



**UNIVERSITI PUTRA MALAYSIA**

***INTERRELATIONSHIP BETWEEN PRINCIPALS' TRANSFORMATIONAL  
LEADERSHIP STYLE, TEACHERS' JOB SATISFACTION, AND SCHOOL  
EFFECTIVENESS IN SECONDARY SCHOOLS OF LAGOS STATE,  
NIGERIA***

**YUSUFF ADEOLA MOSHOOD**

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NIGERIA**

By

**YUSUFF ADEOLA MOSHOOD**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Master of Science**

**December 2020**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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**December 2020**

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**Faculty : Educational Studies**

Principal transformational leadership style together with teacher's job satisfaction have proven to be an important decisive factor for secondary schools to be seen as effective. Presently, there is a dearth of studies on principals' transformational leadership style and job satisfaction of teachers with regards to secondary schools' effectiveness in Lagos state. Thus, the current study is aimed at exploring the linkage between school principals' transformational leadership style, teachers' job satisfaction, and their relationship to school effectiveness as perceived by the school teachers. The study further investigates the level of Principals' transformational leadership style, teachers' job satisfaction, and school effectiveness and determined the contributions of independent variables to school effectiveness. The study was designed as correlational research using validated self-administered questionnaires. The total sample size distribution of 405 questionnaires was obtained using Cochran formulae to determine the sample size. However, 91.8% of the total distributed questionnaires were valid and returned by the respondents. To achieve the accuracy of the results, data were analyzed using descriptive statistical tools to determine the descriptive analysis of the level of school principals' transformational leadership, teachers' job satisfaction, and school effectiveness. Data obtained from the questionnaire were analyzed using SPSS version 23. Pearson correlation and multiple regression analysis were employed to determine the relationship between the principals' transformational leadership, teachers' job satisfaction, and school effectiveness. From the descriptive analysis, it was observed that the three variables in this study were at a moderate level. The result of the correlation analysis showed that transformational leadership, job satisfaction, and school effectiveness were all significantly related. Furthermore, Regression analysis indicated that the transformational leadership style appeared to be the best contributor to school effectiveness. In conclusion, the findings of this study can be beneficial to stakeholders and school administrators to improve on practicing transformational leadership style, teacher's wellbeing through better pay, promotions,

training, and retirements benefits to positively affect and improve the effectiveness of secondary schools in Lagos State, Nigeria.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN ANTARA GAYA KEPEMIMPINAN TRANSFORMASI  
PENGETUA, KEPUASAN KERJA GURU, DAN KEBERKESANAN SEKOLAH  
DI SEKOLAH MENENGAH LAGOS, NIGERIA**

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Gaya kepemimpinan transformasional Pengetua bersama kepuasan kerja guru terbukti menjadi faktor penentu penting bagi sekolah menengah untuk dilihat sebagai berkesan. Pada masa ini, terdapat sedikit kajian mengenai gaya kepemimpinan transformasional Pengetua dan kepuasan kerja guru berkaitan dengan keberkesanan sekolah menengah di negeri Lagos. Oleh itu, kajian ini dilakukan bertujuan untuk meneroka hubungan di antara gaya kepemimpinan transformasional Pengetua sekolah, kepuasan kerja guru, dan hubungan mereka dengan keberkesanan sekolah seperti yang dirasakan oleh guru sekolah. Seterusnya, melalui kajian ini, penyelidik telah mengkaji tahap gaya kepemimpinan transformasional Pengetua, kepuasan kerja guru, dan keberkesanan sekolah serta menentukan kaitan pemboleh ubah bebas terhadap keberkesanan sekolah. Reka bentuk kajian ini adalah berbentuk penyelidikan korelasi dengan menggunakan instrumen soal selidik yang dikendalikan secara sendiri dan disahkan. Jumlah taburan ukuran sampel sebanyak 405 soal selidik diperoleh menggunakan formula Cochran untuk menentukan ukuran sampel. Walaubagaimanapun, 91.8% daripada keseluruhan soal selidik yang diedarkan adalah sah dan dikembalikan oleh responden. Untuk mencapai ketepatan dapatan, data dianalisis menggunakan perisian statistik deskriptif untuk menentukan analisis deskriptif tahap kepemimpinan transformasional Pengetua sekolah, kepuasan kerja guru, dan keberkesanan sekolah. Data yang diperoleh dari instrumen soal selidik dianalisis menggunakan SPSS versi 23. Selain itu, korelasi Pearson dan analisis regresi berganda digunakan untuk menentukan hubungan di antara kepemimpinan transformasional Pengetua, kepuasan kerja guru, dan keberkesanan sekolah. Melalui analisis deskriptif, dapat diperhatikan bahawa ketiga-tiga pemboleh ubah dalam kajian ini berada pada tahap sederhana. Hasil analisis korelasi menunjukkan bahawa kepemimpinan transformasional, kepuasan kerja, dan keberkesanan sekolah keseluruhannya berhubung secara signifikan. Manakala, analisis Regresi menunjukkan bahawa gaya kepemimpinan transformasional muncul sebagai penyumbang terbaik bagi elemen keberkesanan sekolah. Sebagai kesimpulan, dapatan kajian ini bermanfaat bagi pihak berkepentingan dan pentadbir sekolah dalam meningkatkan amalan

kepemimpinan transformasional, kesejahteraan guru melalui gaji, kenaikan pangkat, latihan, dan faedah persaraan yang lebih baik bagi memberi kesan positif dan meningkatkan keberkesanan sekolah menengah di negeri Lagos, Nigeria.



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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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## LIST OF ABBREVIATIONS

FGN	The Nigerian Federal Government
JS	Job Satisfaction
JSS	Job Satisfaction Survey
SE	School effectiveness
SSCE	Senior School Certificate Examination
SEQ	School effectiveness Questionnaire
TL	Transformational leadership
TLQ	Transformational leadership Questionnaire
WAEC	West African Examination Council

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The importance and role of learning in the betterment of individual and societal standards have risen the consciousness of people to expend more effort(s) at developing and utilizing their limited available resources towards acquiring a qualitative and standard education (Chan, 2016). An effective school is important in the provision of quality education to the populace and to develop youth to become useful, ready to work, and achieving goals of a good and comfortable life (Al-Ansi, 2017). The Nigerian Federal government (FGN) National Policy (2004) on education declared that the importance of secondary education is to prepare the young ones to live within the fabrics of the society and prepare them for higher education (Ajayi & Ekundayo, 2011). Thus, improving school effectiveness and provision of quality education is of primary responsibility and fundamental aim for our school leaders, teachers, and societies. The effectiveness of a school is affected by several factors, which includes but are not limited to leadership style, learning environment, school culture, and teachers' job satisfaction (Duan, Du & Yu, 2018; Dou, Devos, & Valcke, 2017; Ekundayo, 2017; Abbass 2017; Baharak, 2015) among others.

A school is regarded as effective if the school processes result in a noticeable positive impact among its learning populace, which is consistent for a period (Iyer, 2011), and how effective a secondary school is, includes but is not limited to the level of discipline in the school, the school environment, the performance of the teaching staff, and the level of students' success in their examination (Michelli & Pickeral, 2009). However, the performance of students in Nigeria has continued to witness a decline over the last three years indicating plummeting results from 38.58% (2016), 26.01% (2017), and 17.3% (2018), respectively, in the success of students who sat for the secondary school examination (Guardian, 2018). Similarly, the lack of government interest in education, a lack of provision of fringe benefits, poor salary payment, and zero promotion plan for school leaders and teachers are among others that have caused and triggered the frequent occurrence of strike actions, thus, resulting in the poor performance of students and deliverance of quality education in the Nigerian school system (Adavbiele, 2015), and parents have lost confidence in the capability of public schools to produce quality graduates.

Secondary school education in Nigeria has indicated a persistent decline in the quality and proficiency of secondary school in Nigeria (Bolanle 2013; Awwalu & Yusof, 2012; Ajayi, Ekundayo & Osalusi, 2010). Similarly, there have been poor principal-teacher-student relationships and a lack of effective communication between them has continued to adversely affect the academic performance of students and does not fulfill their goals of delivering quality services expected of the system. It has also been observed that the Minister of Education and some state governments have indicted and queried some

principals and teachers over the mass failure of students in the secondary school leaving examination. (Iyabo Lawal, 2018; Oyebade, 2010).

In view of the numerous challenges affecting the secondary school system, the problem seems to be continued and causing the school system to be ineffective and could not meet up to their expectation of producing quality students for higher education. Despite various studies conducted on school effectiveness and the important role of school leaders towards the realization of an effective school, it is still apparent that education leaders still encounter problems and are lacking the best leadership skills, and are unable to address present and future challenges that are hampering the development of education (Abbass 2017). Hence, the need for the school principals and teachers to be more creative and innovative leadership practices, more specifically transformational leadership for the success of their students and school effectiveness (Uthman,2018).

School effectiveness can be described as the degree to which schools can realize or exceed their pre-determined goals and objectives (Scheerens, J. 2015; İzzet, 2014). it evolves and focuses mostly on the average achievement scores in core subjects by the student. However, effective school goes as far beyond just the students' success in their examinations, but also encompasses the overall achievement and success of the student in all the three domains of learning (Bagoiri, Asimiran, & Basri, 2014; Ajayi, Ekudayo & Osalusi, 2010), and also includes responsiveness of the school to the community and the satisfaction of the teachers (Scheerens, J. 2015). Research on school effectiveness has continued to be a debatable discussion for many scholars and policymakers who believed that strong educational leadership and teacher satisfaction are among the factors that influence the effectiveness of school (Abbass, 2017).

Similarly, the style of leadership adopted and staff satisfaction and teachers empowerment among others are considered to affect student performance and as well as school effectiveness (İzzet, 2014). Moreover, school leaders provide an essential function that includes ensuring a conducive school environment, promoting teachers' satisfaction, helps students' performance, and improve their school effectiveness. Recent literature has revealed that transformational leadership style has a notable influence on school effectiveness (Veronica, 2017).

The findings of the research conducted by Abraham et al (2012) on the influence of teachers' job satisfaction on school effectiveness in South-Eastern Nigeria revealed that lack of adequate classroom environment and school equipment affected the teacher with accompanying negative job satisfaction. Poorly equipped laboratories and libraries, poor teaching facilities, poor electricity, and uncomfortable classrooms had a detrimental effect on the performance of teachers. All these factors acting together contributed to poor teacher job satisfaction (Abraham et al., 2012).

Previous studies have shown the importance of strong leadership style and teachers empowerment on school effectiveness (Abbas 2017, Bagobri 2015), however, it is still conspicuous that the education system has not been improved and lacks good quality, high student mobility, and a high level of illiterate (Ekundayo 2019). The traditional leadership style cannot stimulate followers into productivity and therefore national development is impeded, thus, there is a need to accommodate a transformational leadership style in the education industry that would help to address challenges confronting schools and in achieving the goals and objectives of various respective schools (Veronica, 2017).

The transformational leadership style has shown positive effects on organizational commitment and value re-orientation among Secondary school teachers (Ekpoh & Asuguo, 2018). The emergence of the transformational leadership concept provides a new approach that stimulates and inspires followers to achieve extraordinary outcomes and in the process develop their leadership capacity (Veronica, 2017). Going forward, there is a need for secondary school principals to adopt a transformational leadership style. The study conducted by Akpan (2015), noted that transformational leadership is the dynamic force that motivates and coordinates the organization towards the attainment of school goals. It is worthy to state that studies have shown that among factors that contribute significantly to the increase of teachers' job satisfaction are the principal's leadership style and the principal's decision-making style( Koutouzis & Malliara (2017).

Effective educational leadership is primary to educational effectiveness and advancement (Ololube et. al., 2012). Principal transformational leadership and teachers' job satisfaction rank alongside educational resources, professional knowledge and skills, strategies, and center competencies as important factors determining educational success and performance (Ololube 2006). Lezotte & Synyder (2011) clearly stated that an effective school is one with a remarkable overall student achievement with no substantial gap in the achievement across subgroups in the student population. The effective school is founded on high expectations, a close evaluation of student progress differentiated instruction, unwavering commitment to all-inclusive learning, strong leadership, and collaboration. These factors have since become the correlates of effective schools, which are providing leading indicators to add value to student learning (Lezotte & Synder, 2011). To implement the correlates of effective school and to transform the education system, it is required to discuss new leadership towards managing school challenges and to train administrators, who can articulate a vision for success, inspire others to embrace the vision, and be capable of managing the daily process of school (Bush, 2011; Leithwood & Jantzi, 2005).

Leadership is regarded as one of the basics and most essential aspects of any organization, it is required to complement the organization system and to develop staff motivation and performance (Haider & Riaz, 2010). A leader should provide what is needed by the followers to keep them productive and to proceed towards the shared vision (Leithwood & Jantzi, 2005). A leader must have the ability to make necessary changes, directing the processing system to be effective and sustainable (Bush, 2011).

This leadership approach is required to empower leaders' community and their colleagues, called transformational leadership (Hallinger & Heck, 1998; Leithwood & Jantzi, 2005a; Bush 2011).

Transformational leaders are capable of stimulating and inspiring followers towards extraordinary achievements and, in the process, developing their leadership ability. Transformational leadership refers to a leadership style that brings about change. Change is impossible in school or a country, rather change happens with the populace, therefore, to experience change you must be adept at leading people effectively. Using the strength of their vision and personality, transformational leaders can inspire followers to motivate them to work towards a shared objective (Veronica 2017).

The main proposition of the transformational leadership theory is the leader's capacity to stimulate followers to achieve more than what the followers originally intended to achieve (Krishman, 2005). Transformational leadership is one of the integrative leadership theories that have been established, based on combining trait, behavioral, contingency approaches, and its main attribute is to implement organizational change effectively (Bass 1996; Sadeghi & LLope Pihie, 2012). Leadership theory includes three parts: Transformational, transactional, and laissez-faire leadership (Bass and Avolia 1995; 2004). Transformational theories have focused on understanding leader effectiveness (Piccolo & Colquitt, 2006). A transformational leadership style creates significant organizational change, fosters remarkable motivation, and loyalty among followers. Furthermore, make the followers envision a better future, thus creating commitment amongst their followers (Bass, 199; Kinicki & Kreitner, 2008).

Transactional leadership on the contrary focuses on the interaction between leaders and their followers (Northouse, 2007), which aids the followers to fulfill their self personal goals and objectives (Bass, 1999). According to Avolio & Bass (2004), transformational leadership is the type that shows accomplishment which extends beyond expectation, thus leading the organizations to effectiveness. Individuals showing transformational leadership were observed to be more effective leaders with better results compared to individuals showing only transactional leadership (Avolio & Bass, 2004; Dvir et al, 2002; Erkutlu, 2008; Northouse, 2007; Waldma et al, 2001).

Aside from the two aforementioned leadership styles, individuals who make use of laissez-faire leadership have characteristic little control over their followers and avoid making decisions, and are not present when their help is required (Jidge & Piccolo, 2004). Organizational effectiveness is the advantage of transformational leadership in comparison with transactional leadership (Avolio & Bass, 2004; Pihie, Sadeghi & Elias, 2011). Transformational leadership has become the focus of methodical empirical studies in the school context. According to Leithwood (1994), claimed that transformational school leadership is especially can be beneficial for solving challenges encountered by schools in this 21st century. Leithwood (1994), conceptualized transformational leadership into eight dimensions, which are realizing school vision, satisfying the school objectives, meeting up with expectations of high-performance,

human development, providing intellectual stimulation, contributions to support individuals, models behavior, building the school culture, and enabling a structure that encourages participation in decision making (Leithwood, Jantzi & Steinbach, 1999; Leithwood & Jantzi, 2006; Bush, 2011; Leithwood, 2012). In an effective school, vision planning, developing leadership, a higher level of motivation, high-performance expectations, and higher levels of personal commitments to the organizational goals should be developed through transformational leadership (Bass 1985; Hebert, 2010; Smith, 2011; Leithwood & Sun, 2012).

Furthermore, the transformation leadership style in the educational setting focuses on the commitments and capacities of the school's members. A higher degree of personal commitment to the school objective and greater capacities for meeting up with objectives are expected to yield extra results and greater productivity (Leithwood et al., 1999; Bass, 1996; Leithwood & Jantzi, 2006; Hallinger & Leithwood, 2013; Bush 2011). Transformational leaders are proactive in a way that they can enhance staff's capabilities, map new directions, manage the resources, facilitate and support employees and respond to organizational problems and challenges (Bass, 1999; Conningham & Corderio, 2006). Transformational leadership increases organizational effectiveness and encourages followers to put the organizational vision and goals before their priorities (Reuvers, Van Engen, Vinkenbug & Wilson Evard, 2008).

An organization that is serious about achieving its objectives would need satisfied staff in its workforce (Oshagbemi and Gill, 2000). Importantly is the realization that the ability of a secondary school to proceed towards achieving its strategic goals would strongly depend on its ability to attract, retain, and maintain motivated and qualified staff in its employment. A sound educational system is regarded as the foundation of a developing nation. Quality teachers are towards the realization of an effective educational system. This essential function of teachers has made the teaching profession challenging and very demanding. The attendant a hectic and busy schedule usually makes teachers experience a high level of stress, unhappiness, and job dissatisfaction (Moyosola & Abel 2014; Salim, Nasir, Arip & Mustafa 2012). Many studies carried out on job satisfaction of teachers over the previous decades showed a high level of job dissatisfaction among the studies populace (Adeyoju, 1999, Ajayi, 1998, 1981; Adeyemo, 1996, 1986). Conversely, recent studies indicate moderate advances in job satisfaction among secondary school teachers (Moyosola & Abel, 2014; Gensinde & Adejumo, 2012).

Teachers' Job satisfaction on the other hand is very important towards ensuring the continual development of the global educational systems, ranking alongside center competencies, professional knowledge, and skills, educational resources, and strategies, in determining educational success and performance (Ololube, 2006). Job satisfaction promotes teachers' efficiency and productivity and transformation. Therefore, teachers' job satisfaction will bring transformation and quality secondary education in Nigeria (Azi & Augustine, 2016).

The success of government programs depends on the teachers. Universal Primary Education (UPE), the 6-3-3-4 system of education, the universal basic education UBE, and more recently, entrepreneurship education are amongst programs whose success depends on the cooperation of teachers. The governments spend several million on ensuring the success of these programs. The United Nations Educational Scientific and Cultural Organization (UNESCO) recommends that a large chunk of the yearly budget of every country is expended on education. Given the large sum budgeted for education, it is imperative to ensure that teachers are properly motivated to give their best efforts towards the realization of the nation's education objective.

The job satisfaction of teachers is important to ensure that teachers who will shoulder the important duties are motivated to give their best to ensure that the nations' manpower is properly developed (Abraham, Ememe & Egu, 2012). Teachers are not adequately satisfied with their condition of service, a study conducted on Secondary school teachers in Emohua Local Government indicated that teachers are unsatisfied with their professional social status (Amadioha 2007). Many studies have been conducted to account for factors that affect school effectiveness. Among the factors are Teachers' Job satisfaction and Leadership style. F.I. Ofoegbu (2004), in his findings, concluded that teachers must be adequately motivated for an effective viable school system. Akinola (2013), revealed that Principals' leadership skills positively influence school effectiveness. Despite many studies conducted on factors affecting school effectiveness (Morosola & Abel, 2014; Ajayi & Ekundayo, 2017; Akinola, 2013; F.I Ofoegbu, 2004) it is worthy to note that none of these researchers has focused on the relationship between Principal transformation leadership, teachers job satisfaction and school effectiveness in Lagos Secondary school, thus making it imperative to conduct this study.

The principal transformational leadership and teachers' job satisfaction could be seen as key factors and fundamental to the long-term development of the Nigerian educational system and its effectiveness. Therefore, this research seeks to examine the relationship between Principals' transformation leadership, teachers' job satisfaction, and school effectiveness amongst secondary schools in Lagos state as perceived by the teachers as to meet up with demands and aspirations of Lagos state government and parents regarding the poor performance of students in the state. Principals and teachers were indicted and queried by the Minister of Education owing to the disturbing results of secondary school students in external examinations and poor school effectiveness (Iyabo Lawal, 2018; Oyebade, 2010).

Nigeria operates a federal system of government comprising of 36 states including the seat of government in Abuja. There are 744 local governments area in the country Education is handled by all tiers of government and the Federal Ministry of Education is tasked with making policies and quality control of education. However, the ministry mainly concerns itself with tertiary education. School education is mainly handled by the state and local governments. Nigeria is a multilingual state, with over 257 ethnic groups. The languages of the three dominant groups i.e Yoruba's, Ibo's, and Hausa are the medium of instruction in the earliest years before being replaced with English in Grade 4. WES (2019).



### **1.1.1 Education in Lagos State**

Lagos State which is the target location for this study is amongst the 36 states of Nigeria. It comprises 20 local government divisions and is situated in the southwestern region of Nigeria. The human population in the state is estimated at 21 million (Lagosgovt). Before the relocation of the Federal capital to Abuja in 1991, Lagos was the seat of the federal government of Nigeria. Lagos State is the most economic capital of the country with the city of Lagos, being the nation's biggest metropolitan. The state government created Education Districts with certified Teachers as Tutor- General/Permanent Secretaries of the 6 Districts who are tasked with the administrations of schools in their care from Primary to Senior Secondary levels (Lagos State Government, 2016).

The Basic Education Services Department is charged with handling the daily operations of the senior secondary schools and coordinating examinations including WAEC and BECE. The department has a total of 319 Senior Secondary Schools under its care (Lagos State Government 2016). Over the past years, population growth has put intense pressure on scarce resources in the nation, thereby overstressing services and infrastructures. Education policies are formulated by the political structure of the country necessitating a shared responsibility on all tiers of government. As a result, the administration of the education system entrusts some responsibilities to state and local governments.

### **1.1.2 Senior Secondary Education**

Senior Secondary Education is the last 3 years consisting of grades 10-12. As of 2012, there are 7,119 schools with 4,448, 981 students, while the teacher-pupil ratio was reported at 32:1 in the country (WER 2019). The educational reform of 2014 led to a restructuring of the national curriculum. At present, students are required to study four “cross-cutting” core subjects and additional electives in four areas of concentration. The core subjects are English languages, mathematics, civic education, and one trade/entrepreneurship subject. The other subjects are mathematics, business studies humanities, science, and technology. The new curriculum is more focused on vocational skills compared to the previous curricula. The new curricula were intended to enhance the employability of young school leavers as a means of combating unemployment in the country. Upon completion of the final grade in May/June, the students are required to write the Senior School Certificate Examination (SSCE) where students who passed are awarded the Senior Secondary Certificate (SSC) WES (2019).

The secondary school prepares students who want to proceed to the higher institution and requires them must possess the SSCE certificate as a minimum entry requirement with five credits passes including credit in English and Mathematics. This is in fulfillment of the second objective of secondary education stated in the National Policy on Education (the Federal Republic of Nigeria, 2004), which specifies that secondary education is aimed at preparing students for higher education. Furthermore, secondary education prepares the students for vocational and technical education, which has helped to combat chronic youth unemployment and to gain admission to tertiary education,

thereby increasing and improving the numbers of skilled workers, thus determining the future workforce. Hence, the leadership style and teachers' job satisfaction seem critical in preparing students for the future and to overall school effectiveness.

### **1.1.3 Senior Secondary Certificate Examination**

Senior secondary students on completion of the final grade write the Senior School Certificate Examination (SSCE). The examination consists of seven to nine subjects, including mathematics and English, which must compulsorily be passed by the student. The successful students are awarded the Senior Secondary Certificate (SSC). The SSCE is handled by two different examination bodies, the West African Examination Council and the National Examination Council (NECO).

## **1.2 Statement of Problems**

The Nigeria policy on Education (FGN, 2004) which is regarded as an instrument for national development is currently facing implementation challenges in meeting its goals and objectives which is the provision of quality standard education for its citizens and national development (Oyelola, 2015). The sector has compelled to and witnessed several reforms in ensuring and implementing a new curriculum at the school level, mostly implies changing schools and teachers' practices and effective leadership (Amadioha, 2015). Furthermore, the Nigerian education system is also, currently facing problems such as poor funding, insecurity, examination malpractices, cultism, poor teacher remuneration, and corruption (Aina, 2014). In the wake of these problems confronting the education system, it is difficult to point out whose responsibility it is to solve these problems. However, for our schools to be effectively managed, there's a needs to adopt a proactive and all-inclusive leadership style and teachers' well-being that will passionately improve on student performance and overall school effectiveness which will produce a better future generation that can lead the country right. Moreover, leadership is said to usually play an important role in school effectiveness and school improvement. Thus, leadership has the ability to influence others willingly and enthusiastically accomplish organizational goals and get things going with the support and collaboration of other people within the same organization (Obi & Onyeike, 2018).

Nigerian secondary school has continued to witness downward poor performance of students which has become worrisome despite efforts expended by the government and its agencies, and other stakeholders towards facilitating students' achievement, and yet these challenges remain persistent (Uche & Chinyere, 2013). School principals in Nigeria over the years face a great challenge in managing their schools to satisfy the mandatory levels of student performance owing to the absence of effective leadership (Adeyemi, 2010). Similarly, secondary school teachers are not adequately remunerated, poor conditions of service, which indicated that teachers are largely unsatisfied with their professional social status (Amadioha, 2007). Nigeria Student performance over decades continues to witness mass failure in WAEC examinations and has become a norm in the Education sector (Iyabo Lawal, 2018). The report disclosed that "in 2012 May/June

WAEC, only 649,159 out of 1,672,224 candidates that sat for the examinations which represent just 38.81% got five credits and above including in the core subjects of Mathematics and English”, “in 2013 WAEC, only 29.17% candidates passed the November-December WAEC examinations while 70 percent failed” In both 2017 and 2018 recent January/February private examinations, only 26.01% and 17.13% candidates had passed with five credits including Mathematics and English respectively, while the remaining over 70 percent candidates failed.” Iyabo Lawal (2018).

**Table 1 : Student Performance in May/June SSCE (WAEC) 2012-2018**

Year	% of Student Passed
2012	38.81%
2013	29.17%
2014	31.28%
2015	28.58%
2016	38.58%
2017	26.01%
2018	17.13%

*Sources: The Guardian news 2018*

As a result of the poor student performance, secondary school Principals continues faces challenges of managing teachers who will prepare students to become a global citizen and overall effectiveness of schools (Iyabo Lawal, 2018). The Nigerian National Teacher Education Policy (2014) stated clearly the important role of quality teachers in the provision of quality education at all levels and highlighted the goal aimed at ensuring that teachers are adequately cared for and made adaptable to the world.

In the face of challenges confronting the Nigerian educational system, the fundamental role of a school principal and teachers in the provision of good education and improving student performance and overall school effectiveness is crucial and important drivers towards achieving the set goals and objectives. The school principal is required to provide effective and efficient leadership to control the performance of the teachers since it is widely known that school effectiveness will never be accomplished if the resources were not effectively and efficiently used (Ma'ruf, Annisa, Lestari, & Akmal 2020). Furthermore, the satisfaction of teachers is believed to be influenced by the application of appropriate leadership styles implemented by the principal. Since teachers' job satisfaction is an important factor that influences the student's performance and enhances the attainment of school objectives (Anna, Eva & Stefan 2021). Yet, an effective school is visibly still lacking in Nigeria's educational system and has continued to deteriorate further, thus, there is an urgent need for drastic attention to address the poor state of the system. The primary roles of principals in school made it such that a school cannot be successful in the absence of strong

principals' leadership (Leithwood, 2006). Similarly, teachers' job satisfaction can be improved through leadership style, behavior, and decision-making style (Abdulrasheed, 2018). Since, the satisfaction of teachers ranks alongside professional knowledge and

skills, strategies, and educational resources in fostering educational success and performance (Ololube, 2006), and the effective discharge of the school principal's functions and empowerment of teachers in transforming school organization in order to improve on school effectiveness (Veronica, 2017). In this regard, it is required to transform the school system with the application of international standards by the school principal that will enhance teacher's job satisfaction and academic outcomes, and achievement.

Studies on the relationship between different school principals' leadership styles and school effectiveness have shown that transformational leadership style is the most prominent leadership style which significantly increases teachers' job satisfaction (Ma'ruf, Annisa, Lestari, & Akmal 2020) and has a direct strong positive effect on the organization (Emmanuel & Ugochukwu, 2013). Contrary, James Griffith (2004), opined that principal leadership style has no direct linkage with school staff turnover or school-aggregated student achievement progress, rather, the effect of principal leadership is indirect.

Currently, in Nigeria, secondary principals are still using the primitive conventional method and do not use transformational leadership characteristics to identify and develop new approaches such as teachers' satisfaction to improve their school's performance and effectiveness. This sad situation has continued to cripple the development of the educational system in producing future generations and if the existing problem is left without being addressed, there will be issues of the poor standard of education leading to low national economic growth (Yusuf 2018). Despite the significance of principals' leadership towards school effectiveness, there is still a dearth of knowledge due to limited attention on the subject matter (Garba Bagobiri, 2015).

Furthermore, the research gap exists still in knowledge between the direct effect of principal transformational leadership on school outcomes, such as teachers job satisfaction, and student performance (Purnomo, et. al (2020)), as the large body of research on school effectiveness is mainly the experience of developed countries (Abbas 2017), comparatively, fewer or no research on the application of seven correlates of an effective school in the context of secondary school in developing countries like Nigeria, more specifically with regards to the effect of principal transformational leadership styles as well as their teacher's job satisfaction on school effectiveness (Purnomo, et. al (2020)). In light of this, there's a need to consider research to determine the relationship between transformational leadership style, teachers' job satisfaction towards transforming the school to overcoming barriers that prevent increased student achievement and improving on school effectiveness which has not been investigated to the best of researcher's knowledge. Therefore, this study aims to respond to few or no studies on the relationship between transformational leadership, teacher's job satisfaction, and overall school effectiveness in Lagos state, Nigeria based on teacher's perceptions.

### **1.3 Purpose of the Research**

This study is aimed at determining the relationship between principals' transformational leadership styles, teachers Job Satisfaction, and school effectiveness in Lagos state secondary schools, Nigeria.

### **1.4 Research Objectives**

The specific objectives of the research include:

- 1 To determine the level of school effectiveness in Lagos State Secondary Schools.
- 2 To determine the level of Principals' transformational leadership style among secondary schools in Lagos State.
- 3 To determine the level of Teacher job satisfaction among secondary schools in Lagos State.
- 4 To determine the relationship between Principals' transformational leadership style, teachers' job satisfaction, and school effectiveness among secondary schools
- 5 To determine the contribution of principal transformation leadership style and teachers' job satisfaction to school effectiveness in Lagos state secondary schools.

### **1.5 Research Questions**

The research question to be answered by this study is to determine whether there is a relationship between the principals' transformational leadership and school effectiveness in the study location. Following this, the research questions to be answered include:

1. What is the level of school effectiveness in Lagos state senior secondary schools?
2. What is the level of transformational leadership styles in secondary schools, Lagos, Nigeria?
3. What is the level of teachers' job satisfaction in secondary schools, Lagos, Nigeria?
4. What relationship exists between transformational Leadership, teachers' job satisfaction, and school effectiveness?
5. What is the contribution of Principal transformational leadership style and teachers' job satisfaction to school effectiveness in Lagos State secondary education?

## **1.6 Research Hypothesis**

H1: There is a significant relationship between transformational leadership style, job satisfaction, and School Effectiveness in Lagos State Secondary Schools.

H2: There is a significant contribution between transformational leadership style, job satisfaction to overall school effectiveness in Lagos state secondary schools.

## **1.7 Significance of the Study**

The significance of this study cannot be overemphasized as education remains the bedrock and engine room that drives every nation's economy, political, and social development. Any nations that do not build and support education stand the test of time in dealing with various critical challenges such as political stability, resource management, development, etc. Research on the relationship between Principals' transformational leadership, teachers' job satisfaction, and overall school effectiveness is important for several reasons as mentioned below:

There is no existing research that tries to explain the contribution of dimensions of transformational leadership and job satisfaction to school effectiveness concurrently. Hence, the contribution of this research to the body of knowledge would explain the relationship between principal transformational leadership style, teachers, job satisfaction, and school effectiveness. Therefore, the study will contribute by confirming the applicability of the social systems theory in the school context.

The findings of this research may contribute to filling in the gap and provide adequate empirical information as regards transformational leadership and teacher job satisfaction because large numbers of previous research conducted on school leadership in Nigeria are based on leadership skills.

It is also anticipated that this research will contribute to the growing body of research on increasing the level of school effectiveness in the way and manner that practicing transformational leadership dimensions by Leithwood (1994) (developing shared vision, building goal consensus, holding high-performance expectations, models behavior, providing individualized support, providing intellectual stimulation, strengthening school culture, and building collaborative structures) and teachers job satisfaction dimension by Spector (1997), thereby contributing towards increasing the level of school effectiveness in secondary schools, Lagos, Nigeria. Also, the study will provide theoretical and empirical contributions and understanding on how; considering school as an open social system, practicing principal transformational leadership and teachers' job satisfaction leads to an increase in the level of school effectiveness in secondary schools, Lagos Nigeria.

Furthermore, the result of the present research will help to identify the level of school effectiveness in Secondary schools, Lagos Nigeria based on the 7 correlates of effective school (efficient instructional Leadership, clearly defined mission, safe and systematic environment, enabling an atmosphere full of high expectations, regular observation of students' progress, the prospect to learn and time on task, positive school-home relations). The results will be helpful to the government and policymakers of the need to take urgent measures towards improving school effectiveness.

Based on the foregoing, the significance of this research shall provide suggestions and recommendations for the Nigeria Ministry of Education, principals, teachers, and more information for the implementation of school effectiveness.

### **1.8 Assumption of the Study**

There are some assumptions to be considered in doing current research. Firstly, in conducting this research, it is assumed that the respondents understand the survey instruments SEQ, TL, and JSS and have the ability to self-report and respond objectively and honestly. Secondly, the adapted School Effectiveness Questionnaire (SEQ) by Abbas Sani (2017) which has its root from Lezotte & Synder (2011) seven correlates of the school effectiveness model, the principal Transformational Leadership Questionnaire (TLQ) by Baharak Talebloo (2015) was rooted from Jantzi and Leithwoods (1996) and Guni model, and Job Satisfaction Survey (JSS) of Spector (1994) are all validated and found applicable to Nigeria Secondary Schools settings.

The instruments have been employed globally by scholars in different contexts for measuring school effectiveness, transformational leadership, and job satisfaction in educational settings worldwide. Furthermore, it is assumed that teachers as the participants are honest and show cooperation towards the completion of the survey questionnaires

### **1.9 Scope of the study**

The study mainly focuses on transformational leadership styles, Teachers' job satisfaction, and school effectiveness of secondary schools in Lagos state Nigeria. The scope of this research is in quantitative nature and for this study, school effectiveness as a dependent variable is based on the conceptualization of effective school by Lezotte and Synder's (2011) model and open social system theory by Scott (2003) and Scotte & Davies (2007) and open social system framework by Hoy & Miskey (2013) is chosen as the theoretical support of school effectiveness in the current research. The model of school effectiveness was operationalized by the school effectiveness questionnaire (SEQ) which has seven dimensions which include efficient instructional leadership, clearly defined mission, safe and well-ordered environment, high expectations for success, regular observation of students' progress, the prospect to learn and time on task, positive school-home relations. SEQ was validated to be used in Nigeria's Context.

The Independent variables include transformational leadership as well as the job satisfaction of teachers. Transformational leadership is based on the conceptualization of Leithwood's (1994) model which was buttressed by the transformational leadership theory of Bass & Avilo (1999). The model is operationalized using a transformational leadership questionnaire (TLQ) formulated by Jantzi & Leithwood (1994). The questionnaire consists of eight constructs which include developing a shared vision, building goal consensus, holding high-performance expectations, modeling behavior, providing individualized support, providing intellectual stimulation, strengthening school culture, and building collaborative structure.

Also, Teachers' job satisfaction is founded on the model of Spector (1994). The model of teachers' job satisfaction is operationalized by the Job Satisfaction Survey (JSS) which was developed by Spector, (1994). JSS has nine facets which are Par, Promotion, Supervision, Fringe Benefits, contingent Rewards (performance-based rewards), Operating procedures, Co-workers, Nature of Work, and Communication, and consists of eighteen items measuring employee job satisfaction. The JJS was used because it is a well-regarded measure of job satisfaction which has been widely used in academic research for years.

The first scope of this study was to identify the level of school effectiveness, transformational leadership, and teacher job satisfaction. Secondly, the scope also aims at identifying the linkage between transformational leadership, teachers' job satisfaction, and school effectiveness. Finally, the contribution of Principal transformational leadership style and job satisfaction among teachers to school effectiveness is stated in Table 2 below.



**Table 2 : Scope of Research**

	<b>Theory</b>	<b>Model</b>	<b>Dimensions</b>	<b>Questionnaire</b>
<b>School Effectiveness</b>	Open Social Theory (Scott, 2003 and Scott & Davis, 2007; Hoy and Miskey, 2013)	Seven correlates of effective school model (Lezotte, 1997)	<ol style="list-style-type: none"> <li>1. Strong instructional Leadership</li> <li>2. A clear and focused mission</li> <li>3. A safe and orderly environment</li> <li>4. High expectations for success</li> <li>5. Frequent monitoring of student progress</li> <li>6. Opportunity to learn and time on task</li> <li>7. Positive home-school relations</li> </ol>	School Effectiveness Questionnaire (SSQ) by Abbas Sani (2017)
<b>Teachers Job Satisfaction</b>	Herzberg Theory	Nine dimensions of job satisfaction model by Spector (1999)	<ol style="list-style-type: none"> <li>1. Pay</li> <li>2. Promotion</li> <li>3. Supervision</li> <li>4. Fringe benefits</li> <li>5. Contingent rewards</li> <li>6. Operating conditions</li> <li>7. Coworkers</li> <li>8. Nature of work</li> <li>9. Communication</li> </ol>	Job Satisfaction Survey was used to measure job satisfaction and nine facets of it developed by Spector (1997)
<b>Transformation Leadership</b>	Transformational Leadership Theory (Bass, 1985)	Leithwood & Jantzi model of transformational leadership (1994)	<ol style="list-style-type: none"> <li>1. Developing a shared vision</li> <li>2. Building goal consensus</li> <li>3. Holding high-performance expectations</li> <li>4. Model behaviors</li> <li>5. Providing individualized support</li> <li>6. Providing intellectual stimulation</li> <li>7. Strengthening school culture</li> <li>8. Building collaboration structures</li> </ol>	Jantzi & Leithwood, (1995), principal leadership Questionnaire

## **1.10 Limitations of Research**

The study investigates the relationship between principal transformational leadership, teachers' job satisfaction, and school effectiveness as perceived by secondary school teachers. However, other school stakeholders were not involved in the process of data gathering for this research. The study was limited to Lagos state secondary schools only, because of financial constraints beyond the control of the researcher. Therefore, the result cannot be generalized to other high schools or other educational settings, and other states of Nigeria. The self-report data gathering and assessment is also another limitation for data gathering and self-report bias may exaggerate the findings of this present study. Furthermore, there is no control over the answers because the respondents may answer the questions in any order they like or even skip some questions.

## **1.11 Definition of Terms**

The key words used in this research were defined to enable an understanding of this study:

### **1.11.1 School Effectiveness**

School effectiveness is defined as seven common characteristics of strong instructional leadership, clear and focused mission, safe and orderly environment, high expectations for success, frequent monitoring of student progress, opportunity to learn and time on task, positive home-school relations (Lezotte & Synder, 2011). An effective school can be viewed as the level to which school is able to achieve its objectives of strong instructional leadership, clear and focused mission, safe and orderly environment, high expectations for success, frequent monitoring of student progress, opportunity to learn, and time on task and positive home-school relations. The school effectiveness Questionnaire (SEQ) will be used in this study because it is the most appropriate instrument to be used in measuring school effectiveness (Lezotte & Snyder, 2011).

### **1.11.2 Transformational Leadership**

Transformational leadership is said to be the ability of leaders to transform or motivate followers towards achieving organizational aims and objectives. Transformational leadership is described as a particular type of influence process which increases the commitment of followers to organizational goals and leaders seek the engagement of teachers support to realize their vision for the school and increase their contribution toward the realization of set objectives (Leithwood, Jantzi, and Steinbach, 1999). In this research, principal transformational leadership is evaluated based on eight dimensions of transformational leadership (developing shared vision, building goal consensus, holding high-performance expectations, modeling behavior, providing individualized

support, providing intellectual stimulation, strengthening school culture, and building collaborative structures) by Leithwood & Jantzi (1995).

### **1.11.3 Job Satisfaction**

Job satisfaction describes the feeling of an employee about their jobs, which can lead to employee behavior that affects organizational performance (Spector, 1997). Job satisfaction denotes the measure of an employee's attitude about his or her job (Dessler, 2004). The job satisfaction survey (JSS) of Spector (1994) was used in measuring teachers' job satisfaction.

### **1.11.4 Summary**

The chapter consists of an introduction to the study of the relationship between transformational leadership, job satisfaction, and school effectiveness. The introduction contains the research problem, objectives of the research, and questions. In this chapter, the hypothesis, importance, limitations, and definition of terms were also discussed in detail.

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Yusuff Adeola Moshood was born in 1980 in Mushin, Lagos State, Nigeria. He obtained his secondary school certificate in 1998 and started working as a kindergarten schoolteacher before he proceeded to obtain his Higher National Diploma (HND) in accounting. His passion for education and to seek knowledge prompted him to further his education and he is currently pursuing his master's degree at University Putra Malaysia (UPM).



## PUBLICATION

Moshood, Y. A., Asimiran, S., & Kadir, S. A. (2020). Relationship Impact of Principals' Transformational Leadership Style and Effectiveness of School as Perceived by Teachers in Lagos State Secondary Schools, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 9(3), 160–169.

