

Principals' Administrative Roles and Economics Teachers' Teaching Effectiveness in Public Secondary Schools in Cross River State, Nigeria

¹Victoria Atah Abanyam, Ph.D
vikkyviktur@gmail.com

¹B. U. Cornelius-Ukpepi (Prof)
bcorneliusukpepi@gmail.com
¹Department of Curriculum and Teaching
Faculty of Educational Foundation Studies
University of Calabar, Calabar

Undelishima Ushie Patience
ushiepatienceapu@gmail.com
Department of Vocational Education
Faculty of Vocational and Science Education
University of Calabar, Calabar

Abstract

Adopting Ex-Post Facto research design, this study investigated the relationship between principals' administrative roles and Economics teachers' teaching effectiveness in public secondary schools in Cross River State. The population of the study comprised all 819 principals and 4,982 secondary school teachers in all the two hundred and seventy-three (273) public secondary schools in Cross River State. A sample of 15 school principals and 85 teachers was used in the study which constitutes 100 respondents. The instrument used for data collection was a questionnaire titled Principals' Administrative Role and Teachers' Teaching Effectiveness Questionnaire (PARTTEQ). The instrument was validated, and the reliability established through Cronbach alpha ranged from 0.69-0.76. The hypotheses were tested at 0.05 level of significance using ANOVA. The findings revealed that teachers' professional mentorship, instructional supervision and principal-teacher relationship influence teaching effectiveness of teachers in secondary schools in Cross River State. Based on the finding, it was recommended, among others, that principals should ensure that teachers are properly mentored on the job to help them feel satisfied and get involved in all that is done in the school for maximum effectiveness.

Keywords: principals, administrative, roles, teaching, effectiveness

Introduction

Education remains the best legacy that a nation can bequeath to her citizens. This is because the development of any nation depends, to a great extent, on the quality of education which it offers. Through education, relevant skills are acquired while mental, physical and social abilities are developed to enable the individual live and contribute

meaningfully to the development of the society at large. Teaching is effective when the teacher is able to create an understanding in the students which enables them to develop skills and competences necessary for effective integration into the society. Effectiveness of a teacher is determined by the extent to which the teacher produces intended learning outcome in the students. The teacher assesses the needs and abilities of the students and preparedness on a class basis and responds to these needs accordingly. A teacher is a model who stands on a special relationship of trust to the children and community, and also represents certain ideas and values that children must imitate. Adepoju (2006) asserted that variables of teachers' job performance such as effective teaching and learning, lesson note preparation, effective use of scheme of work, effective supervision, classroom communication, effective assessment practices, monitoring of students' work and disciplinary ability are all competencies which teachers should uphold effectively in the school system.

The effect of teachers' ineffectiveness is manifested in students' poor performance and the continuous cry of falling standard of education in Nigeria. Government and non-governmental organizations have tried to ensure that teachers are committed to their responsibilities. For example, government allows for professional development to boost teachers' instructional delivery as well as acquire current knowledge on methodological processes. More so, the teachers are motivated by the provision of laptops with full scheme of work and syllabus to lay hands on materials which will help them function effectively. In most cases, community members and Parents/Teachers Association (PTA) contribute to improvise materials that will boost the teachers' effectiveness. However, the problem persists. Therefore, the researchers are presuming that principals' administrative roles could influence teacher effectiveness in secondary school (Akpan & Benz, 2018).

Principals' administrative roles are a conglomerate of all the responsibilities of the school principal that are carried out to achieve school goals and objectives. These roles could be supervision of instruction, planning, coordinating teachers' activities, organizing school functions, staff involvement in decision-making, discipline, budgeting, directing and principal-teacher relationship. For the purpose of the present study, the researchers have selected three variables such as mentorship, instructional supervision, and teacher-principal relationship from among principals' administrative roles.

Teacher mentorship is concerned with the concerted effort of providing guide to teachers in areas that will help them avoid mistakes and perform their duties effectively. Therefore, since the goal of teaching is to affect human life through information that would change behaviour, the teacher requires some mentorship/guide to carry out this job effectively. Instructional supervision or supervision of instruction is the act of ensuring that teachers are doing what they are supposed to do at the right time. It is

concerned with putting an eye in the way the teacher teaches in order to ensure that areas of correction are provided to facilitate students' assimilation of instructional objectives. The essence of supervision is not intended just to indict, but to nurture and sustain commitment and teaching effectiveness in teachers. It is glaring that teachers who are supervised would likely do better than those who are not supervised.

Finally, discipline and principal/teacher relationships have impact on teachers' teaching effectiveness among secondary school teachers. It is a fact that when reward or discipline is not used effectively, people tend to behave anyhow, creating a state of anarchy. These two tools promote reinforcement and make people show commitment. The question that has aroused the interest of the researchers is could administrative roles with variables such as teacher's mentorship, instructional supervision and teacher-principal relationship influence teaching effectiveness in secondary school? It was in attempt to answer this question that this research was carried out.

Mentoring has been defined as a relationship between a less experienced person and a more experienced person in which guidance, advice, support, and feedback are provided. The two key players at the centre of the mentoring process are the mentor and the mentee. Professional mentoring is relevant to all teachers at any stage of their careers. The mentor will often be a senior member of staff within the organization, for example a line manager, supervisor or trainer: a teacher educator. All teachers will benefit from the knowledge and experience teacher educators can provide and, for more experienced teachers, mentoring provides opportunities to refresh their skills, deepen their knowledge, or extend their expertise into a new area of work. Mentoring programmes help to develop confidence and enhance the quality of teaching by providing a framework to enable teachers to develop. There are advantages too for the mentor and the institution involved. Mentoring provides professional development for the mentor. For the mentor, it enables them to develop skills in coaching, supporting and managing teacher development. For the institution, it helps to raise standards (Boripe, 2011).

Muhammed (2015) carried out a study on the effectiveness of mentoring programme on teachers' performance at the primary level. All the male primary school teachers of District Toba Tek Singh were considered as the population of study. Tehsil Pir Mahal was selected purposively. Two hundred and fifty (250) primary school teachers were chosen randomly as the sample for this study. Data were collected through a self-developed questionnaire by the researcher, using a Five Point Likert Scale. Qualitative research approach was adopted to investigate the impact of mentoring. The collected data were analyzed using Statistical Package for Social Sciences (SPSS) 18. The study revealed that mentoring is an effective training technique and has a significant effect on the performance of primary school teachers.

Achor and Duguryil (2014) conducted a study on the effectiveness of a teacher mentoring programme in enhancing pre-service Chemistry teachers' attitude towards the teaching profession. The study used a pre-test, post-test quasi-experimental design. The study took place in Plateau State of Nigeria and lasted for 12 weeks (that is, between April and June, 2012). The instruments used for the study were Teacher Mentoring Guide (TMG) and Pre-service Chemistry Teachers' Attitude Scale (PCTAS). The reliability for PCTAS was 0.82 using Cronbach's Alpha. A purposive sample of 72 Nigeria Certificate in Education (NCE) final year chemistry students was used in the study. PCTAS was used to generate data which were analysed using mean, standard deviation and ANCOVA. It was found that there was a significant difference between the mean attitude score of pre-service chemistry teachers exposed to mentoring (experimental) and those that were not ($F_{1, 71} = 17.74, p < 0.05$).

Bassey (2012) conducted a study on supervision of lesson note and teachers' job effectiveness in selected primary schools in Nsit Atai Local Government Area of Akwa Ibom State, Nigeria. The study adopted the survey research design to investigate the situation under study as it existed. A simple random sampling technique was adopted to select five (5) primary schools in the study area. Three hundred (300) teachers, including school heads, were also selected and used for the study. The instrument used for data collection for the study was a questionnaire designed, validated and tested for reliability before it was used in the study. There were twenty (20) items in the questionnaire which used Four Point Likert Scale rating. The simple percentage (%) descriptive analysis was used to analyze opinions obtained from the respondents. Out of the three hundred (300) respondents used for the study, 180 (60%) accepted that supervision of lesson note enhances teachers' job effectiveness in the study area. One hundred and twenty (120) respondents, which is equivalent to (40%), perceived otherwise. Also, Pearson Product Moment Correlation Analysis (r) was also used to undertake further analysis. The result showed that the calculated r -value of 0.965 is greater than the critical r -value of 0.195 when tested at 0.05 level of significance with 298 degree of freedom. This implies that there is a significant relationship between supervision of lesson note and teachers' job effectiveness in the study area. Based on the result of the findings, it was recommended that supervision of lesson notes in primary schools in the area should be routinely carried out to enable teachers, particularly the lazy ones to get involved in the actual business of teaching and learning activities or experiences in the school.

Etudor and Etor (2016) carried out a study to investigate the influence of principals' instructional supervision on teachers' teaching effectiveness in Akwa Ibom State secondary schools. To achieve this aim, one hypothesis was formulated to guide the study and tested with analysis of variance (ANOVA) and Fishers (LSD) multiple comparison analysis at .05 level of significance. The population consisted of all the principals and teachers in the area, and stratified random sampling method was used to

draw out the sample size of 50 principals and 400 teachers. Data for the study were obtained through the aid of modified six point Likert scale researchers-constructed instruments called Principals' Instructional Supervision Questionnaire (PISQ) and Teachers' Teaching Effectiveness Questionnaire (TTEQ). The data analyzed revealed a significant influence of principals' instructional supervision on teachers' teaching effectiveness in Akwa Ibom State secondary schools.

Interpersonal relationship between the principal and the teacher are positively created when the principal takes the time to know and understand staff; these relationships impact on staff commitment, satisfaction, and morale. Good interpersonal relationships are often achieved through effective communication, creating a positive culture that results in an environment nimble enough to adapt (Eilers & Camacho, 2017). Several research has been conducted on the influence of principal interpersonal relationship with teacher on teachers' job performance.

Abari et al. (2016) conducted a study on principal-teacher relationship, teaching effectiveness and teachers' morale in Lagos State senior secondary schools, Nigeria. The study adopted a descriptive and correlational design type. Simple random sampling technique was used to select 360 respondents comprising teachers from schools in the six educational districts, 60 from three schools per district in Lagos State. Three research hypotheses were formulated to guide the study. A self-constructed questionnaire titled Teachers' Questionnaire on Principal-Teacher Relationship and Teaching Effectiveness (TQPTRATE) was used to collect relevant data. The instrument was validated by experts in the field of research. The reliability coefficient of 0.75 was obtained using split-half reliability method to test the reliability of the questionnaire. Pearson's Product -Moment Correlation Statistics was used with the aid of SPSS (version 20) to test all the null hypotheses at 0.05 significant level. However, out of the 360 distributed questionnaire copies, 300 were recovered and used in the analyses. The findings of the study showed that there is a significant relationship between both wide and narrow principal-teacher relationship and teaching effectiveness, and teachers' morale.

Similarly, Price (2012) conducted a study on principal-teacher interactions: how affective relationships shape principal and teacher attitudes in Nigeria. The research finds out that the attitudes of principals and teachers create an atmosphere for teaching/learning effectiveness, often referred to as school climate that influences school effectiveness.

Statement of the problem

Over the years, observation and experience of the researchers have shown that some teachers are ineffective. This is manifested in teachers' attitude of not going to classes, coming to school late, not marking students' notebooks, manufacturing scores for assessment, aiding examination malpractices, abandoning their paid jobs for menial

jobs during school hours, absenteeism from school, poor relationship with fellow staff and students, different engagements in conflict in school, indecent behaviour with students among other misconducts that are inimical to the attainment of educational goals and objectives. The effects of these non-professional behaviours of teachers are manifested in students' poor performances. More so, most students do not acquire the requisite knowledge and skills expected of them and this has culminated in heightened examination malpractices, non-disciplinary behaviour, truancy, lack of respect for constituted authority and development of low moral values.

Many researchers, scholars and educationists have attributed the problem of non-professional and seemingly non-effectiveness of teachers to their non-satisfaction with conditions of service in terms of inadequate provision of remuneration, unhealthy social climate, poor payment of fringe benefits, lack of promotion, teachers' greed, inadequate facilities, poor working environment, poor community relations, lack of funds, inadequate planning and poor supervisory activities in school (Webb, 2017). Efforts made over time by the government and non-governmental organizations have not yielded the right results. In fact, efforts to ensure that teachers are helped to develop professionally and get motivated in their jobs have not helped them become effective as the problem persists. In this study, the researchers presumed that principal administrative role with variables, such as teachers' mentorship, instructional supervision, and positive teacher-student relationship could be responsible for teachers' seeming effectiveness in teaching in public secondary schools. The question therefore is: how do principal administrative role influence teachers' teaching effectiveness?

Purpose of the study

The main purpose of this study is to investigate the relationship between principals' administrative roles and Economics teachers' teaching effectiveness in public secondary schools in Cross River State. Specifically, the study sought to:

1. Examine the influence of principals' professional mentorship on Economics teachers' teaching effectiveness in public secondary schools in Cross River State.
2. Examine the influence of principals' instructional supervision on Economics teachers' teaching effectiveness in public secondary schools in Cross River State.
3. Examine the influence of principal/teacher relationship on Economics teachers' teaching effectiveness in public secondary schools in Cross River State.

Research questions

The following research questions guided the study:

1. To what extent does principals' professional mentorship influence Economics teachers' teaching effectiveness in public secondary schools in Cross River State?
2. To what extent does principals' instructional supervision influence Economics teachers' teaching effectiveness in public secondary schools in Cross River State?

3. How does principal-teacher relationship influence Economics teachers' teaching effectiveness in public secondary schools in Cross River State?

Hypotheses

The following hypotheses were formulated to direct the study:

Ho1: There is no significant influence of principals' professional mentorship on Economics teachers' teaching effectiveness in public secondary schools in Cross River State.

Ho2: There is no significant influence of principals' instructional supervision on Economics teachers' teaching effectiveness in public secondary schools in Cross River State.

Ho3: Principal-teacher relationship does not significantly influence Economics teachers' teaching effectiveness in public secondary schools in Cross River State.

Methodology

The research design that was adopted in the conduct of this study is the Ex-Post Facto research design. The population of this study comprised all 819 principals and 4,982 secondary school teachers in all the two hundred and seventy-three (273) public secondary schools in Cross River State (State Secondary Education Board, Cross River State, 2021). The survey research approach was adopted for the study. A sample of 15 school principals and 85 teachers was used in the study which constitutes 100 respondents.

The instrument that was used for data collection is a questionnaire titled Principals' Administrative Role and Teachers' Teaching Effectiveness Questionnaire (PARTTEQ) designed by the researchers. The questionnaire was a fifteen (15) item structured questionnaire which consists of two sections (A and B). Section A contains the name of the schools of the respondents while section B elicited information on the variables of the study such as the use of principals' professional mentorship, principals' instructional supervision, and principal-teacher relationship. The instrument is modelled on a four point rating scale with the following weights assigned: Strongly Agree (SA) (4), Agree (A) (3), Disagree (D) (2), and Strongly Disagree (SD) (1).

To test the validity of the instrument, the copies of the questionnaire were given to three experts in Measurement and Evaluation, and one expert in the Department of Curriculum and Teaching. The initial draft of the questionnaire which contains 18 items was submitted for scrutiny. After a thorough editing and removal of irrelevant items, the final draft of the instrument (which contains 15 items) was assembled for administration. The internal consistency of the research instrument (PARTTEQ) was tested using the Cronbach Alpha reliability estimate method. Thus, the questionnaire was trial tested, using 10 principals and 20 teachers drawn from a neighbouring State (2 Local Government Areas) who share similar characteristics in terms of educational setting with the study area. Cronbach Alpha reliability method was used in computing

the reliability coefficients which ranged from 0.69 to 0.76. The collected data was analyzed using One-way analysis of variance (ANOVA). The hypotheses were tested at 0.05 level of significance.

Presentation of results

Ho1: There is no significant influence of professional mentorship on teaching effectiveness among teachers in public secondary schools.

To test this hypothesis, the result is presented in table 1. The result in table 1 showed for professional mentorship and classroom management ($F=231.230$ $p<.05$); professional mentorship and instructional delivery ($F= 124.323$, $p<.05$); professional mentorship and assessment practices ($F=62.312$, $p<.05$) and professional mentorship and disciplinary activities ($F=123.143$, $p<.05$). Since $p(.000)$ is less than alpha for all the four dimensions assessed, this implies that there is a significant influence of professional mentorship on teaching effectiveness of public secondary schools in Cross River State. Hence, the null hypothesis is rejected. This implies that schools with professional mentorship of teachers differ from others with moderate and low professional mentorship of teachers in classroom management.

Table 1: One-way analysis of variance (ANOVA) result on the influence of professional mentorship on teaching effectiveness

Teaching effectiveness/professional mentorship		Sum of Squares	df	Mean Square	F	Sig.
Classroom management	Between Groups	1521.031	2	731.432	231.230	.000
	Within Groups	2573.241	98	5.413		
	Total	4274.120	100			
Instructional delivery	Between Groups	4271.341	2	232.610	124.323	.000
	Within Groups	1742.521	98	3.721		
	Total	5426.212	100			
Assessment practices	Between Groups	642.474	2	423.241	62.312	.000
	Within Groups	5740.241	78	8.432		
	Total	5472.213	100			

Disciplinary measures	Between Groups	1753.406	2	684.731	123.143	.000
	Within Groups	4612.414	98	5.942		
	Total	5682.232	100			

*=Significant at .05 level

Ho2: There is no significant influence of instructional supervision on teaching effectiveness among teachers in public secondary schools.

To test this hypothesis, the result is presented in table 2. The result in table 2 showed for instructional supervision and classroom management ($F=23.027$ $p<.05$); instructional supervision and instructional delivery ($F= 53.287$, $p<.05$); instructional supervision and assessment practices ($F=1269.907$, $p<.05$) and instructional supervision and disciplinary activities ($F=78.90$, $p<.05$). Since $p(.000)$ is less than alpha for all the four dimensions assessed, this implies that there is a significant influence of instructional supervision on teaching effectiveness in public secondary schools in Cross River State. Hence, the null hypothesis is rejected.

Table 2: One-way analysis of variance (ANOVA) result on the influence of instructional supervision on teaching effectiveness

Teaching effectiveness/instructional supervision		Sum of Squares	Df	Mean Square	F	Sig.
classroom management	Between Groups	221.775	2	110.888	23.027*	.000
	Within Groups	3876.580	98	4.816		
	Total	4098.355	100			
Instructional delivery	Between Groups	664.348	2	332.174	53.287*	.000
	Within Groups	5018.088	98	6.234		
	Total	5682.436	100			
Assessment practices	Between Groups	5479.393	2	2739.696	126.90*	.000
	Within Groups	1736.706	98	2.157		
	Total	7216.099	100			
Disciplinary measures	Between Groups	425.864	2	212.932	28.463*	.007
	Within Groups	6022.59	98	7.481		
	Total	6448.454	100			

*=Significant at .05 level

Ho3: There is no significant influence of principal-teacher relationship on teaching effectiveness in public secondary schools.

To test this hypothesis, the result is presented in table 3. The result in table 3 shows principal-teacher relationship and classroom management (F=30.45, p<.05); principal-teacher relationship and instructional delivery (F= 32.90, p<.05); principal-teacher relationship and assessment practices (F=13.80, p<.05) and principal-teacher relationship and disciplinary activities (F=8.109, p<.05). Since p(.000) is less than alpha for all the four dimensions assessed, this implies that there is a significant influence of principal-teacher relationship on teaching effectiveness in public secondary schools in Cross River State. Hence, the null hypothesis is rejected .

Table 3: One-way analysis of variance (ANOVA) result of the influence of principal-teacher relationship on teaching effectiveness

Teaching effectiveness		Sum of	df	Mean	F	Sig.
Source of variation		Squares		Square		
Classroom management	Between Groups	288.292	2	144.146	30.456*	.000
	Within Groups	3810.063	98	4.733		
	Total	4098.355	100			
Instructional delivery	Between Groups	429.376	2	214.688	32.900*	.000
	Within Groups	5253.059	98	6.526		
	Total	5682.436	100			
Assessment practices	Between Groups	239.271	2	119.635	13.804*	.000
	Within Groups	6976.828	98	8.667		
	Total	7216.099	100			
Disciplinary measures	Between Groups	127.348	2	63.674	8.109*	.000
	Within Groups	6321.106	98	7.852		
	Total	6448.454	100			

*=Significant at .05 level

Discussion of findings

From hypothesis one, the calculated F-value was higher than the critical F-value. Therefore, the null hypothesis was rejected. This implies that there was a significant influence of professional mentorship on teaching effectiveness among teachers in

public secondary schools. The findings of the study were in line with those of Muhammed (2015) who carried out a study on effectiveness of mentoring programme on the teachers' performance at primary level. The study revealed that mentoring plays a vital role in shaping working behaviours of teachers, enabling them to perform their duties, using the teaching skills learnt from the mentors during mentoring. The findings of the study is also in line with those of Achor and Duguryil (2014) who conducted a study on the effectiveness of a teacher-mentoring programme in enhancing pre-service Chemistry teachers' attitude towards the teaching profession. It was found that there was a significant difference between the mean attitude score of pre-service chemistry teachers exposed to mentoring (experimental) and those that were not ($F_{1, 71} = 17.74$, $p < 0.05$).

In hypothesis two, the calculated F-value was higher than the critical F-value. Therefore, the null hypothesis was rejected. This implies that there was a significant influence of instructional supervision on teaching effectiveness among teachers in public secondary schools. The findings of the study are in line with those of Etudor and Etor (2016) who carried out a study to investigate the influence of principals' instructional supervision on teachers' teaching effectiveness in Akwa Ibom State secondary schools. The data analyzed revealed a significant influence of principals' instructional supervision on teachers' teaching effectiveness in Akwa Ibom State secondary schools. Also, the findings align with Bassey (2012) who conducted a study on supervision of lesson note and teachers' job effectiveness in selected primary schools in Nsit Atai Local Government Area of Akwa Ibom State, Nigeria. The result showed that the calculated r-value of 0.965 is greater than the critical r-value of 0.195 when tested at 0.05 level of significance at 298 degree of freedom. This implies that there was a significant relationship between supervision of lesson note and teachers' job effectiveness in the study area.

From the analysis of hypothesis three, the calculated F-value was higher than the critical F-value. Therefore, the null hypothesis was rejected. This implies that there was a significant influence of principal-teacher relationship on teaching effectiveness among teachers in public secondary schools. The findings of the study are in line with those of Abari et al. (2016) who conducted a study on principal-teacher relationship, teaching effectiveness and teachers' morale in Lagos state senior secondary schools, Nigeria. The findings of the study show that there was a significant relationship between both wide and narrow principal-teacher relationship and teaching effectiveness; as well as teachers' morale.

Conclusion

Based on the findings of the study, it was concluded that principals' professional mentorship, instructional supervision and principal-teacher relationship influence teaching effectiveness of teachers in secondary schools in Cross River State.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

- i. Principals should ensure that teachers are properly mentored on the job to help them feel satisfied and get involved in all that is done in the school for maximum effectiveness.
- ii. Teachers should be motivated at intervals to boost their commitment to the job as well as enhance effective teaching.
- iii. School administrators should ensure that an atmosphere of positive social climate is created that will facilitate principal-teacher relationship which is healthy for effective commitment to teaching.

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