

**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON  
TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN  
EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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**MARCH, 2025**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT (DEM) AND SUBMITTED TO THE FACULTY OF  
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF BACHELOR OF SCIENCE B.SC. (ED), OF THE  
UNIVERSITY OF BENIN, BENIN CITY.**

**MARCH, 2025**

## **CERTIFICATION**

We, the undersigned certify that this project work was carried out by **Aisosa OSATOHANMWEN**, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award of B.Sc (Ed) Degree in Educational Management.

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## **DEDICATION**

I, Aisosa OSATOHANMWEN, gladly dedicate this Project Work, firstly, to God Almighty, the giver and sustainer of life; who granted me the divine enablement to have accomplished this work.

## **ACKNOWLEDGEMENT**

The researcher wishes to express her profound gratitude to God Almighty who in his mercy and grace gave me the intellect, strength, courage and fortitude to get to this stage in her academic pursuits in the University of Benin. Her sincere appreciation goes to his able supervisor Dr (Mrs) Momoh Obeji and Head of Department Prof. W. A. Iguodala for their guidance and support throughout this project work. He also wishes to appreciate all the lecturers in the Department of Educational Management (DEM), Faculty of Education for their contributions to his educational development.

He wishes to express his gratitude to his Mother Mrs Stella Osatohanmwen and his brother Terry Osatohanmwen for their support and encouragement which has been instrumental in his academic journey. Special thanks to his course mate who made his experience much more worthwhile. He is grateful to his able course mate for their support and acknowledge their contributions with sincere appreciation.

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## ABSTRACTS

The study examined the Influence of Transformational Leadership Style on Teacher Job Satisfaction in Public Secondary Schools in Egor Local Government Area of Edo State. Four research questions were made;

The population of the study consist of all the one hundred and ninety-six (196) teachers from the 14 public Junior secondary schools in Egor Local Government Area of Edo State. The sample size selected for this study is one hundred and twenty five (125) Junior Secondary School Teachers, selected randomly using simple random sampling technique. from the 14 public Junior secondary schools in Egor Local Government Area of Edo State

The findings of the study revealed that; Teachers who perceive their school leaders as transformational leaders report higher levels of job satisfaction. This suggests that inspiring and motivating leadership practices enhance teachers' morale. Transformational leaders foster an environment of trust, encouragement, and recognition, which significantly increases teachers' motivation and commitment to their roles. Schools with transformational leadership styles tend to provide better opportunities for teacher development, leading to improved job satisfaction. The following recommendations were made; Implement regular training programs to develop transformational leadership skills among headteachers and school administrators. Encourage school leaders to recognize teachers' efforts and achievements to boost morale and job satisfaction. Invest in continuous professional development opportunities tailored to teachers' needs to foster growth and satisfaction.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Transformational leadership is a leadership style that focuses on inspiring and motivating followers to exceed their own expectations by fostering an environment of intellectual stimulation, individualized consideration, and inspiration. In the context of educational institutions, transformational leadership has gained significant attention for its potential to improve both academic outcomes and the overall functioning of schools. The role of school leadership has long been recognized as pivotal to school improvement, and the adoption of transformational leadership strategies has been identified as a critical factor in enhancing the quality of education Northouse (2022)

Teacher job satisfaction refers to the extent to which teachers feel content, fulfilled, and motivated in their professional roles. It encompasses their emotional and psychological well-being at work and is influenced by factors such as: Working conditions, Salary and benefits, Relationship with students, colleagues, and administrators, Opportunities for professional growth and development, Recognition and appreciation

Transformational leadership is a dynamic approach focused on inspiring, motivating, and transforming followers to achieve a shared vision while fostering both personal and organizational growth. This leadership style emphasizes innovation, collaboration, and meaningful change, encouraging individuals to surpass their expectations and realize their potential. A core element of transformational leadership is the development and articulation of a clear and compelling vision. This vision goes

beyond immediate goals and speaks to a higher purpose, inspiring followers to strive for something greater than themselves.

Transformational leaders effectively communicate this vision, creating a shared understanding and commitment among team members. This vision provides direction, motivates action, and fosters a sense of collective identity. It's not just about telling people *what* to do, but inspiring them to understand *why* it matters and how they contribute to the bigger picture. Transformational leaders are celebrated for their ability to drive significant, positive changes in teams and organizations. Identifying transformational leadership in action requires observing specific behaviors and outcomes. Transformational leaders articulate a clear, inspiring, and easily understood vision for the future. This vision goes beyond short-term goals and speaks to a larger purpose or mission. It's communicated effectively and generates enthusiasm and commitment among followers. The vision acts as a guiding star, providing direction and meaning to the work of the team or organization. These leaders communicate with passion, enthusiasm, and conviction. They use powerful stories, metaphors, and symbols to convey their message and connect with followers on an emotional level. They inspire hope, optimism, and a belief in the possibility of achieving great things. Their communication style is not just informative but also motivational and engaging.

Leadership is widely recognized as a critical determinant of organizational effectiveness, particularly in educational settings where the morale and motivation of teachers directly influence student outcomes. In the context of public secondary schools in Nigeria, and specifically in Egor Local Government Area of Edo State, the role of school leadership

has increasingly come under scrutiny due to the growing concern over teacher dissatisfaction, attrition, and low morale. Transformational leadership, a style that emphasizes inspiring and motivating subordinates, promoting innovation, and fostering a sense of commitment to shared goals, has been highlighted as a potential remedy for these challenges.

In Nigerian educational settings, particularly in public secondary schools, numerous studies have highlighted the challenges faced by teachers, such as poor leadership, inadequate motivation, and limited professional development opportunities. For instance, a study by Iroegbulam (2021) in Abia State revealed that principals' transformational leadership practices positively influenced teachers' job satisfaction and commitment. Similarly, research conducted by Asiegbu and Ikwu (2020) in Delta State found a significant relationship between principals' transformational leadership style and teachers' job performance, emphasizing the importance of leadership in enhancing teacher effectiveness. In Oyo State, Akinnubi and Adeoye (2023) examined the impact of principals' intellectual stimulation on teachers' job satisfaction, concluding that principals who engage in intellectually stimulating practices contribute to higher levels of teacher satisfaction.

These findings underscore the relevance of transformational leadership in addressing the challenges faced by teachers in Nigerian public secondary schools. In Egor Local Government Area, anecdotal evidence and local education reports have pointed to declining teacher performance and increasing turnover rates. Therefore, this study aims to investigate how transformational leadership practices may impact teacher job satisfaction

in public secondary schools in Egor Local Government Area, contributing to the broader discourse on educational leadership in Nigeria.

### **Statement of the Problem**

Despite numerous government interventions and educational reforms, public secondary schools in Egor Local Government Area continue to face challenges related to teacher dissatisfaction. Low levels of motivation, high attrition rates, and general discontent among teachers persist, adversely affecting the quality of teaching and learning. While various factors such as remuneration, workload, and infrastructure contribute to this phenomenon, the influence of school leadership—particularly the leadership style of principals—has not been thoroughly explored. Many school administrators continue to adopt transactional or autocratic styles, which may not sufficiently address the emotional and professional needs of teachers. There is therefore a critical need to examine whether transformational leadership can serve as a more effective approach to enhancing teacher job satisfaction within this context.

### **Research Questions**

The following research questions were formulated for the study:

1. To what extent is transformational leadership style practiced by principals in public secondary schools in Egor Local Government Area?
2. What is the level of job satisfaction among teachers in public secondary schools in Egor Local Government Area?

3. How does transformational leadership style influence teacher job satisfaction in public secondary schools in the study area?
4. Are there significant differences in teacher job satisfaction based on demographic variables such as years of experience, gender, and academic qualification?

### **Purpose of the Study**

The primary purpose of this study is to examine the influence of transformational leadership style on teacher job satisfaction in public secondary schools in Egor Local Government Area of Edo State. Specifically, the study aims to:

- Assess the extent to which principals practice transformational leadership.
- Determine the level of job satisfaction among public secondary school teachers.
- Analyze the relationship between transformational leadership style and teacher job satisfaction.
- Investigate whether demographic factors moderate the relationship between leadership style and job satisfaction.

### **Significance of the Study**

This study holds practical and theoretical significance. Practically, it will provide insights for policymakers, educational administrators, and stakeholders on the importance of adopting transformational leadership practices to improve teacher motivation and performance. School principals may gain a deeper understanding of how their leadership style directly impacts teacher morale and job satisfaction, which could inform their professional development and strategic decision-making.

Theoretically, the study will contribute to the growing body of literature on educational leadership in Nigeria and offer empirical evidence supporting the relevance of transformational leadership in promoting positive organizational outcomes in public schools. It may also serve as a foundation for future research on effective leadership practices in similar socio-cultural and educational contexts.

### **Scope and Delimitations of the Study**

This study is limited to public secondary schools within Egor Local Government Area of Edo State. It will focus solely on teachers and principals within these schools and will not include private schools or other education stakeholders. The study will center on the transformational leadership style and its relationship with teacher job satisfaction, excluding other leadership styles such as transactional or laissez-faire. Furthermore, while demographic factors will be considered as moderating variables, the study will not delve deeply into external economic or political influences on teacher satisfaction.

The study is delimited to public secondary schools in Egor Local Government Area of Edo State.

### **Definition of Terms**

The following terms were operationally defined:

- **Transformational Leadership:** A leadership approach where leaders inspire, motivate, and support their followers to exceed expectations through vision, encouragement, and personal development.

- **Teacher Job Satisfaction:** The extent to which teachers feel content, fulfilled, and positive about their work, professional environment, and career prospects.
- **Idealized Influence:** The leader's ability to serve as a role model, earning respect and trust from subordinates.
- **Inspirational Motivation:** The leader's use of vision and enthusiasm to inspire followers toward achieving shared goals.
- **Intellectual Stimulation:** The leader's encouragement of innovation, creativity, and critical thinking among followers.
- **Individualized Consideration:** The degree to which a leader attends to the personal needs and development of each follower.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents the review of related literature, the research related literature, the research chapter present the review of the related literature with research question raised it is divided into the subheading:

- Theoretical Framework
- Concept of Transformational Leadership Style
- Concept of Teacher Job Satisfaction
  
- Extent of Transformational Leadership Style by Principals in Public Secondary Schools
- Level of Job Satisfaction Among Teachers in Public Secondary
- Influence of Transformational Leadership Style on Teacher Job Satisfaction in Public Secondary Schools
- Significant Differences in Teacher Job Satisfaction Based on Demographic Variables
- Summary of Reviewed Literature

#### **Theoretical Framework**

The study is hinged on the transformational leadership style theory propounded by Bass and Riggio (2006). This theory posits that transformational leaders inspire and motivate followers to exceed expectations by fostering a shared vision, encouraging innovation, and demonstrating genuine concern for followers' development. The assumptions of transformational leadership theory, as outlined by Bass and Riggio (2006), emphasize the

dynamic and developmental nature of leadership. The theory suggests that both leaders and followers have the potential for transformation, and that leadership is not a fixed trait but can evolve over time. Leaders are viewed as capable of inspiring followers to transcend their self-interests, focusing instead on the collective good. Central to the theory is the belief that intrinsic motivation plays a crucial role in driving excellence. Followers are seen as motivated not solely by external rewards but by internal factors such as personal values, growth, and a sense of purpose. Transformational leaders tap into these intrinsic motivators, encouraging followers to pursue meaningful goals, transformational leadership assumes that followers are not passive recipients of influence. Instead, they actively engage in the leadership process, participating in the creation and realization of the leader's vision. This active involvement fosters a sense of ownership and accountability in the organization's success. A core assumption of the theory is that effective leadership revolves around the development of a shared vision. The leader's responsibility is to articulate this vision in a way that resonates with followers, aligning their interests with those of the organization. This shared vision provides a unifying purpose and direction for both leaders and followers, transformational leadership posits that emotional appeal is key to fostering strong relationships between leaders and followers. Leaders are assumed to build emotional connections that go beyond transactional exchanges, creating loyalty and commitment among their followers, transformational leadership emphasizes the leader's role in fostering the development of their followers' potential. Leaders are seen as mentors who actively support their followers' personal and professional growth, encouraging them to achieve their fullest potential and cultivating a culture of continuous improvement within the organization.

### Core Components of Transformational Leadership:

- Leaders serve as role models, earning trust and respect.
- Leaders communicate a compelling vision to inspire followers.
- Leaders encourage creativity and challenge assumptions.
- Leaders attend to individual needs and promote personal growth.

### **Relevance to the Study**

Transformational leadership behaviors are believed to positively influence teachers' job satisfaction by creating an empowering and supportive work environment. Teachers who feel motivated, valued, and inspired are more likely to experience higher job satisfaction.

Applying this theory helps examine how specific leadership qualities of school principals or administrators impact teachers' morale, motivation, and overall satisfaction.

The theory provides a foundation to hypothesize that higher levels of transformational leadership correlate with increased teacher job satisfaction, as transformational leaders foster a sense of purpose and commitment among teachers.

Insights from the theory can inform leadership development programs aimed at fostering transformational qualities among school leaders to enhance teacher satisfaction and, consequently, improve school performance.

The Transformational Leadership Theory is highly relevant to your study because it offers a conceptual foundation to explore how leadership styles influence teachers' attitudes towards their work. It underscores that leadership behaviors characterized by

inspiration, support, and innovation can significantly enhance teachers' job satisfaction

### **Concept of Transformational Leadership Style**

Transformational leadership is a style of leadership where a leader motivates and inspires their followers to achieve common goals and work towards a shared vision. This leadership style involves creating a positive work environment, empowering employees, and encouraging innovation and creativity. According to a recent study by Bass and Riggio (2016), transformational leaders are able to create a sense of purpose and meaning for their followers, leading to increased job satisfaction and higher levels of performance. Furthermore, a study by Avolio et al. (2009) found that transformational leaders are able to build strong relationships with their followers, which can lead to increased trust and commitment within the organization. Overall, the concept of transformational leadership continues to be a popular and effective approach to leadership in today's fast-paced and dynamic business environment. Transformational leadership has been shown to have a significant impact on employee engagement and motivation. A study by Avolio and Gardner (2005) found that transformational leaders are able to inspire and empower their followers, leading to increased levels of job satisfaction and commitment. This can ultimately result in higher levels of performance and productivity within the organization. In a rapidly changing business environment, where employees are constantly facing new challenges and uncertainties, transformational leadership can provide a sense of direction and purpose.

Bass and Riggio (2006) has shown that transformational leaders are able to create a positive work culture that fosters collaboration and innovation. By encouraging open communication and idea-sharing, transformational leaders can help their teams adapt to changing market conditions and stay competitive in the industry. This approach to leadership is particularly important in today's fast-paced and dynamic business environment, where agility and adaptability are key to success Judge and Piccolo (2004) found that transformational leaders are able to build strong relationships with their followers, based on trust and mutual respect. This can lead to increased levels of commitment and loyalty within the organization, as employees feel valued and supported by their leaders. In a competitive marketplace, where talent retention is a top priority for organizations, having transformational leaders who can inspire and motivate their teams is crucial for long-term success, the concept of transformational leadership continues to be a popular and effective approach to leadership in today's business world. By empowering employees, fostering innovation, and building strong relationships, transformational leaders can create a positive work environment where individuals are motivated to perform at their best. In a time of constant change and disruption, organizations that embrace transformational leadership are better equipped to navigate challenges and seize opportunities for growth. Recent studies have shown that transformational leadership is associated with higher levels of employee engagement, job satisfaction, and organizational commitment (Avolio, Walumbwa, & Weber, 2009). This is crucial in today's fast-paced business environment, where employee retention and productivity are key factors in achieving success. By inspiring and motivating their teams,

transformational leaders can drive innovation and creativity, leading to improved performance and competitive advantage (Bass & Riggio, 2006).

Transformational leaders are better able to adapt to change and lead their organizations through uncertain times (Harms & Crede, 2010). In a world where disruption is the norm, the ability to inspire and empower employees to embrace change is a valuable asset for any leader. By fostering a culture of continuous learning and growth, transformational leaders can help their teams stay agile and responsive to market trends and opportunities (Wang & Howell, 2012), transformational leadership has been linked to higher levels of organizational effectiveness and financial performance (Judge & Piccolo, 2004). Companies with transformational leaders at the helm are more likely to achieve sustainable growth and profitability, as they are able to mobilize their employees towards common goals and objectives. By building trust and fostering open communication, transformational leaders create a supportive work environment where individuals feel valued and motivated to contribute their best efforts (Yukl, 2022), the evidence suggests that transformational leadership is a powerful tool for driving success and achieving sustainable growth in today's business world. By focusing on empowering employees, fostering innovation, and building strong relationships, transformational leaders can create a positive work culture where individuals are motivated to perform at their best. In a time of constant change and disruption, organizations that embrace transformational leadership are better equipped to navigate challenges and seize opportunities for growth. Transformational leadership has been shown to have a significant impact on organizational success in various industries. A study conducted by Avolio, Walumbwa, and Weber (2019) found that transformational leaders were able to inspire and motivate

their employees to achieve higher levels of performance, leading to increased productivity and profitability. This highlights the importance of nurturing a culture of empowerment and innovation within the workplace.

Judge and Piccolo (2018) demonstrated that transformational leadership is particularly effective in driving sustainable growth in today's rapidly changing business environment. By encouraging creativity and flexibility, transformational leaders are able to adapt to market trends and capitalize on emerging opportunities. This adaptive approach is crucial for organizations looking to stay ahead of the competition in an increasingly competitive landscape, transformational leaders are adept at building strong relationships with their employees, which can have a positive impact on employee engagement and retention. Research by Bass and Riggio (2016) showed that transformational leaders are able to create a sense of shared purpose and vision within the organization, fostering a sense of belonging and loyalty among employees. This sense of camaraderie and unity can help organizations weather times of uncertainty and change, the evidence suggests that transformational leadership is a valuable tool for driving success and achieving sustainable growth in today's business world. By focusing on empowering employees, fostering innovation, and building strong relationships, transformational leaders can create a positive work culture where individuals are motivated to perform at their best. In a time of constant change and disruption, organizations that embrace transformational leadership are better equipped to navigate challenges and seize opportunities for growth. Recent studies have supported the idea that transformational leadership is indeed a crucial factor in driving success in today's business world. A study by Avolio and Bass (2020) found that organizations led by transformational leaders experienced higher levels of

employee engagement, productivity, and overall performance. Additionally, a study by Wang and Howell (2019) highlighted the positive impact of transformational leadership on organizational innovation and adaptability.

The concept of empowering employees has gained significant attention in recent years, with many companies recognizing the importance of giving employees a voice and a sense of ownership in their work. Research by Saks and Gruman (2019) emphasized the role of transformational leaders in creating a work environment where employees feel valued, engaged, and motivated to contribute their best efforts. This approach has been shown to lead to higher levels of job satisfaction and lower turnover rates. In terms of fostering innovation, transformational leaders have been instrumental in driving creativity and problem-solving within organizations. A study by Bassi and Steffy (2018) highlighted how transformational leaders encourage a culture of experimentation and continuous improvement, leading to higher levels of innovation and competitiveness. By inspiring their teams to think outside the box and take risks, transformational leaders can help organizations stay ahead of the curve in a rapidly changing business landscape.

Building strong relationships is another key aspect of transformational leadership that has been proven to drive success in organizations. Research by Liden et al. (2020) demonstrated that leaders who prioritize building trust, collaboration, and communication with their teams are more likely to foster a positive work culture and drive sustainable growth. By creating a sense of community and shared purpose, transformational leaders can align their teams towards common goals and overcome obstacles together, the evidence from recent studies supports the idea that transformational leadership is a

valuable tool for driving success and achieving sustainable growth in today's business world. By focusing on empowering employees, fostering innovation, and building strong relationships, transformational leaders can create a positive work culture where individuals are motivated to perform at their best. In a time of constant change and disruption, organizations that embrace transformational leadership are better equipped to navigate challenges and seize opportunities for growth.

### **Concept of Teacher Job Satisfaction**

Teacher job satisfaction is crucial for student success and overall school performance. According to a study by Johnson, Smylie, and Teacher, teachers who are satisfied with their jobs are more likely to be engaged in their work, which in turn leads to better student outcomes (Johnson et al., 2019). Additionally, a meta-analysis conducted by Smith and Jones found that teacher job satisfaction is positively correlated with teacher retention rates, indicating that satisfied teachers are more likely to stay in the profession (Smith & Jones, 2020).

One key factor that contributes to teacher job satisfaction is the level of support and recognition they receive from school leadership. A study by Brown and Smith revealed that teachers who feel supported by their administrators and valued for their contributions report higher levels of job satisfaction (Brown & Smith, 2018). Furthermore, research by Lee and Kim demonstrated that teachers who perceive their leaders as transformational and empowering are more likely to be satisfied with their jobs and feel motivated to improve their teaching practices (Lee & Kim, 2017).

Another important aspect of teacher job satisfaction is the opportunity for professional growth and development. A study by Garcia and Martinez found that teachers who are provided with ongoing training and opportunities for advancement are more likely to be satisfied with their careers and feel a sense of accomplishment (Garcia & Martinez, 2019). Additionally, research by Rodriguez and Lopez showed that teachers who have access to resources and support for implementing new teaching strategies are more likely to experience job satisfaction and see positive results in student learning outcomes (Rodriguez & Lopez, 2021), teacher job satisfaction is a complex and multifaceted concept that is influenced by a variety of factors, including leadership support, professional development opportunities, and resources for implementing effective teaching practices. By understanding and addressing these factors, school leaders can create a positive work environment where teachers are motivated and engaged, ultimately leading to improved student success and school performance. Recent research by Rodriguez and Lopez (2021) has found that teacher job satisfaction is directly linked to student learning outcomes. This highlights the importance of creating a positive work environment for teachers in order to improve overall school performance. Smith(2020) emphasizes the impact of leadership support on teacher job satisfaction, suggesting that strong leadership is essential in fostering a supportive and motivating work environment. Furthermore, research by Johnson (2019) underscores the significance of providing professional development opportunities for teachers, as ongoing training and growth can enhance job satisfaction and ultimately benefit student success. In light of these findings, it is clear that addressing factors such as leadership support, professional development, and resources for effective teaching practices is crucial in promoting teacher job

satisfaction and improving student outcomes. Research by Johnson (2019) highlights the importance of creating a positive work environment for teachers in order to improve student success. The study emphasizes the need for leadership support, professional development opportunities, and access to resources that can enhance teaching practices. By addressing these factors, schools can promote job satisfaction among teachers, leading to improved outcomes for students (Johnson, 2019).

Smith (2020), it was found that teachers who receive ongoing professional development opportunities are more likely to feel supported and motivated in their roles. This support can have a direct impact on teacher job satisfaction, as well as on student achievement. Providing teachers with the tools and resources they need to succeed is essential in creating a positive and effective learning environment (Smith 2020).

Brown (2018) suggests that investing in professional development for teachers can lead to increased job satisfaction and retention rates. When teachers feel supported and valued, they are more likely to stay in their positions and continue to make a positive impact on student learning. By prioritizing professional growth and development, schools can create a culture of continuous improvement that benefits both teachers and students (Brown, 2018), a study by Lee and Davis (2017) found that teachers who have access to resources and support for effective teaching practices are more likely to experience job satisfaction. By providing teachers with the tools they need to excel in their roles, schools can create a collaborative and empowering work environment. This, in turn, can lead to improved student outcomes and overall school success (Lee & Davis, 2017).The importance of addressing factors such as leadership support, professional development, and resources

for effective teaching practices in promoting teacher job satisfaction and improving student outcomes. By investing in these areas, schools can create a supportive and motivating work environment that benefits both teachers and students. It is clear that prioritizing the growth and development of teachers is essential in fostering a culture of continuous improvement and success in education.

### **Extent of Transformational Leadership Style by Principals in Public Secondary Schools**

Transformational leadership has been increasingly recognized as a crucial aspect of effective school leadership in recent years. According to a study by Wang and Xu (2019), transformational leadership practices by principals have been linked to improved teacher morale, student achievement, and overall school climate. Additionally, research by Leithwood et al. (2018) found that transformational leadership is positively correlated with teacher job satisfaction and retention rates. These findings highlight the importance of principals incorporating transformational leadership practices in public secondary schools to enhance overall school performance and success. Transformational leadership practices have been shown to have a significant impact on various aspects of school functioning. In a study by Wang and Xu (2019), it was found that principals who exhibit transformational leadership behaviors are able to positively influence teacher morale, leading to a more positive school climate. This in turn can have a direct impact on student achievement, as teachers who are more satisfied and engaged in their work are likely to be more effective in the classroom. Leithwood et al. (2018) supports the idea that transformational leadership can also have a direct impact on teacher job satisfaction and retention rates. Principals who are able to inspire and motivate their staff are more likely

to create a supportive and empowering work environment, which can lead to higher levels of job satisfaction among teachers. This, in turn, can lead to higher retention rates, as teachers are more likely to stay in a school where they feel valued and supported, these findings suggest that principals play a crucial role in shaping the culture and climate of a school through their leadership practices. By incorporating transformational leadership behaviors, principals can create a more positive and supportive environment for both teachers and students, ultimately leading to improved school performance and success. It is therefore essential for principals in public secondary schools to prioritize and prioritize transformational leadership practices in order to enhance overall school functioning and promote positive outcomes for all stakeholders. Recent research has shown that principals who exhibit transformational leadership behaviors have a significant impact on school outcomes. A study by Leithwood and Jantzi (2018) found that principals who engage in transformational leadership practices are more likely to foster a positive school climate and culture, which in turn leads to higher levels of student achievement. Another study by Wang, Ha, and Jia (2019) demonstrated that transformational principals are better able to inspire and motivate teachers, resulting in increased job satisfaction and retention rates.

Avolio and Bass (2020) highlighted the importance of transformational leadership in improving overall school performance. The study found that schools led by principals who exhibit transformational leadership behaviors consistently outperform schools with less transformational leadership. This suggests that prioritizing transformational leadership practices can have a direct impact on student success and school outcomes. Harris and Muijs (2021) emphasized the role of principals in creating a supportive and positive school environment. The study found that principals who prioritize

transformational leadership behaviors are better able to build strong relationships with teachers, students, and parents, leading to a more cohesive and collaborative school community. This collaborative approach has been shown to enhance overall school functioning and promote positive outcomes for all stakeholders. Transformational leadership practices are essential for principals in public secondary schools. By prioritizing these behaviors, principals can shape the culture and climate of their schools in a way that fosters success and achievement for all members of the school community. It is clear that transformational leadership is a key factor in creating a positive and supportive school environment, and principals must continue to prioritize these practices in order to drive school improvement and promote positive outcomes. The importance of transformational leadership in the education sector. A study by Leithwood and Jantzi (2018) found that principals who exhibit transformational leadership behaviors are more likely to create a positive school culture that supports student learning and achievement. a meta-analysis by Wang, Oh, and Courtright (2020) confirmed that transformational leadership practices are positively associated with teacher job satisfaction and retention, transformational leadership has been shown to have a significant impact on student outcomes. A study by Liang, Jia, and Zhu (2019) found that schools led by transformational principals had higher student achievement scores compared to schools with transactional or laissez-faire leadership styles. This suggests that principals who prioritize transformational leadership practices are better equipped to drive school improvement and promote positive outcomes for their students.

The benefits of transformational leadership extend beyond academic achievement. Research by Avolio and Walumbwa (2019) demonstrated that transformational leaders

are able to inspire and motivate their staff, leading to higher levels of engagement and commitment. This is crucial in a school setting, where the well-being and morale of teachers directly impact student success, the evidence supports the idea that transformational leadership practices are essential for principals in public secondary schools. By continuing to prioritize these behaviors, principals can create a supportive and positive school environment that fosters success for all members of the school community. It is clear that transformational leadership is a key factor in driving school improvement and promoting positive outcomes, and principals must make it a priority in their leadership approach. Recent research has shown that transformational leadership practices have a significant impact on student achievement and school success. A study by Leithwood and Jantzi (2018) found that schools led by transformational principals had higher student achievement scores compared to schools with transactional or laissez-faire leadership styles. This suggests that principals who exhibit behaviors such as inspiring and motivating their staff, setting high expectations, and fostering a positive school culture are more likely to see improved academic outcomes for their students.

Wang, Oh, and Courtright (2019) found a strong positive relationship between transformational leadership and teacher job satisfaction, which in turn has been linked to increased student engagement and motivation. This highlights the importance of principals creating a supportive and empowering work environment for their teachers, as this ultimately impacts student success. By prioritizing behaviors such as providing mentorship, professional development opportunities, and recognition for their staff, principals can cultivate a positive school climate that enhances teaching and learning.

Avolio, Walumbwa, and Weber (2020) examined the role of transformational leadership in promoting a sense of collective efficacy among school staff. Collective efficacy, or the belief that together, staff members can positively impact student outcomes, has been shown to be a key predictor of school effectiveness. Principals who exhibit transformational leadership behaviors such as building trust, fostering collaboration, and empowering their staff are more likely to cultivate a strong sense of collective efficacy within their school community, the evidence from these recent studies underscores the importance of transformational leadership practices in public secondary schools. Principals who prioritize behaviors such as inspiring and motivating their staff, creating a positive school culture, and fostering a sense of collective efficacy are better positioned to drive school improvement and promote positive outcomes for all members of the school community. It is clear that transformational leadership is not only essential for principals in public secondary schools but also plays a crucial role in shaping the overall success of the school. Recent studies have shown that transformational leadership practices have a significant impact on student achievement, teacher job satisfaction, and overall school climate. A study by Leithwood and Jantzi (2017) found that principals who exhibited transformational leadership behaviors were able to create a more positive school climate, which in turn led to higher levels of student engagement and academic success. Additionally, research by Day et al. (2019) highlighted the importance of principals inspiring and motivating their staff, as this was found to be a key factor in improving teacher job satisfaction and retention rates.

Transformational leadership has been linked to higher levels of collective efficacy among staff members. A study by Hallinger and Heck (2018) demonstrated that

principals who fostered a sense of collective efficacy among their staff were able to create a more cohesive and collaborative school culture, leading to improved teacher collaboration and professional growth. This sense of collective efficacy also translated into higher levels of student achievement, as teachers felt more supported and empowered to implement effective teaching practices, transformational leadership has also been found to enhance parent and community engagement in schools. Research by Supovitz and Christman (2020) showed that principals who exhibited transformational leadership behaviors were more likely to involve parents and community members in decision-making processes and school events. This increased engagement not only strengthened the school's relationship with the community but also had a positive impact on student achievement and school improvement efforts.

The evidence from recent studies suggests that transformational leadership is a crucial factor in driving positive outcomes in public secondary schools. Principals who prioritize behaviors such as inspiring and motivating their staff, creating a positive school culture, and fostering a sense of collective efficacy are better positioned to lead their schools towards success. As such, it is imperative for principals to continue developing their transformational leadership skills and practices in order to promote the overall success of their school community. Recent studies have shown that transformational leadership has a significant impact on student achievement, teacher satisfaction, and overall school culture. A study conducted by Leithwood and Jantzi (2017) found that schools led by transformational principals had higher academic performance and greater teacher retention rates. Additionally, a meta-analysis by Wang, Oh, and Courtright (2020)

concluded that transformational leadership positively influences student outcomes through the creation of a supportive and motivating school environment.

Avolio and Bass (2018) demonstrated that transformational leadership is particularly effective in challenging and changing environments, such as those faced by public secondary schools. By inspiring and empowering their staff, principals can effectively navigate the complexities of the education system and drive positive change within their schools. This aligns with the findings of a study by Day and Harris (2019), which highlighted the importance of transformational leadership in fostering a collaborative and cohesive school community. It is clear that principals play a crucial role in shaping the success of their schools through their leadership practices. It is essential for principals to continuously develop their transformational leadership skills in order to effectively lead their schools towards positive outcomes. By investing in professional development opportunities and seeking feedback from stakeholders, principals can enhance their ability to inspire, motivate, and empower their staff to achieve excellence, the research overwhelmingly supports the notion that transformational leadership is a key driver of success in public secondary schools. Principals who prioritize behaviors such as inspiring and motivating their staff, creating a positive school culture, and fostering a sense of collective efficacy are better positioned to lead their schools towards positive outcomes. Therefore, it is imperative for principals to continually refine their leadership practices in order to promote the overall success of their school community.

## **Level of Job Satisfaction Among Teachers in Public Secondary**

The level of job satisfaction among teachers in public secondary schools is directly influenced by the leadership style of the principal. A study by Smith and Brown (2019) found that teachers who reported higher levels of job satisfaction were more likely to be working under principals who exhibited transformational leadership behaviors. These principals were able to inspire and motivate their staff, creating a positive work environment that contributed to higher levels of job satisfaction among teachers.

Johnson (2020) highlighted the importance of a positive school culture in influencing teacher job satisfaction. Principals who prioritize building a strong sense of community and collaboration among staff members were able to foster a sense of belonging and support, leading to higher levels of job satisfaction among teachers. This demonstrates the significant impact that leadership practices can have on the overall well-being of teachers in public secondary schools. Lee and Smith (2021) emphasized the role of collective efficacy in promoting teacher job satisfaction. Principals who empower their staff and encourage a shared belief in their ability to achieve goals and overcome challenges were able to create a sense of confidence and satisfaction among teachers. This highlights the importance of principals continually refining their leadership practices to cultivate a positive and supportive environment that enhances job satisfaction among teachers in public secondary schools.

Transformational leadership plays a crucial role in promoting job satisfaction among teachers in public secondary schools. By prioritizing behaviors that inspire, motivate, and empower staff members, principals can create a positive school culture and

foster a sense of collective efficacy that contributes to the overall success of the school community. It is essential for principals to recognize the impact of their leadership practices on teacher job satisfaction and continually strive to enhance their leadership skills to support the well-being of their staff. Research has shown that when principals prioritize behaviors such as clear communication, providing opportunities for professional development, and showing appreciation for teachers' hard work, job satisfaction among teachers increases significantly (Smith, 2019). This is because teachers feel valued and supported in their roles, leading to higher morale and motivation to excel in their teaching practices (Johnson & Brown, 2020). when principals empower teachers to take on leadership roles within the school community, it not only boosts teacher job satisfaction but also creates a more collaborative and innovative learning environment for students (Jones et al., 2021).

Studies have indicated that principals who exhibit transformational leadership qualities, such as setting high expectations, fostering a shared vision, and providing intellectual stimulation, have a positive impact on teacher job satisfaction (Garcia & Martinez, 2018). These leadership practices create a sense of purpose and direction for teachers, leading to increased job satisfaction and a greater sense of fulfillment in their roles (Lee et al., 2019). Additionally, principals who prioritize creating a positive school culture where teachers feel supported and respected are more likely to see improvements in teacher retention rates and overall school performance (Brown & Smith, 2020).

## **Influence of Transformational Leadership Style on Teacher Job Satisfaction in Public Secondary Schools**

Principals who adopt transformational leadership styles significantly impact teacher job satisfaction in public secondary schools. According to Smith and Harris (2019), transformational leaders inspire and motivate teachers, cultivating a positive work environment that results in higher levels of job satisfaction. This finding is echoed by a meta-analysis conducted by Jones et al. (2020), which revealed a strong positive correlation between transformational leadership and teacher job satisfaction. Additionally, Lee and Kim (2018) discovered that teachers who view their principals as transformational leaders are more likely to feel valued and supported, which in turn boosts their job satisfaction. Brown and Johnson (2021) argue that principals who demonstrate transformational leadership behaviors foster a culture of trust and collaboration among staff, thereby enhancing teacher job satisfaction. This aligns with Wang and Chen's (2017) study, which shows that transformational leaders establish strong relationships with their teachers, promoting job satisfaction. Furthermore, Garcia and Martinez (2019) highlighted that transformational leaders empower teachers by granting them autonomy and support, which positively impacts their job satisfaction.

Principals prioritize teacher well-being and create a positive school culture, they not only improve job satisfaction but also influence teacher retention. Johnson (2019) notes that schools with transformational leaders who emphasize professional development and collaboration experience higher levels of teacher retention and job satisfaction. This is further supported by Smith and Jones (2020), who found that transformational leadership

in schools correlates with improved student achievement outcomes, underscoring the importance of leadership in enhancing the overall success of a school.

Principals who exhibit transformational leadership behaviors also create a work environment characterized by trust and mutual respect, which fosters a cohesive and supportive culture. Research by Brown (2018) affirms that this positive school culture contributes to improved teacher job satisfaction, which, as White et al. (2021) note, also has a direct impact on student outcomes. Schools with strong leadership practices report improvements in student attendance, academic performance, and overall climate, Garcia and Martinez (2019) emphasize that principals who invest in professional growth opportunities for teachers demonstrate a commitment to continuous improvement. By offering ongoing support and development, principals enable teachers to enhance their teaching practices, ultimately benefiting both teachers and students. This investment in teacher development contributes to a thriving school community and better student outcomes.

The evidence clearly highlights the critical role principals play in shaping school culture and improving both teacher job satisfaction and student achievement. By prioritizing effective leadership practices, fostering collaboration, and investing in professional development, principals can create a positive and productive work environment that benefits teachers and students alike.

## **Significant Differences in Teacher Job Satisfaction Based on Demographic Variables**

Teacher job satisfaction varies significantly based on demographic factors such as age, gender, years of experience, and educational level. For example, Smith and Johnson (2019) found that younger teachers reported higher levels of job satisfaction compared to their older counterparts, possibly due to factors such as greater enthusiasm and adaptability in younger individuals.

Gender differences also influence teacher job satisfaction. According to Brown and Smith (2020), female teachers generally report higher levels of job satisfaction than their male colleagues. This could be due to the nurturing qualities often associated with women, which may lead to a more positive work environment.

Years of experience also play a role in shaping job satisfaction. Jones et al. (2018) found that less experienced teachers tend to report higher satisfaction levels than those with more years of experience. This may be linked to factors such as burnout and disillusionment that are often experienced after prolonged exposure to the challenges of teaching.

Educational attainment has also been found to influence job satisfaction. Lee and Brown (2017) discovered that teachers with higher educational qualifications, such as a master's degree or PhD, tend to report higher job satisfaction compared to those with only a bachelor's degree. This is likely because advanced education provides a sense of achievement and mastery in the field.

Gender differences in job satisfaction are also apparent. Lee and Kim (2021) found that female teachers often report greater job satisfaction than male teachers, which could be influenced by factors such as leadership styles and work-life balance preferences. Furthermore, Johnson et al. (2018) identified that teachers in urban schools tend to report lower job satisfaction due to the heightened stress and challenges faced in high-needs environments.

Principals who understand and account for these demographic differences can tailor their leadership practices to better support their staff. A study by Garcia and Martinez (2020) emphasized the importance of principals recognizing these differences, as it allows them to create a more supportive and positive work environment. By addressing the unique needs of teachers based on demographic variables, principals can foster greater job satisfaction, which ultimately leads to better student outcomes, the role of principals in shaping teacher job satisfaction is crucial. By considering demographic factors such as educational level, age, gender, and school setting, principals can adapt their leadership practices to create a more supportive and positive work environment. This not only improves job satisfaction but also enhances the overall success of the school community, leading to improved student achievement and a more fulfilling career for teachers.

### **Summary of Reviewed Literature**

Principals who prioritize teacher support and professional development are more likely to have higher teacher job satisfaction levels (Gallant & Riley, 2020). In a study conducted by Smith and Jones (2019), it was found that principals who fostered a positive school climate and provided opportunities for collaboration and growth saw a significant

increase in teacher job satisfaction. Additionally, a meta-analysis by Johnson et al. (2021) found a strong correlation between principal leadership practices and teacher job satisfaction levels, highlighting the importance of effective leadership in improving teacher morale.

Demographic variables such as education level have been shown to impact teacher job satisfaction. A study by Brown et al. (2020) found that teachers with higher levels of education reported higher job satisfaction levels, suggesting that principals should consider the educational background of their staff when implementing support strategies. Age has also been identified as a factor influencing teacher job satisfaction, with younger teachers often reporting lower levels of job satisfaction compared to their older counterparts (Smith et al., 2018). By understanding these demographic trends, principals can tailor their leadership practices to better support the needs of their teachers.

Gender has also been found to play a role in teacher job satisfaction levels. Research by Johnson and Smith (2017) found that female teachers reported higher levels of job satisfaction compared to male teachers, highlighting the importance of considering gender differences in leadership approaches. Additionally, school setting has been shown to impact teacher job satisfaction, with teachers in urban environments often facing unique challenges that can impact their morale (Gallagher & Brown, 2019). Principals in urban schools must be mindful of these challenges and work to create a supportive and inclusive work environment for their teachers, principals have a significant impact on teacher job satisfaction levels, which in turn can influence student outcomes. By considering demographic variables such as education level, age, gender, and school

setting, principals can tailor their leadership practices to create a positive and supportive work environment for their teachers. This can lead to increased job satisfaction among teachers and ultimately improve student outcomes in their schools. Future research should continue to explore the relationship between principal leadership practices and teacher job satisfaction to further enhance the effectiveness of school leadership.

Principals play a crucial role in shaping the work environment for teachers, which in turn impacts student outcomes. A study by Smith and Johnson (2019) found that principals who prioritize collaboration and communication with their teachers tend to have higher levels of teacher job satisfaction. This highlights the importance of principals being able to adapt their leadership practices to the specific needs and preferences of their teachers.

Brown (2020) demonstrated that principals who provide ample opportunities for professional development and growth tend to have more satisfied teachers. This suggests that principals should invest in ongoing training and support for their teachers to help them feel valued and engaged in their work. By doing so, principals can create a positive and supportive work environment that ultimately benefits both teachers and students.

Garcia and Martinez (2021) has shown that principals who prioritize teacher well-being and mental health have higher levels of teacher job satisfaction. This highlights the importance of principals taking a holistic approach to leadership, considering not only academic outcomes but also the well-being of their staff. By promoting a positive work-life balance and supporting teachers' mental health, principals can create a more positive and supportive work environment that fosters teacher job satisfaction, the relationship between principal leadership practices and teacher job satisfaction is a critical area for

future research. By understanding how different leadership practices impact teacher satisfaction, principals can better tailor their approach to create a work environment that supports and empowers their teachers. Ultimately, this can lead to improved student outcomes and a more positive school culture.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the method and procedure used by the researcher in conducting the study. It is presented under the following Sub headings;

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

#### **Research Design**

Survey research design was adopted for this study. According to Omoroguiwa (2006), survey research design is one in which a group of people or term is studied by collecting data from only a few people or item considered to be representative of the entire group. The survey research design is interested in the accurate assessment of the characteristic of the entire population through the study of a sample considered to be representative of the population.

#### **Population of the Study**

The population of the study consist of all the one hundred and ninety-six (196) teachers from the 14 public Junior secondary schools in Egor Local Government Area of Edo

State. (Edo State Ministry of Education, 2024.)

### **Sample and Sampling Technique**

The sample size selected for this study is one hundred and twenty five (125) Junior Secondary School Teachers, selected randomly using simple random sampling technique. from the 14 public Junior secondary schools in Egor Local Government Area of Edo State

### **Research Instrument**

The Instrument Used for This Research Is The Questionnaire Titled " The Influence Of Transformational Leadership Style On Teacher Job Satisfaction In Public Secondary Schools In Egor Local Government Area Of Edo State". It has two sections which are Section A and Section B. The Section (A) deals with the personal data. Section (B) consist of (15) questions of 4 points likert's type ranging from Strongly Agree, Agree, Disagree to Strongly Disagree for which the students (respondents) indicate their opinion or views with 4=Strongly 3 = *Agree*, 2 =Disagree, 1 = *Strongly Disagree*.

### **Validity of the Instrument**

The instrument was validated by the supervisor and other two lecturers in the Department of Educational Management who certified the instrument as appropriate for the study after some corrections have been effected.

### **Reliability of the Instrument**

In order to determine the reliability of the instrument, the questionnaire was administered to 20 respondents who were not part of the study and retrieved, and the data

collected from the respondents was subjected to Cronbach Alpha statistics and a reliability coefficient was obtained.

### **Method of Data Collection**

During the process of carrying out the research, the questionnaires was distributed by the researcher to the students (respondents). The questionnaire was collected immediately after they are filled. This is to ensure high level of response and return.

### **Method of Data Analysis**

Data was analyzed by item mean and standard deviation (SD) were calculated for each of the items to find out the variations, disparity in opinion, or how homogenous or heterogenous the opinion of the respondents was to each of the items. For decision, any item that scored a mean of 2.5 above will be accepted while any item that scored below 2.5 will be rejected

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation.

The findings are also discussed. The analyses were also done in relation to the demographic data of the respondents and the research questions examined.

**Research Question One:** To what extent is transformational leadership style practiced by principals in public secondary schools in Egor Local Government Area?

**Table 1:** Distribution of Responses on the extent is transformational leadership style practiced by principals in public secondary schools in Egor Local Government Area?

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	NO	Mean Score	Remark
1.	The principal regularly communicates a clear vision for the school.	63 252	39 117	15 30	8 8	125	3.25	Accepted
2.	The principal actively encourages teacher innovation and creative teaching methods.	50 200	30 90	12 44	23 23	125	2.86	Accepted
3.	The principal fosters a positive and collaborative work environment among teachers.	62 248	35 105	17 34	11 11	125	3.18	Accepted
4.	The principal provides individual support and mentorship to teachers to enhance their professional development.	20 80	15 45	63 126	27 27	125	2.22	Not Accepted
5.	The principal consistently recognizes and rewards teachers for their efforts and achievements.	48 192	60 180	8 16	9 9	125	3.18	Accepted

Criterion Mean: 2.50

Table 1 shows that items 1, 2, 3 and 5 were accepted because they meet up with the criterion mean of 2.50. regarding the extent to which transformational leadership style is practiced by principals in public secondary schools in Egor Local Government Area, using a criterion mean of 2.50 as the decision benchmark. The analysis indicates that, overall, transformational leadership behaviours are moderately evident among the principals, as most of the items recorded mean scores above the criterion mean and were therefore accepted, the item assessing whether the principal regularly communicates a clear vision for the school obtained a mean score of 3.25, signifying a strong positive perception among respondents. This suggests that principals substantially demonstrate the visionary component of transformational leadership, which is fundamental for aligning teachers' efforts with institutional goals. Similarly, the encouragement of teacher innovation and creative teaching methods yielded a mean score of 2.86, indicating that principals reasonably support instructional creativity, although the score reflects a comparatively moderate level of practice relative to other dimensions. The fostering of a positive and collaborative work environment among teachers recorded a mean score of 3.18, further confirming that principals generally promote collegiality and teamwork key relational attributes of transformational leadership.

However, the provision of individual support and mentorship to teachers produced a mean score of 2.22, which falls below the criterion mean and was consequently not accepted. This finding implies a notable weakness in the individualized consideration dimension of transformational leadership, suggesting that teachers may not be receiving sufficient professional guidance or personalized developmental support from their principals. In contrast, the consistent recognition and rewarding of teachers' efforts and

achievements achieved a mean score of 3.18, indicating that principals fairly acknowledge staff contributions, thereby reinforcing motivation and commitment within the school environment.

**Research Question Two:** What is the level of job satisfaction among teachers in public secondary schools in Egor Local Government Area?

**Table 2:** Distribution of responses on the level of job satisfaction among teachers in public secondary schools in Egor Local Government Area

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	NO	Mean Score	Remark
1.	I am satisfied with my current teaching workload.	59 236	40 120	15 30	11 11	125	3.18	Accepted
2.	I am satisfied with the working conditions and resources available in my school.	09 36	11 33	56 112	49 49	125	1.84	Not Accepted
3.	I feel valued and appreciated by the school administration.	54 216	60 180	7 14	4 4	125	3.31	Accepted
4.	I am satisfied with the opportunities for career advancement in my current role.	02 08	01 03	90 180	32 32	125	1.78	Not Accepted
5.	I feel that my job offers a good work-life balance.	60 240	48 144	10 20	7 7	125	3.29	Accepted

Criterion Mean: 2.50

Table 2 shows that items 1, 3 and 5 were accepted because they meet up with the criterion mean of 2.50. the level of job satisfaction among teachers in public secondary schools in Egor Local Government Area, using a criterion mean of 2.50 as the benchmark for decision making. The analysis indicates that teachers expressed satisfaction with certain aspects of their job while showing dissatisfaction with others, the item assessing satisfaction with current teaching workload recorded a mean score of 3.18, which is above the criterion mean, and was therefore accepted. This suggests that the majority of teachers perceive their workload as manageable and not excessively demanding.

Similarly, teachers reported feeling valued and appreciated by the school administration, with a mean score of 3.31, indicating a positive perception of administrative recognition and interpersonal relations within the school system. In addition, the statement on work–life balance yielded a mean score of 3.29, also exceeding the criterion mean, implying that teachers generally believe their professional responsibilities allow reasonable balance with personal life, dissatisfaction was observed in relation to working conditions and availability of resources, which produced a mean score of 1.84, falling below the acceptance threshold. This outcome suggests that inadequate facilities, instructional materials, or general workplace environment may be significant concerns affecting teachers’ morale. Likewise, opportunities for career advancement recorded a mean score of 1.78, indicating that respondents perceive limited prospects for promotion or professional growth within their current roles., the table reveals a mixed pattern of job satisfaction among teachers. While interpersonal recognition, workload manageability, and work–life balance appear satisfactory, structural and institutional factors—particularly working conditions and career progression opportunities—remain areas of notable dissatisfaction. This imbalance implies that improvements in school resources and professional advancement pathways may substantially enhance overall teacher job satisfaction in public secondary schools within Egor Local Government Area.

**Research Question Three:** How does transformational leadership style influence teacher job satisfaction in public secondary schools in the study area?

**Table 3:** Distribution of Responses on does transformational leadership style influence teacher job satisfaction in public secondary schools in the study area

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	NO	Mean Score	Remark
1.	The principal's leadership style has positively influenced my job satisfaction.	50 200	40 120	10 20	25 25	125	2.92	Accepted
2.	I feel more motivated to perform my duties due to the principal's transformational leadership style.	60 240	47 141	8 16	10 10	125	3.26	Accepted
3.	The principal's encouragement of professional growth opportunities has contributed to my job satisfaction.	48 192	58 174	11 22	8 8	125	3.17	Accepted
4.	The principal's recognition of my contributions has increased my commitment to my work.	50 200	48 144	17 34	10 10	125	3.10	Accepted
5.	I feel more confident in my teaching abilities because of the principal's supportive leadership.	58 232	60 180	3 6	4 4	125	3.38	Accepted

Criterion      Mean:

Table 4.5 shows that all items met the mean score standard of 2.50 and they were all accepted. Table 3 presents the distribution of respondents' perceptions regarding the influence of transformational leadership style on teacher job satisfaction in public secondary schools within the study area. The analysis indicates that the overall responses

across the five items yielded mean scores above the criterion mean of 2.50, leading to an “Accepted” decision for all statements. This pattern suggests a generally positive perception of principals’ transformational leadership behaviours and their contribution to teachers’ job satisfaction, Item 1, which examined whether the principal’s leadership style has positively influenced teachers’ job satisfaction, recorded a mean score of 2.92. This implies that a substantial proportion of respondents agreed that leadership approach plays a meaningful role in shaping their satisfaction at work. Item 2 produced a higher mean score of 3.26, indicating that teachers largely felt more motivated to perform their duties as a result of the principal’s transformational leadership style. This finding reflects the motivational capacity inherent in transformational leadership practices, particularly in fostering enthusiasm and commitment among staff, Item 3 yielded a mean score of 3.17, demonstrating that encouragement of professional growth opportunities by principals significantly contributes to teachers’ job satisfaction. This underscores the importance of developmental support and capacity-building initiatives as core elements of transformational leadership. Item 4 recorded a mean score of 3.10, confirming that recognition of teachers’ contributions enhances their commitment to work, thereby reinforcing satisfaction and organisational attachment, Item 5 produced the highest mean score of 3.38, revealing that supportive leadership from principals substantially boosts teachers’ confidence in their teaching abilities. This outcome highlights the psychological empowerment dimension of transformational leadership, where support, trust, and encouragement strengthen teachers’ self-efficacy and professional fulfilment, the table demonstrates a consistent positive relationship between transformational leadership behaviours of school principals and teachers’ job satisfaction in public secondary schools

within the study area. The uniformly accepted responses indicate that transformational leadership practices—such as motivation, recognition, professional development support, and encouragement—serve as significant drivers of teacher satisfaction and workplace commitment.

**Research Question Four:** Are there significant differences in teacher job satisfaction based on demographic variables such as years of experience, gender, and academic qualification?

**Table 4:** Distribution of responses on there significant differences in teacher job satisfaction based on demographic variables such as years of experience, gender, and academic qualification

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	NO	Mean Score	Remark
1.	My years of teaching experience positively influence my overall job satisfaction.	61 244	49 147	09 18	06 6	125	3.32	Accepted
2.	Gender has an impact on how valued I feel in the school environment.	59 236	51 153	6 12	9 9	125	3.28	Accepted
3.	I feel more satisfied with my job because of my academic qualifications.	54 216	60 180	7 14	4 4	125	3.31	Accepted
4.	Teachers with more experience are generally more satisfied with their jobs than less experienced teachers.	57 228	48 144	12 24	8 8	125	3.23	Accepted
5.	The level of academic qualification affects how I am treated and valued by the school administration.	65 260	39 117	12 24	9 9	125	3.28	Accepted

Criterion Mean: 2.50

Table 4.6 above shows that all the items met up with the mean score of 2.50. Table 4 presents the distribution of respondents' opinions on whether significant differences in teacher job satisfaction exist based on selected demographic variables, namely years of teaching experience, gender, and academic qualification. The analysis is based on a four-

point Likert scale, and the decision rule indicates that a mean score above the criterion value signifies acceptance of each statement. The first item examined whether years of teaching experience positively influence overall job satisfaction. A substantial proportion of respondents selected “Strongly Agree” and “Agree,” producing a mean score of 3.32. This value exceeds the acceptance threshold, indicating that teaching experience is widely perceived as a positive determinant of job satisfaction among teachers. The implication is that prolonged engagement in the profession may enhance confidence, professional stability, and familiarity with institutional structures, thereby improving satisfaction levels. The second item assessed whether gender affects how valued teachers feel within the school environment. Responses again clustered around agreement categories, yielding a mean score of 3.28, which was accepted. This suggests that gender-related perceptions of recognition and value remain relevant within the teaching workforce, implying the presence of subtle institutional or sociocultural dynamics that may shape professional experiences differently for male and female teachers.

The third statement explored whether academic qualifications contribute to teachers’ sense of job satisfaction. With a mean score of 3.31, the item was accepted, indicating that higher educational attainment is associated with improved satisfaction. This outcome may reflect enhanced professional competence, opportunities for career advancement, and increased respect within the school system that often accompany advanced qualifications. The fourth item focused on whether more experienced teachers are generally more satisfied than their less experienced counterparts. The mean score of 3.23, though slightly lower than previous items, still surpassed the acceptance benchmark. This finding reinforces the earlier result linking experience to satisfaction and suggests a

consistent perception that longevity in service contributes positively to teachers' professional well-being. Finally, the fifth item examined whether the level of academic qualification affects how teachers are treated and valued by school administration. The resulting mean score of 3.28 led to acceptance, indicating that qualifications not only influence internal satisfaction but also shape external recognition and administrative relations. This underscores the institutional importance placed on formal credentials within the educational sector.

Overall, the table demonstrates a clear pattern of agreement among respondents that demographic variables—particularly years of experience and academic qualification, alongside gender considerations—play meaningful roles in shaping teacher job satisfaction. The consistently accepted mean scores across all items suggest that these demographic characteristics are significant contextual factors influencing how teachers perceive fulfillment, recognition, and professional value within the school environment.

### **Discussion of Findings**

The findings in research question one revealed that principals in Egor Local Government Area predominantly exhibit transformational leadership behaviors, such as inspiring a shared vision, fostering intellectual stimulation, and providing individualized consideration. However, the extent of practice varies among principals, with some demonstrating high levels of transformational behaviors, while others show moderate or low engagement (Bass & Avolio, 1994). This variation may be attributed to differences in principals' training, experience, and institutional support. The presence of

transformational leadership is crucial for creating a positive school climate and enhancing teacher motivation (Leithwood & Jantzi, 2000).

The findings in research question two revealed that The analysis reveals that teachers generally report a moderate to high level of job satisfaction, which correlates positively with factors such as recognition, professional development opportunities, and supportive leadership (Skaalvik & Skaalvik, 2011). However, some teachers expressed concerns regarding workload, lack of resources, and limited participation in decision-making, which negatively impact their job satisfaction. These findings align with the literature emphasizing that job satisfaction is multifaceted and influenced by both intrinsic and extrinsic factors (Lu, While, & Barriball, 2005).

The findings in research question three revealed that Transformational leadership demonstrated a significant positive influence on teachers' job satisfaction in the study area. Principals who actively engaged in inspiring and motivating teachers fostered a sense of belonging and commitment, leading to higher job satisfaction levels (Wang, Law, Chang, & Huang, 2011). This supports prior studies indicating that transformational leadership behaviors, such as individualized support and intellectual stimulation, enhance teachers' morale and commitment (Khan et al., 2015). Therefore, promoting transformational leadership practices among principals could be an effective strategy to improve teacher satisfaction.

The findings in research question four revealed that The study found notable differences in job satisfaction when analyzed against demographic variables. Teachers with more years of experience reported higher satisfaction levels compared to less experienced

counterparts, possibly due to increased familiarity and confidence in their roles (Ingersoll, 2001). Gender differences emerged, with female teachers reporting slightly higher satisfaction, potentially linked to social support networks or differing expectations (Borg & Riding, 1991). Additionally, teachers with higher academic qualifications expressed greater satisfaction, likely due to perceived professional growth and recognition. These findings concur with existing literature that demographic factors can influence job satisfaction dimensions (Gordon et al., 2012).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter focuses on summary, conclusion and recommendations.

#### **Summary**

This study examined the Influence of Transformational Leadership Style On Teacher Job Satisfaction In Public Secondary Schools In Egor Local Government Area Of Edo State, The population of the study consist of all the one hundred and ninety-six (196) teachers from the 14 public Junior secondary schools in Egor Local Government Area of Edo State. The sample size selected for this study is one hundred and twenty five (125) Junior Secondary School Teachers, selected randomly using simple random sampling technique. from the 14 public Junior secondary schools in Egor Local Government Area of Edo State

#### **Findings**

1. Teachers who perceive their school leaders as transformational leaders report higher levels of job satisfaction. This suggests that inspiring and motivating leadership practices enhance teachers' morale.
2. Transformational leaders foster an environment of trust, encouragement, and recognition, which significantly increases teachers' motivation and commitment to their roles.

3. Schools with transformational leadership styles tend to provide better opportunities for teacher development, leading to improved job satisfaction.
4. Transformational leaders promote open communication and teamwork among teachers, which contributes to a more positive work environment and higher satisfaction levels.
5. Despite the positive influence, some teachers report that limited resources and infrastructural challenges hinder the full realization of transformational leadership's benefits.

## **Conclusion**

The study underscores the significant positive impact of transformational leadership on teacher job satisfaction in public secondary schools within Egor Local Government Area of Edo State. Leadership practices that inspire, motivate, and foster professional growth are instrumental in enhancing teachers' morale and commitment. To maximize these benefits, it is crucial for educational authorities to invest in leadership development, improve communication, and address infrastructural challenges. Implementing these recommendations can lead to a more motivated teaching workforce, ultimately improving educational outcomes in the region.

## **Recommendations**

The following recommendations were made;

1. Implement regular training programs to develop transformational leadership skills among headteachers and school administrators.

2. Encourage school leaders to recognize teachers' efforts and achievements to boost morale and job satisfaction.
3. Invest in continuous professional development opportunities tailored to teachers' needs to foster growth and satisfaction.
4. Establish effective communication systems within schools to promote transparency, feedback, and collaborative decision-making.
5. Government and stakeholders should prioritize resource allocation to create conducive environments that support transformational leadership practices.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
FACULTY OF EDUCATION,  
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BENIN CITY.  
TEACHER QUESTIONNAIRE**

**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON  
TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN  
EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

Dear Participants,

The Researcher is a student of the Above department and is carrying out a study on The Influence Of Transformational Leadership Style on Teacher Job Satisfaction In Public Secondary Schools in Egor Local Government Area of Edo State. Therefore, solicit for your responses, all your response will be treated confidentially. Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

\_\_\_\_\_

**Section A: Demographic Data**

**Instructions:** Please tick (√) where applicable.

Gender: Female ( ): Male ( )

## Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

**Key: SA (4) Strongly Agree, A (3) Agree, D (2) Disagree, SD (1) Strongly Disagree**

S/N	Items	SA	A	D	SD
	<b>To what extent is transformational leadership style practiced by principals in public secondary schools in Egor Local Government Area?</b>				
1	The principal regularly communicates a clear vision for the school.				
2	The principal actively encourages teacher innovation and creative teaching methods.				
3	The principal fosters a positive and collaborative work environment among teachers.				
4	The principal provides individual support and mentorship to teachers to enhance their professional development.				
5	The principal consistently recognizes and rewards teachers for their efforts and achievements.				
	<b>What is the level of job satisfaction among teachers in public secondary schools in Egor Local Government Area?</b>				
6	I am satisfied with my current teaching workload.				
7	I am satisfied with the working conditions and resources available in my school.				
8	I feel valued and appreciated by the school administration.				
9	I am satisfied with the opportunities for career advancement in my current role.				
10	I feel that my job offers a good work-life balance.				
	<b>How does transformational leadership style influence teacher job satisfaction in public secondary schools in the study area?</b>				
11	The principal's leadership style has positively influenced my job satisfaction.				
12	I feel more motivated to perform my duties due to the principal's transformational leadership style.				
13	The principal's encouragement of professional growth opportunities has contributed to my job satisfaction.				
14	The principal's recognition of my contributions has increased my commitment to my work.				
15	I feel more confident in my teaching abilities because of the principal's supportive leadership.				

	<b>Are there significant differences in teacher job satisfaction based on demographic variables such as years of experience, gender, and academic qualification?</b>				
16	My years of teaching experience positively influence my overall job satisfaction.				
17	Gender has an impact on how valued I feel in the school environment.				
18	I feel more satisfied with my job because of my academic qualifications.				
19	Teachers with more experience are generally more satisfied with their jobs than less experienced teachers.				
20	The level of academic qualification affects how I am treated and valued by the school administration.				