



## The impact of principals' leadership styles on teacher job satisfaction in public secondary schools in Bayelsa and Delta States, Nigeria

Agboi B<sup>1</sup>, Peretomode V F<sup>2</sup>, Dr. Ahon J E<sup>1</sup>

<sup>1</sup> Department of Educational Management and Foundations, Delta State University, Abraka, Delta, Nigeria

<sup>2</sup> Professor, Department of Educational Management and Foundations, Delta State University, Abraka, Delta, Nigeria

### Abstract

This study investigated the impact of democratic, autocratic, and laissez-faire leadership styles on teacher job satisfaction in public secondary schools in Bayelsa and Delta States (BDS), Nigeria. A correlational survey design was adopted, and data were collected from 546 teachers and principals using a structured questionnaire. The data were analyzed using descriptive statistics and regression analysis. The findings revealed a statistically significant positive relationship between democratic leadership and teacher job satisfaction, indicating that collaborative decision-making is a primary driver of teacher morale. Laissez-faire leadership showed a moderate positive relationship, suggesting that while teachers value autonomy, the lack of guidance can limit its benefits. Autocratic leadership also demonstrated a significant positive relationship with job satisfaction, underscoring the fact that depending on the context, autocratic leadership style may not be detrimental after all. The study concludes that a deliberate shift toward democratic leadership practices is crucial for enhancing teacher satisfaction, performance, and retention in the unique and challenging educational landscape of the Niger Delta region. Recommendations include leadership training for principals focused on participatory management and strategic support systems to mitigate the shortcomings of laissez-faire and autocratic approaches in school administration in both states, in Nigeria.

**Keywords:** Leadership styles, job satisfaction, niger delta, nigeria

### Introduction

Bayelsa and Delta States, situated in the Niger Delta region of Nigeria, are characterized by their significant oil and gas reserves, which paradoxically coexist with profound socio-economic challenges. These include environmental degradation from oil exploration, infrastructure deficits, high unemployment, and security concerns (Kiddle Encyclopedia, 2025) <sup>[9]</sup>. Within this complex context, education is widely regarded as a critical instrument for catalyzing development and overcoming these challenges. Secondary education, in particular, serves as a pivotal bridge between basic education and tertiary training or the workforce. Its success is fundamentally contingent upon effective school leadership. The principal, as the head of the secondary school, wields considerable influence over the institution's climate and efficacy. Leadership, defined as the process through which an individual influence and inspires others to work enthusiastically to achieve collective goals (Peretomode & Peretomode, 2021), is a sine qua non for achieving educational objectives. The principal's primary responsibility is to mobilize and coordinate both human and material resources, with their behavioral pattern or leadership style, being a critical factor in motivating staff and fostering an environment of job satisfaction (Peretomode, 2019) <sup>[19]</sup>.

Lewin's (1939) <sup>[10]</sup> seminal work identified three foundational leadership styles: autocratic, democratic, and laissez-faire. Despite the proliferation of contemporary leadership models, these core styles remain prevalent and highly relevant, especially in developing nations like Nigeria (Arriola, 2024) <sup>[2]</sup>. Each style exerts a distinct influence on teachers' professional experiences, their sense of efficacy, and ultimately, their level of job satisfaction. Given the unique socio-economic pressures in BDS—

including resource constraints and overcrowded classrooms—understanding how these leadership styles function within this specific milieu is imperative for improving educational outcomes.

### Review of Literature

The body of research consistently demonstrates a strong correlation between leadership styles and teacher job satisfaction, a multifaceted construct encompassing intrinsic fulfilment, extrinsic rewards, relational dynamics, and certain professional growth.

### Autocratic Leadership and Job Satisfaction

Autocratic leadership is characterized by centralized control, top-down communication, and minimal subordinate involvement in decision-making. Principals who employ this style dictate policies and closely supervise staff, often stifling initiative and creativity (Peretomode, 2015; Chen & Wahab, 2021) <sup>[18]</sup>. The literature overwhelmingly associates this style with negative outcomes for teacher satisfaction. Studies by Yohannes and Wasonga (2021) <sup>[23]</sup> in Ethiopia and Omolayo (2015) <sup>[15]</sup> in Nigeria found that autocratic leadership fosters feelings of alienation, frustration, and powerlessness among teachers. When teachers are micromanaged and excluded from decisions that impact their work, their professional autonomy is eroded, resulting in diminished morale and job dissatisfaction (Sule & Uba, 2019) <sup>[21]</sup>. Autocratic leadership style may be expedient and satisfying in certain specific circumstances. These include crises situations (Eagly & Johnson, 1990) <sup>[5]</sup>, hierarchical organizations (Judge & Piccolo, 2004) <sup>[7]</sup>, organizational culture with high power distance (Choi, 2007; Misumi & Peterson, 1985) <sup>[4, 11]</sup>, institutions with staff who have high 'dependence proneness' and in simple routine tasks where

participation in decision - making is considered as a waste of time and a source of frustration (Sagie & Koslowsky (1997) [20]. These advantages notwithstanding, long-term use of the autocratic style can be corrosive to a healthy school climate on the long run.

### Democratic Leadership and Job Satisfaction

In stark contrast, democratic (or participative) leadership emphasizes collaboration, shared decision-making, and open communication. This style fosters a sense of ownership, empowers teachers, and values their professional expertise (Global Campus, 2025) [8]. Empirical evidence strongly supports its positive impact on job satisfaction. Research by Ch *et al.* (2017), Ali (2024), and Alwaidi *et al.* (2024) consistently reveals a significant positive relationship between democratic leadership and teacher satisfaction. Studies within the Nigerian context, including Ogbebor and Ogonor (2021) [13] in Bayelsa and Edeh and Ugwuma (2022) [6] in Rivers State, corroborate these findings. When teachers feel their voices are heard and their contributions valued, their investment in the school's mission deepens, leading to higher motivation, performance, and satisfaction (Obika & Azuka, 2021; Ashraf *et al.*, 2025) [12].

### Laissez-Faire Leadership and Job Satisfaction

Laissez-faire style is defined by a hands-off approach where leaders provide minimal guidance or feedback, granting teachers almost complete autonomy. The impact of this style is ambiguous. On one hand, it can be appealing to experienced teachers who value independence (Bello & Ahmed, 2020) [3]. On the other hand, the lack of direction and support can lead to confusion, a lack of coordination, and feelings of abandonment. Studies by Parveen *et al.* (2022) [16] and Al-Owaidi *et al.* (2023) found a negative or non-significant relationship between job satisfaction and performance. Similarly, Imhangbe *et al.* (2018) in Edo State, Nigeria, found it unrelated to teacher performance. This suggests that without a supportive structure and clear expectations, the autonomy granted by laissez-faire leadership can devolve into neglect, resulting in frustration and dissatisfaction (Arriola, 2024) [2].

### Statement of the Problem

The leadership style of school principals is a critical determinant of the teaching and learning environment. In Bayelsa and Delta States, where the educational system grapples with unique challenges such as environmental degradation, resource scarcity, and infrastructural deficits, the morale and job satisfaction of teachers are under constant threat. While the broader importance of educational leadership is acknowledged, a specific empirical gap exists regarding the comparative impact of democratic, autocratic, and laissez-faire leadership styles on teacher job satisfaction within the combined context of BDS. Understanding these dynamics is not merely an academic exercise; it is a practical imperative. High teacher satisfaction is directly linked to improved performance, lower attrition rates, and better student outcomes. Therefore, this study is designed to systematically investigate these relationships to provide evidence-based recommendations that can guide leadership development, inform policy, and ultimately contribute to building a more stable, motivated, and effective teaching workforce in the Niger Delta region.

### Purpose of the Study and Research Hypotheses

The purpose of this study is to empirically examine the relationship between three core leadership styles: democratic, autocratic, and laissez-faire and the job satisfaction of teachers in public secondary schools in Bayelsa and Delta States. The study tested the three research questions and three null hypotheses at a 0.05 level of significance:

**Research Question 1:** How does the democratic leadership style relate to teachers' job satisfaction in BDS?

**Research Question 2:** How does the autocratic leadership style relate to teachers' job satisfaction in BDS?

**Research Question 3:** How does the laissez-faire leadership style relate to teachers' job satisfaction in BDS?

### Null Hypotheses

**Ho1.** There is no significant relationship between principals' democratic leadership style and teachers' job satisfaction in public secondary schools in Bayelsa and Delta States.

**Ho2.** There is no significant relationship between principals' autocratic leadership style and teachers' job satisfaction in public secondary schools in Bayelsa and Delta States.

**Ho3.** There is no significant relationship between principals' laissez-faire leadership style and teachers' job satisfaction in public secondary schools in Bayelsa and Delta States.

### Methods and Material

#### Research Design

This study employed a correlational survey research design. This design was appropriate as it allowed the researchers to assess the nature and strength of the relationships between the independent variables (leadership styles) and the dependent variable (teacher job satisfaction) without manipulating the school environment.

#### Population, Sample, and Sampling Technique

The study population comprised all teachers and principals in public secondary schools in Bayelsa and Delta States. A multi-stage sampling technique was adopted. First, stratified sampling was used to group schools based on senatorial districts. Second, simple random sampling was used to select schools from each district. Finally, teachers were randomly selected from the chosen schools. A total of 587 respondents were sampled, and 546 completed questionnaires were returned and found usable, yielding a high response rate of 93%.

#### Instrument

Data were collected using the 'Principal Leadership Styles and Teachers' Job Satisfaction Questionnaire (PLSTJSQ).' The instrument was structured in a four-point Likert-scale format, ranging from Strongly Disagree (1) to Strongly Agree (4). The instrument underwent face and content validation by experts in Educational Management at Delta State University, Abraka. A pilot study was conducted with 30 participants from non-sampled schools. Reliability analysis using Cronbach's Alpha yielded coefficients above 0.80 for all constructs, confirming the instrument's high internal consistency and reliability.

**Data Analysis**

Data were analyzed using both descriptive and inferential statistics. The research questions were addressed using the Coefficient of Determination ( $R^2$ ) to ascertain the proportion of variance in job satisfaction explained by each leadership style. The stated null hypotheses were tested using linear regression analysis at a 0.05 significance level.

**Results**

**Research Question 1:** How does the democratic leadership style relate to teachers' job satisfaction in BDS?

**Table 1:** Relationship between Democratic Leadership Style and Teachers' Job Satisfaction

State	Democratic Leadership Style	Job Satisfaction	R	r <sup>2</sup>	r <sup>2</sup> (%)
Bayelsa	2.89	2.66	0.980 <sup>a</sup>	0.960	96
Delta	2.98	2.98	0.990 <sup>a</sup>	0.980	98
Both States	2.94	2.85	0.985	0.970	97

Table 1 shows the relationship between democratic leadership style and teachers' job satisfaction in Bayelsa and Delta states. The correlation coefficient (r) for Bayelsa is 0.980, which indicates a very strong positive relationship between democratic leadership style and teachers' job satisfaction in this state. Similarly, in Delta, the correlation coefficient is 0.990, suggesting an even stronger relationship. The combined correlation for both states is 0.985, further reinforcing the strong positive relationship observed across both locations. The r<sup>2</sup> values show that approximately 96% of the variance in job satisfaction in Bayelsa can be explained by democratic leadership style, and 98% in Delta. Overall, in both states, the democratic leadership style accounts for about 97% of the variance in teachers' job satisfaction, indicating a robust and highly influential relationship.

**Research Question 2:** How does the autocratic leadership style relate to teachers' job satisfaction in BDS?

**Table 2:** Relationship between Autocratic Leadership Style and Teachers' Job Satisfaction

State	Autocratic Leadership Style	Job Satisfaction	R	r <sup>2</sup>	r <sup>2</sup> (%)
Bayelsa	2.47	2.66	0.870 <sup>a</sup>	0.760	76
Delta	2.88	2.98	0.910 <sup>a</sup>	0.830	83
Both States	2.71	2.85	0.890	0.792	79

Table 2 shows the relationship between autocratic leadership style and teachers' job satisfaction in Bayelsa and Delta states. The correlation coefficient (r) for Bayelsa is 0.870, indicating a strong positive relationship between autocratic leadership style and teachers' job satisfaction. In Delta, the correlation is even stronger, with, which indicates a very strong relationship. For both states combined, the average correlation coefficient is 0.890, signifying a robust positive relationship. The r<sup>2</sup> values show that 76% of the variance in job satisfaction in Bayelsa can be explained by autocratic leadership style, and 83% in Delta. Overall, the combined r<sup>2</sup> for both states is 0.79, meaning that 79% of the variance in teachers' job satisfaction across both states is explained by autocratic leadership style, suggesting that

autocratic leadership also has a significant impact on teachers' job satisfaction, though less so than democratic leadership in the previous table.

**Research Question 3:** How does the laissez-faire leadership style relate to teachers' job satisfaction in BDS?

**Table 3:** Relationship between Laissez-Faire Leadership Style and Teachers' Job Satisfaction

State	Autocratic Leadership Style	Job Satisfaction	R	r <sup>2</sup>	r <sup>2</sup> (%)
Bayelsa	2.64	2.66	0.850 <sup>a</sup>	0.720	72
Delta	2.66	2.98	0.880 <sup>a</sup>	0.770	77
Both States	2.65	2.85	0.865	0.747	75

Table 3 shows the relationship between laissez-faire leadership style and teachers' job satisfaction in Bayelsa and Delta states. The correlation coefficient (r) for Bayelsa is 0.850, indicating a strong positive relationship between laissez-faire leadership style and teachers' job satisfaction in this state. In Delta, the correlation is slightly stronger, with (r=0.88) suggesting a very strong positive relationship. For both states combined, the average correlation coefficient is 0.865, reflecting a strong positive relationship between laissez-faire leadership and teachers' job satisfaction. The r<sup>2</sup> values show that 72% of the variance in job satisfaction in Bayelsa can be explained by laissez-faire leadership style, and 77% in Delta. The combined r<sup>2</sup> value for both states is 0.7472, meaning that approximately 75% of the variance in teachers' job satisfaction across both states can be explained by laissez-faire leadership style, indicating that while the relationship is significant, it is somewhat weaker than the other leadership styles (democratic and autocratic) in the earlier tables.

**Hypothesis 1:** There is no significant relationship between democratic leadership styles and teachers' job satisfaction in DBS.

**Table 4:** Significance of Prediction of Teachers' Job Satisfaction by Democratic Leadership Style

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	216.30	1	216.30	45.82	0.00 <sup>b</sup>
	Residual	50.12	562	0.09		
	Total	266.42	563			

Table 4 shows the significance of the democratic leadership style in predicting teachers' job satisfaction. The F-statistic is 45.82 with a p-value of 0.00, which is statistically significant at the 0.05 level. This leads to the rejection of the null hypothesis, confirming that there is a significant relationship between democratic leadership style and teachers' job satisfaction in DBS. The result suggests that a democratic leadership approach, characterized by participation and collaboration, has a strong positive impact on job satisfaction among teachers.

**Hypothesis 2:** There is no significant relationship between autocratic leadership styles and teachers' job satisfaction in DBS.

**Table 5:** Significance of Prediction of Teachers’ Job Satisfaction by Autocratic Leadership Style

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.79	1	48.79	11.56	0.00 <sup>b</sup>
	Residual	161.94	562	0.29		
	Total	210.73	563			

Table 5 shows the significance of the autocratic leadership style in predicting teachers' job satisfaction. The F-statistic is 11.56 with a p-value of 0.00, indicating statistical significance ( $p < 0.05$ ). As a result, the null hypothesis is rejected, which suggests that autocratic leadership style is a significant predictor of teachers' job satisfaction in DBS. Despite this significance, the negative coefficient observed in earlier analyses in Table 2 indicates that autocratic leadership, characterized by top-down decision-making, tends to have a detrimental impact on job satisfaction among teachers.

**Hypothesis 3:** There is no significant relationship between laissez-faire leadership styles and teachers’ job satisfaction in DBS.

**Table 6:** Significance of Prediction of Teachers’ Job Satisfaction by Laissez-Faire Leadership Style

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	49.94	1	49.94	13.30	0.00
	Residual	174.81	562	0.31		
	Total	224.75	563			

Table 6 shows the significance of the laissez-faire leadership style in predicting teachers' job satisfaction. The F-statistic is 13.30 with a p-value of 0.00, which is statistically significant at the 0.05 level. This leads to the rejection of the null hypothesis, indicating that laissez-faire leadership style has a significant relationship with teachers’ job satisfaction in DBS. The result suggests that laissez-faire leadership, which provides autonomy and freedom for teachers, has a moderate positive effect on job satisfaction. However, the impact is not as strong as the democratic leadership style

**Discussion**

The first finding of the study shows a strong positive correlation between the democratic leadership style and teachers' job satisfaction in both BDS. This suggests that teachers in schools where principals involve them in decision-making and encourage a collaborative atmosphere tend to report higher levels of job satisfaction. Democratic leadership is characterized by participatory decision-making, where principals include teachers in the management and direction of the school. This involvement creates a sense of ownership and responsibility, making teachers feel valued and respected. The results indicate that when principals implement a democratic leadership style, teachers are more likely to view their work environment positively, which in turn boosts their job satisfaction. Teachers feel that their contributions are important and that they play a crucial role in the school’s decision-making process, enhancing their morale and dedication to their work.

The positive relationship can be attributed to the fact that democratic leadership creates a supportive and inclusive

environment. Teachers working under this style often have a stronger sense of community and are more motivated to work towards the common goals of the school. Furthermore, democratic leadership can help alleviate work-related stress, as teachers are more likely to feel empowered and supported by their principals. This finding is consistent with Udofia’s (2021) [22] who noted from the results of his study that democratic leadership fosters a sense of community and shared responsibility among teachers, which contributes to increased satisfaction. Similarly, Omolayo (2015) [15] highlights that involving teachers in decision-making make them feel more engaged and satisfied with their work, a key factor in improving educational outcomes.

The second finding indicates that the autocratic leadership style is also correlated with teachers' job satisfaction in both BDS. Teachers working under autocratic principals, who make decisions independently without consulting teachers, report lower level of job satisfaction than those under democratic leadership. Autocratic leadership is defined by a top-down approach, where principals make decisions without seeking input or involvement from teachers. This leadership style often limits teacher autonomy, which can lead to dissatisfaction and disengagement but it is interesting to find that teachers under autocratic leadership who ought to feel excluded, disempowered, and unappreciated, their opinions and ideas are neither sought nor valued, reported a feeling of job satisfaction. The absence of involvement in decision-making seems not to have created a sense of isolation, and decreased job satisfaction because of the culture of respect and obedience to the superior officer or head of school, and the fact that with training and experience, teachers have come to see teaching and classroom management as simple and routinized. Consequently, with little challenges which they easily overcome, they feel satisfied with their job. This finding is in tandem with those of Misumi & Peterson (1985) [11], Eagly & Johnson (1990) [5], Sagie & Koslowsky (1997) [20], Judge and Piccolo (2004) [7], and Choi (2007) [4]. These finding is inconsistent with Omolayo (2015) [15], who discovered that autocratic leadership negatively affects teacher morale and job satisfaction due to the lack of involvement in decision-making. Similarly, Bello and Ahmed (2020) [3] highlight that an autocratic approach can suppress creativity and initiative, both of which are crucial for job satisfaction and performance. A possible explanation for this contradiction with earlier findings could be attributed to the maturity and the professionalization of teachers and their commitment to their profession and their students achieving knowing that principal of a school could change in no - distant years.

The third finding shows that the laissez-faire leadership style also has a positive relationship with teachers' job satisfaction, although this effect is weaker compared to that of democratic leadership. Teachers in schools led by laissez-faire principals, who provide them with greater autonomy and minimal supervision, report moderate levels of satisfaction. Laissez-faire leadership is characterized by limited involvement from the principal, giving teachers the autonomy to make decisions on their own. This style provides teachers with the freedom to manage their classrooms and teaching practices without constant oversight. While some teachers thrive in such an environment, enjoying the autonomy and independence it offers, others may find the lack of guidance and structure

challenging. The moderate positive relationship observed in this study implies that laissez-faire leadership can contribute to job satisfaction, especially for teachers who appreciate autonomy.

Teachers who value autonomy in managing their work and teaching methods are more likely to experience higher job satisfaction when working under laissez-faire leadership. However, the relationship may not be as strong as democratic leadership, as some teachers may feel the lack of support and direction leaves them feeling isolated or uncertain. The balance between autonomy and guidance is crucial in determining the effectiveness of this leadership style. This finding supports that of Bello and Ahmed (2020) [3] who found that laissez-faire leadership can enhance satisfaction among teachers who prioritize independence and self-direction. However, Udofia (2021) [22] notes that while laissez-faire leadership offers freedom, it may also lead to a lack of cohesion if not properly balanced with sufficient support and resources.

### Conclusion

Based on the findings, it was concluded that the democratic leadership style has the most significant positive effect on teachers' job satisfaction in secondary schools in BDS. The autocratic and laissez-faire leadership styles also have a positive influence on job satisfaction but to a lesser extent, when compared to the democratic leadership pattern. These results highlight the essential role of leadership in fostering a positive work environment that enhances teacher satisfaction. School principals who adopt inclusive, collaborative leadership approaches and respect teachers' autonomy tend to foster a more satisfied and engaged teaching workforce.

### Recommendations

In light of the study's findings, the following actions are recommended:

1. Principals should adopt democratic leadership practices by involving teachers in decision-making and fostering collaboration to improve the more job satisfaction job satisfaction of teachers.
2. Principals should minimize autocratic leadership by reducing top-down decision-making and empowering teachers through more inclusive leadership approaches.
3. Principals should balance laissez-faire leadership with adequate support to ensure teachers have the necessary resources and guidance while maintaining their autonomy.

### References

1. Ali S. Impact of different leadership styles on satisfaction of private sector school teacher in private schools in Pakistan. EDD, School of Education, St. John's University, New York, 2025.
2. Arriola DB. Elementary School head's leadership styles influencing teacher's job satisfaction in selected schools in Paranaque. International Journal of Social Science and Human Research,2024:7(07):4750-4838.
3. Bello A, Ahmed H. Leadership styles and teachers' job performance in public secondary schools in Nigeria. International Journal of Educational Leadership and Management,2020:8(1):23-34.
4. Choi J. Autocratic leadership: An empirical study of its impact on employee satisfaction and organizational performance. Journal of Business Research,2007:60(10):1055-1063.
5. Eagly AH, Johnson BT. Gender and leadership style: A meta – analysis. Psychological Bulletin,1990:108(2): 233-256.
6. Edeh MO. Ugwume JU. Principals' democratic leadership style and teacher's job performance in public secondary school in Rivers State. International Journal of Innovative Social & Science Education Research,2022:10(2):1-9.
7. Judge TA, Piccolo RF. Transformational and transactional leadership: A meta – analytic test of their relative validity. Journal of Applied Psychology,2004 :89(5):755-768.
8. Global Campus 4 Leadership styles in Business. The University of Arizona Campus. Uagc.edu, 2025.
9. Kiddle Encyclopedia Bayelsa State facts. Yenagoa: Niger Delta Budget Monitoring Group, 2025.
10. Lewin K, Lippitt R. White Rk. Patterns of aggressive behaviour in experimentally created 'social climates. The Journal of Social Psychology, S.P.S.I Bulletin,1939:10(2):271-299.
11. Misumi J, Peterson MF. The behavioural science of leadership: An interdisciplinary Japanese Research Programme. Ann Arbor, MI: University of Michigan Press, 1985.
12. Obika CA, Azuka JO. Influence of leadership style and school culture on teachers' productivity in Delta State secondary schools. Journal of Leadership and Educational Studies,2021:9(2):101-115.
13. Ogbebor MI. Ogonor BO. Leadership styles and job satisfaction among secondary school teachers in Bayelsa State, Nigeria. British International Journal of Education and Social Sciences,2021:8(5):1-11.
14. Okoh EA, Obusom OD. Influence of leadership styles and job satisfaction on teachers' commitment and performance in Delta State. Journal of Educational Assessment and Policy,2022:13(2):75-92.
15. Omolayo B. Effect of leadership styles on job-related tension and psychological sense of community in work organizations: A case study of four organizations in Lagos State, Nigeria. Bangladesh e Journal of Sociology,2015:12(2):65-74.
16. Parveen K, Tran PQ. Kumar T. Shad AH. Impact of Principal Leadership styles of teacher job performance: An empirical investigation. Sec. Leadership in Education, 2022, 1-12.
17. Peretomode VF. Peretomode O. Elements of management, Managerial Psychology & Organisational Behaviour. Ibadan: Praxis/Bwright publishers Ltd, 2020.
18. Peretomode VF. Leadership: Principles and theoretical perspectives. Lagos: Obaroh Ogbinake Publishers Ltd, 2015.
19. Peretomode VF. Theories of management: Implications for educational administration, Ibadan: Bwright Integrated Publishers Ltd, 2019.
20. Sagie A, Koslowsky M. The effect of autocratic participative leadership style on job satisfaction. New York, NY: Taylor Francis, 1997.
21. Sule MA, Uba MA. Relationship between school leadership styles and teacher job commitment in public schools. African Educational Review,2019:11(2):77-89.
22. Udofia EE, The evolution of secondary education in Nigeria its implications for national development. Nigerian Journal of Educational Foundations,2021:20(1):101-117.
23. Yohannes ME, Wasonga TA, Leadership styles teacher job satisfaction in Ethiopian Schools. Educational Management Administration Leadershi,20 21:51(5):1200-1218.