

**Principals' Leadership Styles and Instructional Supervision as Determinants of  
Secondary School Teachers' Job Commitment in Oyo State**

**Bukola Aderayo AROJOJOYE  
LCU/PG/001509**

**Being a Post Field Thesis Submitted to The Department of Arts & Social Science  
Education, Faculty of Arts & Education, Lead City University, Ibadan, Oyo State,  
Nigeria.**

**In Partial Fulfillment of the Requirements for the Award of Master Degree (M.Ed) in  
Educational Management**

**2022**

## Certification

This is to certify that **Bukola Aderayo AROJOJOYE** with the matriculation number **LCU/PG/001509** carried out this research work titled '**Principals' Leadership Styles and Instructional Supervision as Determinants of Secondary School Teachers' Job Commitment in Oyo State**' in the Department of Arts and Social Sciences Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Master's Degree (M.Ed) in Educational Management and that this has not been previously submitted.

---

**Prof. Senimetu Ileuma**  
Supervisor

---

**Date**

---

**Professor Senimetu Ileuma**  
Head of Department

---

**Date**

## **Dedication**

This work is dedicated to God Almighty for granting me grace and strength to start and complete this work.

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA

## **Acknowledgement**

I sincerely express my profound gratitude to Lead City University, Ibadan, Oyo State, Nigeria especially her Librarian for providing me with resources that enabled me to complete this thesis. My profound gratitude goes to the Department of Educational Management, Lead City University, Ibadan, Nigeria, for the knowledge provided to me.

I also want to appreciate my profound and knowledgeable Head of Department, Educational Management, Lead City University who also is my supervisor - Professor Senimetu Ileuma for her thorough leadership approach.

My profound gratitude goes to the Dean of Post Graduate school, Lead City University - Professor Afolakemi Oredein for her motherly, thorough and profound leadership. My sincere appreciation goes to the following great cadre of lecturers at Lead City University, Ibadan, Nigeria, in persons of Professor Donald Odeleye (Dean), Professor Phillians Olatunde Yara, Professor Babatunde Adeyemi, Prof. Erwat, Dr. Olabisi Killian, Dr. Monilola Oyetade, Dr. Mojirade Ayantunji, Dr. Adepeju Oti, Dr. Kola Farinloye, Dr. Ukamaka Akuche, Dr, Christianah Sam Kayode, Dr. Sabina Obi, Dr. Anjola Robbin, Dr. David Okhakhu and Dr Adeyemi Eb for their contributions to the success of this work.

My appreciation finally goes to my husband – Engineer A.O. Arojojoye for his support towards this work.

“Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.”

## Abstract

This study was carried out to investigate principals' leadership styles and instructional supervision as determinants of secondary school teachers' job commitment in Oyo State as literature shows scarcity of studies on this subject area. The path-goal theory and theory X and Y guided the study. Four research questions and two hypotheses were formulated. Descriptive survey research design was employed. Study population comprised of all public secondary school principals (625) and teachers (14,508) of which 160 principals and 2076 teachers were sampled using multi-stage sampling technique. Interview and Questionnaires titled - "Principals' Leadership Styles and Instructional Supervision Questionnaire ( $\alpha = .881$ )" and "Teachers' Job Commitment Questionnaire ( $\alpha = .831$ )" were used. Data was analysed using descriptive and inferential statistical methods. Results revealed low level of teachers' commitment to the school ( $\bar{x}=2.430$ ), student ( $\bar{x}=2.473$ ) and profession ( $\bar{x}=2.377$ ); autocratic ( $\bar{x}=2.524$ ) and laissez-faire ( $\bar{x}=2.562$ ) except democratic ( $\bar{x}=2.454$ ) leadership styles are mostly employed by the principals and instructional supervision ( $\bar{x}=2.421$ ) in areas of classroom visitation ( $\bar{x}=2.309$ ) and workshop/seminar ( $\bar{x}=2.346$ ) is done at a little frequent level. Hypotheses showed a significant combined influence of principals' leadership styles and instructional supervision on teachers' job commitment in public secondary schools in Oyo State ( $F_{3, 156} = 2.780$ ; Significance = .012;  $P < 0.05$ ). It also showed that autocratic (Beta = -.109;  $t = -2.159$ ) and laissez-faire leadership styles (Beta = -.120;  $t = -2.557$ ), classroom visitation/observation (Beta = .116;  $t = 2.494$ ) and workshop/seminar supervision processes (Beta = .122;  $t = -2.573$ ) are relatively significant at  $P < 0.05$ . It can be concluded that principal leadership styles and instructional supervision affects teachers' job commitment in Oyo state public secondary schools. It was recommended amongst others that principals should employ better leadership styles and carry out supervision regularly for improved teachers' job commitment.

**Keywords:** Leadership style, Instructional supervision, Teachers' job commitment

**Word Count:** 260

## Table of Contents

<b>Title</b>	<b>Page</b>
Title page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	ix
List of Figure	xi
List of Appendices	xii
<b>Chapter One: Introduction</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Aim and Objectives of the study	6
1.4 Research Questions	7
1.5 Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope of the Study	9
1.8 Limitations of the Study	9
1.9 Operational Definition of Terms	9

<b>Endnotes</b>	12
<b>Chapter Two: Literature Review</b>	
<b>2.1 Conceptual Review</b>	<b>17</b>
2.1.1 Concept of Commitment	17
2.1.2 Concept of Job Commitment	18
2.1.3 Concept of Teachers' Job Commitment	19
2.1.4 Concept of Leadership Styles	24
2.1.5 Concept of Principals' Leadership Styles	30
2.1.6 Concept of Instructional Supervision	32
<b>2.2 Theoretical Framework</b>	<b>38</b>
2.2.1 Path-goal Theory	38
2.2.2 Theory X and Y	40
<b>2.3 Review of Empirical Studies</b>	<b>42</b>
2.3.1 Principals' Leadership Styles (autocratic, democratic and laissez-faire) and Teachers' Job Commitment	42
2.3.2 Instructional Supervision (classroom visitation/observation and workshop/seminar techniques) and Teachers' Job Commitment	66
<b>2.4 Conceptual Model</b>	<b>87</b>
<b>2.5 Summary of Literature Reviewed</b>	<b>88</b>
<b>Endnotes</b>	<b>90</b>
<b>Chapter Three: Methodology</b>	
3.1 Research Design	103
3.2 Population of the Study	103
3.3 Sample and Sampling Technique	105
3.4 Description of the Research Instrument	08
3.5 Validity of the Instrument	110
3.6 Reliability of the Instrument	110
3.7 Administration and Method of Collection of the Research Instrument	111
3.8 Method of Data Analysis	111

3.9	Ethical Approval	111
	<b>Endnotes</b>	<b>112</b>
<b>Chapter Four: Results and Discussion of Findings</b>		
4.1	Instrument Return and Response Rates	113
4.2	Demographic Data Analysis	115
4.3	Presentation of Data	117
4.3.1	Presentation of Research Questions	117
4.3.2	Presentation of Test of Hypotheses	132
4.4	Discussion of Findings	136
	<b>Endnotes</b>	<b>141</b>
<b>Chapter Five: Conclusion</b>		
5.1	Summary of Findings	143
5.2	Conclusion	144
5.3	Recommendations	145
5.4	Contribution to Knowledge	145
5.5	Suggestions for Further Research	146
	<b>Bibliography</b>	<b>147</b>
	<b>Appendices</b>	<b>162</b>
	<b>Bio-data</b>	<b>189</b>
	<b>University Compliance Form</b>	<b>190</b>

## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
3.1	Population of the Study	104
3.2	Selected Local Government Areas for the Study	105
3.3	Selected Number of Schools for the Study	106
3.4	Selected Number of Teachers for the Study	107
3.5	Selected Number of Principals for the Study	107
4.1	Instrument Return and Response Rates	113
4.2	Demographic Data of Teachers	115
4.3	Demographic Data of Principals	116
4.4	Level of Teachers' Job Commitment to the School in Oyo State	117
4.5	Level of Teachers' Job Commitment to the Students in Oyo State	118
4.6	Level of Teachers' Job Commitment to the Profession in Oyo State	119
4.7	Autocratic Leadership Style of Principals in Oyo State	121
4.8	Democratic Leadership Style of Principals in Oyo State	122
4.9	Laissez-Faire Leadership Style of Principals in Oyo State	123
4.10	Frequency of Instructional Supervision in Oyo State Public Secondary Schools	126
4.11	Classroom Visitation/Observation Instructional Supervision Process in Oyo State Public Secondary Schools	128
4.12	Workshop/Seminar Instructional Supervision Process in Oyo State Public Secondary Schools	129

- 4.13 Model Summary and Coefficients of Multiple Regression Analysis for 132  
the combined influence of principals' leadership styles and instructional  
supervision on teachers' job commitment in public secondary schools  
in Oyo State
- 4.14 Coefficients of Multiple Regression Analysis for the relative influence of 134  
principals' leadership styles (autocratic, democratic and laissez-faire) and  
instructional supervision (classroom visitation/observation and workshop/seminar)  
on teachers' job commitment (to the school, students and profession) in public  
secondary schools in Oyo State

## List of Figure

Figure	Title	Page
2.4	Conceptual Model for the Study	87

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA

## List of Appendices

Appendix	Title	Page
i	Research Instruments used for Fieldwork	162
ii	Statistical Analysis Results (Computation Tables)	168
iii	Pictures of Researcher during Data Administration in Oyo State	186

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA