



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 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.

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 (Zalanga, 2017). 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 persons' 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 (Amin et al., 2013). 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.

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,

Similarly, Hui, Jentabadi, Ismail and Radiz (2013), conducted the same study in china with less sample size of 539 teachers, and used structural equation modelling to prove the relationship between principals leadership style and teacher job satisfaction among primary and secondary schools. It also investigated the relationship among principals leadership style, principals decision making and teacher job satisfaction among primary secondary and high schools in Chinese educational system. The questioners used in the study were posted to teachers in 180 elementary schools, 172 secondary schools and 187 high schools situated within the province of Xingjiang china, the main contribution of this study is that the relationship between leadership style and teacher job satisfaction is triggered by the decision making style. Therefore the leadership style has to be accompanied with a style of decision making to be able to promote teacher job satisfaction in the school, whereas, in traditional management models, authors of those models mostly combine the styles of leadership and decision making into one style, thus ignoring the role of decision making as an independent process. The researcher is looking at Principals leadership styles and remuneration as predictors to teachers job satisfaction in Senior Secondary Schools in Bauchi State Nigeria.

Sadeghi & Pihie (2013), conducted a study about the role of transformational leadership style in enhancing lecturers job satisfaction in Malaysia to identify the influence of transformational leadership style employed by departments heads on improving lecturer job satisfaction. In this study a quantitative

descriptive survey design was employed with a sample size of 305 lecturers consisting of professor, associate professors, lecturers etc in the university of Malaysia, the data indicated uncovered inspirational motivation and identified that the transformational leadership improves lecturers job satisfaction more than other leadership styles. This study demonstrates that department heads can be more effective in satisfying lecturers when they more frequently demonstrate transformational leadership behaviours. The findings of this study empirically contribute to existing body of knowledge regarding academic administrators’ leadership style particularly in developing countries by demonstrating the extent to which leadership styles influenced lecturer’s job satisfaction. In this study the researcher is working on both transformational transactional and laissez-faire leadership styles as predictors to teachers job satisfaction in secondary schools in Nigeria.

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 factors that predict teachers’ job satisfaction in Senior Secondary School in Bauchi State.
2. Find out the extent to which Principals’ Transformational leadership style predict teachers’ job satisfaction in Senior Secondary School in Bauchi state.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What are the factors predicting teachers job satisfaction in Senior Secondary School in Bauchi State?
2. To what extent does principals’ transformational leadership style predict teachers’ job satisfaction?

RESEARCH HYPOTHESES

The following hypotheses will guide the studies

1. H₀₁: Principals’ Transformational leadership style, does not significantly predict teachers’ job satisfaction.
2. H₀₂: Principals’ Transactional leadership style, does not significantly predict teachers’ job satisfaction.

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.

RESULTS**Research Question One**

What are the factors predicting teachers job satisfaction in Senior Secondary School in Bauchi State?

Table 1: Mean and Standard Deviation of Factors Predicting Teachers' Job Satisfaction

S/N	Items	Mean	SD	Remark
1.	Teaching gives me mental satisfaction	2.69	1.248	Agree
2.	The feeling of going to school gives me immense pleasure	3.79	1.094	Agree
3.	Teaching gives me the prestige I desire	2.93	1.189	Agree
4.	Timely promotion enhances my interest in teaching	3.79	1.189	Agree
5.	Teachers enjoy incentive for their work	3.02	1.279	Agree
6.	I am satisfied with the school administration	3.71	1.279	Agree
7.	My teaching job gives me a feeling of success to doing my job	3.61	1.273	Agree
8.	My principal makes my work easier and more pleasant	3.83	1.248	Agree
9.	I feel I am a vital part of the school system	2.67	1.094	Agree
10.	I feel comfortable working in this school	3.17	1.189	Agree
	Cluster	3.3314	.49653	Agree

Data analysis in table one reveal the mean score and standard deviation of the Factors Predicting Teachers' Job Satisfaction. According the table the respondents agree with the entire statement of the items. The details of the statement mean and standard deviation are in the following: Teaching gives me mental satisfaction with (mean score = 2.69 and SD= 1.248), the feeling of going to school gives me immense pleasure the (mean = 3.79 SD= 1.094), Teaching gives me the prestige I desire the (mean = 2.1 SD=1.189), Timely promotion enhances my interest in teaching (mean = 3.79 SD=1.189). Teachers enjoy incentive for their work mean= 3.02,

SD= 1.279), I am satisfied with the school administration (mean =of 3.71 SD= 1.279), my teaching job gives me a feeling of success to doing my job (mean= 3.61 SD=1.273.), My principal makes my work easier and more pleasant with (mean=3.83, SD= 1.248). I feel I am a vital part of the school system the (mean= 2.67 SD= 1.094) I feel comfortable working in this school mean = 3.17 SD= 1.189. the entire cluster have mean score of 3.321430 with above the decision rule of 2.5 therefore the respondents agree that the above statements are the factors predicting teachers job satisfaction in Senior Secondary School in Bauchi State.

**Research Question Two**

To what extent does transformational leadership style predict teachers' job satisfaction?

Table 2: Mean and Standard Deviation of Transformational Leadership Style

S/N	Statement	Mean	SD	Remark
	My Principal			
1.	makes teachers feel good around him/her and about themselves	2.78	.953	High Extent
2.	has followers who are proud to be associated with him/her	3.81	1.286	High Extent
3.	urges the group to beat its past	2.95	1.380	High Extent
4.	considers the moral and ethical implications of each decision	3.35	1.037	High Extent
5.	helps others develop their strength.	3.98	1.369	High Extent
6.	provides feedback to teachers on how they are doing	3.87	1.121	High Extent
7.	allows teachers to think about old problems in new ways	3.72	1.219	High Extent
8.	goes beyond self- interest for the good of the school	3.01	.899	High Extent
9.	overcomes barriers to reach the goal	2.58	1.176	High Extent
10.	expresses in few simple words what we could and should do	3.26	1.116	High Extent
		3.0314	1.054	

The result of the data analysis indicates that teachers perceived that Transformational Leadership Style is a predicting factor in job satisfaction with an average mean of 3.03. Details of the analysis revealed that teachers perceived that their Principal help others develop their strength with a mean score of 3.98. They also perceived that their Principal provide feedback to teachers on how they are doing with a mean score of 3.87. This is followed by My Principal has followers who are proud to be associated with him/her with a mean score of 3.81. The teachers perceived that their Principal allows teachers to think about old problems in new ways (3.72) and considers the moral and ethical implications of each decision (3.35). My Principal Expresses in few simple words what we could and should do (3.26) and goes beyond self- interest for the good of the school (3.01). Furthermore, they perceived that their Principal urges the group to beat its past (2.95), makes teachers feel good around him/her and about themselves (2.78) and overcomes barriers to reach the goal (2.58)

It can be concluded therefore, 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.

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 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 say 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.

CONCLUSION

Based on the results that were found in the study, it was concluded that TJSOQ and MLQ consist of 18 and 21 item clusters. Each item has the minimum requirement for being acceptable for research assessment according to the research findings of this study. Therefore, the reliability and validity of the instrument is good, hence the instrument obtained 2.5 and 2.58 which signify good reliability.

RECOMMENDATIONS

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

1. There is need to give room for in service training for teachers in the state secondary schools. When this is done it will lead to showing more positive attitude towards their jobs which in turn lead to increase in productivity.
2. Also, the state government should make sure that there is adequate provision of clean and conducive environment for teachers. When these provisions are made it will help to enhance teachers' performance.
3. The State Ministry of Education should organize regular inspection to schools to monitor the style of leadership used by principals that could enhance better job performance among teachers. This is necessary in order to achieve the objective

of secondary education as entrenched in the National Policy on 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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