PRINCIPALS' TRANSFORMATIONAL LEADERSHIP SKILLS AND TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN MEME DIVISION OF CAMEROON

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Abstract:

The study aims at finding out how principals' inspirational motivation, idealized influence and organizational commitment affect teachers' job satisfaction. A descriptive survey was employed on a population of secondary school teachers in Kumba II Municipality in Meme Division of Cameroon. Four schools were selected to represent government, confessional, and lay private. A sample size of 100 teachers was obtained through convenient sampling. Percentages and frequencies were used for describing study participants and their responses, while an Anova was used to verify the hypotheses of the study at 0.05 level of significance with the use of SPSS version 22.0. The findings revealed that there exist a significant positive relationship between principals' inspirational motivation and teachers' job satisfaction. Principals' inspirational motivation has an effect on teachers' job satisfaction in secondary schools. The findings further revealed that a significant positive relation exists between idealized influence and teachers' job satisfaction. Principals' idealized influence also has an effect on teachers' job satisfaction. Lastly, principals' organizational commitment has a significant positive effect on teachers' job satisfaction. Therefore, principals' transformational leadership skills leads to an increase in teachers' job satisfaction in secondary schools in Kumba II Municipality.

Keywords: principals' leadership, transformational leadership, inspirational motivation, organizational commitment, teachers' job satisfaction, educational leadership, secondary schools

1. Introduction

In early 20th century the concept of leadership was studied in terms of leadership characteristics or traits (Creighton, 2005). This approach was based on the premise that

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people were born with certain characteristics or traits such as, extreme intelligence, a good memory, persuasiveness, and unlimited amounts of energy (Steers, Porter, & Bigley) cited by Amoroso, 2002. The presence of these traits or characteristics presumably led individuals to leadership positions. However, by the mid-20th century, the trait theory was disputed by researchers due to lack of predictability (Amoroso, 2002). Realizing the unreliability of the trait theory, researchers began to focus on the observable leadership behaviors, known as behavioral leadership theory (Creighton 2005). Given the perceived importance of leadership and the central role principals play in the effectiveness of their schools, it is not surprising that research has come up with various leadership theories and theoretical basis on which educational leaders can base their leadership style and practices. Many of these theories, such as transformational leadership theory, can be said to have been influential in guiding school leadership (Marzano, et al. 2005).

The study of transformational leadership in schools has gained a lot of momentum in recent times. Building from the works of Burns (1978), Bass (1985), and Bass and Avolio (1994), Leithwood (2000) a transformational model of school leadership has been developed which state that transformational leadership skills are necessary skills required by principals if they are to meet the challenges of the 21st century. School principals who demonstrate a transformational leadership style encourages job satisfaction in their staff, demonstrate a higher level of organizational commitment, and have less staff turnover (Griffith, 2004; Yu, Leithwood, & Jantzi, 1999; 2000; & Ross & Gray, 2006).

According to Leithwood (2000), transformational forms of leadership have the potential for building high levels of commitment which foster growth in school staff. Transformational leaders have the ability to motivate followers to exceed expected or intended performance by setting more challenging expectations, empowering their followers, and paying attention to their individual needs and personal development. Thus, transformational leaders have the capability to inspire followers to commit to a shared vision and goals for an organization, challenge them to be innovative problem solvers, and help followers to develop leadership capacities (Bass, 1985; Bass & Riggo, 2006). Following this brief introduction, this study aims at assessing the impact of principals' transformational leadership skills on teachers' job satisfaction in secondary schools in Kumba II Municipality in Meme Division of Cameroon. In this light, this study looks at:

1) How principals' inspirational motivation affect teachers' job satisfaction;
2) How principals' idealized influence affect teachers' job satisfaction; and
3) How principals' organizational commitment affect teachers' job satisfaction.

2. Literature Review

2.1 The Concept of Transformational Leadership

Transformational leadership paradigm has rapidly become the choice for current research and application of leadership theory (Bass & Riggo, 2006). Transformational leadership focuses more on change and inspires followers to be "*committed to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity through coaching, mentoring*" (Bass & Riggo, 2006, p. 4). Based on the notion that the concept of leadership exceeds a mere social exchange between leader and followers, Bass and Riggo (2006) stated that: leadership must also address the follower's sense of self-worth to engage the follower in true commitment and involvement in the effort at hand (p.4). Therefore, transformational leaders accomplish the above notion by employing the four behavioral components synonymous with transformational leadership practices. These components often referred to as the four I's by Leithwood (2000) are:
- Individual consideration;
- Intellectual stimulation;
- Inspirational motivation and;
- Idealized influence.

A. Individual consideration

By acting as a coach or mentor, transformational leaders pay special attention to each follower's needs for achievement and growth. Individualized consideration occurs when new learning opportunities are created in conjunction with a supportive climate. In their demonstration of individual consideration, a transformational leader is an effective listener, recognizes and accepts employee's individual differences. An individual considerate leader will delegate tasks as a means of developing followers. Delegated tasks are monitored to determine whether the followers need additional direction or support (Bass & Riggo, 2006).

B. Intellectual stimulation

Transformational leaders encourage innovation and creativity by questioning, reframing problems, and approaching old situations in new ways. In addition, leaders who practice transformational leadership style solicit new ideas and creative solutions to problems from followers, who are included in the process of addressing problems and finding solutions (Bass & Riggo, 2006).

C. Inspirational motivation

Transformational leaders demonstrate behaviors that inspire those around them by providing meaning and challenge to their followers' work. They also arouse team spirit, enthusiasm and optimism. Transformational leaders involve their followers by clearly communicating expectations for their followers to meet and also demonstrate commitment to goals and shared vision (Bass & Riggo, 2006).

D. Idealized influence

Transformational leaders demonstrate behaviors that allow them to serve as role models for their followers. In addition to admiring, respecting, and trusting them, followers tend to identify with the leaders and want to emulate them. Followers view their leaders as having extraordinary capabilities like persistence and determination. In addition, leaders who exhibit idealized influence are willing to take risks and are consistent. They can be counted on to do the right thing as they demonstrate high standards of ethical and moral conduct (Bass & Riggo, 2006).

2.2 Transformational Leadership and Job Satisfaction

Empirical studies have shown that leadership behavior consistently and profoundly influences employees' job satisfaction (Nguni, Sleegers, & Denessen, 2006; Aydin., 2013; Leithwood & Sun, 2012; Top, 2012); Button, 2003; Jeyashuma, Chua & Siaw, 2017). Moreover, studies that have examined leadership behavior show that transformational leadership is positively correlated to employees' job satisfaction (Bogler, 2001; Griffith 2004; Menon, 2014; Aydin., 2013; Leithwood & Sun, 2012; Top, 2012); Button, (2003). According to Bass & Riggo, 2006, leaders who practice transformational leadership reportedly have more satisfied and committed followers than leaders who practice a non-transformational leadership style.

Many empirical studies in school leadership have documented factors affecting job satisfaction. Among those factors, supervisory or principal leadership behaviors is a consistent significant determinant of job satisfaction and retention of teachers (Betancourt-Smith, Inman, & Marlow, 1994; Billingsley, 2005; Billingsley & Cross, 1992; Bogler, 2001; Gersten, et al., 2001; Griffith, 2003; Heller, Clay & Perkins, 1993; Littrell & Billingsley, 1994; & McLeskey, et al., 2004). Moreover, a review of school leadership research reveals that school leaders who demonstrate transformational leadership behavior have staff who report higher levels of job satisfaction (Bogler, 2001; Griffith, 2004; Bass & Riggo's (2006).

Bogler (2001) states that job satisfaction is a determinant of commitment, and that individuals must be satisfied with their job before developing a sense of organizational commitment. Regardless of the manner in which one studies job satisfaction or dissatisfaction to organizational commitment, research links satisfaction to employees' career decisions in most or every occupational sector (Billingsley & Cross, 1992; Brownell et al., 1997; Gersten et al., 2001, Singh & Billingsley, 1996; Whitaker, 2000).

There are increasing levels of evidence that support the assertion that teacher job satisfaction is positively correlated to transformational leadership behaviors (Griffith, 2004; Nguni, Sleegers, & Denessen, 2006). Bogler (2001) found out that principals' transformational leadership behavior affected teachers' satisfaction both directly and indirectly through their occupational perceptions. Indirect effects occurred through teachers' perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development. All of these behaviors were influenced by individualized consideration and intellectual stimulation, which are two dimensions in

the transformational leadership model for educational leadership as developed by Leithwood (2000).

In a study which involved 3,074 teachers from 218 elementary schools in Canada, Ross and Gray (2006) sought to examine the effects of collective teacher efficacy upon the constructs of teacher commitment, as well as the effects of transformational leadership on teacher's commitment through collective teacher efficacy. These researchers found that transformational leadership had direct effects on teacher commitment and the collective teacher efficacy of the school.

Nguni, Sleegers, & Denessen (2006) completed a study in which they examined the effects of transformational and transactional leadership behavior on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior. In their study, the researchers surveyed 560 primary school teachers in 70 schools in Tanzania. Through path analysis, these researchers found that transformational leadership behavior had strong moderate positive effects on each of the three variables with charismatic leadership having the greatest effect that accounted for the largest proportion of variation on the three variables. Intellectual stimulation had a weak influence on job satisfaction, but active management had a moderate positive influence on job commitment.

In her doctoral study, Waters (2013) examined the relationship between principals' leadership style and job satisfaction as perceived by primary school teachers across NWS independent schools in Wollongong, Australia. The aim of her study was to examine transformational and transactional styles of leadership in relation to several measures of job satisfaction, including: supervision, colleagues' working conditions, responsibility, work itself, advancement and recognition. The findings strongly suggested that teachers' perceptions of principals' leadership styles are significantly related to teacher job satisfaction, therefore, raising high interest for future research development and practical application in educational settings.

Arumugam et al. (2015) investigated the relationship between principals' transformational leadership style and secondary school teachers' commitment. The main purpose of their study was to identify the relationship between principals' transformational leadership style and secondary school teachers' commitment in the Southern Zone of Sungai Petani District in Kedah. The results showed no difference in the level of education and the level of transformational leadership style practiced by the principals. The study also showed a significant relationship between principals' transformational leadership and teachers' commitment.

Furthermore, Foreena and Azhar (2016) carried out research on principals' transformational and transactional leadership style and job satisfaction of teachers of public degree colleges of Punjab, Pakistan. The study was to find out the relationship between leadership styles of principals and job satisfaction of college teachers using a survey method. There were 43 colleges excluding the mixed colleges from sample colleges. Five teachers from each college were selected as sample and Pearson r and t-test were used to analyze the data. The findings of the study show that there is a significant relationship between leadership style and job satisfaction. Not only was

there a relationship among transformational leadership style, transactional leadership style and job satisfaction, but also a significant relationship between transformational leadership style and job satisfaction existed.

Jeyashuma, Chua, and Siaw (2017) completed their study on principals' transformational leadership and teachers' effective commitment in primary cluster schools in Selangor, Malaysia. Using self-administered questionnaires on 331 teachers from primary cluster schools around Selangor, the researchers hold that leadership quality exerted by the school principals is undeniably a crucial constituent in ascertaining commitment among teachers. Furthermore, commitment among school teachers is closely associated to various duties and obligations, with an innovative attitude in the light of school development. The findings indicated a significant and positive moderate correlation between principal transformational leadership practices and teachers effective commitment.

As demonstrated by the above review of empirical research, the study of transformational leadership is gaining grounds in educational administration and school leadership. Moreover, evidence from compelling literature shows that transformational leadership is important and is a powerful tool for fostering group goals and evoking positive changes in the educational field.

3. Methods

3.1 Study Context and Selection of Schools
This study was carried out in selected secondary schools in Kumba urban in Kumba II Municipality in Meme Division, Cameroon. Meme Division has 61 public secondary schools, 5 Confessional schools and 28 Lay Private schools, giving a total of 94 secondary schools in the Division. Kumba urban comprising of Kumba I, Kumba II, and Kumba III Municipalities has 16 public secondary schools; 6 Confessional schools and 19 Lay Private schools giving a total of 41 secondary schools. Kumba II Municipality, which is the specific location of the study, has 2 public schools, 2 Confessional schools, and 6 Lay Private schools, giving a total of 10 secondary schools in Kumba II Municipality as stated by the Meme Divisional Delegate of Secondary Education, 2019.

Out of a total number of 619 teachers and 10 secondary schools in Kumba II Municipality, 100 teachers from four secondary schools were selected for this study. These included one government secondary school, two confessional secondary schools – Catholic and Presbyterian, and one lay private secondary school. The schools were Government Bilingual High School (GBHS) Kosala, Presbyterian Comprehensive High School Fiango Kumba, Saint Francis College Kumba, and Diligent Bilingual Academy, Kumba. The sample size which comprised 100 teachers selected from the above four mentioned schools are illustrated in Table 1. Using 100 teachers from the four schools the researcher used the convenient sampling technique. Based on this method the instruments were administered to any teacher who was accessible in the four schools upon the time of administration. Thus, any respondent seen during data collection who

was part of the sample population was administered the questionnaire to fill-out voluntarily. Confidentiality of their responses and participation was also guaranteed.

Table 1: General characteristics of participating schools and participants

Schools	Population of teachers per school	Number of questionnaires administered	Number returned	Percentage returned
1. GBHS Kosala Kumba	88	40	40	100%
2. Diligent Bilingual Academic Kumba	52	20	20	100%
3. Saint Francis College Kumba	36	20	20	100%
4. PCHS Fiango Kumba	24	20	20	100%
Total	**200**	**100**	**100**	**100%**

3.2 Data Collection and Analysis

A questionnaire was used for gathering data concerning principals' transformational leadership and teachers' job satisfaction. The questionnaire included principals' inspirational motivation, principals' idealized influence, and principals' organizational commitment and how these attributes affect teachers' job satisfaction. The first section was made up of demographic variables which solicited personal information from teachers such as name of school, gender, academic qualification, professional qualification, work experience and age range. The second section of the questionnaire consisted of 3 parts which contained items pertaining to principals' transformational leadership and how it affects teachers' job satisfaction. Part one was made up of 09 items based on inspirational motivation. Part two was made of 11 items based on idealized influence. Part three constituted 09 items made up of principals' organizational commitment. Apart from the demographic items, respondents were required to choose among the following four-point likert scale response options: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The items were pilot-tested with twenty teachers in one of the participating school for clarity and restructuring.

Participants of the study were teachers in Kumba II Municipality who voluntarily accepted to fill the questionnaire. An authorization was obtained from the delegation of secondary education in Kumba, Meme Division and a self-delivery method was used to issue the questionnaires to teachers of the four schools selected for the study. The data was analyzed using SPSS version 22.0. Descriptive statistics such as frequencies and percentages were used in describing demographic characteristics of study participants. Moreover, measures of central tendencies (mean) and dispersion (standard deviation); and Chi-Square for each item under the three sections (Principals' Inspiration Motivation, Principals' Idealized Influence, and Principals' Organizational Commitment) were also used to provide summaries of weighted responses for each

item in a tabulated format. Finally a one-way ANOVA was used for statistics test and to verify the hypotheses of the study at the 0.05 level of significance.

3.3 Demographics of Participants

The sample of this study was made up of one hundred teachers selected from four secondary schools in Kumba II Municipality: Government Bilingual High School Kosala (GBHS) had the highest population (40) with percentage of 40%, Diligent Bilingual Academic (DBA) with population of 20 (20%), Presbyterian Comprehensive High school (PCHS) with a population of 20 (20%), and Saint Francis College (SFC) 20 (20%). Table 2 below shows demographic characteristics of the study participants.

Table 2: Demographic Characteristics of Study Participants

Variable		Frequency	Percent
1. Schools	GBHS-KOSALA	40	40%
	DBA	20	20%
	PCHS	20	20%
	SFC	20	20%
	Total	**100**	**100%**
2. Gender	Male	55	55%
	Female	44	44%
	Nul/missing	1	1%
	Total	100	100%
3. Academic Qualification	PhD	8	8%
	Masters	18	18%
	Degree	56	56%
	A/L	15	15%
	Nul/ missing	3	3%
	Total	**100**	**100%**
4. Professional Qualification	DIPES One and Two*	48	48%
	DIPET One and Two*	12	12%
	CAPIEMP*	10	10%
	Others	25	25%
	Nul/missing	5	5%
	Total	**100**	**100%**
5. Work Experience As Teacher	1-3 Years	14	14%
	4-6 Years	36	36%
	7-9 Years	18	18%
	10-12 Years	11	11%
	13-15 Years	10	10%
	15 and Above	11	11%
	Total	**100**	**100%**
6. Teacher Age Range	21-25 Years	7	7%
	26-30 Years	25	25%
	31-35 Years	27	27%
	36-40 Years	22	22%
	41-45 Years	4	4%
	45 and Above	15	15%
Total		**100**	**100%**

Amongst the 100 participants who filled out the survey, 55% were male and 44% were female. With regard to academic qualification, 8% of the teachers indicated they had a PhD as the highest qualification, 18% had Masters Degrees, 56% had Bachelor's Degree and 15% had Advanced Level Certificates. As concerns professional teachers' diplomas, 48% of the teachers indicated that they have DIPES One and Two (Diplome professionnel de l'enseignement secondaire – Premier Cycle et Second Cycle), 12% had DIPET One and Two ((Diplome professionnel de l'enseignement technique – Premier Cycle et Second Cycle), whereas 10% had CAPIEMP (Certificat d' aptitude pedagogique des instituteurs de l'enseignement maternel et primaire) and 25% indicated other professional qualifications which were not specific to teaching. Participants working experience range from 1-3 years (14%), 4-6 years (36%), 7-9 years (18%), 10-12 years, 13-15 years (10%), and 15 years and above (11%). The age ranges of participants were as follows: 21-25 years (7%), 26-30 years (25%), 31-35 years (27%), 36-40 years (22%), 41-45 years of age (4%), and 45 years of age and above (15%).

4. Results

Section two of the questionnaire made of 29 items was divided into three parts: Inspirational motivation, Idealized influence, and Organizational commitment as shown on Tables 3, 4, and 5 below. A total of 29 items were grouped by constructs to represent the goals of the study: Principals' inspirational motivation, principals' idealized influences, and principals' organizational commitments. The results were interpreted using both descriptive and inferential statistics.

Table 3: Mean, standard deviations, chi-square, degree of freedom and
p-value of responses on Principals' Inspiration Motivation

No	Items	Mean	Standard Deviation	Chi-Square	Df	P-value
Part 1: Inspirational Motivation						
1	Your school principal serves as a motivational figure	3.06	0.736	59.520	3	0.00
2	Your school principal arouses team spirit in task accomplishment	3.05	0.744	6.500	3	0.04
3	Your school principal displays enthusiasm	2.98	0.804	35.760	3	0.00
4	He/she encourages teachers to envision attractive future states which there can ultimately envision for themselves.	2.69	0.873	38.160	3	0.00
5	Promote an atmosphere of caring among staff.	3.05	0.77	42.160	3	0.00
6	Provide moral support by make teachers feel appreciated for their contribution to the school.	3.06	0.757	50.980	3	0.00
7	Facilitate opportunities for staff to learn from each other	2.78	0.938	27.440	3	0.00
8	Encourage teachers to evaluate their practices and refine them as needed.	2.91	0.793	61.520	3	0.00

9	Encourage teachers to try new practices consistent with their own interests	2.70	0.876	47.714	3	0.00
	Total	**26.28**	**0.8101**			

Part 1: Inspirational Motivation

The inspirational motivation section was made up of 9 items on section 2 of the questionnaire. These items were to assess how principals' inspirational motivation affect teachers' job satisfaction. Results show a positive orientation towards the fact that principals' inspirational motivation affects teachers' job satisfaction with an average Mean score of 26.28 on a scale of 45 and the average standard deviation of 7.321. The statistical analysis of data brings to light the fact that there is a positive relationship between principals inspirational motivation and teachers job satisfaction as proven by a one way-Anova (F=3.850); d.f=97; P=0.012). The results of this section bring to light the fact that an increase in inspirational motivation results in an increase in job satisfaction.

Table 4: Mean, standard deviations, chi-square, degree of freedom and
p-value of responses on Principals' Idealized Influence

No	Items	Mean	Standard Deviation	Chi-Square	Df	P-Value
Part 2: Idealized Influence						
1	Your school principal is respected for his leadership skills	3.02	0.791	51.520	3	0.00
2	He/she provide an appropriate level of autonomy for teachers in their own decision making.	2.84	0.873	34.640	3	0.00
3	Ensure that teachers have adequate involvement in decision making related to programs and instruction.	2.81	0.853	29.929	3	0.00
4	Act as a source of new ideas for teachers' professional learning.	2.72	0.922	27.200	3	0.00
5	Your school principal goes beyond self- interest for the interest of his staffs	2.75	0.947	26.800	3	0.00
6	Your school principal display a sense of power and confidence	2.84	0.796	62.816	3	0.00
7	Considers moral ethical consequences of decisions before making them	2.87	0.895	22.160	3	0.00
8	Show respect for staff by treating them as professionals.	3.12	0.832	41.680	3	0.00
9	Delegate leadership for activities critical for achieving school goals	2.94	0.879	29.040	3	0.00
10	Set a respectful tone for interaction with students	2.85	0.892	34.160	3	0.00
11	Emphasize the importance of having a collective sense of mission at school	2.99	0.835	40.400	3	0.00
	Total	**31.27**	**0.865**			

Part 2: Idealized Influence

The idealized influence section of the questionnaire was made up of eleven (11) items to assess how principals' idealized influence affect teachers' job satisfaction. Results of this section shows that majority of teachers' responses were positively oriented towards the fact that principals idealized influence affects their job satisfaction. The Mean value is 31.75 on a scale of 55 for all the eleven items on principals' idealized influence and the value of average standard deviation is 0.835. There is a positive relationship between principals' idealized influence and teachers' job satisfaction as proven by one-way Anova. (F=3.989; d.f=97; P=0.010). A positive increase in the principals' idealized influence might consequently lead to an increase in teachers' job satisfaction.

Table 5: Mean, standard deviations, chi-square, degree of freedom and
p-value of responses on Principals' Organizational Commitment

No	Items	Mean	Standard Deviation	Chi-Square	Df	P-Value
Part 3: Organizational Commitment						
1	Your school principal clarifies the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	2.95	0.757	97.040	3	0.00
2	He/she demonstrates a willingness to change own practices in light of new understandings for the achievement of school goals	2.85	0.821	70.160	3	0.00
3	Fully committed in the improvement of school processes	2.89	0.918	34.490	3	0.00
4	Encourage teachers to develop/review individual professional growth consistent with school goals and priorities.	2.92	0.833	37.347	3	0.00
5	Encourage the development of school norms supporting openness to change	2.97	0.801	61.444	3	0.00
6	Expect teachers to be effective innovators towards meeting school goals	3.04	0.764	73.680	3	0.00
7	Work toward whole staff consensus in establishing priorities for school goals.	2.80	0.711	84.560	3	0.00
8	Express confidence and commits his/herself towards goal attainment	2.85	0.702	74.960	3	0.00
9	Frequently Communicate school mission to staff and students.	2.90	0.847	43.440	3	0.00
	Total	**26.17**	**0.7948**			

Part 3: Organizational Commitment

The organizational commitment section of the questionnaire was made up of nine (9) items to assess how principals' organizational commitment affect teachers' job satisfaction. Data collected revealed that majority of the responses were positively

oriented towards the fact that principals organizational commitment affect teachers job satisfaction. The Mean value of the responses of this section was 26.17 on a scale of 45 and an average standard deviation was 7.154. There is a positive relationship between principals' organizational commitment and teachers' job satisfaction as proven by the one-way Anova. (F=3.735; d.f=99; P=0.014). Results of this section also indicated that an increase in principals' organizational commitment led to an increase in teachers' job satisfaction.

The results on Tables 3, 4, and 5, transformational leadership were associated with effective leadership style and the ability to change the perception and motivate teachers which lead to job satisfaction and effective teaching-learning process in secondary schools. For example, Table 3 revealed that there is a significant positive relationship between principals' inspirational motivation and teachers' job satisfaction. Hence, increases in inspirational motivation result to an increase in job satisfaction. Table 4 indicated that principals' idealized influence significantly affects teachers' job satisfaction positively. That means a positive increase in principals' idealized influence consequently lead to an increase in teachers' job satisfaction. Table 5 concludes that principals' organizational commitment has a significant positive relationship with teachers' job satisfaction. An increase in principal's organizational commitment leads to an increase in teachers' job satisfaction.

6. Discussion

Results of this study were in unison to the fact that inspirational motivation, idealized influence and organizational commitment of the principal were important dimensions of principal's transformational leadership which greatly affect teachers' job satisfaction. Analysis from this study revealed that an overwhelming majority of teachers' responses were positively orientation towards the fact that transformational leadership was a significant predictor to teachers' job satisfaction. The findings of this study brought to light the fact that inspirational motivation, positive idealized influence and organizational commitment from the principal affect teachers' job satisfaction positively.

The findings of this study indicate that transformational leadership is a key factor of success for the effectiveness of teachers' job satisfaction and school organizations. Transformational leadership is therefore associated with effective leadership style and the ability to change the perception and motivation of teachers which lead to job satisfaction. As the study indicated, the practice of transformational leadership is suitable for implementation by principals for effective and smooth functioning of schools as there was a significant relationship between transformational leadership and teachers' job satisfaction and commitment. In this regard, the leadership scenario in school should be such that the principal is able to delegate authority and various opportunities to other administrators and senior teachers to make decisions at the school level. Team work and collaboration have to be nurtured and instilled among teachers for successful realization of the goals and vision of the school.

Principals have to be committed to building a capacity of school leadership by adding value to the four dimensions in the practice of transformational leadership which foster an ideal influence, inspirational motivation, organizational commitment, and to provide individualized attention to all subordinates in the hope that they obtain job satisfaction and to be committed to the task given and to achieve excellence in the teaching-learning process.

The results of this study posited that transformational leadership practices have an impact on commitment and teachers job satisfaction. They need to understand their role in influencing commitment and teachers' job satisfaction towards creating an excellent school. High-performing schools are schools that achieve the best level, quality and excellence in all areas related to academics, character building, management, communication, and most importantly, leadership (Leithwood & Sun, 2012; (Menon, 2014; Aydin., 2013; Leithwood & Sun, 2012; Top, 2012); Button, 2003). If teachers are less satisfied in their jobs, causes them to be less committed in teaching thereby affecting the quality of education. Thus, Principals' leadership style is primordial in effective functioning of the school system (Jeyashuma, Chua & Siaw, 2017).

7. Conclusion and Recommendations

The general findings of this study indicate that transformational leadership is the success' key for the effectiveness of teacher's job satisfaction and school organization. Thus, transformational leadership is associated with effective leadership style and the ability to change the perception and motivation of teachers which lead to job satisfaction and school excellence. Although this study was conducted in some schools in Kumba II Municipality in Meme Division of Cameroon, it can be recommended that the Ministry of Secondary Education should establish and implement programs that help to develop transformational leadership skills among secondary school principals and their teachers in Cameroon.

From the results obtained above such endeavors might lead not only to teachers' job satisfaction or commitment to duty as indicated in this study but might also provide for integrated instruction planning and goal attainment. Emphasis on transformational leadership programs may include seminars, workshops and updates on school administration. Transformational leadership could imbue in principals the sense of co-opting teachers in decision-making in school affairs, as well as equipping them with the skills to create opportunities for professional growth of their teachers. Transformational leadership not only affects teachers' job satisfaction but also have positive impact on teachers' commitment to duty which would in turn enhance student achievement.

Cameroon secondary school principals should be encouraged by the Ministry of Secondary Education through extrinsic incentives to model transformational leadership as an effective medium for ensuring corporation and constructive partnership characterized by openness and trust. It is also recommended that principals should on their part try as much as possible to motivate teachers adequately and give them

extrinsic and intrinsic incentives as they deserve, since motivation is a concept that is of significant importance in teachers' job satisfaction. Once principals acquire transformational leadership skills there will be able to adequately motivate their teachers from both the extrinsic and intrinsic view.

Furthermore, organizational commitment is very primordial in the smooth functioning of the school; thus, this paper therefore recommends that principals should be fully committed to the functioning of the school. This commitment will be emulated by their teachers and the school climate will be such that it will enable effective execution of instructional tasks. Organizational commitment by both principals and teachers, to a great extent, will increase teachers' job satisfaction and create a cordial relationship between teachers and the principal thereby making the working environment free and relaxed.

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