

**HEAD TEACHER'S LEADERSHIP BEHAVIOUR AND TEACHERS' JOB
SATISFACTION IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO
SOUTH SENATORIAL DISTRICT**

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FACULTY OF EDUCATION,
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BENIN CITY, NIGERIA.**

MARCH, 2021

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
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MASTER IN EDUCATIONAL ADMINISTRATION OF THE UNIVERSITY OF
BENIN, BENIN CITY, NIGERIA**

MARCH, 2021

CERTIFICATION

I, the undersigned, certify that this study was carried out by Elisha Ayeobore OSAKPOLOR in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

Dr. H.O. Alonge
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Date

Dr. H.O. Along
(Head of Department)

Date

DEDICATION

This work is solely dedicated to God Almighty who has been my helper since the day of my birth till date.

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The researcher wishes to express his profound gratitude to his supervisor, Dr H.O. Alonge, for his professional guidance throughout this study. The researcher is equally grateful to all the lecturers who thought and encouraged him throughout my study. They include: Professors: (Barr.) V.O. Ibadin, J. K. Adeyemi, Mon. Nwadiani, I. Owie, (Mrs.) C.N. Omoifo, (Mrs.) F.I. Ofoegbu, and (Mrs.) R.O. Osagie. Others include Drs; H.O. Alonge, I.P. Aghaosa, Rev. Sr. P. Ekejiuba, (Mrs.) U. Momoh, O.K. Omorogiuwa, for their contributions and suggestions in the course of this research work.

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ABSTRACT

This study examined head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District. It also sought to determine whether there is a significant relationship between head teacher's leadership behaviour and job satisfaction based on the certain variables of directive, supportive, participative, and achievement-oriented leadership and job satisfaction indices such as workplace conditions, salaries/remunerations, relationships with colleagues, student behavior, parent participation, supportive, administration, supervision, responsibility, advancement and recognition. To guide the study, ten research questions were raised and eight hypotheses formulated and tested at 0.05 level of significance.

The study is a descriptive research that adopted the correlation survey design. The population of the study was 952 teachers and 136 head teachers in Public Senior Secondary Schools in Edo South Senatorial District. A sample of fifteen percent (15%) was taken from the population using the multi-stage sampling procedure and this amounted to 140 teachers and 20 head teachers in 20 schools. And 140 questionnaires were retrieved and used for the analysis. The multistage sampling procedure was used to select the sample of the study. Two questionnaires were validated with a reliability coefficient of 0.83 and were used to collect data for the study. The mean, standard deviation, percentages, Pearson r and Fisher's Z statistics were applied to answer and test the research questions and hypotheses.

Findings from the analysis revealed that the predominant leadership behavior of head teachers is participative leadership behavior and the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District is high. Furthermore, the study revealed that there is a significant relationship between the various head teacher's leadership behaviours and teachers' job satisfaction. It was concluded that teachers' job satisfaction was not determined by the intervening variables of head teacher's gender and school location. It was however, determined by head teacher's experience and school size. Based on the findings, it was recommended among others that head teachers should maintain participative leadership behavior that will foster teachers' job satisfaction; that high level of job satisfaction of teachers should be sustained by head teachers' by sustaining good working conditions in the school; that less experienced head teachers should borrow a leaf from their more experienced colleagues in bringing about good working conditions.

CHAPTER ONE

INTRODUCTION

Background of the Study

The educational environment world over is undergoing relentless change, transformation and reform and societal changes have placed more demands and pressures on school administrators and teachers. In almost every aspect of a school's management, leadership and governance structure has become increasingly complex, dynamic and demanding. As a result of the evolution of education in the 21st Century, a head teacher's responsibilities teacher's role, and the overall expectations on students have been transformed.

Educational resources include head teacher leadership behaviour, quality and number of staff, working facilities and working environment. A number of studies show that teachers are becoming less satisfied with their jobs and show the intention to leave the profession and organization for perceived more lucrative jobs due to poor leadership traits exhibited by head teachers.

Educational institutions are significant places where the next generation is molded, and school leaders tolerate a heavy weight of responsibility for their associations. Leaders in learning institutions are the equivalent as leaders in other organizations, and as anticipated face numerous challenges in maintaining the goals of the institutions. School leadership is a process of promoting and serving teachers and learners to work passionately toward realization of educational objectives; most

especially in achieving teachers' job satisfaction by exhibiting various behavior patterns. According to Ezeuwa (2015) leadership behaviour is the act of influencing people so that they endeavour keenly and enthusiastically towards the achievement of organizational goals.

Several studies of organization and management in respect to leadership have constantly showed that leadership behaviour is an important factor in organizational performance and usefulness. In this regard schools need effectual leadership behaviour to give planned results and bring job satisfaction to the teachers. School leaders are believe to posses ability to influencing their staffs, stakeholders and parents to make sure their schools successfully attain its pre-intended objectives by making sure that teachers do well in their responsibilities and learners perform well in their academic endeavour (Obi & Onyeike, 2018).

A head teacher is one who mobilizes other people to undertake collective action in pursuit of a common goal; hence their leadership behaviours affect the school, learning situations including teachers' job satisfaction. Administrators' leadership behaviours have changed over time. Planning and financial accounting are no longer accepted as the only qualities of an effective leader. Soft skills, teamwork, communication and the ability to motivate and mobilize, all of which impact teachers' job satisfaction are becoming the skills increasingly desired in school leaders. Teachers with positive perceptions of their head teachers' leadership behaviours had high level of job satisfaction (Asuquo, 2017).

In Nigeria, teachers come into view to be less satisfied with their jobs as is evidenced by indiscipline, occasional truancy, examination mismanagement, and traveling away from teaching profession. It has become essential that relationship between leadership behaviours applied by head teachers on one hand and job satisfaction of secondary school teachers on the other hand be investigated.

It is argued that effective leadership has a helpful influence on the performance of teachers. Eventually it is the performance of many individuals that conclude in the performance of the organization, or in the achievement of organizational goals.

UNESCO (2016) recognized the important role played by school management in achievement of school goals and its implications on the overall performance of both teachers and students. Job satisfaction is also positively related to motivation, job commitment, life satisfaction, mental health and job performance and negatively correlated to absenteeism, turnover, and perceived stress. The head teacher's leadership behaviours play an important role in determining productivity among the teachers in the school. Aimed at standardizing the practice of effective teaching, the head teacher's role is to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress.

The head teacher has to balance between the jobs being performed and the personal needs of the teachers. It is necessary to have teachers who are focused as far as the critical job tasks are concerned and who are comfortable as individuals. The leadership behaviours the head teacher engages in determine and set the school climate

which may facilitate or hinder task performance. Schools with satisfied teachers are likely to be more productive in terms of effective teaching and consequent academic performance than those with unsatisfied teachers.

Teaching is one of the greatest professions and one that is ever evolving. Over the past 20 years, the teaching profession has undergone many changes. School districts and specifically teachers are expected to provide a high quality education to all students. The constantly changing field of education is very challenging. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom. Evidence indicates that, where teacher have freedom to plan their work and opportunities to participate in policy-making in matters of curriculum and teacher welfare, morale is high.

Vecchio, Justin & Pearce (2018) defined job satisfaction as one's feelings and thinking towards his/her work. As in the case of other attitudes, one's attitude towards their job is greatly influenced by experience, especially stressful experiences. Similarly, a teacher's expectations about the job and communication from others can play an important role to a person's level of job satisfaction. Job satisfaction is also an appraisal of the perceived job characteristics, work environment and emotional experiences at work. Job satisfaction represents an employee's evaluation of the job and work context.

There is no doubt that teachers will experience greater work satisfaction and higher morale when they are viewed by their head teachers as the professionals they perceive themselves to be. Teachers who have higher levels of job satisfaction have

higher commitment to the profession and are less likely to leave the field of education to pursue other career choices.

In Nigeria and in Edo state in particular, schools like all other organizations are advancing in complexity with different factors impacting on school management and performance. Consequently, challenges arise for head teachers as school leaders try to create enabling working environment in order to make teachers satisfied with their job by applying appropriate behaviours. Momaanyi (2016) found that teachers with high job satisfaction exhibited characteristics such as:

(i) low in turnover,(ii) always present in school, (iii) highly efficient and effective and (iv) friendly to the administration.

On the other hand, teachers with low job satisfaction:

(i) had apathy, (ii) worked towards promotions to other positions with better prospects or quit their jobs resulting in high teacher education costs, (iii) were hostile to the administration,(iv) had reduced academic performance,(v) valued material rewards,(vi) made frequent transfer requests and(vii) were regular absentees.

For effective change in schools, leadership is the key. The foregoing suggests that teachers in Nigerian public schools may be dissatisfied with their jobs. This study sought to establish the relationship between leadership behaviours and teacher job satisfaction in secondary schools Edo South Senatorial District.

While there is research to support teachers' work ability or success based on student achievement as related to job satisfaction, there is comparatively little knowledge focused on how teachers perceived their head teacher's leadership behavior as it relates to job satisfaction. In other words, there are many variables that have been studied to determine which variables have an influence on overall teacher job satisfaction. However, with all of the available research on the topic of teacher job satisfaction, there is a remarkable lack of research available about how certain variables affect job satisfaction for teachers, namely how leadership styles of the head teacher affect reported job satisfaction. This information would add another layer to the understanding of what causes a teacher to be satisfied in his or her job and the willingness to stay in the field of education as a career choice.

This study will examine the head teacher's leadership behaviours in relation to teacher job satisfaction in public secondary schools in Edo South Senatorial District based on certain leadership indicators such as directive, supportive, participatory and achievement-oriented leadership. The study will also explore teacher job satisfaction based on indicators such as workplace conditions, work itself, salaries/remunerations, students' behavior, parents' participation, supportive administration, professional advancement, supervision, relationships with colleagues, responsibility and recognition. Demographic variables such as head teacher's gender and experience will be considered including school location and size.

In directive leadership behaviour, the leader knows exactly what must be done, how tasks must be performed and what the deadline is. This means that he provides his employees with clear guidelines with regard to the processes and tells them what's expected of them and how best to carry out their tasks. The employees get close supervision. Therefore, this management style is more suited for very inexperienced employees who need guidance and to be checked on regularly. Directive leadership behaviour has a positive correlation with job satisfaction of inexperienced teachers who need role and task clarity.

In supportive leadership behaviour, the leader pays a lot of attention to the needs and well-being of her or his employees. The leader behavior is characterized by being friendly and empathetic. He treats his employees with respect and supports them when necessary. This management style is useful in situations in which the employee has a (personal) problem, doesn't believe in himself or is temporarily demotivated. Supportive leadership behaviour has its most positive effects on job satisfaction for teachers when their work is highly structured, stressful, frustrating or dissatisfying.

In participatory leadership behaviour, the leader deems it very important to work with his employees and include their ideas and opinions in decisions. This means he is open to consultation and discussion, and includes suggestions from his employees in his decision-making process. The leader will deploy this leadership style particularly when employees are highly involved and have specialist knowledge. Their advice is

invaluable to the leader. Participatory leadership leads to role clarity and hence higher teacher job satisfaction.

In achievement-oriented leadership behaviour, the leader sets challenging goals. He expects achievements on the highest level from his or her employees and trusts their ability to handle this. He forces them to display excellent work achievements and constant improvement and has the utmost confidence in the abilities of her or his employees. Employees who are able to work fully independently and have problem-solving capacities are suitable for this management style. Achievement oriented leadership behaviour appeals to teachers who have high need for autonomy and self-control.

Statement of the Problem

There is high value attached to secondary school education by both the Government and parents in Nigeria. At this level of education learners are preparing for advanced studies and the world of work. The social pillar in Nigeria's Vision 2020 envisions delivery of quality education for the country to attain development. In Nigeria and in Edo state in particular the teacher has become the object of constant ridicule by both the students and the public because teaching is regarded as “employment of last resort” by most school leavers and tertiary education graduates, that in Nigeria’s public schools, poor teacher morale and stressed teachers have become perennial problems due to perceived poor leadership exhibited by head teachers.

The quality of education being delivered in recent times as perceived by the general public has been low due to the high level of dissatisfaction expressed by teachers who believe that behavioural leadership patterns exhibited by head teachers has not been encouraging which could be one of the reasons why teachers are not committed in carrying out their primary functions in quality teaching and learning.

In addition to poor leadership behavior of head teachers, most teachers reached are of the opinion that conditions of the workplace, relationship with colleagues, disruptive behavior of students, poor parental involvement in the creating a positive synergy between teachers and the school management in dealing with their children/wards in promoting high moral standards, lack of administrative support (such as effecting teachers' promotion and fringed benefits) on the part of management in motivating teachers, lack of effective supervision by the head teacher in enhancing job satisfaction, lack of teacher professional development and advancement initiatives and low recognition of teachers' job performance may be responsible for dissatisfaction expressed among teachers.

The researcher found out from some teachers that most head teachers are not aware of the leadership behavior they exhibit that is suitable for the type of school they run. This worrisome development makes them less effective in carrying out their role as facilitators of creating the right atmosphere to bring about job satisfaction among staff members. However, applied appropriately head teacher's leadership behaviours may address teachers' challenges at the work place.

It is on this premise this study is intended to investigate the relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District of Edo State.

Research Questions

The following research questions were raised for the study:

1. What is the predominant leadership behaviour of head teachers in public senior secondary schools in Edo South Senatorial District?
2. What is the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
3. Is there a relationship between head teacher's directive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
4. Is there a relationship between head teacher's supportive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
5. Is there a relationship between head teacher's participative leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?

6. Does a relationship exist between head teachers' achievement-oriented leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
7. Is there a difference in relationship of head teacher's leadership behavior in public senior secondary schools in Edo South Senatorial District based on gender?
8. Is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in Edo South Senatorial District based on experience?
9. Is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in Edo South Senatorial District based on school location?
10. Is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in Edo South Senatorial District based on school size?

Hypotheses

Research questions 1 and 2 will be answered while 3 – 9 will be hypothesized as follows:

1. there is no significant difference in relationship between head teacher's directive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;

2. there is no significant difference in relationship between head teacher's supportive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
3. there is no significant difference in relationship between head teacher's participative leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
4. there is no significant difference in relationship between head teacher's achievement-oriented leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
5. there is no significant difference in the leadership behaviours head teachers in public senior secondary schools in Edo South Senatorial District based on gender;
6. there is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience;
7. there is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on location;
8. There is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size.

Purpose of the Study

The main purpose of this study is to examine the relationship between head teachers' leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District of Edo State.

The specific objectives of the study are to:

1. find out the predominant leadership behaviour of head teachers in public senior secondary schools in Edo South Senatorial District;
2. find out the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
3. examine if there is a relationship between head teacher's directive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
4. find out if there is a relationship between head teacher's supportive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
5. ascertain if there is a relationship between head teacher's participative leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
6. ascertain if there is a relationship between head teacher's achievement-oriented leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;

7. examine if is there a difference in relationship between head teacher's leadership behaviours in public senior secondary schools in Edo South Senatorial District based on gender;
8. examine if is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience;
9. examine if is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on school location;
10. examine if is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size.

Significance of the Study

The importance of head teacher's leadership behaviours in the attainment of the goals and objectives of a school cannot be over-emphasized. The study seeks to highlight the beneficial effects of a head teacher's leadership behaviours in enhancing teacher's job satisfaction in schools, emphasizing the multiplier beneficial effects in achieving organizational goals. To have job satisfaction teachers need direction, support, consultation and challenge provided by the leadership. When applied appropriately, the four leadership behaviours: directive, supportive, participative and achievement oriented share these qualities may provide teacher job satisfaction.

It is anticipated that the findings of this study would go a long way in generating the much needed information that would be used by head teachers to improve on their administrative functions in schools which may bring about teacher's job satisfaction. This study will enable head teachers understand the importance of the subject matter and have more direction to areas that needs proper development in the course of carrying out their administrative functions.

It is believed that the findings of this study would be of immense benefits to teachers, for it will enable them to better understand the importance of the subject matter and have more direction to areas that need proper development in the course of executing their various tasks of affecting students academically. Findings on each of the four leadership behaviours: directive, participative, supportive and achievement oriented may be applied by head teachers and to improve teacher job satisfaction.

It is also believed that the findings of this study would be of immense benefits to school owners, both public and private in seeing the need for having competent head teachers that would carry their staff along in a bid to achieving organizational goals.

The findings of this study may be useful to policy makers in equipping head teachers with the requisite skills in leadership behaviours necessary for a conducive teaching and learning environment to ensure that teachers have job satisfaction. The study will also furnish policy makers, Ministry of Education, and politicians with information on the need to have viable head teachers who would create the desired positive impact on

teachers in performing their various tasks in achieving educational objectives through proper legislation.

The former Nigerian Information and Research Council (NERC) which is today known as the Nigerian Educational Research and Development Council (NERDC) in May, 1986 made a nine point recommendation to enhance educational standard. Among the recommendations was the provision of adequate and quality teachers. It is hoped that the result of this study will help to raise the standard of education in schools having made useful suggestions on how to improve the leadership roles of school leaders in enhancing teacher's job satisfaction. Lastly, the study is also expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It would also help future researchers who have the quest for improving leadership functions for teacher job satisfaction in the education sector in the said area and Nigeria at large.

Scope and Delimitations of the Study

The scope of this study is to examine the relationship between head teacher's leadership behaviours and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District of Edo State. The study will look at head teacher's leadership indicators such as directive, supportive, participative, achievement-oriented leadership and teacher job satisfaction based on predictors such as workplace conditions, work itself, salaries/remunerations, students' behavior, parents' participation, supportive administration, professional advancement, supervision, relationships with

colleagues, responsibility and recognition. This study will also cover intervening variables such as head teacher's gender, experience, school location and school size. The study will be delimited to all senior public secondary school teachers in Edo South Senatorial District of Edo State, Nigeria.

Definition of Terms

Head teacher: the chief accounting officer in the public secondary school who is also referred to as the principal.

Leadership Behaviour: This refers to patterns of behaviours leaders prefer to use. In this study, these are directive, participatory, supportive and achievement oriented leadership.

Job Satisfaction: Job satisfaction is perceived as the affective reactions of the individuals towards their work. For purposes of this study, job satisfaction refers to the teachers; perception of their level of fulfillment based on comparing their expectations of the job with the actual outcomes.

Experienced Principal: Any principal with 10 years and above of administrative experience.

Less Experienced Principal: Any principal who has spent less than 10 years of administrative experience.

Large School: Secondary schools which population is 500 and above.

Small School: Secondary schools with less than 500 students.

Rural Schools: Schools located outside the local government headquarters that are not easily accessible.

Urban Schools: Schools located within the local government headquarters that are easily accessible.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature on head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District, and it was reviewed under the following sub-headings:

- Theoretical Framework
- Concept of Leadership Behaviour
- Concept of Job Satisfaction
 - Factors That Influence Teachers' Job Satisfaction
- Relationship Between Head teacher's Leadership Behaviour and Job Satisfaction
 - (i) Predominant Head teacher's Behaviour and Teachers' Job Satisfaction
 - (ii) Types of Leadership Behaviour
 - (a) Directive Leadership Behaviour and Teachers' Job Satisfaction
 - (b) Supportive Leadership Behaviour and Teachers' Job Satisfaction.
- (c) Participatory Leadership Behaviour and Teachers' Job satisfaction
 - (d) Achievement Oriented Leadership Behaviour and Teachers' Job Satisfaction
- Head teacher's Leadership Behaviours and Teachers' Job Satisfaction Based on Gender
- Head teacher's Leadership Behaviours and Teachers' Job Satisfaction Based on Experience
- Head teacher's Leadership Behaviours and Teachers' Job Based on School Location
- Head teacher's Leadership Behaviours and teachers' Job Satisfaction Based on School Size
- Summary of Reviewed Literature

Theoretical Framework

The theoretical framework that underpins this study is the Path Goal Theory which was propounded by Robert J. House (1971). House, believes that a leader's behavior is contingent to employee satisfaction, employee motivation and employee performance. Path-Goal theory states that a good leader provides clear direction, sets high goals, gets

involved in goal achievement and supports his employees. Path-goal theory assumes that leaders are flexible and that they can change their style, as situations require. The theory proposes two contingency variables, such as environment and follower characteristics, that moderate the leader behavior-outcome relationship.

The theory suggests that leaders may not only use varying behaviours with different subordinates but might use different behaviours with the same subordinate in different situations. Path-goal theory also focuses on how leaders influence followers' expectations. House, proposes a model in which leader behavior is acceptable when employees regard it as a source of satisfaction (Kreitner & Kinicki, 1995). In addition to this, leader behavior is motivational when it eliminates factors that hinder goal accomplishment; provides guidance and support to the employees, and grants meaningful rewards in return for success. House claims that the leader should stay on the right path to achieve challenging goals and believes that leaders can display more than one leadership behaviour.

The theory suggests that depending on the subordinates and situations, different leadership behaviours will increase acceptance of the leader by subordinates; level of satisfaction and motivation to high performance. Based on situational factors, Path Goal theory proposes a fourfold classification of leader behaviours. Directive leader tells subordinates exactly what they are expected to do.

This leadership characterizes a head teacher who tells teachers about their task, including what is expected of them, how it is to be done and the time to complete the

task. Such a head teacher also sets standards of performance and defines clear rules and regulations for the teachers. In a school organization, directive leadership is appropriate when the task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction. Supportive leadership shows concern for subordinates' wellbeing and personal needs. A head teacher exercising this leadership is friendly, approachable and attends to the wellbeing and human needs of teachers.

Supportive leadership is appropriate when the task is simple, formal authority is weak and the work group does not provide job satisfaction. A participative head teacher consults teachers, obtains their ideas and opinions and integrates their suggestions into decision making. Participative leadership is appropriate when teachers do not want autocratic leadership, have internal locus of control and follower ability is high; when task is complex, authority is either weak or strong and satisfaction from colleagues is either high or low.

Achievement oriented leadership sets clear and challenging goals for subordinates. In a school organization, such a head teacher establishes a high standard of excellence for teachers and seeks continuous improvement. In addition, an achievement oriented head teacher shows a high degree of confidence in teachers. This leadership is appropriate when teachers are open to autocratic leadership, have external locus of control and their ability is high; when task is simple, authority is strong and job satisfaction from colleagues is either high or low.

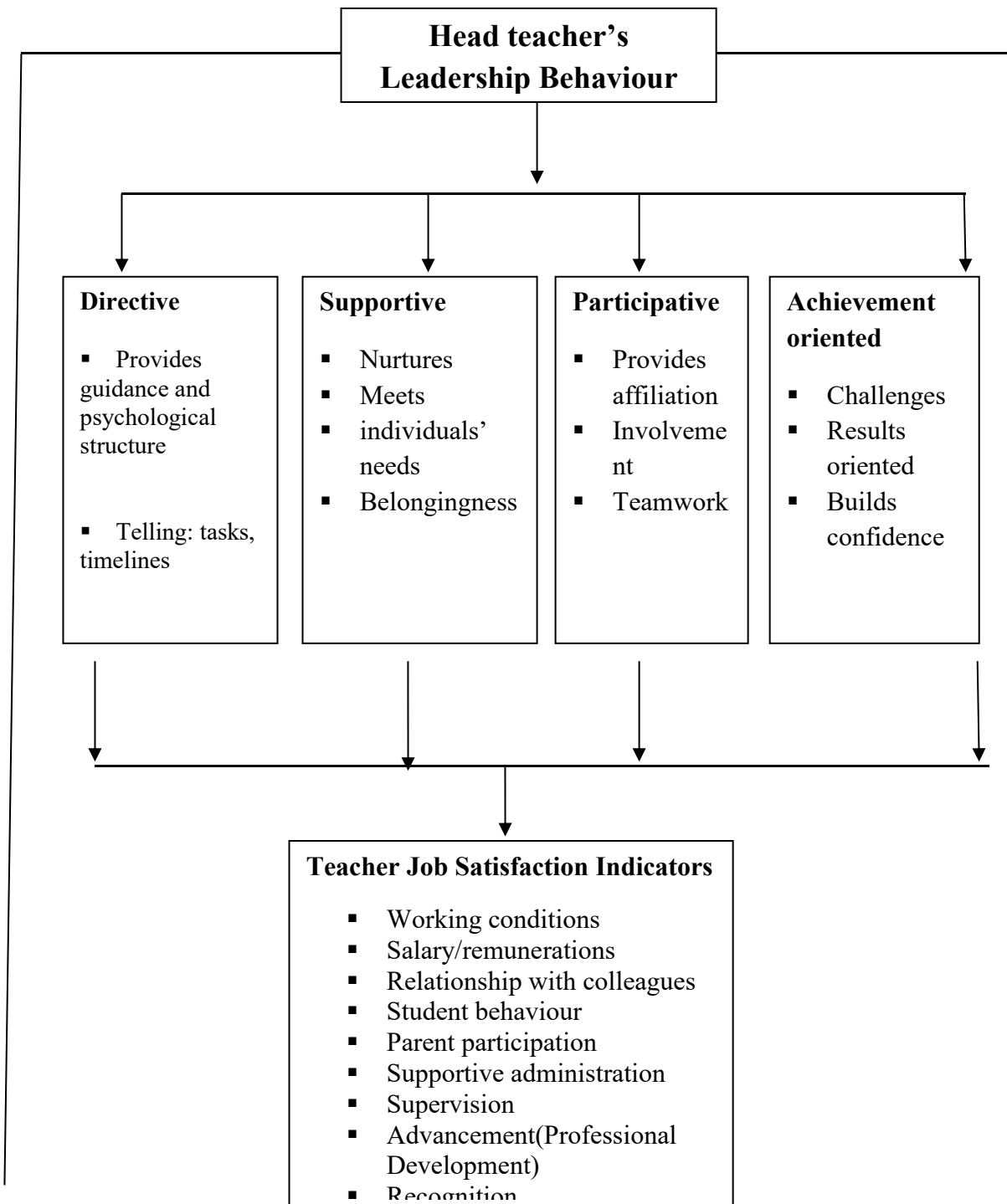


Figure 1: Schematic representation of Head teacher's Leadership Behaviour and Teachers' Job Satisfaction (*Source: Researcher's design, 2020*)

Figure 1.1 shows that the main variables of this study are head teacher's leadership behaviours and teachers' job satisfaction. The anticipated interrelationship among these variables is also shown. A teachers' job satisfaction may be influenced by the leadership behaviours of the head teacher. When an inexperienced teacher must perform an unstructured task, the leader must use a directive communication approach. When the teacher is skilled but lacks confidence or commitment while performing a structured task (such as planning, marking and data entry, co-curricular activities), the head teacher leadership behaviours must be supportive to give the teacher job satisfaction. When the teacher is unsure and the task is unstructured, the leader/principal must use a participative communication behaviour designed to elicit ideas from the teachers.

Lastly, if a skilled teacher must perform an unstructured task (such as conducting regular meetings, prompt and regular distribution of instructional materials, maintaining sanity during school hours, handling student discipline, monitoring student attendance) as directed by the head teacher, the leader must use an achievement-oriented communication style designed to show confidence in the teacher so as to perform well. Teacher job satisfaction was divided into nine factors.

The theory is relevant to this study in that directive leadership by the head teacher is providing guidance to inexperienced teachers about the task to be accomplished and ways to do it. Supportive leadership is being friendly, approachable, and concerned for the well-being and needs of the teachers. This is seen where head teachers provide good working conditions, provide security and effective supervision for the teachers.

Participatory leadership is collaborating with the teachers and taking their ideas into consideration during the decision-making process. Achievement-oriented leadership is setting high standards and challenging goals for the teachers by encouraging them to perform at their highest level. All these developments on the part of head teacher is geared toward bringing job satisfaction for its member of staff in terms of creating good working conditions, establish good working relationship with colleagues, check excesses of student behavior, increase parental participation, promote supportive administration, effective supervision, advancement (professional development programmes), responsibility and recognition of high performing teachers.

Concept of Leadership Behaviour

Secondary school head teachers are considered the most important individuals in the administrative hierarchy of the school system. Recent emphasis has been on the leadership roles of head teachers in public schools (Edmonds, 2019). Research has shown that the role of the head teachers always has been and will continue to be one of the most influential leadership positions in the secondary education sector (Cohen, 2013). Numerous research findings which indicate leadership of school administrators is a key characteristic of school effectiveness and the leadership behavior of the designated school administrator is crucial in school success (Robinson, Lloyd, & Rowe, 2017).

The concept of leadership has been a topic of study and concern among scholars and practitioners in many fields; leadership is a phase of social process with the leader being responsible for the goals established by the group. Peters & Waterman (2012)

stated that ordinary people who have outstanding leadership qualities make great leaders, while Bennis & Nanus (2015) believed that without effective leadership, organizations cannot be successful.

In education, as in other fields, the major types of leadership employ psychological, sociological, behavioral, and contingency approaches (Lipham, Rankin, & Hoeh, 2015). The head teacher is the leader of his/her school, regardless of the approach that characterizes his/her leadership. Successful leadership by head teachers is contingent upon acceptance, respect, and understanding by the teachers who work for them. One of the key functions of head teachers is to establish consensus among staff which leads to mutual goals, benefits, and successful school operations. One of the most important factors in achieving these goals is the head teachers' leadership behavior (Baldrige, 2016).

Leadership is an important variable for the quality of education; excellent schools have leaders who positively influence their stakeholders resulting in high level of teacher satisfaction, performance and students' achievement. In today's educational system leadership is becoming gradually more important. The concept of leadership is in the domain of the educational management. Adeyemi (2014) described leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation. It involves a force that initiates actions in people and the leader himself; directs activities of individuals in a given direction in order to achieve the goals of the organization.

It also involves a situation that gives opportunity for training individuals as leaders in such a way that the individuals could increase their efficiency and effectiveness in terms of job satisfaction and performance. It is concerned with how to adapt leadership behaviours to a situation in any formal organization. The individuals are given titles according to their responsibilities e.g. a director, deputy director or assistant director and so on (Ibukun, 2017).

Leadership behavior can also be described as a pattern of behaviours leaders prefer to use in a given situation (Marie & Neal, 2016). Mosadeghrad & Yarmohammadiand (2016) defined leadership as a series of attitudes, characteristics and skills used by leaders in different situations in accordance with individual and organizational goals. They posit that a leader may adapt leadership behaviours to fit different situations. The current study is aimed at evaluating leadership behaviours from a behavioral perspective supported by four leadership behaviours of leader effectiveness which are directive, supportive, and participatory and achievement oriented. Head teachers use different behaviours in different situations and with different teachers to motivate them to perform at their utmost potential.

Educational institutions are significant places where the next generation is sophisticated, and school leaders tolerate a heavy weight of responsibility for their associations. Leaders in learning institutions are the equivalent as leaders in other organizations, and as anticipated face challenge of maintaining the goals of the institutions (Northouse, 2017).

School leadership is a process of promoting and serving teachers and learners to work passionately toward realization of educational objectives. Leadership behavior on job satisfaction seems to go hand in hand in fulfilling their roles and functions towards teachers' job satisfaction, based on various leadership behavior patterns. According to Akerele (2017) it is the act of influencing people so that they endeavor keenly and enthusiastically towards the achievement of goals. In the same vein, Ekundayo (2019) stated that leadership is a way of influencing people to work passionately towards the achievement of the corporate goals. Teacher empowerment through head teachers' leadership behaviour is another aspect of teacher's perceptions of their occupation. It refers to professional growth, professional respect, autonomy, self-efficacy, impact (the teachers' perceptions about their ability to influence school life), and involvement in decisions that directly affect their work (Sheppard, 2016).

Numerous studies of organization and management in respect to leadership have constantly showed that leadership behaviour is an important factor in organizational performance and usefulness, positively or negatively influencing organizational process and constitution, patterns of social interaction, members' belief, attitude and job behavior (Shum & Cheng, 2017). In this regard schools need effectual leadership behaviour to give planned results and in bringing about high job satisfaction to the teachers.

In Nigeria, Edo state in particular, teachers come into view to be less satisfied with their jobs as is evidenced by indiscipline, occasional truancy, examination

mismanagement, and traveling away from teaching profession (Onwurah, 2019). It has become essential that relationship between leadership behaviours applied by head teachers on one hand and job satisfaction of secondary school teachers on the other hand be investigated. It is argued that effective leadership has a helpful influence on the satisfaction and performance of teachers (Charlton, 2015).

Schools need effective head teachers willing to foster high level of teachers' job satisfaction, performance and effective organizational climate of their schools. The head teacher is the high official in the school. Thus, responsibility of running the school is that of the head teacher (Freiberg & Stein, 2019). According to Dunklee (2012), head teacher influences the behavior and academic outcomes of the student. The head teacher of the school is torch bearer of the values and activities of his/her institution. It is commonly asserted that today's head teachers directly influence teachers' job satisfaction, and research conducted to define the qualities of an effective school has shown that all effective schools have strong head teachers (Leithwood, Begley, & Cousins, 2012).

Based simply on the number of studies conducted, one could reasonably conclude that current school leaders influence the basic skills achievement of teachers through their behavior or approach to leadership. Goodlad (2014) believes it would be a mistake to identify the head teacher as the main factor influencing teacher satisfaction; rather, he feels that the head teacher's leadership behaviour is one of many factors which influence teacher job satisfaction.

Bass & Avolio (2014) has observed that there is no single leadership behaviour that is appropriate for every situation, but some are more effective than others in bringing about change in teachers' job satisfaction. Burns (2013) has stated that "leadership is not only a descriptive term but a prescriptive one, embracing a moral, even a passionate, dimension".

Head teachers are expected to be strong instructional leaders as well as to embody other facets of leadership. This strong instructional leadership has been found to be a common factor in research into what makes effective schools successful (MacNeill, Cavanagh, & Silcox, 2013). Avolio's Full Range Leadership Model (2019) describes leadership as a system that considers inputs (people, timing, and resources), processes (interaction with people and resources over time), and outcomes (levels of motivation and performance). In this theory, each aspect of the system incorporates and interacts with each of the other aspects. Regarding the effective implementation of mandated accountability requirements, Okafor-Ufondu (2015) listed creating a positive school climate and increasing teacher job satisfaction as one of the most important skills for administrators.

School leadership has worldwide been recognized as a key factor in the improvement of schools and in the efficiency of school organization, in relation to school success and students' achievement (Brauckmann & Pashiardis, 2019). Specialists in the field of educational leadership have stated that an essential element of an effective school is an effective principal. In addition, many studies suggest that the

two factors that have the greatest impact on students' achievement are classroom teaching and educational leadership (Kythreotis, Pashiardis, & Kyriakides, 2015).

Moreover, school leadership comes only second to classroom teaching among the factors related to school effectiveness. There is compelling evidence that some leadership behaviors are more effective than others in promoting teacher job satisfaction. In addition, success in achieving the school's goals and purposes is a true reflection of successful leadership practices in school (Al-Jaradat & Zaid-Alkilani, 2015). Recognizing the role of the head teacher leadership behaviour is not only crucial in its effect on students' performance, but also on factors related to the job satisfaction of teachers (Taliadorou & Pashiardis, 2015). Raza (2016) points out that every high school has a climate of its own. In every high school system, the interaction between the head teacher and the teachers decide or contribute to a large extent in developing the atmosphere of their schools. This climate affects the behavior of the individuals living and working in the environment which influences their performance and satisfaction with their jobs.

Leadership in the educational institutions is a key factor for the improvement and effectiveness of the school climate and job satisfaction of its employees. Educational leaders perform multi-dimensional roles in schools which include enhancing job satisfaction of teachers (Northhouse, 2017). Generally, it is noticed that in the present situation, most teachers have no clear idea about which leadership behaviour is being

practiced in their schools, and how much their head teacher's leadership behaviour affect their job satisfaction.

In the same vein, head teachers, it is generally noticed have no idea which leadership behaviour is more effective for the healthy school climate as well as the job satisfaction of their teachers. In the view of Okoh (2018), leadership is the ability of influencing peoples' behavior so that they will work towards given objectives. From the foregoing, it could be deduced that leadership is the administrative ability to direct and influence teachers' dispositions to act in a goal-oriented patterns, so that the goals of the school system may be optimally attained. It is based on the above, that Kurland, Perets & Hertz-lazarowitz (2012), asset that the success of schools fundamentally depends on school leaders. Machumu & Kaitila (2014) maintained that appropriate leadership behaviours that influence teachers' commitment, job satisfaction and performance should be employed if we must attain academic excellence. It means that the school system needs effective leadership to boost teachers' morale towards commitment and high productivity. Leadership is also a process in which subordinates are influenced by the leaders to achieve institutional goals (Bamigboye, 2015). Omolayo (2017), Hersey & Blanchard (2013), Miller, Walker, & Drummond (2012) describe that leadership behaviour is a pattern of interactions between leaders and followers in which leaders motivate, control or direct the subordinate to follow their instructions.

It's a phenomenon that has been addressed in many areas including organizational behaviour, administration, psychology and sociology (Bolman & Deal,

2017). On the other hand, school leadership in education has been a trending research topic since 1960s and 70s, because strong educational leadership was concluded to be effective in carrying out instructional activities with minimal flaws, improving the cohesion among the staff in enhancing their performance (Hallinger, 2015).

Initial attempts on leadership theories focused on the roles of leaders and followers, reaching the goals, and communication channels. As for current leadership approaches, they examine not only leaders but also followers, supervisors and the workplace environment and culture, thus covering a wide range representing the public and private sectors (Avolio, Walumbwa, & Weber, 2019). In schools, a particular organisational context, administrators' leadership behaviours were reported to positively affect employees' motivation and performance, organisational justice, school culture and climate, student achievement and teacher job satisfaction, whereas reducing stress, burnout and many organizational behaviours such as the intent to quit work (Yilmaz & Altinkurt, 2012).

In these studies, the effects of leadership on organisational outcomes were investigated, and it seems that the relationships between leadership and organisational outcomes were addressed quite commonly as a research topic in the literature. However, the complexity of the concept stems from the fact that scholars do not have an agreement regarding its definition (Northouse, 2017). Leadership is a phenomenon that is built through social interaction. More specifically, it is defined in terms of individual

characteristics, leadership behaviours, interaction patterns, role relationships, followers' perceptions and effects on followers and the organisational culture (Yukl, 2019).

The head teachers who perform the core leadership practice enact differently and may not apply the core leadership behaviour to their context with the same technique. Head teachers who apply these core leadership behaviours with same techniques do not produce the same outcome (Hallinger & Heck, 2016). But strong leadership is seen as the only the factor that determines the organization succeed.

There are the significant correlation and very positive relationship between the leadership practice and teacher job satisfaction. Successful head teacher facilitates vision and mission development amongst a capable and representative leadership team for teacher job satisfaction and students' achievement (Hitt & Meyers, 2017).

Concept of Job Satisfaction

Factors That Influence Teachers' Job Satisfaction

The concept of job satisfaction does not have a global definition. There exist several definitions from several scholars. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience (Demirtas, 2015). It is defined as positive or negative evaluative judgments that people make regarding their work (Weiss, 2019) and their teaching role. According to Amoroso (2012) teacher job satisfaction is referred as the degree to which a teacher

feels secure, challenged, rewarded and successful at the present school in which they work.

The success of any school system is dependent on the performance of teachers in their roles in the system. Teachers play vital roles in ascertaining whether or not the desired educational goals have been achieved (Sule, Ameh & Egbai, 2015). Teachers are indispensable significant factors for motivating and imparting knowledge to the learners at each level of education (Ekpoh & Eza, 2015). Sarto & Cudjoe (2016), maintained that quality teaching and instruction are the necessary conditions for successful learning in schools worldwide.

This underscores the place of teachers as vital instruments in the success path of any school system. It means from here, that teachers' commitment is a *Sin-qua-non* to the achievement of educational goals in that, the entire school curriculum is implemented by them and hence their satisfaction and performance determines to a large extent the level of success the school system attains. However, school leadership behavior also determines the level of commitment of teachers to their task; being accountable to how well teachers teach and how much students learn (Dinham & Scott, 2015).

Teaching is one of the few vocations that have a lasting impact on society by having a direct influence on future generations. It is one of the greatest professions and one that is ever changing. Over the past 20 years, the teaching profession has undergone many modifications (Carver & Feiman-Nemser, 2018). The teaching profession faces

challenges that continuously reconfigure knowledge, rules, skills, attitudes, and ways of professional development.

Education has changed and developed fundamentally due to social, cultural, and political changes. Teacher job satisfaction is predictor of effective schools. The importance of satisfaction can be tracked in psychological theories of hedonism. Hedonism has its roots in the idea that people are keen to ask for satisfaction and to avoid pain (Saeed, Azizollah, Zahra, Abdolghayoum, Zaman, & Peyman, 2016).

It is natural that people seek to maximize pleasure and minimize the worrying situation or lack of comfort in their daily lives. The more pleasure people experience, the more motivated they have to be, and vice versa (Llaci, 2017). The accelerated rate of globalization and change has increased the challenges that institutions face. Achieving the organizational objectives has become difficult nowadays. The success and effectiveness cannot be reached without focusing and investing on human capital and human resources, who have to be motivated, evaluated and need to feel good at the work place. Teachers' job satisfaction is fundamental for reaching the school goals, thus ensuring satisfaction of the teachers is an important task of head teachers.

Teacher job satisfaction is important and also a predictor of teacher retention (Sargent & Hannum, 2013). Satisfaction is determined and influenced by several variables, such as internal and external school's factors, environment, reward policies, leadership behaviours, etc. Bogler (2013) identified 13 variables which he argued that were predictors of satisfaction. They were divided in two categories such as personal

and organizational variables. According to him personal variables include age, education, years of experience and locus of control, whereas organizational variables include supervisor communication, commitment, stress, autonomy, recognition, routinization, peer communication, fairness and professionalism (Vermeir, Degroote, Vandijck, Mariman, Deveugele, RenaatPeleman, 2017).

Northouse (2017) and Bass (2012) stated that in the decade of 1950s many researches were conducted to explore that how leaders' behaviors influence the level of job satisfaction of the employees and these studies proved that leadership behaviour is major component for job satisfaction. In this regard, the type of leadership behaviours used by head teachers seems to have positive or negative influences on teachers' job satisfaction in schools.

In educational research, studies on teachers' job satisfaction were based on theories in areas such as organization and administration (Kim & Lodman, 2014). Most studies on teachers' job satisfaction associated satisfying factors with the high-level motivating factors and low-level hygiene factors in Herzberg's "dual-factor theory". Motivating factors include intrinsic aspects of a task such as success, recognition, taking responsibility and creating opportunities.

Hygiene factors refer to the external problems such as working conditions, control, working policy, salary and interpersonal relationships (Bogler, 2017). Kim & Lodman (2014) state that factors such as low salary, difficulty of working conditions and not having career opportunities negatively affect teachers' job satisfaction, whereas

promotion opportunities, professional autonomy and interaction with students and colleagues positively affect their job satisfaction.

The effectiveness of education and instruction at school is in a way related to teachers' performance. Teachers' effectiveness refers to their satisfaction with the job and willingness to do their job in accordance with the school goals (Kabadayi, 2012). In a general sense, job satisfaction is the feeling of content and happiness that individuals have while fulfilling a duty. More specifically, teachers' job satisfaction is their positive emotional reactions to their job or instructional roles (Skaalvik & Skaalvik, 2015).

Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2016). Teachers must be adequately prepared to support students in the constantly changing and challenging environment. Teachers enter the classroom with excitement and anticipation, but may experience failures within the first five years if not given proper support (Delgado, 2019).

The first few years spent teaching in a classroom potentially set the tone for the teacher's entire career. A negative first-year experience may lead to the teacher exiting the teaching profession altogether in search of another career path. Even after extensive time spent in a higher education preparatory programme for their chosen profession, teachers may feel underprepared for the reality of teaching once they are actually in a classroom and may also experience a feeling of isolation causing them to be reluctant to ask for assistance to avoid appearing inadequate (Ingersoll, 2012). These combined

reasons may lead to occupational stress in the teaching environment which might lead to job dissatisfaction.

With the feelings of inadequacy, isolation, and failure it is not surprising that many teachers leave the field of teaching to pursue other career choices stating low job satisfaction as a reason for their departure. It is important to determine the influential factors that affect teachers' level of job satisfaction in an effort to encourage teachers to stay with the profession because not doing so puts the education of current and future students at risk (Baran, Maskan, & Baran, 2015). The factors leading to teachers' dissatisfaction with their jobs may cause teachers to not only feel unsatisfied, but also to give up on their chosen profession in order to find a new career. Researchers suggest that schools must give more attention to increasing teacher job satisfaction. Teachers unsatisfied with their positions may not perform to the best of their capabilities, stifling the continuous learning process for the students in their school (Heller, Clay, & Perkins, 2013).

Teacher attrition is damaging school districts across America and has a negative effect on student academic success (Alliance for Excellent Education, 2018). According to the U.S. Department of Education, teacher attrition grew 50% in the 15 years between 1990 and 2005; and furthermore, the report indicated that the attrition of teachers was expected to continue to rise (U.S. Department of Education, 2016). Baran, Maskan, & Baran (2015) pointed out that almost 30% of newly-appointed teachers give up teaching within their first five years.

Many teachers reported the decision to leave the teaching profession was partially due to lack of support and overall job dissatisfaction. Highly qualified teachers are leaving the profession in droves because they are unsatisfied with their jobs. Unfortunately, the shortage of teachers may cause some school districts to lower their standards for teacher quality (National Commission on Teaching and America's Future, 2017) and thus, the achievement of students decreases (Carver & Feiman-Nemser, 2018). Teacher job satisfaction is important to overall school success because teacher dissatisfaction decreases student achievement and increases disciplinary problems and teacher turnover rates (Hanushek, Kain, & Rivkin, 2014). Improving teacher job satisfaction may reduce the attrition rates by encouraging qualified teachers to remain in the education field instead of leaving to pursue other job possibilities. Determining teachers' level of job satisfaction and the factors influential on their job satisfaction is a very important task for the sake of the education given to the students.

Research has found that teachers who report having higher levels of job satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). Head teacher leadership behaviours may have an impact on the successful accomplishments of teachers. Teachers need to feel a sense of accomplishment, achievement, and success early in the first five years of teaching in order to maintain a high level of job satisfaction throughout their career as an educator (Vierstraete, 2015).

There is increasing evidence regarding the detrimental effects associated with low job satisfaction and high attrition for teachers, especially for the students whose quality of education declines as highly qualified teachers leave the field of education (Abbey & Esposito, 2014). Sergiovanni (2012) suggested that teacher satisfaction is highest when teachers both participate and invest in their own performance as a teacher. Participation involves only minimal commitment to the school's goals and vision. These teachers seek only an extrinsic reward, such as pay/remunerations, for doing their job solely based on the teacher's contract. However, when a teacher invests in his or her own performance as a teacher, the reward for the job becomes intrinsic in nature and can include recognition, achievement, and feelings of competence and empowerment. These educators find the career of teaching exciting, challenging, interesting, and meaningful (Sergiovanni, 2012).

Schools can neither function adequately nor excel unless teachers invest their efforts in both the participation of the school's goals and vision as well as the personal performance investment. It is important for teachers to find a level of job satisfaction they are comfortable with in order to maintain teaching at the highest standards to promote the academic growth of their students. Similarly, there is contradicting evidence regarding the relationship between teacher job satisfaction and length of service. Bishay (2016) found that the longer a teacher is employed in the education field, the higher his or her reported job satisfaction.

Other research has found similar results and add that the longer a teacher chooses to stay in the field of education, the more likely he or she will plan to retire from the field without switching career paths (Ilgan, Parylo, & Sungu, 2015). However in a different study, Gosnell (2012) reported a negative relationship between length of service and teachers' job satisfaction meaning that the longer a teacher is employed in the education field the lower the job satisfaction of that teacher. Similar results were even found when looking at early childcare teachers' job satisfaction when the research indicated the longer a person is employed as an early childcare teacher (pre-school) the more dissatisfied the teacher became (Kim & Yang, 2016). There is further evidence that suggests that those with less than five years of service are most satisfied while those who have been teaching for ten years or more are least satisfied with the job (Crossman & Harris, 2016). One possible reason for the varied findings regarding the relationship between teacher job satisfaction and length of service is that teachers are goal oriented and satisfied when they meet those goals however, education is constantly changing field and therefore, the goals are constantly changing making it difficult for teachers to measure their personal success (Gaziel, 2014).

Teachers who are new to the profession have not been around long enough to realize the changes required, while those veteran teachers that have been teaching for more than ten years have seen a number of changes. It is difficult to reach one's goals when the goals are constantly changing. Another possible reason for the differences in research findings concerning teacher job satisfaction and length of service is the compensation of teachers has had very little increase over the years (Evans, 2015).

Most people enter the workforce with the expectation of improving one's salary with ongoing training and years of experience; however, the field of education has seen a sluggish growth of compensation and benefits over past decades (Green & Munoz, 2016).

The most effective teachers place an emphasis on building the student-teacher relationship through mutual respect and trust (Gay, 2015) and by doing so student achievement rates are often higher because students know their teacher cares about them on an interpersonal level (Dinham & Scott, 2018). In these situations, teachers report an overall higher job satisfaction. Some research has looked at the differences in teacher job satisfaction between public school teachers and private school teachers. Gius (2015) found that private school teachers are "much more satisfied" with their chosen profession than their public school teachers counterparts. The reason, according to that researcher, is because private schools do not have to contend with the variety of issues troubling the public education school systems, such as state-mandated assessment testing and declining government funding. Guis (2013) considered the effects of merit pay on teacher job satisfaction and found that teachers in merit pay districts were less satisfied with their jobs and were more likely to leave for better pay elsewhere.

This was true for both private school teachers and public school teachers; even so, the private school teachers receiving merit pay still reported an overall higher job satisfaction than the public school teachers receiving merit pay (Guis, 2013). There are

two variables commonly investigated regarding teacher job satisfaction that have similar findings across the research. First, the findings of several studies looking at teacher compensation as correlated to teacher job satisfaction have found that salary is an irrelevant variable. Sylvia & Hutchinson (2015), Perie & Baker (2017), as well as Sargent & Hannum (2013) reported no significance between teacher salary, merit pay for outstanding performance, teaching rewards (i.e., tangible materials for classroom use), or benefits and teacher job satisfaction.

This means that teacher salary and other benefits do not seem to have an influence on teacher job satisfaction. One explanation for this is that teachers have a certain expectation when entering the field of education in terms of compensation and as long as they receive what is expected, there is no negative effect on job satisfaction (Abd-el-Fattah, 2015). This is true for both public and private school teachers. The second variable that has consistent findings in research for a relationship to job satisfaction is the academic attainments of teachers.

Teachers' major concern with their compensation was the lack of income growth potential over the course of their career acknowledging the fact that they will be earning roughly the same when they retire as when they were first hired (Maehr & Braskamp, 2016). Many people enter the workforce with the expectation of improving one's salary with ongoing training and years of experience as they approach retirement; however, the field of education has seen a slow-moving growth of compensation and benefits over past decades (Green & Munoz, 2016).

Relatively stagnant compensation may lead some teachers to the desire to advance their education in order to increase their income; however, teachers who have pursued advanced graduate level degrees are more likely to leave the field of education altogether in search of other higher paying career opportunities (Schlechty & Vance, 2013).

Clearly, there are many variables that may contribute to a teachers' level of job satisfaction including workplace conditions, pay, relationships with staff, student behavior parent participation, and a supportive administration (Abu-Taleb, 2013). At the school level, teacher job satisfaction is related to school climate and workload stress. At the student level, teacher job satisfaction is connected to the racial make-up of the student population, discipline problems of the school, and low-socioeconomic factors outside of teacher control (Frankenburg, 2016). Within the last few years, the problems associated with teacher attrition or teacher "burnout" has received a great deal of public emphasis and media exposure.

Various human relationships within work environments along with other variables have been investigated as possible explanations for the high number of reported teachers with job dissatisfaction. Although social support has been identified as a buffer against teacher job dissatisfaction, little research has been conducted in this area (Abbey & Esposito, 2012).

Relationship Between Head teacher's Leadership Behaviour and Job Satisfaction

Job satisfaction is an amalgamation of intrinsic and extrinsic motivation. Research in the mid-twentieth century has produced strong evidence that head teachers are effective factors on teachers' job satisfaction (Brown, 2017). According to Fast, (2014) consideration and initiation of structure behaviors of head teachers positively relate to teachers' satisfaction. Stromberg (2017) obtained a significant relation between teachers' morale and the attitudes of their head teachers towards "consideration" and "initiation of structure".

Lepper & Henderlong (2016) suggest that intrinsic motivation and extrinsic motivation operate simultaneously and are not necessarily reciprocal. Extrinsic motivation is affected by the way a leader behaves and can actually enhance intrinsic motivation. Similar studies in the field also show that there is a significant relationship between leader behavior, operating as extrinsic motivation and teacher job satisfaction (Lunenbergh & Ornstein, 2014). However, this study will be based on directive, supportive, participatory and achievement oriented leadership behaviours of head teachers in relation to teachers' job satisfaction.

Predominant Head teacher's Leadership Behaviour and Teachers' Job Performance

Types of Leadership Behaviour

(a) Directive Leadership Behaviour and Teachers' Job Satisfaction

A few studies were found to have directly investigated the relationship between leadership behaviours and teachers' job satisfaction. Yilmaz (2017) carried out a study to establish the relationship between leadership behaviours and organizational commitment in Turkish secondary schools. The sample consisted 200 teachers .The

study adopted a survey design. Data were gathered using Leadership Behaviours Scale and Organizational Commitment Scale. The findings indicated significant and positive relationship between sub-dimensions of teacher organizational leadership and directive leadership behaviours of school administrators.

Another study was done by Riffat-un-Nisa Awan & Bigger (2018) premised on the leadership behaviours of degree college principals' and job expectancies in Punjab, Pakistan. The population comprised 285 degree colleges and 13,821 staff. The sample size was 1,020 teachers drawn from 170 government degree colleges. Random procedure was used to select the participants. The study adopted a quantitative approach to examine the four Path-Goal leadership behaviours: directive, supportive, participative, and achievement-oriented. The instruments used were a combination of questionnaires. Data was analyzed using Multivariate Analysis of Covariance (MANCOVA) and Univariate Analysis of Covariance (ANCOVA). The findings showed that support for House's Path- Goal Theory was limited. Directive leadership contributed negatively to job satisfaction. Directive leadership was also found to have contributed negatively to job satisfaction under the categories of supervision, colleagues and job in general when the task was structured.

The findings were consistent with the Path- Goal Theory that subordinates are more satisfied with directive leaders in an unstructured task. High directive leadership was found to have positive effect on subordinates' job expectancies in cases where subordinates were highly stressed. This finding further concurred with the Path Goal

theory that teachers without much knowledge of their work are more motivated when they work with a directive leader who clarifies the role and provides guidance to the subordinates.

There are nine factors that affect teacher job satisfaction in the Path Goal Theory. These are supervision, colleagues, working conditions, pay, and responsibility, work itself, advancement, security and recognition. The findings showed that directive leadership contributed negatively in job satisfaction under the factors of supervision, colleagues and job in general when the task was structured.

This finding was consistent with the Path Goal Theory that subordinates are more satisfied with directive leaders in an unstructured task. Although the findings of this study revealed the relationship between directive leadership and teachers' job satisfaction, subscales of teacher job satisfaction were based on university staff and there was need to compare the findings when secondary school staffs were used. Moreover, the study sample was drawn from a setting culturally and geographically different from the current one.

A study by Akoth (2016) investigated the influence of head teachers' leadership behaviours on job satisfaction among public school teachers in Migori District, Kenya. Satisfactory leadership behavior has been an issue of concern in the district in the course of enhancing teacher effectiveness and extra effort towards performance. The sample comprised all teachers in the 128 public primary schools. The study adopted an

ex- post facto design. Data was gathered using questionnaires. Descriptive statistics was used in data analysis through Statistical Package for Social Sciences.

Findings revealed that satisfaction of teachers had a relationship with principals' leadership behavior and teachers in schools which practiced transformational or supportive type of leadership rated their principals highly as compared to principals who applied more of transactional or directive leadership. Based on the findings, the study concluded that principal leader's behaviours could be used interchangeably to suit circumstances as stated in the situational theory.

(b) Supportive Leadership Behaviour and Teachers' Job Satisfaction.

Supportive leadership helps to build and maintain effective interpersonal relationships. A head teacher who is considerate and friendly toward teachers is more likely to win their friendship and loyalty leading to formation of emotional ties that make it easier to gain cooperation and support from teachers to whom the head teacher must turn to get the work done.

As established by Yukl (2018) and supported by Hulpia, Devos & Rosseel (2016), teachers derive satisfaction working with a principal who is friendly, cooperative and supportive. The findings indicated that supportive leadership behaviours lead to increased teacher job satisfaction as exemplified by the time and skills teachers devote towards attaining school goals. Lenka (2012) carried out a study on frustration and work motivation of secondary school teachers as a correlate of leadership behaviours of their principals in Rampur City, India. The sample comprised

80 teachers and 20 principals who were selected randomly. Work Motivation Questionnaire and Leadership Behaviours Descriptive Questionnaire were used to collect data. Findings confirmed that where there was a supportive and cooperative head teacher, teachers performed their jobs with zeal.

Supportive leadership had a significant positive relationship with job satisfaction in cases where the subordinates had low need for achievement. Teachers were more satisfied with high supportive leaders in a structured task situation. These results confirmed the Path Goal Theory that when subordinates (teachers) have a task that is structured or routine, a supportive and considerate leader motivates a subordinate by minimizing the negative aspects of the work environment.

These findings were also in line with the theory that subordinates without much knowledge of their work are more motivated when they work with a supportive leader who shows considerate behaviours and reduces the uncertainties of the work or school environment. Although the findings of this study revealed the relationship between supportive leadership and teachers' job satisfaction the sample was based on students from a different country and there was need to compare the findings when Nigerian students were used. Furthermore, the study was based on a sample from a developed country and given that Nigeria is a developing country, a similar study was needed in order to report on the cross- cultural differences and similarities if any.

Nguni, Slegers & Denessen (2016) `studied the relationship between the transformational or supportive leadership style of the school principal and teacher job

satisfaction. Among other objectives, the researchers set to establish the indirect effects of transformational/supportive leadership on organizational commitment and organizational behaviours and job satisfaction. The study was conducted in public primary schools in Tanzania. It included 700 primary school teachers selected from 70 schools located in five districts. A total of 545 teachers appropriately responded, with a return rate of 78%.

The sample teacher population consisted of 83% female and 17% male. Instrumentation consisted of a 95-item Likert-type questionnaire that sought to examine school leadership, organizational commitment, and organizational citizenship behavior as related to job satisfaction of teachers. School leadership was surveyed through questions gleaned from the Multifactor Leadership Questionnaire (MLQ); organizational commitment was surveyed through the Organizational Commitment Questionnaire (OCQ); organizational citizenship behavior was measured through the Smith Questionnaire; and job satisfaction was measured by the Minnesota Satisfaction Questionnaire (MSQ). Questionnaires were administered to teachers at selected schools during a faculty meeting, and separate envelopes were provided in which teachers could place their questionnaire in for anonymity purposes.

Multiple regression analyses were performed to assess the effect of transformational and transactional leadership factors on the job satisfaction level. Results indicated that both transformational/supportive and transactional/directive leadership factors influence the outcome variables of organizational commitment,

organizational citizenship behavior, and teacher job satisfaction; however, varying degrees of influence were evident on the outcome variables. The findings confirmed that the group of supportive leadership behaviors had strong to moderate positive effects on value commitment, organizational citizenship behavior, and job satisfaction. Transactional leadership behaviors had no significant effects on value commitment, organizational citizenship behavior, and had only a positive effect on commitment to stay.

The results demonstrated that individual leadership factors with regard to supportive and transactional leadership have varying degrees of influence on outcome variables. The supportive leadership dimension of charismatic leadership particularly, had the greatest influence and accounted for a large proportion of variation in value commitment, organizational citizenship behavior, and teacher job satisfaction. With regard to the transactional leadership dimensions, the contingent reward component had a positive influence on job satisfaction; however, it was noted to have a negative influence on commitment to stay. Although the findings revealed the relationship between aspects of supportive leadership and teachers' job satisfaction, the sample was based on primary school teachers and there was need to compare the findings when secondary school students were used.

(c) Participatory Leadership Behaviour and Teachers' Job satisfaction

Participatory leadership is to the Path Goal Theory of leader effectiveness what democratic style is to administrative leadership. Both involve the teacher in discussions

before the head teacher undertakes changes in the running of the institution. However, participative behaviours goes further and appeals to the sense of affiliation of the teacher making him/her feel a sense of belongingness that appeals to the teachers' sense of belonging; thus giving the teacher job satisfaction.

This in turn ensures task delivery towards the set goals for the school. Studies have been done to establish how participative leadership relates with teacher job satisfaction, such as the one by Robinson, Lloyd & Rowe (2018). The study was also conducted to determine if a statistically significant relationship existed between the principals' perceived leadership behaviours and teachers' morale and teacher job satisfaction. Two questionnaires were used; the Excellent Principal Inventory and the Purdue Teacher Opinion Questionnaire.

The findings showed that leadership behavior clearly impacted teacher morale, and a positive relationship between leadership behavior and teacher morale was evident in several areas. Findings concluded that teacher morale could be predicted on the basis of the leadership approach adopted by the head teacher. Head teachers who used a participatory style of leadership were more likely to have more satisfied and productive teachers than principals who used an autocratic style of leadership. Although the findings of this study revealed the relationship between participative leadership behaviours and teacher job satisfaction, the sample was drawn from a developed country. Given that Kenya is a developing country, a similar study was needed in order to report on the cross- cultural differences and similarities if any.

These findings concurred with those of Monyazi (2012), whose study investigated the level of job satisfaction and leadership behaviours of the teachers of all categories in Botswana. A survey research design was adopted in the study. The population was all the primary, junior and secondary school teachers. The sample comprised 500 teachers selected randomly. A modified version of the Job Descriptive Index (JDI) was used to collect data. The results indicated that teachers were generally satisfied with their jobs.

Participatory leadership behaviour by principals was most preferred and had significant positive relationship with job satisfaction. Although the findings of this study revealed the relationship between participative leadership and teachers' job satisfaction, the sample was drawn from across primary, junior and secondary school teachers and there was need therefore to compare the findings when only secondary teachers were used.

Nadarasa &Thuraisingam (2014) carried out a study designed to investigate the effects of principals' leadership behaviours on teachers' job satisfaction of secondary schools in Jaffna District. The study adopted a descriptive survey design. Questionnaire was used to collect data which was analyzed using regression analysis and correlation analysis. Findings of this study stated that participative leadership was found to have positive and significant impact on teachers' job satisfaction. The findings of this study revealed the relationship between participative leadership and teachers' job satisfaction. Since the sample for this study was drawn from teachers from different countries and

there was need for a similar study with Kenyan to in order to report on cross- cultural differences and similarities if any.

In a related study, Obinna, Mbona&Acire (2012) examined the relationship between head teachers' leadership styles and teachers' job satisfaction in Uganda, Rwanda, Kenya, Burundi and Tanzania. Among other objectives, the study sought to examine the effect of participative leadership behaviours on teachers' job satisfaction. The current study also sought to establish the relationship between participative leadership and teachers' job satisfaction.

The study was based on experts' workshops in East Africa, frequent media reports, Internet search and the researcher's experience over the low level of teachers' job satisfaction in government aided secondary schools. The study used a cross sectional descriptive design where both qualitative and quantitative methods were employed. Using a combination of self-administered questionnaires and interview guides for head teachers, results showed that participative leadership style positively affected teachers' job satisfaction. The findings also indicated that autocratic leadership style affected teachers' job satisfaction negatively.

The study recommended that head teachers should practice participative leadership styles in school so as to promote job satisfaction and allow teachers prepare to work effectively. Although the findings of this study revealed the relationship between participative leadership and teachers' job satisfaction, the sample was based on teachers from different countries and there was need to compare the findings when

Kenyan students were used. Furthermore, these findings were based on teachers' data only.

The current study involved both principals and teachers to report on the similarities or differences if any. King'ori (2013) explored the link between the style of leadership adopted by principals and job satisfaction of their teachers in secondary schools in Embu County, Kenya. The study sought to establish whether principals' leadership styles stimulated teacher job satisfaction. The study was guided by the transformational leadership theory, to test whether teachers under a principal who exhibited the transformational leadership styles of initiative, consideration and participative management had higher levels of job satisfaction than those working under principals who did not.

The current study was guided by the Path Goal theory of leader effectiveness to evaluate the relationship between participative leadership and teachers' job satisfaction. Descriptive survey design was used with a target population of 142 principals and 2130 teachers from public schools. Stratified random sampling was used to select 20 principals and 100 teachers who participated in the study. Data was collected using principal and teacher questionnaires and analyzed using descriptive and inferential statistics and presented using frequency distribution tables and bar graphs. The findings showed that different leadership behavior factors had different impacts on teacher job satisfaction. The researcher found that the dominant leadership style was democratic. This study however did not indicate which leadership style influenced higher or lower

teacher job satisfaction. The current study intends to find out which leadership style influences teacher job satisfaction.

Ndiku, Simiyu, & Achoka (2019), carried out a study on improving decision making in schools through teacher participation in Busia, Kenya. This study was designed to investigate the extent to which teachers were involved in decision making in comparison to their desired level of participation. An ex-post facto study was designed. One hundred and twenty three teachers responded to the participatory decision making questionnaire. Data was analyzed quantitatively and qualitatively. Results established that teachers desired greater involvement in decision making than they were currently allowed.

It was recommended that school principals should increase the extent to which they involved teachers in decision making to improve on the quality of decisions and boost their morale in their performance of duty. Although the study revealed the relationship between participative leadership and teachers' job satisfaction, the sample was drawn from a rural setting and there was need to compare the findings when an urban setting was used.

A study carried out by Sigilai (2016) sought to establish the relationship between head teachers' leadership styles in public primary school management in Bomet district, Kenya. A correlation research design was used. The study had a sample of 120 head teachers selected from a population of 174 head teachers of public primary schools in the county. Simple random sampling techniques were used. Questionnaires were used

in collection of data which were analyzed using Statistical Package of Social Sciences (SPSS) version 11.5. Frequencies and percentages were computed to determine the most preferred leadership style among head teachers, and to determine head teachers' effectiveness and influence on teacher job satisfaction. Pearsons' Product Moment Correlation Coefficient was used to determine the relationship between independent and dependent variables in the study.

All statistical tests were subjected to tests of significance level based on alpha (α) = 0.05. The findings showed that there was no statistically significant relationship between head teachers' leadership styles and their effectiveness in school management. Although the findings of this study revealed the relationship between participative leadership behaviours, the sample was based on teacher from primary schools and there as need to compare the findings when secondary school teachers were used.

In a related study, Mwangi, (2013) study investigated the effects of leadership behaviours on teacher job satisfaction in public secondary schools in Nakuru County, Kenya. The target population of the study was 21 public secondary schools registered in Nakuru County. A non-probability sampling method was used. The study purposively selected 7 public secondary schools and 20 respondents from each of the schools as being representative of the target population.

Data was collected using the questionnaire method. Quantitative data was analyzed through the use of descriptive statistics which included frequencies, percentages and means as measures of central tendency, while the qualitative data was

analyzed through the use of content analysis. Data was presented using tables and bar charts. Among the key findings were that none involvement of teachers in decision making affected their job satisfaction. Although the findings of this study revealed the relationship between participative leadership and teachers' Job satisfaction, the sample was based on teachers from a rural setting and there was need to compare the finding when urban teachers were used.

(d) Achievement Oriented Leadership Behaviour and Teachers' Job Satisfaction

A study of head teacher's leadership behaviour in relation to teacher job satisfaction was done in primary schools in Mathira division of Nyeri District, Kenya (Gatere, 2018). The major concern of the study was to determine the relationship if any, between head teacher leadership behaviour and teacher job satisfaction. Four dimensions of head teacher leadership behaviour that contributed to overall school climate were identified and employed in the study. The current study sought to evaluate achievement leadership behaviour and teachers' job satisfaction using the Path goal theory of leader effectiveness.

Njeri (2014) carried out a study on the effects of public secondary school head teachers' leadership styles on teachers' levels job satisfaction in Tetu district, Nyeri, Kenya. The objectives of the study were to identify the head teachers' leadership styles used in public secondary schools in Tetu district, to determine the levels of job satisfaction among public secondary school teachers in Tetu district; establish head teachers' leadership styles associated with job satisfaction and dissatisfaction of

teachers in public secondary schools; and examine whether teachers' personal characteristics (age, gender, work experience, and levels of education) affect their levels of job satisfaction.

The study employed a descriptive survey design. The study targeted all the head teachers and teachers in the 30 secondary schools in Tetu district. Simple random sampling was used to select 28 head teachers while stratified random sampling technique was used to select 169 teachers (six teachers per school). The study employed questionnaires as the main instrument for data collection.

A pilot study was conducted to pre-test the reliability and validity of the instrument. Data was both quantitative and qualitative. Quantitative data was edited then coded, entered, analyzed and interpretations made out of the information gotten. The study established that the most used leadership styles by head teachers in Tetu District were democratic and laissez-faire.

It was established that the head teachers sometimes engaged in autocratic leadership, which the teachers did not like and led to job dissatisfaction. Findings did not establish any use of achievement oriented leadership. Although the findings of this study established a relationship between achievement oriented leadership and teachers' job satisfaction, the study sample was based on primary school teachers from a rural setting and there was need to compare findings when secondary school teachers from an urban setting were used.

Head teacher's Leadership Behaviour and Teachers' Job Satisfaction Based on Gender

Not much research was found to have been specifically done on the area of gender leadership behaviours and teacher job satisfaction. The focus also has been on the West with an unsatisfactory emphasis of the issue in the orient and Africa (Ayodo, 2016). This is despite the fact that the west is well versed on gender matters than developing countries like Nigeria are still grappling with. Yet, studies show that job satisfaction is influenced by the employee's personal attributes such as gender (Choon, 2016). Rajaeepour (2012) designed a study to investigate the relationship between female head teachers' management behaviour and teacher job satisfaction. A co-relational research design was used. The study focused on a girls' high school in Isfahan, Iran. The managers had to have been in the school for at least one year to ensure that they had had time to affect teacher job satisfaction in the school. Statistical population was 2581 female teachers of girl high schools during 2006- 2007 school years.

The sample comprised 150 teachers and 125 managers with a return of 83% Two Likert –type questionnaires were used to gather data; one for the managers and one for the teachers. Data were analyzed using SPSS Version 15. The correlation coefficient was calculated to evaluate the relationship between variables. There was significant positive relationship between gender and leadership behaviour of the manager. The sample for this study was based on a sample drawn from a different culture and there

was need for a similar study to report on the cross-cultural differences and similarities if any (Wright, 2018).

A study by Omeke & Onah (2012) was designed to investigate the influence of head teachers' leadership behaviour on secondary school teachers' job satisfaction in Nsukka education zone of Enugu State, Nigeria. The study adopted a descriptive survey design. By application of stratified random sampling technique, a total of 28 public secondary schools were drawn from three local government areas in the zone. There were 280 classroom teachers (10 from each school) used as respondents for the study.

The instrument for the study was a four-point Likert type questionnaire. Data was analyzed using mean and standard deviation while t-test was used to test the hypotheses. The significance level was 0.05. The results revealed that the head teachers adopted three leadership behaviour in their administration namely; autocratic laissez faire and democratic according to their dominance. Teachers irrespective of head teacher's gender agreed that only participatory leadership enhances their job satisfaction.

Jaafar & Osman (2014) carried out a research to find out the differences of leadership styles between headmasters and headmistress in six secondary schools in Perlis and Kedah, Pakistani. The research was also conducted in order to identify the level of job satisfaction among teachers under the administration of headmasters and headmistresses. The study also focused on the distinction of teacher's job satisfaction level based on demography factors such as gender, service category, age and teaching experience.

The measurement tool used in this study was Leadership Behavior Description Questionnaire (LBDQ) formulated by Ohio State University and Minnesota Satisfaction Questionnaire (MSQ). The sample involved 303 respondents from six primary schools in Perlis and Kedah, Pakistani. Statistical Package for Social Science (SPSS) version 12 was used to test the results. The test applied in this research was t-test, ANOVA and Pearson correlation. The results showed there was no significant difference between leadership behaviours of headmasters and headmistresses were similar in task structure dimension and consideration dimension.

Morris & Beth (2016) carried out a research on teacher and head teacher beliefs about head teacher leadership behaviour. The study set to examine effects of gender that could be discerned about head teacher leadership behaviour. 360-degree evaluation tool was used. The study involved 34 principal and 238 teachers from 18 districts across the state of Louisiana. Descriptive statistics and t tests were used to analyze data. There were no statistically significant differences in the effects of gender of administrator. Although the findings of this study revealed the relationship between head teachers gender and leadership behaviours, the study was based on a sample from a developed country and given that Kenya is a developing country, a similar study was needed in order to report on the cross- cultural differences the similarities and differences if any.

Choon (2017) carried out a research on gender differences in leadership styles of head teachers in secondary schools in Pahang, Malaysia. The purpose of the study was to investigate gender differences in male and female teachers perceptions of their head

teachers' leadership behaviours as perceived by teachers. A questionnaire was administered to a stratified cluster sample of 400 teachers consisting of almost equal numbers of male and female teachers from twenty randomly selected secondary schools.

Data was analyzed using both descriptive and inferential statistics. Weak but significant negative relationships were observed between head teacher's perceived leadership behaviours with head teacher's gender, and consideration, but a moderately strong negative correlation with initiating structure.

Although teachers' job satisfaction was strongly correlated with consideration behaviours and weakly correlated with initiating structure, there was a weak significant negative correlation between teachers' job satisfaction with teachers' gender and head teachers perceived leadership behaviours based on a significance level of 0.05. Based on the findings of this study it was recommended that similar studies be conducted on a nation-wide basis and whose findings would be the basis of developing training programmes for prospective school head teachers. Although the findings of this study revealed the relationship between head teachers' gender and leadership behaviours the study was based on a sample drawn from a developed country and given that Nigeria is a developing country, a similar study was needed in order to report on the cross-cultural differences and similarities if any.

In addition, results indicated a significant difference of teachers' job satisfaction level between the leadership of male and female head teacher based on t-test. Based on findings from the mean frequencies, findings indicated that the level of teachers' job

satisfaction was higher under the administration of a male head teacher. Further, results also established that the leadership behaviour of consideration dimension has a significant and high relationship in the teachers' job satisfaction level compared to task structure dimension when using Pearson correlation method.

Both these dimensions had a positive and significant relationship. This means, when the leadership behaviours in these both dimensions are high, the teachers job satisfaction level is also increased. The results showed that the both dimensions in leadership behaviour are very essential in determining the teacher's job satisfaction level. The male/female head teacher, who apply their leadership appropriately, increased teachers' job satisfaction level.

In another study, Ntide (2014) carried out a comparative analysis of leadership behaviours and behavior of male and female heads of schools in Kasulu District, Tanzania. One hundred and ninety participants were sampled purposively from 22 public secondary schools. A multi-method data collection strategy including interviews, questionnaire and documentary analysis, was deployed. The data collected were analyzed qualitatively and quantitatively. The descriptive statistics used included frequency tables, charts, mean scores, and t-test. Overall, results revealed that, participative, democratic, team management and authoritative leadership behaviours were deployed by both male and female heads of schools in running primary schools.

Similarities and differences were observed in terms of frequency and manner in which those leadership styles were used by male and female school heads. Both male

and female heads of schools used the same amount of task oriented leadership behavior. However, female heads showed more task oriented leadership behavior than male heads. The study thus recommends addressing the situation of gender imbalance in schools' leadership so as to utilize the revealed leadership talents and skills of female heads of schools.

Karanja, Mugwe&Wanderi (2016) carried out a study on effects of leadership style on job satisfaction of teachers in secondary schools in Dundori zone, Nakuru County, Kenya. The study was conducted between May and November, 2010. The population included 274 teachers in the 17 secondary schools with a student population of 4557 including 2956 girls and 1601 boys. A random sample of 115 teachers and 11 head teachers was drawn from 12 selected schools. Data was collected using a self-structured questionnaire and in-depth interview schedule administered to teachers and head teachers, respectively. The questionnaires were pilot-tested to validate and determine its reliability. The collected data were analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 11.5 for Windows. The findings indicated that there was no gender difference in principal's leadership behaviours. The current study sought to establish whether there are gender differences in head teacher leadership behaviours.

A study was carried out by Saeed (2016) on effect of female head teacher's management leadership behavior on teacher's job satisfaction at Isfahan-Iran, girl's high schools in Iran. The aim of this study was to determine the management

behaviours of female managers based on the four styles: directive, executive, benevolent autocrat and bureaucrat and their effects on job satisfaction of teachers in girls' high schools in Isfahan in the academic year of 2006-2007. The research method used in this study was correlational descriptive.

The sample had 150 participant teachers selected randomly from a population of 2591 teachers. The data collection tools included two researcher-made questionnaires which were about the management styles and job satisfaction, with 37 and 41 questions respectively. The questions were based on the Likert scale type. The content validity of the questionnaires was 0.81 while the reliability was 0.92 based on the Cronbach Alpha Coefficient. To analyze the data descriptive analysis and inferential statistics were used. The results of the study showed that only directive and executive leadership behaviours had a significant positive influence on the teachers' job satisfaction.

Teachers had different views about the directive style based on their gender and the level of education. In terms of executive style, there is a different view among the teachers based on their teaching experience. This study was based on a sample drawn from rural principals and a similar study was needed in order to compare the findings when urban principals were used.

Head teacher's Leadership Behaviour and Teachers' Job Satisfaction Based on Experience

Leadership behaviour is an integral part of an organization. It is crucial for maintaining and expanding the effectiveness and productivity of complex institutions like schools and other institutions. The survival of organizations like schools is

depended largely on the quality of administrative service available. According to Sergiovani (2016) the success of administrative actions depends on the interpretations that head teachers make as they translate theoretical understanding into practical decisions and behaviors through years of experience. Leadership behavior therefore is indispensable component of all institutions and organizations. Schein (2017) argue that the key influence on the type of leader one is today is as a result of experience one gained in leading people.

Leadership behavior demonstrated by head teachers through years of experience in promoting teachers' job satisfaction play a pivotal role in the success of secondary schools and given such an assertion. Armstrong (2016) indicates professional management training of secondary school head teachers help them acquire pre-requisite skills to improve their understanding of different aspects of leadership behaviours which are necessary for their task effectiveness. For instance, Keegam (2013) indicated that well trained and effective head teachers in Greece was considered important for instructional supervision of teachers to foster their job satisfaction and had a lot of benefits for the school. Such head teachers with a better grasp of the management skills can proactively manage school finances, human resources, physical facilities and risks within the school.

In a study conducted in Malaysia, Karia & Ahmad (2014) revealed that well trained and experienced head teachers display management skills, efficiency and competency. In other words, head teachers' management ability can essentially be

thought of as a measure of the extent to which the head teachers have acquired prerequisite skills for running the daily school activities through years of service. Consistent with Karia's & Ahmad's (2016) findings, Stoll, Bolam & Collarbone (2017), in a study conducted in the Netherlands, reported that change requires strategic initiatives, and such initiatives don't die from lack of buy in from the schools' management, instead, from the lack and kind of high-level commitment and direction that are critical to the implementation of strategy and sustainable performance at school.

Clark (2019) on analysing data for New York City found a positive relationship between the head teacher's experience and teacher job satisfaction. Branch et al. (2012), from a study on data about Texas schools, showed that more years of experience for a school head teacher are correlated with higher school achievement. In particular, comparing schools with lowest average initial achievement and schools with highest average initial achievement, there are roughly 40% more head teachers in their first year at a school in the former than in the latter. In addition, there are roughly 50% more head teachers who have been at their current school for at least six years in the highest achieving schools.

Fagatabu (2012) found out that head teachers' experience had an effect on teachers' job satisfaction. Barter (2016) has a different view. In a survey carried out on the relation between sex and styles of management, he found that male and female head teachers rated equal in ability and personal qualities. Some head teachers are more experienced than others based on the number of years they have spent in service as

school heads. Ibukun, Oyewole & Abe (2014) found a significant relationship between head teachers' years of experience and their leadership effectiveness in managing instructional issues. It was further discovered that the more experienced a head teacher the better he was able to adopt effective leadership behaviour to manage academic matters. Head teachers that had experience of between 5-10 years were more likely to adopt an unsuitable leadership style in managing teachers. This was because they had limited experience.

Head teachers that had served for about 10-15 years were more experienced in applying leadership styles that effectively manage instructional duties. Those that had served for 25-30 years were found to have the most suitable leadership style in school management. In a study by Okolo (2012) on performance of elementary school head teachers, results showed that there was a significant difference in performance between elementary school head teachers with duration of experience ranging from 4 to 11 years and those with 20 years of experience and above. It can be inferred that experience significantly contributes to difference in effectiveness of elementary school head teacher's performance. Uduak & Usang (2016) however found no relationship between experience of head teachers and management of instructional duties.

Head teacher's Leadership Behaviour and Teachers' Job Satisfaction Based on School Location

A school's location either in the rural or urban setting may have an influence on the leadership behaviour of head teachers and hence teachers' job satisfaction depending on the resources available in achieving set goals. A review of the literature highlights that rural head teachers are perceived to be in an ideal position to be an instructional leader in balancing local and district needs unlike their counterparts in urban school who deem it not necessary.

The ability to create an enabling environment for effective teaching and learning is a feature of successful head teachers in both urban and rural schools. However, Budge (2016) explained that, to be constructively influential, the head teacher needs to possess a thorough understanding of a community's value system, and needs to be visible, accessible, and approachable to people within the school community.

Pietsch & Williamson's (2019) study involving 21 interviews with new head teachers in rural areas of Australia showed that these individuals were confident that they could influence significant positive change, including the promotion of higher professional standards of teaching and improvements that would promote teachers' job satisfaction. Additional studies spotlight that successful rural principal endorses the vision of the school, clearly articulates a plan in line with the vision, and, thereafter, stimulates improvement (Barbour, 2014). Moreover, rural head teachers are often called to endorse policy mandates predominantly designed for urban school settings. In turn, effective rural head teachers find a middle ground by addressing the local context while simultaneously validating school district policy (Latham, Smith, & Wright, 2014).

In other words, successful rural head teachers are effective at balancing local expectations and the educational vision of the school district. These head teachers understand how local, district, and nation-wide contexts influence the rural school and respond in ways that are both place-conscious and mandate-responsive in promoting teacher job satisfaction.

The effective rural head teacher is a strong instructional leader. Studies highlight that a successful rural head teacher promotes a professional school culture where teachers feel empowered to try new ideas and take well-calculated risks (Renihan & Noonan, 2013). Often rural head teachers assume a teaching assignment in addition to administrative responsibilities; in turn, they are well-situated to provide firsthand curricular and instructional guidance that stimulates high job satisfaction and performance.

Moreover, often for rural head teachers, instructional leadership is about leading through role modelling, and the head teacher as instructional leader sometimes personally conducts professional development workshops for teachers in a bid to enhance their job satisfaction (Klar & Brewer, 2014). Successful rural head teachers advocate and promote quality professional development for staff. Acts of instructional leadership are also exemplified by rural head teachers who consistently recognize teacher achievements through formal and informal awards and positive communications (Tom, 2012).

Rural teachers want to be led by school head teachers who recognize and value teacher accomplishments (Msila, 2012). As well, a few studies reflected that rural head teachers unlike ones were especially successful at enhancing and perfecting the special education programme within the school (Schuman, 2017). Effective rural head teachers raise expectations of teachers by endorsing on-grade reading levels of students and by promoting student improvement on standardized tests. A study with administrators of three secondary schools in high-poverty areas of rural California effectively employed instructional leadership practices to improve student outcomes in the school (Masumoto & Brown-Welty, 2019). In doing so, these head teachers established formal and informal connections with associations and institutions outside the school in order to positively affect both teachers and student achievement.

Research has long demonstrated that head teachers in rural schools (unlike their counterparts in urban schools) exert significant influence on teacher outcomes (Dubey, 2012). These effects are often exercised through several “avenues of influence,” whereby head teachers facilitate organizational, social, and personnel patterns that allow teachers and students to maximize interactions and development (Robinson, Lloyd & Rowe, 2018). However, it is argued that the rural context creates additional and distinctive challenges for head teachers. These unique challenges, in turn impede head teacher’s attempts to carry out their multifaceted roles effectively. Sustained improvement in learners’ academic performance is placed more at risk, with an ever-widening learning outcomes gap between rural and urban learners (Lamkin, 2016).

Head teachers are often one of the main agents of mediation between the external environment and the school (Robinson, 2012), and research has indicated that rural head teachers face different sets of challenges, pressures, and perceived social roles than their urban counterparts (Preston, Jakubiec, & Kooymans, 2013). Rural circumstances create challenges for rural school head teachers. Rural school districts often are not able to offer learners the same resources offered in urban school districts. Although rural school communities are characterised by benefits such as smaller schools, close-knit communities and strong relationships between learners and teachers, rural school, districts and communities face a number of barriers to achieving academic success.

These barriers include lack of funding, difficulty in recruiting and retaining highly qualified teachers, outdated facilities, limited technology, and a community culture that does not value higher education (Jimmerson, 2015). Lack of resources and limited advanced course offerings in rural schools unlike urban schools, according to Halsey (2017) have been linked with academic performance deficits. According to Southworth (2014), head teachers of rural schools tend to have more direct influence on the quality of teaching, providing them with powerful opportunities to bring about change and improvement.

Rural schools particularly when they are remote or isolated can be vulnerable if their communities decline in employment opportunities and infrastructure (Pegg, 2017). Thus from a social justice perspective it is vital that principals located in rural and

isolated environments are able to take full advantage of the powerful opportunities for change and improvement because parents and learners may have little opinion but to accept the educational provision on offer from the local school.

Studies revealed that successful rural head teachers utilize a style of leadership reliant on teamwork. Such collaborative leadership improves the motivation, morale, and job satisfaction of staff members (Lock, Budgen, & Lunay, 2012). Due to small staff numbers and rich social and professional networks, rural head teachers are in an ideal position to build trust among teachers, promote collaboration among teachers, and support student achievement goals (Irvine, Lupart, Loreman, & McGhie-Richmond, 2016). For instance, for 12 teaching principals in rural Manitoba and Alberta (Canada), cooperative leadership was exemplified by a head teacher who asked a team of teachers to develop school goals and to perfect these goals at staff meetings and professional development sessions.

Based on 10 rural head teachers in South Africa, Msila's (2012) found that head teacher success was supported by head teachers who shared leadership responsibilities with staff. In a survey distributed to 40 head teachers across North Carolina, Seipert & Baghurst (2014) found that rural head teachers utilized the expertise and experience of their staff to resolve school related challenges. Bartling's (2013) doctoral work spotlighted four successful rural head teachers in Milwaukee (Wisconsin) and highlighted the effective rural head teachers acted in ways that endorsed "a power with rather than a power over" staff. In two case studies, one located in the United States and

the other in Cyprus, researchers found that successful rural school head teachers was about encouraging teachers to collaborate and share pedagogical knowledge and experiences via peer-teacher observation and oral communication during staff meetings all in a bid to enhance their job satisfaction and performance (Klar & Brewer, 2014).

Additional studies relayed similar results—an effective rural/urban head teacher promotes staff collaboration and capacity-building (Wallin & Newton, 2013). Such people-focused administrative thrust not only generates self-pride and job satisfaction for teachers, but supports a teacher's personal wellbeing. In addition to strong interpersonal relationships among and with staff members, a successful rural/urban head teacher nurtures strong professional connections with individual staff members. In a study involving 21 American rural school head teachers, Barley & Beesley (2017) noted that it was common for rural head teachers to formally and informally meet with teachers to discuss specific students and student progress; teachers found such one-on-one meetings supportive.

Similarly, Cortez-Jiminez' (2012) quantitative survey with 101 rural California head teachers found that 98% of head teachers found informal, impromptu meetings with teachers as being highly valuable for understanding staff professional development needs. Preston (2012) found that rural head teachers appeared to be more accessible, as compared to urban head teachers. A common component of these studies is that successful rural head teachers are available when teachers need them.

Head teacher's Leadership Behaviour and Teachers' Job Satisfaction Based on School Size

The size of a school can have a profound influence on how head teacher's leadership roles affect teachers' job satisfaction based on the number of students present in it. The issue of school size and head teacher's leadership behaviour has posed series of attention from stakeholders who desire qualitative education. As Nigeria population is growing, the demand for education is on the increase, which has invariably led to increase in school enrollment. The Nation Policy on Education (2014) in Nigeria stipulated that secondary school population should have a ratio of one teacher to forty students (that is, 1:40). School size influences head teachers' effectiveness, resource allocation, and individual performance.

It seems that large schools tend to be formally structured and bureaucratic, resulting in less human interactions especially among head teachers and teachers hence limiting their job satisfaction. According to Lee, Bryk & Smith (2013), a growing body of data now shows clearly that head teachers from small schools, by nearly all significant measurements, outperform head teachers from large schools, because they participate more in professional development activities than their counterparts from large schools. Head teachers in small schools report greater job performance and satisfaction, and are more likely to feel as if they are succeeding in their work than head teachers in large schools. Head teachers and teachers are often able to identify problems, respond innovatively and effectively, and adapt to change by maintaining interpersonal relationships.

Bryk & Schneider (2012) averred that small schools have been found to be more engaging work environments for both teachers and students. Size plays an important role in structuring a workplace's social dynamics, supporting better communication flow and greater face-to-face interaction. The larger the school, the more difficult it can be to engender strong identification with a whole-school community. Leithwood & Jantzi (2019) posited that school size has a profound influence on head teachers' level of contact with teachers and also school outcomes.

Many studies revealed that a small school, in general, has more advantage over a large school particularly in teachers' sense of responsibility, belonging and interpersonal relationships in influencing their level of job satisfaction. They further said that school size was the most frequently used moderator in school research. It is argued that in smaller schools teachers are more likely to be required to teach across diverse subjects, and are thus less likely to be subject specialists and more likely to have to carry out administrative as well as teaching roles which may affect their level of job satisfaction.

However, a researcher Raywid (2019) posited that there now exist enough reliable evidence of the positive effects of small school size on teachers' high job satisfaction, and conversely, the devastating effects of large size on substantial numbers of students, that it has become morally questionable not to act upon it. School size, as Raywid points out, may be the "ultimate educational issue."

As Cotton (2016), emphasized:

“small size alone is certainly not enough to improve the quality of schooling. What small size does is to provide an optimal setting for high-quality schooling to take place. It facilitates the use of organizational arrangements and instructional methods that lead to a more positive school climate and higher student learning and teacher performance.”

Copland & Boatright (2014) believed that small schools provide the social and emotional structures needed to support high achievement. A major finding suggests that small schools foster viable social relationships between teachers and teachers. Howley & Bickel (2016) reasoned that teachers and school administrators in small schools have the opportunity to invest personal time in each student and provide more interaction with them outside of the classroom. This also enables teachers to learn more about the complex personalities and needs of the individual students and their colleagues. They also find that teachers in small schools are able to serve as advisors, mentors or tutors in several subjects. In addition, because the staff of small schools can focus on a well-defined learning agenda, and know and be known by every student, small schools clearly offer success for every student, regardless of their background, ethnicity, or social status.

Copeland & Boatright (2014) affirmed the importance of social support for teachers' performance, such as members of schools, families and communities. Teachers may use their social relations with their colleagues to encourage their commitment to job satisfaction. Sergiovanni (2013) emphasized the importance of the development of supportive and collegial professional relationships among school staff through interpersonal relationships. When small schools are developed as communities,

teachers are reported to enjoy their work more, resulting in high staff morale and satisfaction.

In small schools: Great strides- A study of new small schools in Chicago, Wasley, Fine, Gladden, Holland, King, Mosak & Powell, (2015), suggests that small schools often promote high standards for achievement, particularly in academic areas, and provide high levels of support for getting there through teacher collegiality. According to Sergiovanni (2013) small schools develop strong professional communities, which reflect strong relationships between teachers, enhancing staff engagement and high job satisfaction.

These relationships develop most often through extensive teacher development programmes. Many focus on skills, conflict management, team building, and goal setting. Meanwhile, teachers reportedly have a greater sense of efficacy, job satisfaction, and opportunities to collaborate with other teachers, build coherent educational programme, use a variety of instructional approaches, and engage students in peer critique and analysis.

This study found out that there is no significant relationship between the levels of teachers' job satisfaction based on school size. This finding is contrary to the findings of Lee & Smith (2012) who stated that it is difficult to see how the size of a school could actually influence teachers' job satisfaction. They said rather that school size influences teachers indirectly such as less frequent interactions with their colleagues. They further reported that in small schools, there are more frequent and intimate personal social

interactions among head teachers and teachers and that the quality and character of these relationships are essential determinants of teachers' job satisfaction.

Summary of Literature Reviewed

The theoretical framework of the study is hinged on head teacher's leadership behaviour and teachers' job satisfaction (a study of public senior secondary schools in Edo south senatorial district) which revealed that organizational management is a crucial role of the head teacher and that a school must first and foremost be a safe and positive learning environment for students and teachers.

The literature reviewed revealed that secondary school head teachers are considered the most important individuals in the administrative hierarchy of the school system and that the role of head teachers always has been and will continue to be one of the most influential leadership positions in the secondary education sector. Successful leadership by head teachers is contingent upon acceptance, respect, and understanding by the teachers who work with them. One of the key functions of head teachers is to establish consensus among staff which leads to mutual goals, benefits, and successful school operations. One of the most important factors in achieving these goals is the head teachers' leadership behavior. It is argued that effective leadership has a helpful influence on the satisfaction and performance of teachers. Recognizing the role of the head teacher leadership behaviour is not only crucial in its effect on students' performance, but also on factors related to the job satisfaction of teachers.

The literature highlighted that one major emphasis in the educational arena in the early 21st century has been the continuing demand for greater accountability to increase teacher satisfaction; as a result, the success of any school system is dependent on the performance of teachers in their roles. Teachers play vital roles in ascertaining whether or not the desired educational goals have been achieved. Teacher job satisfaction is predictor of effective schools and success and effectiveness cannot be reached without focusing and investing on human capital and human resources, who have to be motivated, evaluated and need to feel good at the work place.

Teachers' job satisfaction is fundamental for reaching the school goals, thus ensuring satisfaction of the teachers is an important task of head teachers. Job satisfaction is a positive attitude of employees towards a particular job or position, while, hostile and negative attitude of employees towards their job means job dissatisfaction. However, some factors such as low salary, difficulty of working conditions and not having career opportunities negatively affect teachers' job satisfaction, whereas promotion opportunities, professional autonomy and interaction with students and colleagues positively affect their job satisfaction. The effectiveness of education and instructional school is in a way related to teachers' performance. Teachers' effectiveness refers to their satisfaction with the job and willingness to do their job in accordance with the school goals.

The literature reviewed revealed that job satisfaction is an amalgamation of intrinsic and extrinsic motivation, and consideration and initiation of structure behaviors of head teachers positively relate to teachers' satisfaction. In directive

leadership behaviour, the leader knows exactly what must be done, how tasks must be performed and what the deadline is. This means that he provides his employees with clear guidelines with regard to the processes and tells them what's expected of them and how best to carry out their tasks. The employees get close supervision.

The literature reviewed also revealed that supportive leadership helps to build and maintain effective interpersonal relationships. A head teacher who is considerate and friendly toward teachers is more likely to win their friendship and loyalty leading to formation of emotional ties that make it easier to gain cooperation and support from teachers to whom the head teacher must turn to get the work done. This management behaviour is useful in situations in which the employee has a (personal) problem, doesn't believe in himself or is temporarily demotivated. Supportive leadership behaviour has its most positive effects on job satisfaction for teachers when their work is highly structured, stressful, frustrating or dissatisfying.

The literature reviewed highlighted that in participatory leadership behaviour, the leader deems it very important to work with his employees and include their ideas and opinions in decisions. This means he is open to consultation and discussion, and includes suggestions from his employees in his decision-making process. The leader will deploy this leadership style particularly when employees are highly involved and have specialist knowledge. Their advice is invaluable to the leader. Participatory leadership leads to role clarity and hence higher teacher job satisfaction.

The literature reviewed highlighted that in achievement-oriented leadership behaviour, the leader sets challenging goals. He expects achievements on the highest

level from her or his employees and trusts their ability to handle this. He forces them to display excellent work achievements and constant improvement and has the utmost confidence in the abilities of her or his employees. Employees who are able to work fully independently and have problem-solving capacities are suitable for this management style. Achievement oriented leadership behaviour appeals to teachers who have high need for autonomy and self-control.

The literature reviewed highlighted that in a study designed to investigate the influence of head teachers' leadership behaviour on secondary school teachers' job satisfaction in Nsukka education zone of Enugu State, Nigeria, it was concluded that teachers irrespective of head teacher's gender agreed that directive and participatory leadership enhances their job satisfaction. In another study in finding the difference between male and female head teachers in six secondary schools, the results showed there was no significant difference between leadership behaviours of male and female head teachers were similar in task structure dimension and consideration dimension.

However, in another study, based on findings from the mean frequencies, findings indicated that the level of teachers' job satisfaction was higher under the administration of a male head teacher. Further, results also established that the leadership behaviour of consideration dimension has a significant and high relationship in the teachers' job satisfaction level compared to task structure dimension when using Pearson correlation method. Both these dimensions had a positive and significant relationship.

This means, when the leadership behaviours in these both dimensions are high, the teachers job satisfaction level is also increased. The results showed that the both dimensions in leadership behaviour are very essential in determining the teacher's job satisfaction level. The male/female head teacher, who apply their leadership appropriately, increased teachers' job satisfaction level.

The literature reviewed showed that the survival of organizations like schools is depended largely on the quality of administrative service available and that the success of administrative actions depends on the interpretations that head teachers make as they translate theoretical understanding into practical decisions and behaviors through years of experience. Head teachers' management ability can essentially be thought of as a measure of the extent to which the head teachers have acquired pre-requisite skills for running the daily school activities through years of service.

Head teachers' experience had an effect on teachers' job satisfaction, however, in a survey carried out on the relation between sex and styles of management, he found that male and female head teachers rated equal in ability and personal qualities. Some head teachers are more experienced than others based on the number of years they have spent in service as school heads.

The literature reviewed revealed that a school's location either in the rural or urban setting may have an influence on their leadership behaviour of head teachers and hence teachers' job satisfaction depending on the resources available in achieving set goals and that that rural head teachers are in an ideal position to be an instructional

leader in balancing local and district needs unlike their counterparts in urban school who deem it not necessary.

The effective rural head teacher is a strong instructional leader. Studies highlight that a successful rural head teacher promotes a professional school culture where teachers feel empowered to try new ideas and take well-calculated risks. Research has long demonstrated that head teachers in rural schools (unlike their counterparts in urban schools) exert significant influence on teacher outcomes. Head teachers are often one of the main agents of mediation between the external environment and the school and research has indicated that rural head teachers face different sets of challenges, pressures, and perceived social roles than their urban counterparts.

Finally, the literature reviewed highlighted that the size of a school can have a profound influence on how a head teacher's leadership role affects teachers' job satisfaction. The issue of school size and head teacher's leadership behaviour has posed series of attention from stakeholders who desire qualitative education. Head teachers from small schools, by nearly all significant measurements, outperform head teachers from large schools, because they participate more in professional development activities than their counterparts from large schools and they report greater job performance and satisfaction from their teachers, and are more likely to feel as if they are succeeding in their work than head teachers in large schools.

Head teachers and teachers are often able to identify problems, respond innovatively and effectively, and adapt to change by maintaining interpersonal relationships. Many studies revealed that a small school, in general, has more advantage

over a large school particularly in teachers' sense of responsibility, belonging and interpersonal relationships in influencing their level of job satisfaction. They further said that school size was the most frequently used moderator in school research. It is argued that in smaller schools teachers are more likely to be required to teach across diverse subjects, and are thus less likely to be subject specialists and more likely to have to carry out administrative as well as teaching roles which may affect their level of job satisfaction.

CHAPTER THREE

METHODOLOGY

This chapter described the method and procedure that was used to carry out the study under the following sub-headings: Research Design, Population, Sampling and

sampling procedure, Research Instrument, Validity and Reliability of the Instrument, Method of Data collection and Method of Data Analysis.

Research Design

This study used a descriptive survey adopting correlational design, so as to determine the relationship between public senior secondary school head teacher's leadership behaviour and teachers' job satisfaction. The design was considered appropriate for this study because it identified head teacher's leadership behaviour and its influence on job satisfaction. Data collected were not manipulated but analysed in relation to the variables of interest.

Population of the Study

The population of this study was made up of 952 teachers and 136 head teachers in Public Senior Secondary Schools in Edo South Senatorial District (Seven Local Government Areas) of Edo state. There is a total of 136 public senior secondary schools in Edo South senatorial district (*Source: Edo State Post Primary Board 2019*).

Sample and Sampling Procedure

A total number of 20 schools were randomly sampled from 136 schools representing 15% of the public senior secondary schools in Edo South Senatorial District. In each of the sampled school, 7 teachers were purposively selected as respondents. Thus 140 teachers were sampled. The 140 teachers will rate the leadership behavior (such as directive, supportive, participative and achievement-oriented leadership) of their head teachers based on workplace conditions, salaries/remunerations, student behavior, parent participation, fostering relationships

with colleagues, a supportive administration, supervision, advancement (professional development forum) and recognition of teachers.

This will be done in stages. Firstly, the stratified random sampling procedure will be adopted to select schools in the Edo South Senatorial Districts to ensure that it is well represented in the sample. Secondly, schools from each Local Government Area will be randomly selected for proper representation of the sample.

Thirdly, using the proportionate random sampling procedure, 15% of the total number of teachers in each local government area will be purposively selected from the Senatorial District.

Table 1: Sample Distribution

S/N	Senatorial District	Local Government Area	No. of Senior Secondary School	No. of Sampled Senior Secondary Schools 15%	No. of Teachers	No. of Sampled Teachers 15%
	Edo South	Egor	12	2	84	12
		IkpobaOkha	20	3	140	21
		Oredo	13	2	91	13
		Orhionmwon	28	4	196	29
		Ovi North-East	28	4	196	29
		Ovia South-West	14	2	98	14
		Uhunwonde	21	3	147	22
	Total	7	136	20	952	140

Research Instrument

Two research instruments was used for this study is named: “Head Teachers’ Leadership Behaviour Questionnaire (HTLBQ) and Teacher Job Satisfaction Questionnaire”(TJSQ)”. The questionnaire was designed to elicit information from public senior secondary school teachers and head teachers. The instrument will be in three sections each, (i.e Section A and B). Section A elicited demographic information

based on teacher's sex, school location and school size and twenty five (25) items representing variables on the level of teachers' job satisfaction.

It was administered to teachers. Respondent were asked to tick the extent to which they perceived the level of head teacher's leadership behaviour with statements built from the research variables. The items in the research instrument were on a four (4) point likert scale. The scale was based on Very High (VH), High (H), Low (L) and Very Low (VL), in response to the statements on the questionnaire. Section B of will consist of head teacher's demographic data of gender, experience, four (4) leadership behaviours and twenty five (25) items representing variables on the level of teachers' job satisfaction. It will be administered to head teachers. The scale was based on Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), in response to the statements on the questionnaire.

Validity of the Instrument

The validity of the instruments was ensured through face validation by the researcher's supervisors and two other experts in the Department of Educational Management, University of Benin, Benin City to assess the suitability of the items and to ascertain that the instruments met the objectives of the study. All corrections will be effected by the researcher.

Reliability of the Instrument

The test-retest method of reliability will be used to ascertain the reliability of the instrument for this study. The instrument will be administered on 10 subjects outside the population of the study, and after two weeks interval, another administration will be conducted. The data collected from the two administration will be subjected to Pearson Product Moment Correlation Co-efficient to establish the reliability of the study. A correlation coefficient of 0.83 and above will be considered high enough to establish reliability.

Method of Data Collection

The researcher obtained a letter of introduction from the Department of Educational Management which she took to the head teachers and teachers in the sampled schools in the Senatorial Districts with the help of two research assistants in administering the instruments to the respondent (head teachers and teachers) in the respective schools by hand in order to achieve high rate of completed questionnaires.

Method of Data Analysis

Mean, standard deviation and percentages will be used to answer research questions 1 & 2. Pearson Product Moment Correlation will be used to analyse hypotheses 1 – 3, while Fisher's Z-test statistics will be used to analyse hypotheses 4 – 8.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter presents analysis of the data collected for the use of the study. The data were presented within the use of tables.

Demographic information of the respondents

Table 2: Gender distribution of the respondents

Gender	Head Teachers	
	Frequency	Percentage
Female	110	62.5
Male	66	37.5
Total	176	100

Source: Researcher's fieldwork, 2020.

From Table 2, the study established that majority of the head teachers were male (62.5%) while (37.5%) per cent were female. The gender distribution for the teachers indicated that majority of the teaching staff in public senior secondary schools in Edo South Senatorial District of Edo State are female.

Research Questions One: What is the predominant leadership behaviour of head teachers in public senior secondary schools in Edo South Senatorial District?

Table 3: Predominant Leadership Behaviour of Head Teachers in Public Senior Secondary Schools in Edo South Senatorial District

Leadership Behaviour	N	Mean	SD	Rank
Directive		2.52	0.698	4 th
Supportive		2.74	0.608	2 nd
Participative	176	2.87	0.056	1 st

Achievement Oriented	2.64	0.899	3 rd
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Data in Table 3 revealed the various leadership behavior of head teachers in public secondary schools in Edo State as follows: Directive (2.52); supportive (2.74); participative (2.87); and achievement oriented (2.64). Conclusively, the predominant leadership behavior of head teachers in public secondary schools in Edo South Senatorial District is participative leadership behavior.

Research Question Two: What is the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?

Table 4: Level of Teachers' Job Satisfaction in Public Senior Secondary Schools in Edo South Senatorial District.

Items on Job Satisfaction	Level of Teachers' Job Satisfaction				
	N	Score	Mean	SD	Remark
School facilities		336	1.91	0.65	low
Instructional materials leading resources availability		347	1.97	0.65	low
School physical surrounding		576	3.27	0.43	high
Prompt payment of salaries		503	2.86	0.56	high
Total income earned		343	1.95	0.65	low
Job security	176	503	2.86	0.56	high
Staff financial/economic security		581	3.30	0.43	high
Recognition by authority of my roles in the school		628	3.57	0.33	high
Relationship with colleagues		503	2.86	0.56	high
Relationship with school authorities		537	3.05	0.42	high
Training opportunities		336	1.91	0.65	low
Administration of staff personnel by the authority		539	3.06	0.42	high
Students' level of discipline		503	2.86	0.56	high
Cooperation of parents		336	1.91	0.65	low

Supportive administration	345	1.96	0.65	low
Extracurricular activities	503	2.86	0.56	high
Job schedules	537	3.05	0.42	high
Community participation in providing a conducive environment for teaching and learning.	537	3.05	0.42	high
School relationship with host community	503	2.86	0.56	high
Visits by external supervisors	584	3.32	0.43	high
Staff evaluation procedure	336	1.91	0.65	low
Promotion and career growth	537	3.05	0.42	high
Mode of supervision by higher authorities.	537	3.05	0.42	high
Transfer students' recognition of my roles.	336	1.91	0.65	low
Social status	628	3.57	0.33	high
Weighted Average	475	2.70	0.67	high

Table 4 revealed the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District. Analysis shows that the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District is high (2.70).

Hypotheses Testing

HO₁: There is no significant relationship between head teacher's directive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District

Table 5: Relationship between Head Teachers' Directive Leadership Behaviour and Teachers' Job Satisfaction

Variable	N	Pearson r	P-value	Remark
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Head Teachers directive leadership behavior Teacher's job performance	176	- .980	.004	Significant (H0 ₁ Rejected)
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Table 5 showed a Pearson value of -.980 and P-value of .004, tested at an alpha level of .05, the P-value is less than the alpha level, so the hypothesis is rejected. Thus, there is a significant relationship between head teachers' directive leadership behavior and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District.

HO₂: there is no significant difference in relationship between head teacher's supportive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;

Table 6: Relationship between Head Teachers' Supportive Leadership Behaviour and Teachers' Job Satisfaction

Variable	N	Pearson r	P-value	Remark
Head Teachers directive leadership behavior Teachers' job performance	176	- .730	.000	Significant (H0 ₂ :Rejected)

Data in table 6 revealed a Pearson value of -.730 and a P-value of .000, tested at an alpha level of .05, the P-value is less than the alpha value, so the hypothesis is rejected. Thus, there is a significant relationship between head teachers' supportive leadership behavior and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District.

H0₃: there is no significant in relationship between head teacher’s participative leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;

Table 7: Relationship between Head Teachers’ Participative Leadership Behaviour and Teachers’ Job Satisfaction

Variable	N	Pearson r	P-value	Remark
Head Teachers Participative leadership behavior	176	- .970	.030	Significant (H0 ₃ :Rejected)
Teachers’ job performance				

Data in Table 7 showed a Pearson value of -.970 and a P-value of .030, tested at an alpha level of .05. Since the P-value is less than the alpha value, the hypothesis is rejected. Conclusively, there is a significant relationship between head teachers’ participative leadership behavior and teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District.

H0₄: There is no significant relationship between head teachers’ achievement-oriented leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District.

Table 8: Relationship between Head Teachers’ Achievement-Oriented Leadership Behaviour and Teachers’ Job Satisfaction

Variable	N	Pearson r	P-value	Remark
Head Teachers Participative leadership behavior	176	- .953	.047	Significant (H0 ₄ :Rejected)

Teachers' job
performance

Data in Table 8 revealed a Pearson r value of $-.953$ with a P -value of $.047$, tested at 0.05 level of significance. Since the P -value is less than the alpha level, therefore the hypothesis is rejected. This implies that there is a significant relationship between head teachers' achievement-oriented leadership behavior and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District.

HO₅: there is no significant difference in the head teachers' leadership behaviours and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on gender.

Table 9: Difference in the Head Teachers' Leadership behavior and Teachers' job performance based on gender.

Variable	Pearson r	Z-test	Z-crit	Remark	
Male	65	0.217	0.28	± 1.96	Not Significant (H ₀₅ :Rejected)
Female	111	-0.103			

Table 9 shows a Z value of 0.28 and a Z critical value of ± 1.96 . Testing at an alpha value of 0.05 , the Z value is less than the Z critical. Therefore, H₀₅ is accepted. Conclusively, there is no significant difference in the head teachers' leadership behavior and teachers' job performance in public senior secondary schools in Edo South Senatorial District based on gender.

HO₆: There is no significant difference in the relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience.

Table 10: Difference between Head Teachers' Leadership behavior and Teachers' job performance based on experience.

Variable	N	Pearson r	Z-test	Z-crit	Remark
Less than 10 years	52	0.034	2.753	± 1.96	Significant (H ₀₆ : Rejected)
More than 10 years	124	0.215			

Table 10 shows a Fisher's Z value of 2.753 testing at an alpha value of 0.05; with a Table value of ± 1.96 . Since the calculated Z value falls outside the acceptance region, the hypothesis is rejected. Thus, there is a significant difference in the leadership between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience.

HO₇: there is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on location.

Table 11: Difference between Head Teachers' Leadership behavior and Teachers' job performance based on school location.

Variable	N	Pearson r	Z-test	Z-crit	Remark
Urban	110	0.082	1.162	± 1.96	Not Significant (H ₀₇ : Accepted)
Rural	66	0.184			

Table 11 revealed a Fisher's Z value of 1.162, testing at an alpha value of 0.05; with a table value of ± 1.96 . Since the calculated Z value falls within the acceptance region, the hypothesis is accepted. This implies that there is no significant difference in

relationship between head teacher’s leadership behaviour and teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District based on school location.

HO₈: There is no significant difference in relationship between head teacher’s leadership behaviour and teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size.

Table 12: Difference between Head Teachers’ Leadership behavior and Teachers’ job performance based on school size.

Variable	N	Pearson r	Z-test	Z-crit	Remark
Less than 500 students	61	0.269	-3.584	± 1.96	Significant (H ₀ : Rejected)
Above 500 students	115	0.577			

Table 12 shows a calculated Z of -3.584 and a table value of ± 1.96 testing at an alpha value of 0.05. The calculated Z value falls within the rejection region, thus, the hypothesis was rejected. Conclusively, there is a significant difference in the relationship between head teacher’s leadership behaviour and teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size.

Discussion of Findings

This study was set out to examine the relationship between head teachers' leadership behaviour and teachers’ job satisfaction in public senior secondary schools in

Edo South Senatorial District of Edo State. The outcomes of the analysis of the data were quite revealing. In research question one; the study revealed that the head teachers in public senior secondary schools visited exhibited appropriate leadership behaviours ranging from directive, supportive, participative and achievement-oriented leadership behaviors. The finding shows that the predominant leadership behavior of head teachers in public senior secondary schools in Edo South Senatorial District is participative leadership behavior.

The findings of the current study are in agreement with previous literature such as Njeri, (2014) which investigated the effects of public secondary school head teachers' leadership styles on teachers' levels job satisfaction in Kenya, the study found that leadership behaviours of directive, supportive, participative and achievement-oriented all had positive effect on job satisfaction. Also another study examined the effect of principals' supportive leadership on teachers' job satisfaction in Greece which found that general factor, representing the items of leadership behaviours all had positive effect upon all teachers' satisfaction constructs (Gkolia, Belias, & Koustelios, 2014).

This finding was consistent with the findings made by Akerele, (2017) who found the participative behavior of leadership as the commonest leadership behaviour used by principals in enhancing teachers' job satisfaction of secondary schools in Lagos State, Nigeria. The finding also agreed with the findings made by other researchers (Obilade, 2018; Adeyemi, 2014). However, findings by (Owoeye, 2019 & Bidwell, 2016) indicate

a moderate level of teachers' job satisfaction in the secondary schools in Lagos State where head teachers exhibited directive leadership behaviour.

In their meta-analysis, Aydın, Sarier & Uysal (2013) found that participative leadership behaviour had a positive influence on teachers' job satisfaction and organisational commitment. They also concluded that as administrators' leadership behaviours evolved from directive to participative, teachers' organisational commitment and job satisfaction increased. In a similar vein, Leithwood & Jantzi (2015) found that participative school leadership was influential on variables including teachers' commitment and job satisfaction. Likewise, in their meta-analysis on participative leadership and employees' performance, Wang, Oh, Courtright & Colbert (2014) demonstrated that this leadership style was positively related to followers' performance, job satisfaction and commitment. In another meta-analysis study, Chin (2017) reported that participative school leadership had a positive effect on teachers' job satisfaction, school effectiveness and student achievement in schools where school administrators exhibit this leadership behaviour. The finding gives credence to the study of Olatunji, (2013), Charlton (2012), Kenneth, Frank & Peter (2014), which had earlier reported that head teachers were rated high in their demonstration of love, tolerance and honesty.

From the research question two, the result shows that the level of teachers' level of job satisfaction is high with a mean value of 2.70. One of the striking findings revealed that participative leadership behaviour has positive relationship with job

satisfaction of teachers. The present study findings are also consistent with the results of the studies conducted by Iqbal (2010); Adeyemi and Adu (2013). The findings revealed that participative leadership behaviour has a significant and positive effect on the job satisfaction of teachers. These results are also consistent with the results of the studies conducted by Iqbal (2014), Kenneth & Faith (2012). Contrarily, the results of the study by Rad & Yarmohammadian (2016) at Isfahan University in Iran revealed that there was no relationship between leadership behaviour and job satisfaction of employees.

Head teachers' valuing teachers and showing them interest, strengthening justice and confidence in interactions throughout school processes, and creating a strong vision around common goals and a sincere school atmosphere can positively affect job satisfaction. Furthermore, a participative, flexible and facilitative structure of administration, strong administrator support, open communication channels, mutual understanding and a school atmosphere where participation is encouraged are seen among important leadership behaviours for promoting job satisfaction. Accordingly, it can be argued that the leadership behaviours that enhance teachers' job satisfaction are mostly individual-oriented leadership behaviours that meet psychological needs, highlight humanistic, social and ethical values, and provide opportunities for self-realization.

In this review of the studies on the effects of satisfaction with the leader and leadership behaviours on employee satisfaction in the field of administration, Skakon, Nielsen, Borg, & Guzman (2016) found that satisfaction with the leader or leadership behaviours positively affected employees' happiness and job satisfaction while negative

leadership behaviours caused stress, burnout and dissatisfaction in employees. In another systematic review, Belias & Koustelios (2014) asserted that followers' needs were considered in measurement tools regarding leadership, and leadership characteristics such as mutual trust, respect, inspiration and communication between supervisors and followers, ensuring motivation, effectiveness and development were taken into consideration. For this reason, effective leaders who possess these characteristics are more likely to contribute to their employees' performance and job satisfaction. Cogaltay, Yalcin, & Karadag (2016) found that positive leadership behaviours positively affected job satisfaction, whereas negative leadership behaviours reduced satisfaction with the job. As a result, the studies generally reported that head teachers' leadership behaviours were related to teachers' job satisfaction and were a potential variable for promoting job satisfaction.

The result of hypothesis one that there is no significant relationship between head teachers' directive leadership behaviour and job satisfaction in public senior secondary schools in Edo South Senatorial District, revealed that there is significant relationship between head teachers' directive leadership behavior and teachers' job satisfaction. This view is line with Gatere (2014), which indicated that the there was a statistically significant positive relationship between the level of teachers' job satisfaction and the strength of head teachers' leadership behavior dimension of thrust. This finding was consistent with the findings made in previous studies (Lieberman, Beverly & Alexander, 2014; Heenan & Bennis, 2019). The finding suggests that the

more head teachers' share authority with staff the higher the level of job satisfaction among them.

The finding of the hypothesis two tested revealed that there was a significant relationship between head teachers' supportive leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District. The result is in line with This result agrees with the findings of Wangai (2015), who conducted a study on principals' leadership behaviour and teachers' job satisfaction in public secondary schools, Nairobi county, Kenya. The result is also in agreement with findings of Lenka (2012) whose studies on frustration and work motivation of secondary school teachers as a correlate of leadership behaviour of their principals and that when they were supportive and cooperative; teachers performed their jobs with zeal. The conclusion was that supportive leadership has a significant influence on teachers' satisfaction and commitment.

Hypothesis three tested whether there is significant relationship between head teachers' participative leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District. The result revealed that there was a significant relationship between head teachers' and job satisfaction in public senior secondary schools in Edo South Senatorial District. The result is in line with Bogler (2014), Hulpia, Devos, & Rosseel (2019) and Ereş & Akyürek, (2016) who maintained that leadership behaviours that feature participative approaches at school and sharing the authority and responsibilities were reported to predict teachers' job satisfaction. Also Hulpia, Devos, and Rosseel (2009) and Ereş and Akyürek (2016)

found that supportive leadership behaviours was positively related to teachers' job satisfaction.

Hypothesis four tested if there is a significant relationship between head teachers' achievement-oriented leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District.

The result revealed that there was a significant relationship between head teachers' achievement-oriented leadership behavior and teachers' level job satisfaction in public senior secondary schools in Edo South Senatorial District. The result is consistent with findings of the previous studies done by Omeke & Onah (2017), Biggerstaff (2012) and Karabina (2016) who stated that principal's achievement-oriented leadership behaviour was reported to have statistical positive significance with motivation factors and teacher job satisfaction.

Hypothesis five tested whether there is a significant difference in relationship between head teachers' leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District based on gender. The result revealed that there was no significant relationship between head teachers' leadership behavior and teachers' level job satisfaction in public senior secondary schools in Edo South Senatorial District based on gender. The result is in line with Holding & Smith (2014), study of teachers, who were equal in education, pay and tenure and were compared with sex differences in principal's leadership behaviour. It revealed that head teacher's gender had no significant effect on the level of job satisfaction of teachers. In this same light Lee, Mueller, & Miller (2018), found sex

differences in head teacher's gender had no significant effect on teachers' level of job satisfaction. Studies in school settings showed that there is no consistent pattern of relationship that exists between principal's leadership behaviour based on gender and teachers' job satisfaction. However, in contrary views, few studies (Lortie, 2015; Birmingham, 2014 & Galloway, 2015) reported that female teachers tend to be more satisfied than male teachers under the administrative leadership of a female head teacher.

Hypothesis six tested if there is a significant difference in relationship between head teachers' leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience. The result revealed that there was a significant difference in relationship between head teachers' leadership behavior and teachers' level job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience. The result is in line with the finding of Eagly (2017) who showed that there is a statistically significant difference between male and female head teachers' leadership behaviour based on experience on teacher's job satisfaction. This may be attributed to the fact that female head teachers are seen to make use of better leadership practices than male head teachers though male leadership is still preferred. This is consistent with the finding of Herndon (2018) who asserts that gender differences in leadership behaviour of head teachers may be observed by the length of service. In support of this view, Idogho (2016) stated the existence of a positive correlation between teacher's perceptions of head teachers' leadership behaviours on teacher job satisfaction. In the same vein,

Randolph-Robinson (2017) revealed that the teachers' job satisfaction is a direct reflection of the teachers' perceptions of the principal's leadership behaviour based on their years of experience.

Hypothesis seven tested if there is a significant difference in relationship between head teachers' leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District based on school location. The result showed that there was no significant difference in relationship between head teachers' leadership behavior and teachers' level job satisfaction in public senior secondary schools in Edo South Senatorial District based on location. The result is consistent with Newby (2019) who indicated that teachers in both rural and urban schools of were satisfied with their jobs with respect to the leadership qualities exhibited by the head teacher. Finely (2017) also noted that significant differences do not exist between school location and job satisfaction of high school teachers. On the contrary, Derlin & Schneider (2014) maintained that teachers in urban schools appeared to be more satisfied than teachers in rural schools.

Hypothesis eight tested if there is a significant difference in relationship between head teachers' leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size. The result showed that there was a significant difference in relationship between head teachers' leadership behavior and teachers' level of job satisfaction in public senior secondary schools in Edo South Senatorial District based on size. The result is in line with Lee, Bryk & Smith (2013), who showed that teachers from small schools, by

nearly all significant measurements, outperform teachers from large schools, because they participate more in professional development activities fostered by head teachers than their counterparts from large schools which in turn affects their level of job satisfaction; because teachers are often able to identify problems, respond innovatively and effectively, and adapt to change by maintaining interpersonal relationships.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

The study investigated head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District. It established the relationship between the indicators of leadership behaviours such as

directive, supportive, participative, achievement-oriented, and the indicators of teachers' job satisfaction such as workplace conditions, salaries and remunerations, relationships with colleagues, student behavior, parent participation, work itself, supportive administration, supervision, responsibility, advancement and recognition in public senior secondary schools. To guide this study, ten research questions were raised; two were answered directly and eight were hypothesized and tested at an alpha level of 0.05. The research questions and hypotheses were as follows:

1. What is the predominant leadership behaviour of head teachers in public senior secondary schools in Edo South Senatorial District?
2. What is the level of teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
3. Is there a relationship between head teacher's directive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
4. Is there a relationship between head teacher's supportive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
5. Is there a relationship between head teacher's participative leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?

6. Does a relationship exist between head teachers' achievement-oriented leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District?
7. Is there a difference in relationship of head teacher's leadership behavior in public senior secondary schools in Edo South Senatorial District based on gender?
8. Is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in Edo South Senatorial District based on experience?
9. Is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in Edo South Senatorial District based on school location?
10. Is there a difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in Edo South Senatorial District based on school size?

Hypotheses

Research questions 1 and 2 were answered while 3 – 9 were hypothesized as follows:

7. there is no significant difference in relationship between head teacher's directive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
8. there is no significant difference in relationship between head teacher's supportive leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;

9. there is no significant difference in relationship between head teacher's participative leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
10. there is no significant difference in relationship between head teacher's achievement-oriented leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District;
11. there is no significant difference in the leadership behaviours head teachers in public senior secondary schools in Edo South Senatorial District based on gender;
12. there is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience;
7. there is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on location;
8. There is no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size.

The study was a descriptive survey employing correlation survey design to determine if there is a relationship between the variables of head teacher's leadership behavior and teachers' job satisfaction. The population of the study was 952 teachers and 136 head teachers in Public Senior Secondary Schools in Edo South Senatorial

District. A sample of fifteen percent (15%) was taken from the population using the multi-stage sampling procedure and this amounted to 140 teachers in 20 schools. And 140 questionnaires were retrieved and used for the analysis. Two instruments were used. The first questionnaire was titled “Head Teachers’ Leadership Behaviour Questionnaire (HTLBQ). The second questionnaire was titled “Teacher Job Satisfaction Questionnaire”(TJSQ)”.The analysis was done using mean, standard deviation, Pearson Product Moment Correlation was used to analyse hypotheses 1 – 3, while Fisher’s Z-test statistics was used to analyse hypotheses 4 – 8.

The findings of the study were as follows:

1. public secondary school head teachers were generally participative in their leadership behavior.
2. the level of teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District was high.
3. there was a significant relationship between head teachers’ directive leadership behavior and teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District.
4. there was a significant relationship between head teachers’ supportive leadership behavior and teachers’ job satisfaction in public senior secondary schools in Edo South Senatorial District.

5. there was a significant relationship between head teachers' participative leadership behavior and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District..
6. there was a significant relationship between head teachers' achievement-oriented leadership behavior and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District.
7. there was no significant difference in the head teachers' leadership behavior and teachers' job performance in public senior secondary schools in Edo South Senatorial District based on gender.
8. there was a significant difference in the leadership between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on experience.
9. there was no significant difference in relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on school location.
10. there was a significant difference in the relationship between head teacher's leadership behaviour and teachers' job satisfaction in public senior secondary schools in Edo South Senatorial District based on school size.

Conclusion

Based on the findings of the study, it was concluded that the predominant leadership behavior of head teachers in public secondary schools in Edo South

Senatorial District is participative leadership behavior. Teachers' job satisfaction was high.

Teachers' job satisfaction were not determined by the intervening variables of head teachers' gender and school location but were determined by head teachers' experience and school size in public senior secondary schools in Edo South Senatorial District.

Finally, head teacher's leadership behavior should be regarded as vital tool in enhancing teachers' job satisfaction in schools.

Recommendations

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

- 1) since the prevailing head teachers' participative leadership behaviour in Public Senior Public Secondary Schools was found to be high, head teachers should maintain this condition.
- 2) the high level of job satisfaction of teachers should be sustained by head teachers' by sustaining good working conditions in the school.
- 3) head teachers should maintain directive leadership behaviour among staff as it has a positive impact on their job satisfaction.
- 4) head teachers should maintain supportive leadership behaviour among teachers that will enhance their job satisfaction.
- 5) head teachers should maintain participative leadership behaviour among teachers that will promote their job satisfaction.

- 6) head teachers should maintain achievement-oriented leadership behaviour among teachers that will foster their job satisfaction.
- 7) both male and female head teachers should make teachers' job satisfaction a priority by creating an enabling environment to achieve positive results.
- 8) less experienced head teachers should borrow a leaf from their more experienced colleagues in bringing about good working conditions that will foster job satisfaction among teachers.
- 9) head teachers in both rural and urban schools should maintain leadership behaviours that enhanced teachers' job satisfaction.
- 10) head teachers in both large and small schools should exhibit leadership behaviours that will promote teachers' job satisfaction.

Contribution to Knowledge

The study has contributed to the existing body of knowledge through literature on head teacher's leadership behaviour and teachers' job satisfaction in Public Senior Secondary Schools in Edo South Senatorial District. More significantly, the study revealed that head teacher's leadership behavior prevailed in schools. This implies that in Edo South Senatorial District, the prevailing participative head teachers' leadership behaviour were high.

Also the study established that the level of teachers' job satisfaction in secondary schools in Edo South Senatorial District was high. The study has shown that indicators

of head teachers' leadership behavior have a significant relationship with teachers' job satisfaction.

Suggestions for further Studies

Based on the conclusions and recommendations of this study, the following suggestions are made;

1. This study could be replicated in junior public secondary schools, private senior and junior secondary and primary schools.
2. Further studies should be done to determine the relationship between head teacher's leadership behaviour and students' academic performance in Senior Secondary Schools.
3. Further studies should also be done in other states of Nigeria using different population such as Universities and Colleges of Education in South- South geopolitical zone of Nigeria.

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APPENDIX I

HEAD TEACHERS' LEADERSHIP BEHAVIOUR QUESTIONNAIRE (HLBQ)

Dear Respondent,

I am a master student carrying a study titled: *Head Teacher's Leadership Behaviour and Teachers Job Satisfaction in Public Senior Secondary Schools in Edo South Senatorial District*. The purpose of the study is to ascertain the extent to which head teachers' leadership behaviours affect teachers' job satisfaction. In this regard, your responses to the attached questionnaire will be very useful to the study. Your kind gesture will be duly acknowledged and appreciated at the completion of the study.

Thank you very sincerely for your cooperation

Mr. Osakpolor E. Ayeobore

(Researcher

SECTION A

HEAD TEACHER'S LEADERSHIP BEHAVIOUR QUESTIONNAIRE (HLBQ)

Head teacher's Demographic Information

1. **Gender:** Male [] Female []
2. **School Location:** Rural [] Urban []
3. **School Size:** Less than 500 students [] Above 500 students []
4. **Head teacher's Experience:** 5 Years [] 10 Years [] 15 Years [] 20 Years and Above

SECTION B

Instruction: Please read and tick [] the letters which agree with your opinion.

S/N	Leadership Behaviour				
		SA	A	D	SD
1	Staff members are expected to conform to school rules				

	and regulations.				
2	Administrative decisions are not to be debated by staff members.				
3	Absenteeism should not be tolerated.				
4	School heads should always consult with staff members before decisions are taken.				
5	Every duty assigned to members of staff should be carried out as expected.				
6	Unsatisfactory job performance should not be tolerated from staff members.				
7	School success should be the primary goal of the school head.				
8	Different school committees are helpful for school goal attainment.				
9	Less experienced staff members are sometimes difficult to control.				
10	Regular supervision of staff members is required for job performance.				
11	Staff members are expected to be accountable to the school authority often.				
12	Staff members who are highly stressed perform in a school.				
13	Building and maintaining interpersonal relationship among colleagues should be encouraged by school heads.				
14	School heads should be committed to capacity building of staff members.				
15	Adequate motivation of staff members at all time is required for goal attainment.				
16	Value commitment, ethical behavior, and job satisfaction are attained by the role of school heads.				
17	School heads sets challenging goals and expects staff members to achieving them.				
18	Achievements from staff members are expected based on their ability.				
19	School heads should expect staff members to display excellent work achievements and constant improvement.				
20	Staff members are expected to work independently and have problem-solving capacities.				

APPENDIX II

TEACHERS' JOB SATISFACTION QUESTIONNAIRE (TJSQ)

Dear Respondent,

I am a master student carrying a study titled: *Head Teacher's Leadership Behaviour and Teachers Job Satisfaction in Public Senior Secondary Schools in Edo South Senatorial District*. The purpose of the study is to ascertain the extent to which head teachers' leadership behaviours affect teachers' job satisfaction. In this regard, your responses to the attached questionnaire will be very useful to the study. Your kind gesture will be duly acknowledged and appreciated at the completion of the study.

Thank you very sincerely for your cooperation

Mr. Osakpolor E. Ayeobore

(Researcher)

SECTION A

To be Filled by Teachers

1. **Sex:** Male [] Female []
2. **School Location:** Rural [] Urban []
3. **School Size:** Less than 500 Students [] Above 500 Students []

SECTION B

Instructions: Rate your level of job satisfaction on the following items

S/N	Items on Job Satisfaction	Level of Teachers' Job Satisfaction			
		Very High	High	Low	Very Low
1	School facilities				
2	Instructional materials leading resources availability				
3	School physical surrounding				
4	Prompt payment of salaries				
5	Total income earned				
6	Job security				
7	Staff financial/economic security				
8	Recognition by authority of my roles in the school				
9	Relationship with colleagues				
10	Relationship with school authorities				
11	Training opportunities				
12	Administration of staff personnel by the authority				
13	Students' level of discipline				
14	Cooperation of parents				
15	Supportive administration				
16	Extracurricular activities				
17	Job schedules				
18	Community participation in providing a conducive environment for teaching and learning.				
19	School relationship with host community				
20	Visits by external supervisors				
21	Staff evaluation procedure				
22	Promotion and career growth				
23	Mode of supervision by higher authorities.				
24	Transfer students' recognition of my roles.				
25	Social status				

APPENDIX III

Table 1: Sample Distribution

S/N	Senatorial District	Local Government Area	No. of Senior Secondary School	No. of Sampled Senior Secondary Schools 15%	No. of Teachers	No. of Sampled Teachers 15%
	Edo South	Egor	12	2	84	12
		IkpobaOkha	20	3	140	21
		Oredo	13	2	91	13
		Orhionmwon	28	4	196	29
		Ovi North-East	28	4	196	29
		Ovia South-West	14	2	98	14
		Uhunwonde	21	3	147	22
	Total	7	136	20	952	140

