

**PRINCIPAL LEADERSHIP STYLE AND JOB SATISFACTION OF
TEACHERS IN PUBLIC SECONDARY SCHOOL IN OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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BENIN CITY, NIGERIA**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT IN PARTIAL FULFILMENT
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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by OJEME TOYIN OLUWADARE with Matriculation number EDU1814259 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc.Ed) Honours in Educational Management.

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DEDICATION

This work is dedicated to God Almighty the giver of life and to my beloved husband Dr. Samuel Samson Ojeme whose love, support and encouragement have been my constant source of inspiration, motivation and strength. Thank you for being there for me, I'm forever grateful.

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ABSTRACT

The purpose of this study is to investigate the relationship between principals leadership styles and job satisfaction of teachers in Oredo local government area of Edo State. A descriptive survey research design was employed in this study. four(4) research questions were raised to guide the study. The target population of the study two hundred and eighty eight (288) teachers with eleven (11) public senior schools in Oredo local government area, with sample size of One hundred (100) teachers from eleven (11) senior secondary schools in Oredo local government area were randomly sampled from the population. A structured questionnaire was used for data collection. The questionnaire was validated by the researcher's supervisor and two other experts in the Department of Educational Management; while the test- re test reliability method was adopted to ascertain the reliability of the instrument. Data collected were analyzed using mean and standard deviation.

The study reveals that Principals in public secondary schools in Oredo Local Government Area have good leadership styles. The level of job satisfaction of teachers in public secondary schools in Oredo Local Government Area is high .Based on the findings of the study, the following recommendations were made for the study: Teachers should be given promotion when due and in service training should be implemented .The teachers should be highly remunerated .Health insurance, staff accommodation and high remuneration, should be given to teachers regardless of position, it will increase the productivity of a teacher. Appreciation and appraisal should be given to teachers in other to performance well in the teaching process. Intrinsic motivation and extrinsic motivation should be highly considered in the teaching profession .The government should give a strict follow up of the financial budget allocate to the Education sector

CHAPTER ONE

INTRODUCTION

Background of the Study

Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team. Leadership often is an attribute tied to a person's title, seniority or ranking in a hierarchy. However, it's an attribute anyone can have or attain, even those without leadership positions. It's a developable skill that can be improved over time. Leaders are found and required in most aspects of society, including business, politics, religion and social- and community-based organizations. Leaders are seen as people who make sound and sometimes difficult decisions. They articulate a clear vision, establish achievable goals and provide followers with the knowledge and tools necessary to achieve those goals.(Dowell, 2018)

An effective leader has the following characteristics: self-confidence, strong communication and management skills,

creative and innovative thinking, perseverance, willingness to take risks, open to change, levelheaded and reactivity in times of crisis. Leadership is the art of motivating a group of people to act toward achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs.(Hafid, 2019)

Principals leadership style is an act of leadership in which principal choose ways in leading, directing, and coordinating various activities inside the school. The primary responsibility of the principal is to create and sustain an excellent teaching-learning environment for the educational programs running in the college (Abdullah,2018). Principals leadership styles include: Autocratic, Democratic, Laissez-Faire and transformational leadership style. The participative leadership style is called democratic leadership and suggests that employees be directly involved in decision-making in their organization. The leader simply facilitates a conversation and then takes all the suggestions and comes up with the best possible action.

In this theory, everyone is very involved with decisions for the team and organization with the leader simply helping direct the charge.

Autocratic styles of leadership are known for being authoritative and having the most power in the decision-making process. These types of leaders are known for employing an autocratic leadership style in their leadership style in school. This type of leader merely gives instructions to group members on how to execute tasks in a given manner, and they avoid establishing obvious lines of communication between employees and followers. Leaders exercising the autocratic style do not ask for any suggestions or initiative from followers. Because it provides great motivation to the leaders, the autocratic leadership style has been successful. It allows for speedy decision-making because only one person makes decisions for the entire group and keeps each conclusion to themselves until he or she deems it is necessary to share it with the rest of the group.

A laissez-faire leadership styles give complete rights and powers to their followers to make decisions to establish goals and

work out the problems and hurdles. In this style, decision-making is passed on to the followers. This style focuses on no interference in the affairs of others. Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.(Bolarinwa,2019).

Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction,

happiness or self-contentment but the satisfaction on the job. Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work. Research workers differently describe the factors contributing to job satisfaction and job dissatisfaction. Hoppock describes job satisfaction as, “any combination of psychological, physiological and environmental circumstances that cause and person truthfully to say I am satisfied with my job.”

Job satisfaction is defined as the, “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values.” (Adeyemi,2018). In contrast job dissatisfaction is defined as “the unpleasurable emotional state resulting from the appraisal of one’s job as frustrating or blocking the attainment of one’s job values or as entailing disvalues.” However, both satisfaction and dissatisfaction were seen as, “a function of the

perceived relationship between what one perceives it as offering or entailing.” Hoppock offered one of the earliest definitions of job satisfaction when he described the construct as being any number of psychological, physiological, and environmental circumstances which leads a person to express satisfaction with their job. Smith (2018) defined job satisfaction as the feeling an individual has about his or her job, and he suggested that job satisfaction was a positive or pleasurable reaction resulting from the appraisal of one’s job, job achievement, or job experiences. Job satisfaction as workers’ emotional orientation toward their current job roles. Job satisfaction is essentially the psychological disposition of people toward their work. Job satisfaction is defined as “an individual’s positive affective reaction of the target environment as a result of the individual’s appraisal of the extent to which his or her needs are fulfilled by the environment”. job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job. (Abdullah,2018)

Teachers' job satisfaction can be defined as the emotional reactions of teachers to their jobs or teaching roles. Teacher's job satisfaction refers to the fulfillment a teacher derives from day-to-day activities in his or her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work (Judge,2020). Teacher job satisfaction relates to a teacher's perception of what he or she expects to get from teaching and what he or she is actually getting from teaching. Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. Factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks. However, a teacher who is happy or satisfied with his or her job generally has a sense of obligation to uplift the society that he or she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic

growth. According to Umme (2019), a significant relationship was found between teacher's attitude towards teaching and job satisfaction. When teachers have job satisfaction, they tend to teach well.

Teachers' job satisfaction is one of the fundamental factors that determine the success of any school. A satisfied teacher would most likely put in more effort towards the success of a school while a dissatisfied teacher would lazy around and students would not reap the full benefits of education. Indices of teachers job satisfaction include; workload, school facilities, interpersonal relationship, and award.

The level of teachers job satisfaction is that generally most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards. In other words, the belief is that the only factor that contributes to teacher job satisfaction is the quality of teachers' take-home pay. For example, when making suggestions on how to improve the educational system, the president of the National Union of Teachers (NUT) said, "Government must develop a remuneration and reward system that will promote job satisfaction"

(Komolafe, 2019).

Principals' leadership styles and teachers job satisfaction is that principals acts as a major catalyts in the attainment of the goals and objective of the school. It is also assumed that the Principals overall efficiency and effectiveness sets the tone for the level of satisfaction or dissatisfaction of teachers in schools. An unfavorable leadership style adopted by a leader may hinder teachers from achieving shared favorable objectives (Bickmore and Dowell, 2018). Numerous teachers voluntarily leave the profession due to the adverse behaviors of school heads. This assumption is going to be placed under empirical testing. Hence, this research seeks to find out Principal leadership style and job satisfaction of teachers In public secondary schools in Oredo local government in Edo state.

Statement of the Problem

In the past few years there have been myriads of administrative problems confronting the public secondary school educational system in Edo State with special emphasis on the performance of teachers.

But observations have shown that there seems to be poor application of principals' leadership styles which have led to poor teacher's job satisfaction in secondary schools in Edo State. This can be seen in the areas of autocratic attitude of some principals, dilapidated structures around and within the school premises, heaps of damaged equipment that are no more in use and increase of indiscipline among students in addition to outburst of occultism among students. In some cases inadequate funding, inadequate facilities, poor instructional supervision have been noticed in addition with conflict among teachers and principals among others. As a result of this some teachers have become nonchalant in execution of their duties and many seeing their job as a waiting place for a better job. Generally this has affected the outcome of students' results in schools especially in external examinations. The researcher therefore embarked on this study to investigate principals leadership styles and teachers' job teacher in public secondary schools in Edo State.

Research Questions

To guide this study, the following research questions were raised:

1. What is the predominant leadership style by principals in public secondary schools in Oredo local government area of Edo state ?
2. What is the level of teacher's job satisfaction in public secondary school in Oredo local government area of Edo state?
3. Is there a relationship between principals leadership styles and teachers job satisfaction in public secondary school in Oredo local government area of Edo state?
4. Is there a difference in the relationship between Principals leadership style and job satisfaction of teachers in public secondary school in Oredo local government area by sex ?
5. Is there a difference in the relationship between Principals leadership style and job satisfaction of teachers in public secondary school in Oredo local government area by year of experience ?

Hypothesis

Research questions one to two were answered while research questions three to five were hypothesized

1. There is no significant relationship between principals leadership styles and teachers job satisfaction in public secondary school in Oredo local government area of Edo state.
2. There is no significant difference in the relationship between Principals leadership style and job satisfaction of teachers in public secondary school in Oredo local government area by sex
3. There is no difference in the relationship between Principals leadership style and job satisfaction of teachers in public secondary school in Oredo local government area by year of experience.

Purpose of the Study

The purpose of this study was to establish the relationship between principals leadership styles and job satisfaction of teachers in specifically to;

1. Find out predominant leadership style by principals in public secondary schools in Oredo local government area of Edo state.
2. Determine the level of teacher's job satisfaction in public secondary school in Oredo local government area of Edo state
3. Find out the relationship between principals leadership styles and teachers job satisfaction in public secondary school in Oredo local government area of Edo state
4. Find out the difference in the relationship between Principals leadership style and job satisfaction of teachers in public secondary school in Oredo local government area by sex
5. Find out the difference in the relationship between Principals leadership style and job satisfaction of teachers in public

secondary school in Oredo local government area by year of experience

Significance of the Study

This study would be of benefit to teachers, officials in ministry of education, researcher, school administrators. This study is expected to provide a basis for comprehensive information on the relationship between principals' leadership skills and teachers' job satisfaction, many school teachers were still not satisfied with administrative governance of some school principals and their dissatisfied state. This situation still calls for more studies in this area.

This study would contribute to the body of knowledge and information in the area of effective Principalship for Secondary school teachers in Oredo in particular and in Edo state in general. It is also anticipated that this study will help educators see the need for adjustments and flexibility in school administration.

Similarly, the study would be of great importance to officials of Ministry of Education and School Boards in Benin City, in

recognizing the determinants of job satisfaction amongst their staff. It is intended that this study will provide some insights for researchers in the field of educational leadership in advancement of knowledge and in their search for solutions to some of the administrative problems besieging the secondary schools in Oredo local government area.

In addition and most importantly, the study will be of great assistance to school administrators in identifying and adopting the different techniques of good leadership and in also identifying the different forms of incentives that should be provided for the staff in order make them more fulfilled and satisfied on their jobs.

Scope and Delimitation of Study

This study investigates the Principals' leadership styles such as transformational, autocratic, democratic, Lassiez faire and job satisfaction of teachers indices such as workload, school facilities, interpersonal relationship, and award, However the study is delimited to public secondary schools in Oredo Local government area.

Operational Definition of Terms

The following terms were operational defined:

Principal Leadership style: These are ways principals choose to lead, direct, and coordinate various activities inside the school

Teachers' Job Satisfaction: This refers to the fulfillment a teacher derives from day-to-day activities in his or her job

Automatic Leadership style: This style allows principals to have the most power in the decision-making process

Transformational Leadership style: it creates valuable and positive change in the followers with the end goal of developing followers into leaders

Democratic Leadership style: This style allows teachers to be directly involved in decision-making in their organization

Laissez faire Leadership style: This give complete rights and powers to their followers to make decisions to establish goals and work out the problems and hurdles

Workload: Is the amount of work or of working time expected or assigned to a teacher

School Facilities: it means buildings housing classrooms, laboratories, dormitories, administrative facilities, athletic facilities, or related facilities operated in connection with a school.

Interpersonal relationship: Is a social association, connection, or affiliation between teachers.

Award:Is a prize or other mark of recognition given in honor of an achievement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature were reviewed under the following subheading;

- Theoretical Framework
- Concept of Principals' Leadership Styles
- Concept of Job Satisfaction of Teachers
- Relationship between Principals Leadership style and Job Satisfaction of Teachers
- Summary of Related Literature

Theoretical Framework

This study is hinged on trait theory of leadership also refers to as the Great Man theory of leadership, it was propounded by Thomas Carlyle in 1841. The theory stated that leaders are born with distinct characteristics. In other words, leaders have inheritable traits, the theory assumes that the traits of leadership are intrinsic. That simply

means that great leaders are born they are not made, and that they differ from ordinary people in terms of personality traits such as intelligence, perseverance, and ambition.

The relevance of the above theory to this study is that school principals are either born or are made with certain qualities that will make them excel in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values puts anyone in the shoes of a good leader. Another relevance of trait theory of leadership to this study is that for teachers to be satisfied with their job, principals need to have some certain leadership qualities communication, problem solving, confidence, humility, and empathy.

Concept of Principals' Leadership Styles

The main job of a principal is to assist in leading, directing, and coordinating various activities inside the college. The primary responsibility of the principal is to create and sustain an excellent teaching-learning environment for the educational programs running in the college. The principal is also responsible to support the teachers

in their teaching practices. Principals have a critical role to play in achieving the institution's goals and objectives. Among these responsibilities, principals must give genuine and effective leadership, resulting in improved professional presentation among teachers. The principal is responsible to give highly valued visions that are focused on their day-to-day methods and that serve to foster a good culture that is supportive of exceptional teacher performance (Saleem, 2020).

Principals' leadership style refers to a leader's style of giving directions, implementing plans, and motivating followers. A leader uses a different style of leadership considering the situation. In situations of emergency, an autocratic style of leadership is considered more effective while for a highly motivated and aligned team democratic or laissez-faire styles are recognized as more effective. According to Adeyemi (2018), a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. According to Noe (2019), a principal's leadership style has an effect on teachers as well as students.

Types of Principals Leadership Styles

The four major types of leadership styles of a principal which are authoritarian, laissez faire, democratic, transformational styles of leadership.

Autocratic leadership styles

This focus on dominating attitude and as such do not recognize opposing or competing views. Indeed, no opportunities are provided for alternative views or interest other than those defined by the authoritarian leader as legitimate. Authoritarian (autocratic) leaders do not delegate responsibilities and they are always alienated from their subordinates. This type of leadership often engenders anger, frustration, despair, and in extreme cases withdrawal from school activities. Therefore, this type of leadership style affects effective teaching and learning. For instance, Ogalo (2019) pointed out that principals who apply autocratic leadership have lower cooperation with their teachers in terms of lesson preparation, use of teaching aids, and effective classroom teaching and as such tend to produce lower

students' achievement in any subject including.

Advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader

Laissez -Faire Leadership Styles

The term Laissez-faire is of French origin and translates to “letting people do as they choose.” This leadership style is the complete opposite of micromanaging. Laissez-faire leaders allow their followers to have the autonomy to make their own decisions and manage their own desks.

Which gives up leadership and responsibilities to the subordinates.

The teachers and students under the laissez-faire leadership are free to

do whatever they like. For instance, lazy teachers may decide not to attend classes under the leadership of laissez-faire principal who may not correct or confront them. Indeed, another name that can be coined for this type of leadership is “anything goes leadership.” Igwe (2019) pointed out that institutions where laissez-faire leadership style is practice, it is feared that teachers and students may relax since they do what they want, and this will affect teaching and learning including chemistry as a subject. This may, in turn, affect students’ achievement negatively. Advantages of the laissez-faire leadership style are that it leaves the group members free to make their own decisions and perform their activities in the way they like without the direction of the leader. In addition, this leadership style provides group members with an opportunity to be effective if they work jointly in terms of the ownership and accountability it bestows on members, while the disadvantages of a laissez-faire style are that this leadership style could leave group members doing the wrong thing without realizing it and there is less personal growth.

Democratic Leadership Styles

It is the direct opposite of authoritarian (autocratic) leadership style. It is sometimes referred to as integrative or participatory leadership. This leadership style involves active participation of the subordinates in decision-making. According to Bello (2018), democratic leadership emphasizes that the inputs and influences over any decision that affects the subordinate be jointly taken by the teacher and the students who are affected by those decisions. That is to say, the opinions and views of the subordinates who are affected by those decisions are actively sought to provide suggestions and recommendations in the decision-making process. The advantages of a democratic leadership style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their knowledge and skills (Kane, 2019). The democratic or participative leadership style enables leaders to create a suitable working environment and to facilitate a free flow of ideas in the organization. Moreover, the participative leadership

style is the best way to have better decision-making and a more effective operation as a result of creative thinking processes of consultation and feedback (Adeyemi, 2018). This can reduce rates of employee turnover, while the disadvantages of a democratic leadership style are that a great deal of time is spent on discussions and no major decisions are made by the leader alone. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late

Transformational Leadership Styles

Leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms.

These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a

role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance. Transformational leadership occurs when leaders perform their roles so effectively that they gain the trust, respect, appreciation and loyalty of the people who follow them. This, in turn, changes (transforms) people's behaviors. It's completely different from the transactional style of leadership that is the fall-back position for most business organizations. With transformational leadership, employees are intrinsically motivated (motivated from within) to follow the leader's example because they respect the leader so much. The leader creates an inspiring vision of the future that people feel compelled to follow. She also serves as a role model for her team. Advantage of transformational leadership style is that it treats people as individuals. Transformational leaders regard their followers as equals, each with his own skills and experience, and seek to bring out the best in them through coaching and encouragement instead of barking orders.

Employees feel supported, so they work hard and stay. Disadvantage of transformational leadership is that it's too conceptual and is missing the task focus that some employees need to guide them as they go about their duties. Transformational leaders don't like to get bogged down with details, but every organization needs operational planning to help it achieve its vision.

Chiwele (2016) conducted a study on popularly used leadership styles in secondary schools, and to find out the type of leadership style that gives great motivation to teachers. The study focused only on three leadership styles which are democratic leadership style, Autocratic leadership style and Laissez-faire leadership style. Based on the findings from the literature review in study, it showed that democratic leadership has a greater impact on motivating teachers performance in secondary school, for instance Obi(2003) suggested that principals who adopt democratic leadership style are most likely to have high performance level from teachers.

Concept of Job Satisfaction of Teachers

Job satisfaction is a significant subject for every organization in various industries. Many organizations or superiors wanted to know whether their workers or subordinates are contented with their jobs. Job satisfaction is understood as accomplishment of tasks by employees who obtain sense of achievement from their workplace. Researchers have explained job satisfaction as the good feeling one gets when one has a job he or she enjoys doing it. According to Bolarinwa (2019) Job satisfaction is also a constructive emotional domain derived from the personal opinions of the employees about their work. Basically, it is measuring how a person finds his task and how far he is able to perform the task. According to researchers, they mentioned that job satisfaction is a feeling about the career of an individual or about specific aspects of the job that will impact productivity and job performance of an organization. Job satisfaction is an internal feeling of a worker about his job (Eze 2020). Job

satisfaction is also a psychological response of a work situation. Academic staffs' job satisfaction is vital as it is a foundation of inspiration that needed for continuous effort in accomplishing the tasks required for a good teacher. The works that academic staffs need to perform are preparing lectures notes, day-to-day lesson plan, marking of assignments as well as to keep track and monitor students' progress and their performance. Apart from performing all these tasks, academic staffs will also have to keep themselves updated with current knowledge and educational development. Academic staffs are likely to act as a counsellor and role model to students. Therefore, job satisfaction is crucial for academic staffs as it will positively impact their job performance in educating, developing and shaping future leaders.

Teachers job satisfaction is a teachers's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for

one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski,2018). Job satisfaction can be defined also as the extent to which a teachers is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation. Job satisfactions of teachers refers to the attitude and feelings that teachers have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Bolarinwa, 2019).

Teacher workload is viewed as the totality of academic teaching work and committee workload assigned to a teacher for the attainment of the overall educational objectives in the school (Ifeoma, 2020) Teacher workload means time spent in teaching, administrative or additional and extracurricular activities, and performing co-curricular responsibilities (Hosain, 2018). The teaching workload

is confined to regular teaching activities like delivering classes, preparing lesson plans, assessing students' homework, etc. Hereby, teachers have to involve themselves in different non- teaching activities like counseling and organizing meetings with students' parents, etc. Teacher workloads are excessive and intensive, and the negative effects associated with an unrealistic workload are having a considerable impact on teaching quality, the quality of teachers' work life, and on students' learning achievements and experiences (Dibbon, 2020).

The workload that is too large is too heavy can have a negative impact on job satisfaction. Workload refers to the employee's assessment of the work they do. Manuaba (2020) states, workloads reflect the views of employees on the work they complete in a certain period of time. High workloads cause performance to decline. Job satisfaction perceived by an employee can be a determinant or determinant of the success of the employee in completing the workload given. The perceived workload is too heavy and can have a negative impact on

the formation of job satisfaction. Likewise, vice versa, workloads that are too light can also affect employee satisfaction at work. Moreover, some employees want to be faced with job challenges, and their success in completing these challenges becomes one of the forming factors of their job satisfaction. Thus, it can be explained that the assessment of workload can affect job satisfaction.

The school facilities can be categorized into three: buildings and furniture, teaching and learning materials. Teachers who teach in a positive school environment are more likely to stay in the teaching profession (Urick, 2019). However, as a result of the poor school facilities, teachers' job dissatisfaction keeps rising. An poor school facilities can lead to teachers' absenteeism and poor classroom practices, and early departure from the teaching profession. Increased workload and emotional exhaustion lead to job dissatisfaction (Skaalvik,2019). A stressful working environment can lead to teachers' dissatisfaction and, consequently, teacher attrition .Most schools lack facilities for teaching and learning. As an instructional

leader, the principal needs to ensure that the school facilities and environment is conducive to teaching and learning (Bahtilla & Hui, 2020). Principals who provide school facilities suppress fear in both students and teachers, fostering teaching and learning.

Interpersonal relationship refers to the way people interact with one another. Interpersonal relationship in an organization refers to the relationship among stakeholders of the organization. Muhammed, (2018) refer to interpersonal relationship as a strong association among individuals working together in the same organization. Interpersonal relationship in the secondary education system therefore refers to the relationship among stakeholders of the secondary school organization. It includes principal-principal, principal-teacher, principal-student, teacher-teacher, parent-teacher, principal-parent, school-community relationships. Ethridge (2019) asserted that principals' positive interpersonal relationship with the teachers is associated with successful schools, shared vision and norms, openness of governance and trusting relationships which produce committed

and contented school community members. Olsen and Huang (2019) corroborated that principals' interpersonal relationship with teachers improves teachers' teaching skills, enhance their sense of collegiality and collective responsibility and heighten their satisfaction with teaching. Oguntuga (2019) specified that the most successful teachers may be the ones inspired by their the beautiful relations developed with their principals, motivating them to do their very best, improving their morale and job performance, leading to effective teaching, measured by the resultant effect of high students' achievement.

An award system refers to the multiple motivation tools employers employ to reward and motivate their employees. This is necessary if the organization is to achieve set objectives effectively. The award could be in monetary or non-monetary form as long as it has value in the eyes of the receiver. An intrinsic award is an internal satisfaction that employees have from completing their tasks successfully. These awards are mostly non-monetary such as recognition, training, plaque, added job responsibility amongst others.

On the other hand, an extrinsic award usually has a monetary value and is given to an employee for exceeding expectation. These include bonuses, money vouchers or other additional benefits, teachers exercise job satisfaction when their efforts are been awarded.

Sharma (2009) conducted a study on the level of job satisfaction. Teachers are the pillars of the society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. They desire security, recognition, new experience and independence. When these needs are not fulfilled they become tense. Dissatisfaction among workers is undesirable and dangerous in any profession; it is suicidal if it occurs in teaching profession (The Education Commission, 1966). If factors responsible for dissatisfaction can be differentiated, attempts can be made either to change those conditions or to reduce their intensity so as to increase the holding power of the profession. So keeping in view this situation, it has been decided to find out which facet or dimension affects the job satisfaction of university teachers the most. The present study takes into account intrinsic and extrinsic

factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of employment on the job satisfaction of academicians. This paper aims at identifying the facets affecting the job satisfaction of a teacher the most in order of importance and accordingly suggests strategic action for creating and maintaining their job satisfaction.

Relationship between Principals' Leadership style and Job Satisfaction of Teachers

The leadership styles adopted by principals determined how teachers will be satisfied with their jobs. Research further confirm that the capacity to complete the job tenure and survive a position is due to not only performance or the economic need for employment but also the leadership practices of superiors (Baig, 2021). Ultimately, the leadership styles is of great significance in decision-making to inspire subordinates and reach a consensus about how and what their desires to be fulfilled for the achievement of employees' needs and desired objectives (Kafka, 2019). The ethical behavior of organizational

leaders plays an important role in promoting work behavior, innovative ideas, and job satisfaction among workers (Hsiung, 2012).

Oluka (2014) investigated the relationship between principals' leadership style and teachers' level of co-operation and compliance in schools in Abia State. The study used the descriptive survey research design and was centered on four research questions. The population of the study was 4510 people comprising of all the teachers and principals in all the six education zones in the State. Proportionate stratified sampling techniques were used to select 350 respondents from the population. The questionnaire which was the instrument for data collection was analyzed with mean rating and validated by 3 experts. And the reliability co-efficient was done with test retest method which gave a reliability co-efficient of 0.72. The finding among other things revealed that the teachers' cooperation is very high when the principals' leadership style is friendly like in the use of democratic style. Based on this it was recommended that principals should avoid unfriendly leadership styles like autocratic leadership for

teachers maximum cooperation. The study related to the present study as it focus.

Laissez- faire leadership style is also known as "delegative leadership," laissez-faire leadership is a method that assesses the unique talents of each employee, and assigns responsibilities accordingly. It is the direct opposite of autocratic leadership. In other words, as long as the actions of an employee are not adversely affecting the company, employees are allowed to use their own skills and ideas to complete their tasks how they see fit. These work environments can be ideal for those who are not only forward-thinking and resourceful but also intelligent, dependable and confident in their skill sets. This leadership style can be incredibly useful for industries that champion innovation and individuality. Like other types of leadership, the laissez-faire style has its way to improve teachers satisfaction in schools these include; It encourages teachers growth: Because leaders are so hands-off in their approach, employees have a chance to be hands-on. This leadership style creates an environment that facilitates growth and development. It encourages

innovation: The freedom given to teachers can encourage creativity and innovation. It allows for faster decision-making; Since there is no micromanagement, teachers under laissez-faire leadership have the autonomy to make their own decisions. They are able to make quick decisions without waiting weeks for an approval process.

Obi(2018) conducted a study on the extent principals' Laissez-faire leadership styles predict job performance of teachers in public secondary schools in Imo State. Four research questions were answered while four hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population for this study comprised all the four hundred and thirty (430) vice principals in the public secondary schools spread across the six (6) educational zones in Imo State. A sample of 239 vice principals were drawn with the use of multi-stage sampling approach. Two sets of instruments titled Principals' Laissez faire Leadership Styles Questionnaire (PLLSQ), and Job Performance of Teachers (JPTQ) were used and duly validated. The Cronbach alpha was used to compute the

reliability coefficients of the instruments as follows: Principals' Laissez faire Leadership Styles Questionnaire (PLLSQ) - 0.720, and Job Performance of Teachers Questionnaire (JPTQ) -0.720. Data were analyzed using multiple and simple regression, which were used to answer the research questions, while ANOVA associated with multiple regressions and t-test associated with simple regression respectively were used to test the null hypotheses. The result of the study revealed that principals' Laissez faire leadership styles jointly and significantly predicted job performance of teachers in secondary schools in Imo State. Laissez faire leadership style was not the most potent predictor of job performance. It was recommended among others that school principals should endeavour to enroll in leadership training programmes from time to time in order to enhance their leadership quality and efficiency for improved job performance of teachers.

Teachers tend to have high job satisfaction and are productive because they are more involved decisions making process. This style also helps develop teachers' skills. Teachers feel a part of something

larger and meaningful and so are motivated to by more than just a financial reward. When principals adopt democratic leadership styles, teachers are satisfied with their job in the following ways; It builds team-based relationships: Teachers who work with principals that use democratic methods tend to form closer relationships with those in charge. Those relationships are necessary because without them, there would be no team loyalty. The teachers feels like they are in situations together, solving problems, and everyone works harder to make sure something positive is available at the other side. Over time, as these relationships develop, the school benefits from the constant back-and-forth of feedback. It makes honesty a top priority: With a democratic leadership style in place, principals come to their teachers with an authentic problem that needs to be solved. There are no “what ifs” or “hypotheticals” presented at the team meeting. When an honest issue is being addressed, team members feel more engaged with the process. It connects them on a personal level to the company. It creates a level of equality in the workplace that other leadership styles struggle to create. It improves the relevant knowledge of the teacher:

Because each teacher is given a chance, if they wish, to contribute their own experiences and knowledge to any given situation, every other teacher is able to benefit. Knowledge comes from shared information that is offered in relevant situations. Principals improve the over capabilities of their teachers through democratic leadership styles because every situation becomes an opportunity to learn. It gives teachers a look at the bigger picture, in many schools, the entry-level schools are not always privy to the long-term goals or vision that a school is pursuing. Through democratic leadership styles, it becomes easier for every teacher in the school to see what is going on. Even when there is dissent within the school premises, there is common ground present because everyone is working toward the good of the school. This encourages each teacher to evaluate more options, creating a stronger bond toward future goals. It creates higher levels of job satisfaction, when teachers feel like their experiences matter, then it gives them more personal satisfaction over the work being done. The process fosters passion, which improves the quality and quantity of work in some teachers. In other words, Democratic

leadership styles encourage teachers to participate in the decisions which need to be made. It creates a form of shared leadership where each teacher is invited to share their knowledge, experience, or opinion about a project or situation. Then, once all the feedback has been heard, the principal will then make the necessary decision. These leadership styles allow for new ideas to be shared openly, without any judgment. Principals using this style are wanting a diverse set of creative ideas which incorporate perspectives other than their own. Instead of having one person make all the decisions, everyone can have a say in what happens if they wish.

Agu(2021) conducted a study on the influence of democratic leadership styles on secondary school teacher job performance in Anambra State. Two research questions guided the study. Descriptive survey research design was used for the study. The population comprised of 5360 teachers in the six education zones. The sample size was 699 teachers selected from three out of the six education zones through multi stage procedure. The instrument for data

collection was a questionnaire that was validated by three experts from Nnamdi Azikiwe University Awka- two from Department of management and Policy and one from measurement and evaluation, Department of Educational Foundations. The reliability coefficient was 0.88 and the data was analyzed using mean rating. The study found out among others that teachers have knowledge of their administrator's leadership styles. That leadership styles influence teacher job performances and that good leadership styles can improve teacher's job performances. Based on the findings, it was recommended among others that principals should be trained on the use of leadership styles as well as improving on the use of democratic leadership styles.

Autocratic leadership is strongly focused on both command by the leader and control of the followers (Cherry, 2019). The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. The relationship between principals Autocratic

leadership styles and teachers job satisfaction include; allows for quick decision-making especially in stress-filled situations, offers a clear chain of command or oversight, works well where strong, directive leadership is needed.

Mbogu(2016) conducted a study autocratic leadership style of Head Teachers as a determinant of teachers performance in Oji River LGA. The study adopted a descriptive survey research method, it comprises of all the eleven (11) head teachers and 87teachers teaching in the Oji River Government Secondary School. A total sample size of 98teachers we randomly selected as respondent teachers for the study. A questionnaire was used as instrument for data collection of this study. Findings revealed that the head teachers disagreed that they were autocratic in their leadership styles with a mean of 3.7 as teachers themselves viewed their headers as possessing the democratic leadership style. The findings also revealed that teachers were satisfied with the working conditions in the school, shown with an average mean of 3.6. The study recommends that

school administration should come up with modalities of improving teachers job performance. The head teachers should also enhance their supervisory support to enhance teachers job satisfaction. Finally, head teachers should recognize and reward teachers for the job well done in the school.

Transformational leadership in schools is one of the most impactful. It incorporates many effective leadership qualities in school that positively affect both teachers and their satisfaction. Principals Transformational leadership in secondary school can create a school culture of loyalty, mutual respect, and leading by example. The transformational leadership style has its way to improve teachers satisfaction in schools these include; reduces staff turnover when administrators adopt principal transformational leadership qualities, teachers feel valued and like they're working toward a shared purpose and mission. Drives innovation in schools, not all leadership styles in schools are focused on continuous innovation and have the capacity to identify a need for change and drive it successfully throughout a

school. Transformational leaders will often be the ones researching the newest studies on education and attending conferences to learn new and better methods to help make teachers of all kinds more successful. Creates new leaders, principal leadership qualities have to be taught, but not all leaders want to take the time to mentor others while leading them. The importance of educational leadership means that schools need to continually have a fresh batch of teachers ready to step up when a leader leaves or retires. Transformational leaders teach effective principal leadership practices to teachers, building exceptional leaders with similar traits of innovation, collaboration, and a team-oriented spirit.

Motivates teachers to Give Their Best: When leading secondary school students, the desirable characteristics of principals leadership will look different than when leading primary school children. Transformational leadership in schools means motivating teachers to give their best because they feel inspired and part of a team. When motivation comes from a willingness to help the school become better

and to fulfill the shared mission, you're going to have much better outcomes than fear-based motivation. Creates more positivity, in some schools, school leadership definition means breaking up conflict continually. Certain principals leadership styles, like distributed leadership in school, might invite power struggles within an organization. If the leader doesn't have the right leadership skills in school environments to deal with that conflict, it can be detrimental and leave a heavy negative atmosphere that teachers have to deal with.

Fatwa(2021) conducted a study on the role of transformational leadership styles and teachers job satisfaction. The participants of this study are 49 university teachers at the University of X Yogyakarta. The sampling is randomly chosen using a simple random sampling technique. In addition, data are collected using the scale of job satisfaction, the scale of transformational leadership style, and scale of employability. The data are then analyzed using multiple linear regression techniques. The results showed that 1) Simultaneously, transformational leadership style and employability provide a very

significant role in influencing job satisfaction with $p=0.000$ ($p<0.01$); 2) Partially transformational leadership style provide a significant role on job satisfaction with $p=0.019$ ($p<0.05$); 3) Partially there was a very significant role of employability on job satisfaction with $p=0.000$ ($p<0.01$). Transformational leadership style and employability contribute 52.5% to job satisfaction. Employability contributed more dominantly to job satisfaction (35.8%) than the transformational leadership style (16.7%).

Summary of Literature Review

The review has been quite revealing and instructive. Findings, can be summarized as follows: The study hinged on trait theory of leadership and it was propounded by Thomas Carlyle in 1841, the theory is reviewed that leaders are born with some intrinsic. The study review that the four types of leadership styles include lassiez fair, Democratic, autocratic and transformational. Indices of teacher's job satisfaction include workload, school facilities, interpersonal relationships, and award. The relationship between principals leadership styles and job satisfaction of teachers is that for teachers to be satisfied with their job, principals must possess the right qualities of a good leader, and adopt a good leadership styles that is suitable at that particular time.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter described the research methodology used in this study under the following subheading: research design, population of the study sample and sampling techniques, research instruments, validity of the research instrument, reliability of the research instrument, method of data collection, method of data analysis .

Research Design

The descriptive survey research design was adopted for the study. The choice of this design stems from its strength as a useful means for fact finding and an acknowledged methods of obtaining social facts and opinions for the purpose of enabling the researcher to make generalization concerning his population of study from the result obtained from the sample selected.

Population of the Study

The population consisted of two hundred and eighty eight (288) teachers with eleven (11) public senior schools in Oredo local government area (Edo state Ministry of Education,2023)

Sample and Sampling Procedure

A sample size of 100(99.31) teachers were drawn from teachers in 11 secondary schools from a sample size of 4 (3.79) secondary schools in Oredo local government area, using simple random sampling techniques.

Research Instrument

The instrument that was adopted for the collection of the needed data for the study are the questionnaire. The questionnaire was titled “Principals Leadership Styles and Job Satisfaction of Teachers Questionnaire“(PLSJSTQ)” The questionnaire comprised of two Sections; “A and B”. The section ‘A’ of the instrument focused on gathering personal information of the respondents while the section B was designed towards seeking information on the leadership styles

and job satisfaction .

Validity of the Instrument

The Questionnaire was subjected to content and face by my researcher's supervisor and two other experts in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. Thereafter, their suggestions were taken into consideration before the final copy of the instrument was produced and made use of.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test procedure was adopted. Twenty (20) copies of the instrument were administered on the respondents who were not part of the target population. After a time lag of two weeks the instrument was re-administered on the same group of respondents. Thereafter, their responses on the two occasions were collated and correlated using Pearson Product Moment Correlation Coefficient Statistical to determine its reliability. A reliability coefficient of 0.65 was obtained

Method of Data Collection

The researcher and two other research assistants personally administered the questionnaire to respondents through face to face interaction and the instrument was also collected from them same day. All the questionnaire was found useful.

Method of Data Analysis

Mean Score and standard deviation were used to answer the research question one and two. Mean score above 2.50 was considered to be high while mean score below 2.50 was regarded to be low . Hypotheses one were analyzed using Pearson product moment correlation coefficient , hypotheses two and three were analyzed using Fishers 'Z test and were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF

FINDINGS

In this chapter, the results from data that was collected field and discussion of findings are presented.

RESULTS PRESENTATION

RQ 1: What are the predominant leadership style of principals in public secondary schools in Oredo Local Government Area?

Table 1: Description of Principals Leadership Styles in Public Secondary Schools

ITEMS	N	Mean	Std. Dev.
Autocratic	100	10.84	3.952
Democratic	100	18.89	3.533
Laisser-Faire	100	9.68	4.155
Transformational	100	15.25	3.304
Cluster Mean		13.67	

Scale Mean = 12.50

Table 1 above shows the principal leadership styles in public

secondary schools Oredo Local Government Area with mean range of 9.68 to 18.89 Of the principals' leadership style democratic has the highest mean of 18.89 followed by transformational with a mean of 15.25 and then autocratic with a mean of 10.84 while laisser faire has the lowest mean 9.68. Generally, the cluster mean of 13.67 which is higher than the scale mean of 12.50 indicates that Principals in Public Secondary Schools in Oredo Local Government Area have good leadership styles.

RQ 2: What is the level of job satisfaction of principals in Public Secondary Schools in Oredo Local Government Area?

Table 2: Description of Job Satisfaction of Principals in Public Secondary Schools

Variable Decision	N	Sum	Mean	SD	Scale mean
Job Satisfaction High	100	1378	13.78	2.79	12.50

Table 2 shows that of the 100 respondents, a mean value of 13.78,

standard deviation of 2.79 and a scale mean of 12.5 was obtained. From the result, the mean value is greater than the scale mean and this implies that the level of job satisfaction of teachers in public secondary schools in Oredo Local Government Area is high.

Hypothesis 1: There is no significant relationship between principals' leadership styles and job satisfaction in Public Secondary Schools in Oredo Local Government Area.

Table 3: Correlation Analysis of Principal Leadership styles and Job Commitment

Variables	N	r	
Sig (2-tailed)			
Principal Leadership styles	100	0.696	0.000
Job Satisfaction			

Table 2 above shows that the correlation coefficient of principals' leadership styles and job satisfaction is 0.696 with a p-value of 0.000. Testing at an alpha level of 0.05, the p-value is less than the alpha level of significance ($p < 0.05$) and as such the null hypothesis which

states that “There is no significant relationship between principals’ leadership styles and job satisfaction in Public Secondary Schools in Oredo Local Government Area” is rejected. This implies that there is significant relationship between principals’ leadership styles and their job satisfaction.

Hypothesis 2: There is no significant difference in the relationship between principals’ leadership styles and job satisfaction Public Secondary Schools in Oredo Local Government Area based on Gender.

Table 4: Fishers Z- Test Analysis of Principal Leadership Styles and Job Satisfaction by Gender

Variables(Sex) Z-value	N	r	Zr	Z-cal
Male	45	0.589	0.6625	
Female	58	0.759	0.9962	0.64

Table 4 above shows the Fishers Z- statistics of principals’ leadership

styles and job satisfaction of teachers by gender. The coefficient values of male and female principals are 0.309 and 0.140 respectively, testing at an alpha level of 0.05, the calculated Z of 0.64 is less than the critical value of 1.96. With this, the null hypothesis is rejected. This implies that there is significant difference in relationship between principals' leadership styles and teachers job satisfaction by gender.

Hypothesis 2: There is no significant difference in the relationship between principals' leadership styles and job satisfaction Public Secondary Schools in Oredo Local Government Area based on years of experience.

Table 5: Fishers Z- Test Analysis of Principal Leadership Styles and Job Satisfaction by Years of Experience

Variables (Sex) Z-value	N	r	Zr	Z-cal
Below 10yrs	44	0.757	0.9730	1.23
10yrs & Above	56	0.646	0.7582	

Table 5 above shows the Fishers Z- statistics of principals' leadership

styles and job satisfaction by years of experience. The coefficient values of those of with experience of below 10yrs and 10yrs above are 0.757 and 0.646 respectively, testing at an alpha level of 0.05, the calculated Z of 1.23 is less than the critical value of 1.96. With this, the null hypothesis is rejected. This implies that there is significant difference in relationship between principals' leadership styles and teachers job satisfaction by years of experience.

Discussion of Findings

The discussion of finding is based on the analysis of the research questions carried out. This study affirms the principals leadership styles and job satisfaction of teachers in Oredo local government area. The result shows how important instructional resources are.

Findings from research reveal that principals in public secondary schools in Oredo Local Government Area have good leadership styles. This is in agreement with Adeyemi (2018) that for school to run effectively the school principals have to adopt a working leadership styles.

Findings from research reveal that the level of job satisfaction of teachers in public secondary schools in Oredo Local Government Area is high. This is in agreement with Noe (2019) that job satisfaction is crucial for academic staffs as it will positively impact their job performance in educating, developing and shaping future leaders.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The summary for the study is presented in this section, conclusions reached with recommendation made in line with investigation into the “principals leadership styles and teachers’ job satisfactions”. Also suggestions for future research are also advanced to broaden the horizon of knowledge. Seven (7) research questions were raised to guide the study. These include the following:

1. What is the mostly used leadership style by principals in public secondary schools in Oredo local government area of Edo state?
2. What is the level of teacher’s job satisfaction in public secondary school in Oredo local government area of Edo state?
3. Is there a relationship between principals leadership styles and teachers job satisfaction in public secondary school in Oredo local government area of Edo state?

4. Is there relationship between Principals transformational leadership style and job satisfaction of teachers?
5. What is the relationship between Principals Laissez-faire leadership style and job satisfaction of teachers?
6. What is the relationship between Principals Autocratic leadership style and job satisfaction of teachers?
7. What is the relationship between Principals Democratic leadership style and job satisfaction of teachers?

The sample size for this study was a total of one hundred 100(99.31) teachers were drawn from teachers in 11 secondary schools from a sample size of 4 (3.79) secondary schools in Oredo local government area, using simple random sampling techniques. Questionnaire was the major instrument used for data collection. The questionnaire was made up of Section 'A' and 'B'. while Section 'A' contained the demographic information of the respondents, Section 'B' was meant to elicit data on the various research questions raised and other matters considered important to the success of this study. The reliability and validity of the instrument was determined. The validity

of the instrument was subjected to content and face validity by researcher with the help of our expert in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. The reliability of the instrument was determined through test-retest procedure and the value obtained was through Pearson Product Moment Correlation Coefficient reliability index of 0.737. The data collected were analyzed using descriptive statistics such as: frequency count, simple percentages, mean and standard deviation.

Findings

Following the analysis of data collected and findings made,

1. Democratic leadership styles is the most predominant leadership styles used by principals in secondary schools
2. The teachers are highly satisfied with their teaching profession in Nigeria but there are some short comings like delay in promotion and in service training.
3. There is relationship between principals' leadership styles and

job satisfaction of teachers. When teachers are under the right leadership, it increases the productivity of a teacher.

4. There is a significant difference in the relationship between principals' leadership styles and teachers' job satisfaction based on gender
5. There is a significant difference in the relationship between principals' leadership styles and teachers' job satisfaction based on years of experience.

Conclusion

Principals in public secondary schools in Oredo Local Government Area indicate democratic leadership styles and there is high level of job satisfaction of teachers.

Also, there is a significant relationship between PLS and IJS.

Recommendations

Based on the conclusion drawn from the findings, the following recommendations are hereby proffered:

1. Principals should give transformational leadership styles a try
2. Teachers job satisfaction should be maintained through promotion and in service training.
3. Leadership styles that stimulate job satisfaction in terms of provision of health insurance, staff accommodation and high remuneration, should be given to teachers regardless of position as these increase teachers' job satisfaction level
4. Appreciation and appraisal should be given to teachers in order for them to be satisfy in respective of their gender.
5. The government should give a strict follow up on feedback on Education sector in respective years of experiences of teachers.

Suggestions for Further Studies

In order to provide more literature, more research work should be carried out on the present study.

- Replicate the study in another area of study to allow for generalization

Leadership styles and job commitment of primary school teachers

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

**PRINCIPAL LEADERSHIP STYLES AND JOB
SATISFACTION OF TEACHERS (PLSJST)**

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on principal leadership styles and job satisfaction of teachers questionnaire (PLSJSTQ).

You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with utmost confidence.

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate number.

SECTION A (DEMOGRAPHIC)

Instruction: Please tick (✓) Option that best suit your opinion.

1. Name of School: Anglican Girls Grammar Sch []
Edokpolor Sen Sec Sch [] Oba Akenzua Sen Sec Sch []
Idia College Sec Sch []
2. Sex: Male [] Female []
3. Teaching Experience: Below 10yrs [] Above 10yrs []

SECTION B

INSTRUCTION: Kindly tick (✓) where necessary using the following Keys

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

S/N	Item	SA	A	SD	D
QR1	PRINCIPAL LEADERSHIP STYLES				
1	Principal uses autocratic leadership by enforcing rules and regulations toward teachers				
2	Principals uses autocratic leadership by making decisions without consulting teachers and other staffs				
3	Principal uses autocratic leadership by creating an orderly atmosphere in the school				
4	Principal uses autocratic leadership by imposing ideas on teachers				
5	Principal uses autocratic leadership by having no human relation with teachers				
6	Principal uses democratic leadership by focusing on listening to input from others and working together to reach consensus.				
7	With democratic leadership style, principal and teachers as a team can solve complex school problems				
8	With democratic leadership style, principal and teachers have a relationship that create a level of equality in the school environment				
9	With democratic leadership styles, teachers feel like their experiences matter				
10	With democratic leadership style, each teacher is invited to share their knowledge, experience, or opinion about a project.				

11	Principal adopt laissez –faire and provides minimal guidance and support, allowing their employees to make decisions on their own				
12	Principal with laissez -faire leadership style creates an environment that facilitates growth and development				
13	Principal with laissez -faire leadership style takes teachers opinion into consideration when initiating actions that affect their work				
14	Principal with laissez -faire leadership style gives teachers freedom to choose their own instructional techniques				
15	Principal with laissez -faire leadership style have no way of knowing whether teachers are performing well or badly in their teaching duties.				
16	Principal uses transformational leadership styles in inspiring and motivating teachers to reach their potential				
17	With transformation leadership style, principal lead by example for teachers to follow				
18	With transformation leadership style,principal builds on the resources of every member of the school, particularly staff and teachers				
19	With transformation leadership style, principal have excellent communication skills to teachers				
20	With transformation leadership style, principal fosters a spirit of the team among teachers				
RQ2	TEACHER’S JOB SATISFACTION				

21	There is inadequate salaries for teachers in public secondary schools				
22	There is lack of job security in public secondary schools				
23	There is poor working conditions in public secondary schools				
24	There is lack of professional support for teachers from school administrators				
25	There is high workload and lack of resources to properly teach students can lead to frustration and dissatisfaction among teachers				