



**PRINCIPALS' LEADERSHIP STYLES AND SCHOOL ENVIRONMENT AS
PREDICTORS OF TEACHERS' JOB SATISFACTION IN CATHOLIC MISSION
SECONDARY SCHOOLS IN ANAMBRA STATE**

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Abstract

This study investigated principals' leadership styles and school environment as predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. Six research questions and six hypotheses guided the study. Correlational research design was adopted for the study. The population of the study comprised all the 4,381 teachers in the 172 Catholic secondary schools in Anambra State. A sample of 876 teachers was drawn for the study using proportionate stratified random sampling technique. Three researcher-structured rating scales namely: Principals' Leadership Styles Rating Scale (PLSRS), School Environment Rating Scale (SERS), and Teachers' Job Satisfaction Rating Scale (TJSRS) were used for data collection. The instruments were validated by three experts; two experts in the Department of Educational Management and Policy and one in Measurement and Evaluation Unit in the Department of Educational Foundations, all in the Faculty of Education Nnamdi Azikiwe University, Awka. Reliability of the instrument was ascertained through Cronbach Alpha statistics; and an overall internal consistency coefficient of 0.89, 0.89, and 0.92 were obtained for PLSRS, SERS, and TJSRS respectively. Data were analyzed using simple and multiple linear regressions analysis. The findings revealed that principals' leadership styles (transformational, transactional, and situational leadership styles) are strong and significant predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. The findings also showed that school environment (physical and social environments) is very strong and significant predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. The results of the interactive prediction established that principals' leadership styles and school environment jointly and significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State ($R = 0.753$). Thus, the study concluded that the strengthening and sustained application of effective principals' leadership styles and school environments respectively, are imperative for enhancing and maintaining high levels of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. Based on the findings, the study recommended that principals should adopt a blended leadership approach combining transformational, transactional, and situational styles, while maintaining a safe, resourceful, and collegial school environment that boosts teachers' morale and satisfaction.

Keywords: Principals' Leadership Styles; School Environment Teacher's Job Satisfaction Catholic Mission Secondary Schools

Introduction

Education is a cornerstone of national growth and development, as it empowers individuals with the knowledge, skills, and innovative capacity required to boost productivity across key sectors such as health, agriculture, industry, and technology. It fosters human capital development, drives technological advancement, enhances productivity, promotes civic responsibility, and supports sustainable progress; thereby creating a foundation for inclusive economic transformation. The National Policy on Education (Federal Republic of Nigeria, 2013) stated that education is that process which helps to develop the whole being, physically, mentally, morally, politically, socially and technologically to enable individuals function in any environment in which they may find themselves. According to the policy, the Nigerian education system is categorized into: pre-basic, 5-6 years; basic, 6-14 years; senior secondary, 15-17 years; and tertiary education, 18 years and above (FRN, 2013). The secondary school education denotes the stage of formal education that learners undergo after primary schooling and before entry into tertiary institutions. The goals and objectives of secondary education, as articulated in the National Policy on Education, encompass the acquisition of relevant knowledge, skills, and vocational competencies necessary for enhancing individual well-being and facilitating active participation in national economic development. As such, secondary education in Nigeria is widely regarded as a critical foundation for human capital development and sustainable national growth (Ofoegbu, 2017; Adu et al., 2015).

In furtherance of these objectives, Catholic mission institutions, acknowledged as among the earliest agents in the introduction and expansion of formal education in Nigeria have significantly contributed to the establishment and growth of secondary schools aimed at promoting holistic education. Agba et al. (2025) described Catholic mission secondary schools as faith-based institutions established and administered by the Catholic Church, designed to provide holistic education that integrates academic excellence with moral, spiritual, and character formation of learners. They contribute significantly to educational development in Nigeria by fostering discipline, value-oriented instruction, and improved student outcomes through structured administration and strong ethical foundations. Catholic mission secondary schools, operating under the auspices of the Catholic Church, are distinguished by their strong emphasis on moral instruction, discipline, academic excellence, and value-based education (Amaefule, 2023). These institutions integrate character formation with cognitive development; thereby enhancing students' ethical orientation and academic achievement (Ezeh & Okonkwo, 2021; Nwachukwu, 2023). Moreover, the structured and mission-driven environment of Catholic schools fosters effective teaching and learning processes. Nonetheless, the sustainability of these outcomes is largely contingent upon the effectiveness, dedication, and professional commitment of teachers, who play a pivotal role in curriculum implementation and the holistic development of students.

Teachers are the human resources that direct, instruct and impart skills, knowledge, values and morals to learners. There is no doubt that the role of teachers in curriculum implementation is enormous. Offorma and Chukwuma-Nosike (2016) noted that teachers are the professionals who coordinate all the factors in teaching and learning process to promote the attainment of educational objectives. This is to say that teachers are the professionals that assist in academic, social and emotional development of students. Thus, teachers arguably play significant role in the successful realization of secondary school objectives; as their commitment, creativity, and effectiveness directly influence students' academic outcomes (Mensah & Amponsah, 2021). Therefore, ensuring teachers' job

satisfaction is essential for sustaining motivation, reducing attrition, and fostering a conducive environment for teaching, learning, and educational excellence. Teachers' job satisfaction is the degree to which educators feel about their job roles, responsibilities, and the conditions under which they work. This highlights the emotional and attitudinal dimensions that affect teachers' motivation and retention in their job (Musa & Abdullahi, 2022). Okeke and Eze (2022) viewed teachers' job satisfaction as the motivational state arising from the fulfillment of teaching expectations, supportive work conditions, and alignment with personal and professional goals. Zhang and Bello (2024) asserted that job satisfaction reflects long-term commitment, emotional well-being, and perceived value within the educational ecosystem. The conceptualizations collectively converge on the idea that satisfaction is holistic and multidimensional construct: shaped by workplace dynamics, emotional well-being, and leadership. Consequently, principals' leadership style is fundamental in influencing teachers' morale, engagement, and overall job satisfaction.

Leadership styles are the manner and approach of providing direction, implementing plans, and motivating people. Principals' leadership styles refer to the distinctive behavioural patterns and administrative strategies employed by school heads to influence, coordinate, and motivate teachers, students, and non-teaching staff toward the attainment of educational goals. Leadership style is not a uniform model but is shaped by a principal's personal philosophy, temperament, and responsiveness to contextual variables such as school culture, teacher capacity, and student demographics. Adeyemi and Uko (2021) described a principal's leadership style as the behavioural disposition and decision-making strategy employed in guiding school operations and fostering staff cooperation. Leadership style as adopted by principals involve consistent behaviours and strategic approaches principals as administrators use to motivate staff manage school resources, and foster an environment conducive for teaching and learning. In this study, transformational leadership style, transactional leadership style, and situational leadership style were adopted in this study as most relevant in addressing current challenges in school administration and improving school outcomes.

Transformational leadership is a leadership model that emphasizes inspiring and motivating followers to achieve exceptional outcomes by transforming their attitudes, beliefs, and values. According to Adeyemi and Uko (2021), transformational leadership is a process where leaders influence followers through inspiration, motivation, and individualized support, thereby enhancing organizational commitment and performance. In practice, school leaders can implement this by mentoring staff and creating vision-driven goals. In alignment, Nwogbaga and Eze (2023) contended that transformational leaders challenge the status quo, model ethical standards, and inspire educators to surpass performance expectations; thereby promoting school effectiveness. Similarly, Chidiebere and Okafor (2023) asserted that transformational leadership involves empowering subordinates to exceed expectations by fostering a supportive culture and shared vision; which can be implemented by promoting collaborative leadership, recognizing teachers' contributions, and encouraging ownership of school reforms. Transactional leadership style is a leadership approach that is primarily based on structured processes, clear roles, defined goals, and a system of rewards and punishments. This style is rooted in the theory of exchange; leaders give something like rewards or recognition and in return for followers' performance or compliance with instructions. Ogundele and Adebayo (2021) described transactional leadership style as a managerial approach in which leaders clarify roles, monitor performance, and apply rewards or sanctions based on followers' compliance; thereby fostering order and ensuring short-term productivity. In practice, this is commonly

implemented in schools through mechanisms such as performance contracts and incentive schemes. Situational leadership style is a flexible and adaptive leadership approach that aligns leadership behaviours with the competence and commitment of followers. According to Hersey et al. (2020), situational leadership is a model that emphasizes adapting one's leadership style directive or supportive based on the readiness level of subordinates; practically, school leaders may shift between coaching and delegating depending on teachers' abilities and motivation. In support, Akpan and Umobong (2022) defined situational leadership as a dynamic process in which leaders assess situational variables and adjust strategies to optimize group performance, particularly effective in educational settings where diverse teacher competencies demand tailored approaches. However, Chukwuemeka and Okoye (2024) argued that the effectiveness of principals in adopting and implementing appropriate leadership styles is largely influenced by the conduciveness, safety, and adequacy of resources within the school environment.

School environment is the setting in which teaching and learning take place. Akinyele and Olanrewaju (2020) noted that the school environment comprises physical, psychological, and instructional settings that influence students' academic behaviours and outcomes. Bello and Usman (2023) viewed school environment as a structured academic space shaped by social, emotional, and academic support systems that foster student motivation and engagement, suggesting that supportive teacher-student dynamics are vital for sustained academic interest. This suggests that school environment comprised to the totality of physical, psychological, social, and instructional conditions within a school that directly or indirectly influence teaching and learning processes. It includes both tangible elements such as buildings, facilities, and teaching materials, and intangible factors like school culture, leadership style, peer relationships, safety, and emotional climate. In this study the school environment considered for investigation includes: school physical environment and school social environment.

The school physical environment encompasses all tangible elements within the school setting, including buildings, classrooms, playgrounds, and overall school layout, which collectively influence the educational experience. This environment is characterized by the quality and design of infrastructure, which can affect student learning and teacher effectiveness (Obi & Nwachukwu 2021). School physical environment according to Okoye and Eze (2020) refers to the physical conditions of the school building and the surrounding facilities, which include classrooms, playgrounds, libraries, sanitation, and ventilation systems. It involves all material components of the school infrastructure, such as the quality of school buildings, furniture, lighting, and acoustic environment, which significantly impact learning outcomes, increased teachers' job satisfaction and improved social interaction among school personnel. School social environment is the relationships and interactions of members of school. Arslan and Duru (2023) described school social environment as the interpersonal relationships, norms, and behaviors that shape interactions among students, teachers, and staff within the school setting. It includes factors like communication, support systems, peer relationships, and the overall emotional climate that influence the well-being and development of individuals in the school community. According to Edgerton (2021), school social environment is the overall atmosphere and culture within a school; including the relationships, interactions, and social dynamics among students, teachers, administrators, and the wider school community.

A considerable number of empirical studies have examined the relationship between principals' leadership styles and teachers' job satisfaction. Eze et al. (2022)

reported that transformational and democratic leadership styles significantly enhance teachers' motivation and job satisfaction by promoting collaboration, recognition, and professional growth. Similarly, Ugwu and Nwachukwu (2023) found that supportive school environments foster teachers' commitment, well-being, and overall job satisfaction by creating favourable working conditions that encourage effective teaching and professional engagement. Conversely, Nwafor and Ezeokoli (2021) revealed that leadership styles exert only a limited influence on teachers' job satisfaction in schools characterized by poor physical facilities, inadequate instructional resources, and unfavourable organizational climates, suggesting that the effectiveness of leadership practices is contingent upon the quality of the school environment. In addition, Okonkwo and Anyanwu (2020) observed that within mission schools, principals' moral and spiritual leadership significantly enhances teachers' morale, sense of purpose, and professional fulfilment; implying that findings derived from public or secular schools may not adequately explain teachers' job satisfaction in faith-based educational settings.

Despite these empirical contributions, previous studies have largely focused on public or non-faith-based secondary schools, with limited attention devoted to the distinctive administrative, religious, and organizational characteristics of Catholic mission secondary schools in Anambra State. Catholic mission schools operate within a philosophy that emphasizes Christian values, moral discipline, servant leadership, collaborative service, spiritual formation, and holistic education. These unique characteristics shape principals' leadership practices, influence the nature of the school environment, and affect teachers' expectations, attitudes, and perceptions of their work differently from those in conventional public schools. Consequently, teachers' job satisfaction in these schools may be influenced not only by principals' leadership styles and the quality of the school environment but also by the mission's religious ethos, ethical culture, and value-based management practices. The paucity of empirical studies conducted within this distinctive educational setting therefore, creates both a contextual gap and a knowledge gap. It is against this backdrop that the present study investigated principals' leadership styles and school environment as predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Statement of the Problem

Catholic mission secondary schools in Anambra State are generally expected to operate as well-structured and value-driven educational institutions where teachers' job satisfaction is deliberately prioritized and sustainably maintained. In several of these schools, commendable progress has already been observed, as reflected in improved academic performance, strong moral discipline among students, and relative stability in the teaching workforce. These indicators suggest that where effective leadership and supportive environmental conditions are in place, teachers are more likely to experience higher levels of satisfaction and professional commitment. In principles, principals are expected to employ effective leadership styles, particularly democratic and transformational approaches that promote participation in decision-making, mutual respect, motivation, and continuous professional development. In the same vein, the school environment is expected to be supportive and enabling; characterized by adequate instructional resources, positive interpersonal relationships, and a healthy organizational climate that enhances teachers' attachment to their duties. Under such favourable conditions, teachers are likely to demonstrate improved instructional delivery, increased dedication to duty, reduced absenteeism, and enhanced student academic outcomes.

Notwithstanding these positive developments in many Catholic mission secondary schools, emerging evidence suggests that teachers' job satisfaction is declining in some institutions within Anambra State. This concern is informed by researcher's over a decade of administrative experience, as well as preliminary informal interactions with teachers in these schools. In several instances, some teachers have expressed dissatisfaction through frequent complaints about excessive workload, limited participation in school decision-making, inadequate recognition and appreciation for exceptional performance, delayed or insufficient welfare support, poor communication between school administrators and staff, perceived favouritism in administrative decisions, and strained interpersonal relationships within the school. In some cases, teachers have also exhibited low morale, declining enthusiasm for instructional responsibilities, increased absenteeism, reduced commitment to extracurricular activities, reluctance to participate in school programmes, and a growing intention to seek employment outside the Catholic mission school system. These observable manifestations suggest that teachers' job satisfaction may be deteriorating in certain Catholic mission secondary schools.

The situation is particularly worrisome because teachers' job satisfaction is fundamental to effective teaching and learning. When teachers experience dissatisfaction arising from authoritarian or inconsistent leadership practices, limited involvement in decision-making, ineffective communication, inadequate recognition of their professional contributions, and an unconducive school environment, their motivation, organizational commitment, and instructional effectiveness are likely to decline. Such conditions may adversely affect classroom instruction, students' academic achievement, and the overall effectiveness of the school. If these challenges remain unresolved, they may result in increased teacher turnover, occupational burnout, absenteeism, declining instructional quality, weakened teacher commitment, and a gradual erosion of the academic excellence, moral values, and evangelical mission that distinguish Catholic mission secondary schools. It is against this backdrop that the present study became imperative, as it empirically investigated principals' leadership styles and school environment as predictors of teachers' job satisfaction in Catholic Mission secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to investigate principals' leadership styles and school environment as predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. Specifically, the study sought to determine:

1. the predictive value of principals' transformational leadership style on teachers' job satisfaction in Catholic mission secondary schools in Anambra State;
2. the predictive value of principals' transactional leadership style on teachers' job satisfaction in Catholic mission secondary schools in Anambra State;
3. the predictive value of principals' situational leadership style on teachers' job satisfaction in Catholic mission secondary schools in Anambra State;
4. the predictive value of school physical environment on teachers' job satisfaction in Catholic mission secondary schools in Anambra State;
5. the predictive value of school social environment on teachers' job satisfaction in Catholic mission secondary schools in Anambra State; and
6. the joint predictive value among principals' leadership styles, school environment, and teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the predictive value of principals' transformational leadership style on teachers' job satisfaction in Catholic mission secondary schools in Anambra State?
2. What is the predictive value of principals' transactional leadership style on teachers' job satisfaction in Catholic mission secondary schools in Anambra State?
3. What is the predictive value of principals' situational leadership style on teachers' job satisfaction in Catholic mission secondary schools in Anambra State?
4. What is the predictive value of school physical environment on teachers' job satisfaction in Catholic mission secondary schools in Anambra State?
5. What is the predictive value of school social environment on teachers' job satisfaction in Catholic mission secondary schools in Anambra State?
6. What is the joint predictive value of principals' leadership styles, school environment on teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Principals' transformational leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.
2. Principals' transactional leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.
3. Principals' situational leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.
4. School physical environment does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.
5. School social environment does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.
6. Principals' leadership styles and school environment do not jointly and significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Theoretical Framework

The theoretical framework of this study is anchored on the Full Range Leadership Theory, Situational Leadership Theory, and Herzberg's Motivator-Hygiene Theory.

The Full Range Leadership Theory (Burns, 1978; Bass, 1985; Bass and Avolio, 1994)

The Full Range Leadership Theory (FRLT) was originally developed by Burns in 1978 through his distinction between transformational and transactional leadership and was later expanded by Bass (1985), with further refinements by Bass and Avolio in the year 1994. FRLT serves as the primary foundation for examining principals' leadership styles because it explains the various leadership behaviours through which leaders influence followers' motivation, commitment, and performance. The theory categorizes leadership behaviours into transformational, transactional, and laissez-faire dimensions, emphasizing that transformational leaders inspire followers through vision, intellectual stimulation, and individualized consideration, while transactional leaders influence performance through rewards, recognition, and corrective measures. In relation to this study, the theory provides a strong basis for understanding how principals' transformational and transactional leadership styles predict teachers' job satisfaction. However, while the theory explains

important leadership behaviours, it does not sufficiently address how leaders modify their approaches based on changing circumstances and follower characteristics. To address this limitation, the Situational Leadership Theory is incorporated to explain the adaptive nature of principals' leadership practices.

Situational Leadership Theory (Hersey and Blanchard, 1969)

The Situational Leadership Theory was developed by Paul Hersey and Kenneth H. Blanchard (1969) and later refined in subsequent publications by Hersey, Blanchard, and Johnson in 2013. The theory is based on the premise that there is no single best leadership style that is effective in every circumstance. Instead, effective leadership depends on the leader's ability to assess the demands of a particular situation and adapt his or her leadership behaviour to meet the competence, commitment, confidence, and readiness level of followers. According to the theory, leaders should adjust their leadership style by employing one of four approaches: telling (directing), selling (coaching), participating (supporting), and delegating, depending on the developmental level of those they lead. As followers gain experience, confidence, and competence, leaders are expected to reduce task-oriented behaviours and increase or decrease relationship-oriented behaviours as appropriate. The theory therefore emphasizes flexibility, adaptability, and responsiveness to changing organizational conditions, making leadership effectiveness dependent on the appropriate matching of leadership style with followers' needs and situational demands rather than on the consistent application of a single leadership approach. The Situational Leadership Theory is highly relevant to the present study because it provides a sound theoretical explanation for principals' situational leadership style and its relationship with teachers' job satisfaction. The theory suggests that principals who are capable of adjusting their leadership behaviours according to teachers' experience, professional competence, commitment, and individual needs are more likely to create supportive working relationships that enhance teachers' morale and satisfaction with their jobs. Therefore, the theory provides an appropriate framework which expounds how situational leadership behaviours adopted by principals may influence teachers' attitudes, motivation, commitment, and overall satisfaction within the secondary school system.

The Full Range Leadership Theory (FRLT) and Situational Leadership Theory (SLT) offer a strong theoretical foundation for understanding the dynamics of principals' leadership styles and their impact on teachers' job satisfaction in Catholic Mission secondary schools. Their contingency natures make it highly adaptable to the complex realities of school environments where diverse leadership approaches may be required. The theories however, have certain limitations that create a lacuna in fully addressing the scope of the study. While it explains how leadership behaviours and environmental conditions influence teachers' motivation and satisfaction, it does not explicitly explain how school environmental factors influence teachers' job satisfaction. Their primary concern are the adaptation of leadership behaviours to followers' developmental levels and situational demands rather than the influence of organizational conditions such as physical facilities, interpersonal relationships, school climate, administrative policies, availability of instructional resources, workload, remuneration, and other workplace conditions that significantly affect teachers' satisfaction. This limitation therefore necessitates the introduction of Herzberg's Hygiene-Motivation Theory, developed by Frederick Herzberg in 1959. Herzberg's theory distinguishes between hygiene factors, which prevent dissatisfaction, and motivators, which promote satisfaction and improved performance.

Herzberg's Motivator-Hygiene Theory (Frederick Herzberg, 1959)

Herzberg's motivator-hygiene theory, also known as the two-factor theory, was developed by Frederick Herzberg in 1959 through his study of engineers and accountants on job attitudes and satisfaction. The theory posits that job satisfaction and dissatisfaction arise from two distinct sets of factors rather than from a single continuum. The motivator factors, which contribute to satisfaction, are intrinsic to the work itself and include achievement, recognition, responsibility, advancement, and opportunities for growth. On the other hand, hygiene factors are extrinsic to the job and focus on the work environment; they include salary, school policies, interpersonal relations, supervision, and physical working conditions. According to Herzberg, the absence of motivators leads to a lack of satisfaction, while the absence of hygiene factors leads to dissatisfaction. Thus, true job satisfaction depends on enriching the job with motivators, while dissatisfaction can only be prevented by ensuring that hygiene factors are adequately addressed. This dual perspective makes the theory unique, as it highlights the need to address both the work environment and the motivational content of the job for overall employee well-being. In this study, the theory is relevant because teachers' satisfaction may be influenced not only by principals' leadership approaches but also by the quality of the school environment in which they perform their duties. Therefore, the inclusion of Herzberg's theory provides a broader explanation of the mechanisms through which leadership practices and school environmental factors jointly contribute to teachers' job satisfaction.

Methods

The study adopted the correlational research design. As reported by Ifeakor (2018), a correlational research design is a research design that indicates the direction and magnitude of the relationship between or among the variables of the study. The study was carried out in Anambra State, South-East, Nigeria using Catholic Mission secondary schools. The population of the study comprised all the 4,381 teachers in the 172 Catholic secondary schools in Anambra State (Onitsha Ecclesiastical Province Education Secretariat Onitsha, 2025). A sample of 876 teachers, representing 20% of the total population, was drawn using proportionate stratified random sampling. Initially, the schools were stratified according to the five Catholic dioceses in Anambra State to ensure equitable representation of all relevant subgroups within the population. The instrument for data collection was three researcher-structured rating scales titled "Principals' Leadership Styles Rating Scale (PLSRS), School Environment Rating Scale (SERS) and Teachers' Job Satisfaction Rating Scale (TJSRS)." The first instrument PLSRS has three clusters "A-C". Cluster 'A' elicited data on principals' transformational leadership with 10-item statements; Cluster 'B' elicited data on principals' situational leadership with 10-item statements; and Cluster C elicited data on principals' transactional leadership with 10-item statements. All the Clusters "A-C" in the instrument 'PLSRS' have a total of 30-item statements with a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD); weighted as 4, 3, 2, and 1 respectively. The second instrument SERS has two clusters "E-F". Cluster 'E' elicited data on school physical environment with 10-item statements and Cluster 'F' elicited data on school social environment with 10-item statements. All the Clusters "E-F" in the instrument 'PLSRS' have a total of 20-item statements with a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD); weighted as 4, 3, 2, and 1 respectively. The third instrument TJSR contains 15 items statements which was designed to elicit data on teachers' job satisfaction and was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A) Disagree (D), and Strongly Disagree (SD); weighted 4, 3, 2, and 1 respectively. The instrument was face validated by three experts in Faculty of Education

Nnamdi Azikiwe University, Awka. Internal consistency co-efficient of: 0.89, 0.86, and 0.91 were obtained on instrument PLSRS. Test of reliability on SERS yielded coefficient values of 0.90 and 0.88. Furthermore, Cronbach Alpha test on TJSRS yielded coefficient value of 0.92. However, the overall coefficient of 0.89, 0.89, and 0.92 were obtained for PLSRS, SERS, and TJSRS respectively. The researchers with the assistance of ten trained research assistants administered the instrument to the respondents. Out of the 876 copies administered, 862 copies were returned duly completed, and used for data analysis. This gave a return rate of 98.40%, and was considered adequate for the study by the researchers. Simple linear regression analysis (R) was used to answer the research questions one to five while multiple linear regressions analysis was utilized in answering research question six. The R was used to determine the predictive values of the independent variables (principals' leadership style and school environment) and the dependent variable (teachers' job satisfaction) in the study. The magnitude of the prediction was determined using Laerd Statistics (n.d.) guidelines, thus:

Coefficient (r)	Relationship
$\pm .00 - .19$	Very Weak
$\pm .20 - .39$	Weak
$\pm .40 - .59$	Moderate
$\pm .60 - .79$	Strong
$\pm .80 - 1.00$	Very Strong

Simple linear regression statistics was also used to test hypotheses one to five, while the multiple linear regressions statistics was used to test hypothesis six. The p-value was used to determine the significance of the prediction for all hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated p-value is less than the stipulated level of significance (p-value $< .05$); while a null hypothesis was upheld where the calculated p-value is less than the stipulated level of significance (p-value $< .05$). All analyses were carried out using Statistical Package for Social Science (SPSS) Version 26.

Results Presentation and Analysis

Analysis of Research Questions

The study answered the following research questions:

Research Question One: What is the predictive value of principals' transformational leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Table One: Simple regression analysis of principals' transformational leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Model	N	R	R ²	Adj.R ²	B	Remarks
Constant					.21799	Strong
Transformational leadership style	862	.742	.568	.567		

The regression analysis presented in Table One indicates that principals' transformational leadership style is a strong predictor of teachers' job satisfaction in

Catholic mission secondary schools in Anambra State, as evidenced by a positive regression value ($R = 0.742$). The coefficient of determination ($R^2 = 0.568$) shows that transformational leadership style accounts for 56.8% of the variance in teachers' job satisfaction; implying that leadership characterized by inspiration, individualized consideration, intellectual stimulation, and motivational support substantially enhance teachers' job satisfaction.

Research Question Two: What is the predictive value of principals' transactional leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Table Two: Simple regression analysis of principals' transactional leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Model	N	R	R^2	Adj. R^2	B	Remarks
Constant					.28380	Moderate
Transactional leadership style	862	.583	.356	.354		

Results in Table Two reveal a very strong predictive relationship between principals' transactional leadership style and teachers' job satisfaction, with a moderate regression value ($R = 0.583$). The R^2 value of 0.356 indicates that 35.6% of the variation in teachers' job satisfaction is explained by transactional leadership style; underscoring that leadership through contingent rewards and management-by-exception is a moderate predictor of teachers' job satisfaction.

Research Question Three: What is the predictive value of principals' situational leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Table Three: principals' situational leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Model	N	R	R^2	Adj. R^2	B	Remarks
Constant					.22905	Strong
Situational leadership style	862	.751	.521	.520		

The results shown in Table Three demonstrate that principals' situational leadership style strongly predicts teachers' job satisfaction, as shown by a regression value of 0.751. The R^2 value of 0.521 suggests that 52.1% of the variation in teachers' job satisfaction is attributable to situational leadership style; indicating that flexibility in adapting leadership approaches to teachers' needs and tasks demand strongly enhances teachers' job satisfaction and commitment.

Research Question Four: What is the predictive value of school physical environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Table Four: Simple regression analysis of school physical environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Model	N	R	R ²	Adj.R ²	B	Remarks
Constant					.22737	V. Strong
School physical environment	862	.830	.618	.616		

The regression analysis presented in Table Four demonstrates a very high predictive relationship between school physical environment and teachers' job satisfaction, as evidenced by a regression coefficient of 0.830. This indicates that improvements in the quality of the physical environment are strongly associated with corresponding increases in teachers' level of job satisfaction. Furthermore, the coefficient of determination (R^2) of 0.618 reveals that approximately 61.8% of the total variance in teachers' job satisfaction is explained by variations in the school physical environment, highlighting its significant explanatory power within the model.

Research Question Five: What is the predictive value of school social environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Table Five: Simple regression analysis of school social environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Model	N	R	R ²	Adj.R ²	B	Remarks
Constant					.22737	Strong
School social environment	862	.803	.598	.596		

The regression analysis presented in Table Five reveals that the school social environment is a significant and strong predictor of teachers' job satisfaction, as indicated by a high positive regression coefficient ($R = 0.803$). This suggests a robust direct relationship, whereby improvements in the quality of the social environment within the school correspond to substantial increases in teachers' levels of job satisfaction. Moreover, the coefficient of determination ($R^2 = 0.598$) indicates that approximately 59.8% of the variance in teachers' job satisfaction is explained by the school social environment, underscoring its considerable explanatory strength in the model.

Research Question Six: What is the joint predictive value of principals' leadership styles, school environment, and teachers' job satisfaction in Catholic mission secondary schools in Anambra State?

Table Six: Multiple linear regression analysis among principals' leadership styles, school environment, and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Model	N	R	R ²	Adj.R ²	B	Remarks
Constant					.22737	Strong
Principals' leadership styles; school environment	862	.753	.582	.581		

The joint regression analysis presented in Table Six indicates that principals' leadership styles and the school environment collectively constitute strong predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State, as reflected by a multiple regression coefficient of 0.753. This denotes a substantial combined relationship between the predictor variables and the outcome variable. In addition, the coefficient of determination (R^2) of 0.582 reveals that approximately 58.2% of the total variation in teachers' job satisfaction is jointly accounted for by principals' leadership styles and the school environment; thus, highlighting the considerable explanatory capacity of these variables within the regression model.

4.2 Test of Hypotheses

The study tested the hypotheses at 0.05 level of significant as presented below:

Hypothesis One

H₀: Principals' transformational leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

H₁: Principals' transformational leadership style significantly predicts teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Table Seven: Simple linear regression summary analysis of significance of transformational leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Variables	R	R ²	Adj. R ²	F-value	P-value	α	Remarks
Transformational leadership style	.742 ^a	.568	.567	160.272	.001 ^b	.05	Sig.

a. Dependent Variable: Teachers' Job Satisfaction

b. Predictors: (Constant), Transformational Leadership Style

The analysis in Table Seven indicates that transformational leadership style is a significant predictor of teachers' job satisfaction in Catholic mission secondary schools in Anambra State, as evidenced by an F-value of 160.272 and a p-value of 0.001, which was below the 0.05 level of significance limit ($p < 0.05$). Consequently, the null hypothesis which state that principals' transformational leadership style does not significantly predict

teachers' job satisfaction in Catholic mission secondary schools in Anambra State was not accepted; whereas the alternative hypothesis was accepted.

Hypothesis Two

H₀: Principals' transactional leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

H₁: Principals' transactional leadership style significantly predicts teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Table Eight: Simple linear regression summary analysis of significance of transactional leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Variables	R	R ²	Adj. R ²	F-value	P-value	α	Remarks
Transactional Leadership Style	.583 ^a	.356	.354	109.412	.003 ^b	.05	Sig.

a. Dependent Variable: Teachers' Job Satisfaction

b. Predictors: (Constant), Transactional Leadership Style

Results in Table Eight reveal that transactional leadership style exerts a significant effect on teachers' job satisfaction, with an F-value of 109.412 and a p-value of 0.003, well below the 0.05 threshold ($p < 0.05$). The refore, the null hypothesis asserting that Principals' transactional leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State was not upheld; while the alternative hypothesis was accepted.

Hypothesis Three

H₀: Principals' situational leadership style does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

H₁: Principals' situational leadership style significantly predicts teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Table Nine: Simple linear regression summary analysis of significance of situational leadership style and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Variables	R	R ²	Adj. R ²	F-value	P-value	A	Remarks
Situational Leadership Style	.751 ^a	.521	.520	159.618	.001 ^b	.05	Sig.

a. Dependent Variable: Teachers' Job Satisfaction

b. Predictors: (Constant), Situational Leadership Style

Results from Table Nine demonstrate that situational leadership style significantly predicts teachers' job satisfaction, as indicated by an F-value of 159.618 and a p-value of 0.001 that was below the 0.05 significance level mark ($p < 0.05$). Hence, the null hypothesis stating that principals' situational leadership style does not significantly predict

teachers' job satisfaction in Catholic mission secondary schools in Anambra State was overturned; however, the alternative hypothesis was upheld.

Hypothesis Four

H₀: School physical environment does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

H₁: School physical environment significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Table 10: Simple linear regression summary analysis of significance of school physical environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Variables	R	R ²	Adj. R ²	F-value	P-value	α	Remarks
School Physical Environment	.830 ^a	.618	.616	184.113	.000 ^b	.05	Sig.

a. Dependent Variable: Teachers' Job Satisfaction

b. Predictors: (Constant), School Physical Environment

The data in Table 10 show that school physical environment significantly affects teachers' job satisfaction, with an F-value of 184.113 and a p-value of 0.000; which was lower than the 0.05 level of significance benchmark ($p < 0.05$). Accordingly, the null hypothesis which posits that school physical environment does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State was refuted; notwithstanding, the alternative hypothesis was accepted.

Hypothesis Five

H₀: School social environment does not significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

H₁: School social environment significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Table 11: Simple linear regression summary analysis of significance of school social environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Variables	R	R ²	Adj. R ²	F-value	P-value	α	Remarks
School Social Environment	.803 ^a	.598	.596	178.628	.000 ^b	.05	Sig.

a. Dependent Variable: Teachers' Job Satisfaction

b. Predictors: (Constant), School Social Environment

Table 11 indicates that school social environment is a significant determinant of teachers' job satisfaction, as demonstrated by an F-value of 178.628 and a p-value of 0.000, which was way below the 0.05 point ($p < 0.05$). Therefore, the null hypothesis proposing that school social environment does not significantly predict teachers' job

satisfaction in Catholic mission secondary schools in Anambra State was not accepted; contrarily, the alternative hypothesis was upheld.

Hypothesis Six

H₀: Principals' leadership styles and school environment do not jointly and significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

H₁: Principals' leadership styles and school environment jointly and significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Table 12: Multiple linear regression analysis among principals' leadership styles, school environment and teachers' job satisfaction in Catholic mission secondary schools in Anambra State

Variables	R	R ²	Adj. R ²	F-value	P-value	α	Remarks
Principals' leadership styles; school environment	.753 ^a	.582	.581	162.927	.001 ^b	.05	Sig.

a. Dependent Variable: Teachers' Job Satisfaction

b. Predictors: (Constant), Principals' leadership styles; school environment

The combined predictive value of principals' leadership styles and school environment on teachers' job satisfaction is significant, as shown in Table Six with an F-value of 162.927 and a p-value of 0.001, which is far below the 0.05 significance level ($p < 0.05$). For this reason, the null hypothesis which states that principals' leadership styles and school environment do not jointly and significantly predict teachers' job satisfaction in Catholic mission secondary schools in Anambra State was not upheld; conversely, the alternative hypothesis was upheld.

Discussion of Findings

The results of the study, as presented in Table One, revealed that principals' transformational leadership style is a strong predictor of teachers' job satisfaction in Catholic mission secondary schools in Anambra State ($R = 0.742$, $R^2 = 0.568$). This indicates a substantial positive relationship, with approximately 56.8% of the variance in teachers' job satisfaction explained by transformational leadership practices such as inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. Furthermore, the findings in Table Seven acknowledged that this predictive relationship is statistically significant, as evidenced by a robust F-ratio ($F = 160.262$) and a p-value of 0.001, which is far below the conventional alpha threshold of 0.05. This statistical outcome affirms that the influence of transformational leadership on teachers' job satisfaction is not attributable to random variation but reflects a genuine and reliable effect. Empirically, this position is reinforced by Nguyen et al. (2022), who found that transformational leadership significantly predicted teachers' job satisfaction in Vietnamese secondary schools ($\beta = 0.61$, $p < .01$); attributing this to leaders' empowering and supportive dispositions. Similarly, Adeyemi and Oladipo (2021) reported that transformational leadership accounted for 54% of the variance in teachers' job satisfaction in Nigerian secondary schools; thus, highlighting motivation and professional development support as critical mechanisms. In a European context, García-Torres (2023) established a

strong positive relationship between transformational leadership and teacher satisfaction in Spanish schools, emphasizing participatory governance and collaborative culture as key explanatory factors. Conversely, Kim and Park (2020) found no significant relationship between transformational leadership and teachers' job satisfaction in South Korea. The divergence in the study findings is likely attributable to systemic constraints such as centralized educational governance, rigid bureaucratic controls, and limited principal autonomy. In such contexts, even highly transformational leaders may be constrained in influencing critical determinants of job satisfaction such as remuneration, workload distribution, and policy flexibility; thereby attenuating the observable impact of leadership style.

The results presented in Table Two demonstrated that principals' transactional leadership style exerts a moderate predictive influence on teachers' job satisfaction in Catholic Mission secondary schools in Anambra State. This is evidenced by a regression coefficient of $R = 0.583$ and a coefficient of determination (R^2) of 0.356, indicating that transactional leadership accounts for 35.6% of the variance in teachers' job satisfaction. Complementarily, the findings in Table Eight confirmed that this predictive relationship is statistically significant ($F = 109.412$, $p = 0.003$); thereby, affirming that the observed association is unlikely to have occurred by chance. These outcomes highlight the relevance of transactional leadership as a meaningful, though not dominant, determinant of teachers' job satisfaction within the studied context. By implication, principals' use of structured leadership practices contributes appreciably to shaping teachers' workplace experiences and perceptions of their professional roles. The present findings are largely consistent with extant empirical literature. Olatunji and Adebayo (2021) reported that transactional leadership moderately predicted teachers' job satisfaction in public secondary schools in Oyo State, with an R^2 value of 0.38; however, emphasizing that reward-based system enhanced performance but had limited influence on intrinsic motivation. Similarly, Mwangi et al. (2022) found a significant yet moderate relationship between transactional leadership and teacher satisfaction in Kenyan secondary schools. The study further noted that structured supervision improved task clarity without substantially enhancing job fulfillment. In a related study, Alenezi (2024) observed that transactional leadership significantly influenced teachers' job satisfaction in Saudi Arabian schools; particularly through appraisal and reward mechanisms, although its predictive strength was weaker relative to transformational leadership. In contrary, Skaalvik and Skaalvik (2020) found no significant relationship between transactional leadership and teachers' job satisfaction in Norway. The study attributed this divergence to the country's highly autonomous, trust-based educational system where rigid supervisory and reward structures are less emphasized. These variations suggest that the effectiveness of transactional leadership is context-dependent, shaped by cultural norms, institutional expectations, and teachers' value orientations.

The findings in Table Three indicated that principals' situational leadership style is a strong predictor of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. This is evidenced by a high correlation coefficient ($R = 0.751$) and a substantial coefficient of determination ($R^2 = 0.521$), indicating that 52.1% of the variance in teachers' job satisfaction is jointly explained by principals' situational leadership practices. More so, Table Nine affirmed the robustness of this relationship through an F-value of 159.618 with a significance level of $p = 0.001$; thus, establishing that the observed predictive effect is statistically reliable and not attributable to random variation. Collectively, these results demonstrate that situational leadership constitutes a major determinant of teachers' job satisfaction within the study context, highlighting its practical

and theoretical importance in educational leadership discourse. In line with the study findings, Chen and Liu (2021) reported that situational leadership significantly predicted teacher job satisfaction in Chinese secondary schools, with an explanatory power of $R^2 = 0.49$, attributing this relationship to the ability of principals to adjust leadership strategies according to teacher experience and competence levels. Similarly, Okeke and Nwosu (2022) found a strong positive relationship between situational leadership and teachers' job satisfaction in Nigerian secondary schools, emphasizing that leadership flexibility enhances morale, instructional effectiveness, and organizational commitment. In a comparable study, Abdullah and Rahman (2023) observed that situational leadership significantly influenced teacher satisfaction in Malaysian secondary schools; particularly through individualized supervision, adaptive communication, and differentiated professional support. However, a contrasting result was reported by Harris and Jones (2020) in the United Kingdom, where situational leadership exhibited a weak and statistically insignificant relationship with teacher job satisfaction. This inconsistency may be attributed to contextual differences in educational governance systems.

In Table Four, the findings showed that the school physical environment is a very strong predictor of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. This is evidenced by a high regression coefficient ($R = 0.830$) and a substantial coefficient of determination ($R^2 = 0.618$), implying that 61.8% of the variance in teachers' job satisfaction is jointly explained by the quality and adequacy of the school physical environment. Furthermore, Table 10 validated the robustness of this relationship with an F-value of 184.113 and a significance level of $p = 0.000$; as a result, establishing that the observed predictive effect is highly significant and not attributable to random variation. These results collectively demonstrate that the physical school environment constitutes a dominant determinant of teachers' job satisfaction within Catholic mission secondary school in Anambra State; thus, highlighting its central role in shaping educators' workplace experiences. Various empirical literatures provide strong support for these findings. In their study, Ogunode and Jegede (2021) reported that school infrastructure significantly predicted teachers' job satisfaction in Nigerian secondary schools, with a coefficient of determination ($R^2 = 0.64$), indicating that well-equipped classrooms and functional facilities substantially enhance teacher morale and productivity. Consequently, Kanyongo and Moyo (2022) found a strong positive relationship between the physical school environment and teacher satisfaction in Zimbabwean secondary schools, noting that adequate infrastructure reduces occupational stress and improves instructional effectiveness. In a related study, Rahman and Ali (2024) established that improved school facilities significantly influenced teachers' job satisfaction in Bangladeshi secondary schools; particularly through access to modern instructional resources and safe, conducive learning environments. These studies collectively reinforce the argument that physical school conditions are critical determinants of teacher well-being and professional satisfaction across diverse educational contexts. However, contrasting evidence was reported by Sari and Suryani (2020) in Indonesia, where the relationship between physical school environment and teacher job satisfaction was found to be weak and statistically insignificant. This divergence may be explained by contextual and psychosocial factors influencing teacher motivation. In some educational systems, teacher satisfaction is more strongly driven by extrinsic factors such as salary structure, professional recognition, and intrinsic motivational variables rather than physical working conditions.

The findings presented in Table Five revealed that the school social environment is a very strong predictor of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. This is evidenced by a high regression coefficient ($R = 0.803$) and a

substantial coefficient of determination ($R^2 = 0.598$), indicating that 59.8% of the variance in teachers' job satisfaction is jointly explained by the quality of the school social environment. In addition, Table 11 confirms the statistical robustness of this relationship with an F-value of 178.628 and a significance level of $p = 0.000$; therefore, establishing that the observed predictive effect is highly significant and not due to chance variation. Collectively, these results underscore the school social environment as a major determinant of teachers' job satisfaction in Catholic mission secondary schools in Anambra State, reflecting its central role in shaping teachers' psychological and professional experiences. In corroboration with the study findings, Akanbi and Alabi (2021) also reported that school climate significantly predicted teachers' job satisfaction in Nigerian secondary schools, with a coefficient of determination of $R^2 = 0.61$, underscoring that collegial support, effective communication, and positive interpersonal relationships enhance teacher morale and commitment. More so, Nguyen and Pham (2022) found a strong positive relationship between school social environment and teacher satisfaction in Vietnamese secondary schools, noting that collaborative culture and strong administrative support were key determinants of teacher well-being. In a related study, Mensah and Ofori (2023) established that a positive school social environment significantly influenced teachers' job satisfaction in Ghana; in particular, through teamwork, participatory leadership, and supportive teacher-administrator relationships. These studies collectively reinforce the centrality of social and relational factors in shaping teacher satisfaction across diverse educational systems. Notwithstanding, contrasting evidence was reported by Bennell and Akyeampong (2020) in Sub-Saharan African setting, where the relationship between school social environment and teacher job satisfaction was found to be weak and inconsistent. This variation may be explained by broader systemic and structural challenges that characterize many educational systems in the region, such as poor remuneration, delayed salary payments, heavy workload, and weak institutional trust. In Sub-Saharan Africa, these extrinsic constraints may overshadow the influence of interpersonal relationships within the school environment.

The findings presented in Table Six reveal that principals' leadership styles and the school environment jointly constitute a strong predictor of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. This is evidenced by a multiple correlation coefficient ($R = 0.753$) and a coefficient of determination ($R^2 = 0.582$), indicating that 58.2% of the total variance in teachers' job satisfaction is jointly accounted for by the combined influence of leadership practices and school environmental conditions. Furthermore, Table 12 confirms the statistical robustness of this joint effect through an F-value of 162.927 with a significance level of $p = 0.001$; thereby, establishing that the observed relationship is highly significant and not attributable to random variation. These results underscore the fact that teachers' job satisfaction is substantially shaped by the integrated effects of both leadership behavior and environmental conditions within the school system. In tandem with the present study findings, Adu and Agyemang (2021) found that leadership practices and school climate jointly predicted teachers' job satisfaction in Ghanaian secondary schools, with a coefficient of determination of $R^2 = 0.60$, emphasizing the reinforcing effect of supportive leadership and conducive school environments. Moreover, Wang and Hall (2022) reported a significant combined influence of organizational climate and leadership on teacher satisfaction in Chinese secondary schools, noting that the effectiveness of leadership was significantly enhanced in positive school environments. In a related Nigerian study, Okoye and Nwafor (2024) established that principals' leadership styles and school environmental conditions jointly influenced teachers' job satisfaction, highlighting the importance of infrastructure quality and

collaborative school culture as key explanatory factors. These studies collectively reinforce the argument that teacher satisfaction is best understood as a multidimensional outcome shaped by the interaction of leadership and environmental variables. Nevertheless, contrasting evidence was reported by Sergiovanni and Greenfield (2020), who found that leadership and school environment did not jointly produce a significant effect on teacher job satisfaction in some United States school districts. This divergence may be attributed to contextual differences in educational governance systems, particularly in highly standardized environments where teacher satisfaction is more strongly influenced by external structural factors such as salary scales, collective bargaining agreements, and state-level policy frameworks. In such settings, school-level variations in leadership practices and environmental conditions may exert limited influence on teacher attitudes, as broader institutional determinants tend to dominate.

Conclusion

The study empirically established that principals' leadership styles (transformational, transactional, and situational leadership styles) together with the school environment, comprising both the physical and social environments, are strong and statistically significant predictors of teachers' job satisfaction in Catholic mission secondary schools in Anambra State. The findings indicate that the effective deployment of appropriate leadership styles by principals, in conjunction with a well-structured and supportive school environment, significantly enhances teachers' levels of job satisfaction. Specifically, the study reveals that when principals consistently adopt transformational, transactional, and situational leadership approaches in response to contextual demands, and when the school environment is made physically conducive and socially supportive, teachers demonstrate higher levels of satisfaction in the performance of their instructional and professional responsibilities. This improvement is reflected in their enhanced commitment, morale, and effectiveness in classroom management, instructional delivery, and student engagement. Consequently, the study concluded that the strengthening and sustained application of effective principals' leadership styles, alongside the continuous improvement of both physical and social school environments are imperative for enhancing and maintaining high levels of teachers' job satisfaction in Catholic mission secondary schools in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Catholic Diocesan education boards should institutionalize leadership development frameworks that ensure continuous training of principals in leadership roles, alongside policies that support conducive school environments to enhance teachers' job satisfaction.
2. Proprietors of Catholic mission secondary schools should invest in adequate infrastructure and promote a positive school climate, while appointing and supporting adaptive, people-oriented principals who enhance teachers' motivation and satisfaction.
3. School managers of Catholic Mission secondary schools should align policies with collaborative and responsive leadership practices, while ensuring supportive physical and social environments that promote effective teaching and professional fulfillment.
4. Principals in Catholic Mission secondary schools should adopt a blended leadership approach combining transformational, transactional, and situational styles, while



- maintaining a safe, resourceful, and collegial school environment that boosts teachers' morale and satisfaction.
5. Teachers in Catholic Mission secondary schools should show commitment and adaptability, remain open to supportive leadership, and contribute to a positive school climate that fosters mutual respect and collaboration.
6. Students in Catholic Mission secondary schools should maintain discipline and promote a respectful, cooperative school environment that supports effective teaching and teacher satisfaction.
7. Parents of students in Catholic Mission secondary schools should support school policies, assist in improving facilities where necessary, and reinforce positive behaviour at home to sustain a harmonious school environment.

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