



Principals' Leadership Behaviours and Teachers' Job Satisfaction in Akwa Ibom South Senatorial District

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DOI: <https://doi.org/10.5281/zenodo.17222152>

Citation: Iwok, M. S., & Odejimi, I. O. (2025). Principals' Leadership Behaviours and Teachers' Job Satisfaction in Akwa Ibom South Senatorial District. *Global Journal of Modern Research and Emerging Trends*, 1(5).

Abstract

The study examined principals' leadership behaviours and teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria. To guide the study, two objectives, two research questions and two null hypotheses were formulated. The study adopted an ex-facto research design. The population of the study comprised all 1226 teachers from public secondary schools in Akwa Ibom South Senatorial District. The sample size was 555 teachers selected through stratified and purposive sampling techniques. Data collection was done through researcher-developed instruments tagged "Principals' Leadership Behaviour Questionnaire (PLBQ)" and "Teachers' Job Satisfaction Questionnaire (TJSQ)". The instruments were validated by three experts from the Departments of Educational Foundations and Curriculum Studies/Educational Management and Planning in the Faculty of Education, University of Uyo. The reliability of the instruments was tested using Cronbach's alpha analysis, which yielded reliability coefficients of .74 and .67 for the independent and the dependent variables, respectively, which were high enough to justify the reliability of the instruments. Regression analysis coefficient was used to answer the research questions, while simple linear regression analysis was used to test the hypotheses at .05 level of significance. All the null hypotheses were rejected, indicating a significant level of prediction between principals' leadership behaviour and teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria. Based

on the findings, it was recommended, among others, that principals should adopt a transformational leadership behaviour to create a humorous atmosphere where teachers are inspired to express intellectual stimulation in order to enhance teachers' job satisfaction.

Keywords: Leadership Behaviours, Transformational, Transitional, Principals, Teachers, Job Satisfaction.

Introduction

Educational institutions play a pivotal role in shaping the future of societies, and school leaders bear the responsibility of ensuring that these institutions remain effective and productive. As in other organisations, leadership in schools involves guiding members of the institution to work towards shared goals and objectives (Northouse, 2010). School leadership can be conceptualised as the process of motivating and enabling teachers and learners to strive enthusiastically toward the achievement of educational objectives. Principals, in particular, influence school effectiveness through their leadership behaviours, which directly impact the morale, performance and job satisfaction of teachers. Menon and Reppa (2014) emphasised that a school leader's leadership behaviour is a critical determinant of school effectiveness, underscoring the importance of understanding its relationship with teachers' job satisfaction.

Teacher job satisfaction is equally vital to the functioning of schools. It encompasses teachers' overall contentment with their roles, working conditions and professional growth opportunities. Job satisfaction has been shown to affect motivation, commitment, classroom practices and, ultimately, student learning outcomes. Munir, Rahman and Malik (2012) argue that teachers' job satisfaction shapes their morale and motivation, thereby influencing their ability to maximise teaching potential. Conversely, dissatisfaction often leads to ineffective teaching and poor learning outcomes. Opeyemi (2004) observed that employees who find their jobs rewarding and fulfilling tend to exhibit higher levels of satisfaction, a finding that resonates strongly within the teaching profession.

Scholars have identified various leadership behaviours that influence teacher job satisfaction, notably transformational, transactional and servant leadership. Transformational leadership is characterised by intellectual stimulation, inspirational motivation, individualised consideration and idealised influence. Transformational principals inspire teachers to achieve beyond expectations by instilling confidence and creating a shared vision, which in turn enhances teachers' job satisfaction. Transactional leadership, on the other hand, is based on reward and punishment mechanisms. By promoting compliance through structured policies and reinforcement, transactional



leaders can ensure short-term efficiency and some level of job satisfaction, though often limited to extrinsic rewards. Servant leadership, another important approach, emphasises humility, empathy and prioritising the needs of followers. When principals adopt servant leadership behaviours, they empower teachers and foster trust, thereby contributing to a more satisfying professional environment.

In Nigeria, and particularly in Akwa Ibom South Senatorial District, public secondary schools face several challenges that complicate teacher job satisfaction. Overcrowded classrooms, often exceeding the 35–40 students recommended by the National Policy on Education, contribute to stress and burnout among teachers. A shortage of qualified staff leads to heavy teaching workloads, while inadequate infrastructure, including insufficient instructional materials, poor laboratory facilities and limited space, further undermines teachers' enthusiasm. Teachers in the district also have limited opportunities for professional development and capacity building. Compounded by insecurity, instances of student unrest, exclusion from decision-making processes, and poor welfare provisions, many teachers display low morale, job dissatisfaction and, in some cases, withdrawal from their professional responsibilities.

Research evidence has consistently shown that satisfied teachers are more effective and that their satisfaction correlates strongly with school performance. Ostroff (2000), for example, found that schools with higher levels of teacher satisfaction reported better student outcomes, higher graduation rates and lower incidences of vandalism compared to schools with dissatisfied teachers. These findings suggest that principals' leadership behaviours play a decisive role in shaping the working environment and, by extension, teachers' job satisfaction.

Given the pressing challenges in public secondary schools within Akwa Ibom South Senatorial District, this study seeks to examine the influence of principals' leadership behaviours, particularly transformational and transactional leadership styles, on teachers' job satisfaction. The study aims to provide empirical insights that will contribute to the improvement of leadership practices and, ultimately, the effectiveness of public secondary schools in the region.

Statement of the Problem

Leadership behaviour in any organisation significantly influences two critical dimensions: job satisfaction and organisational performance. In the context of educational institutions, particularly secondary schools, understanding the type of leadership behaviour that fosters teachers' job satisfaction has remained a major concern. This is due to the central role that leadership plays in enhancing teaching effectiveness, teacher motivation and, ultimately, school outcomes.

In public secondary schools within the Akwa Ibom South Senatorial District, several challenges have been observed that raise concerns about the quality of leadership and its relationship to teachers' job satisfaction. Teachers are rarely given opportunities for professional development through workshops, seminars, conferences or capacity-building programmes. The absence of such initiatives has led to stagnation in teachers' professional growth, resulting in mediocrity and dissatisfaction. Additionally, principals often exclude teachers from decision-making processes, thereby undermining collaboration, trust and team spirit, which are essential for organisational effectiveness and teacher morale.

Other pressing issues include excessive workload arising from overcrowded classrooms, sometimes accommodating over 100 students as against the 35–40 students recommended by the National Policy on Education. Coupled with this is the problem of unconducive and insecure school environments, exacerbated by periodic student unrest and conflict situations. Furthermore, the inadequacy of teaching resources and lack of recognition and incentives, such as promotions, welfare benefits, and in-service training opportunities, have contributed to massive teacher turnover as many seek better working conditions elsewhere.

Another emerging concern relates to the digital competencies of both principals and teachers. In an era dominated by information and communication technology (ICT), many educators in the district remain digitally illiterate, thereby limiting the adoption of innovative teaching and management practices. The inability to utilise digital tools for communication, instructional delivery and professional engagement reflects the absence of digital leadership among principals, further diminishing teachers' job satisfaction and relevance in the 21st-century educational landscape.

While previous studies in Nigeria and abroad have established that principals' transformational and transactional leadership behaviours significantly influence teachers' job satisfaction, most have focused on states such as Anambra and Ogun or on international contexts, leaving Akwa Ibom South Senatorial District underexplored. Furthermore, the emphasis has largely been on transformational and transactional leadership, with limited attention to emerging leadership models such as servant leadership, quiet leadership and digital leadership, which are increasingly relevant in addressing contemporary challenges in schools. This lack of contextualised evidence raises the need to investigate how diverse leadership behaviours interact with the unique realities of public secondary schools in Akwa Ibom South Senatorial District.

Premised on these challenges, this study therefore seeks to examine the influence of principals' leadership behaviours (transformational, transactional, servant, quiet and digital) on teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria.

Purpose of the Study

The study was carried out to determine the relationship that exists between principals' leadership behaviours and teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria. Specifically, the study sought to determine:

1. The extent to which principals' transformational leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria.
2. The extent to which principals' transactional leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South senatorial district, Nigeria.

Research Question

The following research questions were formulated to guide the study:

1. To what extent does principals' transformational leadership behaviour predict teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria?
2. To what extent does principals' transactional leadership behaviour predict teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria?

Research Hypotheses

The following null hypotheses were formulated to direct the study:

1. The extent to which principals' transformational leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria is not significant.
2. The extent to which principals' transactional leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria is not significant.

Theoretical Framework

This study is anchored on leadership and job satisfaction theories, specifically the Path–Goal Theory of Leadership Effectiveness, the Great Man Theory of Leadership, and the Range of Affect Theory of Job Satisfaction.

Path–Goal Theory of Leadership Effectiveness (Evans, 1970)

The Path–Goal Theory views the leader as a key factor in motivating subordinates, enhancing satisfaction, and ensuring performance. It assumes that effective leaders clarify tasks, remove obstacles, and provide support to help subordinates achieve goals. Leaders act as pathfinders by offering guidance, direction, and rewards that facilitate performance. The theory identifies four leadership styles:

- **Directive leadership:** setting expectations, providing guidelines, and enforcing rules without subordinate participation.
- **Supportive leadership:** showing concern for subordinates' welfare and needs.
- **Participative leadership:** consulting subordinates and incorporating their input in decision-making.
- **Achievement-oriented leadership:** setting challenging goals and striving for continuous improvement.

Leader behaviour, according to the theory, is satisfying when perceived as directly rewarding or instrumental to future satisfaction. In the school context, principals' ability to set clear goals, guide teachers, and provide support directly influences teachers' job satisfaction. This theory is therefore relevant to explaining how principals' leadership behaviours shape teachers' motivation and morale.

Great Man Theory of Leadership (Carlyle, 1840)

The Great Man Theory posits that leaders are born with innate qualities that distinguish them and enable them to assume positions of authority. Such leaders are viewed as heroes capable of achieving extraordinary goals. The theory suggests that leadership is rooted in traits rather than acquired skills. In the school setting, the personal traits of principals significantly influence their leadership style. Positive traits can foster teacher satisfaction and effective administration, while negative traits may lead to dissatisfaction.

Range of Affect Theory of Job Satisfaction (Locke, 1976)

The Range of Affect Theory holds that job satisfaction depends on the discrepancy between what an individual values in a job and what is actually experienced. The greater the discrepancy, the higher the dissatisfaction. Satisfaction or dissatisfaction is intensified when a valued job facet, such as promotion, recognition, or a conducive work environment, is either met or unmet. The theory also warns that excessive emphasis on a valued facet can heighten dissatisfaction. Applied to schools, this theory explains why teachers become dissatisfied when career growth, welfare, or recognition expectations are unmet, often resulting in low morale and turnover.

Empirical Review

Several empirical studies have examined the relationship between principals' leadership behaviours and teachers' job satisfaction.

Leadership Behaviour

Awamleh (2014) investigated the effect of principals' transformational leadership style on teachers' job satisfaction in secondary schools in Anambra State using a descriptive survey design with 915 respondents. Findings showed no significant difference between principals' and teachers' perceptions of leadership style and job satisfaction. The study

recommended improved remuneration to motivate principals in adopting effective leadership principles. Similarly, Aydin (2018) examined principals' transformational leadership behaviour as a correlate of teachers' job satisfaction, also in Anambra State. Using a sample of 665 teachers, the study found a moderate but significant relationship between transformational leadership, collaboration, and teachers' job satisfaction. The study recommended that principals be supported through seminars and workshops to update their leadership skills.

Amad (2016), in Kenya, studied principals' transformational leadership style among 206 respondents. Results showed that poor leadership quality negatively affected educational standards and school unity. The study recommended clear communication, encouraging approaches, and active listening by principals to improve job satisfaction.

Beyond Nigeria and Kenya, Gbobanrian et al. (2012) found that transformational leadership and empowerment positively influenced job satisfaction among restaurant employees in India, suggesting that the impact of leadership behaviour extends across sectors. Thamrin (2012) reported similar results in Turkey, where transformational leadership significantly influenced both organisational commitment and job satisfaction among teachers. These findings affirm the strong link between transformational leadership and teacher satisfaction.

Transactional Leadership Behaviour

Kehinde (2013) examined transactional leadership and teachers' job satisfaction in Ogun State, Nigeria, with 100 teachers as respondents. The study established a significant relationship, recommending effective leadership to enhance satisfaction. In Sweden, Hulp (2016) studied 24 schools and found that while principals often overestimated their leadership abilities, positive practices such as classroom visits, feedback, and regular communication with teachers were strongly associated with higher job satisfaction.

Allen (2018), in New York, analysed 410 teachers' experiences under transactional leadership. The findings highlighted the importance of encouragement, shared vision, teamwork, and job security in enhancing satisfaction.

Across contexts, evidence consistently shows that both transformational and transactional leadership behaviours significantly affect teachers' job satisfaction. While transformational leadership emphasises vision, collaboration, and personal growth, transactional leadership focuses on clarity, monitoring, and reward structures. Together, these studies underscore the need for principals to adopt balanced leadership behaviours that foster trust, motivation, and professional fulfilment among teachers.

Methodology

This study adopted a correlational research design, which was considered suitable since the variables (principals' leadership behaviours and teachers' job satisfaction) had already occurred and could not be experimentally manipulated (McCombes, 2019). The population comprised 1,226 teachers across 72 public secondary schools in Akwa Ibom South Senatorial District, Nigeria (State Secondary School Board, September 2019). From this population, a sample of 555 teachers, representing 50%, was drawn using multi-stage and purposive sampling techniques. Schools were first clustered into their respective local government areas, and within each school, teachers were stratified by gender, from which 50% were randomly selected. This gave a final sample of 555 teachers and 65 principals.

Data were collected using two instruments: the *Principals' Leadership Behaviour Questionnaire (PLBQ)* with 30 items and the *Teachers' Job Satisfaction Questionnaire (TJSQ)* with 10 items. Both were structured on a four-point Likert scale ranging from Very Satisfied (4) to Not Satisfied (1). Face validation was carried out by two experts in measurement and evaluation and one in educational management and planning at the University of Uyo. Their input guided revisions, ensuring the instruments' validity. Reliability was tested using Cronbach's Alpha, yielding coefficients of .74 for principals' leadership behaviour and .67 for teachers' job satisfaction, indicating satisfactory reliability.

To ensure efficient data collection, the researcher trained three assistants to administer the questionnaires. Respondents were given 10–15 minutes to complete the items, and all 555 sets were retrieved upon completion. The researcher also interacted directly with respondents to clarify the study's purpose.

Data were analysed using simple linear regression. R and R² values were employed to answer the research questions, while F-tests were used to test the hypotheses at the .05 level of significance.

Results

Research Question One

To what extent does a principals' transformational leadership behaviour predict teachers' job satisfaction in public secondary schools in the Akwa Ibom South Senatorial District.

R-value and R² value of simple linear regression were used for answering the research question. The result of the analysis is presented in Table 1:

Table 1: Simple Linear Regression Analysis of the extent to which principals' transformational leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District

Variables	R	R ²	% Extent of Prediction	Remark
Transformational leadership behaviour	.224	.050	0.50%	Moderate Extent
Teachers' job satisfaction				

n - 555

The result presented in Table 1 reveals that the R-value of .592 is the strength of the prediction of principals' transformational leadership behaviour on teachers' job satisfaction in public secondary schools while the R² – value of .350 indicates that only 35.0% variation in teachers' job satisfaction in secondary school is predicted by principals' transformational leadership behaviour. This result implies that there is a fairly positive extent of prediction between principals' transformational leadership behaviour and teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District

Research Question Two

To what extent does principals' transactional leadership behaviour predict teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District? R-value and R² value of simple linear regression was used for answering the research question. The result of the analysis is presented in Table 2:

Table 2: Simple Linear Regression Analysis of the extent of prediction of principals' transactional leadership behaviour on teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District

Variables	R	R ²	% Extent of Prediction	Remark
Transactional leadership behaviour	.263	.069	0.69%	Strong Extent
Teachers' job satisfaction				

n - 555

The result presented in Table 2 shows that the R-value of .713 is the strength of prediction of principals' transactional leadership behaviour on teachers' job satisfaction in public secondary schools while the R² – value of .508 indicates that 50.8% variation in teachers' job satisfaction in public secondary schools is predicated by principals' transactional leadership behaviour. This result implies that there is a positive extent of prediction between principals' transactional leadership behaviour and teachers' job satisfaction in Public Secondary Schools in Akwa Ibom South Senatorial District.

Testing of Hypotheses

Hypotheses One: The extent to which principals' Transformational leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District is not significant.

Simple linear regression analysis was adopted to test this hypothesis; the result of the analysis is as presented in table 3:

Table 3: Result of simple linear regression analysis of the extent to which principals' transformational leadership behaviour predict teachers' job satisfaction in public secondary school in Akwa Ibom South Senatorial District.

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Sig	Denison p<.05
Regression	687.029	1	687.029	29.212	.000	*
Residual	13005.825	553	23.519			
Total	13692.854	554				

***significant at .05 alpha level; df=1 and 553; n=555** *Source: Researcher's Fieldwork*

The entries in Table 3 reveal that the calculated F-value of 29.212 is greater than the p-value of .000 at the .05 level of significance with 1 and 554 degrees of freedom. With this result, the null hypothesis, which claims that the extent to which transformational leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District is not significant, is rejected. The result reveals that transformational leadership behaviour significantly predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District.

Hypothesis Two: The extent to which principals' transformational leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District is not significant.

Simple linear regression analysis was adopted to test this hypothesis; the result of the analysis is as presented in Table 4:

Table 4: Result of simple linear regression analysis of the extent to which principals' transactional leadership behaviour predict teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District.

Source of Variation	Sum of Squares	Df	Mean Square	F-value	Sig	Decision p<.05
Regression	949.060	1	949.060	41.18	.000	*
Residual	12743.794	553	23.045			
Total	13692.854	554				

*significant at .05 alpha level df=1 and 553; n=555 *Source: Researcher's Fieldwork*

The input in table 4 revealed that the calculated F-value of 41.183 is greater than the P-value of .000 at the .05 level of significance with 1 and 554 degrees of freedom. With this result, the null hypothesis, which stated that the extent to which transactional leadership behaviour predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District is not significant, is rejected. The result indicates that transactional leadership behaviour significantly predicts teachers' job satisfaction in public secondary schools in the Akwa Ibom South Senatorial District.

Discussion of Findings

Principals' Transformational Leadership Behaviour and Teachers' Job Satisfaction

The result of the analysis revealed that principals' transformational leadership behaviour significantly predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District. This result is possible because when principals encourage, inspire and motivate teachers to perform in ways that create meaningful change, a workforce that is empowered to innovate and help shape the system for future success is bound to exist. Teachers, therefore, are motivated to show interest in their job and increased job morale, which depicts a sense of satisfaction. This result is in agreement with Oyeleke (2010), that principals that are visionary, creative and collaborative are able to create formidable team members for the achievement of a common goal. The findings of this study also support the views of Sadeghi and Pihie (2013), that leaders with inspirational motivation have idealised influence on employees, which is capable of increasing job output. Howell (2014) maintained that leaders that are transformational are able to add value to employees and build trust capable of increasing job satisfaction.

Principals' Transactional Leadership Behaviour and Teachers' Job Satisfaction

The result of the analysis revealed that principals' transactional leadership behaviour significantly predicts teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District.

This result is possible because transactional leadership behaviour is characterised by supervision, organisation and rewards, whereby principals reward teachers for their jobs, and teachers tend to put in their best to achieve optimal output. This finding lends credence to the views of Aydin and Sari (2013), that transactional leaders rely on rewards and punishment for goal achievement, and this serves as a propeller for teachers to perform their jobs to avert punishment and also get themselves disciplined to get satisfaction, which is guaranteed by the reward system. This finding also agrees with the views of Ceylum (2013) that transactional leadership behaviour is practical, result-oriented and motivational, thus creating an avenue for competitive performance for enhanced job satisfaction.

Summary of the Study

The study examined the extent to which principals' leadership behaviours predict teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria. A correlational research design was adopted for the study. This design was considered suitable for the study because the variables under investigation are assumed to have already occurred and could not be experimentally manipulated in the process of the study.

The population of the study consisted of all the teachers of public secondary schools in Akwa Ibom South Senatorial District, Nigeria, estimated at 1223 as of the time of the study (2019/2020 school sessions). The stratified sampling technique was used in drawing the sample for the study, which was 555 respondents. Data collection was done with the use of two researcher-developed instruments, the "Principals' leadership behaviour questionnaire (PLBQ)" and the "Teachers' job satisfaction questionnaire (TJSQ)", which were duly validated and pilot tested with reliability levels of .74 and .67, respectively. The five hypotheses of the study were tested at the .05 level of significance, and all the null hypotheses were rejected. The results of the analyses revealed that principals' transformational and transactional leadership behaviours all significantly predict teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District, Nigeria.

Conclusion

Based on the findings of this study, it is concluded that principals' leadership behaviours play a critical role in shaping teachers' job satisfaction in public secondary schools in Akwa Ibom South Senatorial District. Specifically, principals' transformational leadership behaviour, characterised by vision, inspiration, and motivation, significantly predicts teachers' job satisfaction by fostering commitment, morale, and a sense of purpose among staff. Similarly, principals' transactional leadership behaviour, anchored on supervision, organisation, and a reward system, also significantly predicts teachers' job satisfaction by reinforcing discipline, encouraging performance, and ensuring that

effort is rewarded. Together, these findings highlight the importance of both transformational and transactional leadership approaches in creating a school environment where teachers feel valued, motivated, and satisfied with their work.

Recommendations

Based on the research findings and the conclusion drawn, the following recommendations are made:

- i. Principals should adopt transformational leadership practices to create a supportive and stimulating school environment where teachers are encouraged to express creativity, engage in intellectual stimulation, and find fulfilment in their work. This will not only make their teaching career more meaningful but also enhance overall job satisfaction.
- ii. Transactional leadership behaviours should also be maintained, particularly in the areas of motivation and reward. Principals should ensure that teachers are duly recognised for their hard work through praise, professional prestige, and opportunities for promotion. Such reward systems will encourage optimal performance and sustain teachers' job satisfaction.

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APPENDIXES

SAMPLING FRAME

Table 1: Distribution of Teachers and Principals in Akwa Ibom South Senatorial District of Akwa Ibom State.

S/N	L.G.A.	No of Schools	No of Teachers		50% of Teachers	
			Males	Females	Males	Females
1.	Eastern Obolo	4	35	17	18	9
2.	Eket	9	82	146	41	73
3.	Esit Eket	4	21	24	11	12
4.	Ibeno	1	10	15	5	7
5.	Ikot Abasi	5	40	58	20	29
6.	Mbo	4	33	5	16	2
7.	Mkpat Enin	16	103	125	51	63
8.	Okobo	11	66	58	33	29
9.	Onna	9	75	55	37	28
10.	Oron	3	30	33	15	16
11.	Udung Uko	2	7	7	4	4
12.	Urue Offong/Oruko	4	49	16	24	8
	Total	72	551	559	275	280
	Grand Total	72	1,110		555	

QUESTIONNAIRE

Please fill in accordingly

Each of the following statement reflects one of the Principals' Leadership Behaviour adopted in schools for teachers' job satisfaction. Please indicate your degree of agreement to each of them using the following response alternatives:

- SA - Strongly Agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree



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S/N	Items	SD	A	D	SD
Transformational Leadership					
	My principal				
1.	Encourages team spirit among teachers				
2.	Is approachable				
3.	Inspires subordinates to thrive beyond expectation				
4.	Creates passion for innovation				
5.	Improves communication				
6.	Welcomes constructive ideas				
Transactional Leadership					
1.	Believes in the use of force				
2.	Places high premium on supervision				
3.	Believes in specific task accomplishment				
4.	Uses punishment as corrective measures				
5.	Does not accept teachers' ideas				
6.	Focuses on extrinsic motivation for performance				

S/N	Items	SD	A	D	SD
Transformational Leadership					
	My principal				
1.	Encourages team spirit among teachers				
2.	Is approachable				
3.	Inspires subordinates to thrive beyond expectation				
4.	Creates passion for innovation				
5.	Improves communication				
6.	Welcomes constructive ideas				
Transactional Leadership					
1.	Believes in the use of force				
2.	Places high premium on supervision				
3.	Believes in specific task accomplishment				
4.	Uses punishment as corrective measures				
5.	Does not accept teachers' ideas				
6.	Focuses on extrinsic motivation for performance				



JOB SATISFACTION

S/N	Items	VS	S	FS	NS
	Teachers'				
1.	Job Security				
2.	Periodical incentives				
3.	Regular salaries				
4.	Health insurance scheme				
5.	Timely promotion				
6.	Extrinsic motivation				
7.	Staff development award				
8.	In-service training for skill enhancement				
9.	Fair compensation for accomplished task				
10.	Due respect in work environment				