CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers in the school system play a pivotal role in any educational system without which, educational goals cannot be attained. They are highly necessary and there is a need for them to be effective in their day-to-day discharge of pedagogical duties for any curriculum to be implemented effectively. Thus, it is impossible to overstate the importance of instructors in the growth, modernization, intellectual and mental development of a child.

Within the school, teacher job satisfaction holds the key to stability and positive culture. Teachers' job satisfaction intertwines with professional growth and personal well-being. Content educators, driven by a sense of fulfillment in their roles, actively seek opportunities for professional development. This commitment to growth not only benefit individual teachers but also elevates the overall effectiveness of the teaching staff , reducing turnover rates and maintaining a cohesive and experienced educational team.

This retention contributes significantly to the development of a positive school culture characterised by collaboration, shared goals, and a nurturing atmosphere. It could influence the quality of teaching and the overall well-being of both students and educators. Job satisfaction is a positive emotional state resulting from the appraisal of one's job or job experiences. It is a feeling of contentment, happiness and fulfillment that an individual derives from their job. Teacher job satisfaction, which can be further subdivided into internal and external satisfaction, is the measure of teachers' contentment with their current jobs (Wang, 2019).

Teachers' job satisfaction is closely linked to well-being; satisfied teachers may likely experience lower stress levels, better mental health, and a more positive work-life balance. Teachers' job satisfaction could profoundly shape the educational landscape, exerting extensive effects on students, the school, and the educators themselves. Satisfied teachers, motivated and engaged in their roles, invariably translate their enthusiasm into higher-quality teaching. This positive impact resonates with students, who benefit from a stimulating and supportive learning environment. The ripple effect extends to student engagement, as content and satisfied teachers tend to foster active participation and a genuine interest in learning.

The role of a principal in an educational institution is multifaceted and pivotal to the overall success of the school. Principals serve as visionary leaders, setting the tone for the school's mission and vision. They play a central role in creating a positive school culture by fostering a supportive and inclusive environment. A head teacher's leadership style has a significant impact on how well their school performs (Waweru & Orodho, 2014). They must convey expectations, provide feedback, and maintain open channels with teachers, students, and parents. Principals are instrumental in facilitating professional development opportunities for teachers, ensuring continuous growth and improvement. They are also responsible for managing resources, overseeing administrative tasks, and making strategic decisions to enhance the overall functioning of the school. Additionally, principals serve as advocates for both students and teachers, working to create an optimal learning environment that nurtures academic success and personal development. Overall, the role of a principal is dynamic, encompassing leadership, management, and advocacy to create a thriving educational community and all these leadership styles could have influence on their teachers' job satisfaction.

The principals' leadership style as a predictor on teachers' job satisfaction is profound and multifaceted. Effective leaders prioritize professional development opportunities, acknowledging the importance of continuous learning for teachers. Democratic leadership, according to Ovunda, Oluwuo, and Onyeike (2018), is used when department heads or principals confer and consult with their staff members prior to making any significant decisions that will have a beneficial impact on the school. When using this leadership style, the head of the school or the principal must have outstanding communication skills in order to convey to the teachers particular ideas, expectations, objectives, and outcomes. A democratic principal leadership style, characterized by inclusivity and collaborative decision-making, can have positive effects on teachers' job experiences. This leadership approach fosters a sense of empowerment and engagement among teachers by involving them in important decisions related to school policies and practices. Teachers in a democratic environment may feel a stronger sense of ownership and commitment to the school's mission and goals. Open communication channels allow for the exchange of ideas, leading to innovative solutions and a supportive community. This style can contribute to a positive work culture, enhancing teacher morale and job satisfaction. Moreover, a democratic leadership approach provides opportunities for professional development and encourages a collaborative teaching environment, ultimately fostering a sense of unity and shared purpose among educators.

A laissez-faire principal leadership style, characterized by a hands-off approach and limited guidance, can have detrimental effects on teachers' job experiences. Teachers may experience a lack of direction and support, leading to feelings of uncertainty and frustration. The absence of clear expectations and guidance can result in a disorganized work environment, potentially affecting the quality of teaching and collaboration among educators.

Without proactive leadership, teachers might struggle with decision-making and problem-solving, hindering their ability to address challenges effectively. This laissez-faire approach may contribute to a sense of isolation among teachers, as the absence of structured leadership can diminish opportunities for mentorship and professional growth. Overall, the effects of a laissez-faire leadership style may manifest in reduced motivation, lower job satisfaction, and an overall decline in the quality of the teaching and learning environment.

A common belief of many authoritarian leaders is that followers require direct supervision at all times or else they would not operate effectively. This belief is in accordance with one of Douglas Macgregor's philosophical views of humankind, Theory x. This concept proposes that it is a leader's role to coerce and control followers because people have an inherent aversion to work and will abstain from it whenever possible.

An autocratic principal leadership style, characterized by centralized decision-making and limited teacher input, can have several effects on teachers' job experiences. As per Chen and Wahab's (2021) definition, an autocratic principal is one who exercises complete authority in managing the school and can command subordinates, such as teachers and support staff, without consulting outside experts. Teachers in an autocratic environment may experience a lack of autonomy and involvement in decision-making processes, potentially leading to feelings of disempowerment and frustration. The rigid top-down structure may hinder creativity and innovation among educators, as initiatives and changes are predominantly directed by the principal. Communication channels may be one-sided, limiting opportunities for feedback and collaboration. While this style can provide clear direction and efficient decision-making, it may also result in a more hierarchical and less collaborative work environment. Teachers may feel a sense of dependency on the principal's decisions. The

effects of an autocratic leadership style can vary depending on the specific context and the extent to which teachers' voices are considered in the decision-making processes. When the teachers are not satisfied with their Jobs, it will negatively affect the students' academic performance.

The fundamental principle of the situational leadership style is that there is no single "best" style of leadership. Effective leadership is task-relevant and the most successful leaders are those who adapt their leadership style to the performance readiness level (ability and willingness) of the individual or group they are attempting to lead. Effective leadership varies, not only with the person or group that is being influenced but it also depends on the task, job or function that needs to be accomplished.

Statement of the problem

When teachers are not satisfied with their jobs, several consequences could emerge, affecting both the teachers and students. Reduced job satisfaction may lead to decreased motivation and engagement among teachers, impacting the quality of instruction and student learning experiences. Teachers who are dissatisfied may be more prone to burnout, affecting their mental and physical well-being. High levels of teachers dissatisfaction could also result in higher turnover rates, leading to a loss of experienced educators and potential disruptions in the continuity of education. Moreover, a negative work environment could negates teachers collaboration and teamwork, hindering the overall effectiveness of the school. Students may feel the repercussions of this dissatisfaction through lower academic performance, reduced support, and a less positive learning atmosphere. Addressing teachers' dissatisfaction is crucial for maintaining a healthy educational environment, fostering professional growth, and ensuring the well-being of both educators and students.

Principals' leadership styles could profoundly shape the experiences of teachers within an educational setting. Supportive and empowering leadership could enhance teacher job satisfaction, motivation, and overall morale. However, teachers may find it more difficult to accomplish common, beneficial goals if a leader adopts an unpleasant leadership style. The leadership style of a principal permeates every aspect of teachers' professional lives, significantly impacting their well-being, motivation, and the overall effectiveness of the educational institution. In certain areas, the level of teachers' commitment to their job has been drastically reduced mainly because of the leadership style being practiced in the school. Principals' inability to manage workload, minimize stressors, and cultivate a positive school culture influence teachers retention and turnover rates. There are some speculations on how and what type of leadership style a principal must adopt to ensure the satisfaction of the teachers. Subsequently, it is appropriate to assess the work of principals' ;eadership style as a predictor of teachers' job satisfaction.

Purpose of the Study

The purpose of this study predicted principals' leadership style on teachers' job satisfaction, specifically to;

1. predict laissez-faire leadership style on teachers' job satisfaction;
2. predict democratic leadership style on teachers' job satisfaction;
3. predict authoritarian leadership style on teachers' job satisfaction;
4. predict autocratic leadership style on teachers' job satisfaction; and
5. predict situational leadership style on teachers' job satisfaction;

Research Questions

The following research questions were raised to guide the study:

1. To what extent does laissez-faire leadership style predict job satisfaction of secondary school teachers in Edo South Senatorial District?
2. To what extent does democratic leadership style predict job satisfaction of secondary school teachers in Edo South Senatorial District?
3. To what extent does authoritarian leadership style predict job satisfaction of secondary school teachers in Edo South Senatorial District?
4. To what extent does autocratic leadership style predict job satisfaction of secondary school teachers in Edo South Senatorial District?
5. To what extent does situational leadership style predict job satisfaction of secondary school teachers in Edo South Senatorial District?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level of significance.

1. Laissez-faire leadership style does not significantly predict job satisfaction of secondary school teachers.
2. Democratic leadership style does not significantly predict job satisfaction of secondary school teachers.
3. Authoritarian leadership style does not significantly predict job satisfaction of secondary school teachers.
4. Autocratic leadership style does not significantly predict job satisfaction of secondary school teachers.

5. Situational leadership style does not significantly predict job satisfaction of secondary school teachers.

Significance of the Study

From the results of the findings, it can be deduced that the research was useful to teachers because by understanding the impact of leadership styles, it would help teachers identify supportive environments thereby contributing to job satisfaction and professional growth. Also, positive leadership can lead to increased morale, motivation, and commitment, fostering a more collaborative and innovative teaching community.

This study would be important to schools because positive leadership practices can enhance the school's reputation, attracting high-quality educators and students, ultimately elevating the overall educational quality. It would help the school administrators to adopt good leadership styles in order to ensure that the staff is fulfilled and satisfied with their job.

Also, this study would be important to the society. A well-functioning educational system positively impacts society by producing well-educated individuals ready to contribute meaningfully to their communities and the workforce. Effective leadership in schools contributes to the development of responsible citizens, fostering positive social and economic outcomes.

Scope of the Study

The study is delimited to the teachers in Edo South Senatorial District which consists of seven local governments which include Oredo, Ovia South West, Egor, Ovia North East, Orhionmwon, Ikpoba Okha and Uhunmwode local government areas. Variables of interest to the researcher include Laissez-faire, democratic, authoritarian, autocratic and situational principal leadership styles as they predict teachers' job satisfaction.

Definition of Terms

Authoritarian Leadership Style: It is a leadership style characterised by centralised decision-making, strict control and limited teacher participation.

Autocratic Leadership Style: It asserts absolute authority and control over subordinates and demands unquestionable obedience from subordinates.

Democratic Leadership Style: It encourages each team member to participate in decision-making by sharing their opinions.

Laissez-Faire Leadership Style: It allows followers to have the autonomy to make their own decisions and manage their own tasks.

Principal's leadership style: This refers to the way a school leader interacts with and guides their staff, influencing the school's culture and decision-making processes.

Situational Leadership Style: It offers a flexible and adaptable approach to leadership, allowing leaders to adjust their style to meet the unique needs of their team members.

Teachers' job satisfaction: Refers to the contentment and fulfillment that educators experience in their roles. It is influenced by various factors, including the work environment, leadership support, relationships with colleagues and students, opportunities for professional development, workload, and recognition.

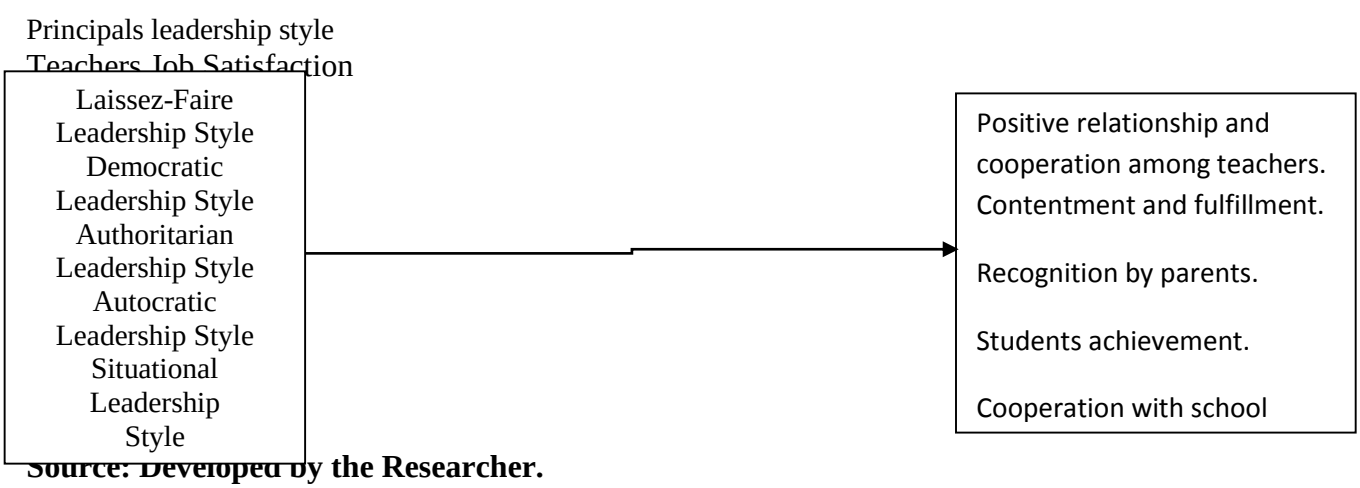
CHAPTER TWO

LITERATURE REVIEW

This chapter represents a review of relevant literature of this study. It is organized under conceptual framework, theoretical review, empirical review and summary of literature review.

Conceptual Framework

The conceptual framework consists of the dependent variable which is teachers' job satisfaction and the independent variable which is the various leadership styles and how they affect the performance of the teachers and the students. e



Source: Developed by the Researcher.

The interactions of the independent and dependent variables that may directly and indirectly influence the level of job satisfaction.

The laissez-faire leadership style allows the teachers to make their decisions and take initiatives. It puts the steering wheel squarely at the hand of employee. Teachers under this style of leadership exploit the situation and engage in unproductive activities detrimental to the school's welfare. It provides minimal supervision, a leader who adopts this style will observe and only make intervention.

The democratic leadership style appreciates the opinions of their teachers and include them in decision making. It fosters a positive workplace culture where teachers feel trusted and respected. A teacher who works under this style of leadership may have opportunities to share his/her ideas and feedback and the principal may take this into account when making decisions for the school.

The authoritarian leadership style is a leadership style characterized by centralized decision-making, strict control and limited teacher participation. In this style, leaders make decisions without input from team members and expect them to follow orders without question.

The autocratic leadership style makes decisions without input from their followers and expect them to follow orders without question. This create a sense of frustration and resentment among the teachers, leading to lower job satisfaction. It is a type of leadership characterized by individual control over all forms of decisions by obtaining little input and information from his subordinates.

Under the dependent variables, the following are the factors that can make teachers have satisfaction in their jobs and they are:

i. Positive relationships and cooperation among colleagues.
ii. Recognition by parents.
iii. Students achievement.
iv. Cooperation with school leadership.
v. Use of teaching technology.
vi. Contentment and fulfillment.

Laissez-faire Leadership Style

Laissez-faire, as the name suggests , is a hand off leadership style that encourages employees to trust their own instinct and learn from trial and error. A leader who adopts this style will provide minimal guidance and supervision and expect their employee to practice self-discipline. This of course require a certain degree of trust between the management and employee (Yang, 2015). Laissez-faire leadership style tends to be under appreciated. This is because the leadership style is often associated with destructiveness and eagerness to avoid responsibility (Lundmark, 2021). In this leadership style, staff were expected to assume responsibility and solve problems on their own (Sharma, 2013). According to a study on Norwegian employees it was confirmed that the leader who practice the style tends to lead a team that have higher rate of bullying, conflicts and high degree of stress among the employees (Skogstad, 2017).

Democratic Leadership Style

It is the principal involving stakeholders in the decision making or planning process in determining; what to do, how to do, who to do, when to do and for whom to be done? It is participatory in nature by its constant call for meeting. However the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that your employees will respect (Obama, Eunice and Orodho, 2015).

Nsubuga (2008) maintains that an effective principal pays more attention to planning work, special tasks and permits teachers to participate in decision making in achieving school goals. Democracy fully embodied learning that feeds the heart, spirit, mind, physical health and the capacity and skills for practical action (Woods, 2011, Woods and Woods, 2010). Teacher

performance refers to a teacher's overall conduct in carrying out the activities that have been allocated to him as a teacher, trainer, mentor, coach or student educator, to improve the teaching profession through mastery of these critical tasks (Rosaliawati, 2020).

Nasukah (2020) say that to improve the performance of teachers and staff, good communication skills are needed from a leader. The professional allowance, education and professional training have a positive and considerable impact on teacher performance, according to Kurniawan (2018).

Authoritarian Leadership Style

Authoritarian leadership styles involve high levels of control over subordinates (Chiang , Pizzolitto, E., Verna, I. & Venditti, M. 2020). Authoritarian leaders tend to use their authority, which is ensured by organizational hierarchies, to demand absolute obedience of their followers (de Hoogh, Annabel, H. B., Lindred, L. Greer, Deane, N., Den Hartog. 2015). Superiors adopting these leadership styles tend to centralize their power and accentuate the power distance between them and their subordinates (Schaubroeck, J., Peng, A. C., Hannah, S.T. 2017). Although at first glance, the leadership style may not seem to ensure a good work climate or facilitate high performance (Shen, L., Jacob, D.J., Mickely, L.J., Wang, Y., & Zhang, Q. 2019), but it has shown contrasting results during the last decade.

Authoritarian leadership style is often associated with negative performance, complex leader-follower relationships, and high intentions of followers to leave (Schaubroeck et al. 2017).

For example, Chiang et al. (2020) showed that the work climate worsens if authoritarian leaders operate by suppressing subordinates' emotions. (Schuh, S.C., Zhang, X & Tian, P. 2012) showed that subordinates effort could be limited if superiors act as authoritarian leaders.

Autocratic Leadership Style

They tend to make all decisions by themselves. They will argue that this is the most effective style to complete a lot of tasks in a short period of time. That is indeed the strength of autocratic leadership, but its weakness is that the decisions may be opposed or questioned, which in turn increases the likeliness of conflict and the refusal to cooperate. Autocratic leaders under estimate to what extent they depend on others. School rules that are imposed without discussion are disobeyed more frequently, which is counter productive in dealing with misconduct and bullying. Autocratic leadership often follows the status quo and given conventions, offering little in terms of innovation and development. Academic results are poor in autocratically led schools, as the students' specific needs for support and encouragement receive little attention. According to Ardichvili and Kuchenke (2010), and Egwunyenga (2010), an autocratic leader never allows staff decisions and the leader is usually very far from staff. It is a leadership that is imposed on an organisation and it is sometimes refered to as coercive leadership. Autocratic leadership style opined Maqsood, Bilal and Baig (2013) is known for individual control over all decisions and little input from staff.

Situational Leadership Style

The situational leadership style is a leadership model developed by Paul Hersey and Ken Blanchard. It suggests that leaders should adapt their leadership style to the maturity level of their team members. The four leadership styles are:

Directing(S10): Leader provides clear instructions and closely supervises. Suitable for team members who lack experience or confidence.

Coaching(S2): Leader provides guidance and support while encouraging team members to take ownership. Suitable for team members who are developing their skills.

Supporting(S3): Leader provides support and resources while giving team members autonomy. Suitable for team members who are competent but lack confidence.

Delegating(S4): Leader delegates tasks and provides minimal supervision. Suitable for team members who are experienced and self-motivated.

Teachers' job Satisfaction

The idea that the more someone does a job, the more fluent he or she is at the job. The better someone is at the job therefore, the more satisfied the person becomes. This idea was put to test in a study among school teachers that measure teaching experience against teachers' job satisfaction. Contrary to popular belief, the study found that teaching experience plays a negligible role in job satisfaction among teachers (Topchyan, 2020). Less experienced nurse's turnover is influenced by job satisfaction, organisational commitment and stress. While experienced nurse was only influenced by work commitment (Ji & Kim, 2018).

Leadership style

The method of persuasion or example-setting by which a person (or leadership team) encourages a group to pursue goals held by the leader or shared by the leader and his or her followers is known as leadership, according to Gardner (2016). There are numerous variations in leadership styles, and each has advantages and disadvantages of its own. Various leadership philosophies may be required in various circumstances. The best leadership approach will change based on the situation and the individuals involved. There is no one method that works for everyone; as a leader, you have to be adaptive and flexible. Servant, transactional, and transformational leadership are a few popular leadership philosophies. Studies have indicated

that the most proficient leaders employ a blend of approaches, contingent on the circumstances.

Over time, academics and intellectuals interested in educational leadership have become increasingly enthusiastic and curious about school administration and leadership. This is mostly due to the perception that leadership serves as a motivator for followers and a resource mobilizer for achieving organizational goals (Abelha and Behal 2018). Over the years, numerous leadership philosophies have been recognized and examined. The three most well-known leadership philosophies are transactional, servant, and transformational. Transformational leaders encourage and inspire their people to realize a common goal. They motivate, excite, and assist others who follow them in seeing the possibility for change. To inspire their people, transactional leaders emphasize the trading of rewards and penalties. They establish precise guidelines and procedures for their teams and are task-oriented. Servant leaders prioritize the needs of their followers and focus on helping them grow and develop. The three main leadership styles that would be discussed are the democratic, autocratic and laissez-faire leadership styles.

Democratic Leadership

A democratic leadership style is used when department heads or principals consult and discuss with their staff members prior to making any significant decisions that will have a beneficial impact on the organization. To effectively communicate concepts, expectations, requirements, and outcomes to teachers, a school principal or head of teachers employing this leadership style must possess strong communication skills (Nwokamma, Oluwuo, and Onyeike 2018). Democratic leaders cherish the opinions of their followers and include them in decision-making. The advantages of this approach include higher levels of happiness and

engagement from employees as well as improved decision-making because of the input from many viewpoints. However, if too many people are involved in the decision-making process, this approach can be time-consuming and could result in indecision. Democratic leaders foster a positive workplace culture where teachers feel trusted and respected. A teacher who works under a democratic principal may have opportunities to share their ideas and feedback, and the principal may consider this input when making decisions. For example, a teacher might be able to voice their opinion on a new curriculum or teaching methods, and the principal may take this into account when making decisions for the school. This can make the teacher feel more valued and involved in the school, which can lead to higher job satisfaction. As noted by Gronn (2020), the kind of leadership style adopted by the school principal defines the principal's personality or the principal's approach to task performance. Whatever be the case, principals' style of leadership has some impacts on the academic achievement of students in the school. On this note, the principal is expected to study situations and the school environment properly and adopt appropriate leadership style to impact the academic performance of the students positively. The school tone reflects the personality of the school leader. A leader who can use appropriate style of leadership as situations demand can make a better school than those who cannot. Accordingly, where appropriate style is applied, it is most likely that the academic achievement of the students will be high (Adeyemi, 2014). According to Ige (2001), the priority of every good school administrator is to improve the academic achievement of the students. In democratic approaches, there are opportunities for meaningful involvement in the decision making process of students, teachers, non-teaching staff because the challenges schools are facing far exceed the capacities of individual teachers. Wallace (2001), found that shared leadership is more effective than transformational

leadership. Democratic schools engage all members to work as a team in the planning, implementation and monitoring. There is a sense of ownership when projects are implemented with the participation of all members of the school. This was the approach adopted by 30 middle schools in the northern state of Chihuahua, Mexico. According to Okumbe (1998), where democratic leadership style is used, teachers have higher levels of attainment and good attitudes. They also have higher levels of trust in one another because they hold similar beliefs. Therefore, democratic leadership is a source of moral behaviour. This is supported by Kimarua (2010), who notes that while students are self-directed and consistently support the school administration, conversation and student engagement in decision-making issues that directly affect them causes students to own the school policies. This paints a clear picture of how democracy serves as enforcer of rules. However, according to Oyetubo & Olaiya (2009) in Ali (2014), the ideology of democracy , with it's focus on the freedom and rights of the individuals, is one of the factors contributing to acts of indiscipline in schools.

Autocratic Leadership

Autocratic leaders provide a distinct understanding of what needs to be done, when it needs to be done, and how it needs to be done (Angwaomaodoko,2023). Autocratic leaders make decisions without input from their followers and expect them to follow orders without question. Democratic and laissez-faire leaders are considered more "hands-off" than autocratic leaders, who are more controlling. In the autocratic style, the main benefit is efficiency, as the leader makes quick decisions and takes action without delay. However, the drawbacks of this style include decreased morale and motivation among followers, as well as a lack of creativity and innovation due to the leader's tight control. Autocratic leaders, on the other hand, can create a stressful work environment and may lead to teachers feeling

micromanaged and dissatisfied. In contrast, a teacher who works under an autocratic principal may feel that their input is not valued and that they have little control over their work. A teacher who works under this type of principal may feel that their ideas and feedback are not taken into consideration. For example, the principal may introduce a new curriculum or teaching method without consulting the teachers, and may not be open to feedback about how this is affecting the students and teachers. This can create a sense of frustration and resentment among the teachers, leading to lower job satisfaction. In autocratic leadership style, communication is usually described as one way. Leaders say what exactly they want done, in other words, decision-making is usually unilateral. Leaders accomplish goals by directing people (Melling & Little; 2004 Mgbodile, 2004). Though this might sound like poor type of leadership, there are actually situations where this type of leadership style is effective (Ram, 2001). Chikoyo (2023) alleges that this leadership style involves issuing detailed instructions and close supervision of subordinates in workstations. Autocratic leadership is a style of leadership characterized by individual control over all forms of decisions by obtaining little input and information from his subordinates. According to Chen and Wahab (2021), autocratic leadership practiced by the principal is to use his absolute power as an administrator who administers the school and can give instructions to his subordinates including teachers and support staff without seeking views and advice from others. Autocratic leadership influences teachers' job satisfaction in various aspects. These aspects are related to the working environment, colleagues, salary and allowances, promotion opportunities, supervision and workload (Vijian and Wahab, 2020). The relationship of autocratic leadership and job satisfaction can be associated with intelligence on employee emotions as well as employees who are motivated towards their commitment in an organization (Juati, 2020).

According to Ardichvili and Kuchenke (2010) and Egwunyenga (2010), an autocratic leader is usually very far from staff. It is a leadership that is imposed on an organization and it is sometimes referred to as coerce leadership (Baughman,2008). Autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Nothing meaningful can be effectively achieved when a certain type leadership is used. However, Maqsood, Bilal and Baig (2013) argued that during military conflicts, group members may actually prefer an autocratic style. This style allows staff to focus on performing specific tasks without worrying about making complex decisions and to become highly skilled at performing certain duties, which can be beneficial to the organisation. Autocratic leadership could be good at times, but there may be many occasions where this leadership style could be a reason for inaction and this is why leaders who abuse the use of autocratic leadership style are often viewed as dictatorial. Innovative ideas may elude organizations as a result of the use of autocratic style and this stems from the inability of staff to contribute because they are not consulted. Autocratic leadership is an exchange process, so it is a matter of contingent reinforcement of staff based on performances. It motivates staff by appealing to their personal desires and on instrumental economic transactions. (Delong, 2009).

Laissez-faire Leadership

Laissez-faire leaders provide little or no direction to their followers, allowing them to make their own decisions and take initiative. The laissez-faire style has the benefit of giving followers autonomy and responsibility, which can lead to increased motivation and job satisfaction. However, this style can be challenging in situations where there is a lack of clear direction or guidance, and it can lead to disorganization and a lack of accountability." and

laissez-faire leaders give teachers the freedom to make their own decisions and take ownership of their work. This leader attempts to let everyone in the company operate at their own pace and in their own way without interfering, claim Agu and Oputa (2021). He thinks that everyone should be able to work independently since they all know what they're doing. He lets his subordinates work independently since he has faith in their abilities and experiences. Oputa and Agu (2021). A teacher who works under a laissez-faire principal will likely have a lot of autonomy and control over their work. For example, the principal may not micromanage the teachers' lesson plans or teaching methods, and may trust them to make decisions about how to best teach their students. This can be very empowering for the teacher and can lead to increased job satisfaction. However, it's important to note that this type of leadership style can be risky if the teachers are not self-motivated or lack the skills and knowledge to make good decisions. Laissez-faire leadership focuses its attention on the individual working in work performance. However, this leadership style's main focus is on the employees because people are unpredictable and difficult to understand. As this type of leadership believes that people cannot be understood, and persons are changeable and uncontrolled, it's leaders keep a low profile and can work within any form with no criticism or suggestions (Fiaz, 2017). Hence, the leader trusts his team members to accomplish the tasks they like with the procedures they want (Chaudhry & Javad, 2012). Thus, this type of leadership fully trusts the employees as they can care for themselves (Wong & Giessner, 2018). Additionally, Akhtal (2021) mention that when leader hides information from their subordinates, it has a negative effect on their teams' behaviors. Furthermore, Qiang (2023) argue that a helpful leadership style positively impacts employees' job satisfaction even if they are passive or control-oriented. However, when that does not happen they record low

satisfaction. Under this type of leadership, employees have the complete freedom to make decisions by providing them with all the necessary tools and resources, due to which followers are expected to perform highly and solve own problems. Subsequently, it becomes a good learning opportunity for developing and knowing about organisational tools (Eagly, Johannesen-Schmidt & Van Engen, 2003). In this type of leadership there is less supervision guidance to the subordinates, it is much more useful when the employees are skilled and motivated to perform their responsibilities and tasks on their own (Chaudhry & Javad, 2012). This leadership style is useful in situations where subordinates must perform routine tasks with fewer complexities, must make decisions frequently and the process of decision- making is easy. However, people vary according to nature and this style of leadership becomes drastic when employees are not highly skilled , are unwilling to perform duties on their own , lack expertise of the tasks to perform and cannot handle projects or take decisions independently (Eagly, 2003).The main advantage of this leadership style is allowing team members substantial autonomy in their work , which leads to job satisfaction, and increased productivity. On the contrary, it can be damaging if subordinates lack skills and abilities to perform work effectively. One of the reasons for the failure of this leadership style is a lack of sufficient control by the leader upon their subordinates (Amanchukwu, Stanley & Ololube, 2015).

The Laissez-faire principal does not engage in the strict supervision of teachers. He applies little or no control over the activities of teachers. He allows teachers to approach their work the way they want. The Laissez-faire principal believes that teacher do better when they are left on their own to develop their standards of performance and to learn from their mistakes and experiences as they go on without the interference of the principal. Teachers

under the Laissez-faire principals exploit the situation and engage in unproductive activities detrimental to the school's welfare (Obi, 2015). Teachers come to school late and live at will. Some influencial teachers in the school struggle to fill the leadership vacuum thereby creating an atmosphere of chaos. Teachers who are committed feel discouraged by the nonchalant attitude of principals towards their conditions. Nnewi Educational zone is passing through several crisis as a result of teachers' lack of job satisfaction Okoye (2007).

Laissez-faire leadership is a style of management that discourages micromanagement. It is a sort of hands-off management style that put the steering wheel squarely at the hand of the employee. This type of management style encourage employee to do their own resource management like time and energy. Leader that adopts this style tends to provide minimal guidance and supervision and expect their employee to practice self-discipline. This of course require a certain degree of trust between the management and employees (Yang , 2015). Compared to transformational and transactional leadership style is often associated with destructiveness and eagerness to avoid responsibility (Lundmark , 2021). Sales job tend to have a high workload and stress which affects employees' job satisfaction. This is because the industry is highly competitive and fast paced. The effect of low job satisfaction may translate to good staff leaving and the cost of training new staff will fall to the shoulder of employees (Abbas , 2020). The Laissez-faire leadership style provides minimal supervision, a leader who adopts this style will observe and only make intervention, when necessary a direct stark opposite to micromanagement. In this leadership style, staff were expected to assume responsibility and solve problems on their own (Sharma, 2013). The use of a non-interventionist leadership style does not serve the goals of the organization, and has negative effects on work, although it may serve the workers to some extent, as some managers in this

style are characterized by hesitation in making decisions and trying to delegate their responsibilities to subordinates and not using their authority and trying to give workers the freedom to do their jobs (Hamza & Samia, 2020; Sunday, 2016) . Despite this approach may be effective when team members are good at their field of expertise, it often leads to a lack of motivation and role blurring (Bellas & Koustelios , 2014).

Ali and Dahie (2015) , looked into the effects of Laissez-faire leadership style on teacher job satisfaction. The study discovered that in secondary schools in Mogadishu, Somalia, it had a significant and positive impact on teacher job satisfaction.

Munir and Iqbal (2018) found a negative relationship between Laissez-faire leadership style and teacher job satisfaction in a study that looked at the relationship between principal leadership styles and teacher job satisfaction.

Leadership Style and Job Satisfaction

We must employ appropriate leadership strategies that affect teachers' job happiness and performance if we hope to see academic achievement in the majority of our schools (Angwaomaodoko, 2023). When it comes to teachers feeling satisfied with their jobs, the democratic and laissez-faire approaches appear to work best. But it's crucial to keep in mind that not every occasion calls for a particular style. The ideal leadership style will vary depending on the particular school, the faculty, and the pupils. In certain situations, a more authoritarian approach could be required to make sure the school operates efficiently and achieves its objectives. However, granting teachers greater independence and control over their work appears to be the secret to their contentment in their jobs. It is frequently asserted that head teachers' leadership styles are connected to conflicts between instructors and head teachers, low teacher participation, unexplained absences, and teachers' persistence in

drinking alcohol during the workday. (Goldberg, 2008). Successful principals indicate that using different forms of leadership behaviour, not just one , will lead to better school results (Kafa & Pashiardis,2020). To accomplish this, the leaders must adopt the proper management approach, ensuring that order is upheld as well as having the ability to deliver the proper directions. According to Zakaria (2012) and Ajanaku (2012) , the issue with schools today is not a shortage of administrators, but rather a lack of individuals ready to take on important managerial position. Poor teaching mindset toward work is one of the biggest problems secondary schools (principal) encounter . This typically shows up in a variety of ways , such as widespread abandonment , job loss, annoyance , despair and absence , as well as uninspired and dejected teachers.

According to Kunwar (2001), democracy and inclusive leadership is crucial for improving student`s involvement in schools. According to Iqbal (2005) , egalitarian and relationship-focused leadership styles have less of an effect on classroom collaboration than task-driven and reliable methods of leadership. According to Lewin`s (2000) study, democracy leadership also known as participative leadership is frequently the most successful type of leadership. Democratic leaders provide guidance to their team members , but they also combine their efforts and enable other colleagues to participate. Members from this group in Lewin`s research were less imaginative than those in the control group , but their involvement was of higher quality. Staff members are encouraged to participate under participatory leadership, but the ultimate decision is still made. All employees are more enthusiastic and inventive because they feel invested in the process. The Laissez-faire leadership approach gauges how much the boss can let things go and let others go about their business . It is defined as non-leading or lack of direction , in other terms. A Carefree leader abdicates

responsibility , makes choices slowly, provides no input, and pays less focus on helping people achieve their goals(Northouse , 2010) .

Many investigations have been conducted globally to examine the connection between leadership philosophies and personnel happiness (Lumbantoruan, 2020) . According to Fowler , who was cited by Amin, (2013) , an appropriate leadership approach is more likely to increase teachers` job satisfaction. For instance, Ali and Dahie (2015) examined how commercial , transformative, and laisezz-faire leadership approaches affected teacher job satisfaction . The research found that all three leadership philosophies (transactional, transformational and laissez-Faire) significantly and favourably influenced teacher satisfaction in Secondary Schools in Mogadishu, Somalia. In a Public institution in Pakistan, Amin (2013) examined the connection between leadership philosophies and staff job satisfaction. The results showed a connection between staff members' job satisfaction and leadership approaches (transformational, transactional, and Laissez-Faire).

Teachers' job Satisfaction

The educational leadership, administration, educational program, and teaching times that teachers deal with in their roles as curriculum implementers in schools all play a role in the increasing problem of low satisfaction with work. In order to keep high levels of work satisfaction, school administrators must play a more involved part in resolving the challenges and complexity that emerge. This is due to the fact that schools have more teachers who can provide excellent teaching and direct students toward academic achievement (Demirtau, 2010).

Teacher job satisfaction refers to how happy and content teachers feel in their jobs. This includes factors such as how they feel about their work environment, their relationships

with colleagues and students, their compensation, and their overall feelings of fulfillment in their role as a teacher. This is an important area of study because it has been shown to have a direct impact on student outcomes. For example, teachers who are satisfied with their jobs are more likely to be engaged in their work and be effective in the classroom. In order to improve human capital more actively and effectively in education, assessment of job fulfilment and satisfaction has been a vital area of emphasis and study (Ali, Tanyeer-uz, Tabassum and Iqbal 2011).

There are a number of ways that teacher job satisfaction can be achieved. Schools can provide teachers with adequate support and resources, such as professional development opportunities, technology, and supplies, schools can create a positive work environment, with good relationships between teachers and administrators, and a culture of respect and collaboration and also provide fair and competitive compensation, which is an important factor in job satisfaction. Schools can also recognize and celebrate teacher achievements, which can help to motivate and engage teachers.

When teachers are satisfied with their jobs, they are more likely to be engaged in their work, which leads to better student outcomes. They are also more likely to stay in the teaching profession for longer, which can reduce teacher turnover and improve the stability of the school. On the negative side, if teachers are too satisfied, they may become complacent and not strive to improve their practice. Additionally, high levels of job satisfaction can make it difficult for schools to implement changes, as teachers may be resistant to change.

When teachers are not satisfied with their jobs, it can have negative effects on both the teachers and the students. Unsatisfied teachers may become disengaged and perform poorly in their roles. They may also have negative attitudes towards their work, which can be

contagious and spread to other teachers. Additionally, unsatisfied teachers may be more likely to leave the profession, leading to high turnover rates and a lack of consistency for students. All of these factors can negatively impact student learning and achievement.

Other factors influencing Teachers' job satisfaction

To such extent the dissatisfied teachers would lead to ineffective teaching which then may result in students' poor academic performance. The areas of job satisfaction (factors) chosen were: pay, job security, social simulation, opportunity for promotion, recognition and appreciation, interpersonal relation, opportunity to use one's ability, working hour and job condition, opportunity working environment and adequate authority of control. Data collection and analysis had done from the vulnerable of which most students perform poorly based on the history and background. To show the dissatisfaction of teachers in Tanzania there has been existence of secondary school teachers strike and claims to government of not responding to their claim at the right time and accordingly, e.g. Davidson (2007) conducted a survey on teacher motivation in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teachers' accommodation, their promotion position, status and number of lessons allocated. This implies that they had a low level of job satisfaction which may result in their poor performance, hence affecting students' academic performance. For instance the performance of form four secondary school student leavers was poor as follows: Division 1-IV in 2011 (53.59%) was lowered by 1.07%. The overall quality of passes has dropped by 1.61% from 2010 to 2011 (NECTA, 2014).

Michael (2019) state that "Satisfied employee tends to be more productive, creative and committed to their employers." Poor performance of many secondary school students especially from four livers in Tanzania existing today may be contributed mostly by

dissatisfaction of teachers. In the same case failure of secondary school students in Lushoto district, may be contributed much more by dissatisfaction of teachers. Since dissatisfaction of teachers tends to make them unproductive, uncreative and uncommitted to the job "Factors associated with job satisfaction are different from those linked to dissatisfaction" (Hertzberg, 2017).

Hertzberg (2017) state that dissatisfaction relates primarily to external or extrinsic aspects of a job. According to him, inadequate job Security, salary and fringe benefits, working conditions job status, quality of supervision and relationship with coworkers and supervisors are key factors for job satisfaction.

The important factors in satisfaction include being given individual responsibility, having opportunity for advancement, and doing work that is challenging, allow one to demonstrate unusual degrees of achievement, and foster personal presence. According to Latham and Marshall (2006); Steer and Porter (1975)—one key component of jobs that are satisfying is to allow people to set and achieve clear goals. Zembylas and Papanastasious (2006), who studied teacher job satisfaction and dissatisfaction, suggest that, "there is an urgent need for policy makers to recognize the fact that educational quality is largely related to teacher job satisfaction."

Theoretical Framework

Transformational Leadership Theory

Transformational leadership theory was first introduced by James V. Downton and further developed by James MacGregor Burns in 1978. Burns identified transformational leadership as a style that goes beyond transactional leadership, emphasizing the leader's ability to inspire and transform followers.

Here are the key components of the transformational leadership theory:

1. Idealized Influence (Charisma): Transformational leaders are role models who inspire trust and admiration. They exhibit high moral and ethical standards, gaining the respect and loyalty of their followers.
2. Inspirational Motivation: Leaders communicate a compelling vision of the future, fostering enthusiasm and commitment among followers. They motivate others to surpass their own self-interest for the collective benefit.
3. Intellectual Stimulation: Transformational leaders encourage creativity and critical thinking. They stimulate followers to question assumptions, explore new ideas, and view problems from different perspectives.
4. Individualized Consideration: Leaders show genuine concern for the needs and development of individual followers. This involves providing support, coaching, and mentoring tailored to each person's strengths and weaknesses.

Transformational leadership is associated with positive organizational outcomes, including increased employee satisfaction, commitment, and performance. It is particularly effective in environments where change, innovation, and adaptation are crucial. The theory has since evolved and remains influential in leadership studies and organizational development.

This theory is relevant to this study when exhibited by a school principal, can have a significant impact on teachers' job satisfaction. Here's how they relate:

1. Inspiration and Vision: A transformational leader inspires teachers by communicating a compelling vision for the school. This shared sense of purpose can contribute to a positive and motivated work environment, enhancing job satisfaction among teachers.

2. Individualized Consideration: Principals practicing transformational leadership pay attention to the individual needs of teachers. By providing support, recognizing achievements, and offering personalized development opportunities, they create an environment where teachers feel valued and satisfied in their roles.
3. Intellectual Stimulation: Encouraging creativity and critical thinking, transformational principals foster an atmosphere of continuous learning. This can lead to professional growth and job satisfaction among teachers who feel intellectually stimulated and challenged.
4. Empowerment: Transformational leaders empower teachers by involving them in decision-making processes and providing autonomy in their roles. This sense of empowerment can boost job satisfaction as teachers feel a sense of ownership and influence over their work.
5. Positive Organizational Culture: Transformational leadership often contributes to a positive school culture characterized by trust, collaboration, and a focus on collective goals. Such an environment is conducive to job satisfaction, as teachers feel supported and part of a cohesive team.

In summary, a transformational leadership style in school principals is positively correlated with teachers' job satisfaction, creating a more engaging and fulfilling work experience for the teachers.

This theory is relevant to this study as it is developed by Paul Hersey and Ken Blanchard in 1969, proposes that effective leadership is dependent on the readiness or maturity of the followers. The theory suggests that there is no one-size-fits-all approach to leadership, and leaders should adapt their style based on the situation and the capabilities of their followers.

Key concepts of Situational Leadership Theory include:

1. Leadership Styles: The theory identifies four leadership styles – Directing, Coaching, Supporting, and Delegating. These styles vary in the amount of direction and support provided by the leader, depending on the followers' readiness.
2. Readiness Levels: Followers' readiness is assessed based on their competence (knowledge and skills) and commitment (confidence and motivation) to perform a task. Readiness levels are categorized into four stages – R1 (Low Readiness), R2 (Moderate Readiness), R3 (High Readiness), and R4 (Very High Readiness).
3. Adaptability: Situational Leadership emphasizes that effective leaders must be flexible and able to adapt their leadership style to the specific needs of their followers in a given situation. The leader's task is to diagnose the readiness level of the followers and apply the appropriate leadership style.
4. Developmental Levels: The theory views leadership as a developmental process, with followers progressing through different levels of readiness over time. Effective leaders recognize and respond to the changing developmental levels of their followers.

Situational Leadership Theory provides a practical framework for leaders to understand and respond to the varying needs and capabilities of their team members. It highlights the importance of adjusting leadership behaviors based on the specific situation, contributing to more effective leadership outcomes.

This theory is relevant to the principal's leadership style as a predictor of teachers' job satisfaction by emphasizing the importance of adapting leadership behaviors to the readiness and needs of teachers. Here's how they relate:

1. Flexible Leadership Styles: Situational Leadership Theory encourages principals to employ different leadership styles based on the readiness levels of teachers. By recognizing the varying levels of competence and commitment among educators, principals can adjust their leadership approach to provide the right amount of direction and support. This adaptability can contribute to a more positive and effective leadership style tailored to the specific needs of the teaching staff.
2. Enhanced Communication: The theory underscores the significance of effective communication between leaders and followers. Principals utilizing situational leadership principles are likely to engage in open and constructive communication to assess teachers' readiness levels. This communication fosters a better understanding of individual needs and contributes to increased job satisfaction as teachers feel heard and supported.
3. Increased Autonomy: As teachers demonstrate higher readiness levels, situational leaders are inclined to delegate more responsibilities. This can lead to increased autonomy for teachers, providing a sense of empowerment and professional growth. Teachers who feel trusted and capable of taking on challenging tasks may experience higher job satisfaction.
4. Individualized Support: Situational Leadership Theory aligns with the idea of providing individualized consideration. Principals employing this approach tailor their support and guidance to match the developmental levels of teachers. This personalized support can contribute to a positive working environment and, in turn, enhance teachers' job satisfaction.

In summary, situational leadership principles offer a framework for principals to adjust their leadership styles according to the varying needs and readiness levels of teachers. This adaptability can positively impact the working relationship between principals and teachers, contributing to higher job satisfaction among educators.

Empirical Review

The empirical review is to examine previous works that were carried out by scholars on principals' leadership style as a predictor of teachers' job satisfaction.

Principal's Leadership Style and level of job Satisfaction.

Angwaomaodoko (2023) studied the effects of leadership styles on teacher job satisfaction in Nigerian secondary schools. The research questions were on academic accomplishments and other pertinent information and one hypothesis was used. The purpose of the study was to find out how leaders' and school managers' leadership ideologies affected teachers' job satisfaction. The study aims to determine the most common leadership style as perceived by educators, assess the level of job satisfaction among instructors, and explore the relationship between educators' job satisfaction and the leadership styles of school administrators. The study employed an observational poll methodology, with 95 teachers selected at random. A questionnaire was the main technique utilized to collect data for the study and the population was 261 final year students. The data was analyzed using means, standard deviations, and Pearson correlation. The results demonstrated a significant relationship between administrators' and school leaders' leadership style and teachers' job satisfaction. The study's findings supported the hypothesis that head teachers' leadership styles had an impact on how satisfied teachers were with their jobs in Lagos State's secondary

schools. Among other things, it was suggested that secondary school teachers be permitted to take part in in-service training since it will increase their enthusiasm for their work.

Agu and Oputa (2021) examined the influence of administrator's leadership styles on secondary school teacher job performance in Anambra State. Five research questions and five hypotheses guided the study. Descriptive survey research design was used for the study. The population comprised of 5,360 teachers in the six education zones. The sample size was 699 teachers selected from three out of the six education zones through multi stage procedure. The instrument for data collection was a questionnaire that was validated by three experts from Nnamdi Azikiwe University Awka- two from Department of management and Policy and one from measurement and evaluation, Department of Educational Foundations. The reliability coefficient was 0.88 and the data was analyzed using mean rating. The study found out that leadership styles influence teacher job performances and that good leadership styles can improve teacher's job performances. Based on the findings, it was recommended among others that principals should be trained on the use of leadership styles.

Sarwar, Tariq, and Yong (2022) looked at how college instructors performed in relation to principals' leadership styles. A random sampling technique was used to gather data from 300 college instructors for this purpose. Data were gathered using a self-administered questionnaire. Correlation and the t-test were employed to identify trends and differences in the study participants' viewpoints. According to this survey, the majority of college administrators exercise higher levels of democratic leadership, moderate levels of laissez-faire leadership, and lower levels of autocratic leadership at their institutions. Furthermore, research indicates that teachers' performance was positively impacted by the leadership style of principals. The study found a significant statistically positive correlation between teacher

effectiveness and the leadership style of college principals. As a result, the study's findings recommend that college administrators adopt a leadership style appropriate for the status of their faculty.

The impact of a principal's leadership style and a teacher's job satisfaction on their performance was investigated by Yuniarti, Ahmad, and Fitriani in 2023. The goal of this research is to determine and evaluate how the leadership style of the principal, teacher job satisfaction, and their interaction affect elementary school teachers' performance in the Sosoh Buay Rayap District. Descriptive quantitative methodologies are used in this investigation. The Sosoh Buay Rayap sub-district employed the ninety primary school teachers that participated in this study. Since there are less than 100 people in the research population overall, the entire population serves as the research sample. employing observation, interviewing, and surveys as techniques for gathering data. The results showed that teachers were having job satisfaction by the impact of principal's leadership style at school, according to 46.4% of teachers, as shown by the t-count = 2.845, t-count > t-table 1.960. Based on the principal's leadership style and satisfaction with teacher performance, the F-count score is 12.420 > F-table, suggesting that the principal's work satisfaction and leadership style have a significant effect on teacher performance. Jideofor (2022) investigated how secondary school principals' leadership styles affected teachers' job satisfaction in Nnewi Education Zone, Anambra State. For this study, three research questions were used. The researcher created a structured questionnaire called Influence of Principals' Leadership Styles on Teachers' Job Satisfaction (I P L S T J S) which was utilized as a data collection tool. A sample of 180 study participants, comprising 30 principals and 150 instructors who were randomly selected from public and mission secondary schools in Nnewi Education Zone, Anambra State, were used to

test the descriptive survey design. To address the study issues, the acquired data was analyzed using the standard deviation and aggregate mean score. The results of the study revealed three fundamental leadership styles—autocratic, democratic, and laissez-faire—that have been embraced by various secondary school principals in the region. The authoritarian leadership style received the highest rating out of all the types used by the principals of Nnewi Education Zone. While they were unhappy with authoritarian and laissez-faire leadership philosophies, all of the teachers reported pleasure with democratic leadership. Additionally, the results demonstrated that the principals in the Nnewi Education Zone of Anambra State encounter difficulties and leadership issues when carrying out their administrative duties. The results led to the conclusion that principals' leadership styles have a significant impact on teachers' job satisfaction. According to the report, principals should embrace the necessary leadership style, ideally a democratic one in order to enhance teachers' job satisfaction.

Laissez-faire Leadership Style and Teachers' job Satisfaction

Parveen, Quang, Kumar and Shah. (2022) studied the impact of principal leadership styles on teacher job performance: An empirical investigation. This study is intended to investigate the relationship and effect of principal leadership styles on teacher job performance at public secondary schools in Faisalabad city, Punjab, Pakistan. Given a correlational design purpose, data were assembled by drawing a sample of 102 principals and 512 teachers through self-administered questionnaires. The first instrument titled "Questionnaire for Principal Leadership Style" (QPLS) comprises three subscales, all reflecting a high degree of internal consistency, namely, autocratic leadership ($\alpha = 0.832$), democratic leadership ($\alpha = 0.759$), and laissez-faire leadership ($\alpha = 0.852$). The second tool, Questionnaire for Teacher Job Performance (QTJP), also indicates good reliability ($\alpha =$

0.813). Regarding the verification of the research questions and hypotheses, percentages, multiple regression, and Pearson's correlation coefficient were subsequently performed at the significance level of $p < 0.05$. As the findings attest, 59.3% of the variation in teacher job performance was statistically explained as the result of shared involvement of principal autocratic, democratic, and laissez-faire leadership styles. The results showed the impact of laissez-faire leadership style was either problematic or unhelpful. Hoque and Raya (2023) studied the relationship between principal's leadership styles and teachers' behaviour. This study applied a quantitative research method using a survey technique by administering questionnaires. Both descriptive and inferential statistics were used to analyze the data. Multiple regression and ANNOVA were used to study the strength of the relationship between variables. The research found average care of the principals towards teachers' emotional behaviour. These results indicate that a democratic leadership style addresses the issues of teachers' emotional behaviour, while instructional leadership, which is the most perceived leadership style does not.

Nellitawai, Nellitawai (2020) studies how do the principals' democratic leadership styles contribute to teacher performance. The study aimed to analyze how the contribution of the principal's democratic leadership style to teacher performance. The research method used is a quantitative non-experimental method which is correlational. The research sample is 86 elementary school teachers. Research data were collected using two instruments, the teacher's performance questionnaire, and the democratic leadership style questionnaire. Data analysis technique using product-moment correlation to see the significant relationship on each variable. The results showed there was a significant relationship between democratic

leadership styles and teacher performance, so it can be concluded that democratic leadership styles contribute to teacher performance.

Delay (2020), says in a highly technical and task specific job, it is seen that laissez-faire leadership style resulted in negative job satisfaction among employees. In a study among Magnetic Resonance department staff, they prefer transformational and transactional leadership styles over laissez-faire leadership style. The reason could be that Magnetic Resonance departments leave little room for error and employees will be punished harshly if they make any mistake, something which laissez-faire leadership style does not provide. Laissez-faire leadership style is not suitable during times of crisis and major change. The Robert Lundmark finds that employees are confused on their job roles during organisational restructuring (Lundmark , 2021).

Day (2017) studies that laissez-faire style may be sufficient during time of calm, however in time of crisis, manager need to be firm and be assertive. During such periods, it can be the main source of employee stress and might negatively affect their job satisfaction. This is because during uncertain periods, employees look for guidance and reassurance from their leaders, having none, they started to feel isolated and panic ensured. Thus, it is recommended that during the time when employees actively seek guidance and assurance, the manager needs to transition to a different style to inspire their employees (Neves & Schyns, 2018).

Democratic Leadership Style and Teachers' job Satisfaction

Nwokamma, Oluwuo and Onyeike (2018) looked on the democratic leadership style and work satisfaction of teachers in Nigeria's Rivers State public secondary schools. The study was led by a single hypothesis and research topic. A correlational research design was

used for the investigation. McGregor's 1966 theory X and Y serves as the foundation for this investigation. All 203 vice principals from the 258 public secondary schools in Rivers State, Nigeria, make up the study's population. The survey included 163 vice principals in its sample. The sample size was determined by using the proportionate stratified random sampling procedure. Data was gathered using two self-designed measures called the "Teachers Job Satisfaction Scale" (TJSS) and the "Democratic Leadership Styles Scale" (DLSS). Experts guaranteed the veracity of the face and substance. Reliability coefficients of 0.73 and 0.78 for DMSS and TJSS, respectively, were calculated using the Cronbach alpha. The study question was addressed using simple regression analysis, and the null hypothesis was tested at the 0.05 alpha level using the t-test related to simple regression. It was discovered that a democratic leadership style accounts for 2.1% of teachers' work satisfaction. Given this, it was suggested that school administrators should, whenever possible, use a democratic leadership style in order to foster agreement among the faculty and effectively involve them in the decision-making process in order to accomplish the objectives of the school.

Hoque and Raya (2023) studied the relationship between principals' leadership styles and teachers' behavior. This study applied a quantitative research method using a survey technique by administering questionnaires. Both descriptive and inferential statistics were used to analyze the data. Multiple regression and ANOVA were used to study the strength of the relationship between variables. The research found average care of the principals towards teachers' emotional behavior. Democratic leadership style showed significant relationships that explain 28.5% of the variation in the emotional behavior of the teachers. Leaders with a democratic leadership style were more aware of and responded positively to teachers'

psychometric behavior. These results indicate that a democratic leadership style addresses the issues of teachers' emotional behavior, while instructional leadership, which is the most perceived leadership style, does not.

Rohman & Muna (2019) believe that the principal's democratic leadership style is a crucial virtue. Schools are capable of competing in educational competitions and are prepared to face any challenge. Nasir (2021) added that the democratic leadership model of Madrasah principals is shown by the behaviour of principals who are communicative, disciplined , responsible, dare to innovate , honest, open, have good social relations with Madrasa residents and involve subordinates together. Same for making changes.

According to Yanti (2021), the democratic leadership style positively and significantly affects teachers' educational, personality, professional and social competencies. Democratic leadership gives staff and teachers confidence in carrying out their duties, rewards teachers who make change and creativity and provides opportunity for staff and teachers who make mistakes to improve themselves (Seputra,2021). Princitc democratic leadership can appear in the form of influencing teachers to want to do something together to achieve educational goals (Sanjani , 2018), where teachers will improve their performance in their respective fields (Yanti , 2021).

Autocratic Leadership Style and Teachers' job Satisfaction

Abdullah and Wahab (2023) did a study to determine the degree of autocratic leadership practices by principals and their correlation with teacher job satisfaction in three secondary schools located in the Jempol district of Negeri Sembilan. A quantitative technique approach survey is the research method employed. Ninety-one secondary school teachers in the Jempol district received the google form questionnaire, which was employed as a research

tool. The study's conclusions demonstrate that both teachers' job happiness and the principal's autocratic leadership style are quite high. According to the research, there is a moderate correlation between teachers' job satisfaction in the Jempol district and administrators' levels of autocratic leadership. Additionally, the study demonstrates a strong correlation between teacher job satisfaction in the Jempol district and the four aspects of the principal's autocratic leadership practice level. Overall, the study finds a high correlation between the two factors and the degree of autocratic leadership styles used by the principle. By increasing the study population, comparing different leadership philosophies, and employing a variety of additional research techniques, more research can be conducted.

Bahadar, Ullah and Ayaz (2023) carried out a study to investigate the 'Relationship between Authoritarian Leadership Style and Teachers' Job Performance'. The main objective of the study was, to find out the relationship between autocratic leadership style and teachers' job performance. All secondary school teachers (SSTs) of the three chosen districts of Khyber Pakhtunkhwa, i.e. Kohat, Peshawar and Buner were included in the target population of this research. Sample of this survey was selected from secondary schools of the three mentioned districts. The total number of secondary school teachers of the selected districts was 1092. Two closed ended research tools, Leadership Styles Questionnaire and Teachers' Job Performance Questionnaire were developed. Reliability of total item correlation of the two questionnaires were found out using Cronbach's Alpha which were 0.817 for Leadership Styles Questionnaire (LSQ) while 0.916 for Teachers' Job Performance Questionnaire (TJPQ). On the basis of data analysis, it was found that there is no significant relationship between autocratic leadership style and teachers job performance. On the basis of above low positive and significant correlation, the null hypothesis, i.e. Ho1 that claims that

there is no significant correlation between authoritarian leadership style and teachers' job performance is therefore, rejected. Based on the findings of the study, secondary school heads (Headmasters and Principals) are recommended to help the teachers in classroom management, for improving their teaching skills, management skills, discipline, regularity and interpersonal skills. It is also recommended that special workshops, seminars and trainings on capacity building of the teachers may be arranged for enhancing their capabilities and overall improvement of the institutions.

At the University of Babylon, Al-Owaidi, Saleh, and Benmechirah (2023) investigated the relationship between leadership style and employee job satisfaction. This study aimed to investigate the relationship between leadership styles and job satisfaction from the viewpoint of a sample of University of Babylon—Iraq employees (administrative and teaching staff) with a range of job titles and scientific titles. To gather data, a five-point Likert scale was used to represent the study sample's opinions. The study sample was chosen using a random sampling method, in which the researchers distributed a questionnaire to 55 participants at random; of those, 50 were deemed valid for analysis, or a 91% response rate. The study's findings demonstrated that there is a negative association between the autocratic leadership style and job satisfaction, and a high correlation between the democratic leadership style and job satisfaction. The results of the study also demonstrated that a laissez-faire leadership style and work satisfaction are unrelated. As a result, the study suggested that the leadership philosophies used in the firms it examined should improve overall performance, employee loyalty, and work happiness. The study recommended adding more governmental and private universities to the research circle as well as incorporating different leadership philosophies as research variables in the future.

Summary of Literature Review

From the reviewed related literature, it was evident that the leadership style in place directly affect the level of job satisfaction of teachers. Provision of staff promotion, staff renumeration, allowance and the school environment and teacher productivity are pertinent issues of teachers job satisfaction in the society. Moreover, there have been researches done on this topic but in different aspects. This chapter review related topic on the conceptual framework of principal's leadership style and teacher's job satisfaction in public secondary schools in south of Edo senatorial district. The transformational leadership is associated with positive organisational outcomes including increased employee satisfaction, commitment and performance. The situational leadership theory developed by Paul Hersey and Ken Blanchard (1969) and they propose that effective leadership is dependent on the readiness or maturity of the followers. The theory suggests that there is no one-size-fits-all approach to leadership and leaders should adapt their style based on the situation and the capabilities of their followers.

In the empirical review notable researchers such as (Day and Sammons, 2016; Fackler and Malmberg, 2016), believed that principals and teachers constitute the primary sources of effective leadership in educational institutions that lead to improve student academic achievement. To them, the school administration must be held accountable for facilitating and improving modern knowledge management and classroom instructions that likely optimise educational achievement and enhance teacher job satisfaction (Antony ; 2012; Al-Safaran ; 2014; Parveen ; 2022). However, there had been not much study carried out to examine the principals' leadership style as a predictor of teachers' job satisfaction in Edo south senatorial district. The gap is to explore the specific leadership styles employed by principals in Edo South Senatorial District and their prediction on teachers' job satisfaction.

CHAPTER THREE

METHODOLOGY

In this chapter the methods that were used for the study are discussed and this is done under the following sub-headings: research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The correlational research design was used in this study to examine the existing relationship between or among variables. In this study, it was used to investigate the principal's leadership style as a predictor of teacher's job satisfaction which are the independent and dependent variables of this study.

Population of the Study

The population of the study was 1,892 teachers from the different Local Government Areas in the South Senatorial District of Edo State. The Edo South Senatorial District has seven (07) Local Government Areas and they are one hundred and twenty-nine (129) public Secondary Schools in the Senatorial District. The information is from the Ministry of Education, Benin City, Edo state.

Sample and Sampling Technique

The sample of this study was one hundred and ninety (190) public secondary school teachers based on Sabastian Taylor's formular which represented 10% of the entire population drawn from three Local Government Areas in Edo South Senatorial District. The sampled teachers were selected using the simple random sampling technique.

Research Instrument

The survey instrument used by the researcher for this study was a structured questionnaire titled: "Principals' Leadership Style as a Predictor of Teachers' Job Satisfaction (PLSPTJS)". The questionnaire is divided into two parts. The first part contains respondent's bio-data information such as gender while the second part consists of 30 items related to the research questions put together on principal's leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial District on a five-point Likert type scale of Always (A), Sometimes (S), Undecided (U), Rarely (R) and Never (N) respectively.

Validity of the Instrument

To ascertain the validity of the instrument, the questionnaire was vetted by three experts; one in Measurement and Evaluation and two in Administration and Planning in the Department of Education, Benson Idahosa University, Benin City. All corrections and suggestions made were incorporated into the final draft of the instrument which was approved by the supervisor.

Reliability of the Instrument

The reliability of the instrument was determined by using Cronbach Alpha method in order to determine the internal consistency of the instrument. This was done by administering the questionnaire on thirty (30) senior secondary school teachers that were not part of sample for the study. The data collected were analyzed and reliability index of 0.82 was obtained which is an indication of a good and reliable Instrument.

Method of Data Collection

In order to collect data relevant to this study, copies of the questionnaire were administered face-to-face to the respondents (teachers) of the public secondary schools in Edo

South Senatorial District by the researcher in their various schools selected in the study. Copies of questionnaire were distributed to the number of teachers selected from each of the schools. This was done for ten days with the help of research assistant in the selected three Local Government Areas of seven Local Government Areas that make up Edo South Senatorial District.

Method of Data Analysis

The study been descriptive survey with multiple research questions and hypotheses, coefficient of determination and linear regression statistics were used to analyse the data collected. The researcher employed mean and standard deviation to answer the research questions. The researcher employed the linear regression statistics for the analysis of the hypotheses at 0.05 alpha level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter presents the analysis of the data collected from the respondents drawn from the area of study. To gather necessary information on the issue, 190 questionnaires were distributed to teachers, and 188 were properly filled and returned representing a 98% response rate. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Research Question 1

What is the level of job satisfaction among secondary school teachers (TJS) in Edo South Senatorial District?

The summary of the level of job satisfaction of secondary school teachers in Edo South Senatorial District is presented in Table 1

Table 1: Summary of the Level of Job Satisfaction of Secondary School Teachers in Edo South Senatorial District

Variable	N	Number of Items	Sum	Mean		Std. Dev	Item Mean Response	Remark
				Statistic	Std. Error			
TJS Valid N (listwise)	188	7	5304.00	28.2128	.41919	5.74758	4.0304	High

KEY
TJS-Teachers' Job Satisfaction

The data in Table 1 showed that the level of teachers' job satisfaction in Edo South Senatorial District is 5304 for 188 teachers with a mean of 28.21. This represents a collective item mean response of 4.03 on the scale for 7 items. Therefore the items mean response on teachers' job satisfaction is high in a five - point scale

Research Question 2

To what extent does laissez-Faire leadership style predict job satisfaction of secondary school teachers?

The summary of the extent to which the laissez-faire leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 2

Table 2: Summary of the Regression Analysis of the Extent to which the Laissez-Faire Leadership Style (LLS) Predict Job Satisfaction among Secondary School Teachers (TJS)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
TJS	.321[a]	.103	.094	5.47219	9.4%	Low

a. **Predictors: (Constant), GEN, LLS**

KEY

TJS-Teachers' Job Satisfaction

GEN-Gender

LLS-Laissez-faire Leadership Style

The data in Table 2 showed that the regression coefficient of the extent to which the laissez-faire leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is .321 representing 9.4% coefficient of determination. This showed that the laissez faire leadership style accounts for 9.4% of the job satisfaction among secondary school teachers in Edo South Senatorial District.

Research Question 3

To what extent does democratic leadership style predict job satisfaction of secondary school teachers in Edo South Senatorial District?

The summary of the extent to which the democratic leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 3

Table 3: Summary of the Regression Analysis of the Extent to which the Democratic Leadership Style (DLS) Predict Job Satisfaction among Secondary School Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
TJS	.346[a]	.120	.110	5.42146	11%	Low

a. Predictors: (Constant), GEN, DLS

KEY

TJS-Teachers' Job Satisfaction

GEN-Gender

DLS-Democratic Leadership Style

The data in Table 3 showed that the regression coefficient of the extent to which the democratic leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is .346 representing 11% coefficient of determination. This showed that the democratic leadership style accounts for 11% of the job satisfaction among secondary school teachers in Edo South Senatorial District.

Research Question 4

To what extent does authoritarian leadership style predict job satisfaction of secondary school teachers?

The summary of the extent to which the authoritarian leadership style predicts job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 4.

Table 4: Summary of the Regression Analysis of the Extent to which the Authoritarian Leadership Style (ARLS) Predict Job Satisfaction among Secondary School Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
TJS	.285[a]	.081	.071	5.53835	7.1%	Low

a. **Predictors: (Constant), GEN, ARLS**

KEY

TJS-Teachers' Job Satisfaction

GEN-Gender

ARLS-Authoritarian Leadership Style

The data in Table 4 showed that the regression coefficient of the extent to which the authoritarian leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is .285 representing 7.1% coefficient of determination. This showed that the laissez faire leadership style accounts for 7.1% of the job satisfaction among secondary school teachers in Edo South Senatorial District.

Research Question 5

To what extent does autocratic leadership style predict job satisfaction of secondary school teachers?

The summary of the extent to which the autocratic leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 5

Table 5: Summary of the Regression Analysis of the Extent to which the Autocratic Leadership Style (ATLS) Predict Job Satisfaction among Secondary School Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
TJS	.374[a]	.140	.131	5.35899	13.1%	Moderate

a. **Predictors: (Constant), GEN, ATLS**

KEY

TJS-Teachers' Job Satisfaction

GEN-Gender

ATLS-Autocratic Leadership Style

The data in Table 5 showed that the regression coefficient of the extent to which the autocratic leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is .374 representing 13.1% coefficient of determination. This showed that the laissez faire leadership style accounts for 13.1% of the job satisfaction among secondary school teachers in Edo South Senatorial District.

Research Question 6

To what extent does situational leadership style predict job satisfaction of secondary school teachers?

The summary of the extent to which the situational leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 6

Table 6: Summary of the Regression Analysis of the Extent to which the Situational Leadership Style (SLS) Predict Job Satisfaction among Secondary School Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
TJS	.399[a]	.159	.136	5.34247	13.6%	Moderate

a. Predictors: (Constant), LLS, DLS , ARLS, ATLS, GEN

KEY

TJS-Teachers' Job Satisfaction

SLS-Situational Leadership Style

The data in Table 6 showed that the regression coefficient of the extent to which the situational leadership style predict job satisfaction among secondary school teachers in Edo South Senatorial District is .399 representing 13.6 % coefficient of determination. This

showed that the situational leadership style accounts for 13.6% of the job satisfaction among secondary school teachers in Edo South Senatorial District.

Summary of the Test of the Hypotheses

The following section shows the summary of the test of the hypotheses

Hypothesis 1

Laissez-Faire leadership style does not significantly predict job satisfaction of secondary school teachers in Edo South Senatorial District?

The summary of the regression of laissez-faire leadership style as predictor of job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 7

Table 7: Summary of the Regression Analysis of Laissez-Faire Leadership Style (LLS) as a Predictor of Job Satisfaction among Secondary School Teachers

	Unstandardized Coefficients		Standardized Coefficients					
Model	B	Std. Error	Beta	t	Sig.	F	Sig.	Decision
(Constant)	27.367	2.250		12.165	.000			
LLS	.146	.069	.148	2.127	.035	10.648	.000[b]	Reject Ho
GEN	-2.788	.657	-.296	-4.242	.000			

KEY

LLS-Laissez-faire Leadership Style

GEN-Gender

The data in Table 7 showed that the regression coefficient of the extent to which the laissez-faire leadership style and gender predict job satisfaction among secondary school teachers in Edo South Senatorial District has F statistic of 10.65 is significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This showed that the laissez faire leadership style and gender with coefficients of .148 and -.296 and t values of 2.13 and -4.24 respectively

significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.

Hypothesis 2

Democratic leadership style does not significantly predict job satisfaction of secondary school teachers in Edo South Senatorial District?

The summary of the regression analysis of democratic leadership style as predictor of job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 8

Table 8: Summary of the Regression Analysis of Democratic Leadership Style (DLS) as a Predictor of Job Satisfaction among Secondary School Teachers

	Unstandardized Coefficients		Standardized Coefficients					
Variable	B	Std. Error	Beta	T	Sig.	F	Sig.	Decision
(Constant)	26.929	1.924		14.000	.000			
DLS	.154	.054	.197	2.844	.005	12.587	.000[b]	Reject Ho
GEN	-2.871	.653	-.305	-4.399	.000			

KEY

DLS-Democratic Leadership Style

GEN-Gender

The data in Table 8 showed that the regression coefficient of the extent to which the democratic leadership style and gender predict job satisfaction among secondary school teachers in Edo South Senatorial District has F statistic of 12.59 significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This showed that the democratic leadership style and gender with coefficients of .197 and -.305 and t values of 2.84 and -4.40 respectively significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.

Hypothesis 3

Authoritarian leadership style does not significantly predict job satisfaction of secondary school teachers?

The summary of the regression of authoritarian leadership style as predictor of job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 9

Table 9: Summary of the Regression Analysis of Authoritarian Leadership Style (ARLS) as a Predictor of Job Satisfaction among Secondary School Teachers

	Unstandardized Coefficients		Standardized Coefficients					
Model	B	Std. Error	Beta	T	Sig.	F	Sig.	Decision
(Constant)	31.464	1.927		16.329	.000			
ARLS	.221	.144	.210	.147	.000	8.198	.000[b]	Reject Ho
GEN	-2.691	.665	-.286	-4.047	.000			

a. Dependent Variable: TJS

KEY

ARLS-Authoritarian Leadership Style

GEN-Gender

The data in Table 9 showed that the regression coefficient of the extent to which the authoritarian leadership style and gender predict job satisfaction among secondary school teachers in Edo South Senatorial District has F statistic of 8.20 significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. The authoritarian leadership style and gender have individual coefficients of .210 and -286 with t value of .147and -4.05 respectively and they are significant at 0.05. Thus the authoritarian leadership style and gender significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.

Hypothesis 4

Autocratic leadership style does not significantly predict job satisfaction of secondary school teachers in Edo South Senatorial District?

The summary of the regression of autocratic leadership style (ATLS) as predictor of job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 10

	Unstandardized Coefficients		Standardized Coefficients					
Model	B	Std. Error	Beta	T	Sig.	F	Sig.	Decision
(Constant)	26.213	1.802		14.544	.000			
ATLS	.360	.101	-.242	-3.552	.000	15.051	.000[b]	Reject Ho
GEN	-2.649	.642	-.281	-4.126	.000			

a. Dependent Variable: TJS

Table 10: Summary of the Regression Analysis of Autocratic Leadership Style (ATLS) as a Predictor of Job Satisfaction among Secondary School Teachers

KEY

ATLS-Autocratic Leadership Style

GEN-Gender

The data in Table 10 showed that the regression coefficient of the extent to which the autocratic leadership style and gender predict job satisfaction among secondary school teachers in Edo South Senatorial District has F statistic of 15.05 significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This showed that the autocratic leadership style and gender with coefficients of -.242 and -.281 and t values of -3.55 and -4.13 respectively significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.

Hypothesis 5

Situational leadership style does not significantly predict job satisfaction of secondary school teachers in Edo South Senatorial District?

The summary of the regression of situational leadership style as predictor of job satisfaction among secondary school teachers in Edo South Senatorial District is presented in Table 11

Table 11: Summary of Summary Analysis of the Regression of Situational Leadership Style (SLS) as a Predictor of Job Satisfaction among Secondary School Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	25.171	2.480		10.151	.000			
GEN	-2.698	.646	-.287	-4.175	.000			
LLS	.117	.091	.119	1.286	.200	6.887	.000[b]	Reject
DLS	.036	.077	.046	.468	.640			Ho
ARLS	.323	.124	.217	2.600	.010			
ATLS	-.256	.162	-.126	-1.583	.115			

a. Dependent Variable: TJS

KEY

GEN-Gender

LLS-Laissez-faire Leadership Style

DLS-Democratic Leadership Style

ARLS-Authoritarian Leadership Style

ATLS-Autocratic Leadership Style

The data in Table 11 showed that the regression coefficient of the extent to which the situational leadership style and gender predict job satisfaction among secondary school teachers in Edo South Senatorial District has F statistic of 6.89 significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This showed that the situational leadership style and gender significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.

Summary of Findings

1. The level of job satisfaction in Edo South Senatorial District is 5304 for 188 teachers with a mean of 28.21. This represents a collective item mean response of 4.03 on the scale for 7 items. Therefore the items mean response on teachers' job satisfaction is high in a five - point scale
2. Laissez faire leadership style and gender have coefficients of .148 and -.296 and t values of 2.13 and -4.24 respectively, significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.
3. Democratic leadership style and gender have coefficients of .197 and -.305 and t values of 2.84 and -4.40 respectively, significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.
4. Authoritarian leadership style and gender have individual coefficients of .210 and -286 with t value of .147and -4.05 respectively and they are significant at 0.05. Thus the authoritarian leadership style and gender did not significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.
5. Autocratic leadership style and gender with coefficients of -.242 and -.281 and t values of -3.55 and -4.13 respectively did not significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.
6. Situational leadership style and gender significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District.

Discussion of Findings

The level of job satisfaction in Edo South Senatorial District is 5304 for 188 teachers with a mean of 28.21. This represents a collective item mean response of 4.03 on the scale for

7 items. Therefore the items mean response on teachers' job satisfaction is high in a five - point scale. The findings show that teachers who are satisfied with their jobs are more likely to be engaged in their work and be effective in the classroom. In order to improve human capital more actively and effectively in education, assessment of job fulfillment and satisfaction has been a vital area of emphasis and study (Ali, Tanyeer-uz, Tabassum and Iqbal 2011).

Laissez faire leadership style and gender have coefficients of .148 and -.296 and t values of 2.13 and -4.24 respectively, significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District. This style can be challenging in situations where there is a lack of clear direction or guidance, and it can lead to disorganization and a lack of accountability." and laissez-faire leaders give teachers the freedom to make their own decisions and take ownership of their work. This leader attempts to let everyone in the company operate at their own pace and in their own way without interfering, claim Agu and Oputa (2021).

Democratic leadership style and gender have coefficients of .197 and -.305 and t values of 2.84 and -4.40 respectively, significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District. Wallace (2001), found that shared leadership is more effective than transformational leadership. Democratic schools engage all members to work as a team in the planning, implementation and monitoring. There is a sense of ownership when projects are implemented with the participation of all members of the school. This was the approach adopted by 30 middle schools in the northern state of Chihuahua, Mexico. According to Okumbe (1998), where democratic leadership style is used, teachers have higher levels of attainment and good attitudes.

Authoritarian leadership style and gender have individual coefficients of .210 and -286 with t value of .147and -4.05 respectively and they are significant at 0.05. Thus the authoritarian leadership distyle and gender did not significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District. Bahadar, Ullah and Ayaz (2023) carried out a study to investigate the 'Relationship between Authoritarian Leadership Style and Teachers' Job Performance'. The main objective of the study was, to find out the relationship between autocratic leadership style and teachers' job performance.. Autocratic leadership influences teachers' job satisfaction in various aspects.

Autocratic leadership style and gender with coefficients of -.242 and -.281 and t values of -3.55 and -4.13 respectively did not significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District. According to Chen and Wahab (2021), autocratic leadership practiced by the principal is to use his absolute power as an administrator who administers the school and can give instructions to his subordinates including teachers and support staff without seeking views and advice from others. Autocratic leadership influences teachers' job satisfaction in various aspects.

Situational leadership style and gender with F value of 6.887 and significant value of .000b respectively significantly predict job satisfaction among secondary school teachers in Edo South Senatorial District. It is developed by Paul Hersey and Ken Blanchard in 1969, proposes that effective leadership is dependent on the readiness or maturity of the followers. The theory suggests that there is no one-size-fits-all approach to leadership, and leaders should adapt their style based on the situation and the capabilities of their followers. It is the idea that effective leaders adapt their style to each situation. Leaders may use a different style in each situation, even

when working with the same team, followers or employees. Most models use two dimensions on which leaders can adapt their style:

"Task behavior". Whether the leader is giving more direction or giving more autonomy.

" Relationship behavior". Whether the leader is working closely with the follower or more at arms length.

Leaders can choose to be high or low on each. This is often represented 2 x 2 matrix.

Hersey and Blanchard characterized leadership style in terms of the amount of task behavior and relationship behavior that the leader provides to their followers. They categorized all leadership styles into four behavior styles based on combinations of either high or low tast behavior and relationship behavior, which they named S1to S4. The titles for three of these styles differ depending on which version of the model.

Hersey maintains that development is not a linear function. When developing performance readiness people are unique. A good leader develops the competence and commitment of their people so they are self-motivated rather than dependent on others for direction and guidance. According to Hersey's book, a leader's high, realistic expectation causes high performance of followers; a leader's low expectations lead to low performance of followers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the principals' leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial district. The specific objectives are:

1. determine laissez-faire leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial District.
2. investigate democratic leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial District.
3. examine authoritarian leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial District.
4. investigate autocratic leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial District.
5. examine situational leadership style as a predictor of teachers' job satisfaction in Edo South Senatorial District.

In order to meet this purpose, six research questions were raised and five hypotheses were formulated and tested. They are:

1. What is the level of job satisfaction among secondary school teachers?
2. To what extent does laissez-faire leadership style predict job satisfaction of secondary school teachers?
3. To what extent does democratic leadership style predict job satisfaction of secondary school teachers?

4. To what extent does authoritarian leadership style predict job satisfaction of secondary school teachers?
5. To what extent does autocratic leadership style predict job satisfaction of secondary school teachers?
6. To what extent does situational leadership style predict job satisfaction of secondary school teachers?

The following null hypotheses were formulated and tested at P<.05 level of significance.

1. Laissez-faire does not significantly predict job satisfaction of secondary school teachers.
2. Democratic does not significantly predict job satisfaction of secondary school teachers.
3. Authoritarian does not significantly predict job satisfaction of secondary school teachers.
4. Autocratic does not significantly predict job satisfaction of secondary school teachers.
5. Situational does not significantly predict job satisfaction of secondary school teachers.

The correlational survey method was employed in the study. The population of the study was 1,892 teachers from the different local government areas in the South of Edo Senatorial District OF Edo State. The Edo South Senatorial District has seven (07) Local Government Areas and they are one hundred and twenty-nine (129) public Secondary Schools in the Senatorial District. The information is gotten from the research and planning department in the ministry of education, Benin City, Edo state. The sample size of this study

is 190 teachers which represents 10% of the entire population. The data collected were analysed using the descriptive statistics of mean, standard deviation, percentage and the regression analysis. The results obtained showed that:

1. There was significant relationship between Laissez-faire leadership style and job satisfaction of teachers in secondary school in Edo South Senatorial District.
2. There was significant relationship between Democratic leadership style and job satisfaction of teachers in secondary school in Edo South Senatorial District.
3. There was significant relationship between authoritarian leadership style and job satisfaction of teachers in secondary school in Edo South Senatorial District.
4. There was significant relationship between autocratic leadership style and job satisfaction of teachers in secondary school in Edo South Senatorial District.
5. There was significant relationship between situational leadership style and job satisfaction of teachers in secondary school in Edo South Senatorial District.

Educational Implications

From the findings, it could be deduced that:

1. Government needs to encourage principals to adopt democratic leadership style so as to foster open communication and collaboration.
2. Government and educational stakeholders need to balance the use of autocratic leadership style and by complementing it for teachers to voice their opinions and participate in less critical decisions.
3. Educational stakeholders need to limit the use of laissez-faire leadership style.
4. Government need to encourage professional development for principals. These programs can equip principals with the needed skills.

5. Government and educational stakeholders need to entertain regular feedbacks. Through surveys, feedback sessions and performance reviews, schools can monitor the effectiveness of different leadership approaches and make necessary adjustments to promote a positive work environment.

Contribution to knowledge

This study has contributed to knowledge as it has established the fact that, more than anything else, teachers' job satisfaction are very important when it comes to their productivity in the secondary schools and the study has also revealed the need to evaluate opportunity for promotion, recognition and appreciation.

Conclusion

Principals' leadership styles significantly predict teachers' job satisfaction in terms of fulfillment and contentment.

Principals should prioritize building strong relationships with teachers, providing support and fostering a positive work environment.

By promoting teacher job satisfaction, principals can contribute to improved educational outcomes and student achievement.

Recommendations

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

1. Principals should adopt leadership styles that prioritize teacher support, motivation and job satisfaction.
2. Regular feedback and evaluation mechanisms should be established to ensure principals are aware of their impact on teacher job satisfaction.

3. School policies should prioritize teacher well-being, support and job satisfaction to promote a positive work environment.

Suggestions for Further Studies

The researcher suggests the following areas for further study.

Suggestions for further studies based on the findings of this research could include the following:

1. **Comparative Analysis of Leadership Styles Across Different Educational Levels**: Future studies could explore how leadership styles of principals in primary schools, junior secondary schools, and tertiary institutions influence teachers' job satisfaction, comparing the results with those found in senior secondary schools. This could provide a broader understanding of how leadership impacts job satisfaction across different educational levels.
2. **Longitudinal Study on the Impact of Leadership Styles on Teachers' Performance**: A longitudinal study could be conducted to examine the long-term effects of different leadership styles on teachers' job satisfaction and overall performance. This would help in understanding how consistent leadership practices over time influence teachers' motivation and effectiveness.
3. **Influence of Leadership Styles on Student Outcomes**: While this study focused on teachers' job satisfaction, further research could investigate the indirect impact of principals' leadership styles on student academic outcomes and overall school performance. This could provide insights into the broader implications of leadership practices on educational quality.

4. **Exploration of Other Leadership Styles**: Future studies could examine the impact of other leadership styles, such as transformational, transactional, or servant leadership, on teachers' job satisfaction. This would provide a more comprehensive understanding of the various leadership approaches and their effectiveness in the educational sector.
5. **Cultural and Regional Influences on Leadership Effectiveness**: Further research could explore how cultural and regional differences within Nigeria or in other countries influence the effectiveness of different leadership styles in educational institutions. This could offer insights into the contextual factors that may affect the applicability and success of various leadership practices.
6. **Gender Dynamics in Leadership**: Since this study found that both male and female principals' leadership styles significantly influence teachers' job satisfaction, further research could delve deeper into the gender dynamics of leadership in schools. This could include exploring whether there are any differences in leadership effectiveness or style preferences between male and female principals from the perspective of teachers.
7. **Impact of Leadership Training on Principals**: Future studies could investigate the effects of leadership training programs for principals on their leadership styles and, consequently, on teachers' job satisfaction. This could help in designing professional development programs that enhance effective leadership.

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APPENDIX A

Department of Education,
Faculty of Art and Education,
Benson Idahosa University,
Benin City.

Dear Respondents,

REQUEST TO FILL OUT QUESTIONNAIRE.

I am a student of the above mentioned institution conducting research on the topic "Influence of Principal's leadership style on Teachers' job satisfaction in Edo South Senatorial District", as part of the requirements for the award of Masters of Education Degree of the University.

This is simply an academic exercise and as such, all information provided will be treated with utmost confidentiality and used for academic purpose only. I will be grateful if you can take few minutes out of your time to provide objective response to the questions.

Thanks for your understanding.

Yours Faithfully

Peter Idemudia Obadan

QUESTIONNAIRE

PRINCIPALS' LEADERSHIP STYLE AS A PREDICTOR OF TEACHERS' JOB SATISFACTION (PLSPTJS).

INSTRUCTION: Rate your principal's administrative leadership style from the following questions. Please read carefully and tick (✓) as appropriate in the space provided below.

SECTION A: Respondents Bio-Data information.

YOUR PRINCIPAL'S GENDER: Male [ ] Female [ ]

SECTION B:

KEYS: A=Always, S=Sometimes, U=Undecided, R=Rarely, N=Never.

SN	SECTION A	A	S	U	R	N
1.	teachers need to be supervised closely or they are not likely to do their work .					
2.	teachers want to be part of the decision-making process .					
3.	in complex situations, leaders should let subordinates work problems out on their own .					
4.	it is fair to say that most teachers in the general population are lazy .					
5.	providing guidance without measure is the key to being a good leader .					
6.	leadership requires staying out of the way of subordinates as they do their work .					
7.	as a rule, teachers must be given rewards or punishment in order to motivate them to achieve organisional goals .					
8.	most teachers prefer supportive communication from their leaders .					

	SECTION B					
1.	as a rule, leaders should allow subordinates to appraise their work .					
2.	most teachers feel insecure about their work and need direction.					
3.	leaders need to help subordinates adopt responsibility for completing their work .					
4.	leaders should give subordinates complete freedom to solve problems on their own.					
5.	the leader is the chief judge of the achievements of the members of the group.					
6.	it is the leaders' job to help subordinates find their passion .					
7.	in most situations, teachers prefer little input from the leader.					
8.	effective leaders give orders and clarify procedures .					
	SECTION C					
1.	in general, it is best to leave members alone.					
2.	teachers are basically competent and if given a task will do a good job.					
3.	teachers have stressful work environment and leads to feeling of dissatisfaction.					
		A	**S**	**U**	**R**	**N**
4.	teachers feedback and ideas are not consedered .					
5.	leadership style leads to teachers lower job satisfaction .					
6.	teachers communication is not considered.					
7.	teachers creativity and innovation are hindered by the rigid top-down structure .					

	KEYS:VH=Very High, H=High, M=Moderate, L=Low, VL=Very Low	VH	H	M	L	VL
	TEACHERS' JOB SATISFACTION.					
1.	the teacher is satisfied with the work.					
2.	the teacher feel valued and respected by the school administration.					
3.	the teacher have opportunities for professional growth and development.					
4.	the teacher feels a sense of personal fulfillment in teaching career.					
5.	the teacher's work is meaningful and purposeful.					
6.	the teacher feels a sense of accomplishment in the teaching role.					
7.	the teacher's responsibilities align with personal values and goals.					