

The Mediating Role of Job Satisfaction on The Effect of Leadership Styles on Teacher's Job Performance in Senior Secondary Schools in Jos North Local Government Area of Plateau State

Vera Omosenor Ejianreh

Department of Business Administration

University of Jos

Jos, Nigeria

asieba.vera@yahoo.com

ABSTRACT

This study investigated the relationship between leadership style and teachers' performance, mediated by job satisfaction in senior secondary schools in the Jos North Local Government Area of Plateau State. The study formulated five research questions and five hypotheses to guide the research. The study drew upon the Transformational and Transactional Theory by Bass (1985). A correlational survey research design was employed, and 263 questionnaires were administered. Out of the total, 250 questionnaires were returned, resulting in a return rate of 95.1%. The researcher adopted the Leadership Style Questionnaire (LSQ), the Job Satisfaction Questionnaire (JSQ), and the Teachers' Job Performance Questionnaire (OPQ). The computed reliability coefficients were 0.86 for the LSQ, 0.88 for the JSQ, and 0.90 for the teachers' job performance. The collected data were analysed using multiple regression analysis with the aid of PLS-SEM 4. The findings of the study revealed a significant positive relationship between the variables: H1 ($\beta = 0.063$, $t\text{-stat} = 1.7665$, $p\text{-value} = 0.010$), H2 ($\beta = 0.053$, $t\text{-stat} = 12.50$, $p\text{-value} = 0.001$), and H3 ($\beta = 0.050$, $t\text{-stat} = 6.531$, $p\text{-value} = 0.000$). These hypotheses were supported, as their t -values exceeded the threshold of 1.64 for one-tailed tests. Additional analysis was conducted to examine the mediating role of job satisfaction in the direct relationship ($\beta = 0.048$, $t\text{-stat} = 1.083$, $p\text{-value} = 0.00$). This indicates that job satisfaction mediates the relationship between leadership style and teachers' job performance. Based on the study's findings, it is recommended, among other things, that Nigerian education ministry and boards emphasize the leadership behaviour of secondary school principals, as such efforts may not only enhance teachers' job performance and commitment but also facilitate integrated instruction planning and goal attainment. Regular payment of teachers' salaries and improvements in their working conditions are also recommended to enhance job satisfaction.

Keywords: *Job Satisfaction, Leadership styles, Job Performance*

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Teachers' job performance has great implications on who and what the student becomes. It determines the level and extent of students' academic achievement. However, teachers' job performance is influenced and controlled by principal's leadership style. Leadership is

considered as an important element of directing process. In order to get things done by others, managers are required to guide and lead different activities. Leadership is the ability to influence others. The working style of the subordinates is influenced by the managers which help in accomplishing objectives of an organization (Ejimofofor, 2018). There is a dire need of leadership in every organization. The quality of leadership plays an important role in the success or failure of an organization. It depends upon situation; in one situation a leader may be effective whereas, in the other he/she may not be effective (Yukl, 2019).

Leadership styles play a significant role in determining the performance of the subordinates. Leadership styles are one of the predominant components that impact the performance of the subordinates (Nasab & Afshari, 2019). Leadership styles are important in any organization, this is because they affect how leaders influence, motivate, and direct their followers to achieve goals and meet expectations (Yahaya & Ebrahim, 2016). Leadership style also reflect the personality, communication, emotional intelligence and perspective of the leaders. According to CFI Team (2022) Leadership styles is the behavioral approach employed by leaders to influence, motivate, and direct their followers. A leadership style determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the well-being and soundness of their team (Nanjundeswaraswamy, 2021). The type of leadership styles being practised in the organization will act like a catalyst which either positively or negatively influences the employee's outcome (Nanjundeswaraswamy, 2019).

According to Dartey-Baah and Mekpor (2020) various Leadership styles have emerged such as autocratic, democratic, and laissez-faire. An autocratic leadership style is embedded in leaders who have full organisational power and authority for decision making without sharing it with their subordinates, while a democratic style implies that leaders share their authority of decision making with employees and delegate, and finally a laissez-faire or free-rein style exists where leaders give their employees most of the authority over decision making (Cherry, 2022).

Due to the significance of leadership styles to educational development, it has attracted the attention of scholars and researchers in recent times. For instance, the researcher has discovered that several studies have been carried out on leadership style and teachers' job performance and there is a high degree of consistency in the outcome of such studies (Bass,

2020; Bennis and Nanus (2021) & Yukl and Fleet (2021). For instance; Bennis and Nanus (2021) discovered a significant relationship between leadership style and teachers job performance. In a similar vein, Yukl and Fleet (2021) discovered that a significant impact of leadership styles on job performance of teachers. Yukl and Fleet (2021) further recommended the introduction of job satisfaction or dissatisfaction to mediate the relationship between leadership styles and job performance. The researcher therefore introduced the mediating role of job satisfaction in the relationship leadership style and teachers' job performance. Job satisfaction is a factor that is concern with how people feel about their work (Yücel, 2019). Job satisfaction can also be portrayed as a feeling of pleasure that stems from an employee's impression of his or her job. It is an attitude towards ones job and its cognitive, affective and evaluative reactions towards his or her job. For some people, they may feel consistently satisfied with their jobs whilst others may be feeling quite dissatisfied. This study sought to investigate whether job satisfaction can mediate the relationship between leadership styles and teachers' job performance.

Over the past decade, it has been observed that there is a high level of poor teachers' job performance in senior secondary schools in Plateau State (Adeyemi, 2021). Findings from the study of a has shown that most teachers often come to school late, rarely cover lessons and show low level of commitment to their job. Because of these challenges, the secondary schools in Jos North LGA are riddled with series of problems, which include poor academic performance of students, increase in examination malpractice and students indiscipline (Adeyemi, 2021). Unfortunately, these problems go on unabated in schools. In the light of the above, this study investigates the impact of leadership styles and job satisfaction on teachers' job performance in senior secondary schools in Jos North Local Government Area of Plateau State. The researcher introduced the mediating role of job satisfaction because of the inconsistency in the outcome of the relationship between leadership styles and teachers' job performance.

1.2 STATEMENT OF THE PROBLEM

In the past few years there have been leadership styles challenges confronting the secondary school educational system in Plateau State with special emphasis on the performance of teachers. But observations have shown that there seems to be poor application of principals' leadership styles which have led to poor teacher's job performances in secondary schools in

Plateau State. This can be seen in the areas of autocratic attitude of some principals, dilapidated structures around and within the school premises, heaps of damaged equipment that are no more in use and increase of indiscipline teachers which in turn affected students performances. In some cases, inadequate funding, inadequate facilities, poor instructional supervision have been noticed in addition with conflict among teachers and principals among others. As a result of this some teachers have become nonchalant in execution of their duties and many seeing their job as a waiting place for a better job. The study by Aghenta (2020) revealed that only about 20% of teachers in secondary schools in Plateau State show positive attitude towards the teaching profession. Aghenta further reported that about 75% of teachers complained of poor working relationships with principals which makes them feel dissatisfied with the teaching profession. The problems mentioned above necessitated this study to investigate the mediating role of job satisfaction on the effect of leadership styles on the teacher's job performance in senior secondary schools in Jos North Local Government Area of Plateau State.

1.3 RESEARCH QUESTIONS

The following research questions are formulated to facilitate the findings of this study.

1. To what extent does the leadership style of principals' influence teachers' performance in senior secondary schools in Jos North Local Government Area?
2. To what extent does the leadership style of principals' influence teachers' job satisfaction?
3. To what extent does job satisfaction influences job performance of teachers in senior secondary schools in Jos North Local Government Area
4. To what extent does job satisfaction mediate the relationship between the leadership style of principals and teachers' job performance in in senior secondary schools in Jos North Local Government Area

1.4 OBJECTIVES OF THE STUDY

The main objective of this research is to investigate the relationship between leadership styles and teachers job performance in senior secondary schools in Jos North Local Government Area of Plateau State. The specific objectives of the study are:

1. To ascertain the extent to which leadership style of principals influence teachers' performance in senior secondary schools in Jos North Local Government Area
2. To determine the extent to which the leadership style of principals influence teachers' job satisfaction.
3. To find out the extent to which job satisfaction influences job performance of teachers in senior secondary schools in Jos North Local Government Area
4. To investigate the extent to which job satisfaction mediates the relationship between leadership style of principals and teachers' job performance in in senior secondary schools in Jos North Local Government Area

1.5 HYPOTHESES

The following null hypotheses will be tested.

- H₀₁:** There is no significant relationship between leadership style of principals and teachers' performance in senior secondary schools in Jos North Local Government Area
- H₀₂:** There is no significant relationship between leadership style of principals and job satisfaction of teachers in senior secondary schools in Jos North Local Government Area
- H₀₃:** There is no significant relationship between job satisfaction and teachers' job performance of teachers in senior secondary schools in Jos North Local Government Area
- H₀₄:** There is no significant mediation of job satisfaction in the relationship between leadership style and job performance of teachers in senior secondary schools in Jos North Local Government Area

2.0 LITERATURE REVIEW

2.1.1 Concept Teachers' Performance

Teachers' job performance can be described as the extent to which teachers are active and committed in carrying out their duties such as preparation of annual reports of students' academic achievement, lesson preparations, lesson presentation, mastery of subject matter (competence), commitment to job and active participation in extra-curricular activities (Effah, 2018). Other areas of assessment of the teacher include the effective leadership, effective

supervision, effective monitoring of students' works, motivation, class control and disciplinary ability of the teachers (James, 2015). Teachers' job performance is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. According to Nayyar (2019) teachers' job performance refers to the degree to which a teacher(s) executes a particular role responsibility, in accordance with specified standards.

2.1.2 Concept of Leadership

Leadership can be referred to as a function of management which involves influencing subordinates to achieve stated organisational objectives (James, 2015). It is about what leaders and subordinates do together for the collective good of the organization. In accordance with this, Bennis and Nanus (2015) attempt a definition of leadership as the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives. Owens (2021) contends that leadership is not something that one does to people, nor is it a manner of behaving toward people: it is working with and through other people to achieve organisational goals. In this sense, leadership is a result of an influence relationship among leaders and subordinates who intend real changes that reflect their mutual purposes (Rost, 2021).

2.1.3 Concept of Job Satisfaction

Job satisfaction is the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2016). Employee job satisfaction is the fulfillment, gratification, and enjoyment that come from work. It is not the money or the fringe benefits, but the feelings employees receive from the work itself (Asegid, 2018).

The effective utilization of people to work in any organisation has always been a pressing problem in the society. Every organisation must figure out what he or she is basically trying to accomplish, how to organize the work to achieve the goals, how to recruit, train, allocate work to and manage the workers (human resources) available to do the work, how to create work conditions, reward and punishment systems that will enable workers and managers sufficient morale to remain effective over a long period of time and how to change the organisation in

response to the pressures that arise from technological and social change both in the external environment and within the organisation itself (Bass and Barret, 2019).

2.2 THEORETICAL FRAMEWORK

This study was anchored on Transformational and Transactional Theory by Bass (1985) and supported traits and behavioral theory by Stogdill (1948).

2.2.1 Transformational and Transactional Theory

Transactional theories focus on the role of supervision, organization and group performance and they base leadership on a system of rewards and punishments for meeting particular objectives. Bass (1985) as cited by Chan (2005) theorized the transactional leaders appeal to the subordinates' self-interests. Transformational theories focus upon the connections formed between leaders and followers. Transformational leadership is the leader's ability to motivate followers to rise above their own personal goals for the greater good of the organization (Bass, 1985, 1996 as cited by Murphy & Drodge, 2004).

2.2.2 Traits and Behavioral Theory

The trait perspective was one of the earliest theories of leadership in the 1940's which assumes that great leaders are born with distinguished personality traits that make them better suited for leadership and make them different from other people or their followers. Behavioral theories of leadership state that it is the behavior of leaders that distinguishes them from their followers. It focuses on the actions of leaders rather than on mental qualities or internal states with the belief that great leaders are made, not born.

2.3 REVIEW OF EMPIRICAL STUDIES

Several empirical pieces of research have been carried out on leadership style and Teachers' job performance. This section reviews some of these empirical studies.

Raja and Palanichamy (2015) examined the effect of leadership styles on employee performance in public versus private sector enterprises in India. From 43 middle-level managers and 156 subordinates, the study results indicate sufficient evidence, at the 5% level of significance, that there is a linear positive relationship between transformational leadership and employee performance. Nanjundeswaraswamy (2023) identified the association between leadership styles (LS) and employee commitment (EC) among employees working in the mechanical

manufacturing small- and medium-sized enterprises (SMEs), mediated by job satisfaction using Pearson correlation analyses, regression analysis and structural equation modelling (SEM). The result showed that job satisfaction mediates the relationship between Leadership Style and employment commitment

Lievens and Coetsier (2017) investigated transformational leadership style and teachers' job performance high schools in Istanbul, Turkey. The main objective of the study was to determine whether transformational leadership style affects the level of teachers job performance. Using a sample of 20 teachers and 8 principals, they found a positive impact of transformational leadership style and teachers' job performance.

Cleveland and Murphy (2019) investigated transformational leadership style of principals and teachers professional advancement in Pretoria, South Africa. Using a sample of 50 respondents, they discovered that there is a significant relationship between the transformational leadership style of principals and teachers' professional advancement. Transformational leaders encourage teachers further their education and take up courses that will promote professional advancement.

Obilade (2019) conducted a study on transactional leadership behaviour of Principals and organizational productivity in Aguata South LGA. The main purpose of the study is to find the extent to which transactional leadership influences teachers productivity. Using a sample of 208 students, the findings of the study revealed a negative significant relationship between transactional leadership style and job performance of teachers.

Uwadoka (2018) carried out a research on the relationship between democratic leadership styles of Principals and employee productivity in senior secondary schools in Anambra South Local Government Area of Anambra State. The study attempted to ascertain whether there is any significant relationship between democratic leadership style of principals and employee productivity. Using a sample of one hundred and fifty (150) teachers the result of this study showed a positive significant correlation between democratic leadership styles of principals and employee productivity.

Most of the studies carried out on leadership styles were based on the traditional leadership model with 3 dimensions; democratic, autocratic and laissez-faire leadership style while this study will cover 5 dimensions of leadership five dimensions of leadership styles namely; democratic, autocratic, laissez-faire, transactional and transformational leadership styles.

It was discovered from the empirical literature that there is a high degree of consistency in the relationship between leadership styles and job performance. The researcher has therefore filled that gap by introducing the mediating role of job performance.

3.0 METHODOLOGY

The study is carried out in senior secondary schools in Jos North Local Government Area of Plateau State and cross-sectional data is collected. Both qualitative and quantitative methods of analysis were used. The population for this study comprised teachers in both private and public senior secondary schools in Jos North Local Government Area. There are 30 registered private and public secondary schools in Jos North with a population of 765 teachers (Plateau State Secondary Education Board, 2021). The sample for this study was determined using the Taro Yamane formula. Yamane (1964) used this formula for finite population as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = Desired sample size
- N = The entire population
- e = Level of significant or limit of tolerable error assumed to be 5% or 0.05
- 1 = Unit, a constant figure.

To determine the population of teachers to participate in the study

$$n = \frac{765}{1 + 765 (0.05)^2}$$

$$n = \frac{765}{1 + 765 (0.0025)}$$

$$n = \frac{765}{1 + 1.9125}$$

$$n = \frac{765}{2.9125}$$

$$n = 262.66$$

$$n = 263$$

However, 10% (26) of the total number of 263 is added. This is because of the all the questionnaires been administered might not be returned and some might be wrongly filled. Therefore, the total sample for the study is 289 respondents

The data collected in this research was subjected to regression analysis using structural equation modeling. The regression model is given as follows:

$$LS = a_0 + a_1Tms + a_2Tns + a_3Ds + a_4As + a_5Ls + \dots + \mu$$

Leadership Style

a_0 = Parameters to be estimated (the average amount of dependent variable increases when independent variable increase by 1 unit)

$a_1 - a_5$ = Regression coefficient attached to variable Tms, Tns, Ds, As, Ls

Tms = Transformational leadership style

Tns = Transactional leadership style

Ds = Democratic leadership style

As = Autocratic leadership style

Ls = Laissez-faire leadership style

μ = error term (unexplained variable)

4.0 RESULTS AND DISCUSSION

This chapter presents the analysis and results of the data collected. The analysis is presented in tables.

4.1 DATA PRESENTATION

Table 1: Return Rate of Questionnaire

S/N	Item	No. distributed	No. returned	Percentage
	Questionnaire	289	250	87%

Source: Field Survey (2023)

A total of 289 questionnaires were administered and 250 were returned giving a return rate of 86.5%.

4.1.1 RELIABILITY ASSESSMENT

1. Construct Reliability Assessment

Hair, Ringle, Sarstedt (2011) suggested that an indicator with loading of between 0.4 to 0.7 is considered for deleting if doing so improves the composite reliability (CR) and Average Variance Extracted (AVE).

Table 2: Convergent Validity Report

Construct	Item	Loading	CR	AVE
Job Performance	JP 1	0.775	0.928	0.663
	JP 2	0.805		
	JP 3	0.824		
	JP 4	0.823		
	JP 5	0.851		
	JP 6	0.868		
	JP 7	0.754		
Leadership Style	LS 8	0.835	0.883	0.520
	LS 9	0.841		
	LS 10	0.796		
	LS 11	0.800		
	LS 12	0.672		
	LS 13	0.910	0.970	0.843
	LS 14	0.946		
	LS 15	0.934		
	LS 16	0.912		
	LS 17	0.775		
	LS 18	0.805		
	LS 19	0.835		
Job Satisfaction	JS 20	0.824	0.934	0.669
	JS 21	0.829		
	JS 22	0.861		
	JS 23	0.873		
	JS 24	0.825		
	JS 25	0.777		
	JS 26 JS 27	0.727 0.881		

Source: Field Survey (2023)

4.1.2 Convergent Validity Assessment

Convergent validity is the degree to which the items that are indicators of a specific construct should converge or share a high proportion of variance in common (Hair et al, 2010). According

to Hair et al. (2010), factor loadings and average variance extracted (AVE) of more than 0.5 and composite reliability (CR) of 0.7 or above are deemed to be acceptable. As can be seen from the results presented on Table 2; all loadings and AVE are above 0.5 and the CR values are more than 0.7. Therefore, the criterion is not violated hence, we can conclude that convergent validity has been established.

4.1.3 Assessing Path Coefficient and Hypotheses Testing

In assessing the path coefficient, various relationships that were hypothesized earlier are tested to establish the nature of the direct relationship as well as its significance in the construct. In order to assess the path coefficient in line with the hypotheses direct relationships, a 5,000-sample bootstrapping command was carried out using PLS-SEM 4 and the results displayed the path coefficient or the direct effect, t-statistics and the p-value on table 3. Based on the direct effect on one-tailed test at 95% level significance as stated in the hypotheses, all the relationships were indeed in the expected direction. The results reveal the significance in the direct relationship between the variables; H1 ($\beta = 0.064$, t-stat = 1.886 and p-value = 0.030), H2 ($\beta = 0.054$, t-stat = 12.51 and p-value = 0.000),; and H3 ($\beta = 0.061$, t-stat = 2.264 and p-value = 0.012). All these hypotheses were supported because their t-values were found to be more than the threshold of 1.64 for one tailed test.

Table 3: Assessment of Path Coefficient

Hyp	Rel	β	SE	STD(β)	5%LCI	95%HCI	T Stats	P Values	Decision
H1	LS --> JP	0.064	-0.125	0.066	-0.232	-0.017	1.886	0.030	Supported
H2	LS --> JS	0.054	0.677	0.054	0.585	0.760	12.51	0.000	Supported
H3	JS --> JP	0.061	-0.134	0.059	-0.228	-0.035	2.264	0.012	Supported

Source: Field Survey (2023)

4.1.4 Coefficient of Determination (R^2)

This is referred to as model's predictive accuracy denoted by an R^2 value. Hair et al, (2014) posit that coefficient of determination measures the effect of exogenous latent variable on endogenous latent variable. According to Cohen (1988), R^2 values of 0.02, 0.13 and 0.26 are considered weak, moderate and substantial respectively. Falk & Miller (1992) suggested a minimum of 10% as acceptable for a variance explained to be regarded as adequate.

In line with the aforementioned, this study considered the R^2 of two endogenous variables obtained from PLS algorithm and presented in Table 4 below. The results reveal that; the construct has a substantial effect of 0.466 for job satisfaction, substantial effect of 0.211 for Job Performance.

Table 4 Assessing Coefficient of Determination (R^2)

	Coefficient of Determination R^2	Magnitude
Job satisfaction	0.466	Substantial
Job Performance	0.211	Substantial

Source: Field Survey (2023)

4.1.5 Effect Size (F^2)

It is not enough to say that a construct or group of constructs have substantial, moderate or weak coefficient of determination, but the need to know the effect size of the exogenous construct is critical to provide such information. Effect size (F^2) analysis appropriate amount of influence a construct contributes in a structural relationship. Hair et al. (2014) provided a yardstick for assessing effect size F^2 of a construct as; 0.35 as large effect size, 0.15 as medium size, and 0.02 as small size. In line with the above guideline, F^2 analysis was conducted using PLS 4 and the results presented in Table 5.

Table 5 Assessment of Effect Size (F^2)

Hyp	Relationships	Effect Size F^2	Magnitude
H1	LS ----> JP	0.010	Small Effect
H2	LS ----> JS	0.831	Large Effect
H3	JS--> JP	0.018	Small Effect

NOTE: LS, Leadership Style; JP: Job Performance; JS, Job Satisfaction

Source: Field Survey (2023)

4.1.6 Stone-Geisser Q^2 Predictive Relevance

Another requirement of PLS in structural model is the determination of Stone-Geisser Q^2 , which seeks to establish the predictive relevance of an exogenous indicator on the entire structural model. Hair et al. (2014) noted in line with earlier work of Stone (1974) and Geisser (1974) that, a value larger than zero (0) suggests that indicators of an exogenous constructs have predictive relevance. To assess this in PLS – SEM 4 a blindfolding analysis is conducted simultaneously using a systematic omission distance that when applied to a give sample size should not be

equaled to an integer. Having this requirement in mind, the study adopted the default figure of omission distance of 7 considering the sample size of 250 to run the blindfolding analysis. The results in Table 6 reveal that all the constructs that perform exogenous role in one way or the other, in the structural model have predictive relevance since their Q^2 values are greater than zero. The construct has predictive relevance.

Table 6 Assessing Stone-Geisser Q^2 Predictive Relevance

	Q^2	Relevance
Job satisfaction	0.442	Yes
Job Performance	0.046	Yes

Source: Field Survey (2023)

4.2 DISCUSSION OF FINDINGS

This section discusses the results according to the hypotheses tested. The hypotheses stated in the path analysis were based on direction of relationships two-tailed test and they are thus:

H₀₁: There is no significant relationship between leadership style of principals and teachers' performance in senior secondary schools in Jos North Local Government Area. The relationship between Leadership Style of principals and teachers' Performance in the secondary schools in Jos North Local Government Area. Results of path analysis in line with hypothesized relationships were evaluated in table 3. Findings revealed H₁ ($\beta = 0.064$, t-stat = 1.886). It is statistically significant because it met the 1.64 (significance level = 95%) for one – tailed test and which also agrees with the position of the research hypothesis. Therefore, null hypothesis is rejected in favour of the alternative hypothesis and therefore conclude that there is significant relationship between leadership style of principals and teachers' performance in senior secondary schools in Jos North Local Government. The findings are in conformity with the findings of Aghenta (2020) who discovered a positive relationship between Leadership Style and teachers' effectiveness. This implies that leadership style of principals has significantly impacted the teachers' performance in senior secondary schools in Jos North Local Government.

H₀₂: There is no significant relationship between leadership style of principals and job satisfaction of teachers in senior secondary schools in Jos North Local Government Area

The results on table 2 and 3 showed that H2 ($\beta = 0.054$, $t\text{-stat} = 12.51$ and $p\text{-value} = 0.000$), which shows a positive significant relationship between Leadership Style and Job satisfaction which implies that increase in Leadership Style leads to an increase in Job satisfaction of employees. The t -value score is above the threshold for acceptance of one tailed test of 1.64 at 95% level of significance therefore the criterion for acceptance was not violated hence, the null hypothesis is rejected in favour of alternative hypothesis and therefore, conclude that there is a significant relationship between leadership style of principals and job satisfaction of teachers in senior secondary schools in Jos North Local Government Area.

The finding is in consonance with the findings of Dodson (2015) who discovered a significant impact of Leadership Style on managerial competence of principals. By implication, leadership style of principals has significantly impacted the job performance of the teachers in senior secondary schools in Jos North Local Government.

H₀₃: There is no significant relationship between job satisfaction and job performance of teachers in senior secondary schools in Jos North Local Government Area.

The relationship between the Job satisfaction and Job Performance H3 ($\beta = 0.061$, $t\text{-stat} = 2.264$ and $p\text{-value} = 0.012$), this negates the null hypothesis and therefore concluded that there is significant relationship between job satisfaction and job performance of teachers in senior secondary schools in Jos North Local Government Area.

This finding is in tandem with the discovery of Farrell (2017) who discovered a significant positive relationship between Job satisfaction and Job Performance. It means that job satisfaction and job performance of teachers in senior secondary schools in Jos North Local Government Area have a significant relationship.

H₀₄: There is no significant mediation of job satisfaction in the relationship between leadership style and job performance of teachers in senior secondary schools in Jos North Local Government Area.

The study proposed that Job satisfaction have a mediative effect in the relationship between Leadership Style and Job Performance. The result of the analysis shows job satisfaction mediates the relationship between Leadership Style and Job Performance. The findings are in conformity

with the findings of Nanjundeswaraswamy (2023) who discovered that job satisfaction partially mediates the relationship between Leadership Style and employment commitment.

5.0 CONCLUSION AND RECOMMENDATIONS

From the findings of this study, it was discovered that leadership styles of principals has a significant effect on teachers' job performance. There is also a significant mediation of job satisfaction in the relationship between leadership style and job performance of teachers in Jos North Local Government Area of Plateau State. Therefore, it is concluded in this research that there is need for principals to bring in more elements of job satisfaction in administration of schools in Jos North Local Government Area of Plateau State. Based on the findings of the study, the following recommendations were made:

1. The findings of the study revealed a significant impact of leadership style on job performance; therefore, principals be encouraged to model the 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 performance, as well as fostering pupil academic progress.
2. The results of the test of hypotheses two revealed a significant relationship between leadership style and job satisfaction, therefore, principals should model a leadership style that promotes high job satisfaction among their teachers.
3. The result of the study revealed a significant relationship between job satisfaction and job performance of teachers. Therefore, the Nigerian government should make improve the working conditions of teachers to in order to motivate the teachers to improve their job satisfaction and performance
4. The findings of the study revealed a significant mediation of job satisfaction in the relationship between leadership style and job performances of teachers. Therefore, all necessary conditions that will improve the job satisfaction of teachers such as frequent payment of salaries and improved working conditions should be put in place

REFERENCES

- Adeyemi, S. D. (2021). Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria. *International Journal of Educational Administration Policy Studies*, 2(1), 83–91.
- Aghenta, G. G. (2020). The effect of principal's leadership style on school environment and outcome. *Research in Higher Education Journal* 2(2),1–19
- Armstrong, K. L. (2016). Understanding teacher turnover into charter schools: principal eh dispositions and practices. *International Journal of Leadership in Education* 2(2), 387–405.
- Bass, B. M. (2020). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bennis, W. & Nanus, B. (2021). *Leaders: The strategies for taking charge*. New York: Harper & Row.
- CFI Team,(2022).Leadership styles. Retrieved from <https://corporatefinanceinstitute.com/resources/management/leadership-styles/>
- Cherry,K.(2022). What is laissez-fair leadership?. Retrieved from <https://www.verywellmind.com/what-is-laissez-faire-leadership-2795316#Examples>
- Cleveland, J. E. & Murphy, K. S. (2019). *The Academic Profession: An International Perspective*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.
- Dartey-Baah, K., & Mekpor, B. (2020). Beyond the job description exploring the mediating role of leaders' emotional intelligence on the nexus between leadership styles and voluntary workplace behaviours in the Ghanaian banking sector. *Journal of Management Development*,39(2),240-252.
- Effah, P. (2018). *African Higher Education*. Bloomington: Indiana University Press.
- Ejimofo, F (2018). Principal Leadership style and their teacher job performance in Nigeria: Unpublished Doctoral Thesis, Cleveland State University, Ohio
- James, Y. A. (2015). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, IN: Solution Tree Press
- Judge, T.A. & Bono, J.E. (2000) Five factor model of personality and transformational leadership. *Journal of Applied Psychology*,8(5), 751–765.
- Lievens, K. E. & Coetsier, D. S. (2017). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco, CA: Jossey-Bass.
- Nanjundeswaraswamy, T.S. (2023). The mediating role of job satisfaction in the relationship

- between leadership styles and employee commitment. *Journal of Economic and Administrative Sciences*, 39(2), 286-304.
- Nanjundeswaraswamy, T. S. (2019), Development and validation of job satisfaction scale for different sectors”, *International Journal for Quality Research*, 13(1), 193-220
- Nasab, A.H. and Afshari, L. (2019), “Authentic leadership and employee performance: mediating role of organizational commitment”, *Leadership and Organization Development Journal*, 40(5), 548-56
- Obilade, L. S. (2019). The relationship between administrative leadership behaviors and teacher retention in Christian schools. *Journal of Research in Christian Education* 2(6), 44–55.
- Owens, F. W. (2021). School autonomy, accountability and collaboration: a critical review. *Journal of Educational Administration History*, 4(7), 1–17.
- Rost, T. W. (2021). ‘Culture’, ‘context’, school leadership and entrepreneurialism: evidence from sixteen countries. *Educational Science Journal* 8(1), 76-80. doi: 10.3390/educsci8020076.
- Uwadoka, V. W. (2018). Management and leadership issues for school building leaders. *International Journal of Educational Leadership Preposition* 9(2), 11-15.
- Yahaya, R. and Ebrahim, F. (2016), “Leadership styles and organizational commitment: literature review”, *Journal of Management Development*, 35(2), 190-216.
- Yücel, R. S. (2019). Teachers’ psychological well-being: a comparison among teachers in USA, Turkey and Pakistan. *International Journal Mental Health Promotion* 1(9), 144–158.
- Yukl, A. S. (2016). Leading learning: the role of school leaders in supporting continuous professional development. *Professional Development and Education Journal* 4(2), 818–835.
- Yukl, A. S. and Fleet, W. O. (2015). Transformational leadership, employee turnover intention, and actual voluntary turnover in public organizations. *Public Management Research*. 1(9), 1124–1141.