.

Definitions of Terms

Job Satisfaction is a pleasant or upbeat emotional state brought on by an evaluation of one's work and work experience. It arises from the belief that a worker's position genuinely offers what the worker values in a work environment.

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is a relationship in which one person has the ability to affect the behavior of others. The leader uses this human influence to persuade others to accomplish a particular objective. The human element that unites a group, inspires it to pursue objectives, and helps realize its potential is known as leadership. Moreover, it refers to the process by which someone convinces another person to do something they may not want to do. The method principals employ to carry out their leadership responsibilities is known as their leadership style. It is a specific behavior used by a leader to inspire followers to meet the goals of the company.

Transformational leadership pertains to a leader's ability to inspire and motivate followers to go beyond their immediate self-interests by means of idealized influence, intellectual stimulation, customized consideration, or charm. It raises the ideals and maturity of the follower along with their worries for self-actualization, achievement, and the welfare of the group as a whole as well as society.

Transactional leadership is an appealing to followers' self-interest and establishing an exchange relationship—in which follower obedience is traded for anticipated benefits which

inspires followers. Under transactional leadership, value was exchanged for goods with no mutual pursuit of higher purposes or with only enough to meet the needs of the organization.

Autocratic leadership is a leaders' behavior that asserts absolute authority and control over subordinates and [that] demands unquestioning obedience from subordinates. A leader like that has complete control over the team and no room for individuality.

Laissez-faire leadership is a style in which the manager fully delegated power and autonomy to the team so they could handle themselves.

CHAPTER TWO

Literature Review

In this chapter, the review of related literature is done under the following;

- Theoretical Framework
- Conceptual Framework
- Principal Leadership Styles
- Teacher Job Satisfaction
- Empirical Review

Theoretical Framework

Path Goal Theory

Path goal theory was developed by (House, 1971). The path-goal theory states that a subordinate's conduct, motivation, and attitude may all be changed by the actions of their leaders (Farhan, 2018). Path-Goal Theory helps leaders determine an appropriate leadership style, depending on the situation and the people they're leading. Path-goal theory states that subordinates can tolerate a leader's actions as long as they see it as either an immediate source of satisfaction or a means to future satisfaction. Leader behavior is motivating to the extent that it: (a) places the satisfaction of subordinate needs on the performance of the subordinates; and (b)

offers the coaching, direction, support, and incentives that are required for the subordinates' effective performance but are not already offered in their environment. Learning leaders that wish to foster a learning culture should adopt directive, encouraging, participative, and/or goal-oriented actions, according to the path-goal leadership theory. The path-goal theory states that leaders must adapt their style of leadership to the characteristics of their followers and the type of work that has to be done. Path-goal theory seeks to increase followers' happiness and motivation under all conditions (Northouse, 2016).

A leader can increase followers' motivation and job satisfaction by emphasizing their requirements and making the end goal clear to everybody. According to the path-goal theory, a leader must also provide incentives in order to increase followership and motivation. The path-goal theory states that a leader's role is to guide followers toward task completion through suitable behavior, which will increase motivation (Northouse 2016). Actually, learning leaders can achieve the goal of influencing their subordinates' experiences and knowledge by utilizing one of these strategies. Developing an acceptable style is also vital to rapidly meet the needs, desires, and expectations of subordinates. Educational leaders who wish to foster a culture of learning should adopt any of the following leadership behaviors, according to the path-goal leadership theory: directive, supporting, participative, and achievement-oriented. It is true that leaders have the ability to shape their subordinates' experiences and knowledge by adopting one of these behaviors. Furthermore, an appropriate strategy needs to be employed in order to immediately fulfill the needs, wishes, and expectations of subordinates. Situational factors like work uncertainty, institutional culture, and subordinates' traits must change before appropriate behavior can be adopted. This suggests that leaders in the field of education can motivate followers to fill up knowledge gaps and improve their own learning potential by utilizing any of

the path-goal leadership approaches (Olowoselu et al., 2016). Adopting the path-goal leadership paradigm allows educational leaders to remove obstacles, pave the way, and facilitate improvement inside the institution, all of which have a positive impact on the attitudes of their subordinates. Using the right tactics can assist subordinates in fulfilling their needs and achieving their goals.

Conceptual Framework

Principal Leadership Styles

As stated by Burns (1978), one of the most observed and least understood phenomena on earth is leadership. Leadership is defined as an interpersonal influence, exercised in situations and directed, through the communication process, toward the attainment of a specified goal or goals in early definitions. Damanik (2014) notes the notion of leadership is exerting influence over others, leadership style is the skill of persuading one's fellow humans in a way that serves the greater good. As a result, a person in a position of leadership's characteristics, behavioral inclinations, and distinctive approaches make up their leadership style. According to Bass (1990), leadership can be described in a variety of ways, including as the center of group processes, a personality trait, a means of enticing others to comply, the exercise of influence, specific behaviors, a type of persuasion, a power dynamic, a tool for achieving objectives, an outcome of interaction, a differentiated role, the beginning of structure, and many more. The ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members" is the definition of leadership given by (House et al.,2004).

Transformational Leadership

The concept of transformational leadership style has drawn the attention of numerous academics. It is thought that leaders who employ this style are adaptable, vision-driven, and capable of inspiring and motivating their team members to work hard and develop new skills (Thanh & Quang, 2022).The goal of transformational leadership is to transform, motivate, and enhance the actions and ethical aspirations of followers through organizing interactions among interested parties around a collective purpose. A leader that practices transformational leadership looks for positive changes in those who follow and uses the organization's strategy and structure to bring about the desired improvements. Smothers and Lawton (2017) note that followers of leaders with higher transformational leadership factor scores exhibit more transformational behaviors. Transformational leadership aims to literally transform people and organizations—changing them from the inside out; broaden vision, insight, and understanding; define goals; align behavior with convictions, values, or principles; and effect long-lasting, self-sustaining, and momentum-building changes (Chagi, 2020).

The transformational leadership style is an inspiring method for inspiring others and using their capacity for motivation to think and act in order to accomplish goals. In any organization, transformational leadership influences followers' general attitudes and actions, creating a shared understanding that facilitates learning. Transformational leadership encourages critical thinking about current issues. It increases learning and creativity, which improves performance as a whole. Everyone agrees that effective leadership may improve an organization's performance. A people-focused leadership approach is transformational leadership. Transformational style of Leadership comprises of the components of idealized influence, inspiration, intellectual stimulation, and individualized consideration as has been suggested widely as the optimum style for managing change.

Transactional Leadership

By coaching them to recognize the challenges of leadership situations and helping the organization increase employee performance, transactional leadership aims to increase leadership performance by encouraging change in employees and preparing them for future ethical leadership roles (Thanh & Quang,2022). Transactional leadership holds that a leader and followers jointly choose the objectives and methods of accomplishing them (Dzakpasu et al., 2022). This is done by exchanging rewards or using force to compel followers to cooperate and work toward the success of the organization. Transactional leaders use their ability to reward followers by giving them prestige and incentives in order to motivate them to work more. This type of leadership involves the leader reaching out to followers in an attempt to trade valuables. This is done by exchanging rewards or using force to compel followers to cooperate and work toward the success of the organisation. Transactional leaders use their ability to reward followers by giving them prestige and incentives in order to motivate them to work more. This type of leadership involves the leader reaching out to followers in an attempt to trade valuables.

Autocratic Leadership

An autocratic leadership style is one in which the manager keeps the majority of the power for themselves and makes choices with the intention of making sure the employees carry them out (Ibrahim,2014). He or she is unconcerned with the staff's opinions on a certain choice. He or she is more focused on finishing the task at hand. Subordinates under autocratic leaders are forced to labor against their will when they refuse to see the value of their job. Autocratic leaders actively monitor their subordinates to guarantee compliance and the execution of tasks within the allotted time. A leader who gives orders and expects quick, unquestioned compliance is known as an authoritarian. The leader makes decisions about planning and policies without consulting

the rest of the group. He or she gives orders without offering a justification or an explanation of their future plans. Autocratic leaders never truly become a part of their followers; they merely give them orders. The leader has ultimate authority to make decisions. The leader feels they are infallible, sets unreasonably high standards, punishes and discipline followers severely, discourages them from questioning decisions or authority, judges those who hold different opinions, and gives little appreciation. He or she is easily enraged, exploitative of others, driven, intensely competitive, and helpful when taking the larger picture into account. Any leader who makes choices without consulting the team is said to exhibit autocratic leadership. It is usually applied in situations where decisions must be taken fast and reaching an agreement within the team is not essential to the desired results (Boehm, et al., 2015). Staff and team members are rarely given the opportunity to make suggestions, even when they are in the best interests of the team or company (Amanchukwu, et al., 2015). With total control over the group, an authoritarian leader rarely considers the advice of their followers and usually makes choices solely on their own assessments and beliefs.

Laissez-Faire Leadership

Kurt Lewin is credited as the founding father of social psychology (Billig,2015). Lewin and his group created the idea of laissez-faire and used the terms democracy, democratic atmosphere, and democratic style of leadership interchangeably. According to Chris (2015), Kurt Lewin is recognised for having created the laissez-faire leadership theory. Laissez-faire leadership is a leadership approach where group members make decisions and the leader takes a backseat. According to research, when a group member adopts this leadership style, productivity among them generally decreases. According to Mesfin and Van Niekerk (2019), laissez-faire leadership is an excessively lax philosophy that includes a non-interference policy that grants

total freedom to every employee and makes it impossible to achieve objectives. People-centered leadership means that the group is let to make its own decisions without input from the leaders and without even establishing a timetable. The group's decision-maker expresses hope that the group will choose wisely in this manner.

This is Because certain people can control group decisions and intimidate other group members while the leader is not there, laissez-faire is viewed as a detrimental leadership style (Ekpo & Onweh, 2018). When group members are extremely competent, driven, and capable of working independently, laissez-faire leadership works well (Kgatle, 2016). One of the traits of the laissez-faire leadership style is a lack of formal leadership. Thus, it might be said that laissez-faire leaders tend to be reluctant to take initiative, hesitant to commit, and frequently leave when it matters most. Members of the group are given the freedom to decide for themselves when led by this person. This type of leadership avoids making decisions and delegating responsibilities (Taylor-Ghampson,2020). It works best in situations where subordinates are extremely driven experts or authorities in their fields.

Teacher Job Satisfaction

The majority of studies on teacher job satisfaction stem from the seminal work of Herzberg, Mausner, and Snyderman (1959), who distinguished between elements that were gratifying and unsatisfactory. Job satisfaction is so important to employees' performance, productivity, and retention, it has been extensively studied in a variety of circumstances. The term "job satisfaction" refers to how content people are with their occupations and can be defined as favorable or positive feelings about work or the work environment (Waters, 2013). Nickel

(2020) notes that Job satisfaction is defined as a positive and pleasant state resulting from a person's level of engagement, appreciation, motivation, and reward that one finds in his or her job experience. It appears that the concept of job happiness has been explored and improved upon over time by numerous scholars and educators. These days, job happiness is the main focus of study on attitudes linked to performance in the workplace. In order to improve human capital in education more actively and successfully, assessing work fulfillment and satisfaction has become a critical area of study and attention. The curriculum implementation, teaching schedules, educational leadership, and administration that teachers deal with in their roles as curriculum implementers in schools are contributing factors to the growing problem of low job satisfaction.

Ali and Dahie (2015) note that the "decisive element" of job satisfaction affects teachers' attitudes and performance. It has been shown that teachers' job happiness is significantly influenced by their sense of self-efficacy. Job satisfaction is influenced by the routine activities that take place in the classroom, including interacting with kids, seeing how they progress, working with supportive colleagues, and taking in the overall school environment. Teachers' judgments of their social status, low pay, work overload, and low job status are the primary sources of their workplace unhappiness. If school administrators want to continue to have high levels of work satisfaction, they must get more active in solving the complicated issues that come up. This is a result of schools hiring more instructors to provide excellent education and mentor students toward academic success. The term "job satisfaction" has many definitions because there doesn't seem to be a single, widely accepted definition for it.

Positive or negative critical evaluations of one's workplace constitute job satisfaction. Teachers' constructive and positive attitudes and feelings regarding their work are referred to as job satisfaction. It appears that the concept of job happiness has been explored and improved

upon over time by numerous scholars and educators. These days, job happiness is the main focus of study on attitudes linked to performance in the workplace. In order to improve human capital in education more actively and successfully, assessing work fulfillment and satisfaction has become a critical area of study and attention (Angwaomaodok,2023). The curriculum implementation, teaching schedules, educational leadership, and administration that teachers deal with in their roles as curriculum implementers in schools are contributing factors to the growing problem of low job satisfaction.

Academics and educators appear to have talked about job satisfaction a lot, and the idea appears to have evolved over time. These days, job happiness is the main focus of most studies on attitudes and job performance. A significant focus among educational academics is assessing work satisfaction in order to more dynamically and effectively improve human resources in education. Teachers who apply curricula in classrooms deal with management, instructional hours, curriculum, and educational administration—all of which contribute to the growing issue of job dissatisfaction. The reason for this is because schools are employing more subject matter experts who can effectively guide pupils and provide excellent instruction. The literature claims that there is no single, agreed-upon definition for the term "job satisfaction," leading to a range of interpretations. Job satisfaction is a gauge of the general caliber of an individual's output. Either having a positive or negative opinion about one's work is a prerequisite for job satisfaction.

Teachers' positive and upbeat attitudes and feelings toward their profession are referred to as job satisfaction. A teacher's efficacy in the classroom is strongly correlated with their job satisfaction, and job satisfaction affects student achievement. There is a direct correlation between the efficacy of a school and the job happiness of its teachers. This demonstrates the necessity of having a high degree of job satisfaction as it is one of the key success elements for

the educational institution. Job-specific elements—that is, characteristics originating from the more immediate context in which teachers work—have a stronger impact on teachers' job satisfaction than externally started aspects like remuneration, education policy and reforms, and terms of service (Ali & Dahie,2015). Evans went on to show that because of its ability to alter teachers' work environments and to either support or obstruct people's progress toward their ideal careers through policy and decision-making, "leadership emerged as a key attitudes-influencing factor.

Empirical Review

Transformational Leadership and Teachers' Job Satisfaction

Sider (2014) investigates impact of transformational leadership on job satisfaction and organisational commitment and organisational commitment. Data for this study are gathered via a survey that included closed-form Likert scale items and demographic questions. 261 troops from the Virginia Army National Guard (VAARNG) completed the poll. Descriptive statistics and multiple regression analysis are used to solve the study difficulties. The study's findings demonstrate that transformational leadership significantly affects VAARNG soldiers' organizational commitment and job satisfaction, even though its effects decrease with soldier tenure. Re-enlistment intention is also found to be significantly impacted directly by transformative leadership; however, these effects are mediated by job satisfaction and organizational commitment. Given the positive effects transformational leadership has on work satisfaction and organisational commitment, military leaders at all levels should receive training in this area as it can boost soldier retention.

Nyenyembe et al. (2016) examine leadership styles and teachers' Job satisfaction in Tanzanian public secondary schools. In this study, 180 instructors from ten secondary schools in Tanzania's Songea District provided data via a questionnaire. The study's most important conclusion was that when school heads closely collaborate with their instructors, offering guidance and attending to their personal needs, teachers were more content with their jobs. This study suggests that both transformational and transactional leadership styles are necessary for excellent leadership, casting doubt on the applicability of both in Tanzanian schools.

Aydogmus (2017) examines transformational leadership and job satisfaction. Based on a sample of 221 R&D employees for IT organizations, Study 1's findings demonstrate that more conscientious individuals have a higher association between job satisfaction and perceived transformational leadership. In the second study, the impact of perceived transformational leadership on followers' job satisfaction is examined, along with the potential mediating role of psychological empowerment. Based on information from 348 academics, the findings provide credence to the notion that psychological empowerment moderates occupational contentment. Particularly, workers who perceive their boss as transformational have a psychological boost in empowerment that improves job satisfaction.

Lors (2020) examines the effect of leadership styles on teachers' job satisfaction and commitment. The study population consists of 140 teachers, 12 principals, and 12 elementary and high school teachers from the Northeastern Conference of Seventh-day Adventist schools in the New York region of the United States. 140 respondents from the population will be given an instrument, and their responses will be described. In the Northeastern Conference of Seventh-day Adventist schools in the New York area of the United States, the study finds that teachers' commitment and job satisfaction are positively correlated with their leadership styles. It also

found that in the Northeastern Conference Schools, commitment is not as strong a predictor of job satisfaction as leadership styles.

Bogler (2001) examines the influence of leadership Style on teacher Job satisfaction. 745 instructors in Israeli schools who were given a quantitative questionnaire with Likert-type scales replied. The exogenous variables were utilized to explain teacher job satisfaction through path analysis. The most notable discovery was that teachers' opinions of their jobs had a significant impact on their level of pleasure. Teachers' job satisfaction is impacted by principals' transformational leadership in two ways: directly and indirectly through their perceptions of their profession. Government policy makers, principals, and supervisors are all explored in regard to the study's implications.

Menon (2014) examines transformational leadership, perceived leader effectiveness and teachers' job satisfaction. In the Republic of Cyprus, a sample of 438 secondary school teachers took an adapted version of the MLQ. The data was analyzed using structural equation modeling and confirmatory factor analysis. The findings support a three-factor structure model that represents three different aspects of leadership behavior: transactional, transformational, and passive-avoidant leadership styles. It was discovered that there was a substantial correlation between the leadership behaviors contained in the full range model of leadership and teachers' assessments of the efficacy of their leaders and their general job satisfaction

Transactional Leadership and Teachers' Job Satisfaction

Maheshwari (2021) examines influence of teacher-perceived transformational and transactional school leadership on teachers' job satisfaction. The data for this quantitative study, which employs a two-stage cluster sampling technique with 144 teachers as participants, came

from 18 public high schools. This study examines the direct and indirect effects of the principal's leadership on teachers' job happiness and performance using factor analysis and route analysis. According to the findings, there is a negative association between transactional leadership style and teachers' job satisfaction.

Lumbantoruan et al. (2020) examine transactional leadership style on employee job satisfaction. In our investigation, we employ 105 participants and the saturated sample method. A questionnaire was employed in the quantitative research design to collect data for this investigation. A linearity test and a normalcy test comprised the assumptions test. The product-moment correlation methodology and SPSS statistics 25 for Windows are used in the data analysis process. The results demonstrate a significant relationship (Pearson Correlation 0.000, sig 0.000 < P= 0.05) between employee job satisfaction and transactional leadership style. 81% of work satisfaction may be attributed to transactional leadership, according to the study's findings. The results of the study lend credence to the idea that there is a favorable correlation between work satisfaction and transactional leadership style.

Autocratic Leadership and Teachers' Job Satisfaction

Ibrahim (2014) investigates the influence of head teachers' leadership styles on teachers' levels of job satisfaction in secondary schools, Mandera county, Kenya. There are 87 instructors in the sample size, including 10 head teachers. Head teachers' and teachers' questionnaires are used to gather data, which is then analyzed using descriptive statistics and the Pearson Product Moment Correlation Coefficient. The head teachers disagreed that their leadership styles are autocratic, according to data on how they perceived their own leadership styles. The mean was 3.04, and the standard deviation was 2.80. According to the data, the head teachers did not believe that their style of leadership was autocratic because it is thought to treat people like less

than human. The results also show that head teachers believed themselves to be democratic, as indicated by the democratic leadership style's mean of 2.15. The mean score for the Laissez faire leadership style was 2.79, indicating that head teachers did not think of themselves as practicing Laissez faire leadership. As a result, teachers thought their head teachers were democratic. In conclusion, educators believed that their head teachers embodied democratic leadership. The results also showed that instructors are dissatisfied with their jobs' recognition, compensation, and advancement opportunities. The results of the study on the impact of an autocratic leadership style on teachers' work happiness showed that because these teachers embrace strict leadership philosophies that are disliked by both teachers and pupils, they have a negative (-0.65) effect on teachers' job satisfaction. Results on how democratic leadership style affects teachers' job satisfaction showed that there was a moderately favorable (0.48) correlation between secondary school teachers' job satisfaction and their democratic leadership style. There is a very high negative (0.75) association between laissez-faire leadership and work happiness in secondary schools, according to research on the impact of this type of leadership on teachers' job satisfaction. The study's conclusions led to the conclusion that head teachers thought of themselves as democratic. The study also found that teachers' job satisfaction is significantly impacted by authoritarian head teachers. The study also found that teachers' job satisfaction is adversely affected by dictatorial head teachers. Additionally, a positive moderate (0.48) correlation was found between job satisfaction in secondary schools and the democratic leadership style. Another finding indicated that there was a very substantial negative (0.75) correlation between job satisfaction and a laissez-faire leadership style. The study's recommendations were based on its findings, which included that opportunities for advancement, in-service training, and growth should all be included in the prospects for promotion. The study

recommended conducting additional research to determine whether there is a significant relationship between teachers' job performance and their motivational levels, as well as to determine how teachers' demographic variables affect their job satisfaction and how learner characteristics affect it.

Laissez-faire Leadership and Teachers' Job Satisfaction

Kadbey (2018) examines leadership styles of principals and Job satisfaction of teachers in Abu Dhabi public Schools: The Role of Organisational Commitment and National culture. Using quantitative and qualitative information gathered from 438 Emirati teachers and 51 Emirati principals, four study objectives are addressed. IBM SPSS Statistics Version 22 was used for data cleaning, descriptive statistics, and reliability statistics. Mplus Version 7.0 was utilized for structural equation modeling, and theme analysis was employed to summarize the qualitative data. The results showed that teachers are generally more satisfied when their principals exhibit transformational leadership practices, however they are less content when their superiors adopt passive avoidant leadership. Principals also tended to be more transformational in their practices. While the laissez-faire of passive avoidant leadership had a strong negative association with job satisfaction, the intellectual stimulation and inspiring motivation of transformational leadership and the contingent incentive of transactional leadership had positive and significant relationships with job satisfaction. While the laissez-faire of passive avoidant leadership had a strong negative association with job satisfaction, the intellectual stimulation and inspiring motivation of transformational leadership and the contingent incentive of transactional leadership had positive and significant relationships with job satisfaction. Additionally, a key mediator in some of the associations between leadership styles and work satisfaction was the affective dimension of organizational commitment. Furthermore, all aspects of national culture—aside from

masculinity—were associated with leadership styles and certain of their characteristics. These results led to the suggestions for educators and policy makers as well as the identification of ideas for additional research to go deeper into the issue of interest.

Nwakpa (2015) examines principals' leadership styles and teachers' job satisfaction. The researcher used a questionnaire she had developed to survey the respondents. The tool is face-validated by three experts. Using a test-retest methodology, the reliability of the instrument is assessed using the Pearson product moment correlation coefficient, which produced a 0.80 coefficient. The collected data were analysed using the Pearson product moment correlation coefficient. The results show a significant relationship between laissez-faire leadership and teachers' job satisfaction. Therefore, among other things, the study recommends that principals identify their own behavioral patterns and leadership styles in order to increase job satisfaction.

Summary of Reviewed Literature

In this study, we review literature on path goal theory, principal leadership styles, transformational leadership, transactional leadership, autocratic leadership, laissez-faire leadership, teacher job satisfaction and empirical review.

CHAPTER THREE

METHODOLOGY

In this chapter, methodology will be done under the following;

- Research Design
- Population of the Study
- Sampling and Sample Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research uses a survey research method. The cross-sectional study design is one type of survey research design. A cross-sectional study evaluates results of study participants at the same time. A cross-sectional study looks at data at a certain point in time.

Population of the Study

The population of the study consists of 100 teachers of some selected public secondary schools in Egor Local Government Area in Benin City, Edo State (Ministry of Education, 2024). These secondary schools include Edokpolo Comprehensive Institute, Eghosa Anglican Grammar School, and Efosa Secondary School in Benin City.

Sample and Sampling Technique

The sample size is 60 teachers. A simple random sampling technique is used to select respondents. This is done to ensure that every member of the population has an equal chance of being selected, since it will not be possible to collect questionnaire responses from every member of the population.

Research Instrument

The research tool for this study is the questionnaire. A questionnaire is a list of inquiries given to respondents with the aim of gathering demographic information and gauging how well they behave.

Validity of the Instrument

The instrument for data collection will be validated by my supervisor and two other lecturers in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

Reliability of the Instrument

To establish the reliability of the instrument, it was administered to the 20 public secondary school students from Ovia North East local government area of Edo State, who were not part of the study and thereafter Cronbach statistical tool was used to ascertain the internal consistency. It yielded an alpha value of $\alpha = 0.85$ hence the instrument was considered reliable.

Method of Data Collection

The study will use questionnaire to collect data for the study. A questionnaire is a type of research tool made up of a list of questions used to collect data from participants for a survey or statistical analysis.

Data Analysis Technique

Frequency, and a few basic percentage processes are among the data analysis and display strategies used in this study. This approach is only chosen because it is straightforward, requires little in the way of mathematical computations, and yields accurate results. The ordinary least square regression will be used to test the hypothesis.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Table 4.1: Bio Data Information

	Frequency	Percentage	Cumulative Frequency
Sex			
Male	35	58%	35
Female	25	42%	60
Total		100%	
Age			
Year Below 25	10	17%	10

25-30Years	12	20%	22
31-35years	20	33%	42
35years and above	18	30%	60
Total	60	100	

Field Study (2024)

Table 4.1 shows that 35(58%) of the respondents are male while 25(42%) of the respondents are female. 10(17%) of the respondents are years below 25, 12(20%) of the respondents' 25-30 years, 20(33%) of the respondents are 31-35years, and 18(30%) of the respondents are 35years and above.

Table 4.2 Descriptive Statistics of Transformational Leadership

Field Study (2024)

S/N	ITEM	SA	A	U	D	SD
1	My principal has the ability to make everyone around me enthusiastic about assignments	28(47%)	10(17%)	8(13%)	6(10%)	8(13%)
2	My principal can manage to make teachers go beyond their own self-interests for the good of the organization	30(50%)	10(17%)	5(8%)	5(8%)	10(17%)
3	My principal often articulate a compelling vision of the future for my followers	20(33%)	15(25%)	10(17%)	5(8%)	10(17%)
4	My principal often inspires teachers	22(37%)	18(30%)	5(8%)	5(8%)	10(17%)
5	My principal tends to motivate followers to seek differing perspectives when solving problems	24(40%)	16(27%)	10(17%)	5(8%)	5(8%)
6	My principal can force employees to rethink some of their ideas which they had never questioned before	28(47%)	10(17%)	8(13%)	6(10%)	8(13%)
7	My principal always treats each of the followers as individuals with different needs, abilities, and aspirations	26(43%)	12(20%)	8(13%)	8(13%)	6(10%)
8	My principal often find out what employees want and try to help them get it	24(40%)	14(23%)	10(17%)	6(10%)	6(10%)

Table 4.2 shows that 28(47%) of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 8(13%) of the respondents are undecided, 6(10%) of the respondents disagree

and 8(13%) of the respondents strongly disagree that my principal has the ability to make everyone around me enthusiastic about assignments with mean value 5.

30(50%) of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 10(17%) of the respondents strongly disagree that my principal has the ability to make everyone around me enthusiastic about assignments with mean value 5. 20(33%) of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 10(17%) of the respondents strongly disagree that my principal often articulate a compelling vision of the future for my followers. 22(37%) of the respondents of the strongly agreed, 18(30%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 10(17%) of the respondents strongly disagree that my principal tends to motivate followers to seek differing perspectives when solving problems. 24(40%) of the respondents of the strongly agreed, 16(27%) of the respondent agreed, 10(17%) of the respondents are undecided, 5(8%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal tends to motivate followers to seek differing perspectives when solving problems. 28(47%) of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 8(13%) of the respondents are undecided, 6(10%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal can force employees to rethink some of their ideas which they had never questioned before. 26(43%) of the respondents of the strongly agreed, 12(20%) of the respondent agreed, 8(13%) of the respondents are undecided, 5(8%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal always treats each of the followers as individuals with different needs, abilities, and aspirations. 24(40%) of the respondents of the strongly agreed, 14(23%) of the

respondent agreed, 10(17%) of the respondents are undecided, 6(10%)of the respondents

S/N	ITEM	SA	A	U	D	SD	
9	My principal clearly formulates expectations and standards	28(47%)	18(30%)	4(7%)	5(8%)	5(8%)	disagree
10	My principal shows satisfaction if expectations were realized	26(43%)	18(30%)	5(8%)	5(8%)	6(10%)	and 6(10%) of the respond
11	My principal suggests counter-move for achievement offers support	28(47%)	10(17%)	8(13%)	6(10%)	8(13%)	ents
12	My principal never pays special attention to the breaking of rules and deviation of set standards	30(50%)	10(17%)	5(8%)	5(8%)	10(17%)	strongly disagree that my
13	My principal draws attention to mistakes	26(43%)	14(23%)	5(8%)	10(17%)	5(5%)	principa
14	My principal consistently persecutes mistakes	24(40%)	16(27%)	10(17%)	5(8%)	5(8%)	l often find out
15	My principal only intervenes when problems have arisen	28(47%)	12(20%)	6(10%)	8(13%)	6(10%)	what
16	My principal only reacts to problems if it is	20(33%)	20(33%)	5(8%)	10(17%)	5(8%)	employe es want

and try to help them get it.

Table 4.3: Descriptive Statistics of Transactional Leadership

Field Study (2024)

Table 4.3 shows that 28(47%)of the respondents of the strongly agreed,18(30%) of the respondent agreed,4(7%)of the respondents are undecided, 5(8%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my leader has the ability to make everyone around me enthusiastic about assignments with mean value 5. 26(43%)of the respondents of the strongly agreed, 18(30%)of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal shows satisfaction if expectations were realised. 28(47%)of the respondents of the strongly agreed, 10(17%)of the respondent agreed, 8(13%) of the respondents are undecided, 5(8%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal suggests counter-move for achievement offers support.

30(47%)of the respondents of the strongly agreed, 10(17%)of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 10(17%) of the respondents strongly disagree that my principal never pays special attention to the breaking of

rules and deviation of set standards. 26(43%)of the respondents of the strongly agreed, 14(23%) of the respondent agreed, of the respondents are undecided, 10(17%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal draws attention to mistakes. 28(47%) of the respondents of the strongly agreed, 12(20%) of the respondent agreed, of the respondents are undecided, 6(10%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal only intervenes when problems have arisen. 20(33%) of the respondents of the strongly agreed, 20(33%) of the respondent agreed, 5(8%)of the respondents are undecided, 10(17%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal only reacts to problems if it is absolutely necessary.

Table 4.4 Descriptive Statistics of Autocratic Leadership

S/N	ITEM	SA	A	U	D	SD	MEAN	SD
26	My principal asks me to obey his/her instructions completely	30(50%)	10(17%)	5(8%)	5(8%)	10(17%)		
27	My principal determined all decisions in the organization whether they are important or not	24(40%)	14(23%)	10(17%)	6(10%)	6(10%)		
28	My principal always has the last say in the meeting	24(40%)	16(27%)	10(17%)	5(8%)	5(8%)		
29	My principal always behaves in a commanding fashion in front of employees	26(43%)	14(23%)	5(8%)	10(17%)	5(8%)		
30	My principal exercises strict discipline over subordinates	20(33%)	20(33%)	5(8%)	10(17%)	5(8%)		

31	My principal scolds us when we can't accomplish our tasks	28(47%)	12(20%)	6(10%)	8(13%)	6(10%)
32	My principal emphasizes that our group must have the best performance of all the units in the organization	26(43%)	14(23%)	5(8%)	10(17%)	5(5%)

Field Study (2024)

Table 4.4 shows that 30 (50%) of the respondents strongly agreed, 10(17%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 10(17%) of the respondents strongly disagree that my principal asks me to obey his/her instructions completely. 24(40%) of the respondents strongly agreed, 14(23%) of the respondent agreed, 10(17%) of the respondents are undecided, 6(10%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal determined all decisions in the organization whether they are important or not. 24(40 %) of the respondents strongly agreed, 16(27%) of the respondent agreed, 10(17%) of the respondents are undecided, 6(10%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal always has the last say in the meeting. 26(43%) of the respondents strongly agreed, 14(23%) of the respondent agreed, 5(8%) of the respondents are undecided, 10(17%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal always behaves in a commanding fashion in front of employees. 20(33%) of the respondents strongly agreed, 20(33%) of the respondent agreed, 5(8%) of the respondents are undecided, 10(17%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal exercises strict discipline over subordinates. 28(47%) of the respondents strongly agreed, 12(20%) of the respondent agreed, 6(10%) of the respondents are undecided, 8(13%) of

the respondents disagree and 6(10%) of the respondents strongly disagree that my principal scolds us when we can't accomplish our tasks. 26(43%) of the respondents of the strongly agreed, 14(23%) of the respondent agreed, 5(8%) of the respondents are undecided, 10(17%) of the respondents disagree and 5(5%) of the respondents strongly disagree that my principal emphasizes that our group must have the best performance of all the units in the organization.

Table 4. 5 Descriptive Statistics of Laissez-Faire Leadership

S/N	ITEM	SA	A	U	D	SD
18	My principal gets involved when important issues arise	30(50%)	10(17%)	5(8%)	5(8%)	10(17%)
19	My principal takes action even when problems become chronic	26(43%)	12(20%)	8(13%)	8(13%)	6(10%)
20	My principal is always around when needed	24(40%)	16(27%)	10(17%)	5(8%)	5(8%)
21	My principal successfully follows up requests for assistance	26(43%)	18(30%)	5(8%)	5(8%)	6(10%)
22	My principal never resists expressing his/her views on important issues	28(47%)	10(17%)	8(13%)	6(10%)	8(13%)
23	My principal always have urge to make decisions	30(50%)	10(17%)	5(8%)	5(8%)	10(17%)
24	My principal never delays responding to urgent questions	24(40%)	16(27%)	10(17%)	5(8%)	5(8%)
25	My principal pays his/her attention away from addressing work related problems	26(43%)	18(30%)	5(8%)	5(8%)	6(10%)

Field Study (2024)

Table 4.5 shows that 30(50%)of the respondents of the strongly agreed,10(17%) of the respondent agreed,5(8%)of the respondents are undecided, 5(8%)of the respondents disagree and 10(7%) of the respondents strongly disagree that my principal gets involved when important

issues arise. 26(43%) of the respondents of the strongly agreed, 12(20%) of the respondent agreed, 8(13%)of the respondents are undecided, 8(13%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal takes action even when problems become chronic. 24(40%) of the respondents of the strongly agreed, 16(27%) of the respondent agreed, 8(13%)of the respondents are undecided, 8(13%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal is always around when needed.26(43%) of the respondents of the strongly agreed, 18(30%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 6(10%) of the respondents strongly disagree that my principal successfully follows up requests for assistance. 28(47%)of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 8(13%) of the respondents are undecided, 6(10%) of the respondents disagree and 8(13%) of the respondents strongly disagree that my principal never resists expressing his/her views on important issues. 30(50%)of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%) of the respondents disagree and 10(17%) of the respondents strongly disagree that my principal always have urge to make decisions. 24(40%)of the respondents of the strongly agreed, 16(27%) of the respondent agreed, 10(17%)of the respondents are undecided, 5(8%) of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal never delays responding to urgent questions. My principal pays his/her attention away from addressing work related problems.26(43%) of the respondents of the strongly agreed, 18(30%) of the respondent agreed, 5(8%)of the respondents are undecided, 5(8%) of the respondents disagree and 10(10%) of the respondents strongly disagree that my principal pays his/her attention away from addressing work related problem.

Table 4.6 Descriptive Statistics of Job Satisfaction

S/N	ITEM	SA	A	U	D	SD
33	I feel I am being paid a fair amount for the work I do.	30(50%)	10(17%)	5(8%)	5(8%)	10(17%)
34	There is really too little chance for promotion on my job	26(43%)	12(20%)	8(13%)	8(13%)	6(10%)
35	My principal is quite competent in doing his/her job.	24(40%)	16(27%)	10(17%)	5(8%)	5(8%)
36	I am not satisfied with the benefits I receive.	26(43%)	18(30%)	5(8%)	5(8%)	6(10%)
37	When I do a good job, I receive the recognition for it that I should.	28(47%)	10(17%)	8(13%)	6(10%)	8(13%)

Field Study (2024)

Table 4.6 shows that 30(50%)of the respondents of the strongly agreed,10(17%) of the respondent agreed,5(8%)of the respondents are undecided, 5(8%)of the respondents disagree and 10(7%) of the respondents strongly disagree that I feel I am being paid a fair amount for the work I do. 26(43%)of the respondents of the strongly agreed, 12(20%) of the respondent agreed, 8(13%) of the respondents are undecided, 8(13%)of the respondents disagree and 6(10%) of the respondents strongly disagree that there is really too little chance for promotion on my job. 24(40%) of the respondents of the strongly agreed, 16(27%) of the respondent agreed, 10(17%) of the respondents are undecided, 8(13%)of the respondents disagree and 5(8%) of the respondents strongly disagree that my principal is quite competent in doing his/her job. 26(43%) of the respondents of the strongly agreed, 18(30%) of the respondent agreed, 5(8%) of the respondents are undecided, 5(8%)of the respondents disagree and 6(10%) of the respondents strongly disagree that I am not satisfied with the benefits I receive. 28(47%) of the respondents of the strongly agreed, 10(17%) of the respondent agreed, 8(13%) of the respondents are

undecided, 6(10%)of the respondents disagree and 8(13%) of the respondents strongly disagree that when I do a good job, I receive the recognition for it that I should.

4.2 Discussion of Findings

The purpose of the study is to examine the relationship between principal leadership Styles and teachers job satisfaction in public secondary school in Egor Local Government. The findings of the study are as follows. The result of the study shows that transformational leadership affects teacher job satisfaction. The result of the study also shows that transactional leadership affect affects teacher job satisfaction. Furthermore, the result of the study shows that autocratic leadership affect affects teacher job satisfaction. Finally, the results of study show that laissez-faire leadership and teacher job satisfaction.

CHAPTER FIVE

SUMMARY OF FINDINGS AND CONCLUSION

Summary of Findings

The findings of the study are as follows.

- The result of the study shows that transformational leadership affects teacher job satisfaction.
- The result of the study also shows that transactional leadership affect affects teacher job satisfaction.
- Furthermore, the result of the study shows that autocratic leadership affect affects teacher job satisfaction.

- Finally, the results of study show that laissez-faire leadership and teacher job satisfaction.

Conclusion

The purpose of the study is to examine the relationship between principal leadership Styles and teachers job satisfaction in public secondary school in Egor Local Government. 100 copies of questionnaire are distributed but 60 valid responses are received. Simple percentage was used to analyse the data for the study. The findings of the study are as follows. The result of the study shows that transformational leadership affects teacher job satisfaction. The result of the study also shows that transactional leadership affect affects teacher job satisfaction. Furthermore, the result of the study shows that autocratic leadership affect affects teacher job satisfaction. Finally, the results of study show that laissez-faire leadership and teacher job satisfaction

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Appendix 1

Department of Educational Evaluation and
Counselling Psychology,

Faculty of Education,

University of Benin,

Benin City.

Date:

Dear Respondent,

Request Your Cooperation in completing this questionnaire

I am an undergraduate student undergoing a full-time B.Sc (Ed) program at the Institution mentioned above; I am conducting a research study on Principal Leadership Styles and Teachers Job Satisfaction in Egor Local Government Area in Edo State as part of the requirements for awarding the earlier stated degree. In this regard, you were selected as a sample member.

I kindly request that you spare a few moments to assist with this Study by completing this questionnaire. I assure you that your response will be treated with strict confidentiality, as you are required to disclose your identity. Similarly, your answer would be strictly for stated academic purposes.

Thanks for your anticipatory co-operation.

.....

Akanimo Alexander Eduep

Researcher

A:

Background Characteristics of Respondents

Gender Female Male

Age as at last Birthday Below 25 25-30 31-35 above 35

Please Indicate the extent you agree with the following statement

Strongly Agree =SA, Agree =A, U = Undecided, Disagree =D, Strongly Disagree =SD

	Transformational Leadership	SA	A	U	D	SD
1	My principal has the ability to make everyone around me enthusiastic about assignments					
2	My principal can manage to make teachers go beyond their own self-interests for the good of the organization					
3	My principal often articulate a compelling vision of the future for my followers					
4	My principal often inspires teachers					
5	My principal tends to motivate followers to seek differing perspectives when solving problems					
6	My principal can force employees to rethink some of their ideas which they had never questioned before					
7	My principal always treats each of the followers as individuals with different needs, abilities, and aspirations					
8	My principal often find out what employees want and try to help them get it					
	Transactional leadership					
9	My principal clearly formulates expectations and standards					
10	My principal shows satisfaction if expectations were realized					
11	My principal suggests counter-move for achievement offers support					
12	My principal never pays special attention to the breaking of rules and deviation of set standards					
13	My principal draws attention to mistakes					
14	My principal consistently persecutes mistakes					
15	My principal only intervenes when problems have arisen					
16	My principal only reacts to problems if it is absolutely necessary					
	Laissez-faire Leadership Style					
18	My principal gets involved when important issues arise					
19	My principal takes action even when problems become chronic					
20	My principal is always around when needed					

21	My principal successfully follows up requests for assistance					
22	My principal never resists expressing his/her views on important issues					
23	My principal always have urge to make decisions					
24	My principal never delays responding to urgent questions					
25	My principal pays his/her attention away from addressing work related problems					
	Autocratic Leadership					
26	My principal asks me to obey his/her instructions completely					
27	My principal determined all decisions in the organization whether they are important or not					
28	My principal always has the last say in the meeting					
29	My principal always behaves in a commanding fashion in front of employees					
30	My principal exercises strict discipline over subordinates					
31	My principal scolds us when we can't accomplish our tasks					
32	My principal emphasizes that our group must have the best performance of all the units in the organization					
	Teachers Job Satisfaction					
33	I feel I am being paid a fair amount for the work I do.					
34	There is really too little chance for promotion on my job					
3	My principal is quite competent in doing his/her job.					
37	I am not satisfied with the benefits I receive.					
38	When I do a good job, I receive the recognition for it that I should.					