

RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

Dr. Choice Okaforcha

choice.okaforcha@gmail.com

and

Okonkwo, Veronica Nonye

ekwealorvera@gmail.com

Department of Educational Foundations, Faculty of Education Chukwuemeka Odumegwu
Ojukwu University Igbariam Campus

Abstract

The study examined the relationship between principals' leadership styles and teachers' job satisfaction in public secondary schools in Anambra State. The study was guided by two research questions and two null hypotheses. The study was a correlational survey design. The population of the study comprised 5149 teachers in 267 public secondary schools in Anambra State. The sample of 515 teachers was used for the study. The study adopted multi-stage sampling technique for the study. The researcher-developed instruments titled: "Principals' Leadership Styles Questionnaire (PLSQ) and "Teachers' Job Satisfaction Questionnaire (TJSQ)" were used for the study. The instruments were subjected to face validation by three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient for PLSQ is 0.83 and 0.92 for TJSQ which was considered reliable and suitable for the study. Data collected for the study were analysed using Pearson Product Moment Correlation. The findings showed that principals' autocratic, democratic and transformational leadership styles exhibit a positive relationship with teachers' job satisfaction while principals' laissez faire leadership style was negatively related to teachers' job satisfaction in public secondary schools in Anambra State. The study also revealed that significant relationship exists between principals' leadership styles (autocratic, democratic, laissez faire and transformational) and teachers' job satisfaction in public secondary schools in Anambra State. The study therefore concludes that teachers' job satisfaction can be said to have been achieved, when the appropriate leadership styles that engenders teachers' job satisfaction has been identified and likewise that specific components of the leadership styles

that relate more to teachers' job satisfaction are known and applied. The study recommended among others that since principals' leadership styles have shown a positive and significance relationship with teachers' job satisfaction, Teachers Service Commission should consider leadership style of principals during the process of selection and recruitment of principals in order to sustain the teachers' job satisfaction in Anambra State.

Keywords: Principals, Leadership Styles, Teachers, and Job Satisfaction.

Introduction

Teachers who are satisfied with their job are more enthusiastic and interested in devoting more energy and time to school goals and students' academic achievement. Therefore, understanding the important factors affecting teachers' job satisfaction is vital to attain the required information to support an educational system to succeed in its objectives. Since the principal's leadership behaviour is one of the positive factors that have a direct relationship with job satisfaction, considerable research has been carried out on the influence and impact of principals' leadership behaviour on job satisfaction of teachers (Nwakpa, 2018; Adinna, 2019; and Bogale, 2020).

In an educational organization, principal plays a vital role. The principal is responsible for all affairs of the school. The person who makes decisions about the school is known as principal. The leader of an educational institution is principal. The principals are always responsible for the management and other activities of school. Principal is directly responsible to direct the teachers toward the goal of an organization. His attitude with teachers creates a positive relationship with each other. The positive environment creates when principal will use the suitable leaderships' styles for the staff (Mehrotra, 2018). However, Simmonds (2019) stated that the principals' leadership style identified the standard of education in the school. So the leadership in the educational organization is the basic phenomenon. The teacher and principal are the basic aspects of quality for the effective education.

Leadership is a process of influencing others. Leader communicates a vision that turns self-interest into commitment to a job. Leadership leads group of people and provides them the clear ideas and objectives to achieving the organizational goals. Effective leaders inspire and influence others through on their self-confidence and motivation. Leadership is a responsibility to lead the personal morals as well as lead to the society. It provides the awareness to community. The quality of teaching impresses the students It influences on the students' motivation and achievement. Leadership provides the vision, direction and support for change. There is the strong relationship between leadership, change and school performance and teachers' job satisfaction. Leadership refers as a capability to solve the thing with support and collaboration of people in the any organization (Adesina, 2017).

In schools, principal leadership style is regarded as a critical aspect of teacher satisfaction (Bogale, 2020). Principals who assist teachers in their professional growth and development, and enable

them in improving their skills, knowledge and abilities usually increase their job satisfaction (Nwakpa, 2018 & Adinna, 2019). Fostering satisfaction of teachers in schools is imperative as teachers who are highly satisfied are likely to stay longer on the job, can perform better than their unsatisfied colleagues and are usually full of excitement to contribute positively to the success of the school. Such teachers will also be ready to go extra mile for the students and the school in order for the school's goals and objectives to be achieved (Akachukwu, 2017; and Bagale, 2020). Eze and Okafor (2017) asserted that satisfaction of teachers to their job is an essential aspect in all efforts to enhance school education. Satisfied teachers are more likely to work toward school goals, invest more effort in their job, and are more willing to apply considerable effort in school reforms (Yousef, 2018). School education goals and success requires greater commitment from teachers. Studies noted that principals' leadership styles are significant factors affecting teachers' performance and commitment such as, decision making, employee relationships, and supportive organizational structure (Akachukwu, 2017; and Adinna, 2019).

Some of the factors that may determine the level of teachers' job satisfaction in schools include job security, relationship between teachers and students, the quality of the work done by teachers, the work environment, availability of resources in schools, prompt payment of salary and other allowances, adequate incentives among others (Ernest & Felix, 2016). Thus, teachers' job satisfaction has a direct link with the leadership styles of principals practicable in the school (Okonkwo *et al.*, 2018). Leadership is the process of influencing people to achieve organizational objectives and goals. Leading focuses on the efforts of the manager to stimulate high performance. This involves directing, motivating, communicating with workers both as individual and groups (Bateman & Zeithmal, 2015). Akachukwu (2017) opined that a principal as a leader should have motivational, delegation, verbal communication, group work, human and conceptual skills. Akachukwu further argued that lack of such skills makes a principal less effective in his or her work. Different leadership styles exist in work environments. Advantages and disadvantages exist within each leadership style. The culture and goals of an organization determine which leadership style fits the firm best but some companies offer several leadership styles. Bateman and Zeithmal (2015) further argued that choosing the right leadership style is the key element of leader effectiveness in this 21st century. Ciulla (2016) stated that leadership is the inspiration on mobilization of others to undertake collective action in pursuit of common good.

Therefore, school leadership is a process of encouraging and helping teachers and learners to work enthusiastically towards realization of schools and educational objectives (Ciulla, 2016). Thus, leadership styles exhibited by a school principal affect school climate, learning situations and levels of professional and job commitment among teachers. Clerk (2016) averred that leadership style is the manner and approach in which a leader provides direction, implements plans and motivates people so as to meet organizational goals. It is a leader's method of providing direction, implementing plans and motivating people. Leadership styles are on a continuum, ranging from autocratic at one end, to laissez-faire at the other, with a variety of styles in between.

The importance of leadership (especially the style adopted by the leader) and workers' satisfaction to the achievement of either job or organizational goals becomes apparent and critical. Leadership

has always been considered as a critical element and function of management, which helps manage the dedication level of workers within the organization and the attainment of organizational goals (Abasilim *et al.*, 2018a). Effective leadership has a positive influence on the satisfaction of teachers. Most school principals are not effective in their leadership behaviour because they treat teachers as tools believing that teachers can be treated anyhow. In response to this, teachers do not handle their work properly (Okonkwo *et al.*, 2018). In highly effective schools which have reversed a trend of poor performance and declining achievement, the principal sets the pace leading and motivating students and staff to perform to their highest potential (Bush & Oduor, 2016). It is therefore not surprising that there is pressure mounted by stakeholders on effective leadership among principals which increases job satisfaction among teachers in secondary schools, with particular attention to public secondary schools in Anambra State.

Good school - based management requires effective school leadership whereby school principals are able to handle both external operations as well as the school environment interaction (Anderson, 2017). This is because leadership involves interpersonal influence exercised on others through communication process towards the attainment of certain goal (Akachukwu, 2017). Okonkwo *et al.* (2018) pinpointed that a servant leader enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring society. That is to say, a servant-leader is servant first; who is eagerly to serve first; who naturally think about serving other by employing democratic foundations for passing decision and how to implement them.

Today, organizational leaders in some part of the world have been accused of adopting leadership styles that favour the top-down, command and control technique in leading their subordinates, which most often than not causes negative reactions from their subordinates (employees) and hampers cordiality between both parties (Akinbode & Fagbohunde, 2016). The results of these styles of leadership would include the demotivation of staff, erosion of employees' commitment and satisfaction among others. This is usually obvious when such employees have no immediate opportunity for whatever reason to leave the organization and they become emotionally detached from the organization (Akachukwu, 2017). From the foregoing, numerous studies of organization and management in respect to leadership have consistently indicated that leadership style is a critical factor in organizational performance and effectiveness; affecting positively and/or negatively organizational process and structure, patterns of social interaction, members' beliefs, attitudes and job behaviours (Eze & Okafor, 2017). In this regard, schools need effective leadership style to give intended results and bring about teachers' job satisfaction. Thus, leadership styles of school principals to be considered in this study are autocratic and democratic leadership style.

The autocratic leadership style allows managers to make decisions alone without input others (Dubrin, 2015). Managers possess total authority and impose their will on employees. No one challenges the decisions of autocratic leaders. This leadership style benefits employees who require close supervision. Creative employees who thrive in group functions detest this leadership style (Okumbe, 2015).

In democratic leadership style, leadership values the input of team members and peers; the responsibility of making final decision rests with the leader (Okumbe, 2015). This kind of leadership boosts employee morale because employees make contributions to the decision making process. It causes the employees feel as if their opinions matter. When a company needs to make changes within the organization, this leadership style helps employees accept changes easily because they play a role in the process. This style meets challenges when the companies need to make a decision in a short time (Day, 2016).

Differences in leadership styles used by principals have been raised in performance of schools in which some perform better while others perform poorly. Frequent conflict between teachers and principals, poor attendance of lessons, teachers' truancy with no apparent reason and teachers' persistence abnormal behaviour in school during working hours are said to be related to principal's leadership style. Research has indicated that job commitment of teachers is highly correlated with teachers' retention and teachers' job satisfaction also has been linked to teachers' attrition through the effectiveness of the principals' leadership styles (Eze & Okafor, 2017). Okonkwo *et al.* (2018) pointed out that job satisfaction is influenced by many organization contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility to leadership.

Today many teachers feel dissatisfied and less committed with their work because of increased accountability and stress, heavy workloads, poor pay and working conditions, a negative school atmosphere and specifically perceived inadequate principal support. It is in this regard that the researcher deems it necessary to examine the relationship between the principals' leadership styles and teachers' job satisfaction in public secondary schools in Anambra State.

Statement of the Problem

Principals' leadership styles and teachers' job satisfaction are two fundamental factors that determine the success of any school. A principal with appropriate leadership competencies can positively impact on the way teachers undertake their duties. This is because the leadership style practiced by a principal will determine how enthusiastically the teachers are going to carry out their duties which in turn will determine the students' performance.

Leadership style employed in schools influence three major things: job commitment, satisfaction and performance. To determine the kind of leadership style that goes with teachers' job satisfaction in educational setting has remained a problem in Nigeria, including Anambra State. Yet most secondary schools, particularly government owned secondary schools, are facing the problems of leadership due to limited professional development opportunities, and inadequate teachers' professional support and supervision.

Most secondary schools in Anambra State that are facing the problem of leadership would appear to find themselves in a corner with regards to deciding which one of the leadership styles is best and more acceptable or which one causes problems to school teachers in relation to their work commitment. Again, differences in leadership styles used by principals have been raised in

performance of schools in which some perform better while others perform poorly. Frequently, conflicts between teachers and principals, poor attendance of teachers, teachers' truancy without apparent reason, and teachers' persistence abnormal behaviour in schools during working hours are said to be related to principals' leadership style. This study, therefore, took up the task of filling the existing gap through an empirical investigation of the relationship between the principals' leadership styles and teachers' job satisfaction in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to examine the relationship between the principals' leadership styles and teachers' job satisfaction in public secondary schools in Anambra State.

Specifically, the study sought to determine:

1. examine the relationship between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State.
2. determine the relationship between principals' democratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State. ascertain the relationship between

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the relationship between principals' democratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State.
2. There is no significant relationship between principals' democratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State.

Methodology

The study adopted a correlational research design. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and

Otuocha. The population of the study consisted of 5149 teachers (795 male and 4352 female teachers) in 267 public secondary schools in Anambra State. The sample size 515 teachers drawn using multi-stage sampling technique. The instrument for the study was a self-structured questionnaire, titled “Principals’ Leadership Styles Questionnaire (PLSQ) and “Teachers’ Job Satisfaction Questionnaire (TJSQ)”. The instrument has four section A-C. Section A deals with the personal data of the respondents, while section B is divided in clusters with 8 items, and section C sought for the information of teachers’ job satisfaction, with 12 items. The instrument has four point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of four research assistants. A total number of 492 were retrieved which represented (96%) return rate and (4%) loss. The reliability of the instrument was determined using Cronbach Alpha formula and average reliability index of .81 for Principals’ Autocratic Leadership Style Questionnaire (PALSQ), .85 for Principals’ Democratic Leadership Style Questionnaire (PDLSQ) and .92 for Teachers’ Job Satisfaction (TJSQ) are considered highly reliable and suitable for the study. Data were analyzed using Statistical Package for Social Sciences (SPSS) version 23. Pearson Product Moment Correlation was used to determine the correlation of principals’ leadership styles and teachers’ job satisfaction in Anambra State. Similarly, Pearson Product Moment Correlation was also used to determine the significance of correlation coefficient for the hypotheses. All the hypotheses were stated in the null form and will be tested at .05 level of significance.

Decision Rule

For Pearson Correlation (r)

+ Sign = Positive Relationship

- Sign = Negative Relationship

For Sig. (2-tailed) when

Sig. (2-tailed) < .05: Reject H_0 and Accept H_1

Sig. (2-tailed) > .05: Accept H_0 and Reject H_1

Research Question 1: What is the relationship between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: Pearson Product Moment Correlation between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State

	Autocratic Leadership Style	Teachers' Job Satisfaction
Autocratic Leadership Style	Pearson Correlation 1 (r)	.337**
	Sig. (2-tailed)	.000
	N	492
Teachers' Job Satisfaction	Pearson Correlation (r)	.337**
	Sig. (2-tailed)	.000
	N	492

****Significant at $p < 0.05$; $r^2 = 0.310247$; % = 31.0**

The result of Pearson Product-Moment Correlation Coefficient from the Table 1 above showed the relationship between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State with: $r = .337$, $r^2 = 0.310249$, percentage (%) = 31.0 and $N = 492$. This revealed a positive correlation coefficient value of .337 which indicated that there is a positive correlation existing between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State. Although there is a positive correlation of principals' autocratic leadership style and teachers' job satisfaction but the relationship is weak with the value of .337(34%). This means that principals' autocratic leadership style has a positive but weak relationship with teachers' job satisfaction in public secondary schools in Anambra State. The positive correlation of principals' autocratic leadership style and teachers' job satisfaction means that the management and administration of public secondary schools in Anambra State depend on the autocratic leadership style of the school principals. Hence, the principals' autocratic leadership style accounted for 31.0% of the variance in teachers' job satisfaction in public secondary schools in Anambra State.

Research Question 2: What is the relationship between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: Pearson Product Moment Correlation between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State

	Democratic Leadership Style	Teachers' Job Satisfaction
Democratic Leadership Style	Pearson Correlation 1 (r)	.723**
	Sig. (2-tailed)	.000
	N	492
Teachers' Job Satisfaction	Pearson Correlation .723** (r)	1
	Sig. (2-tailed)	.000
	N	492

**Significant at $p < 0.05$; $r^2 = 0.645876$; % = 64.6

The result of Pearson Product-Moment Correlation Coefficient from the Table 2 above showed the correlation existing between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State with: $r = .723$, $r^2 = 0.645876$, percentage (%) = 64.6 and $N = 492$. This revealed a positive correlation coefficient value of .723 which indicated that there is a positive relationship existing between principals' democratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State. Although there is a positive correlation of principals' democratic leadership style and teachers' job satisfaction but the relationship is very strong with the value of .723(72%). This means that principals' democratic leadership style has a very strong and positive relationship with teachers' job satisfaction in public secondary schools in Anambra State. The positive correlation of principals' democratic leadership style and teachers' job satisfaction means that the management and administration of public secondary schools in Anambra State strongly depend on the democratic leadership style of the school principals. Hence, the principals' democratic leadership style accounted for 64.6% of the variance in teachers' job satisfaction in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: There is no significant relationship between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State.

Table 3: Pearson Product Moment Correlation between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State

	Autocratic Leadership Style	Teachers' Job Satisfaction
Autocratic Leadership Style	Pearson Correlation 1 (r)	.337**
	Sig. (2-tailed)	.000
	N	492
Teachers' Job Satisfaction	Pearson Correlation .337** (r)	1
	Sig. (2-tailed)	.000
	N	492

**Significant at $p < 0.05$; $r^2 = 0.310247$; % = 31.0

The result of Pearson Product-Moment Correlation Coefficient from the Table 3 above showed the significant correlation existing between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05, the study rejected the null hypothesis that there is no significant correlation between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that there is a significant relationship between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: There is no significant relationship between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State.

Table 4: Pearson Product Moment Correlation between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State

	Democratic Leadership Style	Teachers' Job Satisfaction
Pearson Correlation 1 (r)		.723**
Democratic Leadership Style		
Sig. (2-tailed)		.000
N	492	492
Pearson Correlation .723** (r)		1
Teachers' Job Satisfaction		
Sig. (2-tailed)	.000	
N	492	492

**Significant at $p < 0.05$; $r^2 = 0.645876$; % = 64.6

The result of Pearson Product-Moment Correlation Coefficient from the Table 4 above showed the significant correlation existing between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05, the study rejected the null hypothesis that there is no significant correlation between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that there is a significant relationship between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State.

Discussion

Findings on the relationship between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State showed that there is a positive relationship between principals' autocratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State. The study also showed that there is a significant relationship between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State. The finding is as a result of teachers accepting that; principals expect the very best from teachers; principal expect high quality work from teachers; principals set goals for teachers to follow; principals closely supervises teachers; principals threaten teachers with discipline actions when work is not well done; principals are concerned about personal problems of teachers; principals make decisions after consulting with teachers;

and principals do motivate teachers in the schools. The findings of the study are in line with the opinions of Dariush (2017); Abasilim *et al.* (2018); and Adinna (2019).

Dariush (2017) found that autocratic leadership styles of managers have a significant positive effect on teachers' commitment. Abasilim *et al.* (2018) found out that there is a positive relationship between autocratic leadership styles and teachers' job satisfaction. The results revealed that the most prominent indicators among the leadership styles that relate more to teachers' job satisfaction are inspirational motivation, intellectual stimulation, contingent reward, and idealized behaviour, respectively. Adinna (2019) revealed that that principals were practicing many elements of autocratic leadership style contrary to most of the principals who denied being autocratic.

Findings on the relationship between principals' democratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State indicated that there is a positive relationship between principals' democratic leadership styles and teachers' job satisfaction in public secondary schools in Anambra State. The study also indicated that there is a significant relationship between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Anambra State. The finding is as a result of teachers accepting that; principals consider teachers' opinions in decision-making; decisions made by teachers are implemented; principals are easy to dialogue with; principals delegate school duties to teachers without favour; principals express confidence in teachers; principals are open to criticism from the teachers; principals promote cooperation among teachers; and principals involve teachers in planning of school activities. The findings of the study are in consonance with the opinions of Raja and Palanichamy (2015); Akachukwu (2017); Okonkwo *et al.* (2018).

Raja and Palanichamy (2015) study showed that democratic leadership style has a positive impact on teachers' job satisfaction in the schools. Akachukwu (2017) study revealed that democratic leadership styles positively influence teachers' job performance but, democratic leadership style was the most dominant in best performing primary schools. It is therefore suggested that there is much to be learnt with democratic leadership style as a copying strategy in least performing primary schools. The findings commended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools. Okonkwo *et al.* (2018) study perceived leadership styles as predictors of teachers' job satisfaction showing that perceived leadership styles would jointly and independently predict teachers' job satisfaction with democratic leadership having the strongest positive prediction. The findings of the study disagreed with the view of Adinna (2019) principals were not using democratic leadership style as most of them were not involved in decision making leading to low job satisfaction.

Conclusion

The role of leadership styles in ensuring the extent to which personnel are satisfied and committed cannot be downplayed. Thus, the study therefore concluded that teachers' job satisfaction can be said to have been achieved, when the appropriate leadership styles that engenders teachers' job

satisfaction has been identified and likewise that specific components of the leadership styles that relate more to teachers' job satisfaction are known and applied.

Recommendations

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

1. Since principals' leadership styles have shown a positive and significance relationship with teachers' job satisfaction, Teachers Service Commission should consider leadership style of principals during the process of selection and recruitment of principals in order to sustain the teachers' job satisfaction in Anambra State.
2. Principals must take cognizance of their behavioural patterns and styles of leadership especially the democratic and transformational leadership styles that enhance job satisfaction of their teachers better.

REFERENCES

- Adinna, P. (2019). Principals' leadership styles and teachers' job satisfaction in public primary schools in Abia State. *NG-Journal of Social Development*, 6(1), 84-103. <http://www.doi.org/10.12816/0040240>.
- Abasilim, U. D., Gberevbie, D. E. & Osibanjo, O. A. (2018). Canonical analysis of perceived leadership styles and teachers' job satisfaction and commitment in Nigeria. *Paper presented at the 14th European Conference on Management Leadership and Governance* at HU University of Applied Sciences, Utrecht, The Netherlands.
- Adesina, S. (2017). *What is educational management?* Enugu, Nigeria: Fourth Dimension.
- Akindode, M. & Fagbohunde, O. (2016). Effects of leadership styles on job satisfaction of lecturers in tertiary institutions in Akwa Ibom, Nigeria. *Journal of Human Resource Management*, 5(1), 12-18. <http://dx.doi.org/10.1504/jhrm.2016.0587>.
- Akachukwu, S. A. (2017). Principals' leadership styles and teachers' job performance in Ebonyi State Public Secondary Schools. *Unpublished M. Ed Thesis*, University of Ado-Ekiti, Nigeria.
- Bateman, T. S. & Zeithmal, C. P. (2015). *Management: Function and Strategy*. VonHoffmann Press.
- Bush, N. S. & Oduro, A. C. (2016). New principals in Africa: Preparation, induction and practice. *Journal of Studies in Education*, 10, 35-46. <http://dx.doi.org/10.2307/30696>.

- Bogale, B. T. (2020). The relationship between principals' leadership style and teachers' job satisfaction in government secondary schools of Harar City, Ethiopia. *East African Journal of Social Sciences and Humanities*, 5(1), 55-68. <http://dx.doi.org/10.1180.65912>
- Ciulla, J. B. (2016). Leadership and the problems of bogus empowerment in ethics: The heart of leadership. *International Journal of Business Management*, 4(3) 159-168. . <http://dx.doi.org/10.1108/0128544051462745>.
- Clerk, A. F. (2016). Factors affecting job satisfaction of the employees in a public institution: Middle East Technical University. *Institute of Education Journal, University of Nigeria, Nsukka*, 28(11), 310-322. <https://hdl.handle.net/11511/24262>
- Dariush, L. (2017). Principals facilitating organizational commitment of teachers in Tehran. *International Journal of Economics, Commerce and Management*, 4, 640-655. <http://dx.doi.org/10.1822/7592451>.
- Day, C. (2016). *A passion for teaching*. Routledge Falmer.
- Dubrin, J. A. (2015). *Human relations: A job oriented approach*. Virginia: Prentice Hall.
- Ernest, D. & Felix, P. (2016). Job satisfaction and organizational commitment among teachers of public senior secondary schools: A case study of Enugu Metropolis. *Information and Knowledge Management*, 3(11), 47-52. <http://dx.doi.org/10.4314/ikm.v3i11.23>.
- Eze, N. & Okafor, S. (2017). School organisational health and teachers' commitment: A contingency study with multi-level analysis. *Journal of Education and Human Development*, 7(1), 92-97. <https://doi.org/10.15640/jehd.v7n1a11>.
- Mehrotra, A. (2018). *Leadership styles of principals*. Mittal Publications.
- Nwakpa, P. (2018). Principals' leadership styles and teachers' job satisfaction in Ebonyi State. *International Journal of Social Studies*, 45(3), 382–392. <https://doi.org/10.1016/j.ijsoctu.2018.45.003>.
- Okonkwo, E. A., Ikegbuna, C. & Nwandu, I. B. (2018). Regression analysis of perceived leadership styles and job satisfaction among sample of Nigerian teachers. *Journal of Education and Leadership Development*, 7(1), 29-35. <https://doi.org/10.1108/0263128>.
- Okumbe, J. A. (2015). Levels of job satisfaction among graduate teachers in Siaya and Kisumu districts. *Unpublished PhD Thesis*, Kenyatta University.
- Raja, A. S. & Palanichamy, P. (2015). Principals' leadership styles and its impact on teachers' job satisfaction. *Mediterranean Journal of Social Sciences*, 6(2), 93-100. <http://doi.org/10.5901/mjss.2015.v6n2s5p93>.

Simmonds, A. (2019). Teachers' perceived leadership behaviour of principals' and teachers' performance in a sample of all age schools in rural and urban Jamaica. *Unpublished Thesis*. University of the West Indies.