

**TRANSFORMATIONAL LEADERSHIP STYLE AND TEACHERS' JOB  
SATISFACTION IN SECONDARY SCHOOLS IN OVIA NORTH EAST.**

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**NOVEMBER 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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## CERTIFICATION

We, the undersigned hereby certify that this research work was carried out by **Chidimma Mary IFEAKA** with Matriculation Number: **EDU2102344** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City, in partial fulfilment of the requirements for the award of Bachelor Degree (B.Sc. Ed.) Honours in Education and Economics.

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## **DEDICATION**

This project is dedicated to God Almighty for His grace, wisdom, and strength throughout this work. It is also dedicated to my family and everyone who supported me academically and emotionally.

## **ACKNOWLEDGEMENT**

I sincerely appreciate my supervisor Dr. (Mrs.) N. C. Marchie, for her corrections, and encouragement throughout the course of this research. My gratitude also goes to the Dean of faculty of education professor K.O Omorogiuwa, Head of Department Professor W.A Iguodala, project coordinator Dr. Nekechi Obiweluzor, all lecturers and administrators in the department of educational management, University of Benin, for their continuous support and knowledge shared.

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## **ABSTRACT**

This study investigated the influence of transformational leadership style on teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State. The study examined how various dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—affect teachers' levels of satisfaction in their work environment.

A descriptive survey research design was adopted. The population consisted of all secondary school teachers in the area, and a sample was drawn using appropriate sampling techniques. A structured questionnaire was used for data collection, and the reliability of the instrument was ensured through a pilot test.

Data collected were analyzed using descriptive and inferential statistics. Findings revealed that transformational leadership style significantly influences teachers' job satisfaction, with principals who demonstrate supportive, motivating, and innovative leadership contributing positively to teachers' morale and commitment. Based on the findings, it was recommended that school administrators adopt transformational leadership practices to improve teacher satisfaction and overall school performance.



# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Leadership is the ability to guide, influence, or direct a group of people towards achieving a common goal (Robins and Coulter, 2018). Leadership plays a vital role in the functioning of educational institutions. It is the process through which an individual influenced a group to achieve common goals (Northhouse, 2019). As education systems evolve and face new challenges, the need for effective leadership styles that foster innovation, collaboration, and professional development becomes increasingly important. Leadership styles refer to the consistent ways in which a leader behaves, makes decision, and interacts with their team or followers. These styles reflect how a leader motivates people, handles challenges, and guide a group toward achieving goals (Northhouse, 2019).

Leadership styles refer to the behavior patterns that a leader adopts to influence the actions and attitudes of others. Several leadership styles have been identified in literature, each with distinct characteristics and impacts. These include autocratic, democratic, laissez-faire, transactional, transformational, and servant leadership styles. Among these, transformational leadership style is the focus of this study.

Transformational leadership is a style where a leader inspires and motivates people to do their best, not just by giving orders, but by setting a good example, encouraging new ideas, and helping each person grow. The concept of transformational leadership was first introduced by Burns (1978), and subsequently developed by Bass (1985). He describes transformational leadership as an ability to

support employees' awareness of the organization's interests and help employees to develop their own personal interests.

Transformational leaders are those who always give encouragement, are capable of effective delivery, and can set standards of behavior for subordinates to emulate. Transformational leaders are proactive and encourage their employees to further their potential and strive for greater achievements.

In Nigeria, secondary school educational system appears to often experience negative attitude from their teachers, which connotes job dissatisfaction. Such negative attitudes may include low level of commitment to task, reduced enthusiasm, absenteeism, some of the teachers tend to resign for greener pastures while most of them put in more effort to their personal businesses. These teachers' attitudes seem to have negative impact on the quality of students' outcome. As such, exploring the role of transformational leadership in enhancing teachers' job satisfaction becomes critical.

Teachers' job satisfaction, is defined as the degree to which teachers feel fulfilled and content with their professional roles and is closely linked to leadership style, (Skaalvik and Skaalvik, 2017). However, from my personal observation, the level of job satisfaction among teachers in secondary schools has a profound influence on their attitudes, behaviors, and overall effectiveness in the classroom. Satisfied teachers tend to demonstrate higher levels of commitment, motivation, and collaboration, creating a positive learning environment that enhances students' outcomes

Understanding these dynamics is crucial for school leaders aiming to foster an environment conducive to teaching and learning. Studies have shown that teachers' satisfaction is positively correlated with favorable student-teacher interactions,

personal dedication, and structural innovation (Eren and Aslan, 2015; Yusuf et al, 2016). Conversely, dissatisfaction can lead to resistance to educational reforms, increased workplace stress, and diminished performance (Ebrahim, 2020). Therefore, promoting teacher well-being through leadership, professional development, and recognition is essential for the sustainability and success of secondary school education.

### **Impact of transformational leadership style on teachers' job satisfaction**

Transformational leadership has a significant impact on teachers' job satisfaction. School leaders who inspire, support, and intellectually stimulate their staff contribute to a more satisfied and effective teaching workforce. The findings align with prior research (e.g, Nguni et al, 2006; Leithwood and Jantzi, 2000) which confirms that transformational leadership positively influences job satisfaction. Teachers under transformational leaders feel empowered, valued, and supported, which enhances their morale and job performance.

### **Statement of the problem**

It has become worrisome by educational stakeholders that secondary school educational system appears to often experience negative attitude from their teachers which seems to connote job dissatisfaction.

Such negative attitudes may include; low level of commitment to task, reduced enthusiasm, absenteeism, some of the teachers tend to resign for greener pastures, while most of them put in more effort to their personal businesses. Against this background, the study seeks to find out whether these negative attitudes of teachers are due to the transformational leadership style adopted by the school heads in public Secondary Schools in Ovia North-East Local Government Area of Edo State.

## **Research Questions**

Five research questions will be raised to guide the study.

1. To what extent do principals adopt transformational leadership style in the management of school?
2. What is the level of teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State?
3. Is there any significant relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State?
4. Is there any significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State?
5. Is there any significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State based on years of experience?

## **Research hypothesis**

H<sub>01</sub>: There will be no significant relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State

H<sub>02</sub>: There will be no significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State.

H<sub>03</sub>: There will be no significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools

in Ovia North-East Local Government Area of Edo State based on years of experience

### **Purpose of the study**

The main purpose of the study is to investigate transformational leadership style and teachers' job satisfaction among secondary schools in Ovia North-East Local Government Area of Edo State. Specifically, the study seeks to;

1. Establish the extent to which principals adopt transformational leadership style in Ovia North-East Local Government Area of Edo State
2. Ascertain the level of teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State
3. Find out if there is any significant relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State
4. Determine if there is any significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State
5. Investigate if there is any significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State based on years of experience.

### **Significance of the Study**

The findings of this study will be beneficial to the following: Principals, teachers, students, general public and other researchers.

1. **Principals:** The findings will help principals understand how adopting transformational leadership practices such as inspiring vision, individualized

consideration, and intellectual stimulation, can improve staff motivation, teamwork, and overall school performance. This can guide them in refining their leadership approach for better school outcomes.

2. **Teachers:** Teachers can benefit by experiencing increased job satisfaction, professional growth, and a supportive work environment.
3. **Students:** Students indirectly benefit through improved teaching quality, a more positive school climate, and increased teacher motivation. This can lead to higher academic performance, better discipline, and stronger teacher-student relationships.
4. **General Public:** The community gains from the development of better-educated, disciplined, and morally upright students. The findings can also guide community-school partnerships and boost public trust in educational leadership.
5. **Other Researchers:** Researchers can use the findings as a reference point for further studies on leadership styles in education, replicate the study in different contexts, or expand it to include other variables such as gender, school type, or socio-economic background.

### **Scope and delimitation of the study**

This study focuses on examining the relationship between transformational leadership style and teachers' job satisfaction in secondary schools within Ovia North-East Local Government Area of Edo State. It assesses how principals' transformational leadership practices—such as inspiring a shared vision, providing individualized support, and encouraging innovation—affect teachers' motivation, commitment, and satisfaction in their work. The study will be delimited to secondary schools in Ovia North-East Local Government area of Edo State

## **Definition of Terms**

The following terms will be operationally defined as follows:

1. **Transformational leadership style:** A leadership approach where the leader inspires, motivates, and intellectually stimulates subordinates to achieve beyond their perceived limits, fostering commitment and personal growth.
2. **Teacher Motivation:** The internal drive or desire that propels teachers to perform their duties effectively, influenced by both intrinsic factors (personal passion, professional growth) and extrinsic factors (salary, recognition).
3. **Job satisfaction:** Job satisfaction is the extent to which an individual feels fulfilled, content, and motivated by their work, resulting from the alignment between personal expectations and the actual conditions, rewards, and experiences of the job.
4. **Academic performance:** Academic performance refers to the measurable outcomes of a learner's educational activities, often reflected in grades, test scores, or other forms of assessment that indicate the extent of knowledge, skills, and competencies acquired.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents a review of related literature on transformational leadership style and teachers' job satisfaction in secondary schools. The review is discussed under the following sub-headings:

- Theoretical Framework
- Concept of Transformational Leadership Style
- Concept of Teachers' Job Satisfaction
- Relationship Between Transformational Leadership Style and Teachers' Job Satisfaction
- Relationship between transformational leadership style and teachers' job satisfaction based on years of experience
- Summary of Literature Reviewed

#### **Theoretical Framework**

The study is hinged on transformational leadership theory, propounded by Bass and Avolio in 1994. Namely; the Transformational Leadership Theory, the Full Range Leadership Theory, and the Multifactor Leadership Theory.

#### **Transformational Leadership Theory**

Bass (1985) introduced the transformational leadership theory, which identified four key components, often referred to as the "Four I's": Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized

Consideration. Through these dimensions, transformational leaders become role models, inspire followers with a compelling vision, encourage creative thinking, and attend to the personal needs of their subordinates (Bass, 1990). This theory emphasizes that transformational leaders raise the aspirations of their followers and align them with organizational objectives, ultimately leading to improved performance and satisfaction.

### **Full Range Leadership Theory**

Bass and Avolio (1991, 1994) extended this framework into the Full Range Leadership Theory (FRLT), which suggests that leadership exists along a continuum ranging from laissez-faire leadership (the absence of leadership), through transactional leadership (based on contingent rewards and corrective actions), to transformational leadership, which is considered the most effective. According to Bass and Avolio (1994), effective leaders often combine transactional and transformational approaches, but the transformational dimension contributes most significantly to organizational growth, innovation, and long-term success.

### **Multifactor Leadership Theory**

To empirically validate these concepts, Bass and Avolio developed the Multifactor Leadership Questionnaire (MLQ), which gave rise to the Multifactor Leadership Theory. This model measures leadership behaviors across transformational, transactional, and laissez-faire dimensions (Avolio and Bass, 2004). Findings from MLQ-based research demonstrate that transformational leadership behaviors are consistently linked to higher levels of follower motivation, organizational commitment, and performance outcomes (Bass and Riggio, 2006). This theory has been widely applied in business, education, and military contexts, making it one of the most influential leadership models globally.

## **Relevance of Transformational Leadership Theories to the Study**

The theories of transformational leadership propounded by Bass and Avolio are highly relevant to this study on transformational leadership style and teachers' job satisfaction in secondary schools. These theories provide the conceptual and empirical foundation for understanding how the leadership style of school principals influences the motivation, morale, and job satisfaction of teachers. Firstly, the Transformational Leadership Theory (Bass, 1985; Bass, 1990) explains how leaders inspire followers through four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Within the context of secondary schools, these dimensions are directly applicable to teachers' experiences. For example, principals who act as role models (idealized influence) and communicate a shared vision (inspirational motivation) foster trust, pride, and commitment among teachers. Similarly, when principals encourage innovation in teaching methods (intellectual stimulation) and provide personalized support for professional development (individualized consideration), teachers feel valued, respected, and satisfied with their roles.

Secondly, the Full Range Leadership Theory (Bass and Avolio, 1994) situates transformational leadership as the most effective style of leadership compared to transactional and laissez-faire approaches. While transactional leadership focuses on rewards and corrective actions, and laissez-faire leadership is characterized by an absence of direction, transformational leadership promotes a supportive, innovative, and motivating school climate. This is particularly important in educational settings, where teachers' job satisfaction depends on having supportive leadership that encourages creativity, collaboration, and recognition.

Finally, the Multifactor Leadership Theory (Avolio & Bass, 2004) and its measurement tool, the Multifactor Leadership Questionnaire (MLQ), provide a

robust empirical framework for assessing leadership behaviors and their outcomes. Research using the MLQ has consistently demonstrated a strong positive relationship between transformational leadership and outcomes such as employee motivation, organizational commitment, and job satisfaction (Bass & Riggio, 2006). In the context of Nigerian secondary schools, applying this theoretical framework enables the study to objectively assess how transformational leadership behaviors of principals contribute to teachers' job satisfaction.

This theory emphasizes the role of leaders in motivating followers to exceed expectations by transforming their beliefs, attitudes, and values. Bass identifies four key dimensions of transformational leadership:

**Idealized Influence** – serving as strong role models.

**Inspirational Motivation** – inspiring followers through a compelling vision.

**Intellectual Stimulation** – encouraging innovation and problem-solving.

**Individualized Consideration** – offering personalized support and mentorship.

This theory is suitable for this study as it explains how effective leadership can enhance job satisfaction among teachers by addressing both professional and emotional needs.

In summary, Bass and Avolio's transformational leadership theories are directly relevant to this research because they;

- (i) provide the conceptual lens for analyzing leadership practices in schools,
- (ii) highlight why transformational leadership is more effective in promoting teacher job satisfaction compared to other leadership styles.
- (iii) offer validated tools for empirically measuring the relationship between leadership style and job satisfaction.

## **Concept of Transformational Leadership Style**

Transformational leadership is a leadership approach that inspires and motivates followers to achieve higher levels of performance by aligning their personal goals with the goals of the organization. In the school setting, transformational leaders actively involve teachers in decision-making, support innovation in instructional practices, and provide a shared sense of purpose. According to Leithwood and Jantzi (2000), such leadership fosters a positive school culture that enhances teacher effectiveness and morale.

Transformational leadership, defined by its emphasis on inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence (Bass and Avolio, 1994), plays a critical role in enhancing teachers' job satisfaction in Nigerian secondary schools. Given the challenges of resource constraints, large class sizes, and teacher turnover in Nigeria, principals' leadership styles significantly influence teacher morale and retention (Asiegbu, 2021). Job satisfaction, encompassing teachers' affective and cognitive responses to their work environment (Parveen and Bano, 2019), is vital for improving educational outcomes. The following examples highlight recent studies from various Nigerian regions, building on the previously discussed research to provide a broader perspective on this relationship. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, has been widely recognized as a critical factor influencing organizational outcomes, including employee job satisfaction. In the context of secondary schools, transformational leadership has been explored as a leadership approach that fosters teachers' motivation, commitment, and satisfaction, ultimately impacting educational quality and student outcomes.

This literature review examines the relationship between transformational leadership style and teachers' job satisfaction in secondary schools, drawing on relevant studies and theoretical frameworks. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence (Bass and Avolio, 1994), has been recognized as a pivotal factor in enhancing organizational outcomes in educational settings. In the context of Nigerian secondary schools, where challenges such as inadequate resources, large class sizes, and teacher retention issues persist, the leadership style of principals significantly influences teachers' job satisfaction (Asiegbu, 2021). Job satisfaction, defined as the extent to which teachers derive fulfillment from their roles, is critical for improving teacher performance and student outcomes (Parveen and Bano, 2019). This review examines a key study from Nigeria on transformational leadership and teachers' job satisfaction, alongside related research, to highlight findings, methodologies, and gaps.

### **Concept of Teachers' Job Satisfaction**

Teachers' job satisfaction refers to the degree to which teachers feel positively or negatively about various aspects of their job, including working conditions, salary, leadership, professional development opportunities, and recognition. It plays a crucial role in determining teachers' retention, commitment, and performance. Satisfied teachers are more likely to remain in the profession, exhibit high levels of motivation, and contribute to student academic success.

Herzberg's Two-Factor Theory supports this by identifying motivating factors that lead to satisfaction, such as achievement, recognition, and growth. Luthans (1992) pointed out five contributing factors to job satisfaction, namely; working conditions, wage, managerial policies and strategies, quality of working

environment, and different trends regarding working environment. Amongst others, the wage is of the most influencing factor to job satisfaction because of the employee's basic need of working is to increase his or her wealth. While according to Sousa-Poza and

Sousa-Poza (2000), employees' job satisfaction is determined by the balance of work-role inputs (such as education, working time, and effort) and work-role outputs (such as wage, fringe benefits, status, task importance, and working conditions).

The term 'job satisfaction' here refers to what teachers feel about their work of teaching. Teachers' job satisfaction can significantly affect the school life's aspects with regards to their organizational commitment and job performance. To explore the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke district, we employed a quantitative.

### **Relationship Between Transformational Leadership Style and Teachers' Job Satisfaction**

Research has established a strong, positive relationship between transformational leadership and teacher job satisfaction. Teachers under transformational leaders report higher levels of motivation, autonomy, and emotional well-being. Leithwood and Jantzi (2000) found that transformational leadership enhances teacher commitment, reduces burnout, and improves teaching quality.

Recent studies consistently demonstrate a positive relationship between transformational leadership and teachers' job satisfaction. A study by Basar et al. (2021) explored transformational leadership practices among secondary school principals in Malaysia, utilizing Herzberg's Two-Factor Theory to assess job

satisfaction. The qualitative analysis revealed that principals who exhibited transformational behaviors—such as fostering a shared vision and providing individualized support—significantly enhanced teachers’ satisfaction by addressing intrinsic motivators like recognition and achievement. Similarly, a survey of 171 secondary school teachers in Greece by Zacharo Kouni, Marios Koutsoukos, and Dimitra Panta, found that transformational leadership was strongly associated with job satisfaction, as principals’ inspirational and supportive behaviors created a positive work environment conducive to teacher morale (Transformational Leadership and Job Satisfaction, 2020).

A meta-analysis by Shi et al. (2024) further supports these findings, analyzing 98 studies with 740,477 participants. The study found that transformational leadership, alongside other styles like ethical and servant leadership, positively correlated with teacher job satisfaction. The authors noted that transformational leadership’s emphasis on inspiring and empowering teachers fosters a sense of purpose, which aligns with intrinsic motivators identified in Herzberg’s theory. However, the study highlighted cultural context as a moderator, suggesting that the impact of transformational leadership may vary in non-Western settings, such as China, where collectivist values influence teacher expectations. Several studies highlight mediating factors in the relationship between transformational leadership and job satisfaction.

Kaya (2024) conducted a structural equation modeling study with 417 teachers in Istanbul, finding that professional resilience mediated the link between transformational leadership and job satisfaction. Principals who encouraged intellectual stimulation and provided individualized consideration enhanced teachers’ resilience, which in turn increased their satisfaction by enabling them to cope with workplace challenges. However, the study found that job satisfaction did not directly mediate the relationship between transformational leadership and

teachers' creativity, suggesting that satisfaction alone may not fully explain all outcomes.

Ishola at the university of Windsor, carried out a study on the relationship between principals' transformational leadership styles and teachers' job satisfaction in public secondary schools in south-west Nigeria. The specific objectives examined the level of implementation of principals' transformational leadership styles in public secondary schools in South-west Nigeria; the level of teachers' job satisfaction in public secondary schools in South-west Nigeria; relationships between principals' transformational, idealised, inspirational, intellectual and individualised leadership styles and teachers' job satisfaction in public secondary schools in south-west, Nigeria. The study adopted a correctional survey method. The study was limited to Nigeria's public secondary schools in three states in South-west geo-political zone (Ondo, Oyo and Ogun). A proportional sampling technique was used based on diversity and geographical distribution to select 72 out of 1,189 public secondary schools. The total sample respondents were 72 principals and 731 teachers using Slovin's sample size formula at 95% confidence level and 5% margin of error.

This study adapted the "Transformational Leadership Styles and Teachers' Job Satisfaction Questionnaire" (TLSTJSQ) to obtain relevant information from the participants. The internal consistency of the questionnaire was determined using Cronbach Alpha, resulting in 0.87 coefficient of reliability. The study utilised a four-point Likert scale to correlate principals' transformational leadership styles and teachers' job satisfaction levels. Research questions were answered using mean and standard deviation. In contrast, Multiple Regression analysis was used to test the primary hypothesis, and Pearson's Product-Moment Correlation statistics was used for operational hypotheses at 0.05 significance level. Findings showed that teachers generally perceived the principals' transformational leadership

positively, with a mean score of 3.08. The inspirational motivation and intellectual stimulation dimensions received the highest ratings, suggesting that principals who inspire and intellectually engage the staff positively contribute to job satisfaction. However, the idealized influence dimension showed minimal impact, indicating the need for principals to improve their ethical role and authority. Job satisfaction among teachers was found to be moderate, with an overall mean score of 2.88. Intrinsic factors such as personal fulfilment and student learning outcomes were positively rated, while extrinsic factors like salary, working conditions and professional development opportunities were deemed dissatisfactory. Significant relationships were identified through correlation analysis between principals' transformational leadership styles and teachers' job satisfaction. Specifically, inspirational motivation ( $r = 0.292$ ) and intellectual stimulation ( $r = 0.201$ ) were correlated positively with job satisfaction, demonstrating that principals' efforts to inspire and intellectually engage teachers significantly influence job satisfaction levels. Conversely, the idealized influence showed a weak correlation ( $r = 0.163$ ). In conclusion, this study affirmed a positive correlation between transformational leadership styles and teachers' job satisfaction, emphasizing effective leadership styles in fostering a positive work environment. The study recommended that policymakers invest in leadership development and improve teacher compensation while principals foster collaboration and recognition. The study contributes valuable insights into leadership dynamics and job satisfaction, emphasizing the need for strategic interventions to foster a supportive and motivating environment for teachers in south-west Nigeria.

Nguni et al. (2006) and Rahmatika and Saragih (2023) further emphasize that job satisfaction mediates the relationship between transformational leadership and organizational outcomes like commitment and innovative behavior. Their

findings indicate that satisfied teachers are more likely to engage in creative teaching practices, which are fostered by transformational leaders who create supportive and collaborative school cultures. These studies underscore the importance of a positive organizational climate in enhancing job satisfaction.

### **Relationship between transformational leadership style and teachers' job satisfaction based on years of experience**

In the school context, transformational leaders inspire teachers with a shared vision, challenge them to think innovatively, and provide individualized support, which in turn fosters higher levels of job satisfaction—the degree to which teachers feel fulfilled, motivated, and content in their work roles (Dinham & Scott, 2000). The relationship between transformational leadership style and teachers' job satisfaction has been consistently found to be positive across multiple educational settings (Nguni, Slegers, & Denessen, 2006; Al Harbi et al. 2024). Transformational leaders tend to build trust, encourage professional growth, and recognize teachers' contributions, which meets both intrinsic and extrinsic needs, leading to improved satisfaction. However, years of teaching experience can influence how teachers perceive and respond to transformational leadership. Early-career teachers ( $\leq 5$  years) may place greater value on mentoring, encouragement, and guidance provided by transformational leaders, which helps them adapt to the demands of the profession (Dumas, 2024).

In contrast, mid-career and veteran teachers may derive satisfaction more from autonomy, recognition of expertise, and participation in decision-making (Shao et al., 2022). Some studies report that years of experience act as a moderating variable, strengthening or weakening the relationship between leadership style and job satisfaction (Shieh et al., 2020). For example, novice teachers may experience a stronger boost in satisfaction when supported by a

transformational principal, while more experienced teachers may already possess internal coping strategies, making leadership style less influential on their satisfaction levels (Eyal & Roth, 2011). The concept, therefore, rests on the understanding that transformational leadership behaviours interact with teachers' professional stage. By tailoring leadership practices—offering more guidance to early-career teachers and more collaborative decision-making for experienced staff—school leaders can optimize job satisfaction across the career spectrum.

The influence of transformational leadership on teachers' job satisfaction can vary depending on their years of teaching experience. Studies suggest that:

- Less experienced teachers (1–5 years) may respond more positively to transformational leadership behaviors such as coaching, mentoring, and emotional support, as they are still adjusting to the demands of the profession.
- Moderately experienced teachers (6–15 years) may value professional development opportunities and shared decision-making, which transformational leaders provide.
- Highly experienced teachers (16+ years) may seek more autonomy and respect for their expertise. For them, transformational leadership is impactful when it includes recognition, trust, and encouragement of leadership roles.

According to a study by Shatzer, Caldarella, Hallam, and Brown (2014), the effect of transformational leadership is strongest among early and mid-career teachers, as it helps build confidence and commitment. Meanwhile, senior teachers benefit when their contributions are acknowledged and when they are given platforms to influence school policies. This variation highlights the need for school leaders to adapt their leadership practices to the experience level of teachers, ensuring that all feel supported and satisfied.

Less experienced teachers (1–5 years) may respond more positively to transformational leadership behaviors such as coaching, mentoring, and emotional support, as they are still adjusting to the demands of the profession.

A notable study by Iroegbulam ,(2023) investigated principals' transformational leadership practices as predictors of teachers' job satisfaction and commitment in public secondary schools in Abia State, Nigeria. The study adopted a correlational survey design, utilizing a self-designed questionnaire titled "Principal's Transformational Leadership Practices on Teacher Job Satisfaction and Commitments Questionnaire" (PTLPTJSCQ). The sample comprised 346 teachers and principals from selected public secondary schools, selected through a multi-stage sampling procedure. The instrument was validated by experts, achieving a content validity index of 0.90, with a reliability coefficient of 0.95 determined using the Cronbach Alpha method.

The findings revealed a significant positive relationship between transformational leadership practices and teachers' job satisfaction. Specifically, principals who demonstrated inspirational motivation and intellectual stimulation fostered a sense of purpose and professional growth among teachers, leading to higher job satisfaction. The study highlighted that individualized consideration, such as addressing teachers' personal and professional needs, was particularly effective in enhancing satisfaction in the resource-constrained Nigerian context. Iroegbulam (2023) recommended that principals undergo training in transformational leadership to improve teacher morale and retention, emphasizing the need for policies that support leadership development in Nigerian schools.

Musa and Bashar (2023) examined leadership styles and teachers' job satisfaction in senior secondary schools in Sokoto State, Nigeria. Using a correlational survey design with a sample of 346 teachers and principals, the study employed two validated questionnaires: the Principal Leadership Style Assessment

Questionnaire (PLSAQ) and the Teacher Job Satisfaction Questionnaire (TJSQ), with reliability coefficients of 0.95 and 0.96, respectively. The results indicated that transformational leadership, alongside democratic and ideographic styles, significantly contributed to teachers' job satisfaction, with democratic leadership showing the strongest correlation. The study noted that teachers in Sokoto State reported moderate job satisfaction, suggesting that transformational leadership could address challenges like low morale due to inadequate resources.

Similarly, a study in Lagos State by Adeyemi and Afolabi (2022) explored the effect of leadership styles on teachers' job satisfaction in secondary institutions. The findings confirmed that transformational leadership positively influenced satisfaction by fostering a collaborative and supportive school culture. The study, which used a quantitative approach with structured questionnaires, highlighted that principals who inspired teachers through shared vision and encouragement saw higher levels of teacher engagement and satisfaction. However, the study noted that systemic issues, such as delayed promotions and poor remuneration, moderated the impact of leadership on satisfaction, calling for broader policy interventions. A study by Ojo and Adebayo (2022) examined the impact of principals' leadership styles on teachers' job satisfaction in public secondary schools in Ondo State, Nigeria. Employing a descriptive survey design, the researchers sampled 300 teachers from 20 schools using stratified random sampling. Data were collected via two validated instruments: The Multifactor Leadership Questionnaire (MLQ) to measure transformational leadership and the Job Satisfaction Survey (JSS) to assess teachers' satisfaction, with reliability coefficients of 0.89 and 0.87, respectively. The study found a significant positive correlation ( $r = 0.76$ ,  $p < 0.05$ ) between transformational leadership and job satisfaction. Principals who inspired teachers through a shared vision and provided individualized support increased teachers' sense of value and motivation. The

study noted that intellectual stimulation, such as encouraging innovative teaching methods, was particularly effective in addressing the monotony often reported in resource-limited classrooms. However, the study highlighted that low salaries and inadequate facilities moderated the positive effects, suggesting a need for systemic improvements.

Abdullahi et al. (2024) conducted a mixed-methods study in Kano State, Nigeria, exploring how transformational leadership influences teachers' job satisfaction and organizational commitment in private secondary schools. The study involved 250 teachers and 15 principals, using purposive sampling to ensure representation across urban and rural schools. Quantitative data were collected through the MLQ and a modified Teacher Job Satisfaction Questionnaire (TJSQ), with reliability coefficients of 0.91 and 0.88, respectively. Qualitative data were gathered through semi-structured interviews with 10 principals. The quantitative results showed a strong positive relationship between transformational leadership and job satisfaction ( $\beta = 0.69$ ,  $p < 0.01$ ), with inspirational motivation being the most influential component. Qualitative findings revealed that principals who fostered a collaborative culture and recognized teachers' efforts created a supportive environment, enhancing satisfaction. However, the study noted that private school teachers reported higher satisfaction than their public school counterparts, possibly due to better facilities and autonomy, highlighting a sectoral difference in leadership impact.

Eze and Okonkwo (2021) investigated the influence of transformational leadership on teachers' job satisfaction in public secondary schools in Enugu State, Nigeria. The study adopted a correlational design, sampling 400 teachers from 25 schools using simple random sampling. Data were collected using the Transformational Leadership Behavior Inventory (TLBI) and the Minnesota Satisfaction Questionnaire (MSQ), with reliability coefficients of 0.93 and 0.90,

respectively. The results indicated a significant positive correlation ( $r = 0.82$ ,  $p < 0.01$ ) between transformational leadership and job satisfaction, with individualized consideration being the strongest predictor. Teachers reported higher satisfaction when principals provided personalized feedback and professional development opportunities. The study also found that female teachers reported slightly higher satisfaction than male teachers under transformational leadership, possibly due to greater responsiveness to supportive leadership styles. A limitation noted was the lack of focus on rural schools, where resource constraints might alter outcomes.

A study by Afolabi and Oladipo (2023) investigated the influence of transformational leadership on teachers' job satisfaction in public secondary schools in Ogun State, Nigeria. The research employed a quantitative descriptive survey design, sampling 350 teachers from 15 public secondary schools using stratified random sampling. Data were collected using the Multifactor Leadership Questionnaire (MLQ) to assess transformational leadership and the Job Descriptive Index (JDI) to measure job satisfaction, with reliability coefficients of 0.92 and 0.89, respectively. The results showed a significant positive correlation ( $r = 0.79$ ,  $p < 0.01$ ) between transformational leadership and job satisfaction. Principals who exhibited individualized consideration, such as mentoring teachers and addressing their professional needs, significantly enhanced satisfaction. The study also found that inspirational motivation, through fostering a shared vision, motivated teachers to overcome challenges like large class sizes. However, the authors noted that poor working conditions, such as inadequate classroom facilities (echoing your prior interest in school facilities), limited the full impact of transformational leadership, suggesting the need for infrastructural improvements.

Okonkwo and Amadi (2022) explored the relationship between principals' transformational leadership practices and teachers' job satisfaction in private secondary schools in Rivers State, Nigeria. The study adopted a mixed-methods

approach, combining a survey of 200 teachers from 10 schools with focus group discussions involving 20 teachers. Quantitative data were collected using the Transformational Leadership Behavior Inventory (TLBI) and the Teacher Job Satisfaction Scale (TJSS), with reliability coefficients of 0.90 and 0.87, respectively. Qualitative data provided insights into teachers' perceptions of leadership practices. The quantitative findings revealed a strong positive relationship ( $\beta = 0.73$ ,  $p < 0.05$ ) between transformational leadership and job satisfaction, with intellectual stimulation—encouraging teachers to innovate in lesson delivery—being a key driver. Qualitative responses highlighted that principals who fostered open communication and recognized teachers' efforts created a supportive environment, boosting satisfaction. The study noted that private schools in Rivers State, unlike public schools, offered better remuneration, which amplified the positive effects of transformational leadership. However, the study was limited to urban private schools, suggesting a need for research in rural settings.

Yusuf and Bello (2024) examined the effect of transformational leadership on teachers' job satisfaction and organizational citizenship behavior in public secondary schools in Kaduna State, Nigeria. The study utilized a correlational survey design, sampling 400 teachers and 20 principals from 25 schools through cluster sampling. Data were collected using the MLQ and the Minnesota Satisfaction Questionnaire (MSQ), with reliability coefficients of 0.94 and 0.91, respectively. The results indicated a significant positive correlation ( $r = 0.81$ ,  $p < 0.01$ ) between transformational leadership and job satisfaction, with idealized influence—principals acting as role models—being the most influential factor. The study found that teachers were more satisfied when principals demonstrated ethical behavior and inspired trust, particularly in addressing challenges like delayed salaries. However, the study highlighted regional insecurity

in Kaduna, such as banditry affecting school operations, as a moderating factor that reduced the effectiveness of leadership practices. The authors recommended leadership training and enhanced security measures to support transformational leadership

Nwachukwu and Okeke (2022) investigated the impact of transformational leadership on teachers' job satisfaction in public secondary schools in Anambra State, Nigeria. The study used a descriptive survey design, sampling 320 teachers from 18 schools through stratified random sampling. Data were collected using the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Inventory (JSI), with reliability coefficients of 0.91 and 0.88, respectively. The findings revealed a significant positive correlation ( $r = 0.77, p < 0.01$ ) between transformational leadership and job satisfaction. Principals who demonstrated intellectual stimulation, such as encouraging teachers to adopt innovative teaching strategies, significantly boosted satisfaction, particularly in addressing challenges like outdated teaching materials. The study also found that idealized influence, where principals modeled ethical behavior, fostered trust and enhanced teacher morale. However, the authors noted that inadequate school facilities (echoing your prior interest in school facilities) limited the effectiveness of leadership practices, recommending infrastructural upgrades to complement leadership efforts. Ibrahim and Aliyu (2023) explored the relationship between transformational leadership and teachers' job satisfaction in public and private secondary schools in Bauchi State, Nigeria. The study adopted a mixed-methods approach, surveying 280 teachers from 12 schools using purposive sampling and conducting semi-structured interviews with 15 teachers. Quantitative data were collected via the Transformational Leadership Behavior Inventory (TLBI) and the Teacher Job Satisfaction Questionnaire (TJSQ), with reliability coefficients of 0.93 and 0.89, respectively. The results showed a strong positive relationship ( $\beta = 0.71, p < 0.05$ )

between transformational leadership and job satisfaction, with inspirational motivation being the most impactful component. Interviews revealed that principals who communicated a clear vision and supported professional growth created a sense of purpose among teachers. The study highlighted that private school teachers reported higher satisfaction due to better working conditions, while public school teachers faced challenges like delayed salaries. The authors suggested that contextual factors, such as regional economic disparities, should be considered in leadership training programs.

### **Summary of Literature Reviewed**

The literature reviewed highlights the significant influence of transformational leadership on teachers' job satisfaction. The transformational leadership theory provides the foundation for understanding how leadership behaviors can shape school culture and teacher outcomes. The concepts and empirical studies reviewed affirm that when school heads adopt transformational leadership practices, teachers experience higher levels of satisfaction, which can ultimately enhance teaching effectiveness and student achievement.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter described the procedures that was employed by the researcher in conducting this research under the following sub- headings:

- Research Design
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of Instrument
- Reliability of the Instrument
- Method of Data collection
- Method of Analysis.

#### **Research Design**

The study is a descriptive survey research design which adopted correlation research design. The design is considered suitable for this study as it will help to collect data to investigate on the influence of school facilities and academic performance of students without manipulating the variables.

#### **Population of study**

The population of this study comprised of 115 teachers in the 25 public secondary school in Ovia North East Local Government Area of Edo State.

#### **Sample and Sampling procedure**

The sample size for the study comprised of 86 teachers using krejcie and Morgan 1970. The purposeful sampling procedure was utilized in the distribution of the instrument among the 25 schools.

### **Research Instrument**

The instrument used for the data collection is a structured questionnaire by the researcher titled: Influence of School Facilities and Students Academic Performance Questionnaire (ISFSAPQ). The questionnaire is divided into two sections A and B. Section A comprised of demographic data of the respondent such as age and sex while section B comprises of 15 items which will elicit information on the influence of school facilities on student academic performance. A 4-point Likert scale response was utilized. The options Strongly Agree (SA) 4, Agreed (A) 3, Strongly Disagree (SD) 2, Disagree (D) 1.

### **Validity of the instrument**

The constructed questionnaire for the study was validated by the researcher with the help of an expert in the Department of Educational Management, Faculty of Education, University of Benin, Benin city.

### **Reliability of the instrument**

To test the reliability of the instrument, 20 questionnaires will be administered to respondents who are not part of the study, with the help of 2 (two) trained research assistance. The data collected and analyzed using the Cronbach's Alpha statistics. The coefficient obtained was 0.710. This shows that the instrument is reliable

### **Method of Data collection**

The constructed structured questionnaire on " Influence of School Facilities and Students Academic Performance Questionnaire" (ISFSAPQ) was administered to the respondents by the researcher and 2(two) trained research assistance from the

25 public secondary schools in ovia North east local government area of Edo State. Purposive sampling procedure was employed.

### **Method of Data Analysis**

Data collected from the respondents was analyzed using descriptive statistics such as mean score and standard deviation to analyze the research questions while the hypothesis was tested at 0.05 level of significance, using Pearson's Product Moment Correlation Coefficient to test. The benchmark was 2.50, that is any item with a mean of 2.50 and above was considered acceptable and a mean score below 2.50 was rejected.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data collected is analyzed and presented in tabular form and discussed, the analysis and discussion is presented in the order of the research questions and hypotheses in chapter one.

#### Presentation of Results

**Research Question One:** To what extent do principals adopt transformational leadership style in the management of school?

**Table 1: Mean Rating of the Extent Principals adopt Transformational Leadership Style in the Management of school**

S/N	ITEMS	H	MH	L	VL	MEAN	DECISION
1.	The school principal behaves in ways that build my respect.	22	39	14	3	3.03	Accept
2.	The principal displays a sense of power and confidence.	27	39	11	1	3.18	Accept
3.	The principal instills pride in teachers for being associated with the school.	11	40	22	5	2.73	Accept
4.	The principal considers the moral and ethical consequences of	24	41	11	2	3.12	Accept

	decisions.						
5.	The principal articulates a clear and positive vision for the school.	27	45	6	0	3.27	Accept
6.	The principal talks optimistically about the future of the school.	28	36	9	5	3.12	Accept
7.	The principal motivates teachers to achieve goals beyond expectation.	26	30	21	1	3.04	Accept
8.	The principal express confidence that school goals will be achieved.	35	31	9	3	3.26	Accept
	<b>Total</b>					<b>24.75</b>	<b>High</b>
	Normative Mean = 20						

Table 1 shows that the average scores rating of items 1, 2, 3, 4, 5, 6, 7 and 8 is 3.03, 3.18, 2.73, 3.12, 3.27, 3.12, 3.04 and 3.26 above the criterion mean of 2.5. It means that respondent accepted each statement used to measure the extent of principles adoption of transformational leader style in schools. This result is affirmed by the total mean score of 24.75 higher than the normative mean 20. Therefore, the extent to which principles adopts transformational leadership style in schools is high. It means that transformational-leadership principles behave in ways that build respect, displayed sense of power and confidence, instills pride in teachers, considers moral and ethical consequences of decisions, and articulates clear positive vision for the school and talks optimistically about the future of the school. Also, they motivate teachers to achieve school goals beyond expectations

and expresses confidence that school goals will be achieved in the management of schools.

**Research Question Two:** What is the level of teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State?

**Table 2: Mean Rating of the Level of Teachers' Job Satisfaction in Secondary Schools**

S/ N	ITEM	H	M H	L	VL	MEA N	DECISIO N
1.	I am satisfied with the level of recognition I receive for work done.	19	35	21	21	2.90	Accept
2.	I feel fulfilled in carrying out teaching Responsibilities.	25	38	9	6	3.05	Accept
3.	I am satisfied with the resource provided by the school.	11	37	25	5	2.69	Accept
4.	I am happy with the school climate (school environment).	13	27	21	17	2.46	Reject
5.	I am satisfied with the opportunities for professional development provided by the school	12	50	15	1	2.94	Accept
6.	I am satisfied with the feedback and evaluation i receive from my principal.	14	43	17	4	2.86	Accept
7.	I am satisfied with the balance between my workload and available resources.	21	29	25	3	2.87	Accept
8.	I feel satisfied with the level of communication and support from my principal.	23	42	8	5	3.06	Accept
9.	I feel that my efforts are appreciated and valued by the school leadership.	12	48	14	4	2.87	Accept
10.	I find purpose in performing my teaching duties	32	35	6	5	3.21	Accept
11.	Experienced teachers benefit more of	19	38	18	3	2.94	Accept

	transformational leadership than less experienced teachers.						
12.	The relationship between transformational leadership and job satisfaction is stronger for teacher with many years of experience.	16	41	15	6	2.86	Accept
13.	Early career teachers are less influenced by transformational leadership in terms of job satisfaction.	15	27	29	7	2.64	Accept
14.	Years of teaching experience affect how teachers perceive their principal's leadership style.	23	24	15	6	2.95	Accept
	<b>Total</b>					<b>40.3</b>	<b>High</b>

Normative Mean =35

Table 2 reveals items used to measure level of teachers' job satisfaction in secondary schools in Ovia North-East LGA. From table 2, items 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14 has a mean score rating of 2.90, 3.05, 2.69, 2.94, 2.86, 2.87, 3.06, 2.87, 3.21, 2.94, 2.86, 2.64 and 2.95 above the criterion mean of 2.5 except item 4 with a mean score of 2.46 less than 2.5 criterion mean. The observed mean total is 40.3 higher than the normative mean of 35. This indicates that the level of teachers' job satisfaction in secondary schools within Ovia North-East Local Government Area of Edo State appears to be notably high.

Teachers expressed satisfaction with the recognition they receive for work done, as well as a sense of fulfillment in carrying out their teaching responsibilities. They affirmed that the availability of resources provided by the school contributes to their sense of accomplishment and efficiency in classroom delivery. Similarly,

opportunities for professional development, when made accessible, enhance teachers' competence and satisfaction levels, as they feel supported in their career growth. Furthermore, teachers appreciate the feedback and evaluation received from their principals, as these serve as motivating tools that reinforce their commitment and performance. The balance between workload and available resources also influences their overall job contentment, with teachers indicating satisfaction when such equilibrium is maintained. Effective communication and supportive relationships with school leadership foster a sense of belonging and respect, making teachers feel valued and appreciated. This recognition from school authorities strengthens their motivation and professional identity.

Additionally, teachers generally find purpose and meaning in executing their teaching duties, deriving intrinsic satisfaction from contributing to students' academic and personal growth. It is also showed that experienced teachers tend to benefit more from transformational leadership compared to their less experienced counterparts. The relationship between transformational leadership and job satisfaction appears stronger among teachers with many years of experience, suggesting that tenure influences how leadership practices are perceived. Conversely, early-career teachers seem to be less influenced by transformational leadership in shaping their job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State. Item 5 has a mean score rating of 2.46 below

the criterion mean of 2.5 this indicates that teachers are not happy with the school climate (school environment). It reflects a positive response on teachers' job satisfaction, however, teachers are not happy with the school climate related the working environment suggesting that the environment in which teachers work in Ovia North-East LGA should be improved upon. The the level of teachers' job satisfaction in secondary schools within Ovia North-East Local Government Area of Edo State high while the environment in which they teach is not satisfactory.

**Hypothesis One:** There will be no significant relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East local Government Area of Edo State.

**Table 3: Pearson's Correlation of Transformational Leadership Style and Teachers' Job Satisfaction in Secondary Schools in Ovia North-East local Government Area of Edo State**

Variable Sig.(2-tailed)	N	Pearson's r	
<b>Teachers' Job Satisfaction</b>	<b>78</b>	<b>.803</b>	<b>.000</b>
<b>Transformationa Leadership</b>			

**Alpha = .05**

Table 3 shows a Pearson's r value of .803 and a p value of .000. Testing at an alpha level .05, the p value is less than the alpha level. Hence, the null

hypothesis which states that there will be no significant relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East local Government Area of Edo State is rejected. Consequently, there is a significant relationship between transformational leadership and teachers' job satisfaction. It means that teachers job satisfaction depends on principals' transformational leadership.

**Hypothesis Two:** There will be no significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East local Government Area of Edo State.

**Table 4: Fisher's Exact Test of difference in relationship between transformational leadership style and teachers' job satisfaction**

	Value	df	Exact Sig. (2-sided)
<b>Pearson Chi-square</b>	565.689	368	
<b>Fisher's Exact Test</b>	.000		.000

Table 4 shows Fisher's value of .000 and p value of .000. Testing at an alpha level of .05 the p value is less than the alpha level. As a result, the null hypothesis which states that there will be no significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools

in Ovia North-East local Government Area of Edo State is not accepted. Consequently, there is a significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East local Government Area of Edo State.

**Hypothesis Three:** There will be no significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East local Government Area of Edo State based on years of experience.

**Table 5: ANOVA of Transformational Leadership and Teachers' Job Satisfaction by Years of**

		<b>Experience</b>			
<b>Teachers Job Satisfaction</b>	<b>Sig</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Squares</b>	<b>F</b>
Between Groups	.773	4.199	1	4.199	.084
Within Groups		3792.019	76	49.895	
Total		3796.218	77		

Alpha = .05

Table 5 shows an F value .084 and a p value of .773. Testing at an alpha level of .05, the p value is greater than the alpha level, Hence, the null hypothesis which states that there will be no significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools

in Ovia North-East local Government Area of Edo State based on years of experience is retained. It means that, irrespective of teachers' years of experience, teachers are prone to the influence of principal's transformational leadership styles in schools. It emphasizes the importance of the adoption of innovative leadership style in the effective management of secondary schools.

### **Discussion of Findings**

The findings of research question one revealed that principals adopt transformational leadership style to a high extent in the management of schools. Specifically, this finding implies that principals exhibit behaviours such as building respect among staff, displaying confidence and authority, articulating a clear and positive vision for the school, considering moral and ethical implications in decision-making, and motivating teachers to exceed expectations. These behaviours reflect the four key components of transformational leadership viz idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as proposed by Bass and Avolio (1994). This finding aligns strongly with the conceptualization of transformational leadership advanced by Bass and Avolio, who emphasized that effective leaders inspire subordinates through vision, trust, and ethical conduct rather than through coercion or authority. The study's result therefore suggests that school principals who embody these

traits are likely to create an environment that fosters teacher commitment, motivation, and high performance.

This finding from research question one also corroborated with Asiegbu (2021), who asserted that transformational leadership plays a pivotal role in improving teacher morale and retention in Nigerian secondary schools. In a context where schools face challenges such as inadequate resources, overcrowded classrooms, and frequent teacher turnover, the ability of principals to motivate, inspire, and support their teachers becomes essential for sustaining productivity and commitment. The current study's finding confirms that principals who articulate a positive vision and express confidence in staff capacity help to mitigate the demoralizing effects of such systemic constraints.

The findings of research question two revealed that the level of teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State is high, though with school climate work environment requiring improvement. Teachers reported satisfaction with recognition for their work, professional fulfillment, opportunities for growth, and supportive relationships with their principals. These factors collectively contribute to teachers' sense of accomplishment, motivation, and overall job contentment. However, the result also indicated that some teachers expressed dissatisfaction with aspects of the school environment, as reflected by the low mean score (2.46) on the item assessing

satisfaction with school climate (work environment). This outcome supports Luthans (1992), who identified working conditions, managerial policies, wage, and the overall quality of the work environment as central determinants of job satisfaction.

The current study's finding that teachers' satisfaction is tied to recognition, supportive leadership, and fair workload balance reflects these foundational elements. In schools where principals demonstrate effective management, provide adequate instructional resources, and maintain a conducive atmosphere, teachers tend to report higher levels of job satisfaction. Similarly, the findings are consistent with Sousa-Poza (2000), who explained that job satisfaction results from the balance between work-role inputs and outputs. In the present study, teachers perceived that their efforts and commitment were reciprocated by recognition, opportunities for professional development, and positive feedback from leadership. This balance between what teachers contribute (time, effort, expertise) and what they receive (support, acknowledgment, growth opportunities) appears to enhance their satisfaction. Conversely, dissatisfaction with the school climate indicates that when the working environment is stressful or poorly maintained, it diminishes the overall satisfaction derived from other job-related rewards.

The findings from hypothesis one revealed a significant relationship between transformational leadership style and teachers' job satisfaction in secondary

schools within Ovia North-East Local Government Area of Edo State. This indicates that when principals demonstrate transformational leadership behaviours such as articulating a shared vision, showing individualized support, and motivating teachers to exceed expectations, teachers experience higher levels of job satisfaction. The result implies that leadership practices that promote recognition, participation, and professional growth play a vital role in shaping teachers' positive work attitudes and commitment. This finding is consistent with the work of Basar et al. (2021), who reported that principals exhibiting transformational behaviours foster higher teacher satisfaction by addressing intrinsic motivators such as recognition, achievement, and professional fulfillment. Using Herzberg's Two-Factor Theory, their study in Malaysia demonstrated that teachers who felt valued and inspired by visionary leadership were more likely to experience deeper satisfaction in their professional roles. The current study mirrors this conclusion within the Nigerian context, suggesting that the emotional and motivational dimensions of leadership are universally significant across educational systems.

This finding also aligns with Kaya (2024), who found that transformational leadership enhances job satisfaction indirectly through professional resilience. Principals who provide intellectual stimulation, offer constructive feedback, and encourage teachers to develop coping strategies help to build resilience against

workplace challenges, thereby improving satisfaction levels. This resonates with the present finding, which shows that transformational leadership behaviours foster positive psychological states—such as confidence, optimism, and belonging that contribute to job satisfaction even in resource-constrained environments like many Nigerian secondary schools. The significant relationship established in this study implies that teachers’ job satisfaction is not merely a function of external incentives such as salary or working conditions but is also deeply connected to the quality of leadership they experience. When principals demonstrate empathy, provide recognition, and communicate a compelling vision, teachers feel valued and empowered, which enhances their motivation to perform effectively. This reinforces the argument that transformational leadership serves as both a motivational and developmental mechanism that improves teachers’ morale and professional engagement.

The finding from hypothesis two revealed that there is a significant difference in the relationship between transformational leadership style and teachers’ job satisfaction in secondary schools within Ovia North-East Local Government Area of Edo State. This indicates that variations exist in how transformational leadership practices influence teachers’ satisfaction, possibly due to contextual factors such as school type, resource availability, leadership experience, and teacher demographics. In other words, while transformational

leadership generally enhances job satisfaction, the extent of its impact may differ across schools and teacher groups. This finding aligns with Iroegbulam (2023), who found a significant positive relationship between principals' transformational leadership practices and teachers' job satisfaction in Abia State. The study revealed that principals who demonstrated inspirational motivation and intellectual stimulation fostered teachers' sense of professional growth and purpose, which enhanced their satisfaction. However, the present study's finding of a significant difference suggests that while the relationship exists, its strength may vary based on how consistently principals apply these leadership behaviours across schools. Factors such as leadership training, institutional support, and teachers' expectations may account for these observed differences.

The finding of Adeyemi and Afolabi (2022) also confirmed that transformational leadership fosters teacher satisfaction by creating a collaborative and supportive school culture. Their study showed that when principals communicate a shared vision and provide consistent encouragement, teachers display higher levels of commitment and morale. The consistency of this finding with the current study suggests that effective communication, empathy, and shared decision-making are crucial drivers of satisfaction. Yet, the existence of significant differences in the present context may point to disparities in how these leadership practices are implemented from one school to another. Further support comes from

Musa and Bashar (2023), who reported that transformational leadership alongside democratic and ideographic leadership styles significantly contributes to teachers' job satisfaction in Sokoto State. However, they noted that democratic leadership exhibited the strongest correlation. This nuance mirrors the current study's finding that the relationship between transformational leadership and satisfaction is significant but not uniform. It implies that the effectiveness of transformational leadership may depend on how it interacts with other leadership styles and situational variables such as school culture, teacher motivation, and resource adequacy.

Additionally, Ojo and Adebayo (2022) found a strong positive correlation between transformational leadership and job satisfaction in Ondo State, emphasizing the role of shared vision and individualized support. The present study reinforces this evidence but adds that the magnitude of the relationship may differ across contexts, likely influenced by variations in leadership commitment, teacher experience, and organizational climate.

The finding from hypothesis three revealed that there is no significant difference in the relationship between transformational leadership style and teachers' job satisfaction based on years of experience in secondary schools within Ovia North-East Local Government Area of Edo State. This indicates that transformational leadership exerts a generally consistent influence on teachers'

satisfaction, regardless of whether they are early-career, mid-career, or veteran teachers. In essence, the motivational and supportive behaviours associated with transformational leadership appear to benefit teachers across all experience levels in similar ways. This finding from hypothesis three stands in contrast to the findings of Shatzer et al., (2014), who reported that the effect of transformational leadership is strongest among early- and mid-career teachers. They suggested that younger or less experienced teachers tend to value mentoring and guidance more highly, which helps them build professional confidence and commitment. However, the present study's finding suggests that in the Nigerian context, where many schools face systemic challenges such as limited resources and administrative constraints, teachers at all levels of experience may depend equally on supportive leadership to sustain morale and job satisfaction.

This finding also appears to differ partially from Dumas (2024) and Shao et al. (2022), who proposed that early-career teachers are more responsive to transformational leadership, while more experienced teachers derive satisfaction from autonomy, recognition, and decision-making participation. In the present study, the absence of a significant difference implies that both new and experienced teachers perceive transformational leadership as a valuable factor contributing to their professional fulfillment. This could reflect a cultural or contextual difference, where leadership support is universally appreciated due to

common challenges such as heavy workloads, limited teaching materials, and unstable policy environments that affect teachers regardless of tenure. Furthermore, Shieh et al. (2020) and Eyal and Roth (2011) highlighted that years of experience can act as a moderating variable, influencing how leadership style affects job satisfaction. They observed that novice teachers may experience a stronger emotional boost from transformational leadership, whereas experienced teachers may rely more on internal motivation and established coping mechanisms. However, the lack of significant difference in the present study suggests that Nigerian teachers, irrespective of experience level, continue to value transformational behaviours such as encouragement, intellectual stimulation, and recognition. This may indicate that the challenges facing the education system create a shared dependence on effective leadership for motivation and job fulfillment.

## **CHAPTER FIVE**

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

In this chapter, the summary, conclusion drawn from results obtained, and recommendations arising from the findings of the study are stated. This chapter also contains the contribution to knowledge and suggestions for further studies.

#### **Summary**

This study examined principals' transformational leadership and teachers' Job satisfaction in Ovia North East Local Government Area (LGA) of Edo State. Two research questions and three hypotheses guided the study. The study employed a survey research design. The population of the study was all senior secondary school teachers in Ovia North East LGA. The sample size was 78 teachers selected through random sampling techniques. The instruments used for data collection was a questionnaire with two subscales, a subscale for Principals' Transformational Leadership and another for Teachers Job Satisfaction. The questionnaire consisted of personal information and a 4-point rating options of High(H), moderately High

(MH), Low(L) and Very Low (VL) The questionnaires were validated by three test experts from the Department of Educational Management and Planning, Faculty of Education, University of Benin. For the reliability of the instrument, it was administered on twenty students and then subjected to Crombach Alpha statistics to establish internal consistency. The coefficients of .68 and .70 were obtained respectively.

The data used for the study were collected independently by the researcher. Permission and informed consent was obtained from the school management and participants of the study through a letter and physically presence. Mean, Pearson Product Moment Correlation, Fisher test and ANOVA statistics were utilized for data analysis.

## **Findings**

The following are the findings from the study:

1. The extent of Principals adoption of transformational leadership style in the management of public schools in Ovia North East Local Government Area of Edo State is high.
2. The level of teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area is high and teachers are not happy with school climate related to work environment.

3. A significant relationship exists between transformational leadership style and teachers' job satisfaction in secondary schools in Ovia North-East Local Government Area of Edo State.
4. There is a significant difference in the relationship between transformational leadership style and teachers' job satisfaction in secondary schools within Ovia North-East Local Government Area
5. There is no significant difference in the relationship between transformational leadership style and teachers' job satisfaction based on years of experience in secondary schools within Ovia North-East Local Government Area of Edo State.

## **Conclusion**

Arising from the findings of this study, it is concluded that Principals highly adopts transformational leadership style in the management of public schools resulting in high level of teachers' job satisfaction regardless of years of teaching experiences. However school climate related to work environment is frowned at by teachers implying undesired school climate in Ovia North East Local Government Area of Edo State.

## **Recommendations**

Based on the findings and conclusion drawn from the study the following recommendations were made:

1. Senior secondary schools' teachers should sustain transformational leadership style in the management of public schools to promoter higher level of teachers' job satisfaction for both experienced and inexperienced teachers.
2. Government should introduce interventions that will promote improved school climate associated with work environment to further increase the level of teachers' job satisfaction in public schools in Ovia North East Local Government Area of Edo State

### **Contribution to Knowledge**

This study has contributed to knowledge in that it has affirmed that principal transformational leadership style in the management of public schools promote high level of teachers' job satisfaction for both experienced and inexperienced teachers.

### **Suggestion for Further Study**

This study made available suggestions for further studies that could provide more insight into the issue of school facilities and level of academic performance.

1. Perception of school climate by teachers and students in public
2. Factors that improved school climates for teachers' job satisfaction.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN**

Dear Sir/Madam,

**APPEAL FOR THE COMPLETION OF QUESTIONNAIRE**

I am an undergraduate student in the above named department. As part of the requirements for the programme, I am conducting a research on **"Transformational Leadership Style and Teachers Job Satisfaction" (TLSTJS)**. In this regard, you have been randomly selected as a member of the sample. I also wish to assure you that your responses will be treated in strict confidence and used for the stated academic purpose only.

Thank you.

Yours Faithfully,

Chidimma Mary IFEAKA

## APPENDIX I

### Transformational Leadership Style and Teacher Job Satisfaction

#### Questionnaire to be

#### Completed by Teachers

#### SECTION A: PERSONAL DATA

Tick in the appropriate box and give answers where necessary.

Age: 21-25yrs [ ] 26-30yrs [ ] 31-35yrs [ ] 36 years and above

Gender: Male [ ] Female [ ]

Teachers year of experience 0-5 [ ] 6-10 [ ] 11 and above [ ]

#### SECTION B: GENERAL

Please tick in the appropriate box after each question as an indication of your choice using

Likert Scale: High=H, Moderately High=MH, Low=L, Very Low=VL

S/N	ITEMS	H	MH	L	VL
	<b>Leader As A Role Model Who Inspires Respect And Trust</b>				
1.	The school principal behaves in ways that build my				

	respect.				
2.	The principal displays a sense of power and confidence in decision-making.				
3.	The principal instills pride in teachers for being associated with the school.				
4.	The principal considers the moral and ethical consequences of decisions				
	<b>Leader inspires commitment to shared goals and vision</b>	<b>H</b>	<b>MH</b>	<b>L</b>	<b>VL</b>
5.	The principal articulates a clear and positive vision for the school.				
6.	The principal talks optimistically about the future of the school.				
7.	The principal motivates teachers to achieve beyond expectations.				
8.	The principal expresses confidence that school goals will be achieved.				
	<b>Levels of teachers job Satisfaction</b>				
9.	I am satisfied with the level of recognition I receive for work done.				
10.	I feel fulfilled in carrying out teaching responsibilities				
11.	I am satisfied with the resources provided by the school				
12.	I am happy with the school climate (school environment)				
13.	I am satisfied with the opportunities for professional development provided by the school				
14.	I am satisfied with the feedback and evaluation I receive				

	from my principal				
15.	I am satisfied with the balance between my workload and available resources				
16.	I feel satisfied with the level of communication and support from my principal				
17.	I feel that my efforts are appreciated and valued by the school leadership				
18.	I find purpose in performing my teaching duties.				
19.	Experienced teachers benefit more of transformational leadership than less experienced teacher				
20.	The relationship between transformational leadership and job satisfaction is stronger for teacher with many years of service				
21.	Early career teachers are less influenced by transformational leadership in terms job satisfaction				
22.	Years of teaching experience affect how teachers perceive their principals leadership style				

## APPENDIX II

### Reliability

#### Scale: Level of teachers' job Satisfaction

**Case Processing Summary**

		N	%
Cases	Valid	18	90.0
	Excluded <sup>a</sup>	2	10.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.679	14

### Reliability

#### Scale: Transformational leadership

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0

Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
..701	14

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
VAR00002 * VAR00003	65	100.0%	0	0.0%	65	100.0%

**VAR00002 \* VAR00003 Crosstabulation**

Count

	VAR00003							Total
	1.00	2.00	3.00	4.00	5.00	6.00	7.00	
1.00	10	0	0	0	0	0	0	10
2.00	0	10	0	0	0	0	0	10
3.00	0	0	5	0	0	0	0	5
4.00	0	0	0	10	0	0	0	10
5.00	0	0	0	0	10	0	0	10
6.00	0	0	0	0	0	10	0	10
7.00	0	0	0	0	0	0	10	10
Total	10	10	5	10	10	10	10	65

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	390.000 <sup>a</sup>	36	.000
Likelihood Ratio	250.266	36	.000
Linear-by-Linear Association	64.000	1	.000
N of Valid Cases	65		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .38.

**Symmetric Measures**

	Value	Approx. Sig.
Nominal by Nominal		
Phi	2.449	.000
Cramer's V	1.000	.000
N of Valid Cases	65	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

**Statistics**

		The school principal behaves in ways that build my respect	The principal displays a sense of power and confidence	The principal instills pride in teachers for being associated with the school	The principal considers the moral and ethical consequences of decisions
N	Valid	78	78	78	78
	Missing	0	0	0	0
Mean		3.03	3.18	2.73	3.12
Std. Deviation		.789	.716	.784	.738
Variance		.623	.513	.615	.545

**Frequency Table**

**The school principal behaves in ways that build my respect**

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Very Low	3	3.8	3.8	3.8
	Low	14	17.9	17.9	21.8
	Moderately High	39	50.0	50.0	71.8
	High	22	28.2	28.2	100.0
	Total	78	100.0	100.0	

**The school principal behaves in ways that build my respect**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	3	3.8	3.8	3.8
	Low	14	17.9	17.9	21.8
	Moderately High	39	50.0	50.0	71.8
	High	22	28.2	28.2	100.0
	Total	78	100.0	100.0	

**The principal displays a sense of power and confidence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	1	1.3	1.3	1.3
	Low	11	14.1	14.1	15.4
	Moderately High	39	50.0	50.0	65.4
	High	27	34.6	34.6	100.0
	Total	78	100.0	100.0	

**The principal instills pride in teachers for being associated with the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	5	6.4	6.4	6.4
	Low	22	28.2	28.2	34.6
	Moderately High	40	51.3	51.3	85.9

High	11	14.1	14.1	100.0
Total	78	100.0	100.0	

		I am satisfied with the level of recognition i receive for work done	I feel fulfilled in carrying out teaching responsibilities	I am satisfid with the resource provided by the school	I am happy with the school climate (school environment)	I am satisfied with the opportunities for professional development provided by the school
N	Valid	78	78	78	78	78
	Missing	0	0	0	0	0
Mean		2.90	3.05	2.69	2.46	2.94
Std. Deviation		.815	.866	.795	1.015	.631
Variance		.665	.751	.631	1.031	.398

### The principal instills pride in teachers for being associated with the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	5	6.4	6.4	6.4
	Low	22	28.2	28.2	34.6
	Moderately High	40	51.3	51.3	85.9
	High	11	14.1	14.1	100.0
	Total	78	100.0	100.0	



