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## Principals' Transformational Leadership Skills and Their Teachers' Job Satisfaction in Nigeria

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PRINCIPALS' TRANSFORMATIONAL LEADERSHIP SKILLS AND THEIR  
TEACHERS' JOB SATISFACTION IN NIGERIA

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## DEDICATION

I dedicate this accomplishment to all who in one way or the other promote learning

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This study would not have been brought to completion if not with life and strength that I derived from God. I thank God for the good health of mind and body I enjoyed as I was writing this dissertation.

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It is imperative to mention the names of the members of my dissertation committee, whose efforts and interests led to the completion of this study. I acclaim their greatness and I doff my hat for them. I am indebted to my dissertation chairman, Dr. Frederick Hampton for his time, advice, patience and encouragement throughout the time of this study. I acknowledge the effort of my methodologist, Dr. Joshua Bagakas, who always made himself available to see that the work was done. His methodology did not only lead to the success of this study but it also deepened my knowledge of quantitative research methodology.

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# PRINCIPALS' TRANSFORMATIONAL LEADERSHIP SKILLS AND THEIR TEACHERS' JOB SATISFACTION IN NIGERIA

FRANCIS O. EJIMOFOR

## ABSTRACT

This study investigated the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. It also revealed the relationship between principals' demographic characteristics and their perceptions of their ability to be transformational in their leadership styles. Participants were 518 secondary school teachers and 48 principals from two large Local Government Areas in Southeastern Nigeria. Multiple linear regression was used to analyze data. It was found that principals' transformational leadership skills significantly impacted teachers' job satisfaction. Some demographic variables of teachers were also studied to determine their relationship with job satisfaction.

The results revealed that principals who spent more years in the same school perceived their leadership as transformational while principals with less number of years in the same school did not. Principals' years of professional experience and gender did not account for a significant variance in their perceptions of their ability to be transformative in their leadership styles.

It was recommended that education ministries and boards should establish and implement programs that help to foster transformational leadership skills among school principals. Programs such as seminars, workshops and updates on school administration might be of great help. It was also recommended that secondary school principals demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and

growth, and develop skills for building and maintaining friendship and collegiality.

Finally, this study recommended that education ministries and boards integrate demographic characteristics of school principals/teachers with continuous assessment and evaluation of their performance.



## TABLE OF CONTENTS

ABSTRACT .....	vii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	xiii
CHAPTER	
I. INTRODUCTION .....	1
Purpose of the Study .....	3
Research Questionss .....	4
Statement of the Problem .....	4
Assumption of the Study .....	6
Significance of the Study .....	6
Delimitations .....	7
Definitions and Operational Terms .....	8
Research Setting .....	11
II. LITERATURE REVIEW .....	27
Conceptual Framework .....	28
Shared Decision-Making .....	35
Professional Development .....	41
Teachers' Demographic Characteristics and Job Satisfaction .....	47
Principals' Demographic Characteristics and Transformational Leadership Styles .....	52

III.	METHODOLOGY -----	58
	Research Design -----	58
	Participants -----	59
	Sampling Procedures -----	59
	Instrumentation -----	60
	Variable List -----	62
	Data Collection -----	63
	Data Analysis -----	63
IV.	RESULTS OF THE STUDY -----	65
	Demographic Descriptive Statistics -----	66
	Research Question One -----	70
	Research Question Two -----	74
	Research Question Three -----	77
V.	SUMMARY AND DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS -----	81
	Introduction -----	81
	Summary and Discussion -----	82
	Conclusions -----	89
	Recommendations -----	92
	Recommendations for Further Research -----	94
	Limitations -----	96

REFERENCES -----	97
APPENDICES -----	109
A. Permission Letters -----	110
B. Informed Consent Letters -----	115
C. Institutional Review Board Approval -----	118
D. Principals' and Teacher Questionnaire -----	121

## LIST OF TABLES

Table	Page
1. Questionnaire Items and Corresponding Literatures -----	61
2. Means, Standard Deviations and Number for Decision Making, Professional Development and Job Satisfaction Factors -----	66
3. Pearson 2-tailed Correlation Matrix for Decision-Making, Professional Development and Job Satisfaction Factors -----	68
4. Reliability Estimates for Decision-Making, Professional Development and Job Satisfaction Variables -----	69
5. Estimates of Standardized and Unstandardized Coefficients and P-Values for Decision-Making, Professional Development, Number of Years in Same School, Years of Teaching Experience and Gender -----	71
6. Demographic Descriptive Statistics for Decision-Making and Professional Development -----	74
7. Reliability Estimates for Decision-Making and Professional Development -----	76
8. Estimates of the Standardized Coefficients, Unstandardized Coefficients and P-Values for Number of Years of Professional Experience, Number of Years spent in same School and Gender -----	77
9. Estimates of the Standardized Coefficient, Unstandardized Coefficient and P-Values for Number of Years of Professional Experience, Number of Years spent in same School and Gender -----	79

## LIST OF FIGURES

Figure	Page
1. Map of the Federal Republic of Nigeria -----	13

## CHAPTER I

### INTRODUCTION

This study investigates the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction, in two large Local Government Areas in a metropolis of Southeastern Nigeria. The series of changes and restructuring of the global economy have called for commensurate reform initiatives in organizations, especially in schools (Kniveton, 1991). There is need for teacher involvement in school governance in our present era, to equip schools in their bid to meet up with the pressing expectations of employers, businesses, parents and stakeholders. Studies have shown that teachers' satisfaction with school leadership determines their involvement and commitment to duty (Silins & Mulford, 2002). Teachers' job satisfaction, learning and development in Nigeria have called for school leadership that is transformational in character. Studies have revealed high level of teacher satisfaction and learning in school systems where transformational leadership is implemented (Silins & Mulford, 2002). Previous investigations on teachers' job satisfaction revealed that lack of effective leadership skills negatively affected teachers' job satisfaction (Bogler, 2002). Some secondary school teachers had expressed dissatisfaction with their work due

unconducive environment created by administrative flaws (Bolger, 2002). It also has been revealed that teachers feel dissatisfied in school environments that do not provide opportunities for teacher development (Conley, Bas-Isaac & Brandon, 1998). These problems, coupled with the challenges of global economy pose a major concern to the government and boards of education. Principals therefore are required to exhibit appropriate leadership skills to entice teachers to maximize input, which might be expressed in teacher commitment to duty and student achievement.

Student achievement is expected to be high to satisfy parents and stakeholders, and to match with the present world of technology. Teachers' dissatisfaction at work place has been seen to be one of the problems drawing this dream away from reality (Zembylas & Papanastasiou, 2004). The quest for teachers' job satisfaction for effective classroom instruction is a major issue facing Nigeria today. The purpose of this study therefore is to provide evidence for the relationship between teachers' perceptions of principals' transformational leadership skills and job satisfaction of teachers, in the Nigerian context. The aspects of transformational leadership skills to be studied include:

- a. Shared decision-making: This empowers teachers to make contributions and recommendations in the direction of learning goals (Leithwood, Jantzi & Steinbach, 1999). It offers teachers the opportunity to view issues in small groups in order to come up with stronger solutions that gear toward academic achievement (Leithwood et al., 1999).
- b. Professional development: Which exposes teachers to new skills, knowledge and techniques (Geijsel, Slegers, Leithwood, & Jantzi, 2003), to impact classroom instructions that lead to students' academic improvement.

### Purpose of the Study

For the past three decades, leadership, teacher satisfaction and academic standards in the Nigerian secondary schools have deteriorated (Bassey, 1999). There have been strong feelings about the types of leadership styles and the need to review them. Investigating the relationship between principals' leadership styles and teachers' job satisfaction might go a long way in helping researchers in their efforts to review some of the administrative problems besieging the Nigerian schools. Onwana (1998) asserts that some external factors, such as bad roads (leading to the schools), lack of funds, lack of qualified staff, poor infrastructures and instructional materials deter the efforts of teachers and principals. Aka (2001) blames it on dubious legacies of military rule and the neglect of education in the second republic. Olumfemi (1976) focuses attention on poor payment of staff and lack of instructional materials as responsible for low job satisfaction of teachers and poor performance of students, while Fafunwa (1974) pointed accusing fingers at lack of financial assistance.

The purpose of this study therefore is to determine whether there is a relationship between teachers' perceptions of principals' transformational leadership styles and teachers' job satisfaction in the Nigerian secondary schools. This study will help the ministry of education in Nigeria examine the administrative governance of schools as it affects job satisfaction of secondary school teachers. It is also anticipated that this study will help educators see the need for adjustments and flexibility in school administration. It is intended that this study will provide some insights for researchers in the field of educational leadership in their search for solutions to some of the



administrative problems besieging the Nigerian secondary schools. However, it falls outside the scope of this study to offer solutions or make amendments in the administration of schools.

### Research Questions

The study of the relationship between teachers' perception of principals' transformational leadership skills and teachers' job satisfaction has called for the following questions:

- i. To what extent do teachers' perceptions of principals' transformational leadership skills predict their job satisfaction?
- ii. What are the dimensions and psychometric properties of principals' leadership survey?
- iii. How do the dimensions and psychometric properties of principals' leadership survey relate to their years of professional experience, the number of years spent in the same school and their gender?

### Statement of the Problem

Job satisfaction of employees in organizations is a general problem facing Nigeria today (Okpara, 2004). Right from the mid 1970s, Nigeria has been having a series of problems with its teachers, ranging from lack of adequate teacher preparation or training to meager salaries and poor administration (Asagwara, 1997). Professional teacher education in Nigeria was noticeably deficient (Asagwara, 1997) and might have affected teachers' perceptions of their job. One of the major problems leading to this was lack of

effective leadership (Ehigie & Akpan, 2004). For several decades now in Nigeria, both primary and secondary schools have been plagued with a series of strike actions carried out by teachers. When compared with their colleagues in other professions, Nigerian teachers were not getting the kind of satisfaction they ought from teaching (Afe, 2003, Asagwara, 1997). It was evident that some teachers abandoned classrooms for other jobs because of a lack of interest and satisfaction (Anyaeibu, Christman & Jingpu, 2004; Asagwara, 1997).

In his reflection on “becoming a teacher and the challenges of teacher education” Afe (2003) highlighted Bolarinwa’s (1994) work as revealing that 62.94% of 570 teachers sampled in Western Nigeria engaged in menial jobs to support meager salary, 78.82% regretted being teachers, while 82.35% said they were not satisfied with the teaching profession. In the words of Anyaeibu et al. (2004), teachers had often lost hope and interest in their job. The British Columbia Teachers’ Federation - BCTF (2000) revealed that in the year 2000, an estimated 500,000 teachers went on strike in Nigeria, for lack of pay increase and poor working condition. The Nigeria Union of Teachers (2001) propounded that the strike action in 2001 was due to grievances against the Federal and State governments, accusing them of being insensitive to the needs of teachers. In 2002 and 2003, teachers embarked on strike action, joining the Nigerian labor congress for a hike in petrol and poor conditions in their work place (Nigeria Union of Teachers, 2003). Not only were Nigerian teachers not satisfied but parents and stakeholders were also frustrated by this lack of teachers’ interest in their profession (Asagwara, 1997).

### Assumption of the Study

It was assumed that the sample size and composition was representative of the population being studied. It was also assumed in this study that participants were those who had had at least three years of teaching experience in their present school. It was assumed that the instruments used were valid and reliable. There was the assumption that most participants came from the same geographical area.

### Significance of the Study

Even though some studies have been done on the relationship between principals' leadership skills and teachers' job satisfaction (Bolger, 2001; Verdugo, Greenberg, Henderson, Uribe, Jr., & Schneider, 1997), many of the high school teachers were still not satisfied with administrative governance of some school principals (Bogler, 2002). This situation called for more studies in this area. Studies have been done on the influence of transformational leadership skills on teachers' commitment and effort (Gejisel et al., 2003), on the impact of transformational leadership on teachers' commitment to change (Yu, 2002), on the effects of transformational leadership on organizational conditions and student engagement (Leithwood & Jantzi, 2000). But few studies have determined the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. Moreover, studies that focused on transformational leadership skill as a predictor did so in conjunction with other leadership factors (Bolger, 2001; Verdugo et al., 1997) in determining their relationship with teachers' job satisfaction. For a deeper investigation and more effective

study, transformational leadership skill as a lone predicting factor was used to determine its relationship with teachers' job satisfaction.

Most of the studies were carried out in different settings, such as Hong Kong (Yu, 2002; Blase & Blase, 1999). None had been done in the two Local Government Areas the researcher intended to study. Only a few studies had been carried out in Nigeria, with much emphasis on salary, classroom condition and maintenance as the most prominent variables that determined teachers' job satisfaction (Ladebo, 2005; Asagwara, 1997). By focusing on transformational leadership and its relationship with teachers' job satisfaction, it might be that new and meaningful ideas in the area of school leadership may arise, especially in Southeastern Nigeria.

Even though this study is not a panacea for teachers' job satisfaction, it was, however, anticipated that it could make some valuable recommendations that might help to boost teachers' satisfaction and morale in the work place. Furthermore, this study was intended to inform prospective and in-service principals of the need to develop skills that might transform positively teachers' perceptions of their job, with a view to engaging and committing them to duty for students' progress.

#### Delimitations

This study was delimited to secondary school teachers and their principals in two large Local Government Areas (LGA) in Southeastern Nigeria. The samples included only teachers and principals with at least three years experience in their present school. The sample did not include participants who withdrew from participating or who did not

complete a greater portion of their questions. The study was also delimited to participants who were present in the classroom at the time of distribution of the questionnaires.

## Definitions and Operational Terms

### *Transformational Leadership*

“Transformational” is the adjective of the word ‘transform’. Hornby (1995) in Oxford Advanced Learner’s Dictionary (fifth edition) defines the word ‘transform’ thus: “to change the appearance or character of something or somebody completely”.

Leadership is a noun deriving from the verb ‘lead’. Hornby (1995) defines ‘lead’ as the ability “to influence the actions or opinions of somebody”. Leadership then is becoming a leader or the ability to be a leader (Hornby, 1995). This aligns with Northouse’s (2004) perspective or definition of transformational leadership as a process that brings about changes in individuals, an influence that causes followers to accomplish more than what is expected of them. The term ‘transformational leadership’ then could mean “leaders’ ability to change or transform their followers”. Leithwood et al (1999) defined transformational leadership as the process of bringing about changes in the purposes and resources of both leaders and followers. In the words of Rouche, Baker, & Rose (1989), transformational leadership was defined as the leader’s ability to influence employees’ attitudes, values, beliefs, and behaviors, by working through them and with them in order to accomplish the organization’s goals, mission and purpose. Summarizing from the above definitions, transformational leadership could be viewed as an interaction between leaders and followers, with a view to fostering attitudes and behaviors that arouse interest

of workers and strongly commit them into accomplishing the organization's visions, goals and mission.

### *Job Satisfaction*

Job satisfaction is defined as how well a person likes his or her job (Brooke Jr., Russell & Price, 1988). It is also defined as workers' attitudes toward their job (Oshagbemi, 1999). Hornby (1995) defined it as satisfaction derived from one's job. Lawler and Hall (1970) viewed it through the lenses of attitudinal response, that is, how well employees perceived their jobs and rewards that accrued from such jobs. Evans (1997) defined job satisfaction as; "a state of mind determined by the extent to which the individual perceived her/his job-related needs to being met". Bogler (2001) defined job satisfaction from the perspectives of two factors. The first comprises intrinsic factors, which are associated with satisfiers, such as achievement, autonomy at work, professional prestige and development. The second is extrinsic dimension of job satisfaction which is related to work condition, pay or benefits. Both of these aspects are connected to issues that relate to job satisfaction.

Zembylas and Papanastasiou (2004) viewed teacher job satisfaction from the point of view of teacher's effective relation to his or her role. Summarizing, teacher job satisfaction can be defined as the fulfillment, the attractiveness and happiness teachers find in their job that lead them to be highly committed to it. Job satisfaction in this study was operationally defined as the scores obtained from the (Likert-type) instrument used to measure it.

### *Decision-Making*

Decision-making is defined as an act with others in the organization in order to achieve organizational goals and objectives (Knoop, 1991). Decision-making might include such areas as curriculum change (which may comprise selection of textbooks, decisions regarding subjects done in the classroom, extra-curricular programs), budget decisions (which may involve review, approval or disapproval of budgets, building maintenance, purchases, sales and engagement in money yielding projects), personnel (which may involve hiring and laying off of members of staff, staff conditions of work, salary increase and well-being of staff), school policy decisions (which include code of conduct, school regulations, discipline code, teaching schedules, reporting attendance figures, dealing with tardiness and absenteeism). Shared decision-making in school leadership can then be perceived as a shared picture of the future. It could lead to vision sharing which according to Barnett and McCormick (2003), is defined as the goal the leader wants the organization to achieve in the future.

### *Professional Development*

In this context, professional development is the ability to acquire new knowledge and skills. Knowledge could be formally or informally acquired. In the views of Brown, Boyle and Boyle (2002), new knowledge could be informally acquired through mere interactions with co-workers or through personal experiences. It is learning that takes place throughout a career (Brown et al., 2002). Professional development is an act of deepening personal knowledge and skills, and staying abreast of the latest development or invention in one's field.

In teaching profession, we have teacher professional development, which is the ability of teachers to acquire knowledge and skills necessary for impacting knowledge with a view to improving the academic achievement of students. Knowledge and skills may include teacher advancement in knowing the subject matter, knowledge of new teaching methods, knowledge of new technology and inventions in the field of education, skills to focus students' attention on classroom instruction and as well as engaging them in classroom tasks and assignments. Analyzing through the lenses of Duke's (1990) definition, professional development does not simply imply acquisition of new knowledge but a process that elevates one to a new level of mastery or understanding. Professional development can be conceived to be acquisition of new knowledge and skills used for achieving desired goals. Austin and Vancouver (1996) defined goals as; "internal representations of desired states, where states are broadly construed as outcomes, events or process".

### Research Setting

The setting for this study is the Southeastern part of Nigeria. It is envisioned that a brief description of the geographic location of Nigeria might lead to a better understanding of the site of this study.

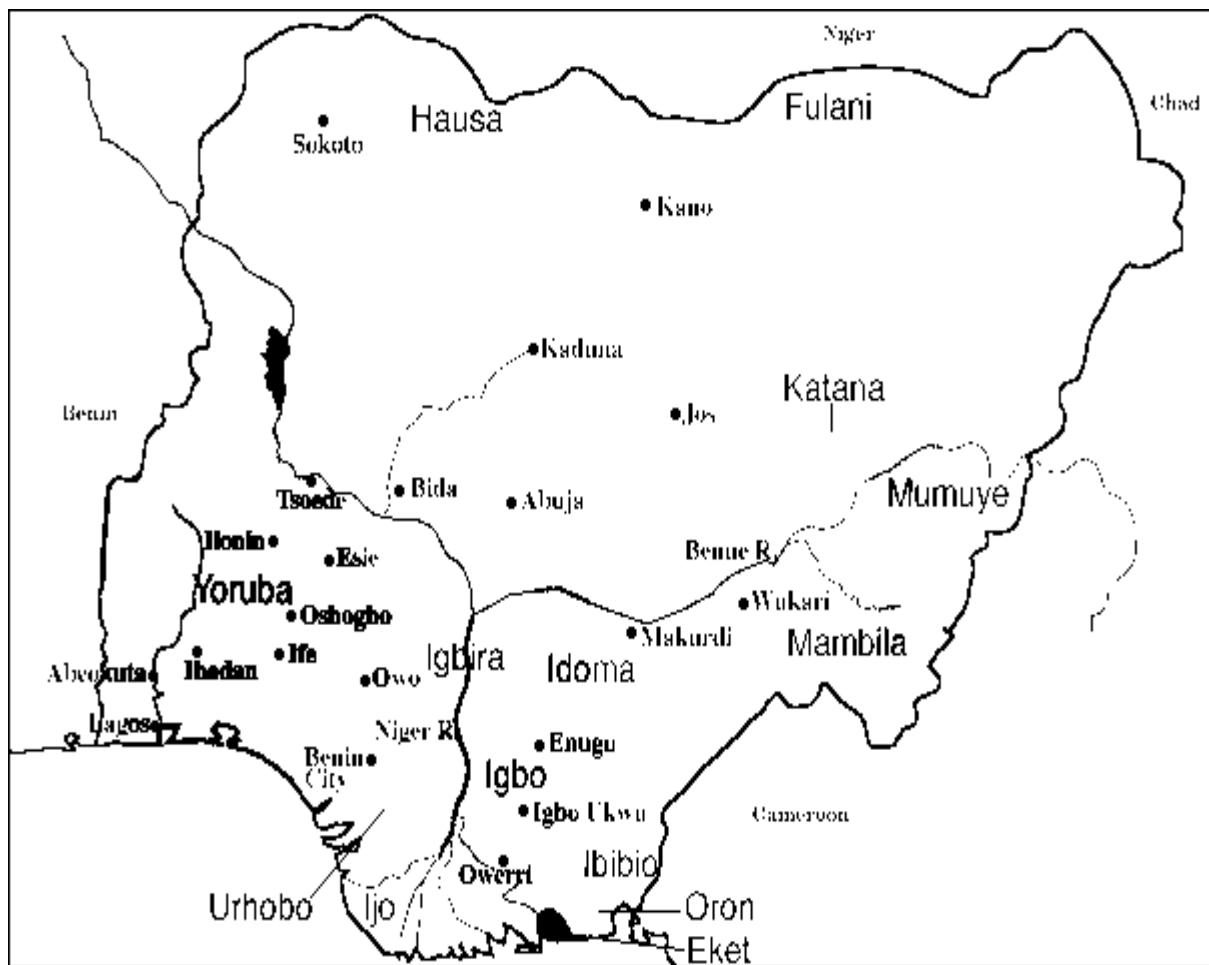
### *Nigeria*

Nigeria is located on the west coast of Africa. It is bounded on the east by the Federal Republic of Cameroon, on the west by the People's Republic of Benin, on the north by the Republic of Niger and on the south by Atlantic Ocean. Nigeria covers an



area totaling 356,669 square miles or 923,768 square kilometers (African Development Bank Group, 2005), with a staggering population of 132 million people (US-based Population Reference Bureau, 2005). Two seasons mark the Nigerian weather. The dry season, which begins in October and ends in March, and the rainy season, which commences in late March and ends in late September. Because the country lies near the equator, it has equatorial or tropical climate, with an average temperature of 32°C in the south and more in the north. Humidity is sometimes nearly 100%.

Fig. 1. Map of the Federal Republic of Nigeria



Source: Act and life in Africa Online

### *Southeastern Nigeria*

The setting for this study was Southeastern part of Nigeria. It is mostly populated by the Igbos, one of the major tribes in Nigeria. Hence it is deemed imperative in this study to write briefly about traditional Igbo society and its people, in such areas as location, politics, religion and education.

#### *Location*

The location of the Igbo society was originally believed to be at the confluence of rivers Niger and Benue, as far back as 5000 years (McIntyre & Roy, 1998). Migration away from this original habitat was believed to have occurred sometime between four and five thousand years ago (McIntyre & Roy, 1998). Settlement finally occurred 100 miles away from the original Igbo homes to what is now known as the Southeastern Nigeria (McIntyre & Roy, 1998). Interest in farming led to sedentary occupation (McIntyre & Roy, 1998) even though on a subsistence level. Staple crops were yam, cocoyam, cassava, cucumber, corn, melon, palm nuts (which was processed into palm oil). The Igbos first settled at Awka-Orlu plateau. Settlement in other surrounding zones was because of increase in population. Aside from agriculture, the Igbos engaged in poultry, arts, wood and metal work.

#### *Politics*

Political power or chieftaincy title is not hereditary but meritorious (Mbefo, 1996). Leadership exists at different levels – family, kindred, village and town. At each of these levels, the elders or titled men hold powers. Prior to colonial government, there was no

centralized system of government. Leadership remained the sole responsibility of village council, which included, heads of lineages, elders and titled men.

However, with education looming and schools proliferating, the political system of the traditional Igbos has assumed a new dimension, reminiscent of that of the Western world. The creation of States after the Nigerian civil war in January 1970, and the subsequent splits of these States into smaller States have left Nigeria today with 36 States. The southeastern part, in which I have chosen to study, comprises four States- Abia Anambra, Ebonyi and Imo. They were initially together under one State (East Central State) in the early 70s. The people of these States are Igbo speaking. The State in which this study will take place is Imo. Its capital is Owerri. Two large Local Government Areas (LGA) will be selected from Imo for the study. There are all together 30 secondary schools in the two LGAs.

### *Religion.*

Religiously the pre-Christian Igbos were traditional worshippers. They believed in the spirit of ancestors through whom they had access to the Supreme Being. The Igbos had deities, for example Amadioha (the spirit of the sky, responsible for rainfall), Ala (the god of land, responsible for fertility of the land). The advent of Christianity in 1885 purged away most of these traditional religious beliefs and practices of Igbo people. However, the new religion was considered meaningful and useful in the life of Igbo Christians (Obi, 1985). Christian missionaries described Igbo traditional religious practices as “heathen worship” (Obi, 1985), and called worshippers heathens (those destined to lose sight of the kingdom of God).

However, recent studies have counteracted this stereotypical portrayal of traditional Igbos. At present, most Igbos are Christians. Since its inception in 1885, Christianity has been the dominant religious paradigm in the Southeast (Onwubiko, 1985). Islamic religion could not penetrate Igboland, and according to Uduku (1996), it was partly because of the unfriendly climate (more humid terrain) considered to be unfavorable to horses used by Moslem missionaries.

### *Education.*

Education has been viewed through the lenses of Igbo tradition as an important element in human development. Prior to British colonization, informal education was prevalent (Microsoft Encarta Online Encyclopedia, 2005). Igbos like to be achievers and in the words of Mbefo, (1996) a traditional Igbo man would like to be called “dimkpa”, somebody who is capable of controlling exigencies. The portfolio of determination, struggle and excellence is what is needed to be dimkpa. Hence the traditional Igbo people are not mediocre, but people who put in a lot of effort in their learning. An Igbo child is encouraged by parents and relatives to excel in learning. Curriculum of instruction in traditional Igbo setup focuses more on culture and initiation processes for transition into adulthood (Microsoft Encarta Encyclopedia On line, 2005).

The advent of Western education dwarfed traditional informal learning of the Southeast. A brief description of the origin and context of education in Nigeria will help readers to understand the history and growth of education in Nigeria in general and in the Southeast in particular.

### *The Origin and Context of Education in Nigeria*

A brief description of the country, Nigeria, might help the reader to understand the geographical area in which the researcher intended to study. Nigeria is one of the countries on the West Coast of Africa. It has three major ethnic groups (Igbo, Yoruba and Housa) with their respective languages. Aside from these major ethnic groups, there are also other minority groups totaling to about 250, speaking their own languages. Nigeria is considered the most populous country in African, with a population of about 132 million people (US Population Reference Bureau, 2005). The country as a whole is divided into 36 independent states, and the federal capital territory. The Southeastern part of the country (mostly Igbo speaking) in which the study was done comprises five states, which are all together the size of the State of Ohio.

Before commenting on the origin and growth of Western education in Nigeria, it is worthwhile to have a review of the European first contact with:

- a. Nigeria
- b. Southeastern Nigeria

#### *European first contact with Nigeria.*

An understanding of the origin and context in Nigerian education was deemed imperative in this study. This might enhance the reader's knowledge of the history and growth of education in Nigeria, especially in the locality where the researcher did the study. The historical narrative of the origin and growth of education in Nigeria is incomplete and baseless if viewed without recourse to the actions of European missionaries and their governments in Nigeria. It is important therefore to enunciate

vividly some of the educational endeavors of the earliest European voyagers on the West Coast of Africa, particularly in Nigeria. This section of the paper directed its focus on the advent of Europeans in Nigeria and then in the Southeastern part of the country in which the study was carried out.

According to Abernethy (1969) the first group of English speaking Christian missionaries set foot on Nigerian soil in 1842. The Portuguese missionaries according to Lewis (1965) were the first to introduce Western education in Nigeria. The mission to educate started in earnest in 1515, when Portuguese had face-to-face encounter with the Oba (Chief) of Benin, and in the process convinced him of the importance of education (Lewis, 1965). The Oba agreed that his people should be educated (Lewis, 1965).

Western education from the 16<sup>th</sup> century to the middle of the 19<sup>th</sup> century was with a view to making converts and spreading Christianity (Lewis, 1965; Abernethy, 1969; Okafor, 1971 & Onwubiko, 1985). According to Lewis (1965), missionaries built a seminary in Sao Thome (off the coast of Nigeria) in 1571 with a view to training future missionaries. The missionary endeavor extended to Warri in the 16<sup>th</sup> and 17<sup>th</sup> centuries, thus resulting to a large number of converts (Lewis, 1965). In the words of Okafor (1971) the Portuguese presence in Warri dated between 1571-1574. They were accepted there for one big reason – to help the Warri people gain independence from the warlord, the Oba of Benin (Okafor, 1971).

Another reason for the Portuguese contact with the people of Nigeria was trade. In the views of Okafor (1971), the Portuguese main focus in dealing with the West Coast of Africa was on trade and commerce. Other European countries (the English and the Dutch) also made tremendous advances mainly for commercial purposes (Okafor, 1971).

The English contingent for instance first set foot on West African coastal soil in 1553 (Okafor, 1971). This expedition was led by Thomas Wyndham, who died before the mission was accomplished (Okafor, 1971). Another attempt was made in 1554 and this time John Lock was the leader of the voyage (Okafor, 1971). The next English presence in the West Coast of Africa was felt in 1588, thirty years after (Okafor, 1971). Slave trade by the English however started in 1562 but prior to this time the Portuguese had already started human trading and trafficking (Okafor, 1971).

A serious attempt to educate kicked off in the 19<sup>th</sup> century. According to Abernethy (1969), the pioneer Methodists and their Anglican counterparts explored the Southern region of Nigeria. They arrived in Badagry in 1842, while the Church of Scotland, under the leadership of the Rev. Hope Waddell started in Calabar in 1846 (Abernethy, 1969).

#### *Western education in southeastern Nigeria.*

##### *a. Primary education.*

Western education in Southeastern Nigeria commenced in full swing in 1885 with the arrival in Onitsha, of Fr. Joseph Lutz and his colleagues in the Holy Ghost Congregation (Onwubiko, 1985 & Abernethy, 1969). Even though they were not the first group of missionaries to arrive Southeastern Nigeria, Catholic missionaries were the first to use education as a means of making converts (Onwubiko, 1985). Abernethy (1969) did indicate that the Church Missionary Society, under the leadership of Rev. Samuel Adjai Crowther established a mission station at Onitsha, as early as 1857. But no mention of mission schools was made. This should not convince readers that the Church Missionary



Society or other Christian churches that came before Catholic missionaries did not establish schools. They might have done so but probably such scholastic establishments were not as profound as those of the Catholic Church. The presence of Catholic missionaries in Eastern and Southeastern Nigeria in the late 19<sup>th</sup> century led to proliferation of primary and secondary schools in the area (Onwubiko, 1985). The year 1885 ushered in a new era as many began to be aware of Western education in Southeastern Nigeria. Curriculum at this time accommodated English language, music, catechism, agriculture and writing (Onwubiko, 1985). Gradually, education expanded with vocational training (Onwubiko, 1985) to supplement secondary education and help students to participate in the growing economy.

This section of the study might seem to the reader as a history of missionary adventure in Nigeria. It is difficult to talk about education in Nigeria in isolation from missionary activities in the region. Barely all the secondary and primary schools were established by the missionaries in the 19<sup>th</sup> and early part of the 20<sup>th</sup> century. The arrival of Fr. Shanahan in Southeastern Nigeria at the beginning of the 20<sup>th</sup> century (1902) gave birth to a new era in primary and secondary education (Onwubiko, 1985; Abernethy, 1969). He was said to have solved the problem of conversion through the school (Onwubiko, 1985). His missionary and catechetical strategy was to educate not a few children but as Onwubiko (1985) would comment “to educate everywhere and everybody”. Following this mission statement, schools proliferated. Towns and villages loomed with school buildings (Onwubiko, 1985). However, this was not without its own problems – insufficient funds and teachers.

To help alleviate the problem, schools that had up to standard six, sent some graduates to teach at schools with lower standards (Onwubiko, 1985). Fr. Shanahan had what he considered as an important philosophy, that is, religion would be devoid of strong root without education (Onwubiko, 1985). In 1932, Shanahan retired his office as school builder (Abernethy, 1969). The number of schools at this time rose to 1386 from 24 in 1906 (Abernethy, 1969). Secondary and primary education continued to expand in Southeastern Nigeria under the auspices of the missionaries until after the Nigerian civil war in 1970, when missionaries were asked to leave the country. The federal government then expropriated all the parochial and charter schools, accusing owners of using schools as means of promoting their religious faith (Bassey, 1999; Fafunwa, 1974). Ever since then, the school system has been going down the drain (Aka, 2001) with poor academic achievement and dissatisfaction of teachers.

*b. Secondary education.*

Before delving into the advent of secondary education in Southeastern Nigeria, I would like to briefly introduce secondary education in Nigeria. The first secondary school in Nigeria was established in 1859 by Rev. T. B. Macaulay, a member of the Church Missionary Society (Abernethy, 1969). The name of the school was: "Church Missionary Society Grammar School" (Abernethy, 1969). According to Abernethy (1969), Macaulay was a Nigerian who studied in Sierra Leone and in England. Other founders like the Church of Scotland Mission made efforts to promote education. The Hope Waddell Training Institute for instance, was established by the Church of Scotland Mission to enable growing children to develop skills to participate in the development of

societal life (Abernethy, 1969). Abernethy's (1969) statistical figures did show that 23 out of the 26 secondary schools established between 1859 and 1930 in Southern Nigeria were owned by the missions. Only three of them were owned by the colonial regime.

Secondary education in Nigeria in general and in Southeastern Nigeria in particular constituted the second phase of educational endeavors of the European missionaries (Onwubiko, 1985; Abernethy, 1969). By 1902 and even before 1920, there were only three secondary schools in Eastern Nigeria, owned by Protestant missionaries (Abernethy, 1969). The colonial regime had shallow interest in education (Onwubiko, 1985). Perhaps it was difficult for them to recruit enough teachers and procure instructional materials for the growing number of students.

In the 1920s, the British government established a partnership with Christian missionaries (Onwubiko, 1985). While missionaries were in charge of the daily administration of schools, the colonial administration made policies and rules that guided the schools (Onwubiko, 1985). Education codes were created in 1916 under Sir Frederick Lugard (the governor of the Northern and Southern Protectorates, 1914 - 1919) to have effective control of the schools (Abernethy, 1969). Another education code was promulgated in 1926 under Governor Clifford, which empowered the government to close schools or open schools, recruit or fire teachers, and have full control of schools (Abernethy, 1969). Government in this respect could open or close schools depending on the level of academic performance of students (Abernethy, 1969). Significant modifications were made in the curriculum. Teaching and learning took a different dimension and reflected not necessarily religious knowledge but highlighted instead

effective integration in the nation's economic, social and political growth (Abernethy, 1969).

The introduction of education codes veered curriculum away from the initial designs of missionaries who wanted the school to help promote Christian faith (Abernethy, 1969). Whatever was the case, there was great expansion in the area of education between 1930 and 1950 in Southeastern Nigeria. People realized its importance for the development of human capital (Abernethy, 1969). Their thinking aligned with the intentions of the colonial regime. The purpose of education from the perspective of the colonial government was to train individuals who would be capable of participating in the political and socioeconomic life of Nigeria (Abernethy, 1969). The government continued to finance schools and promulgate codes until in April, 1970 when the mission schools were administratively taken from the missionaries.

The school takeover in Nigeria had ushered in a noticeable slump in academic achievement of secondary school students (Aka, 2001), chaos in the school system (Bassey, 1999), teacher dissatisfaction (Onwubiko, 1985), lack of teacher devotion and commitment to duty (Onwubiko, 1985). However, several attempts have been made by the government to ameliorate the problem (through huge education expenditure, employment of qualified teaching staff) but the situation still lingers to a significant degree. For instance, in Nigeria today, teachers embark on incessant strike actions, irrespective of salary increases and minimum wage raises (International Labor Organization, 2004-2005).

Secondary school teachers are hired or recruited in Nigeria through applications to the Ministry of Education (International Labor Organization (2004-2005). Minimum

qualification is the bachelor's degree. On the other hand, principals are selected from among teachers who are on salary levels 14 and 15, and who must have served as vice principals for at least five years. The Ministry of Education mandates the State's School Management Board to advertise vacancies for the post of school principal and call qualified candidates for interview. Successful candidates are then assigned to schools that need principals. This mainly occurs when principals retire, leaving their position vacant or when new schools are built.

These realities led to my decision to investigate the relationship between secondary school teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction in Southeastern Nigeria. It was anticipated that this study would offer some helpful recommendations to the government and boards of education in their efforts to find solutions to some of the lingering problems in the Nigerian school system.

#### Similarities in School System and Style of Leadership – Nigerian and American Context

Some readers may question why I used literature written in an American context to support my views on the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction in Nigeria. However, studies have shown similarities in the two locations, as far as education, leadership and job satisfaction are concerned.

Teacher quality in Nigeria for instance, is determined by the extent to which teachers are trained and certified for teaching (Asagwara, 1997). The same qualities define a teacher in the United States (Lawson, 1992). Studies have revealed that in

Nigerian, intrinsic factors, such as student achievement, teacher autonomy and innovation lead to teachers' job satisfaction (Asagwara, 1997). Similar revelation was made by Oshagbemi (1997), when he highlighted Herzberg's (1959) dual factor theory that focused on two groups of factors that determine job satisfaction in Europe and America. According to this revelation, only job content-related factors (for instance, student achievement, responsibility and work itself) lead to job satisfaction, while job context-related facets (for example, salary, security and working condition) lead to job dissatisfaction. Although in Nigeria teacher pay is a big issue (Asagwara, 1997), especially now that the economy slumps and payment is delayed sometimes for a long period of time.

Nigerian teachers are immersed in almost the same academic system that operates in America. For instance, Nigeria has 6-3-3-4 system, established in 1977 (Ladebo, 2005; Eleweke, 2002). This means six years of primary education, three years of junior secondary education, three years of senior secondary education and four years of university education. Three years of junior secondary education and three years of senior secondary education are equivalent to middle and high schools respectively that operate in the United States. The difference is that in Nigeria, both middle and high schools are built together on the same piece of land and in some places they share the same building. This system makes room for inclusion and special education (Eleweke, 2002).

School leadership in Nigerian is in many ways similar to that in the United States. For instance, leadership style in Nigeria clamors for employee development to improve and affect changes in the services rendered (Ehigie & Akpan, 2004). Similar perceptions are held of leadership in the United States. For example, Northouse (2004) perceives

transformational leadership as a process that brings about changes in individual workers. Leithwood et al (1999) perceives it as the process of bringing about changes in both leaders and followers. Consequent upon the above, it is assumed that school principals and teachers in Nigeria are immersed in similar school systems as in the United States. I therefore considered it appropriate to use literature from the United States in this study.

## CHAPTER II

### LITERATURE REVIEW

Organizations (including schools) in the recent past were characterized with a series of reform initiatives (Rice & Schneider, 1994). These reforms became stronger and popular with changes in the society. Consequently, over the years, different forms of leadership paradigms have emerged (Leithwood, Jantzi, & Steinbach, 1999), and have been struggling in their different capacities to deal with the challenges of the changing society (Leithwood et al., 1999). Because it is necessary in contemporary society that organization be concerned with both the growth, morality and welfare of leaders (Johnson, 2001) and the led, transformational leadership has become the most prominent leadership paradigms (Geijsel, Slegers, Leithwood & Jantzi, 2003).

Our schools today need teachers who are satisfied with their job. Job satisfaction from Oshagbemi's (1999) perspective is that positive emotional reaction to a particular job. School leadership consequently requires reform, a reform that can impact that positive affection and feelings teachers have about their jobs. Transformational leadership is the brain child of organizational reform initiatives. Its aim is to cater to both leaders and their followers, in order to motivate and inspire workers to perform beyond



their normal work level (Martin & Epitropaki, 2001). In his reflection on transformational leadership Leithwood (2000) gave a nod to Dillar's (1995) and Bennis' (1959) conception of it as that which imbues in leaders the ability to move followers and inspire them to a high level of consciousness. Transformational leadership has been considered as one of the most prominent leadership paradigms that can guarantee teachers' job satisfaction.

### Conceptual Framework

Variables that were taken as independent variables in this study were transformational leadership factors, such as principals' ability to engage in decision-making and principals' ability to promote and encourage teachers' professional development. The dependent variable was teachers' job satisfaction

Organizational leadership has experienced a lot of changes and challenges over the course of time (Leithwood, Jantzi, & Steinbach, 1999). Verdugo, Greenberg, Henderson, Uribe, Jr. & Schneider (1997) posited that this was mostly triggered by the declaration of "A Nation At Risk" in 1983, coupled with the rate at which the world was technologically changing. Emphasis shifted from teacher quality, recruitment and retention to school leadership, teacher satisfaction and motivation (Derlin & Shneider, 1994; Verdugo et al., 1997).

Different dimensions of organizational leadership have ensued over the years (Leithwood et al., 1999). Such leadership dimensions are instructional, transformational, moral, participative, managerial and contingent (Leithwood et al., 1999). The most prominent and recent paradigm among these is transformational leadership (Geijsel,

Sleegers, Leithwood & Jantzi, 2003). Even though these dimensions of organizational leadership might have relationship with job satisfaction of teachers in the school system, the researcher did not intend to co-opt all of them in this study. Only transformational leadership skills could be studied in relation to teachers' job satisfaction.

Transformational leadership is defined by Leithwood et al. (1999) as the type of leadership that is concerned with the development of the leader and the led. A leadership that brings about changes in the resources and purposes of the parties (leader and the led) involved, promoting the growth of leaders and followers alike (Leithwood et al., 1999). Transformational leadership is the type that fosters development and a high level of personal commitment to organizational goals (Leithwood & Jantzi, 2000). This tallies with the views of Stone, Russel & Patterson (2004) describing transformational leadership as the type that could foster engagement of employees or followers in organizational objectives. Transformational leaders emphasize the goals and objectives of the organization and then attract or build up follower commitment (Stone et al., 2004). They have the ability to create situations that encourage teachers to internalize school goals (Ozaralli, 2003), which in the words of Marsh et al. (1995), inspire and direct the attention and actions of employees, mobilizing effort and motivation. In the school system, this endeavor results to job satisfaction of teachers, while at the same time becomes a call for creativity, innovation and development of skills. In the words of Carless (1998), transformational leaders create and articulate vision, enhance and encourage individual development, propagate and implement participative decision-making, foster cooperation among employees, give regular feedback and promote trust and friendly working environment.

In investigating the effects of transformational leadership and teachers' commitment and effort toward school reform, Geijsel et al. (2003) cited Burn's (1979) description of transformational leadership as when leaders and followers cooperate to uplift one another to higher level of motivation and morality. However, some studies have failed to pinpoint the difficulties involved in creating effective teamwork that gears toward the realization of an organization's goal. Wegge (2000) for instance, alerted that group or team performance was sometimes plagued with goal conflicts and lack of proper coordination. Moreover, individuals in a group might loaf around and socialize among themselves without doing the job (Karau & Williams, 1993).

According to Johnson (2001), transformational leadership is the type that emphasizes not only terminal values (such as liberty, equality and justice) but also focuses on moving followers into leadership roles. Johnson (2001) affirmed that transformational leadership was inspirational, motivational and charismatic in character. Transformational leaders engage in the pursuit of morality and promotion of independent action that serve for a common goal (Johnson, 2001). In the views of Yu, Leithwood and Jantzi (2002), transformational leadership fosters capacity development, personal commitment to organizational goal and collegiality among leaders and followers. Transformational leadership style is a key technique to ensuring achievement of group goal and hence job satisfaction. The shared understanding of group goals and outcomes, and the understanding of the means to achieve goals infuse in teachers a greater sense of community, legitimacy and belongingness (Verdugo et al., 1997).

School principals with transformational leadership behaviors create a supportive environment that fosters teacher-student relationships, teacher morale or teacher efficacy

in the classroom Huang (2001). A school environment of this nature could form a strong supportive bond between teachers and their principals, and among teachers themselves. It could foster job satisfaction and commitment to duty, resulting to increased learning and achievement. In analyzing the relationship between principals' transformational leadership to staff job satisfaction and student achievement progress, Griffith (2004) concluded transformational leadership was significantly related to teachers' job satisfaction.

Ozaralli (2003) asserts that in an organization where transformational leadership is implied, subordinates report greater satisfaction at work and also put extra effort in their job. Transformational leadership from the point of view of Ozaralli (2003) creates and nourishes organizational vision that sometimes infuses cultural changes in cultural values that reflect greater innovations and accomplishments. Principals who are transformational in their leadership styles create environments in which teachers get more involved in creating and enhancing school vision (Ozaralli, 2003). Transformational school leadership creates a participative environment in which there is high sense of self-efficacy among teachers that conveys messages of motivation, commitment and achievement (Ozaralli, 2003). Teachers' efforts are challenged and translated into achievement that enhances teachers' satisfaction. Principals with transformational leadership skills have the ability to create situations that encourage teachers to internalize school goals (Ozaralli, 2003). Researchers like Bateman, O'Neill and Kenworthy-U'Ren (2002) enunciated that goals served to direct, focus, maintain and energize peoples' actions.

School principals with transformational leadership skills articulate, inspire and furnish teachers with the vision of the future, and foster commitment of teachers to school affairs (Yu, 2002). This idea is in tandem with the pronouncement of Marshall, Pritchard, and Gunderson (2001) when they asserted that school leadership that was transformative involved principals and teachers to jointly establish means and priorities to achieve school vision. And from the perspective of Northouse (2004), leadership that has a clear vision of the future paves way for effective transformation of the organization in which it operates. In their study of visions, relationships and teacher motivation, Barnett & McCormick (2003) reiterated that vision sharing was a component of transformational leadership, which could arouse teachers to be more committed and motivated to their job. This assertion gained strong support from the views of Johnson (1987) who propounded that school visions should provide teachers and principals with motivation, satisfaction and enthusiasm. In their studies, Silins & Mulford (2002) revealed that teacher job satisfaction is largely dependent on the extent to which principals are skilled in transformational leadership styles. This assertion gained a strong backup from Bogler's (2002) investigations revealing that teachers who perceived their principals as transformational leaders not only had high job satisfaction but also conceptualized teaching as their profession.

Job satisfaction has been conceived by many as instrumental to the physical and mental well being of workers (Oshagbemi, 1999). It is defined as workers' attitudes toward their job (Oshagbemi, 1999). Because work is an important aspect of human life (Oshagbemi, 1999) teachers like other professionals maintain sensitivity to administrative behaviors that promote or diminish satisfaction at work place. Not only does job

satisfaction improve their living standard but it also improves their productive capacity, leading to economic growth (Oshagbemi, 1999). Scholars have ascertained two dimensions of what influences teachers' job satisfaction – the intrinsic and extrinsic influences (Verdugo et al., 1997). Job satisfaction in the school system might result to teachers' commitment to duty and student achievement. Referring to the works of Cooper, Burger, & Seymour (1979), Ashton & Webb (1986) and Bruner, Felder, and Hollis (1982), Verdugo et al. (1997) contended that intrinsic influences comprised teachers' control of classroom, student traits and class size; while extrinsic factors could be said to comprise school governance, salary and other benefits.

Oshagbemi's (1997) study of job satisfaction and dissatisfaction exposed Herzberg's (1959) dual factor theory that focuses on the same two groups of factors that determine job satisfaction. According to this exposition, only job content-related facets, such as achievement, responsibility, and the work itself lead to satisfaction, while job context-related facets, such as pay, security and working condition lead to job dissatisfaction. However, Oshagbemi (1997) was not convinced of the validity of this study, highlighting some ambiguities. In actual fact, Oshagbemi and Hickson (2003) did maintain that workers' pay had close association with their satisfaction at work place. In his study of job satisfaction in United Kingdom academics, Oshagbemi (1996) confirmed that workers were dissatisfied with little pay and lack of promotion. This position won the support of discrepancy theorists, like Locke (1969), who envisioned a significant relationship between employee satisfaction and employee's comparison of what existed at work place and what the employee desired. Reporting the position of situational occurrences theory, Oshagbemi (1997) wrote that job satisfaction did not distinguish

between content-related and context-related factors. Scholars like Candler, Yarbrough and Sparkman (1988) had some doubts as to what actually constituted the determinants of job satisfaction.

Some writers have different views as to what causes job satisfaction. For instance, Glisson and Durick (1988) looked at situational context as wielding influence on job satisfaction. In their study of the morale of agriculture teachers in Kenya, Mwangi & Mwai (2002) warned of the need to have a positive learning environment for student academic progress). Positive learning environment is characteristic of transformational leadership, and according to Mwangi & Mwai (2002) fosters motivation and job satisfaction, even though they failed to expatiate on the meaning of positive learning environment and to what extent it could determine motivation and job satisfaction. Motivation has been shown to be an inspiring component of transformational leadership (Sosik, Godshalk, & Yammarino, 2004) and in the school context can lead to teachers' job satisfaction. However, it is an environment, in which everyone is free to express themselves, and learn how to listen and cooperate with one another (Senge, 1990). This condition can bring fulfillment and satisfaction at work place, and is in line with the views of Bogler (2001), who propounded that interrelationship at work place was one major source of job satisfaction. Principals who possess transformational leadership skills create environment that fosters interrelationship between teachers and students and among teachers themselves. A school environment of this nature could form a strong supportive bond between teachers and their principals, and among teachers themselves. It could foster job satisfaction and commitment to duty, resulting to increased learning and student achievement.

This study however was intended to investigate the relationship between principals' transformational leadership skills and teachers' job satisfaction. Its focus was on two dimensions of principals' transformational leadership and teachers' job satisfaction. It also determined the relationship between teachers' demographic characteristics (gender, number of years in same school and number of years of professional experience) and their job satisfaction. The two dimensions of transformational leadership considered in this study were shared decision-making and professional development.

#### Shared Decision-Making

Participation in decision-making has been an area of major concern among educators (Rice & Schneider, 1994). It is a joint determination of decisions in general (Wegge, 2000). In citing Jung and Avolio (2000), Stone et al. (2004) maintained that shared decision-making was an integral part of transformational leadership, and that it was a pointer to the future, aligning personal values and interest to organization's interest. Shared decision-making brings leaders and followers together to agree on a common group goal (Wegge, 2000). When principals and teachers come together in this way, there exists an aura of friendship, belongingness and satisfaction. However, a study carried out by Locke et al. (1997) according to Wegge (2000) contradicted a significant positive relationship between shared decision-making and job satisfaction. This gained support from the work of Connell (1998), who visualized that employee participation in decision-making took place in conditions of job cutting and



downsizing, leading to questions of direct positive relationship between followers' participation and job satisfaction.

However, Wegge (2000) went on to refute this idea by asserting that satisfaction accrued from a condition of shared decision-making unless there was lack of support from the leader or when there was persistent conflict among employees. In their own analysis, Scott-Ladd and Marshall (2004) asserted that employee satisfaction was related to participation in decision-making. This aligned with earlier studies, which affirmed that teachers' participation in decision-making resulted to job satisfaction (Bolger, 1999). In the words of Togia, Koustelios and Tsigilis (2004), employee participation in decision-making was positively associated with intrinsic values of job satisfaction. Leaders who shared decisions and vision with their employees widened their experiences and hence pooled them together for a common purpose (Northouse (2004). This pooling together creates and nourishes environment that is both supportive and productive. Principals who possess such transformative force not only co-opt their teachers in school affairs but also arouse their interest, fostering satisfaction at work place. In the words of Wildy, Forster, Loudon and Wallace (2004) the results of engaging staff in decision-making were commitment and motivation. Bogler and Somech (2005) contended that teacher involvement in decision-making triggered significant commitment that induced them to invest extra efforts in achieving school goals and objectives. Principals with transformational leadership skills have the tendency to arouse their teachers' interest in school affairs because they are skilled in involving teachers in decision-making processes. Such involvement could trigger and

strengthen teacher's sense of self-efficacy and their belief in their ability to positively impact student performance (Bogler & Somech, 2005).

In their study of school governance regimes and teachers' job satisfaction, Verdugo et al. (1997) posited that teachers' involvement in decision-making fostered commitment to duty and job satisfaction. Empowerment of teachers in this way depicts recognition, justice and fairness (Verdugo, et al., 1997), which satisfy teachers. From the perspectives of Ben-Chaim, Joffe, and Zoller (1994), implementation of any curricular program without involvement of teachers in its decision making would most likely find itself outside the horizon of success. In studying teachers' job satisfaction, Bolger (2001) propounded that a low level of teachers' involvement or participation in decision-making lowered job satisfaction. However, principals who pass on information to teachers and co-opt them in deciding the affairs of the school raise their morale and level of satisfaction (Bolger, 2001). Teachers who participate in decision-making processes in the school are more likely to commit themselves and express satisfaction than teachers who have little or no opportunity to engage in decision-making processes (Bogler, 2001). In his study, Bogler (2001) found that the more transformational leadership was, the more participative teachers were, and hence the more satisfactory the job was.

Transformational leadership is associated with freedom to think and make suggestions. Principals who listen, and share experiences and ideas are more likely to give teachers the chance to make choices and engage in risk taking. This is one aspect of school administration that brings about teacher motivation and satisfaction (Blase & Blase, 2000). In their analysis of teacher involvement in decision making, Rice and

Schneider (1994) cited Alluto and Belasco (1973) as propounding that denying teachers the opportunity to participate in decision making might lower level of job satisfaction. This view won a strong support from Zembylas and Papanastasiou (2004) when they asserted that lack of support and appreciation from colleagues and administration might lead to teachers' dissatisfaction. Other studies in this area according to Rice and Schneider (1994) also made similar assertions, indicating a significant positive relationship between teachers' participation in decision making and their job satisfaction. Also in their study Rice and Schneider (1994) found that their results tilted toward the findings of Bogler (2001) that teachers' participation in decision-making had a positive relationship with their job satisfaction.

Transformational leadership gears toward support for teachers' ideas and innovations (Blase & Blase, 2000). Principal-teacher collaboration associated with reflective behaviors is a hallmark of transformational leadership. Conley et al., (1998) in their study revealed that teachers expressed low satisfaction in their job in a system that lacked receptivity to their ideas and visions. Decision-making insinuates teachers to construe it as involvement in school governance (Zembylas & Papanastasiou, 2004). In this way, they feel incorporated and recognized as major contributors. This is in phase with the views of Hampton, Mumford and Bond (1997), when they wrote that collaborative work infused in employees the sense of ownership and contributor in the outcome achieved. Leadership that incorporates teachers in decision-making not only creates a satisfactory work condition but also builds up trust and unity in the environment (Zembylas & Papanastasiou, 2004). In the words of Verdugo et al. (1997), the more teachers participated in school affairs, the more they had sense of legitimacy

of their school's leadership. Studies have shown that the more teachers feel good about school leadership, the more satisfied they feel (Bogler, 2001).

Principals with transformational leadership styles solicit their followers' ideas, visions and creativity in order to find solutions to the pressing problems (Stone et al., 2004). In her statement regarding flattening of decision-making pyramid, Dondero (1996) indicted traditional leadership styles for dampening the enthusiastic spirit of creative and innovative teachers, by not allowing teachers to fully engage in decision-making. This leadership style could easily erode teachers' spirit and interest in the job (Dondero, 1996), leading to dissatisfaction. Where teachers' participation in decision-making is limited, they may lose opportunity for personal growth, while administration loses the expert and intelligent contributions by teachers (Dondero, 1996). According to Dondero (1996), teacher empowerment could be crippled significantly in schools where principals embraced hierarchical or top-down form of leadership. When teachers' expertise and suggestions are acknowledged and rewarded by co-opting them into decision-making, an associated high level of job satisfaction and morale is noted Dondero (1996). Teachers are empowered to translate their visions into reality when they are co-opted into decision-making.

The impetus to empower employees in this way is characteristic of transformational leadership (Ozaralli, 2003). Participation in decision-making depicts recognition of intellectual power, and when teachers' intellectual power or ability is acknowledged, they become more participative, creative and satisfactory (Ozaralli, 2003). In this way, teachers become empowered because they are offered the opportunity to exercise autonomy, responsibility, choice and authority (Blase & Blase,

1996). This destabilizes the top-down notion of traditional leadership style, and creates a condition that considers leaders and employees as partners and co-workers. It may also infuse a feeling of self-efficacy, self-worth and self-determination in the job (Blase & Blase, 1996), thus resulting in satisfaction. Scott-Ladd and Marshall (2004) highlighted a phrase in Guthrie's (2001) work as pinpointing that participation in decision-making resulted in job satisfaction and greater commitment to duty. However, some doubts existed considering whether there was a significant relationship between participation in decision-making and job satisfaction and commitment to duty or whether some other factors (such as downsizing and cost cutting) had more positive effect than participation in decision-making (Scott-Ladd & Marshall, 2004). Dissatisfaction where it is associated with participation in decision-making could be as a result of work overload of employees (Scott-Ladd & Marshall, 2004). However, principals with transformational leadership skills may not undermine participation of teachers in this way especially when there is support and communication (Wegge, 2000).

In his study of perceived styles of leadership, Savery (1994) asserted that an increased level of participation in decision-making led to a corresponding increase in the level of employee commitment to the organization. Since commitment is positively related with job satisfaction (Savery, 1994), this could imply that increased participation in decision-making could result in job satisfaction. Principals with transformational leadership skills stand a better chance in satisfying their teachers because of their ability to co-opt teachers in decision-making. Shared decision-making means inclusiveness and autonomy from the teachers' perspective and the consequence

may be high level of innovativeness, risk-taking and performance at work (Ozaralli, 2003), which may result to job satisfaction. In the school system, teachers express satisfaction when they have their freedom and autonomy to coordinate classroom activities (Zembylas & Papanastasiou, 2004). Principals with transformational leadership skills possess the potential to foster both teachers' self-management endeavors and organizational demand for goal attainment (Wegge, 2000). The more teachers acknowledge their freedom to self-manage, the more they express satisfaction at work.

### Professional Development

In the words of Lester (1987), professional development means an opportunity for promotion. Development in teaching profession refers to advancement or change in status or position (Lester, 1987). It is an improvement of teachers' teaching skills. Christie (2006) defined professional development as the ability to demonstrate high level of skill or expertise. Within the context of education, professional development is measured by teachers' ability to effectively impact learning to their students (Christie, 2006). Teacher professional development from the point of view of Eraut (1994) is a technical expertise and skill that is client-centered and gears toward, accountability, quality and student performance. Griffith (2004) maintained that principals with transformational leadership skills created and fostered opportunity for teachers to review and evaluate their traditional methods of instruction with a view to adopting new procedures for better outcome. Today lots of changes have been made in the school systems that require teachers to improve their skills (Kniveton, 1991). Teachers'

desire to improve their skills is largely dependent on the type of leadership (Coad & Berry, 1998). The introduction of computer technology requires that teachers improve their skills (Kniveton, 1991). To accomplish this, teachers have to re-enter the university to learn modern techniques of classroom instruction. According to Kniveton (1991), acquisition of such skills leads to job satisfaction. School leadership that encourages professional development heightens satisfaction among teachers. In their study, Conley and Levinson (1993) maintained that responsibility and achievement enhanced job satisfaction.

Professional development speaks about the ability to use one's expertise to achieve. It is in line with Coad and Berry's (1998) view of followers' ability to use their imagination in figuring out ways of doing things. Transformational leadership paves way for teacher professional development and acquisition of the necessary skills to carry out teaching responsibilities effectively (Coad & Berry, 1998). It is perceived as the leadership skill that heightens awareness of some key issues for leaders and followers in such a way as to foster workers' interests, concern and commitment to duty (Coad & Berry, 1998). Marshall et al. (2001) contended that such leadership worked together with teachers to provide opportunities for high quality teacher development and skills by making room for workshops, guided study groups and teacher mentoring. This enhances teacher commitment, which according to Savery, (1994) is a sure sign of job satisfaction. Conley and Levinson (1993) also affirmed that workers needs and values, such as growth and personal development affect workers satisfaction at work place.

Teachers' perception of autonomy in the classroom is one way of depicting expertise (Bogler, 2001), self-efficacy and ability to discharge one's duty; and this relates positively to job satisfaction. Stone, et al. (2004) wrote that transformational leaders stimulated efforts of followers to innovate and create by questioning assumptions, reframing questions and acknowledging flexibility. Principals who are transformational in their style of leadership solicit teacher's ideas and creative solutions to problems, hence creating challenging environments that call for teachers' professional development (Stone et al. 2004). In the words of Dondero (1996), teachers should be given the opportunity to direct their own efforts, as this enabled them to explore and test alternatives that might result in individual development and empowerment. Such a challenging environment makes teachers become satisfied with their job. Bell (1994) however, conceptualized that many teachers who had the opportunity to develop their professional skills felt frustrated because implementation of new teaching strategies failed to affect the desired changes that were expected. The idea brought up by Howe and Stubbs (1996) suggested that frustration or lack of satisfaction in this sense was not sequel to professional development per se but dependent upon the method or approach to teacher development. Howe and Stubbs (1996) however did not expatiate on the 'method' employed for on going professional development.

It was hypothesized that principals who adopted transformational leadership skills made teachers have a sense of self-esteem, and thus perceived teaching as a profession that provided high status and opportunities for individual development (Bogler, 2001). Principals who pose intellectual challenge to teachers stimulate their effort to improve



professionally (Bogler, 2001). Teacher creativity and innovations are the consequences of professional development opportunities. When teachers perceive their creative ability, they become satisfied with their job, and hence are motivated to do more (Blase & Blase, 2000). Because transformational leadership is akin to professional development, it is most likely to be positively associated with teachers' job satisfaction. Transformational leaders themselves are often involved in teachers' development sessions (Blase & Blase, 2000); a way of showing support and interest in teachers' professional well-being. This fosters satisfaction among teachers. Conley, Bas-Isaac and Brandon (1998) affirmed that teachers who had the opportunity to engage in professional development learned new teaching skills that prepared them for career advancement, thus enhancing their job satisfaction.

Professional development does not only imply attending seminars or university lectures, but also occurs in environments where teachers become peer coaches (Blase & Blase, 2000). That is, when teachers help one another master some instructional techniques. Gilbert (1994) viewed professional development in two approaches. The first approach had to do with formal training of in-service teachers to develop skills already defined by board of education. This corresponded to the assertions of Christie (2006) when he propounded that formal approach to professional development entailed engaging in structured programs provided by external agents. Contrary to this, the second approach is the process in which individual teachers embark upon personal development and skills without external influences. It is characterized by collaborative mutual engagement (Christie, 2006) and reciprocal interaction and support among peers (Glazer & Hannafin, 2006) for the development of skills and knowledge. Such

mutual collaboration and reciprocal interaction require the administrative competence of school principals with transformational leadership character (Glazer & Hannafin, 2006). Transformational leadership makes room for learning as a participation based-activity involving sharing of ideas, experiences and visions among teachers for skill development.

By virtue of its definition, transformational school leaders infuse into teachers the idea of peer coaching and collaborative work, thus resulting to teachers' job satisfaction. In their study of high school science teacher turnover in Arizona, Patterson, Roehrig and Luft (3002) enunciated that teachers felt disgusted and dissatisfied where they had little or no opportunity for peer mentoring. Professional or intellectual development creates opportunity for task autonomy (Whittington, Goodwin, & Murray, 2004), and in the case of teachers it induces the ability to rethink their methods in such a way as to create opportunity for task autonomy and sense of identity with their teaching job. This may lead to job satisfaction.

From the point of view of Dufour (1999), creation of learning environment that permits teacher growth, and the enlistment of teachers in critical decisions were considered strategies attributable to effective transformational leadership. From the perspectives of Hord (1997), this promotes collegiality. Such strategies could also foster teachers' job satisfaction. In actual fact, professional development in the school system does not only involve in-service or formal instruction, but also means informal learning through interaction among teachers and administrators. This view gained full support in Leonard & Leonard (1999), when they asserted that teacher professional development could be stimulated when there could be shared learning and teacher engagements in

talks that focused on curriculum, aims, materials and students' results. Professional development in this way brings teachers and their principal together, makes them understand one another, builds up trust and support (Marshall et al, 2001), motivates and commits teachers to duty, improves academic achievement and leads to job satisfaction. This constitutes an environment that is supportive of learning. It aligns with the revelation of previous studies (Mwangi & Mwai, 2002) that positive learning environment not only promoted student learning but also fostered motivation and job satisfaction. Studies that focused on similar issues as principals' leadership gave strong support to transformational leadership as promoting skill development, innovation, collegiality, trust and student achievement (Northhouse, 2004; Bogler, 2001; Senge, 1990).

School leadership that promotes professional development not only improves school culture (Leonard & Leonard, 1999) but also leads to job satisfaction of teachers. Some advocates of transformational leadership have clamored for higher levels of power and authority of teachers, to make decisions and participate in decision-making processes regarding school affairs, as this is a clear sign of maturity and professional development (Leonard & Leonard, 1999). This motivates teachers and promotes job satisfaction. Zembylass & Papanastasiou (2004) perceived transformational leadership as an effective way of making teachers become more professional, thus improving their performance. It gave a strong support to the Ozaralli (2003) asserting that transformational school leaders empowered teachers to be autonomous, creative and innovative, guiding them to see themselves as efficient and competent to influence their jobs and work place in a more satisfactory and meaningful way.

This whole perspective is in line with the idea of Sosik et al. (2004) propounding that transformational leadership involved developing and widening followers' goals that offered them the opportunity to enhance skills and confidence to achieve beyond expectations. Howe and Stubbs (1996) visualized professional development as teachers' capacity to explore new techniques, knowledge and avenues of personal growth and professional fulfillment. School principals with transformational leadership skills create opportunities for enhancement of teaching skills and knowledge of the subject matter that instill confidence, self-efficacy and professional fulfillment in teachers (Ozaralli 2003). Professional development in this study was a dimension of transformational leadership skills. The researcher intended to conduct an analysis that would show whether it was a significant predictor of teachers' job satisfaction.

#### Teachers' Demographic Characteristics and Job Satisfaction

Job satisfaction from the point of view of Davis and Newstrom (1999) embraces all favorable and unfavorable feelings perceived in the work place. Several studies have unfolded a variety of truths regarding the relationship between teachers' job satisfaction level of teachers and their demographic characteristics. Teachers' demographic characteristics to be reviewed in relation with teachers' job satisfaction are the number of years of professional experience, the number of years spent in the school and gender.

*Number of Years of Professional Experience and Teachers' Job Satisfaction*

In their study of job satisfaction among school teachers in Cyprus, Zembylas and Papanastasiou (2004) highlighted that the number of years of teaching experience did not account for a significant variance in the job satisfaction level. According to Zembylas and Papanastasiou (2004), the more the number of years of teaching experience, the less the level of satisfaction. This is consistent with the empirical findings of Ladebo (2005), which noted no significant relationship between length of service and teachers' job satisfaction. In his investigation of the factors that contributed to teachers' satisfaction, Kniveton (1991) asserted that number of years of professional experience did not account for a significant variance in teachers' job satisfaction. This investigation supported an earlier study by Borg and Falzon (1989), which revealed no positive relationship between number of years of teaching experience and job satisfaction.

However, some studies disputed this view by asserting that number of years of professional experience positively related to job satisfaction. For instance Deleon and Taher (1996) in their analysis confirmed that workers with higher level of professional experience were significantly more satisfied with their job than those in the low level range of professional experience. In their analysis of training and motivational factors in relation to job satisfaction, Cross and Wyman (2006) alerted that positive perceptions of one's training and professional experience would significantly predict job satisfaction. Musick and Stott (2000) hinted that continuous growth in professional experience was positively related to job satisfaction. Sequel to the these contrary opinions of expert researchers, one might insinuate a thought that contextual influences might play a

significant role in determining the relationship between the number of years of teacher professional experience and job satisfaction.

In studying job satisfaction of academic librarians in the United States, Marfakhray (1991) registered negative relationship between job satisfaction and the number of years of professional experiences. This was supported by a later investigation (Togia et al., 2004), which revealed that the number of years of professional experience was negatively related to employees' job satisfaction. Even though this did not relate to teachers in particular, it had got to do with relationship between length of professional experience and job satisfaction, and might have strengthened some findings on the negative association between teachers' professional experience and job satisfaction.

#### *Number of Years in the same School and Teachers' Job Satisfaction*

Studies have revealed that prolonged stay of a teacher in the same school was positively related to job satisfaction (Huang, 2001). In their study of teacher retention and transfer, Miller, Brownell and Smith (1999) indicated that teacher retention was significantly related to job satisfaction. Other studies (Latham, 1998) also did reveal that teachers' prolonged stay in a particular school was positively related to job satisfaction. Oshegbami (2000) established a linear relationship between job satisfaction and length of service. This corresponded to the Oshegbami's (1997) study, which confirmed positive relationship between length of service and job satisfaction. This could explain the fact that teachers who spent a good number of years in the same school were found to have ample opportunity to develop skills to face the challenges of their environment. They cooperate with their principals and as well as relating cordially with students and

colleagues (Huang, 2001). Scholarly studies, such as Abraham and Medoff (1984) and Hickson and Oshegbami (1999) explained that promotion and job security accrued from length of service, which usually led to job satisfaction. However, some evidence of contrary views stated that teachers with fewer number of years of service were more satisfied with their job than those with longer years of service (Crossman & Harris, 2006; Poppleton & Risborough, 1991).

Studies revealed that there was a higher rate of transfer among female teachers than among male teachers (International Labor Organization, 2005), and this could be attributed to domestic demands. Most female teachers who were married were transferred to the location of their husbands (International Labor Organization, 2005). This did not lead to a conclusion that male teachers were more satisfied in their job than female teachers. However, it would be interesting to unveil some of the scholarly findings regarding gender and job satisfaction in teaching profession.

#### *Gender and Teachers' Job Satisfaction*

Several studies have been done in the area of relationship between teacher gender and job satisfaction. Bender, Donohue and Heywood (2005) reported higher satisfaction level for women than for men. In investigating teachers' perceptions of the high school environment, Huang (2001) reported female teachers were more satisfied with their job and had more cordial relation with students than their male counterparts. Sloane and Williams (2000) asserted that despite difference in pay that favored men more than women, women seemed to be more satisfied at their work place than men. Clark (1997) posited that it was because women had low expectations that could easily be fulfilled.

This gained strong support by the words of Witt and Nye (1992), when they asserted that female employees had lower expectations than their male counterparts and so could easily be satisfied with their job. As a result they derived more satisfaction at the work place than men.

However, these findings were refuted by Royalty (1998) when he propounded that gender differences in job satisfaction were almost not remarkable in younger employees. According to Donohue and Heywood (2004), labor market exposure for both men and women are equal, especially in the younger generation, leading one into believing that gender differences in job satisfaction might not be significant among the younger generation. However, this was done in the American context. It could be expected to take a different direction in other cultural and socioeconomic backgrounds. Garcia-Bernel, Gargello-Castle, Marzo-Navarro & Rivera-Torres (2005) stipulated that factors that determined job satisfaction in men differed from factors that influenced satisfaction in women employees. This notion gained support from Oshegbami (2000) that a job high in social satisfaction but low in skill utilization might satisfy women more than men while a job low in social satisfaction and high in skill utilization might be more satisfying to men than women. Oshegbami (2000) also contended that women's sensitivity to physical working conditions was significantly greater than men's. The National Union of Teachers (2001) in the United Kingdom revealed what might seem to be the antithesis of this assertion, when it noted that a greater percentage of female teachers were leaving the profession. An empirical investigation carried out by Crossman and Harris (2006) revealed that male teachers were slightly more satisfied at work than female teachers (even though the satisfaction level in this case was not significant). Contrary to this



opinion however, Bogler (2002) contended that female teachers were more satisfied with their job than male teachers. Whatever the case might be, it would worthwhile to study gender differences in a different world of economy, considering the fact that presently more women are entering into the labor force in developing countries like Nigeria.

### Principals' Demographic Characteristics and Transformational Leadership Styles

This study revealed some of the aspects of principals' demographic characteristics and their relationship with principals' perceptions of their ability to exhibit transformational leadership behaviors (shared decision making and professional development). Principals' demographic characteristics studied were; professional experience, length of time spent in the same school and gender.

#### *Principals' Professional Experience and Transformational Leadership*

In his analysis of the relationship between length of professional experience and principals' perceptions of their effective leadership styles, McMillan (1998) propounded that length of years of professional experience positively related to principals' perceptions of their leadership styles. This gained support by the work of Thomas and Cheese (2005), which noted that experience had positive relationship with leaders' perceptions of their leadership styles. However, these revelations were out of phase with Fiedler's (2001) work, which revealed that there was no significant relationship between professional experience and leaders' perceptions of their effectiveness. Fielder (2001) pointed at conduciveness of work environment as a contributing factor to leadership effectiveness. Fielder (2001) tilted toward the position of Vanderhaar, Muñoz and

Rodosky (2006), whose empirical evidence revealed that principals who had between 18 and 32 years of professional experience performed worse than principals who had between nine and 18 years of professional experience. This study was meant to unveil the relationship between principals' professional experience and principals' perceptions of their ability to exhibit transformational leadership behaviors.

*Principals' Years in same School and Transformational Leadership*

McMillan (1998) wrote that frequent transfer of principals from one school to another led to frustration and inability to implement changes or engage in long term decision-making with staff. As school leaders enhanced their experiences of their schools (due to prolonged stay), their visions improved and became more reflective on what was accomplishable (McMillan, 1998), thus reducing tension. Principals with limited professional experience of their school (due to short period of service) tend to modify their beliefs about school, a modification that could narrow their visions and decisions on acceptable practices in their domain of leadership (McMillan, 1998).

In investigating the difference between primary and secondary school principals, Stroud (2005) propounded that primary school principals who spent a good number of years in same school found it difficult to engage in school improvement and teacher development, as opposed to new leaders who would like to implement their vision of the school. It was also uncovered that long term serving primary school principals sometimes got bored with their profession and might like to invest their experiences and energy in something else Stroud (2005). The reason for this behavior according to Wood (2003) was that primary school principals built confidence in themselves, viewed themselves as

established, sustained what had already been established, remained resistant to change and might find it difficult to delegate power to teachers.

On the contrary, Stroud (2005) asserted that long term serving principals in the same secondary school had high aspirations, were susceptible to change and were quite conscious of their leadership skills. In their study of career stages and performance of school leaders, Earley and Weindling (2007) noted that school principals with long years of service in one school did express satisfaction in their accomplishments and relationship with teachers. This gained support from the statistical analysis of Vanderhaar, Muñoz and Rodosky (2006), which revealed that secondary school principals who served for a long period of time in the same school administratively did better than principals who spent a few years in the same location. Long-serving principals had time to interact and understand the needs of their teachers, and were able initiate changes for teacher growth and academic progress (Earley and Weindling, 2007).

Consequently, secondary schools principals who spent more years in the same school might perceive themselves as possessing and utilizing transformational skills. They perceived themselves as been able to face the challenges that laid ahead for school progress (Earley & Weindling, 2007). However, this contrasted with the study done by Fidler and Atton (2004) propounding that long period of assignment in the same position lowered level of job performance and satisfaction. From the perspective of Fidler and Atton (2004), it would mean that principals' length of tenure negatively related to their perceptions of their ability to utilize transformational leadership skills.

A study in the Nigerian context would therefore shed more light into the relationship between principals' perceptions of their transformational leadership skills

and the number of years they served in the same school. It could trigger more studies in different milieu and might be helpful to the ministries and boards of education in their understanding of the factors that foster interest and performance of secondary school principals.

### *Gender and Transformational Leadership*

More and more interest had been stimulated in the areas of gender and transformational relationship styles since it has been empirically proven that transformational leadership (as the most prominent leadership paradigm) improved organizational performance and outcomes (Ozaralli, 2003). This interest was powered by gender reform feminist theories that underscored the discrimination, parity and inequality between men and women in the society (Alvesson & Billing, 1997). The hegemony of masculinity maintained dominance in the field of educational leadership for a long period of time, during which women were absent in school administration (Larusdottir 2007). This might have serious implications in school leadership. However, there has been an increase in the number of women in leadership positions in schools and in other organizations (Kark, 2004).

Some previous scholarly analysis of the relationship between leadership and gender in the school system revealed men as more directive and bureaucratic while women were more collaborative and rational (Limerick and Anderson, 1999; Tacey, 1997). However, some studies had displayed high-level skepticism regarding bureaucratic leadership styles of male principals (Grogan, 2000; Coleman, 1998). Collard (2001) did confirm in his analysis that gender differences in school leadership was not

consistent across school levels. At the primary level, female principals were found to be more sensitive to the needs and difficulties of their teachers and students, either as individuals or as in groups (Collard, 2001). Describing gender sensitivity from this point of view, one would assume that female principals were more transformational in their leadership styles than their male counterparts.

On the contrary, male principals in secondary schools were found to be more sensitive to the needs of teachers and students than their female counterparts (Collard, 2001). Hence it would mean that transformational leadership style at the secondary school level was more pronounced in schools where men were principals than in schools where women were at the helm of affairs.

In addition to this, Collard (2001) viewed relationship between gender and leadership as being dependent on multiple factors, such as school location, type of school (co-educational or single sex, private, church or government school) and the socioeconomic nature of the place of school location. This would mean no conclusive evidence of one directional statement on the relationship between gender and organizational leadership. This is consistent with the views of Kark (2004) that the answer to the question varied despite the fact that exhibition of transformational leadership behaviors tended to favor female leaders. Some studies have emphasized on the feminist perspectives of the men's dominance in administrative positions in organizations (Kart, 2004).

It would be of interest to note that Carless (1998) revealed (from the point of view of subordinates) that there were no gender differences in transformational leadership skills of organization leaders. It would also be of interest to know what the results of this

study would show regarding the relationship between gender and principals' perceptions of their ability to use transformational leadership skills in the Nigerian school system.

## CHAPTER III

### METHODOLOGY

#### Research Design

An ex post facto research design was used in this study. An ex post facto research design is one in which the independent variable has already occurred. That is, the independent variable cannot be manipulated (Newman, Benz, Weis, & McNeil, 1997). Ex post facto research design or correlational design allows analysis of relationships among a large number of variables in a study (Gall, Borg, & Gall, 1996). It is used to determine the individual or collective relationships between a large number of variables and a single behavior pattern (Gall et al., 1996). Because the purpose of this study was to determine the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction, ex post factor research design was deemed appropriate to use. Ex post facto research design can only investigate relationships and not causation (Newman et al., 1997). According to Newman et al. (1997) Ex post factor (correlational) research design also has some setbacks:

1. inability to manipulate the independent variable.
2. inability to randomize

### 3. inability to infer causation.

These demerits of ex post facto research design are detrimental to internal validity (Newman et al. 1997). However, in this study, use of large sample size increased the external validity, and thus confirmed its strength, authenticity and usefulness.

## Participants

Participants in this study were 518 secondary school teachers and 48 principals from two large Local Government Areas (LGAs) in Southeastern Nigeria. The participants were selected from 24 of the 30 schools in the two LGAs. Only teachers who had at least three years of teaching experience in a particular school were selected to participate. Both male and female teachers participated in the study. All earned at least bachelor's degree and were certified.

Each secondary school studied had two principals. One principal for junior secondary and one for senior secondary. Because 24 secondary schools were studied, 48 principals participated in the study. Each of them earned at least a master's degree.

Most participants were of the same tribe (Igbo), living in the same geographical area.

## Sampling Procedures

Single cluster sampling was employed in selecting participants. There was random selection of schools. All together 24 secondary schools were selected in the two LGAs. Teachers who participated were 518 in number. The number of teachers in each of the sampled schools was approximately 40. The principals in each of the sampled schools



were automatically selected to participate. Because each school had two principals, 48 principals participated.

A total of 878 questionnaires were distributed, 163 were not returned, 106 were incomplete, 55 were filled out by teachers who had spent less than three years in the same school, 10 had the “Not Applicable” option in all the items, 26 had more than one third of their items checked twice. The total number of acceptable data from teachers therefore was 518.

### Instrumentation

Two survey instruments were used in the study. The first instrument was used to measure teachers’ job satisfaction based on their perceptions of principals’ transformational leadership skills. It also measured principals transformational leadership skills from the point of view of teachers. It comprised a 24-item self-developed questionnaire (with reliability estimate of .939), based on related literatures. The instrument was pilot studied with high school teachers in a large urban school district in the Mid Western part of the United States. This was to make necessary corrections (Gall, Borg, & Gall, 1996) and as well as to ensure validity and reliability (Ary, Jacobs, & Razavieh, 1996). A random selection of items was made from the domain of principals’ transformational leadership skills and teachers’ job satisfaction, to account for the content-validity of the test.

Items on the questionnaire were developed after an extensive review of studies done by some prominent educators in the field of education. The review resulted in critique and selection of items on leadership behaviors, teacher satisfaction and student

engagement. The instrument was administered to teachers of the selected schools. The table below depicts items and the corresponding literature from which they accrued.

Table 1

*Questionnaire Items and Corresponding Literatures*

<b>Item Number/s</b>	<b>Literature/s</b>
1, 2, 4, 5, 7	Quinn (2002); Wirt & Krug (1998)
3, 10, 12, 15	Lahui-Ako (2001); Sebring & Bryk (2000); Brown, Boyle & Boyle (2002)
11	Wirt & Krug (1998)
6, 9, 13, 14,	Silins & Halia (2002); Sebring & Bryk (2000)
8, 18, 20	Smith & Holdaway (1995)
16, 24	Harris & Lowery (2002)
17, 19, 22, 23	Hallinger, Bickman & Davis, (1996); Geijsel, Slegers, Leithwood & Jantzi (2002); Yu (2002)
21	Finn (1989)

Three expert judges (two professors and a doctoral student) examined the adequacy of the test items for use in measuring principals' transformational leadership skills and teachers' job satisfaction. These further confirmed the validity of the test instrument. A standardized instrument was not considered appropriate for use in the context in which the study was done.

Job satisfaction was operationally determined by asking participants to indicate on a Likert-type scale their level of satisfaction in their respective schools.

The second instrument was meant to measure principals' perceptions of their transformational leadership skills based on their demographic characteristics. It comprised a 32-item questionnaire developed by Leithwood and Jantzi (1997), with reliability estimate of .978, and was found to be valid. The instrument was developed after an extensive qualitative research on leadership, and after review of draft items with small groups of teachers and principals. The researcher administered this instrument to the principals of the sampled schools.

#### Variable List

The independent variables were the transformational leadership factors (teachers' perceptions of their principals' ability to co-opt them in decision-making and teachers' perceptions of their principals' ability to create opportunity for professional development). The response options ranged from 1 = strongly disagree to 5 = strongly agree. The response "not applicable" (NA) was an option used if the item did not apply to the participant or if the participant did not know about it.

The dependent variable was teachers' job satisfaction. The response options ranged from 1 = strongly disagree to 5 = strongly agree. The response "not applicable" (NA) was an option used if the item did not apply to the participant or if the participant did not know about it.

#### Data Collection

Data for this study were collected from participants (secondary school teachers and principals) from the 24 schools chosen at random from the two LGAs in Southeastern Nigeria. Prior to data collection, letters were dispatched to the principals of selected schools, explaining the significance of the study, and requesting that they allow their teachers to participate. Questionnaires were distributed to participants from each of the sampled schools. Distribution and collection occurred each on a separate day. It took about four weeks to distribute and collect data from the sampled schools. Distribution and collection of data occurred in the month of October, 2006. Prior to the day of distribution of questionnaires, participants were alerted of the meaning and need for the study. Reservations were made for a second day to collect data from participants who could not be present on the first day. Schools were closed (due strike action embarked on by teachers) when the researcher traveled for data collection and reopened about the time the researcher's stay in Nigeria was getting expired. Therefore the researcher could not be fully involved in data collection. Even though the researcher was partly involved in the distribution of questionnaires, collection was totally done by proxy with guided instructions and constant phone contact.

It was anticipated that each participant would take about 20 minutes to complete his or her questions. Participants were encouraged to answer their questions during break/lunch period, to avoid encroachment into the regular school program.

### Data Analysis

Multiple linear regression was used to analyze data. This technique was chosen because it is more appropriate to use it in determining the relationship between overall transformational leadership factors and job satisfaction, as well as determining the relationship between each factor and job satisfaction. Moreover, multiple linear regression has won a significant popularity in educational research (Gall et al., 1996). It has also been very useful in providing magnitudes and statistical significance in studies that focus on relationships between variables. Kirby, Paradise, and King (1992); Koh, Steers, and Terborg (1995) and Silins (1992) used regression analysis in identifying transformational leadership factors that could best predict job satisfaction. Hence it was considered worthwhile to employ the use of multiple linear regression analysis in this study.

The alpha level was set at .05. Principals' transformational leadership skills (teachers' perceptions of their principals' ability to co-opt them in decision-making and teachers' perceptions of their principals' ability to create opportunity for professional development) were studied to determine their relationship with teachers' job satisfaction.

## CHAPTER IV

### RESULTS OF THE STUDY

This chapter presents statistical analysis of data collected from the 518 secondary school teachers and 48 principals who participated in the study. It holds a sequential display of information on the participants, ranging from demographics to results of statistical tests. It must be noted that the interpretation of statistical results is beyond the scope of this chapter. Interpretations and implications will be presented in the next chapter.

## Demographic Descriptive Statistics

Tables 2 are descriptive statistics of the variables used in analysis. Means, standard deviations and number of variables are shown.

Table 2

*Means, Standard Deviations and Number for Decision Making, Professional Development and Job Satisfaction Factors*

Variable	M	SD	N
Decision making	3.20	.78	518
Professional development	3.73	.76	518
Job Satisfaction	3.66	.67	518

Table 2 presents the means, standard deviations and number of the variables for teachers' perceptions of their opportunity to make decisions (M = 3.20, SD = .78, N = 518), teachers' perceptions of their opportunity for professional development (M = 3.73, SD = .76, N = 518) and teachers' job satisfaction (M = 3.66, SD = .67, N = 518). From Table 2, there seemed to be no difference between the number of items

loaded in each of the variables. Table 2 also revealed no disproportionate difference in their standard deviations.

The mean value of job satisfaction factor on Table 2 was found to be greater than the value of the scale mean ( $M_{\text{scale}} = 3$ ), implying that majority of the teachers who participated in the study expressed satisfaction in their job. This might be translated into saying that principals' transformational leadership skills affected teachers' job satisfaction.  $M_{\text{scale}}$  is the mean value on a scale used to measure teachers' job satisfaction.



Table 3

*Pearson 2-tailed Correlation Matrix for Decision-Making, Professional Development and Job Satisfaction Factors*

Variable	Decision making	Professional development	Job Satisfaction
Decision making	-	.683	.721
Professional development		-	.744

Table 3 portrays a 2-tailed Pearson correlation matrix of the variables. The variables were found to correlate with one another. The correlation between decision- making and professional development was found to be considerably high and that between decision-making and job satisfaction was also found to be high. Decision-making in this context means teachers' perceptions of the extent to which principals allow them to make decisions in their building. The correlation between professional development and job satisfaction was also shown to be high.

Table 4

*Reliability Estimates for Decision-Making, Professional Development and Job Satisfaction Variables*

Variable	Alpha	Number of Items
Decision making	.844	8
Professional development	.880	8
Job Satisfaction	.817	8

Table 4 assesses the internal consistency or reliability of the variables decision-making (Alpha = .844, loaded with eight items), professional development (Alpha = .880, loaded with eight items) and job satisfaction (Alpha = .817, loaded with eight items). Decision-making in this context referred to teachers' perception of the opportunity to make and implement decisions in their building. Professional development was taken to imply teachers' perceptions of the extent to which their principals offered them the

opportunity to improve in their professional skills. Job satisfaction meant how satisfied teachers felt in their job.

### Research Questions

Three research questions were stated in this study.

#### *Research Question One*

To what extent do teachers' perceptions of principals' transformational leadership skills predict their job satisfaction?

Table 5

*Estimates of Standardized and Unstandardized Coefficients and P-Values for Decision-Making, Professional Development, Number of Years in Same School, Years of Teaching Experience and Gender*

Predictor	Standardized Coefficient ( $\beta$ )	Unstandardized Coefficient (B)	P – Value
Decision Making	.401	.347	.000
Professional development	.470	.415	.000
Number of years in same school	.057	.015	.041
Number of years of teaching Experience	-.050	-.005	.073
Gender	-.001	-.002	.997

Dependent Variable = Job Satisfaction

Table 5 presents statistical estimates of standardized coefficients, unstandardized coefficients and p-values of the predictors, decision-making (teachers' perceptions of their opportunity to make and implement decisions in their building), professional development (teachers' perceptions of their opportunity to improve in their professional skills), number of years spent in same school, number of years of teaching experience and gender. A critical view of Table 5 revealed that teachers' perceptions of their opportunity to make and implement decisions in their building ( $\beta = .401, P < .05$ ), teachers perceptions of their opportunity to improve in their professional skills ( $\beta = .470, P < .05$ ), and number of years spent in a particular school ( $\beta = .057, P < .05$ ) were significant predictors of job satisfaction.

Table 5 also showed that teacher's number of years of teaching experience ( $\beta = -.050, P > .05$ ) and their gender ( $\beta = -.001, P > .05$ ) were not significant predictors of their job satisfaction.

From Table 5, it would be appropriate to assert that teachers whose principals offered them the opportunity to make and implement decisions in their buildings had higher job satisfaction than teachers whose principals would not create opportunity for them to make and implement decisions. It was also noted that teachers whose principals created opportunity for professional development were more satisfied than those whose principals could not create an environment for professional development.

A look at Table 5 also indicated that teachers who spent more years in the same school were more satisfied than those who spent less number in the same school. For every one year added in a particular school, satisfaction level increases by 0.3%. From

Table 5, it could be said that the number of years of teaching experience did not account for any significant difference in job satisfaction. In fact the more the number of years of teaching experience the more teachers were dissatisfied with their job. It was noted that gender did not account for any significant difference in predicting job satisfaction.

It was imperative to report that the five predictors in the model summary accounted for approximately 64% of the variance in teachers' job satisfaction.

*Research Question Two*

What are the dimensions and psychometric properties of principals' transformational leadership survey?

Table 6

*Demographic Descriptive Statistics for Decision-Making and Professional Development*

Variable	M	SD	N
Decision Making	4.00	.38	47
Professional development	4.00	.34	44

Table 6 displayed the dimensions of principals' transformational leadership survey. Decision-making ( $M = 4.00$ ,  $SD = .38$ ,  $N = 47$ ) in this sense was defined as the principals' perceptions of their ability and readiness to engage teachers in decision-making. Professional development ( $M = 4.00$ ,  $SD = .34$ ,  $N = 44$ ) was defined as the principals' perceptions of the level of support and opportunity they gave to their teachers to advance professionally. The mean value of decision-making and that of professional

development in Table 6 were all above the value of the scale mean ( $M_{\text{scale}} = 3$ ), a depiction that majority of Nigerian principals who participated in the study held they were effective in incorporating teachers in making school decisions and as well as creating for teachers the opportunity to improve their teaching career.



Table 7

*Reliability Estimates for Decision-Making and Professional Development*

Variable	Alpha	Number of Items (N)
Decision making	.847	15
Professional development	.825	15

Table 7 displays principal transformational leadership factors and their respective alpha values. The factor, decision-making (Alpha = .847, N = 15), is defined as principals' ability to create opportunities for teachers to make decisions on issues concerning their schools with a view to making changes and recommendations. Professional development (Alpha = .825, N = 15) is the principals' ability to create opportunities for continuous growth in their teachers' career.

*Research Question Three*

How do the dimensions and psychometric properties of principals' leadership survey relate to their years of professional experience, the number of years spent in the same school and their gender?

Table 8

*Estimates of the Standardized Coefficients, Unstandardized Coefficients and P-Values for Number of Years of Professional Experience, Number of Years spent in same School and Gender*

Predictor	Standardized Coefficient ( $\beta$ )	Unstandardized Coefficient (B)	P-Value
Number of years of professional experience	-.158	-.019	.303
Number of years in same school	.423	.108	.007
Gender	.126	.101	.377

Dependent variable = Decision-making

Table 8 displays the estimates of the standardized regression coefficients, unstandardized coefficients and p-values for the number of years principals spent in their profession, the number of years they spent in same school, and their gender. The dependent variable in the analysis is Decision-making. Table 8 revealed that principals' number of years in the same school ( $\beta = .423, P < .05$ ) was a significant predictor of principals' perceptions of their ability to allow their teachers the opportunity to engage in decision-making in their buildings. On the other hand, principals' number of years of professional experience ( $\beta = -.158, P > .05$ ), and their gender ( $\beta = .126, P > .05$ ) were not found to be significant predictors of principals' perceptions of their ability and willingness to involve their teachers in decision-making. This would mean that principals who had spent many years in the same school were more likely to allow teachers to make decisions concerning school matters than principals who had spent few years in the same school. Table 8 also showed that the more the number of years of professional experience, the less effort principals made to incorporate teachers in decision-making.

A regression analysis showed that the combined effect of the three predictors (number of years of principals' professional experience, number of years principals spent in same school and gender of principals) did make a significant difference in principals' ability to engage teachers in decision-making. The model summary revealed that the three predictors in the model accounted for 18% of the variance in principals' perceptions of their ability to allow teachers to make decisions concerning their schools.

Table 9

*Estimates of the Standardized Coefficient, Unstandardized Coefficient and P-Values for Number of Years of Professional Experience, Number of Years spent in same School and Gender*

Predictor	Standardized Coefficient ( $\beta$ )	Unstandardized Coefficient (B)	P-Value
Number of years of professional experience	.119	.013	.439
Number of years in same school	.350	.078	.027
Gender	.131	.091	.367

Dependent variable = Professional development

Table 9 exhibits the coefficients and p-values of three predictors (number of years of professional experience, number of years spent in same school, and gender) in regression analysis. The dependent variable is professional development (principals' perceptions of their ability to create opportunity for professional development of their teachers). It was observed that the number of years spent in same school ( $\beta = .350$ ,  $P < .05$ ) was a significant predictor of principals' ability to create opportunity for teacher professional development. On the other hand, the variables, number of years of professional experience ( $\beta = .119$ ,  $P > .05$ ), and gender ( $\beta = .131$ ,  $P > .05$ ) were not significant predictors of principals' perceptions of their ability to create opportunities for professional development of their teachers.

A regression analysis showed that the combined effective of the three predictors did make a significant difference in predicting principals' perceptions of their ability to create opportunities for professional development of their teachers. The model summary revealed that the three predictors explained approximately 19% of the variance in principals' perceptions of their ability to enhance professional development of their teachers.

CHAPTER V  
SUMMARY AND DISCUSSIONS, CONCLUSIONS, RECOMMENDATIONS AND  
LIMITATIONS

Chapter five is the final chapter of this study. It reviews the purpose of the study. It also summarizes the study, and discusses the research findings presented in chapter four. It highlights some similarities with results of previous findings noted in chapter two, and deals with the interpretation and implications of significant research findings. It concludes the study, keeping readers abreast of the events in the field of educational leadership, especially as it pertains to relationship between transformational leadership skills and teachers' job satisfaction. The chapter also points at the implications regarding relationship between principals' demographic characteristics and their perceptions of their ability to be transformational in their leadership. The chapter reveals areas that may require further investigations in this aspect of study, and proposes some measures that may help in fostering transformational leadership skills of principals, and as well as increasing teachers' job satisfaction, with a view to improving student achievement. This chapter brought into focus certain limitations or obstructions during the course of the study that were beyond the control of the researcher. In light of the above, this chapter is

therefore divided into summary and discussions, conclusions, recommendations and limitations.

### Summary and Discussions

This study dealt with the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction in the Nigerian context. It also revealed the relationship between principals' perceptions of their transformational leadership skills and their demographic characteristics. Participants studied were 518 secondary school teachers and 48 principals from two large LGAs in southeastern Nigeria. Multiple regression analysis used to analyze data helped to answer the following research questions:

#### *Research Question One*

To what extent do teachers' perceptions of principals' transformational leadership skills predict their job satisfaction?

Results of this study revealed that teachers whose principals involved them in decision-making concerning school matters were found to be satisfied with their job. The finding is consistent with some previous studies whose results revealed that teachers' participation in decision-making was a determinant of job satisfaction (Scott-Ladd and Marshall 2004, Bogler, 2000; Bolger, 1999).

This result might have something to do with the cultural context in which the study was done. The Igbo culture emphasizes "community". The community and the individual engage in bilateral relationship. The community feeds the individual and in

turn derives nourishment (in the form of ideas and decisions) from the individual. Elders initiate what to do but take into considerations ideas and decisions from members of the community. In this way an individual feels satisfied and belonging. This aspect of culture might have had its own influence within the framework of education. Principals who involved their teachers in decision-making therefore might have created a cultural milieu similar to that from which teachers came. Because people are satisfied when they express their views and ideas in their community, it could be argued that teachers were most likely satisfied when their principals involved them in decision-making concerning the school.

This study also revealed that teachers whose principals created opportunities for them to develop their teaching skills were found to be satisfied with their job. The results of this study were compatible with those of Patterson et al. (3002) and Blase and Blase (2000), which propounded that teachers who had the opportunity to develop their skills were more satisfied than those who had not the opportunity to do so.

Education reform initiative (6-3-3-4 system) in Nigeria ushered in new technology for use in classroom instruction and this posed a problem to teachers. Judging from the results of this study, it appeared that principals (in the schools studied) might have provided opportunities for their teachers to develop skills in the use of technology and other materials for classroom instruction. Teachers in turn must have felt satisfied with the opportunities offered them to improve their teaching skills. In addition, one might assume that teachers who had the opportunity to develop in their professional skills were promoted with higher salary scale, which added to their satisfaction.



The first research question, (to what extent do teachers' perceptions of principals' transformational leadership skills predict their job satisfaction?) was addressed based on the results of this study. Results showed that the two components (ability to engage teachers in decision-making and the ability to create opportunities for teacher professional development) of principals' transformational leadership skills significantly predicted teachers' job satisfaction. The results were found to align with those of Griffith (2005), which showed that principals' transformational leadership skills significantly related to teachers' job satisfaction. It is important to note that there were different types of schools (private, public and Church) in the context in which the study was done. This might have led to competition and scramble for academic excellence. Principals might therefore see the need to exhibit transformational leadership skills with a view to satisfying teachers and optimizing academic achievement.

#### *Research Question Two*

What are the dimensions and psychometric properties of principals' transformational leadership survey?

The two dimensions of transformational leadership skills (ability to involve teachers in decision-making and the ability to create opportunities for teacher professional development) provided an answer to the second research question. The two factors were extracted from a host of variables selected from principals' transformational leadership survey, using principle component analysis with varimax rotation. They were found to be valid and reliable for this study.

*Research Question Three*

How do the dimensions and psychometric properties of principals' leadership survey relate to their years of professional experience, the number of years spent in the same school and their gender?

The results of this study revealed that principals' number of years of professional experience did not account for a significant difference in their perceptions of their ability to be transformational in their leadership styles. This is in phase with the findings of Fiedler (2001), which stated that principals' number of years of professional experience did not make a significant difference in their perceptions of their effectiveness in leadership. This fact is also compatible with Vanderhaar et al. (2006), which posited no significant relationship between principles' number of years of professional experience and effective leadership skills.

This might be explained by lack of ample opportunity for professional growth of principals, to rejuvenate their administrative skills. Ladebo (2005) argued that limited resources was responsible. This might be part of the problem but it should be recalled that principals who could not grow professionally might not be skilled enough to manage school affairs even with adequate funding. It could therefore be argued that Nigerian secondary school principals seldom engage in professional development to rejuvenate and re-energize their professional skills. This could explain the progressive failure in some aspects of school leadership in Nigeria, despite many years of professional experience.

This study showed that the number of years a principal stayed in a particular school significantly predicted their perceptions of their ability to engage teachers in

decision-making, and as well as their ability to create ample opportunities for teacher professional development. This revelation derived support from the study of Earley and Weindling (2007), which noted that school principals with long years of service in the same school perceived their leadership as effective and expressed satisfaction in their accomplishments and relationship with teachers. This is also in phase with Vanderhaar, Muñoz and Rodosky (2006), which asserted that principals with long years of service in the same school seemed to believe that their leadership was transformational in style.

Staying in a particular school for a long period of time provides opportunities for long term planning and implementation of decisions on teacher growth and academic achievement. One must recall that the Nigerian school system has distorted growth due to inadequate funding and maintenance. It would take principals years to implement plans and accomplish school mission. The results of this study therefore might lead readers into believing that principals' perceptions of their competence in leadership in the Nigerian school system accrued from the lengthy period of time spent in a particular school.

Transferring school principals within the first five to six years in a system of crumbling economy like Nigeria might look too short to accomplish their plans. That might seem to be a failure on their part, thus making them believe they were not transformational in their leadership styles. However, Earley and Weindling (2007) reported that some school districts in the United States, Canada and Australia implemented short-term (three – five years) appointments of school principals. Should this practice uphold in Nigeria, principals might not make a difference in the school system, and would not perceive their leadership as transformational. It might be argued that contextual influence has a role to play. Fidler and Atton (2004) suggested short-term

school leadership, which might make principals perceive the school with fresh ideas and become remotivated and transformational in leadership styles. Should this be fundamental in Fidler and Atton's (2004) setting, this study might then prompt readers to believe that results differ across cultural contexts.

This study showed that principals' gender did not account for a significant variance in their perceptions of their ability to display transformational leadership qualities. Similar studies in North America and Hong Kong (Yu, Leithwood & Jantzi, 2002) seemed to align with the results of this study. The results of this study were also found to be in phase with the assertion of Collard (2001) that in as much as gender stereotypes had some explanatory power, it could not be taken to have significant influence on leadership styles. This might help to disrupt the stereotypical portrayal of male principals in Nigeria as bureaucratic and authoritative in their leadership styles. However, results could differ in different settings, and according to Heck (1996), it is not scientific to make a cross-cultural generalization of a study done in a particular context.

#### *Other Findings*

The results of this study revealed that teachers who had a longer length of service in the same school were found to be more satisfied with their teaching job than those with shorter length of stay. This is consistent with the results of previous scholarly studies (as seen in chapter two). For instance, Crossman and Harris (2006) noted that teachers who spent a long period of time in the same school consequentially derived satisfaction from their teaching job. This fact was also asserted by Huang (2001), which revealed that length of service was positively related to job satisfaction. This could be due to the fact

that the more the number of years in a particular school, the more teachers acquired the skills to cope with the challenges of the school environment. In addition, spending a long time in a particular school might have provided opportunities for long serving teachers to have a deeper understanding of themselves than they would if they served for a shorter period of time.

It was also important to note (as the results revealed) that the number of years of teachers' professional experience did not make a significant difference in teachers' job satisfaction. This aligns with the work of Zembylas and Papanastasiou (2004), which revealed that there was no significant difference between the number of years of professional experience and job satisfaction. Also Ladebo (2005) came up with the same finding that the number of years of teachers' professional experience did not make a significant difference in the job satisfaction index. An earlier study by Kniveton (1991) revealed no significant relationship between teachers' number of years of experience and job satisfaction, and had been found to support the results of this study.

It could be argued that the Nigerian public school system as it were suffered a lot of setbacks in the recent past, ranging from late payment of teachers to insufficient instructional materials and poor infrastructure. Teachers, who had experienced this for a long period of time might have felt disgusted, unsatisfied and uninterested in the system.

From the perspective of this study, teachers' gender did not account for a significance variance in job satisfaction. This matches with the empirical investigation carried out by Crossman and Harris (2006), which revealed that there was no significant difference in the level of job satisfaction between male and female teachers. This finding is also in congruent with Donohue and Heywood (2004), which seemed to record no

significant difference in job satisfaction among men and women of younger generation. It could be argued that both male and female teachers in the Nigerian secondary schools remained in teaching because they had interest in their job despite some difficulties encountered in the profession. Consequently, this led to insignificant gender difference in their job satisfaction.

### Conclusions

The findings led to a number of implications for the administrative skills of secondary school principals in Nigeria. There were highlights on significant relationships between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction, which led to the following conclusions:

- a. Regression analysis showed that teachers' perceptions of their opportunities to make and implement decisions, and their perceptions of their principals' ability to create opportunity for professional development had significant effect on their satisfaction at work place. This implies that principals who allow teachers the opportunity to engage in decision-making concerning the school are more likely to increase job satisfaction of their teachers than principals who would not incorporate teachers in decision-making processes. It could also be said that principals who create opportunities for teacher professional development are more likely to increase job satisfaction of their teachers than principals who would not create such opportunities for their teachers. Judging from empirical evidence of past studies, such as Rossmiller (1992) on similar topic, it would seem that teachers' perception of

principals' transformational leadership skills significantly impact teachers' job satisfaction. It could therefore be said that principals who imbibe the principles of transformational leadership are more likely to foster job satisfaction among teachers, than principals who are not transformative in their leadership styles.

- b. A review of similar studies (Marshall et al., 2001) in different contexts was also found to be consistent with the results of this study. It was important to note that teachers described their principals as effective transformational leaders. This study revealed that principals with transformational leadership skills seldom would employ restrictive measures that would hinder teachers from initiating strategies that would foster academic achievement. This study also alerted readers of the fact that principals with transformational leadership skills have the ability to exert influence on the behaviors of their teachers. As Silins and Mulford (2002) asserted, teachers' job satisfaction is significantly impacted by the extent to which principals are skilled in transformational leadership styles. The credibility of this aspect of finding was in part affirmed by the work of Blase & Blase (2000) on the relationship between teachers and principals.

One important thing to note is that the existing turbulence in the Nigeria school system, that is, non regular payment of teachers' salaries and lack of adequate infrastructures and learning materials (The British Columbia Teachers' Federation, 2000; Nigerian Union of Teachers, 2001; Nigerian Union of Teachers, 2003) did not dissuade teachers from being sensitive to administrative competence of their principals. This could result from the fact that what insinuates satisfaction in teachers are the intrinsic values in

the profession as opposed to the extrinsic values. This aligned with the reports of previous studies that satisfaction in teachers was attributable to intrinsic values (Oshagbemi, 1997). However, there is no justification in delaying teacher payment or neglecting school maintenance. Economic depression and lack of teacher pay could lead to the demise of academic progress if teachers would not derive satisfaction from the administrative competence of their principals. The results of this study revealed that teachers who might not have been satisfied with the laissez-faire attitudes of the government could still be satisfied with transformational leadership skills of their principals. This might imply that the onus for fostering teacher job satisfaction lied on the administrative skills of school principals.

- c. Regression analysis revealed that the more the number of years teachers spent in the same school, the more satisfied they became. This could be due to the fact that teachers who stay longer in the same school environment tend to assume higher and more respectful positions. They seem to be conversant with the events in the school, have deeper understanding of fellow teachers and cooperate more with the principal and students. This helps to create an environment of friendship, trust and support.
- d. From the perspective of this study, the number of years of teaching experience had no significant relationship with teachers' job satisfaction. In fact as results revealed, an increase in the number of years of teaching experience led to a corresponding decrease in job satisfaction. This supported the findings of Zembylas and Papanastasiou (2004), which stated that the more the number of years of teaching experience, the less



the level of satisfaction. However, this finding is an antithesis of the study of Cross and Wyman (2006), which alerted that professional experience significantly predicted job satisfaction. This could explain the fact that studies differ in different context. The trend in the Nigerian context could be explained by what Ladebo (2005) called job apathy in the Nigerian school system. Job apathy tells to what extent teachers find their condition unacceptable (Ladebo, 2005). This may include slow rate of promotion, lack of adequate pay and deplorable school condition. This is in phase with the findings of The British Columbia Teachers' Federation - BCTF (2000) that in the year 2000, an estimated 500,000 teachers went on strike in Nigeria, for lack of pay increase and poor working condition. Similar revelations from previous studies (Anyaegebu et al, 2004; Afe, 2003) described Nigerian secondary school teachers as being dissatisfied with their job. As teachers stayed longer in the profession, there seemed to be regression instead of progression.

However, it should be noted that this problem might be due to lack of governmental support and maintenance, which was not the primary focus of this study. This study emphasized the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job.

## Recommendations

From the accomplishments and results of this study the following recommendations were made:

- a. Nigerian education ministries and boards should emphasize transformational leadership skills of secondary school principals as such endeavors might lead not only to teachers' job satisfaction or commitment to duty but also might provide for integrated instruction planning and goal attainment. Education ministries and boards should therefore establish and implement programs that help to develop transformational leadership skills among school principals. Such programs may include seminars, workshops and updates on school administration.

This could imbue in principals the sense of co-opting teachers in decision-making concerning school affairs, and as well as equipping them with the skills to create opportunities for professional growth of their teachers. Not only could this affect teachers' job satisfaction but also could have positive impact on teachers' commitment to duty, which would in turn enhance student achievement.

- b. Nigerian secondary school principals should be encouraged to model transformational leadership as an effective medium for ensuring corporation and constructive partnership, characterized by openness and trust. It is recommended that they demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and growth, and develop skills for building and maintaining friendship and

collegiality. This could help to enhance teachers' job satisfaction, as well as fostering student academic progress.

- c. Ministries and boards of education need to know how important it might be to curtail transfer rate of teachers because of the revelation that the longer the number of years teachers spent in the same school, the more they were satisfied. It is also advised that transfer rate of school principals be lowered or minimized as longer stay in a particular school was found to account for a significant variance in principals' perceptions of their ability to be transformative in their leadership. On the contrary, education ministries and boards in the Nigerian context are not encouraged to emphasize the number of years of teachers' professional experience as a determining factor of job satisfaction, unless subsequent studies prove otherwise. Principals are not exempt in this case, as their number of years of professional experience did not make a significant difference in their perceptions of their ability to be transformational in their leadership.
- d. It is recommended that education ministries and boards integrate teachers' demographic and psychometric properties with continuous assessment and evaluation of teachers' feelings and performance. This will help to underscore those demographic properties that are pertinent to teachers' job satisfaction.

### Recommendation for Further Research

In as much as this study may be highly instrumental to the development and maintenance of transformational leadership in the Nigerian secondary school system and beyond, it did not explore completely all areas of study that might also contribute immensely to the development of educational leadership in Nigeria. The researcher therefore suggests that further investigations be carried out in similar or in different contexts. The areas suggested for further inquiry are stated as follows:

- a. While the researcher studied secondary school principals and teachers without having to distinguish between teachers in the junior secondary school and those in the senior secondary school, it was suggested that further studies be done that make such distinction, to determine how principals' transformational relationship skills impact teachers' job satisfaction.
- b. Missing data encountered during data entry, coupled with the incomplete questions discovered was suggestive of ethnographic methodology to carry out similar investigations in similar or different settings. Scholarly investigations that focused on the impact of principal/teacher relationship on student achievement were suggested to be carried out in the same or similar settings. This might help to fine-tune the educational system (especially in Nigeria) with a view to improving academic achievement of students.
- c. Samples for this study were drawn from public school settings and so it was recommended that similar study be done in Church or private school settings to determine the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. This could help to clarify the difference

between public and Church/private schools. It is to be noted that the study was done in a small geographic scope and this might affect generalization. Further research might therefore be needed in a wider scope, such as state or national level.

### Limitations

This study might be affected by the following limitations:

- a.** This study did not investigate other aspects of transformational leadership skills, such as vision sharing and creation of group goals, as these might also have considerable impact on teachers' job satisfaction. It should also be noted that extrinsic variables that might affect teachers' job satisfaction such as teacher pay, teacher promotion and school condition were not investigated.
- b.** This study was done in a small geographic scope and this might affect generalization. Further research might therefore be needed in a wider scope (e.g. state or national level). Data collection occurred at the time teachers were planning to carry out a threat to embark on nationwide strike because of late payment of salaries. Because of this, some did not fill out the questionnaire in good mood and that might have affected their perceptions of principals' leadership skills.
- c.** The study represents one where teachers are nested with school building under two principals. Current literature (Raudenbush & Bryk, 2002) recommends utilization of hierarchical designs for studies with such nesting. However, use of hierarchical model was not possible because the linkage between teachers and principals was lost during data collection.

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## APPENDICES

APPENDIX A  
PERMISSION LETTERS

Letter of permission  
Francis Ejimofor [francis9@sbcglobal.net](mailto:francis9@sbcglobal.net)  
To: [djantzi@oise.utoronto.ca](mailto:djantzi@oise.utoronto.ca)  
Sent: Wednesday, August 29, 2007 9:49 PM  
Subject: Letter of permission

Dear Dr. Jantzi,

I am Francis Ejimofor. I emailed you on August 9, regarding my loss of your mail that permitted me to use your instrument for my study. I have not received any reply from you since then. I am requesting for a similar letter of permission for me to attach it on the appendices section of my dissertation. I will be very grateful if you will grant my request.  
Have a nice time.

Francis.

From: Doris Jantzi <[djantzi@oise.utoronto.ca](mailto:djantzi@oise.utoronto.ca)>  
To: Francis Ejimofor <[francis9@sbcglobal.net](mailto:francis9@sbcglobal.net)>  
Sent: Thursday, August 30, 2007 8:00:45 AM  
Subject: Re: Letter of permission

Dear Francis Ejimofor:

This is to inform you that you are permitted to use the Leithwood and Jantzi survey instrument for your research. Please feel free to adapt it as appropriate for your work. The instrument is not covered by copyright. We would appreciate notification of any publications resulting from its use.

Best of luck with your research.

Doris Jantzi  
Research Associate Emeritus  
Ontario Institute for Studies in Education  
University of Toronto

**2916 Lagrange Street,  
Toledo, Ohio 43608,  
USA.  
07/31/06.  
Phone: 419 729 0433  
Email: francis9@sbcglobal.net**

**Ministry of Education,  
Owerri,  
Imo State,  
Nigeria.**

To Whom It May Concern  
Dear Sir/Madam,

Re: Permission to do a study

I am Rev. Fr. Francis Ejimofor, a doctoral student of urban educational administration, Cleveland State University, Ohio. I am also a chaplain at St. Vincent Mercy Medical Center, Toledo, Ohio. Currently I am writing my dissertation on “principals’ transformational leadership skills and their teachers’ job satisfaction in Nigeria”. My advisor is Frederick Hampton. He is a professor at the College of Education, Cleveland State University. He can be reached at 216 687 3828.

The study is intended to make some valuable contributions in the area of school leadership, especially in relation to teachers’ commitment and job satisfaction. It is also anticipated that the study will make some suggestions on how to support teachers in their efforts to boost academic success of students. I intend to carry out the study in two Local Government Areas in Imo State of Nigeria.

I would be very grateful to you if you would authorize me in writing to study schools in two Local Government Areas under your jurisdiction. Your written permission will expedite approval of the proposal by the Cleveland State University Institutional Review Board.

The study requires that both principals and teachers participate. Participation only involves filling out a survey instrument, which takes about 20 minutes to complete. Participants will not be subjected to any kind of risks. However, where unanticipated risks occur, they will be highly minimized. Participation is anonymous and completely voluntary. Participants are free to withdraw at any point in time. There will be no financial benefit but there may be a donation of a wall clock as an incentive to any school studied.

If you have any questions regarding this, please do not hesitate to contact me or my advisor with the above number or with this address:

College of Education,  
Cleveland State University,  
2121 Euclid Avenue, RT 1405  
Cleveland, OH 44115-2214,  
USA.  
Email: [f.Hampton@csuohio.edu](mailto:f.Hampton@csuohio.edu)

Thanks a lot and I am looking forward to hearing from you.

Yours Sincerely,

## GOVERNMENT OF IMO STATE OF NIGERIA

Telegrams:

Telephones:

Fax No.:

MOE/PSE/SEC.22/T.2/149

(All Replies to be addressed to the above)

MINISTRY OF EDUCATION

PR. SEC. EDUCATION DEPT.

LOWERY

17<sup>th</sup> August, 2006

Rev. Fr. Francis Ejimofor,  
2916 Lagrane Street,  
Toledo Ohio 43608,  
U.S.A.

**PERMISSION TO DO A STUDY**

**RE: PRINCIPALS TRANSFORMATIONAL LEADERSHIP SKILLS  
AND THEIR TEACHERS' JOB SATISFACTION IN NIGERIA**

I am directed to refer to your letter on the above subject matter dated July 31<sup>st</sup>, 2006 and to inform you that the Ministry has granted you permissions to carry out a study on "Principals' Transformational Leadership Skills and their Teachers' Job Satisfaction in Nigeria" as you requested.

2. The Principals and teachers of Secondary Schools in any two Local Government Areas of your choice in the State will co-operate with you on presenting a copy of this letter from the Ministry. However, hesitate not to contact the undersigned if need be in the course of carrying out the study in the schools.

S. Ngunbor-Alugha

For: Hon. Commissioner for Education

APPENDIX B  
INFORMED CONSENT LETTERS



**Francis Ejimofor**  
**2916 Lagrange Street,**  
**Toledo, OH 43608.**  
**07/08/06.**  
**Phone: 330 338 9374**  
**Email: ffejimofor@netscape.net**

**Re: Informed Consent**

Dear Principal,

My name is Francis Ejimofor, a Nigerian. I am a doctoral student of Urban Educational Administration, Cleveland State University, Ohio. I am also a chaplain at St. Vincent Mercy Medical Center, Toledo, Ohio. Currently I am conducting a study on the relationship between principals' transformational leadership skills and their teachers' job satisfaction. My advisor is Frederick Hampton. He is a professor at the College of Education, Cleveland State University. He can be reached at 216 687 3828

The study is intended to make some valuable contributions in the area of school leadership, especially in relation to teachers' commitment and job satisfaction. It is also anticipated that the study will make some suggestions on how to support teachers in their effort to boost academic success of students.

Your school happens to be one of those selected for the study and your participation is important for the success of the study. The study requires that both principals and teachers participate. I am requesting that you participate and also encourage your teachers to do the same. Participation only involves filling out a survey instrument, which takes about 20 minutes to complete. As a participant, you will not be subjected to any kind of risks. However, should unexpected risks or harm are discovered during the course of data collection, I will cease collecting data and report them to Cleveland State University Institutional Review Board immediately. Participation is anonymous and completely voluntary. Information from participants will be provided in aggregate form, instead of on individual basis. You are expected to give only demographic information (gender, race, years of teaching experience and number of years in your present school). You are free to withdraw at any point in time. Should you withdraw from participating, any information you give will be destroyed. There will be no financial benefit. However, there will be an offer of a wall clock to your school. It is predicted that the study might make some contributions in the area of school leadership that could benefit principals, teachers and students.

If you have any questions regarding this, please do not hesitate to contact my advisor:

With the above number or with this address:

College of Education,  
 Cleveland State University,  
 2121 Euclid Avenue, RT 1405  
 Cleveland, OH 44115-2214,  
 USA.  
 Email: [f.hampton@csuohio.edu](mailto:f.hampton@csuohio.edu)

Please confirm your consent by signing in the space provided.

Signed -----

Date -----

**Francis Ejimofor**  
**2916 Lagrange Street,**  
**Toledo, OH 43608.**  
**07/08/06.**  
**Phone: 330 338 9374**  
**Email: ffejimofor@netscape.net**

**Re: Informed Consent**

Dear teacher,

My name is Francis Ejimofor, a Nigerian. I am a doctoral student of Urban Educational Administration, Cleveland State University, Ohio. I am also a chaplain at St. Vincent Mercy Medical Center, Toledo, Ohio. Currently I am conducting a study on the relationship between principals' transformational leadership skills and their teachers' job satisfaction. My advisor is Frederick Hampton. He is a professor at the College of Education, Cleveland State University. He can be reached at 216 687 3828

The study is intended to make some valuable contributions in the area of school leadership, especially in relation to teachers' commitment and job satisfaction. It is also anticipated that the study will make some suggestions on how to support teachers in their effort to boost academic success of students.

Your school happens to be one of those sampled for the study and your participation is important for the success of the study. Participation only involves filling out a survey instrument, which takes about 20 minutes to complete. As a participant, you will not be subjected to any kind of risks. However, should unexpected risks or harm are discovered during the course of data collection, I will cease collecting data and report them to Cleveland State University Institutional Review Board immediately. Participation is anonymous and completely voluntary. You are expected to give only demographic information (gender, race, years of teaching experience and number of years in your present school). You are free to withdraw at any point in time. Should you withdraw from participating, any information you give will be destroyed. There will be no financial benefit. It is predicted that the study might make some contributions in the area of school leadership that could benefit principals, teachers and students.

If you have any questions regarding this, please do not hesitate to contact my advisor:

With the above number or with this address:

College of Education,  
Cleveland State University,  
2121 Euclid Avenue, RT 1405  
Cleveland, OH 44115-2214,  
USA.  
Email: [f.hampton@csuohio.edu](mailto:f.hampton@csuohio.edu)

Please confirm your consent by signing in the space provided.

Signed -----

Date -----

APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL



# Cleveland State University

College of Graduate Studies and Research  
 Office of Sponsored Programs and Research  
 Institutional Review Board (IRB)

## Memorandum

**To:** Frederick Hampton  
 School Administration

**From:** Patrick Murray,  
 Graduate Assistant for Compliance,  
 Institutional Review Board

**Date:** 29 August 2006

**Re:** Results of IRB Review of your project number: 27005-HA/4-HS  
 Co-Investigator: Francis Ejimofor  
**Entitled: Principals' transformational leadership skills and their teachers' job satisfaction in Nigeria**

The IRB has reviewed and approved your application for the above named project under the category noted below. Approval for use of human subjects in this research is for one year from the approval date listed below. If your study extends beyond this approval period, this office will initiate an annual review of the project. ***This approval expires on 8/27/2007***

By accepting this decision, you agree to notify the IRB of: (1) any additions to or changes in procedures for your study that modify the subjects' risk in any way; and (2) any events that affect the safety or well-being of subjects.

Thank you for your efforts to maintain compliance with the federal regulations for the protection of human subjects.

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**Approval Category:** **Date:** 8/27/2006

**Exempt Status:** Project is exempt from further review under 45 CFR 46.101 (b)(2)

**Expedited Review:** Project approved, Expedited Category

**Regular IRB Approval**

**cc:** Project file

Mailbox Address: 2121 Euclid Avenue, SB 1150 • Cleveland, Ohio 44115-2214  
 Campus Address: Sethi Building, Room 1150 • 2621 Euclid Avenue • Cleveland, Ohio  
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# Cleveland State University

College of Graduate Studies and Research  
Office of Sponsored Programs and Research  
Institutional Review Board (IRB)

## Memorandum

DATE: 21 July 2006

TO: Kate Watkins Preliminary Reviewer

FROM: Patrick Murray  
Graduate Assistant for Compliance,  
Office of Sponsored Programs & Research

RE: IRB for Human Subjects, Request for Preliminary Review  
Protocol #: 27005-HAM-HS  
Applicant: Frederick Hampton  
Co-Investigator: Francis Ejimofe  
Title: Principals' transformational leadership skills and their teachers' job satisfaction in Nigeria

The referenced protocol is attached for your preliminary review. Upon final determination of initial protocol disposition, the Preliminary Reviewer must complete this cover sheet as applicable and forward to the IRB Coordinator.

If you have any questions or require assistance with this process, please contact Ms. Barbara Bryant at 887.3824 or via e-mail at b.bryant@csuohio.edu.

<b>Preliminary Review Determination:</b>		
<input checked="" type="checkbox"/> Exempt 45 CFR 46.101 <i>b2</i>	<input type="checkbox"/> Expedited Review	<input type="checkbox"/> Regular IRB Review
<i>Conditional upon verification from Site</i>		
Signature: <i>[Signature]</i>	Date: <i>7/24/06</i>	

*rec'd  
8/27*

cc: Protocol File

Attachment(s)

Mailing Address: 2120 Euclid Avenue, Box 1159 • Cleveland, Ohio 44115-2114  
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APPENDIX D  
PRINCIPAL AND TEACHER QUESTIONNAIRES

## PRINCIPAL QUESTIONNAIRE

### Section A: Nature of School Leadership

*The following statements are descriptions of leadership that may or may not reflect leadership practices in your school. Indicate the extent to which you agree that the statement describes leadership practices in your school by circling the number that best reflects your opinion. The response options range from 1= Strongly Disagree through 5 = Strongly Agree. Use the "NA" (Not Applicable) response if the item does not apply to you or you don't know.*

		Strongly Disagree					Strongly Agree
<b><i>To what extent do you agree that you provide leadership in your school:</i></b>							
1. Show respect for staff by treating them as professionals.	1	2	3	4	5	NA	
2. Delegate leadership for activities critical for achieving school goals.	1	2	3	4	5	NA	
3. Take teachers' opinion into consideration when initiating actions that affect their work.	1	2	3	4	5	NA	
4. Act as a source of new ideas for teachers' professional learning.	1	2	3	4	5	NA	
5. Have high expectations for them as professionals.	1	2	3	4	5	NA	
6. Give them a sense of overall purpose.	1	2	3	4	5	NA	
7. Set a respectful tone for interaction with students.	1	2	3	4	5	NA	
8. Distribute leadership broadly among the staff, representing various viewpoints in leadership positions.	1	2	3	4	5	NA	
9. Aware of teachers' unique needs and expertise.	1	2	3	4	5	NA	
10. Stimulate teachers to think about what they are doing for their students.	1	2	3	4	5	NA	
11. Help clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	1	2	3	4	5	NA	
12. Demonstrate a willingness to change own practices in light of new understandings.	1	2	3	4	5	NA	
13. Ensure that teachers have adequate involvement in decision making related to programs and instruction.	1	2	3	4	5	NA	

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 14. Encourage teachers to pursue their own goals for professional learning. | 1 | 2 | 3 | 4 | 5 | NA |
| 15. Hold high expectations for students.                                    | 1 | 2 | 3 | 4 | 5 | NA |

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|---|---|---|---|---|---|----|
| 16. Communicate school mission to staff and students.   | 1 | 2 | 3 | 4 | 5 | NA |
| 17. Model problem-solving techniques that teachers can readily adapt for work with colleagues and students. | 1 | 2 | 3 | 4 | 5 | NA |
| 18. Support an effective committee structure for decision making.   | 1 | 2 | 3 | 4 | 5 | NA |

*To what extent do you agree that you provide leadership in your school:*

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 19. Inclusive, do not show favoritism toward individuals or groups.  | 1 | 2 | 3 | 4 | 5 | NA |
| 20. Encourage teachers to develop/review individual professional growth consistent with school goals and priorities. | 1 | 2 | 3 | 4 | 5 | NA |
| 21. Encourage the development of school norms supporting openness to change.   | 1 | 2 | 3 | 4 | 5 | NA |

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|---|---|---|---|---|---|----|
| 22. Promote an atmosphere of caring and trust among staff.  | 1 | 2 | 3 | 4 | 5 | NA |
| 23. Facilitate effective communication among staff.   | 1 | 2 | 3 | 4 | 5 | NA |
| 24. Provide moral support by making teachers feel appreciated for their contribution to the school. | 1 | 2 | 3 | 4 | 5 | NA |

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|--|---|---|---|---|---|----|
| 25. Encourage teachers to evaluate their practices and refine them as needed.                          | 1 | 2 | 3 | 4 | 5 | NA |
| 26. Help teachers understand the relationship between their school's mission and district initiatives. | 1 | 2 | 3 | 4 | 5 | NA |
| 27. Symbolize success and accomplishment within teachers' profession.                                  | 1 | 2 | 3 | 4 | 5 | NA |

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 28. Provide an appropriate level of autonomy for teachers in their own decision making. | 1 | 2 | 3 | 4 | 5 | NA |
| 29. Encourage teachers to try new practices consistent with their own interests.        | 1 | 2 | 3 | 4 | 5 | NA |
| 30. Expect teachers to be effective innovators.   | 1 | 2 | 3 | 4 | 5 | NA |

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 31. Work toward whole staff consensus in establishing priorities for school goals. | 1 | 2 | 3 | 4 | 5 | NA |
| 32. Facilitate opportunities for staff to learn from each other.                   | 1 | 2 | 3 | 4 | 5 | NA |



**Section B: Demographics**

Please fill out the following:

Gender -----

Ethnicity -----

Years of teaching experience -----

Number of years in your present school -----

## TEACHER QUESTIONNAIRE

### Section A: Teachers' job satisfaction

*The following statements describe various aspects of teachers' job satisfaction within a school. After reading each statement, indicate the extent to which you agree with the statement by circling the number that best reflects your opinion. The response options range from 1= Very Dissatisfied through 5 = Very Satisfied. Use the "NA" (Not Applicable) response if the item does not apply to you or you don't know.*

<b>How satisfied are you with:</b>	Very Dissatisfied							Very Satisfied	
	1	2	3	4	5			NA	
1. The type of encouragement your principal gives you at work.	1	2	3	4	5			NA	
2. Academic achievement of students in your school compared with State standard.	1	2	3	4	5			NA	
3. Your principal's ability to encourage good relationship among teachers.	1	2	3	4	5			NA	
4. Your principal's ability to foster academic achievement of students in your school	1	2	3	4	5			NA	
5. The measures your principal takes to ensure security of staff.	1	2	3	4	5			NA	
6. Your principal's sensitivity to the needs of teachers.	1	2	3	4	5			NA	
7. The number of times your principal organizes seminars or workshops.	1	2	3	4	5			NA	
8. The extent of students' participation in extracurricular activities	1	2	3	4	5			NA	
9. Your principal's ability to organize discussions and sharing of ideas among teachers.	1	2	3	4	5			NA	
10. The extent to which your principal allows you the freedom to use different techniques in teaching.	1	2	3	4	5			NA	
11. The way your principal evaluates your teaching skill.	1	2	3	4	5			NA	
12. The number of times your principal offers to you the opportunity to advance in your ideas.	1	2	3	4	5			NA	
13. The way teachers are allowed to join in decision making that affects them.	1	2	3	4	5			NA	
14. The amount of freedom your school principal allows you to make innovations in your area of expertise.	1	2	3	4	5			NA	
15. The extent to which your principal encourages and supports redesign of school programs.	1	2	3	4	5			NA	

16. Your principal's effort to arouse students' interest in achieving the objectives of instruction.	1	2	3	4	5	NA
17. The way your principal synchronizes personal goals with school goal.	1	2	3	4	5	NA
18. The way your principal forms task force committees to look into problems that require immediate attention.	1	2	3	4	5	NA
19. The kind of friendly atmosphere your school principal creates.	1	2	3	4	5	NA
20. Your principal's ability to ensure maintenance of your school building.	1	2	3	4	5	NA
21. The extent of your students' involvement in school decision-making.	1	2	3	4	5	NA
22. The way your principal encourages you to engage in effective teaching strategy.	1	2	3	4	5	NA
23. The ability of your school principal to mobilize teachers in social relationship.	1	2	3	4	5	NA
24. The extent to which your principal encourages students to evaluate their academic progress.	1	2	3	4	5	NA

## Section B: Demographics

Please fill out the following:

Gender -----

Ethnicity -----

Years of teaching experience -----

Number of years in your present school -----