

# Leadership Styles and Remuneration as Predictors to Teachers' Job Satisfaction in Senior Secondary Schools in Bauchi State, Nigeria

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**Abstract:** This study was on Leadership Styles and Remuneration as Predictors to Teacher's Job satisfaction in Senior Secondary Schools in Bauchi State, Nigeria. Two purposes of the study with two corresponding research questions and hypotheses guided the study. Descriptive survey research design was adopted for this study. The population comprised of 119 principals and 2900 teachers. The sample was randomly selected among the senior secondary schools in those areas while the sampling technique used was proportionate stratified sampling. The instrument used for data collection was "Teachers' Job Satisfaction Opinion Questionnaire (TJOQ)" and "Multifactor Leadership Questionnaire (MLQ). The reliability of the instrument was .787 and .834. The values of .735 were attained for teachers' job satisfaction, .787 for Leadership styles and .834 for remuneration, implying that the content of the instruments (TJSOQ) and MLQ) were valid for assessing Leadership Styles and Remuneration as predictors to teachers' job satisfaction. Among the findings of the study it was revealed that Teachers perceived transformational leadership style is a predicting factor in their job satisfaction. Conclusions and recommendations were made among which are The State Ministry of Education and other agencies concerned with payment of teachers' salaries should continually find ways of increasing teachers' salaries and other incentives that will lead to better job satisfaction. This should be done through constant reviewing of teachers' salaries.

## I. INTRODUCTION

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things and go beyond the given. It is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineering, medicine and law) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique, Uganda and Nigeria) furthermore, teaching has become an employment of the last resort among university graduates, Nigeria Certificate in Education (NCE) and Diploma holders as well as Secondary School leavers (Bennell 2004). Consequently, teachers often lack a strong, long term commitment to teaching as a

vocation. Besides, the status and pay of Secondary School teachers compared to university lecturers is generally much lower in developing countries (Gonell, 2000). Thus, in the absence of alternative employment opportunities, becoming a university lecturer is the main avenue for social and economic advancement for the most able Secondary School teachers. This may have important implications for job satisfaction of Secondary School teachers.

The Federal Government of Nigeria (FGN) in the National policy on Education (2014), states that "No education system can rise above the quality of its teachers". As a result, many institutions hire only talented teachers in order to reach the goals of teaching and learning. Teachers have been shown to influence students' academic performance and they also play a crucial role in the educational attainment, because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students (Heyden, 2011). In order for teachers to cope with their demanding role, it is necessary for them to feel good about their job and draw satisfaction from it. It is argued that satisfied teachers are generally more productive and can influence students' academic performance (Akinsola, 2012). Despite the leading role teachers play towards attaining educational objectives, several scholars (Adeyinka, Asabi and Adedotun, 2013), lamented that teachers job dissatisfaction has reached an intolerable low point in Nigeria, which is reflected in their deteriorating performance and poor students' academic performance, especially in external examinations such as West African Examination Council (WAEC) and National Examination Council (NECO). Bennel (2004), indicates that so many teachers have left the teaching profession in search of greener pasture while those who are still in the profession are into part time jobs to make ends meet.

According to the world bank collection of development indicators, 50 % of highly qualified teachers have left the profession in droves within 5 years (2012-2017) claiming job dissatisfaction as one of the reasons (world Bank, 2017). Unfortunately, the shortage of teachers may cause some schools to lower their standards for teacher quality (Smith 2018) and thus, the achievement of students decreases. Research in other countries such as Tanzania, Greece and Kenya has found that teachers who have higher levels of job

satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Abdu & Ndzilana, 2018). Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her job experience. It is the extent to which people like or dislike their jobs. A positive favourable attitude and feelings relates to job satisfaction while a negative unfavourable attitude and feelings relates to job dissatisfaction. Job satisfaction and dissatisfaction is a result of employees' perception of how well their job provides those things they view as important and necessary to working well and their enjoyment Luthans (2005).

The Equity theory holds that job satisfaction of individuals in an organisation is influenced by the extent to which they feel that they are being treated in a fair and equitable manner. While the Expectancy theory hypothesized that job satisfaction is determined by a person's perceptions or beliefs regarding the relationship between his/her behaviour and the outcomes or result of his behaviour. Job satisfaction has been perceived differently by different researchers, Bishey (2006), describe job satisfaction as an attitude developed by an individual towards the job and job conditions. Awodun (2016), view job satisfaction as the favourable or unfavourable subjective feelings with which employees view their work. Job satisfaction result when there is a relationship between job requirement, demand and expectations. It expresses the extent of a match between employees' expectations of the job and the reward that the job provides. It is also considered a final state of agreement of a psychological process to work, along with its terms and conditions which are essential for a higher competitive level and organisational success (Alsamari and Bennel, 2005).

Teacher Job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler,1973). Job satisfaction is very essential in the lives of teachers because it forms the fundamental reason for working in life. While almost every teacher works in order to satisfy his/her needs in life, he/she constantly agitates for need satisfaction. Teachers' job satisfaction in this context is the ability of the teaching job to meet the teachers' needs and improve their job performance. Due to its relevance to the physical and mental well-being of the teachers, as well as its implications for teachers' job-related behaviours such as lack of enthusiasm for the job, absenteeism, turnover and poor students performance, job satisfaction remains the most important topic today (Specter,1997). The level of Job satisfaction is affected by intrinsic and extrinsic motivating factors. According to Acha (2010), intrinsic motivational factors of teachers' job satisfaction has to do with the inner urge or self interest such as the Job itself, classroom activities, social relationship as well as recommendations from supervisors. While extrinsic factors associated with teachers job satisfaction comes from a source outside the individual such factors include Remuneration, Environment, career development, career advancement, leadership style among

others. According to Kooi (2017), ignoring teachers' job satisfaction places efficiency at stake and he goes further to assert that the teaching profession is in serious jeopardy if majority of its members are dissatisfied with their job and or do not regard matters pertaining to their work as being of central concern. In his opinion, when teachers are provided with tasks and conditions that fosters job satisfaction, their performance can be enhanced but when the job dimensions and work conditions necessary for job satisfaction are absent these teachers are likely to consider their commitment as being "a fair day's work for a fair day's pay".

The significance of teachers' job satisfaction has led to investigation of the factors that can contribute to its increase. Adeyinka (2013) observed that most teachers in Nigeria were not committed to their jobs, this may not be unrelated to the leadership styles of the principals. Effective schools researchers agree that the school learning environment is directly influenced by the leadership styles of the principals. (Abdu ,2018; Koutouzis, 2017). The leadership styles of the principal are largely responsible not only for the teaching and learning environment but also for the performance of the staff. Greece research has demonstrated that it is the style of leadership exercised by the principals which determines not only the tone of the entire school, but also the quality of education offered by the school. Koutouzis, 2017). Leadership style is viewed by Hariri (2011), as the pattern of interactions between leaders and subordinates. It is a procedure to influence the people in order to achieve the desired result. Ezeuwa (2005) states that leadership is the key to the progress and survival of any organization whether it is an enterprise or institution. It is the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. Kasinga (2010), says effective leadership is essential in all organizations. He further stated that, success of an organization largely depends on the quality of its leadership. It is an admitted fact that deficiency in dedicated leadership prevails all over the world. Hence different countries have different leadership styles on the basis of their cultural associations (Rad & Yar mohammadian, 2006).

Researchers in the field of education are now considering a shift from the old models of leadership styles namely; autocratic, democratic and laissez-faire leadership styles to a new perspective of leadership models which are transformational and transactional leadership styles, widely used in organisational settings such as accounting firms, banks and the military (schuarzt 2017). While the transactional leadership style motivates teachers by appealing to their self- interest and the use of coercion to acquire the subordinate's compliance based on a give and take relationship and in which compliance of the teachers is exchanged for expected reward, the transformational leadership style is directed towards self-worth and self esteem of teachers, through coaching and motivating teachers ( Bass & Avolio, 2000). On the other hand, laissez-faire leadership style is characterised as non leadership style or absence of

leadership. In this type of leadership there is a limited interaction between the leader and his followers.

Different styles are needed for different situations and each leader needed to know when to exhibit a particular approach (Rad & Yarmohammadian, 2006). Lesomo (2013) advised that school Principals should not restrict themselves to one management style. No one leadership style is ideal for every situation, since a leader may have knowledge and skills to act effectively in one situation but may not emerge as effectively in a different situation. A major concern of all modern organizations is goal attainment. There is therefore informed growing interest to determine which of these styles is capable of ensuring organizational goal's attainment and employee job satisfaction.

Teaching effectiveness depends on the type of remuneration that is why Wayne (1998), notes that a reward in form of pay has a strong impact on the employees job satisfaction. The condition of satisfaction and dissatisfaction of employees depends on their salary because it is the organizational responsibility to provide suitable financial rewards like salary to their employees which may have strong influence on employee motivation and retention (Al-Samari & Bennel, 2004). All compensation factors are included in employee pay and people make effort to improve their performance because they want some rewards in term of money or promotion which was explained through expectancy theory (Akinsola, 2012). Mostly employees expect that their pay and promotion will be increased when they work well in the workplace then this will cause increase in their job satisfaction level.

## II. STATEMENT OF THE PROBLEM

Teacher remuneration has been a major concern to school managers and even the teachers themselves due to its perceived influence on teacher's effectiveness. The Government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant face off over issues relating to remuneration, working environment, and supervision of schools. The Government is bothered on the increasing incidence of teachers' truancy and other negative behaviors, such as attending to personal businesses during office hours. The researcher observes that teachers in most schools in Bauchi State have agonizing plight arising from their irregular promotions, politicize study leave, and delayed salaries among others. These problems identified by both Government and teachers may affects the teachers' morale and this reduced enthusiasm may translate to poor teacher's performance in the long run. The researcher observed that some schools appear to be performing better than others, which may not be unconnected with the principals leadership styles, such as transformational, transactional and Laissez-faire. This study is therefore aimed at finding out the extent to which leadership styles and remuneration predict teachers' job satisfaction in Senior Secondary School in Bauchi State.

The Theoretical framework for this study was derived from Herzberg's (1966) Two Factor Theory and Bass & Avolio (2010) Full Range Leadership Theory (FRLT). Herzberg's (1966) two factor theory states that there are certain factors in the work place that cause job satisfaction while separate set of factors cause dissatisfaction. According to Herzberg, individuals are not content with the satisfaction of lower- order needs at work place; for example those needs associated with minimum salary levels or safe and pleasant working conditions which he called hygien factors, rather individuals look for the gratification of higher level psychological needs having to do with recognition, responsibility, advancement and the nature of the work.

The two factor theory is based on the notion that the presence of hygien factors which are remuneration, work conditions and supervision will not motivate the teacher but its absence will bring dissatisfaction. According to Herzberg, the motivating factors are the intrinsic which has to do with achievement, advancement and the work itself. The theory suggest that to improve job satisfaction administrators must provide intervening variables in the place of work and not assume that an increase in workers satisfaction will lead to decrease in dissatisfaction. The causes of dissatisfaction will not bring satisfaction nor will adding the factors of job satisfaction eliminates job dissatisfaction. If you have a hostile environment, giving someone promotion will not make him or her satisfied and if you increase the salary of the teacher without making instructional materials available it will not increase job satisfaction. This theory is applicable to this study due to the critical role played by the Principals' leadership styles in teachers' work. It will help establish how Principals with different leadership styles satisfy teachers. According to Okumbe (1998), Herzberg's theory can lead to teachers' job satisfaction through change in the nature of the job as well as through job enrichment and management allowing teachers maximum control over mechanisms of task performance.

The principal- teacher relationship has become more and more important with the increase in decision making at the school site. A study by Smith (2000) stated that "the principal is expected to be an instructional leader who can support, inspire, and develop students and teachers, as well as communicate effectively with all publics within the educational environment". Hallinger and Heck (1998) found that a school leader's leadership style is the main factor that greatly influences school effectiveness and teacher job satisfaction. He believed that "a teachers' job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential". Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. As to the relationship between a school leader's leadership style and teacher job satisfaction, the two basic factors influencing school effectiveness, Gitaka, (1991) recognized that the school leader's leadership style significantly influences teacher job

satisfaction, consequently, it will be helpful, for reaching the goals of the school and increasing school effectiveness, to clearly comprehend the relationship between these two important factors.

School leadership plays a key role in improving school's outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment (Acha, 2010). The Principal must employ inclusive kind of leadership where they will involve other people as a team. This team gets a deliberate opportunity to contribute to the vision, culture and climate of the school and thus the Principal has a duty to create the opportunities to make this happen and teachers partly determine the leadership styles of the Principal (Mutula, 2006). As a leader, the principal has the power to influence job satisfaction among the teachers under them. It's worthwhile to note that leadership has been one of the most popular research topics in organizational behaviour since the days of Greek philosophers (Alsamari & Bennel, 2004) The importance of leadership was first researched in the 1920s with studies using surveys reporting that favorable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1990). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviours to increase employees' level of job satisfaction (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees' job satisfaction (Bass, 1990). Furthermore, Schwartz,(2017) showed that leadership behaviour was positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behavior in order to improve it.

Numerous literatures were published on Leadership and job satisfaction mostly in developed countries, a significant relationship have been found between the two variables. Bogler (2001), conducted a research which investigated leadership style in Israel on teacher job satisfaction in secondary schools. It also examines the effects of principals leadership styles, teachers occupation, teacher satisfaction from the job and principals decision –making strategy. It also tries to find out how much of the variation in teachers job satisfaction can be attributed to their perception of their occupation, as compared to their perception about their principals' leadership style. It was conducted on a sample size of 745 teachers; the data collected was by quantitative questioners using likert-type scales. The study found that teachers' occupation perceptions strongly affect their satisfaction both directly and indirectly through their perception, implications of the study are discussed in relation to supervisors and principals, as policy makers at government level. Model of the study demonstrated that the teachers perceptions of their principal and of their occupation contribute significantly to the explanation of variance in job satisfaction, however teachers perception are very subjective and affected by so many variables. Although this study Leadership Styles and Remuneration as Predictors to teachers' job satisfaction is also looking at teachers perception of their

principals leadership styles, but it is looking at it from the new model of transactional and transformational from the Nigerian context,

Very little research supports the use of laissez-faire leadership styles as an effective leadership style. In fact, Bass (1990) defines laissez-faire as an approach in which there is no leadership and no interaction between the leader and his or her followers. In situations where a leader exhibits laissez-faire behaviour, another person with a different leadership style will often emerge as the trusted and respected leader of the group and others will seek out this second person for guidance and support. In a number of studies, laissez-faire behaviour by the leader was perceived to have a significant negative relationship with employees' job satisfaction (Avolio et al., 1999; Northhouse, 2010.)

In laissez faire leadership style the leader tends to avoid power, authority and depends largely on the group to establish goals and means for achieving progress and success (Koutouzis & Papazogui2016). The laissez-faire leadership style involves a non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals. Here the leader allows the employees to make decisions although the leader is still responsible for the decisions made. The style is not the best to use in the school's organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness. This is in agreement with Koutouzis & Malliara (2017) study of laissez-faire leadership which indicated that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

Nsubuga (2008) study revealed negative correlation between the laissez-faire leadership style and the school performance in secondary schools. It established that head teachers who use the leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. Nthuni (2012) study revealed that teachers who were led by head teachers who practiced laissez faire style of leadership were demotivated to a large extent based on leadership factors singled out by the researcher. The laissez faire style of leadership was the least applied by the schools' heads (Kasinga, 2010). In a number of studies, laissez-faire behaviour by the leader was perceived to have a significant negative relationship with employees' job satisfaction (Avolio et al., 1999; Northhouse, 2010.)

In the world that we live in today, school leaders' roles have changed from practising teachers with added responsibilities to full-time professional managers of human, financial and other resources accountable for their results (Green & Munoz 2016). This has meant that more and more tasks have been added to the job description: instructional leadership, staff evaluation, budget management, performance assessment, accountability, and community relations, to name some of the most prominent ones. In this environment, the

range of knowledge and skills that effective school leaders need today is daunting: curricular, pedagogical, student learning in addition to managerial and financial skills, abilities in group dynamics, interpersonal relations and communications. Recent evidence suggest that emotional intelligence displayed, for example, through a leader's personal attention to a 20 employee and through the utilization of employees' capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (Kim & Yang, 2016).

The purpose of the present study is to contribute to addressing leadership issues by capitalising upon the full range theoretical model of transformational and transactional leadership the researcher added Laissez-faire to find out ways in which principals' leadership styles predicts teachers job satisfaction in secondary schools.

#### *Purpose of the Study*

The main purpose of this study was to find out the extent to which principals' leadership styles and remuneration predicts teachers' job satisfaction in Senior Secondary Schools in Bauchi State. The specific objectives were to: -

1. Find out the extent to which Principals' Transactional leadership style predict teachers' job satisfaction in Senior Secondary School in Bauchi state.
2. Find out the influence of Principals' Laissez-Faire leadership style on teachers' job satisfaction in Senior Secondary School in Bauchi state.

#### *Research Questions*

1. To what extent does principals' transactional leadership style predict teachers' job satisfaction?
2. Does principals' laissez- faire leadership style predict teachers' job satisfaction?

#### *Research Hypotheses*

H<sub>01</sub>: Principals' Laissez-faire leadership style does not significantly predict teachers' job satisfaction.

H<sub>02</sub>: Remuneration do not significantly predict teachers' job satisfaction

### III. METHODOLOGY

#### *Research Design*

This study used descriptive survey design. Descriptive survey design is a design that is used to allow the researcher to gather information about people's attitudes, opinions, habits or any other characteristics of a particular individual or group and interpret the data collected for the purpose of clarification. (Orodho, 2009). Since this study seeks to find out the extent to which principals' leadership styles and remuneration predicts teachers' job satisfaction (attitude and behavior), this design is therefore considered

appropriate. According to Osuala (2001) descriptive survey approach provides a snap shot of current state of affairs and relationship among variables for prediction of future events from the present knowledge.

#### *Area of the Study*

The area of the study is Bauchi State which is located in the North Eastern Nigeria. It has 20 Local Government Areas which are divided into 3 Educational zones; Bauchi North, Bauchi South and Bauchi Central. The State is inhabited by a large number of ethnic groups including Fulani, Hausa, Sayawa, Jarawa and Denawa. It has an estimated population of four Million, six hundred and fifty three thousand, sixty six (4,653,066) people who are predominantly muslims (2006, Population census). It is bounded by the states of Jigawa and Kano on the northwest, Kaduna on the West; Plateau, Taraba and Gombe on the South and Yobe on the East.

#### *Population*

The population of the study consisted of all Public Senior Secondary School Teachers in Bauchi State. Data from the ministry of Education Shows that Bauchi State, has one hundred and nineteen (119) secondary schools, one hundred and nineteen (119) Principals and Two thousand nine hundred (2900) teachers in 2018-2019 Academic session.

#### *Sample and Sampling Technique*

A sample of 346 teachers was used for the study based on Research Advisor Sample Size table for determining the sample size (Research Advisor,2006 ). The teachers were selected from 20 Public Senior Secondary Schools in Bauchi State. Proportionate stratified random sampling technique was used to select the number of teachers from each of the zones on the basis of the population. It was used to ensure that each subgroup of the population is adequately represented, proportionate to the relative number of each school, because the number of teachers in each of these schools varies.

#### *Instrument for Data Collection*

Questionnaire was used as instrument for data collection. The Questionnaire will have four sections. **Section A:** was Demographic data of the teachers. **Section B:** was items that measure teachers on job satisfaction. The "General Index of Job Satisfaction" instrument of Brayfield and Rothe (1951) was adapted by the researcher. It was first developed in Taiwan for hospital staff, it has 18 items. The researcher adapted and titled it Teachers' Job Satisfaction Opinion Questionnaire (TJSOQ) and used only 10 items to determine each teacher's self-reported level of job satisfaction. **Section C:** will address items on teachers opinion about their principals Leadership styles. Leadership Style Questionnaire: Popularly known as the Multifactor Leadership Questionnaire (MLQ- 6s) developed by Bass (1985) in Greece was adapted by the researcher to elicit for information from the teachers about their opinion of their Principals' leadership styles. The

Multifactor Leadership Questionnaire was a 21 item questionnaire; But the researcher added some questions to make it 30. It measures individual leadership styles ranging from passive leaders to transactional leaders who give contingent rewards to followers and to transformational leaders who are able to transform their followers into becoming leaders themselves (Avolio & Bass, 1991). The purpose of the Multifactor Leadership Questionnaire is to reveal factors that differentiate between effective and ineffective leaders. The theoretical foundation of the questionnaire is based on the work of Bass (1985; 1998) on leadership styles of military commanders in Greece and is considered valid across a number of cultures and types of organizations (Antonakis, Avolio, & Sivasubramaniam, (2003). This instrument would be divided in to three sections with 10 questions in each of the sections; Transformational leadership style, Transactional leadership style and laissez-fair leadership style. The MLQ has been tested by Bass in a number of studies in Greece and has been found to have high validity and reliability (Bass, 1995; Bass, 1998; Bass, 1990; Bass & Riggio, 2006). Although the MLQ was used in military settings in Grece to test the leadership style of the military leaders or in business settings to examine the leadership behaviors of the management teams, the MLQ has also been successfully translated to other languages and used in educational settings world- wide (Ingram, 1997).

**Section D:** addressed items that measure teachers on remuneration. It has ten items which took care of the research questions raised and the hypotheses formulated for the study. Responses to items of both the TJOQ, MLQ as well as Remuneration was based on a four point likert- type scale from “Strongly Agreed (SA) to Strongly Disagree (SD).” which was assigned numbers 4, 3, 2, and 1 respectively. Scaled item was used in this study, because it allows for fairly accurate assessment of opinions. The questions will be close ended.

#### *Validity of instruments*

In order to maintain consistency and relevance to the problem, questionnaire items were formulated around aspect of the items being investigated. The instrument was given to two experts in Educational Administration and planning, one in Measurement and Evaluation in the faculty of technology education ATBU and two more experts in Educational Administration and planning from Ahmadu Bello University Zaria (ABU) for face and content validation. Based on their recommendations, necessary corrections were effected accordingly. The researcher with the help of the experts undertook these validity tests to boost accuracy and meaningfulness of the research instruments.

#### *Reliability of Instruments*

A collection instrument must be reliable. This means it should have the ability to constantly yield the same results when repeated measurements are undertaken of the same individuals under the same conditions. The instrument was

pilot tested among 30 teachers in 6 Public Senior Secondary Schools in Gombe state which was excluded from the study. The questionnaire was analysed using split-half technique. Cronbach Alpha developed by Lee Cronbach (1951) was used to measure internal consistency of the instruments. The values of .735 was attained for teachers’ job satisfaction. .787 for Leadership styles and .834 for remuneration, implying that the content of the instruments (TJSOQ) and MLQ) were valid for assessing Leadership Styles and Remuneration as predictors to teachers’ job satisfaction.

## V. RESULTS

### *Research Question one*

To what extent do Principals’ transactional leadership style predict teachers job satisfaction?

Table 1: Mean and Standard Deviation of Transactional Leadership Style

S/N	Statement My Principal	Mean	SD	Remark
1.	tells teachers what to do if they want to be rewarded	3.69	1.052	High Extent
2.	does not considers suggestions made by others	3.79	.865	High Extent
3.	does not provides recognition/ rewards when others reach their goals	2.93	.920	High Extent
4.	does not guides as a friend and not as a dictator	3.79	1.146	High Extent
5.	acts without consulting the teachers	3.62	1.284	High Extent
6.	feels satisfied when teachers meet agree-upon standard	3.81	.999	High Extent
7.	tells others the standard they have to know to carry out their work	3.91	.940	High Extent
8.	Keeps track of all mistakes	3.83	1.341	High Extent
9.	really backs down when he is passionate about something	2.77	1.328	High Extent
10.	provides incentives when teachers reach their goal	3.67	1.311	High Extent
	Cluster	3.581	.39622	

Table one shows teachers’ perception about the extent of principals’ transactional leadership style as a predicting factor in teachers’ job satisfaction with a mean score of 3.581. Details of the analysis revealed that teachers perceived that their Principal tells them the standard they have to know to carry out their work.

Mean and standard deviation are used for this purpose, the following was details of the items’ statement, mean score and standard deviations: My Principal tells teachers what to do if they want to be rewarded (Mean= 3.69, SD = 1.052), My Principal considers suggestions made by others (Mean= 3.79, SD =.865), My Principal provides recognition/ rewards when others reach their goals (Mean= 2.93, SD =.920), My Principal guides as a friend and not as a dictator (Mean= 3.79, SD =1.146), My Principal acts without consulting the teachers (Mean= 3.62, SD = 1.284), My

Principal feels satisfied when teachers meet agree-upon standard (Mean= 3.81, SD =.999), My Principal tells others the standard they have to know to carry out their work (Mean= 3.91, SD = .940), My Principal Keeps track of all mistakes (Mean= 3.83, SD = 1.341), My Principal really backs down when he is passionate about something (Mean= 2.77, SD = 1.328) and My Principal provides incentives when teachers reach their goal (Mean=3.67, SD = 1.311). The mean score for the cluster Transactional Leadership Style is 3.5810 while standard deviation is .39622. the mean score for this cluster is above the decision rule of 2.5 therefore Transactional Leadership Style is perceived as at high extent as a predictor to teachers satisfaction.

#### Research Question two

To what extent does laize-fair leadership style predict teachers' job satisfaction?

Table 2: Mean and Standard Deviation on Principals' Laissez- Fair Leadership Style

S/N	Items My Principal	Mean	SD	Remark
1.	is ok with what teachers want to do	2.13	1.094	Low Extent
2.	allows subordinate appraise their work	2.06	1.189	Low Extent
3.	does not provides recognition/ rewards when others reach their goals	1.96	1.189	Low Extent
4.	does not allows teachers to discuss any problem with him/her	2.32	1.279	Low Extent
5.	does not care to ask more from teachers than what is actually required	2.08	1.279	Low Extent
6.	requires little from his staff	2.05	1.273	Low Extent
7.	allows teachers to work problems out on their own without guidance	2.12	1.094	Low Extent
8.	allows group to set its own phase	1.98	1.189	Low Extent
9.	believe it is best to leave subordinate alone	2.04	1.189	Low Extent
10.	ok with what teachers want	2.22	1.279	Low Extent
	Cluster	2.0960	.10877	Disagree

The table below revealed the mean and standard deviation of teachers' perception on Principals' Laissez- Fair Leadership Style as a predictor of teachers' job satisfaction in senior secondary schools in Bauchi State. According to the table the respondents' perceived that the entire itemised statements predict teachers' satisfaction at a low extent. The details items' statement, mean and standard deviation are explained in the following: My principal is ok with what teachers want to do (Mean= 2.13, SD= 1.094), My principal

allows subordinate appraise their work (Mean= 2.06, SD= 1.189), My principal provides recognition/ rewards when others reach their goals (Mean= 1.96, SD= 1.189), My principal does not allow teachers to discuss any problem with him/her (Mean= 2.32, SD= 1.279), My principal asks no more of teachers than what is actually (Mean= 2.08, SD= 1.279), My principal requires little from his staff (Mean= 2.05, SD= 1.273), My principal allows teachers to work problems out on their own without guidance (Mean= 2.12, SD= 1.094), My principal allows group to set its own phase (Mean= 1.98, SD= 1.189), My principal believe it is best to leave subordinate alone (Mean= 2.04, SD= 1.189) and My principal ok with what teachers want (Mean= 2.22, SD= 1.279). The cluster of Laissez- Fair Leadership Style have mean score and standard deviation of 2.0960 and .10877 respectively, the mean score is below the decision rule of 2.5 therefore best on the findings in this table, Laissez- Fair Leadership Style predict teachers satisfaction at low extent.

#### VI. DISCUSSION OF FINDINGS

The p-value of 0.05 which indicates significance level of the prediction of principals' transformational leadership style as a predictor of teachers' job satisfaction was subjected to test of significance, the result in Table 3 shows the P – value of .006. This value is less than the 0.05 level of significant at which the researcher is prepared to accept or reject the null hypothesis. The null hypothesis which says Principals' Transformational leadership style, does not significantly predict teachers' job satisfaction is therefore rejected thus, the alternate hypothesis is retained, Principals' Transformational leadership style, predict teachers' job satisfaction. This means that transformational leadership style is highly effective in enhancing teachers job satisfaction. This finding is In agreement with Judge & Piccolo (2004), who found that employees are more satisfied with transformational leadership than any other style. He also revealed that this type of leadership was not being exercised by most managers. The study concluded that transformational leadership leads to better satisfied employees. It is also in agreement with Lok & Crawford (2004) who looked at this scenario and affirmed that transformational leadership improves employees job satisfaction and commitment to work.

The findings also showed that, as the Pearson Product Moment Correlation Coefficient  $r = .411$  and the p value = .010 is less than 0. 05 level of significance, therefore, the hypothesis which says that there is no significant relationship between environment and teachers' job performance is rejected. This shows that environment has a significant influence on teachers' job performance. The finding is in line with Denga (1990) and Nwachuku (1992) who all shared the opinion that work environment has serious effects on job performance of teachers.

The findings equally indicates that there is significant relationship between teacher's career development and their job performance with  $r = .468$  the relationship is significant with p-value of .004 which is lower than 0.05 level of

significance. The hypothesis which says there is no significant relationship between career development and teachers' job performance is therefore, rejected. This implies that when teachers are developed in their career it helps to increase their job performance. The finding of the study is in line with Alsamari & Bennel (2004) who studied the effect of teacher training on teacher value added. The result showed that training of the teacher was positively associated with productivity.

There is a significant relationship between teachers' career advancement and their job performance as the Pearson Product Moment Correlation Coefficient  $r = .400$  and the  $p$  value = .005 therefore, the hypothesis which says there is no significant relationship between teachers career advancement and their job performance is rejected. This shows that promotion has a positive relationship with teachers' job performance.

## VII. CONCLUSION

Based on the findings of this study, it was concluded that transformational leadership style leads to better job satisfaction of teachers as well as leads to commitment to work which in turn bring about high productivity among teachers. Also from the findings it was equally revealed that Laissez-Fair Leadership Style predict teachers low performance and does not encourage teachers job satisfaction and high productivity among the teachers. It can equally be concluded that to a high extent teachers perceived that Principals' Transformational Leadership Style is a predicting factor in teachers' job satisfaction in senior secondary schools in Bauchi state.

## VIII. RECOMMENDATIONS

From the aforementioned findings and conclusions, the study recommends that:

1. The State Ministry of Education and other agencies concerned with payment of teachers' salaries should continually find ways of increasing teachers' salaries and other incentives that will lead to better job satisfaction. This should be done through constant reviewing of teachers' salaries.
2. Also, the state government under the Ministry of Education should identify intervention measures that should be taken in order to improve teachers' job satisfaction. This should be done through sponsoring them through in service training, giving them opportunities to be attending conferences and workshops as well as making sure that there are adequate provisions of clean and conducive environment for teachers.
3. There is need for principals to go for training on the best leadership style that should be adopted by them. This should be done through workshops and seminars organised by the state ministry of education.

4. The state ministry of Education and other agencies involved should endeavour to monitor the type of leadership style used in senior secondary schools. Good transformational leadership style will lead to better satisfaction of teacher's job.

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