

## Chapter One

### Introduction

#### 1.1 Background to the Study

Teachers make up one of the most important workforces in the school. They play major role in disseminating and impacting knowledge to learners in a bid to preparing them for the contemporary world of work. Their roles are so important that without them, there is no education. The ever-changing world of work therefore calls for teachers who are committed to instilling competitiveness and skills into their students. This therefore imply that for teachers to fulfill their roles and obligations to the school, students and profession, they have to be committed.

Teachers' job commitment is the full involvement and participation of teachers to fully bring in their capacity, skills, knowledge and resources to the affairs of a school with the intention of facilitating the accomplishment of stated goals and objectives<sup>1</sup>. Three dimensions of teachers' job commitment exist. They are - commitment to the school, commitment to the students<sup>+</sup> and commitment to the profession they belong<sup>2</sup>. Teachers' commitment to the school is their belief, readiness and acceptance of the goals, policies, values and programmes of the school. It is also strong desire to maintain membership in the school<sup>2&3</sup>. Teachers' commitment to the students is their willingness to do all that is necessary and needed in creating the right learning environment for students' success<sup>4</sup>. Teachers' commitment to the teaching profession involves their affective attachment and feeling of dedication to the profession or occupation, which is associated with personal identification with the career and satisfaction as a teacher<sup>2</sup>.

Despite the importance of job commitment of teachers in the fulfillment of set goals and objectives of secondary school education, low job commitment has been observed amongst majority of teachers in Oyo state. From the researcher's personal

experiences and observations, the attitude of some of the teachers towards teaching in the state is quite negative. Large number of teachers in the state seem not willing to impart knowledge as well as doing extra work to help students achieve their academic goals. They show non-challant attitude and low emotional attachment towards the school, students and profession probably because they see teaching as last option. Most of them are ready to willingly leave teaching when provided with another option (s). Low commitment of teachers towards teaching is a cause of serious concern in order words, it's a big deal because it could portray danger for education in the state in that the level of teachers' job commitment can determine the achievement of educational goals in schools.

Researchers and educational stakeholders are therefore urged to turn their gaze in this direction of poor job commitment amongst teachers because of its far reaching consequences to the teachers, students, school and society as a whole. Teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved in school activities wholeheartedly without compromising standard<sup>3</sup>. However, low job commitment amongst teachers would lead to high teachers' turnover, increased absenteeism, low productivity and poor achievement of education goals which would invariably affect the quality of manpower produced for the nation's economy<sup>2</sup>. Despite the critical importance of teachers' job commitment to education, there are scarcity of studies on factors influencing it in Oyo state. Only a recent study focused on economic factors influencing teachers' job commitment in the Oyo state<sup>5</sup>. Most researchers have focused on factors influencing job satisfaction, productivity and job performance not job commitment in Oyo state which identifies a gap in literature to be addressed<sup>6,7&8</sup>. This research however seeks to consider principals' leadership styles and instructional supervision as likely determinants of teachers' job commitment in Oyo state since literature also show dearth of studies on the factors.

Principal leadership styles which is the manner and approach with which principals use power to provide direction, implement plan, and motivate staff in a bid to achieving set goals could influence teachers' job commitment<sup>9</sup>. Various types of leadership styles exist. This study however considers autocratic, democratic and transformational as the three commonest styles used in education. Indigenous studies have shown link between principals' leadership styles and teachers' job commitment. For instance, researches have revealed that principals' leadership styles influence teachers' job performance, feeling of satisfaction, morale<sup>10,11,12,13,14&15</sup>. Research shows that democratic principals' leadership style which is people-oriented and ensure teachers takes ownership for decision-making and success contribute more to teachers' job productivity than the authoritarian principals in the area of staff discipline, interpersonal relationship, welfare, feelings of satisfaction and involvement in decision-making in Taraba state<sup>13</sup>.

The result of a study showed that autocratic principals' leadership style in which the principals believe they know it all and do not need any input, suggestions or contribution from teachers influenced teachers' job performance to a low extent, while democratic principals' leadership style influenced teachers' job performance to a high extent<sup>16</sup>. A study showed that significant and positive correlation exists between transformational leadership style and continuance/affective commitment but had no significant correlation with normative commitment of workers<sup>17</sup>. Another research showed that Laissez faire leadership style negatively influenced the organizational performance off primary teachers training colleges in Lake Victoria Region of Kenya<sup>18</sup>. Despite these related studies, to the best of the researcher's knowledge, literature show paucity of indigenous studies on individual and joint prediction of the various leadership styles on teachers' job commitment which also creates another gap in literature.

Instructional Supervision on the other hand is the act whereby principals use expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions, techniques and process of instruction<sup>19</sup>. Some studies carried out in Nigeria have linked principal's instructional supervision with teachers' effectiveness in schools<sup>(20,21&22)</sup>. Studies have also showed influence of principals' instructional supervision on teachers' job performance<sup>23,24,25,26&27</sup>. A study showed that principals' supervisory role performance influence teachers' duties<sup>28</sup>. Contrary to the above studies, a work revealed no significant impact of supervision of instruction on teachers' productivity in secondary schools in Nigeria<sup>29</sup>. However, there seems to be dearth of studies on influence of instructional supervision on teachers' job commitment in Nigeria which also creates a gap in literature.

There are several ways to carry out instructional supervision. Some of them include: clinical supervision, cooperative supervision, group dynamics and peer emphasis<sup>30</sup>. However, this study considers two instructional supervision techniques according to some researchers which are: classroom visitation/observation and workshop/seminar techniques. In classroom visitation/observation, the principal visits the classroom to observe the teacher and students in action and uses his/her wisdom to be of great assistance in aiding teacher's instructional techniques in a bid to improving teaching/learning activity. Workshop/seminar is a technique in which teachers are brought together in an organized way to enable the principal communicate with them on matters of school and classroom management and most especially on the improvement of instructions<sup>31</sup>. Studies emphasized that classroom observation during visitation significantly affect teachers' effectiveness<sup>20&21</sup>. Other studies indicated that classroom visitation and workshop/seminar contribute to teachers' job performance<sup>19,24,25&26</sup>.

However, literature also show scarcity of studies on the influence of supervisory processes on teachers' job commitment which also creates yet another gap in literature.

The problem and consequences of teachers' job commitment cut across all and sundry. When teachers do not teach well, students will be not thoroughly equipped to compete globally with their counterparts especially in advanced countries. Low commitment amongst teachers have made most teachers to leave the business of teaching to doing business out of the classroom, there is therefore need to address these problems in a bid to finding lasting solutions. This study was therefore carried out to find out if principals' leadership style and instructional supervision might be responsible for teachers' low job commitment in secondary schools in Oyo state? Moreover, literatures show paucity of studies on the combined influence of principals' leadership styles and instructional supervision and their respective indices on teachers' job commitment.

## **1.2 Statement of the Problem**

It has been observed that the problem and consequences of teachers' job commitment cut across all and sundry in Oyo state. This researcher has observed by experience that the attitude of some teachers towards teaching in Oyo state is quite negative and worrisome. It seems that large number of teachers in the state are not willing to impart knowledge as well as doing extra work to help students achieve their academic goals. It has been observed that these teachers show non-challant attitude and low emotional attachment towards the school, students and profession probably because they see teaching as last option. It further seems that many of them are ready to willingly leave teaching when provided with another option (s). Low commitment of teachers towards teaching is a cause of serious concern in other words, it's a big deal because it could portray danger for education in the state in that the level of teachers' job commitment can determine the achievement of educational goals in schools. When teachers do not teach

well, students will be not thoroughly equipped to compete globally with their counterparts especially in advanced countries. Low commitment amongst teachers have made most teachers to leave the business of teaching to doing business out of the classroom. There is therefore need to address these problems in a bid to finding lasting solutions. This study was therefore carried out to find out if principals' leadership style and instructional supervision might be responsible for teachers' low job commitment in secondary schools in Oyo state? Moreover, literatures show paucity of studies on the combined influence of principals' leadership styles and instructional supervision and their respective indices on teachers' job commitment.

### **1.3 Aim and Objectives of the Study**

The aim of this study was to investigate principals' leadership styles and instructional supervision as determinants of teachers' job commitment in public secondary school in Oyo State. The objectives were to:

- i. ascertain the level of teachers' job commitment (to the school, students and profession) in public secondary schools in Oyo State;
- ii. identify the leadership styles (autocratic, democratic and transformational) mostly adopted by principals in public secondary schools in Oyo State;
- iii. ascertain the frequency of instructional supervision in public secondary schools in Oyo state;
- iv. identify the instructional supervision techniques (classroom visitation/observation and workshop/seminar) mostly employed by principals in public secondary schools in Oyo State;
- v. ascertain the combined influence of principals' leadership styles (autocratic, democratic and transformational) 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 and
- vi. examine the relative influence of principals' leadership styles (autocratic, democratic and transformational) 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.

#### **1.4 Research Questions**

This study attempted to find answers to the following questions:

1. What is the level of teachers' job commitment (to the school, students and profession) in public secondary schools in Oyo State?
2. What are the leadership styles (autocratic, democratic and transformational) mostly adopted by principals in public secondary schools in Oyo State?
3. How frequently is instructional supervision carried out in public secondary schools in Oyo state?
4. What are the instructional supervision processes (classroom visitation/observation and workshop/seminar) mostly employed by principals in public secondary schools in Oyo State?

#### **1.5 Hypotheses**

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

- H<sub>01</sub>: There is no significant combined influence of principals' leadership styles (autocratic, democratic and transformational) 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 and

H<sub>02</sub>: There is no significant relative influence of principals' leadership styles (autocratic, democratic and transformational) 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.

### **1.6 Significance of the Study**

This study when published and consulted would contribute immensely to principals, teachers and students. It should also provide awareness on the research topic. The findings of the study should be of benefit principals in that it would make them aware of the instructional supervision technique and dominant leadership style they are adopting and how they are affecting their teachers' job commitment. The findings should make them do all they can to ensuring that they adopt better leadership style and employ useful instructional supervision technique that can encourage commitment amongst their teachers.

The findings of the study should also be of benefit to teachers in that it would help them see how their principals' leadership style and instructional supervision might be affecting their job commitment. Apart from the awareness the findings would create, the teachers would also ensure that they do all they can to making sure their commitment is high enough since it affect the students.

The students would benefit from the findings of this study in that when the findings is put into use by both principals and teachers, the commitment of teachers can spring up which should result in better performance amongst the students.

This study is also significant in that it would be a useful point of reference for researchers who want to carry out further studies in this area of endeavour. It would also add to literature when published in reputable journals.

### **1.7 Scope of the Study**

This study basically centred on principals' leadership styles and instructional supervision as determinants of teachers' job commitment in secondary schools in Oyo state. Principals' leadership style was studied using three common styles which are:- autocratic, democratic and transformational. Instructional supervision was examined using two instructional supervision techniques which are:- classroom visitation/observation and workshop/seminar techniques. Teachers' job commitment was treated in terms of their commitment to the school, students and profession. The geographical scope for the study was public secondary schools in Oyo state.

### **1.8 Limitations to the Study**

There were two major limitations to this study. Although the COVID-19 effect is gradually fizzling out, some schools were still adamant to allow the researcher and her assistants to gain access to their teachers and principals for instrument administration. This caused a major delay to the completion of the study. Secondly, most teachers and principals did not have the time to attend to both the questionnaire and the interview. It took days for the questionnaires and interviews to be retrieved from the respondents.

### **1.9 Operational Definition of Terms**

**Teachers' Job Commitment:** This refers to the full involvement and participation of teachers to fully bring in their capacity, skills, knowledge and resources to the affairs of a school with the intention of facilitating the accomplishment of stated goals and objectives. It includes teachers' commitment to the school, to the students and to the profession they belong.

**Teachers' Job Commitment to the school:** This refers to teachers' belief, and acceptance of the goals, policies, programmes and values of the institution, and strong desire to maintain membership in the school.

**Teachers' Job Commitment to the Students:** This refers to the willingness of teachers to do all that is necessary and needed in creating a conducive learning environment for students' success.

**Teachers' Job Commitment to the Profession:** This refers to teachers' affective attachment to the profession or occupation, which is associated with personal identification with the career and satisfaction as a teacher.

**Principals' Leadership Styles:** These refer to the various ways, manners or approach by which principal direct, control and manage the school human and material resources. These leadership styles include: autocratic, democratic and transformational styles.

**Autocratic Leadership Style:** This style is characterised by principal's control over all decisions and little input from group members such as teachers

**Democratic Leadership Style:** in this style, principal involves others especially the teachers in the decision making process so that they determine what to do and how to go about it.

**Transformational Leadership Style:** This style is one in which principals delegate their responsibilities especially to take decisions to the teachers and gives them the authority and control to go about their actions and accomplishments

**Instructional Supervision:** This refers to the process whereby principals use expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions, techniques and process of instruction. Instructional supervision processes include: classroom visitation and workshop/seminar techniques.

**Classroom Visitation/Observation:** This refers to a technique whereby principal visits the classroom to observe the teacher and students in action and uses his/her wisdom to be of great assistance in aiding teacher's instructional techniques in a bid to improving teaching/learning process.

**Workshop/seminar Technique:** This is a method whereby teachers are gathered in a structured fashion to allow the principal to communicate with them about issues related to classroom and school management, particularly the enhancement of instructions.

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## Endnotes

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## **Chapter Two**

### **Literature Review**

This chapter presents the review of relevant concepts and variables in the research topic based on the objectives, hypotheses and research questions in the present study. It also reviews empirical studies and theories that render supports to the work. It is organised according to the following sub-headings:

#### **2.1 Conceptual Review**

- 2.1.1 Concept of Commitment
- 2.1.2 Concept of Job Commitment
- 2.1.3 Concept of Teachers' Job Commitment
- 2.1.4 Concept of Leadership Styles
- 2.1.5 Concept of Principals' Leadership Styles
- 2.1.6 Concept of Instructional Supervision

#### **2.2 Theoretical Framework**

- 2.2.1 Path-goal Theory
- 2.2.2 Theory X and Y

#### **2.3 Review of Empirical Studies**

- 2.3.1 Principals' Leadership Styles (autocratic, democratic and transformational) and Teachers' Job Commitment
- 2.3.2 Instructional Supervision (classroom visitation/observation and workshop/seminar techniques) and Teachers' Job Commitment

#### **2.4 Conceptual Model**

#### **2.5 Summary of Literature Reviewed**

## **2.1 Conceptual Review**

### **2.1.1 Concept of Commitment**

Commitment is basically the loyalty and attachment to an organization<sup>1</sup>. It is viewed as a person attraction and attachment to one's work and organization. It denotes the socio-psychological bond between a person and an organization's goals and values<sup>2</sup>. Commitment is the ability to identify with a particular organization, its goals, as well as have a desire to remain in it<sup>3</sup>. It is seen as a person's attachment to an organization, involvement in work, and expression of self-responsibility. Furthermore, it a psychological state that reflects the relationship between individuals and the organization and implies the decision of individuals to stay in a course or an organization or not<sup>4</sup>.

Commitment is the degree to which a worker feels devoted to an organization or action. It is the psychological immersion of an individual to an assignment or objective through sense of belonging, ownership of goals and being ready to accept challenges<sup>5</sup>. Commitment is promising or giving one's loyalty or money to a specific principle, person, or plan of action. It is viewed as a solid and unwavering commitment to one's beliefs in one's ideals. In general, commitment refers to one's level of engagement in an organisation. Commitment is a state of mind in which someone accepts a choice or request and makes a concerted effort to carry it out effectively<sup>6</sup>.

Commitment is the mental connection of an individual to an organization<sup>7</sup>. It is the degree to which a person feels devoted to a course or action<sup>8</sup>. It is a psychological state or force that binds an individual to an organization or a course of action that is of

importance to a particular target<sup>9</sup>. Various forces that could compel a person to committed action include: likeness for it (affective bonding), feelings of obligation about it (normative conformity) and/or having good reasons towards it (rational choice)<sup>10</sup>.

Commitment is also viewed as individual's passionate connection to, recognizable proof with, and contribution to an association<sup>11</sup>. It is described as individuals' ability to add to his or her objectives or that of an organization<sup>12</sup>. Commitment is characterised as the eagerness of social performing artists to give their vitality and reliability to social frameworks, the connection of identity frameworks to social relations, which are seen as self-expressive<sup>13&14</sup>. According to scholars, commitment is in respect to the labourers' connection to or support in the organizations in which they are employed. Commitment is noteworthy since it figures out if workers are liable to leave their employments or not<sup>15</sup>.

### **2.1.2 Concept of Job Commitment**

Job commitment is considered as the full involvement and participation in the affairs of an organization with the intention of fostering the attainment of set goals. It is the consciousness of a worker to fully bring in his/her capabilities, competence, knowledge and even resources in the pursuit of organizational set goals<sup>16</sup>. Job commitment workers' loyalty to their workplace. It involves workers' willingness and readiness to contribute to achieving the objectives of the organization they work with. Ensuring that workers are committed to their jobs is very important because committed workers do their jobs very well and are also less likely to exhibit negative workplace characters such as sabotage, absenteeism, ineptitude etcetera<sup>17</sup>.

Job commitment refers to the strength of a worker's identity in engaging in a specific organization. It is the goal of workers for continuous work in the job. It is the attachment that exists between people and the job and is a reflection of the amount and psychological involvement of workers in the job<sup>18</sup>. Job commitment is the loyalty and

attention workers reveal to the success of their job<sup>19</sup>. It is the ability of a worker to dedicate his/herself to the performance of tasks and requirements of a job with a great deal of passion, enthusiasm and effort. This effort could be physical or non-physical effort. Job commitment requires the physical and spiritual readiness of mind to do the action. In other words, the motivating power in his or her spirit is complete and push the worker to take the necessary steps to do the job<sup>20</sup>.

### **2.1.3 Concept of Teachers' Job Commitment**

In the school context, job commitment is the extent to which the teachers identify with their school and desire to remain working or promoting the vision of the institution<sup>1</sup>. Teachers who are highly committed stay longer, perform better, actively get involved in their work and engage in organizational citizenship behaviour<sup>2</sup>. Teachers' job commitment is the willingness and readiness of teachers to work towards the academic attainment of the students. It could also be seen as their willingness to carry out job functions/duties, promptness in delivery of various job components to a level of satisfaction, dedication to duty, desire for the academic growth of students and so on and forth. Particularly, it could be measured in their readiness to be punctual to school and classroom, lesson preparation and presentations, meeting attendance, conduct of assembly, classroom management and involvement in students' disciplinary conduct<sup>5</sup>.

It was expressed that teacher commitment has been considered as a passion to the work. Passion is at the core of effective learning and teaching. Committed teachers have excitement, passion, desire, enthusiasm and energy. They are ready to challenge and alter things within the school environment; create a difference in terms of their methodology and profession of teaching. Due to their commitment to the teaching and learning, they are able to generate something new, better and authentic. They are never satisfied with what they already have or are but seek for new ideas and ways to contribute to the

students they teach. They willingly develop themselves so as to impact on their students' academic success. Such teachers are able to successfully create authentic and effective learning and teaching environment<sup>20</sup>.

Teacher's commitment refers to how dedicated a teacher is to the demands of his or her job in and outside the school environment<sup>21</sup>. Teachers' commitment refers to a teacher's attraction and attachment to the work and school organization. It refers to a sense of attraction and attachment to the goals and objectives of the school. It is the socio-psychological bonding of a teacher to his group, work, school, its goals and values or to his occupation and profession. Teachers' job commitment is a physical, psychological and mental attachment to the demands of their job. Teachers' commitment to their job is important for the attainment of the goals of the school. Teachers who are highly committed are likely to stay longer on the job, can perform better than their uncommitted counterparts and are usually full of excitement and ready to go extra mile for the students and the school in order to contribute positively to the attainment of the goals and objectives of the school<sup>22</sup>.

Teacher's commitment to the profession is the teacher's behaviour related to professional values, ethics, beliefs, willingness to do good work, and the desire to maintain membership in the educational organization where he works. If the teacher's commitment is low, they will work at will so that learning becomes disrupted. As a result, students receive less optimal learning, so that if they become graduates, the quality is not as expected by the educational goals in Indonesia<sup>23&24</sup>. Committed teachers do their work very diligently, come to their job early and teach their class at the right time. Instructional delivery is readily carried out alongside maintaining student and workers discipline. They serve as good resource individuals who transmit knowledge to the students and proffer solutions to their academic problem<sup>25</sup>.

It was stated that one of the most important elements in the development of passion for teaching is the commitment and dedication of teachers to students and their learning. Passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. These teachers can create a difference as a result of their dedication to their profession. Commitment is one of the overwhelming characteristics of the educators who have left an unforgettable impact upon their learners<sup>26</sup>. Teachers' commitment is a critical aspect in determining the success of education reform and school effectiveness because highly committed teachers are willing to contribute their extra effort to achieve the school vision and goals. Further, organizational commitment is very important especially in this modern time when most teachers seek "greener pastures". As such, organizational commitment is the level of allegiance a worker feels for his or her employer<sup>27&28</sup>.

#### **2.1.3.1 Dimensions of Teachers' Job Commitment**

Three dimensions of teachers' job commitment exist. They are - commitment to the school, commitment to the students and commitment to the profession they belong<sup>22</sup>.

##### **2.1.3.1.1 Teachers' Job commitment to the School**

Teachers' commitment to the school is the readiness of teachers to accept the goals, policies and programmes of a school. A teacher that is committed to school would always be willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward. Not only that, a committed teacher is usually ready to protect and promote school's image and finds it easy to cope with school's policies and laws. Teacher's job commitment could be high and low. Highly committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low committed teachers are often absent from school to engage more attractive activities such as heading for urban area to caring family<sup>22</sup>.

### **2.1.3.1.2 Teachers' Job commitment to the Students**

Teachers' commitment to the students is their willingness to do all that is necessary and needed in creating the right learning environment for students' success. It is their full involvement in their academic outcome engagement with the students and classroom management<sup>20</sup>. This dimension of commitment implies that teachers are sensitive to students' academic problems and personal needs. A committed teacher accepts all the students unconditionally and also treat them with fairness, empathy, love and acts as the students' surrogates in the school<sup>25</sup>. Teachers' commitment to the students also refers to a high level of attachment of teachers to their students in an academic setting which manifests itself in the extra investment of personal resources such as time, money, or effort<sup>29</sup>.

A teacher who is committed towards the students is more likely to work with them in both curricular and extra-curricular activities helping them to connect to the school and academic activities. The teacher also enjoys working with students and has a strong desire to help each student develop to full potential. He/she recognizes that students vary in size colour, intelligence, background, interest and learning preferences. The teacher is therefore happy to help them progress through developmental tasks and programmes commensurate with the student's ability and interest. These teachers also plan and design their lessons in a way that meet the need of each student in the class<sup>22</sup>.

### **2.1.3.1.3 Teachers' Job commitment to the Profession**

Professional commitment is defined as a sense of professional commitment among teachers within the professional group. It deals with the pride of teachers in doing the teaching profession and strong desire for professional development. It is the degree to which a teacher becomes psychologically identified with his or her job. Teachers who

commit themselves to their profession, spend more time in their students, are more willing to cooperate and carry out the process in a more beneficial way<sup>30</sup>.

Commitment to the profession expresses the participation, commitment, passion, excitement, self-giving, energy and focused effort of teachers to their profession. It is teachers' desire to comply with professional goals and values and an expectation to perform their professional roles efficiently. It is directly related to the effort they put in doing their jobs. It is also viewed as the attitudes of teachers towards their profession. Professional commitment of teachers can be determined by criteria such as being satisfied with choosing teaching, being proud of the job, caring about the values of teaching profession more than other professional values, perceiving teaching as an ideal job, making a reputation in the job and maintaining the job even though it is not economically needed<sup>31</sup>.

This aspect of commitment entails their emotional attachment and sense of dedication to the teaching profession or vocation, which is also linked to their sense of personal identification with the career and satisfaction as a teacher. The ability to develop the skills, knowledge, and connections needed to have a successful career as a teacher, regardless of the circumstances in the classroom, is made possible by a teacher's commitment to the profession. A teacher who is dedicated to the profession should build the skills, connections, and effective teaching strategies necessary for a successful career. He or she would be aware of and fulfill his or her professional obligations to the community, parents, coworkers, and administrators. Additionally, he or she becomes an active participant in local, state, and national professional associations and is constantly prepared to defend the field when and where it is required. These educators are also interested in taking refresher courses to keep up with industry developments and international standards for their field<sup>22</sup>.

Teachers' commitment to the profession is therefore the willingness of teachers to work hard and give their energy, time and effort to their teaching job. This could be noticed when teachers respond to duty, attend to lessons daily, punctual, updating professional records, participating in co-curriculum activities, giving pupils assignment, marking and grading them and syllabus coverage all in a bid to moving the profession forward<sup>32</sup>.

#### **2.1.4 Concept of Leadership Styles**

Leadership style differentiates leaders since it is the way in which they perform their roles and direct the affairs of a given organization. In this sense, some leaders are more task-oriented and could not consider the welfare of their subordinates while others pay more attention to their relationship with subordinates than the job itself. Whether a leader emphasizes the task or human relations is critical to leadership style<sup>32</sup>. Leadership is the process of persuading or inducing a group of individuals to pursue objectives held by the leader or shared by the leader to his or her followers<sup>33</sup>. Leadership style on the other hand is defined as the way a leader uses power to lead other people<sup>34</sup>.

Leadership style is the way and manner in which a manager or supervisor chooses to act towards his workers or subordinates and the way the leadership function is being carried out by them<sup>35</sup>. These styles also refer to a leader's way of guiding followers towards organizational or personal goals<sup>36</sup>. Leadership style is the way and manner administrators coordinate the human and material resources in an organization in order to achieve its goals and objectives. It is a pattern of providing direction, implementing plans, and motivating people within a group<sup>37</sup>.

Leadership style reflects what leaders do and how they behave<sup>38</sup>. Leadership style is the attitude a leader demonstrate in leading people<sup>39</sup>. Leadership style is the pattern of behaviour used by a leader in attempting to influence group member and make a decision

regarding the mission, strategy, and operations of group activities. It is suggested that leadership style is an essential concept to develop in order to understand the leader's behavioural patterns associated with the attempt to influence the complex activity of the group. Leadership style is a typical behaviour of a leader, as well as a discriminating factor among leaders including the ability to influence their group. Furthermore, leadership style is associated with behavioural values they believe in. A leadership style describes a deeper context of leaders' behaviour which indicates values in guiding a leader's life experience. Leadership style is the way a leader behaves and makes efforts to influence others<sup>40</sup>.

Leadership style encompasses how leaders relate to others within and outside the organization, how they view themselves and their positions and to a large extent whether or not they are successful as leaders<sup>41</sup>. A manager's overall set of traits, tendencies, and qualities are collectively referred to as their leadership style, also known as managing style or leadership style. The extent to which the manager or leader would delegate responsibility and encourage participation from his or her team is a crucial component of this style<sup>42</sup>.

#### **2.1.4.1 Kinds of Leadership Styles**

Various kinds of leadership styles exist. This study however considers autocratic, democratic and transformational as the three commonest styles used in education.

##### **2.1.4.1.1 Autocratic Leadership Style**

One of the most established leadership philosophies is the autocratic leadership. Getting things done is the main objective of this task-centered style. The decision-making, direction-giving, and task-assignment functions are all concentrated in the hands of the leader, who also has absolute control over the followers or subordinates. Both duty and authority are fully accepted by them<sup>42&43</sup>.

It was stressed that in autocratic leadership, little input is needed from group members. These leaders typically make choices based on their ideas and judgments and rarely accept any advice from their followers because it involves absolute, authoritarian control over a group<sup>44</sup>. It was observed that the autocratic leader directs the group members on the way things should be done. Group members are rarely trusted with decision-making and input tasks. These set of leaders are uncompromising and refuse to explain their behaviour<sup>45</sup>. It was added that the leader uses coercive elements and rewards as a means of control with the belief he or she towers above his followers<sup>46</sup>.

This type of leadership often leads to high levels of absenteeism and low worker turnover. However, it could remain effective for some routine and unskilled jobs, as the advantages of control could outweigh the disadvantages<sup>47</sup>. Furthermore, the autocratic leadership style is usually best suited to situations where the leader possesses expert knowledge (for instance, an experienced surgeon leading medical interns) or where the leader is an authority figure whose authority is unalloyed (for example, a superior officer in the army). The main advantage of the autocratic leadership style is that tasks get completed quickly and it ensures the supremacy of the leader but if improperly utilized, subordinates or followers could become disgruntled and this would negatively impact organizational results<sup>48</sup>.

Because it is not participatory, the autocratic leadership style forbids employee input. This leadership style bases decisions on individual judgment and the strict implementation of laws and regulations when it comes to topics involving employees, equipment, and welfare. Without seeking input, tasks are assigned, and the leader anticipates unquestioning compliance. This approach deepens the communication gap and occasionally breeds mistrust between superiors and followers<sup>49</sup>.

#### **2.1.4.1.2 Democratic Leadership Style**

A democratic leader understands that there is no organization without its people. He or she looks at his or her position and that of others in terms of responsibilities rather than status, and often consults them in the decision-making process<sup>41</sup>. According to the argument, democratic leadership, often referred to as participatory leadership or shared leadership, is the kind of leadership in which group members participate more actively in the decision-making process. Any organization, including for-profit companies, educational institutions, and governmental organizations, might benefit from this kind of leadership. With this approach, everyone has the chance to engage, ideas are freely exchanged, and conversation is encouraged<sup>44</sup>.

It was observed that democratic leadership results in high worker performance, satisfaction, cooperation and commitment. It reduces the need for control and formal rules and regulation which result in low worker absenteeism and turnover. It develops competence and commitment and it develops committed workers who are willing to give their best, think for themselves, communicate openly, and seek the improvement of performance when an organization faces new challenges. However, democratic style is criticized based on the assumption that everyone has equal stake in an outcome as well as shared level of expertise with regards to decision and claiming that it is time wasting and could lead to confusion<sup>45</sup>.

Organizations that value invention and creativity, or teams with people that have different viewpoints and skill sets, are best suited for this leadership style. Although this leadership style promotes innovation, better decision-making, and team togetherness, it may not be effective when dealing with big teams or when urgent choices need to be made<sup>48</sup>. Before making any decisions, the democratic leadership style entails consultations and discussions during meetings. The boss actively encourages staff to pursue their professional ambitions. The workers have access to information about

anything that may affect their work, which gives them the confidence to foster a sense of teamwork that may lead to better job performance<sup>49</sup>.

This leadership style focuses on collaboration between the leader and subordinates; information is shared with them even as they take part in the decision making process. However, the leader retains the prerogative on the use and adoption of inputs from subordinates. This type of leadership therefore encourages creativity and innovation by giving every member of the organization or team the ability to provide input into the decision making which results in easy adoption and utilization of decisions taken<sup>50</sup>. Democratic leader obtains ideas, and opinions from workers, and then, gives them the opportunity to express themselves including their feelings<sup>51</sup>.

Democratic style of leadership is characterised by policy making using consultation, delegation of authority, self-expression, initiatives, and multidimensional communication<sup>52</sup>. Although the democratic leadership style gives room for inclusion, it is also one of the shortcomings of it in the sense that subordinates feel they have equal stake and say in the outcome during decision-making. The idea of democratic leadership sounds theoretically good. It is hardly the case in real-life application, and an enormous amount of effort is required to get this done the right way<sup>53</sup>.

#### **2.1.4.1.3 Transformational Leadership Style**

Transformational is a French phrase that means let it be and describes leaders who allow followers to work without supervision. It is the kind of leadership where the leader is inactive, rather than reactive or proactive. The transformational leadership style, also known as the “hands-off” style or free reign, is one in which the leader (principal) provides little or no direction and gives tutors as much freedom as possible<sup>54&55</sup>. This style of leadership is characterized by its physical presence but absent in leadership. It is defined as “the inability or a mark of general failure to take responsibility for managing

and coordinating activities thereby revealing leaders who avoid making decisions, hesitate in taking action, and are absent when needed in critical situations. Furthermore, in this style of leadership, leaders avoid making decisions, hesitate in taking action, and are absent when needed. There is therefore leader's non-interference with the activities of the workers in respect of decision-making processes and the way and manner in which workers intend to attain organizational goals that are left to them<sup>56</sup>.

Transformational leadership approach is termed as invisible learning for workers. Workers are provided with the utmost freedom of making critical decisions. These leaders demonstrate limited intervention through guidance. Under such circumstances, workers gain skill-testing exposure from a distinct spectrum, which contributes excellently towards learning and confidence<sup>57</sup>. Laissez faire leadership grants complete freedom to group or individual decisions without the leader's participation or direction<sup>58</sup>. Transformational leader as an extremely passive leader who is reluctant to influence subordinates of higher level of freedom can reach the stage of handing over one's responsibilities as a whole<sup>59</sup>.

This leadership style is also known as 'reliance on expectation' leadership style<sup>60</sup>. A transformational leader is one who empowers their followers to complete tasks in whatever manner best suits them. No efforts have been made by Transformational leaders to motivate and inspire the populace. Without making any suggestions or criticism, this kind of leader seeks to respect all the differences inside the group. A transformational leader attempts to keep things as they are, to work and live as they see fit, and to maintain the status quo<sup>61</sup>. This type of leadership style allows workers to take decisions by themselves and perform creatively. Transformational leader promotes creativity and innovation at the workplace, where everyone is encouraged to share their thoughts and make decisions, respectively, without any prior direction<sup>62</sup>.

However, in this leadership style, group members show less cooperation, put in less effort, and make more demands on their leader. The leader also frequently delegates decision-making to group members based on their willingness to accept this, even though this leadership style works best when group members are cooperative, qualified, and knowledgeable. This leadership style exhibits a lack of passion, a tendency to "pass the buck," and poorly defined positions and responsibilities<sup>61</sup>.

### **2.1.5 Concept of Principals' Leadership Styles**

Leadership in education has been viewed as doing all that is necessary to support both students and teachers, ensuring teachers have all they need to do their job well. Effective leadership is all about learning, developing and adapting competence, and practices. It needs a conscientious effort in transmitting knowledge to the followers in such a manner that gets them to actively execute the goals and objectives set by the leader<sup>63</sup>. It was opined that the procedure or manner in which a school leader leads the school is termed leadership style. This includes his personality, the way he or she relates with his followers, the need for the work in question and the organizational culture in which the school operates<sup>64</sup>.

Leadership styles of principals are those patterns of behaviour used by them to influence the group members' (teachers, students and parents) within and without the school. It varies from one school to another as no two principals can administer their educational institutions using the same pattern<sup>39</sup>. Principals' leadership style is also seen as the attitude of principal to lead his colleagues and subordinates. It influences the working conditions of the school<sup>42</sup>. This study considers three leadership styles principals could adopt. They are autocratic or authoritarian, democratic and transformational style.

The autocratic style of leadership entails the principal believes he or she knows it all and does not need any input, suggestions or contribution from teachers and other

members of workers. The phrase commonly used for autocratic leadership is “do as I say”. Leadership here is more of a command and control, which is typical of the leadership style of the past and may not survive in today’s world and talent. This type of leadership creates a climate of fear with little or no room for dialogue. On the other hand, this leadership style can still be appropriate in certain structures where crucial and quick decisions had to be made on the spot and about the situation, or where the principal is dealing with a new recruit and had little or no time for them to gain mastery with their new role. An autocratic principal focuses on result and efficiency<sup>64&65</sup>.

The democratic style of leadership gives power to the teachers in the school. These principals make room for change and adaptation, rely on input from their team and also considers feedback. Principals with democratic style of leadership are often people-oriented and ensure everyone takes ownership for decision-making and success. They encourage oneness, collaboration and cooperation from teachers and engender trust. This leadership style also creates room for creativity while helping teachers grow and develop their competence and ability. Since this leadership style fosters participation and is discussion-driven, it could be an excellent style for a school that is focused on creativity and innovation such as the educational and technological industry<sup>64</sup>.

Democratic principals have time to listen and share ideas with their subordinates. They also tend to be more flexible and are considerate to one’s needs. They are able to encourage teachers to participate in decision-making and are obedient. The democratic leadership style emphasizes group and leader involvement in the policies formulation. Resolutions on school issues are arrived at after discussion and consultation with various stakeholders (which includes parents, teachers and other members of workers) in the school organization. This type of principal tries as much as possible to make each workers feel that he is an important member of the school<sup>32</sup>.

In Laissez Faire leadership type, the teachers have total control on decision-making without the participation of the principal. This means that teachers are free to do what they wish and the principal do not exert control. Transformational principals delegate their responsibility to take decisions to the subordinates and gives them all the authority and control to go about their actions and accomplishments. Principal will give teachers a goal, the teachers are completely free to achieve these goals with their skills, and the principal will only be responsible for the supply of the resources. Also, transformational principals avoid responsibilities, do not take care of the needs of the teachers, do not provide feedback, and delay decision-making<sup>66&67</sup>.

#### **2.1.6 Concept of Instructional Supervision**

The word 'supervision' is made of two words 'super' and 'vision', meaning superior power to oversee or superintend in two perspectives. Negatively, it means directing, investigating and policing the activities of workers in the organization. Positively, a supervisor has to guide, advice and even teach the teachers the best way to do the work so as to achieve the set targets<sup>68</sup>. Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students could benefit maximally from classroom activities<sup>69</sup>. It is thus a complex process that involves working with teachers and other educators in a collegial, collaborative relation to enhance the quality of teaching and learning within schools and that which promotes the career long development of teachers<sup>70</sup>.

Instructional supervision could be internal or external. Internal supervision is that which is done by school principals within the school while external supervision is done by inspectors. Internal supervision is a constant process carried out by principals that aims at improving teaching and learning by providing needed services to teachers. The process involves using expert knowledge and experience to oversee, evaluate and co-operatively

improve the conditions and methods of doing things connected with the teaching-learning process in school. It is a service rendered to teachers by principals directed towards controlling the quality of teachers' classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon. It deals with the on-the-spot check of the teaching-learning process in the school, with a view to assisting the teachers solve their instructional problems in order to bring about improvement in teaching thereby facilitating students' learning process. Also, instructional supervision is a process of seeing that the policies, principles and methods, established for achieving the objectives of education are properly and successfully carried out. Teachers are at the center of this improvement process. Their acceptance of instructional supervision and interaction with supervisors provide the catalyst for any supervisory success. The way teachers view supervision is very important to the outcomes of the supervision process. As a phase of school administration, instructional supervision is regarded as a factor for the improvement of the quality of the teaching and learning that go on in the school. If schools must operate efficiently in such a way that teachers can realize their potentials and ensure effective learning, then, a strong system and adequate supervision of instruction is needed<sup>71</sup>.

Instructional supervision guarantees quality assurance in education. As such, teachers as well as other members of educational workers must be closely supervised regularly<sup>72</sup>. Authors defined supervision as a task of improving teaching and learning processes through regular monitoring and in-service training of teachers<sup>73</sup>. This type of supervision emphasizes the continuous assessments, guidance and support to teachers for their professional development and improvement in the instructional process<sup>74</sup>.

Internal instructional supervision also implies an instructional leadership role, in which the principal diagnosis teachers' performance needs and then guides, directs, assists,

suggests and consults with them in a bid to developing their professional competence. Methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained same to help improve teachers' teaching performance. Furthermore, a quality instructional supervision program in schools consist of the following conditions that could lead to teachers' job performance:

1. Instructional supervision is a participatory process with an ongoing dialogue between principals and teachers to find improved methods for instruction delivery;
2. Instructional supervision encourages a wide range of instructional techniques and diversity in teaching methods which take into account the unique talents and capabilities of teachers;
3. Principals support improvement in the teaching process by observing teachers, giving suggestions, coaching or demonstrating teaching prowess or alternative teaching methods and
4. Principals provide instructional materials that enhance instructional delivering in and out of classroom<sup>75</sup>.

A scholar was of the opinion that teachers teach, train and help students acquire the necessary life expertise that would enable them survive and contribute meaningfully to the world of work and society they belong. They cannot effectively and efficiently execute their duties without themselves being properly and adequately trained, monitored and supported<sup>76</sup>. Instructional supervision requires the principal to oversee, assess, evaluate and direct teachers to ensure that the school is meeting its goals and set objectives. A closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is needed especially now that a changes have been made in the school curriculum. Teachers in-service whether new or

old therefore need necessary support in implementing the instructional activities. Principals as school managers therefore, need to provide this instructional support to teachers. They have to be involved in the implementation of instructional programmes or activities by supervising what teachers are doing with the students especially during lessons. Instructional supervisory practices therefore help principals to assist in improving classroom instruction since it could make teachers more competent and effective. In the long run, parents would be satisfied with the performance of their children or ward<sup>77</sup>.

It has been observed that school-based supervision is very relevant in fostering pedagogical practices and student learning<sup>78</sup>. Scholars noted that for school goals and objectives to be achieved, the principals and head teachers have to be involved in instructional supervision processes by observing, training and interacting with the teachers who are members of workers of a school. The principals' effectiveness in school management processes could be measured by their ability to influence teachers' commitment and success positively in classroom management. There is therefore need for effective instructional supervision by principals in secondary schools as the importance of this process cannot be over emphasized<sup>79</sup>.

#### **2.1.6.1 Instructional Supervision Processes**

Scholars listed some processes or techniques available for instructional supervisors (principals) that would help teachers improve on their jobs and thus facilitate effective teaching and learning activity in school. These techniques include amongst others - self- appraisal method, classroom visitation, micro-teaching, workshop, demonstration method<sup>80</sup>. Authors outlined variety of supervision techniques to include: classroom visitation or observation, inter or intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching<sup>81</sup>. Scholars also included checking attendance, developing and designing curriculum and work scheme,

lesson delivery patterns and lesson preparatory drills as part of supervisory processes. When principals adopt the outlined methods in supervising the teacher's classroom activities in line with recognized supervision procedures, it is expected that the goals of quality students learning would be assured<sup>82</sup>. This study however considers classroom visitation or observation and workshop or seminar techniques as instructional supervisory processes.

#### **2.1.6.1.1 Classroom Visitation or Observation**

Principals' classroom visitation or observation refers to a process by which principals as supervisors visit the classroom to observe the teacher and students in lesson action. The main purpose is to improve the teaching or learning process<sup>80</sup>. During classroom visitation or observation, the principals takes into account the teachers' mastery of the subject matter, application of teaching methods and materials, classroom management and organization etcetera<sup>68</sup>.

It was emphasized that classroom observation is a practical technique in that the supervise presents what he or she had prepared for his or her lesson, utilizing various teaching pedagogies, instructional materials, interacting with the learners, jotting important points on the instructional board, assessing the students using both formative and summative evaluations, co-coordinating class activities, while the principal inspects, observes and evaluates what and how the teacher has performed. Classroom visitation is not an avenue for fault finding exercise but a platform for principal to involve teachers in the process of improving upon their short comings. Furthermore, after the classroom observation, the objective of the visitation may not be said to have been achieved unless, school principals provide professional guidance, support and assistance to help teachers improve on their teaching delivery, because the essence of supervision is not to witch-

hunt teachers but to provide provisional help to them. The deficiency of teachers observed during instructional supervision could then be further handled<sup>81</sup>.

The relationship between teachers' and students is another important area that the principal as supervisor pay attention to during classroom visitation if teachers' job performance should be improved upon. Besides, using classroom visitation strategy for the enhancement of teachers' instructional performance demand more time from principals which he or she should consider as a top priority in statutory role. However, in nation like Nigeria, it has become rather unfortunate that most school principals do not spend much time in visiting classes for the purpose of instructional supervision<sup>80</sup>.

#### **2.1.6.1.2 Workshop or Seminar Techniques**

Workshop as an instructional supervisory strategy is a platform where the principal as supervisor alongside teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and competence to meet current and emerging demands of the teaching profession<sup>68</sup>. It was pointed out that workshop is a technique in which teachers are brought together in an organized way to enable principal communicate with them on the matters of school and classroom management especially on instructional improvement as the act making progress in instructional delivery for better academic achievement. Principals as supervisors should communicate new ideals and trends in the education industry to teachers in order to ensure instructional improvement. Furthermore, during workshops, ideas are exchanged, analyses of new ideals are achieved, and evaluation of overall ability of the teachers to exhibit the right attitude to work is done. These are done to ensure teachers are committed and dedicated to the teaching roles and make efforts towards the attainment of student academic performance. Furthermore, workshop helps teachers to display in-depth knowledge of their subject matter, presentation of lesson in well-

organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school maintenance of good interpersonal relationship with others, discipline, motivate and counsel students and comply to teachers professional code of conduct. For workshop or seminar technique to be effective, principals as supervisors must ensure that every teacher learns something as this could form the basis of his or her job performance. It would be in the interest of every participating teacher to spend time not only in answering questions on areas that seem unclear to him or her but also explain to his or her colleagues what he or she has understood<sup>80</sup>.

## **2.2 Theoretical Framework**

This study is supported by the following theories:

### **2.2.1 Path Goal Theory of Leadership**

The "Path-Goal theory of Leadership" could be used to explain how the leadership styles of the principal and instructional supervision affect how committed teachers are to their jobs. Three presumptions regarding human behavior are made in this hypothesis from a thinker in 1971<sup>83</sup>. First, it is presumed that teachers will act logically and selfishly. Second, they might feel uneasy and stressed in equivocal (confusing) circumstances. They would specifically look for measures to reduce role uncertainty about how specific activities should be carried out or misunderstanding about how role performance would be assessed. Finally, it was expected that a decrease in role ambiguity would result in improved teacher performance, commitment, and satisfaction. The primary tenet of the idea is that competent administrators exhibit behaviors that enhance teachers' environments and capacities in a way that makes up for shortcomings and contributes to teacher performance and satisfaction<sup>83&84</sup>.

According to the path-goal theory of leadership, a successful principal influences teachers' behavior toward their responsibilities or obligations by altering their understanding of the connection between actions and results. According to the theory, there are four different types of leadership behavior that principals can employ to assist, direct, and set a course for teachers to follow as they work to improve their performance. They include: leadership behaviors that are directive, supportive, participatory, and achievement-focused. The main goal of directive path-goal clarifying leadership behavior is to reduce role ambiguity, make clear the relationship between teacher effort and goal achievement, and establish a link between goal achievement and extrinsic rewards. The requirements of the instructors themselves are prioritized in supportive leadership behavior. Making the workplace fun and showing concern for the well-being of instructors are two examples of specific supportive leadership behaviors. When coupled with goal-directed effort, the satisfaction of instructors' personal needs can improve both their motivation and output. The best time for supportive leadership behavior would be when work-related activities do not provide intrinsic satisfaction. The actions of the principal can so support the task characteristics. Participative leadership behaviour involves considering teachers' input and valuing their opinions when making decisions that affect them. It is essentially a combination of directive and supportive principal behaviour<sup>83</sup>.

An author believes that path-goal theory is the most influential contingency approach to leadership<sup>85</sup>. According to Path-Goal theory, a principal provides necessary direction and support to teachers through various leadership behaviours or styles and supervision in a bid to helping them achieve individual as well as organizational goals<sup>86</sup>.

## **Application of the Path Goal Theory of Leadership to the Study**

According to the Path-Goal theory of leadership, an effective leader in an organisation provides support, direction and guide to followers or subordinates so as to reveal them the path they can follow in achieving individual and organisation goals. They do this through leadership styles and behaviours such as autocratic (achievement oriented), democratic (participative), transformational (supportive) and supervisory behaviours. In the school settings, principals are the school heads or leaders. Teachers are their subordinates. As leaders, they are to manifest various behaviours that can either stimulate or demotivate teachers from being satisfied and committed. Through instructional supervision, principals could provide support, guide and direction to teachers to improve on their instructional activities. Through leadership styles such as autocratic, democratic and transformational styles, principals could provide a path or direction for subordinates to improve their performance and achieve both personal and school goals. However, the way and manner through which principals as leaders manifest these styles and behaviours could determine teachers' commitment in the long run.

### **2.2.2 Theory X and Y (Work or Instruction Centered Approach)**

Theory X and Y was propounded by a theorist in 1960. The theories were burdened on how to increase organizational efficiency and effectiveness and rested on the attitude of human beings to work with various assumptions. Theory X assumes that:

1. The average teacher has an inherent dislike for work, and would avoid it if possible;
2. Because of this inherent dislike for work, most teachers should be coerced, controlled or directed to get a job done and
3. The average teacher prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Theory Y assumes that:

1. Teachers exercise their mental and physical efforts in an inherent manner in their job and they can perceive their job as relaxing and normal;
2. If the job is rewarding and satisfying, then it will result in teacher loyalty and commitment to the school and
3. An average teacher can learn to admit and recognize the responsibility. In fact, he or she can even learn to obtain responsibility<sup>87</sup>.

A scholar stated that theory X has to do with incompetent teachers while theory Y has to do with competent teachers. An incompetent teacher possesses the characteristics of theory X<sup>88</sup>. An author describes an incompetent teacher as lacking in the requisite skill and attitude needed for the overall achievement of educational goals. These teachers are characterized by incessant complaints arising from parents, students, colleagues and the community. They are identified by disorderliness in classroom management as well as reluctance in completion of duties assigned to them such as filling in professional records. In this case, it is the duty of the supervisor to apply the professional knowledge and competence to salvage this agonizing situation<sup>89</sup>.

It was recommended that the supervisor should exert some degree of authority and influence on the supervised. He or she should possess some knowledge and teaching competence if he or she is to exert any influence on the teacher that is, stimulate them to action. He should be democratic in nature so as to give each and every teacher a sense of belonging. He should also be quick to reward those teachers who accomplish the expected tasks so that they could be motivated to do more. School heads must therefore be keen in their duty as supervisors in observing teachers in action during lesson periods by checking their teaching delivery and professional records promptly so as to counter any sabotage and make them work diligently. He or she should therefore apply observation,

workshops and seminar techniques in boosting teaching activities by teachers<sup>90</sup>. It was observed that if teachers are left to themselves they may not try to develop or build their teaching competence, hence the relevance of this theory to the study<sup>91</sup>.

### **Application of the Theory X and Y to the Study**

This theory assumes that most teachers (workers) dislike their job and may not be willing to give their utmost best in the discharge of their duties as is the case of most teachers in the study area (Oyo state). This theory is relevant in that it emphasizes the need of the school heads who happens to be the principals to do all they can in supervising (guiding, supporting, assisting and directing) their teachers in a bid to making sure they discharge their duties well. Proper supervision could also induce commitment in their teachers to the school and students. In essence, this theory emphasizes that the need for principals to supervise and monitor their teachers (who may not be willing to work) to put in their best in teaching and learning activities.

### **2.3 Review of Empirical Studies**

This section deals with comparing previous studies to the present study in a bid to identifying gap (s) in literatures which this study intends to address. The review of empirical studies would be looked at under two major sub-headings which are:

1. Principals' Leadership Styles (Autocratic, Democratic and Transformational) and Teachers' Job Commitment and
2. Instructional Supervision (Classroom Visitation or Observation and Workshop Or Seminar Techniques) and Teachers' Job Commitment

#### **2.3.1 Principals' Leadership Styles (Autocratic, Democratic and Transformational) and Teachers' Job Commitment**

A study was carried out with the objective of investigating the influence of head teachers' leadership styles on teachers' job commitment in public primary schools in

Rongo Sub-county, Kenya. The following goals guided the study's direction: to evaluate the impact of the transformational leadership style; to establish the impact of the transactional leadership style; to identify the impact of the democratic leadership style; and to investigate the impact of the autocratic leadership style on teachers' commitment to their jobs in Kenya's Rongo Sub-public County's primary schools. Situational theory developed by Paul Hersey and Ken Blanchard served as the foundation for the study's theory. The Rongo Sub-county public primary schools' target population of sixty-eight (68) head teachers and seven hundred and eight (798) teachers was the subject of a descriptive survey research design. One hundred sixty (160) teachers and thirty-four (34) head teachers were chosen using a simple random sample procedure. Two sets of questionnaires were used to get the necessary data from the head teachers and teachers. Piloting in two (2) schools addressed the instruments' validity and reliability. The reliability was evaluated using the test-retest method, and the validity was evaluated using the co-efficient. Two supervisors used their professional judgment to determine if the research instruments were reliable. Quantitative data was analyzed using descriptive statistics using the Statistical Package for Social Sciences (SPSS), and continuing analysis of the qualitative data was done as the study's main themes and sub-themes arose. According to the study, 67% of teachers said their head teachers did not use a transformational leadership style, which may have an impact on how committed they are to their jobs. On the democratic leadership style, sixty-nine percent (69%) of teacher respondents stated that head teachers were not using a democratic leadership style as most of them were not involved in decision-making, leading to low job commitment. Finally, when it came to autocratic leadership styles, 79% of the teachers in the sample said that their head teachers used many aspects of this style, as opposed to 50% of head teachers who denied having an autocratic style. In light of the findings, it was suggested that head

teachers adopt an effective leadership style that fosters group accountability and fosters a positive learning environment. Teachers and other subordinates should be given the opportunity to participate in decision-making processes, particularly when it comes to task completion. The leader must delegate tasks to individuals or groups and continue to be involved in tracking progress. The head teachers must also be able to choose the appropriate look for each situation while taking into account the students and the task at hand. In-service leadership training for head teachers is necessary to increase teachers' commitment to their jobs<sup>32</sup>.

Similarly, a research examined principals' leadership styles and teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kajiado counties, Kenya. The specific objectives of the study were to:

1. find out the predominant leadership style practised by principals in public secondary schools in Siaya, Kisumu and Kajiado counties, Kenya;
2. determine the level of teachers' job satisfaction in Siaya, Kisumu and Kajiado counties, Kenya and
3. establish the relationship between principals' leadership styles and teachers' job satisfaction in Siaya, Kisumu and Kajiado counties, Kenya.

The study was guided by the Full Range Leadership theory and the Herzberg two-factor theory. The study employed a correlational research design. The target population was comprised of all the three hundred and ninety-seven (397) principals, three hundred and eighty-nine (389) vice principals, one thousand, one hundred and ninety (1,190) heads of departments, and two thousand, two hundred and eight (2,208) teachers in public secondary schools in Siaya, Kisumu, and Kajiado counties who had served for at least two years in the same school. Proportional stratified and simple random sampling were used as sampling techniques to select thirty-nine (39) secondary school principals, thirty-

five (35) deputy principals, ninety seven (97) heads of departments, and one hundred and eighty-one (181) secondary school teachers, giving a total of three hundred and fifty-two (352) respondents. Data was collected from sampled respondents using the Teacher Job Satisfaction Survey Questionnaire, which assessed the intrinsic and extrinsic factors of job satisfaction. The Multifactor Leadership Questionnaire Form was employed to classify the leadership styles of principals as transformational, transactional, or Descriptive and inferential statistics were applied to the collected data, which included percentages, means, standard deviations, chi-square, and Pearson Product Moment Correlation Coefficient (at 0.05 level of precision). The findings of the study revealed that transformational leadership was the predominant leadership style employed by the principals. Furthermore, the findings also revealed that most teachers were satisfied with their job in relation to the leadership style of the principals. The study also revealed a positive and significant correlation between transformational leadership style and teachers' job satisfaction; no significant correlation between transactional leadership style and teachers' job satisfaction; and a negative and significant correlation between transformational leadership style and teachers' job satisfaction. It was therefore concluded that the leadership style employed by the principals had a significant effect on teachers' job satisfaction in the study areas. It was recommended on the basis of the findings that Teachers' Service Commission should organize regular teacher professional development programs to train principals on the importance of using transformational leadership style as opposed to transactional and transformational leadership styles<sup>36</sup>.

The extent to which principals' leadership styles predict teachers' job performance in Imo State's public secondary schools was assessed by a study. While four hypotheses were evaluated at the 0.05 alpha level, four research questions were addressed. The research method used was correlational. All of the four hundred and thirty (430) vice

principals in the public secondary schools located throughout Imo State's six (6) educational zones made up the study's population. With the aid of a multi-stage sampling procedure, a sample of 239 vice principals was selected. We used and properly validated two sets of questionnaires: the Principals' Leadership Styles Questionnaire (PLSQ) and the Job Performance of Teachers Questionnaire (JPTQ). The Principals' Leadership Styles Questionnaire (PLSQ) reliability value was 0.720, and the Job Performance of Teachers Questionnaire (JPTQ) reliability coefficient was 0.820. Multiple and simple regression were used to evaluate the data and provide answers to the research questions, while ANOVA with multiple regression and t-test with simple regression were used to test the null hypotheses. The study's findings showed that the leadership philosophies of principals significantly and jointly impacted the job performance of teachers in Imo State's secondary schools. The strongest indicator of job performance was a transformational leadership style. It was suggested, among other things, that school principals make an effort to occasionally enroll in leadership training courses in order to improve their leadership quality and effectiveness for enhanced teacher job performance<sup>39</sup>.

In Anambra State, a study looked at how administrators' leadership styles impacted secondary school teachers' work performance. The study's two main research questions were The study used a descriptive survey research design. Five thousand three hundred sixty (5,360) teachers were distributed among the six educational zones. Six hundred and ninety-nine (699) instructors were included in the sample, who were chosen through a multi-stage approach from three of the six education zones. Three experts from Nnamdi Azikiwe University in Awka—two from the department of management and policy and one from the measurement and evaluation, Department of Educational Foundations—validated a questionnaire that served as the data collection tool. The data was examined using mean rating, and the reliability coefficient was 0.889. According to

the findings, respondents concur that democratic and collaborative leadership styles help teachers perform better, as does involving teachers in decision-making and delegating tasks to them. Teachers' work performance is also improved when they are included in decision-making processes<sup>41</sup>.

A related study explored the relationship between leadership styles and job satisfaction among principals and teachers. A sample of two hundred (200) teachers—one hundred (100) male and one hundred (100) female—was selected randomly from public secondary schools in Lahore. A questionnaire was self-constructed to collect the data from the respondents. The questionnaire consisted of three sections. The first part of the questionnaire consisted of demographic variables. The second section included ten statements about the leadership styles of principals (autocratic and democratic), and the final section included fifteen (15) items about teacher job satisfaction. The researcher and research assistants visited secondary schools and obtained permission from principals to collect data from teachers. Standard deviation, Pearson product moment for correlation and independent sample t-test were employed to analyze the data. The analysis and interpretation of data revealed that there is a positive and significant relationship between a democratic leadership style and job satisfaction among teachers. The findings of the study revealed that the teachers are more satisfied with the principals' democratic leadership style. A principal who leads with a democratic leadership style provides freedom for teachers to work independently. These types of principals always listen to and act on teacher feedback. They solve the issues of teachers carefully and create an environment in which all teachers feel free to express their problems and give their suggestions. Furthermore, the analysis revealed that there is a negative relationship between the principals' autocratic leadership style and job satisfaction of teachers at the secondary school level. This implies that teachers are unhappy with the principals'

autocratic leadership style. This could be because principals who use an autocratic leadership style rarely give teachers the opportunity to work freely, whereas a democratic principal shares new ideas with his staff members and allows them some freedom. The democratic school head involves teachers in the decision-making process and other vital school activities for the betterment of the institutions. This implies that teachers are unhappy with the principals' autocratic leadership style. This could be because principals who use an autocratic leadership style rarely give teachers the opportunity to work freely, whereas a democratic principal shares new ideas with his staff members and allows them some freedom. The democratic school head involves teachers in the decision-making process and other vital school activities for the betterment of the institutions. It was therefore recommended that principal should adopt democratic leadership style because this leadership has positive relationship with job satisfaction of teachers and principals should avoid from autocratic leadership style because this style has negative influence on teachers' job satisfaction<sup>42</sup>.

According to a report, one element that influences how interested and committed teachers are to the school system is the leadership style. Leadership philosophies influence how effectively resources are mobilized, allocated, used, and improved for organizational performance. It was further emphasized that the best leadership style is one that motivates instructors to maximize their potential and work to achieve organizational goals. It is claimed that one element that influences how motivated and interested teachers are in the educational system is their leadership style. Leadership philosophies influence the efficiency of resource mobilization, allocation, usage, and improvement of organizational performance. It was further emphasized that the finest leadership style is one that ignites instructors' potential and motivation to work harder and more effectively toward organizational goals<sup>47</sup>.

A study was conducted to ascertain the impact of leadership styles on the productivity of library staff at Imo State's public university libraries. To direct the investigation, four null hypotheses and five research questions were developed. We used a survey and a correlational research approach. The study's participants were 61 librarians who worked at university libraries in Imo State. The complete population was used as a sample for the study using the census enumeration sampling method. The instrument used to gather data was a rating scale. In order to respond to the first research question, mean and standard deviation were used. Multiple linear regression was employed to answer research questions two to four, and multiple linear regression was employed to answer research question five. Hypotheses one to three were tested using a t-test, and Analysis of Variance (ANOVA) was employed for hypothesis four, all at a 0.05 level of precision. The study's findings showed that the majority of library employees perform their jobs to a high degree; the relationship between an autocratic leadership style and employee job performance is high, positive, and significant; the relationship between a democratic leadership style and employee job performance is also high, positive, and significant; while the relationship between a transformational leadership style and employee job performance is low, negative, and insignificant. Together, authoritarian, democratic, and transformational leadership styles have a considerable impact on how well library employees perform their jobs. It was suggested, among other things, that the library administration continue to direct the library staff in a way that would enable them to keep their contribution to the achievement of the overall goal. Furthermore, they should endeavour to introduce innovative ways of carrying the workers along in a bid to boost their performance<sup>40</sup>.

In a related study, the leadership style of principals was evaluated for its impact on teachers' work performance in senior secondary schools in the Oredo Local

Government Area of Edo State. The study was guided by three research questions. The study used a descriptive survey research design. Four hundred (400) teachers made up the population. As a sample, 240 teachers were employed, which corresponds to 60% of the population. The approach of proportionate sampling was used. The tool was validated by two research specialists. When Cronbach's alpha was used to determine the instrument's dependability, the result was 0.924. Descriptive statistics of mean and standard deviation were employed to answer all the research questions. Two null hypotheses were tested using t-test statistics at a 0.05 level of precision. A questionnaire titled Principals' Leadership Style Questionnaire (PLSQ) was administered to the respondents by the researchers and two research assistants. The findings showed that respondents generally thought that democratic principals' leadership styles had a greater impact on teachers' work performance than autocratic and transformational principals' leadership styles did. On the basis of the findings and recommendations, it was suggested that

- 1) To lessen their disruptive behavior in the workplace, teachers should be respected and given a voice in decision-making;
- 2) Government should make conscious efforts to schedule workshops and symposiums on a regular basis to make sure that principals are aware of the unique behaviors of their teachers. This would significantly increase principals' professional dedication in order to increase teachers' productivity and effectiveness while working for them and
- 3) Principals should periodically receive ongoing training to deepen their comprehension of human behavior in their diverse schools<sup>52</sup>.

A study was carried out to investigate the influence of principals' leadership styles on the organizational performance of primary teachers' training colleges in the Lake Victoria Region of Kenya. The independent variables comprised laissez faire and

autocratic leadership styles, while the dependent variable was the performance of teachers. The study employed a quantitative method approach with questionnaires as the instruments for collection of data. The target population consisted of two hundred and forty-five (245) tutors and nine (9) principals in five (5) public and four (4) private primary teacher training colleges. The study sample consisted of two hundred and twenty-five (225) tutors and nine (9) principals. Leadership styles were measured using the adapted version of the Multi-factor Leadership Style Questionnaire. The study discovered that principals in Kenya's Lake Victoria Region exhibited less transformational and autocratic leadership styles. The transformational leadership style was most prevalent. The study also revealed that both laissez faire and autocratic leadership styles negatively influenced the organizational performance of the primary school teachers<sup>55</sup>.

A similar study was carried out to examine the influence of leadership styles on academic teachers' commitments at Madda Walabu University (MWU). The total number of academic teachers on the two campuses (Robe and Goba) was nine hundred and fourteen (914). The sample of the study consisted of two hundred and thirty-one (231) people, which included two hundred and nine (209) academic teachers and twenty-two (22) leaders. A questionnaire was used as an instrument for the gathering of data. The data collected was analyzed using both descriptive and inferential statistics. The result of the study revealed a weak but positive and significant correlation between transformational leadership style and continuance commitment, but insignificant and negative relationships between transformational leadership style and affective commitment. However, the transformational leadership style did not have a relationship with the normative commitment of teachers. It was therefore summarized that leadership behaviors that ignore problems, reveal neutral positions, and overlook successes are negatively correlated to affective commitments of teachers<sup>59</sup>.

It was noted that the nature and quality of the principal's leadership style is a critical factor in achieving successful management and teacher satisfaction. A study looked at the relationship between principals' leadership styles and workers' job performance in Emohua Local Government Area of River State. The study was carried out within the period of 2007-2016 in secondary schools in Emohua Local Government Area of Rivers State. The Path-Goal theory was employed as the theoretical framework of analysis for the study. The study reviewed the concepts of leadership, leadership style, types of leadership, and job performance. A questionnaire and interview methods were employed as instruments to elicit primary data while a documentary method was applied to collect secondary data for the study. A total of two hundred and ten (210) questionnaires containing twenty-one (21) items each were administered. However, about one hundred and ninety-five (195) questionnaires were successfully retrieved without error and used for the study. The raw data was presented and analyzed in tabular and percentage frequency formats. Content analysis was employed to analyse the secondary data. The study findings identified ten (10) different leadership styles employed by different principals in different secondary schools in the area, and these leadership styles have significant effects on the job performance of the workers in the schools. The findings also proved that principals face leadership challenges in the discharge of their administrative functions in the schools. Based on the findings, the study recommended, amongst others, that the principals should adopt the needed leadership style in their school to enhance workers' job performance; that the various leadership challenges faced by the principals should be addressed accordingly; and that both the principal and government should adopt the recommendations of this study to ensure better leadership and adequate worker job performance in schools<sup>93</sup>.

A study was carried out to determine the perception of teachers on the influence of principals' leadership styles and gender on teacher morale. Four research questions and four research hypotheses guided the study. An ex-post facto research design was employed in the study. Through the simple random sampling technique, a total of seventy-two (72) principals and two thousand, five hundred and six (2,506) students in sixty-two (72) public secondary schools were drawn from the three educational zones of Delta State. Two standardized research instruments, namely the Multifactor Leadership Questionnaire and the Purdue Teacher Opinionnaire, were adapted and used to obtain information on principals' leadership styles and teacher morale respectively. Teacher morale was measured with regard to five teacher morale factors, which are: teacher rapport with the principal; rapport amongst teachers; satisfaction with teaching; teacher status; and teacher load. Answers to the research questions were analyzed using the simple descriptive statistics of mean and standard deviation, while the t-test was the statistical tool used to address the research hypotheses at a.05 level of precision. The findings of the study revealed that leadership styles of principals and gender jointly influenced teacher morale. However, the transformational leadership style and male principals had a greater influence on teachers morale<sup>94</sup>.

A paper determined the leadership styles of principals for enhancing teachers' productivity for effective school administration. A descriptive survey research design was employed for the study. The research questions were formulated in line with the objectives of the study, which was to examine the opinion of the respondents (the teachers) on the extent to which the various leadership styles enhance effective secondary school administration. The population is comprised of all secondary school teachers in Rivers State. A stratified random sampling technique was employed to sample three local government areas out of the twenty-three (23) local government areas. From each of the

sampled local government areas, a sample of fifty (50) participants was selected through a simple random sampling technique, resulting in a total of one hundred and fifty (50) respondents. The "Leadership Styles of Principals for Enhanced Effective School Administration Questionnaire (LESPEESAQ)" was the self-structured questionnaire used for the study. It was based on a four-point Likert type scale with the options of very high extent, high extent, low extent, and very low extent. Descriptive statistics like mean and standard deviation were used to respond to research questions. According to the study, democratic leadership styles significantly improve and autocratic and transformational leadership styles just somewhat improve effective school administration. Therefore, it was advised based on the study that democratic leadership styles should be used frequently in administration while other styles might be used sparingly based on certain regions<sup>95</sup>.

Similar research was done to assess the effectiveness of business studies instructors and the leadership styles of secondary school principals in the Awka education zone of Anambra State. The study was guided by four research topics, and two null hypotheses were examined with a 0.05 level of precision. A correlation research design was used for the study. One hundred twenty-two (122) principals and three hundred and five (305) business studies teachers who had been employed for more than five years in their respective institutions in South-East Nigeria made up the study's population, which totaled four hundred twenty-seven (427). A structured questionnaire was employed for data collection. The instrument was validated by three experts in the faculty of education at Nnamdi Azikiwe University, Awka. The reliability of the instrument was ensured using a pilot test technique. Cronbach's alpha was employed to determine the internal consistency of the questionnaire items, and the computation yielded a reliability coefficient of 0.986. Data related to the research questions was analyzed using descriptive

statistics such as mean and standard deviation, while null hypotheses were analyzed using Pearson Product Moment correlation analysis at a 0.05 level of precision. Findings revealed that there is a negligible negative relationship between principals' transformational leadership style and the productivity of business studies teachers and a significant positive relationship between principals' transactional leadership style and the productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. It was recommended, amongst others, that principals should adopt a transactional leadership style rather than transformational styles to enhance business studies teachers' motivation consistently and efficiently, which would in turn generate higher quality performance on the teachers' part and boost educational performance in the classroom schools<sup>96</sup>.

The study's goal was to determine the impact of leadership behaviors on teachers' work satisfaction in public secondary schools in Kenya's Bungoma North Sub-County. The study specifically attempted to establish the effects of directive, participatory, supporting, and achievement-oriented leadership behaviors on teachers' job satisfaction. The theoretical framework was created using the Path Goal model's effectiveness. The research method used for the study was descriptive survey research. The sample of the study was all the fifty-one (51) secondary schools in Bungoma North Sub County. The population is comprised of all the fifty-one (51) principals and seven hundred and sixty-one (761) teachers in all the fifty-one (51) secondary schools in Bungoma North Sub County. All fifty-one (51) principals were purposively selected from the sampled schools as they were leaders in those schools. With the purposeful selection of the actual sample size of two hundred sixty-three (263) teachers, a total of three hundred fourteen (314) respondents were included in the study. Two sets of self-administered questionnaires were used to obtain the data. The strength of the association between the principal's

leadership behaviors and teachers' job satisfaction was assessed using the Spearman rho. The study came to the conclusion that leadership behaviors such as being directive, helpful, participatory, and achievement-oriented had a substantial impact on teachers' job satisfaction. Teachers also favoured a directive leadership style over the achievement-focused style of the principal. The study recommended that policy reforms be made on the action plans that influence the job satisfaction of teachers.<sup>97</sup>.

A similar study determined the extent to which the transformational leadership style of school principals correlates with counselors' effectiveness in Akwa Ibom State, Nigeria. A sample of one thousand, eight hundred and eight (1,808) school principals, teachers, and counselors were the participants in the study, selected from eighty-two (82) secondary schools in Akwa Ibom state using a multi-stage sampling technique. The Principals' Self-report Transformational Leadership Style Questionnaire (PSTLSQ), the Transformational Leadership Rating Scale (TSLRS), and the Counsellors' Effectiveness Questionnaire (CEQ) were the instruments used for data collection in the study. The mean, standard deviation, Pearson correlation, and regression methods were used to analyze the collected data. The results revealed that the extent of the relationship between the transformational leadership style of secondary school principals and counselors' effectiveness in Akwa Ibom State, Nigeria is moderate, and that the transformational leadership style of school principals significantly correlates with counselors' effectiveness. This means that principals with transformational leadership provide the support necessary for the advancement of guidance and counseling programs in the school. This support could be financial, moral, psychological, social, or physical. When counsellors are fully supported, they are effective and their impact is felt in the entire school community. This means the counsellors have a supportive and enabling environment to provide guidance and counselling services to students and workers in full.

It could be possible that transformational principals (that is, principals that have transformational leadership styles) would motivate teachers and other workers to support the guidance program in the school. Such principals could form counseling committees that are headed by the school counselor just to promote the course of guidance and counseling services. It could also be possible, based on the findings of this study, that transformational principals would include guidance and counselling in the school timetable and allow the counsellors to carry out both group and individual counseling activities in the school. This is because transformational principals are always advancing any program that would cause the achievement of the educational goals, aims, and objectives. It was concluded that school counsellors may not be effective unless the school principals exhibit a transformational leadership style due to the moderate but significant relationship existing between the transformational leadership style of school principals and the effectiveness of school counsellors. It was recommended, amongst others, that the government should train school principals on transformational leadership techniques and that the government should ensure that school counsellors are given the necessary support that would enable them to function effectively<sup>98</sup>.

According to scholars, a principal's leadership style plays an important role in the organization and operation of schools. Their study determined the relationship between principals' transformational leadership style (TLS) and teacher job performance in secondary schools in Awka South Local Government Area from a population of six hundred (600) teachers. Three research questions were formulated to guide the study. A questionnaire titled "Observed Principal Leadership Practices and Teacher Job Performance Questionnaire (OPLPTJPQ)" was employed to collect data. Descriptive and inferential statistics such as mean, standard deviation, and person product moment correlation were used in the study. Findings revealed that the transformational leadership

style was strongly and positively correlated with teacher job performance. It was recommended, amongst others, that principals should adopt a transformational leadership style (TLS) in order to create a climate of mutual respect, commitment, collaboration, and trust in the schools for optimal goal achievement<sup>99</sup>.

A related study aimed to determine principals' leadership styles and teachers' job performance in public senior secondary schools in Maiduguri. Two research questions were answered, and one hypothesis was tested at a 0.05 level of precision. The study used a correlational research design. The population of the study was comprised of one thousand, two hundred and thirty-six (1,236) teachers and sixteen (16) principals of public senior secondary schools in the study area. A total of three hundred and seventy-one (371), of which two hundred and six (206) male and one hundred and forty-two (142) female teachers, were selected using a simple random sampling technique, and all sixteen school principals were employed in this study. A 60-item questionnaire was employed for data collection. Cronbach's Alpha was employed to test the reliability of the instrument, and a reliability coefficient of 0.887 was obtained. For data analysis, descriptive statistics (mean and standard deviation) and Pearson Product Moment Correlation were used for data collection. The study revealed that the majority of the principals practice transformational leadership style and that there is a strong positive relationship between the principals' leadership style and teachers' job performance. The study concluded that leadership styles were the determinant factor of teachers' job performance. The study recommended, amongst others, that public senior secondary school principals should embrace the transformational leadership style as it could enhance teachers' jobs performance<sup>100</sup>.

In a study, it was determined that teachers' duty commitment and principals' leadership behavior were related to the transformation of public senior secondary schools

in Nigeria's North-East geopolitical zone. The research method used was correlational. Two hypotheses were examined, and four research issues were addressed. For data collection, the modified versions of the Organizational Commitment Questionnaire (OCQ) and Leader Behaviour Description Questionnaire (LBDQ) were used. All of the three thousand thirty-five (3,035) teachers and the seventy-nine (79) principals of the public senior secondary schools in Borno state made up the study's population. Forty (40) principals and five hundred and seventy (570) teachers were randomly chosen to participate in the study. Means, percentages, ANOVA, and Spearman's Rho correlation were used to compute and analyze the data. The results revealed that a low percentage of teachers' perceived principals to be exhibiting initiating behaviour; a moderate percentage of principals' perceived themselves to be exhibiting consideration behaviour; and a high percentage of teachers were committed to their duty, but there were variations in the teachers' commitment associated with the principals' leadership behaviour. It was therefore recommended, amongst others, that the combination of consideration and initiating structure leadership behaviour should be largely demonstrated by the principals to enhance teachers' commitment to duty for the transformation of public senior secondary schools in the zone<sup>101</sup>.

A research work was carried out to examine principals' leadership styles as variables in teachers' job satisfaction in secondary schools in Delta State, Nigeria. The population of the study consisted of two hundred and thirty-one (231) teachers in the secondary schools. The sample consisted of one hundred and three (103) male and fifty-seven (57) female teachers. A simple random sampling technique was employed in selecting the sample size. The instruments used for the study were the "Leadership Style Questionnaire (LSQ)" and the "Teachers' Job Satisfaction Questionnaire (TJSQ)". In analyzing the data, descriptive statistics (frequency, percentage, mean, and standard

deviation) were employed to answer the research questions, while the chi-square contingency table was employed to test the hypothesis at a 0.05 level of precision. The result of the study revealed that the most prevalent principals' leadership style in secondary schools is the "Idiographic leadership style". Teachers are more likely to be dissatisfied with their jobs when their principals use an autocratic leadership style. There is no significant difference between male and female teachers and their level of job satisfaction. On the whole, the majority of the teachers are not satisfied with the teaching job. Appropriate recommendations were also made, among which are prompt and fair payment of teachers' salaries and allowances; improving the conditions of workers; and recognition of teachers' effort by the government<sup>102</sup>.

Scholars posit that school leadership is important in overall school performance. To this effect, the knowledge and competence of school principals is very crucial. Their study therefore determined the relationship between three dimensions of principals' leadership and teachers' performance in the Delta State of Nigeria, in a sample size of four hundred (400) teachers. The survey data was analyzed using Pearson product moment correlation (PPMC), which revealed that the human, structural, and educational dimensions of principal leadership have a significant impact on teachers' performance. It was suggested that principals should establish the structures and procedures using the right leadership styles to facilitate effective work performance, social interactions, and strong professional commitment among workers<sup>103</sup>.

Similarly, a study investigated the relationship between leadership style and worker engagement in public secondary schools in Ile-Ife. The study also aimed to examine the extent to which transformational and transactional leadership styles impact worker engagement. The study employed a descriptive survey research design. Twenty (20) public secondary schools were sampled from a total number of thirty-two (32)

secondary schools in Ile-Ife through a convenience non-probability sampling technique. Ten (10) teachers were chosen randomly from each secondary school, excluding the principals of those schools who occupied the leadership positions. Out of the two hundred (200) questionnaires administered, one hundred and ninety-one (191) were returned, while one hundred and eighty-seven (187) were considered useful for the study. Data for this study was collected through a self-structured questionnaire. The questions were structured into five-point Likert types, ranging from strongly disagree to strongly agree. Correlation and regression analysis were used to analyze the data collected. The findings revealed a strong positive correlation between worker engagement (EE) and a transformational leadership style (TFLS). It further revealed a strong, positive correlation between worker engagement (EE) and transactional leadership style (TSL). Transactional leadership style (independent variable) makes the strongest unique contribution to explaining worker engagement (dependent variable) as compared to transformational leadership style<sup>104</sup>.

A study examined the relationship between secondary school principals' leadership styles and teachers' job performance in selected rural communities of Ondo State, Nigeria. The population of the study was comprised of three hundred (300) respondents – two hundred and fifty (250) teachers and fifty (50) school principals – who were selected through a simple random sampling technique from Okitipupa Local Government. The Principals' Leadership Assessment Inventory was administered to the principals with a reliability of 0.872, while the Teachers' Job Performance Assessment Scale was administered to the teachers with a reliability of 0.886. Two hypotheses were tested at a 0.05 level of precision. The data collected was analyzed with correlation statistical analysis. The result reveals that there was a significant relationship between democratic leadership style and job performance. Significant relationships were

also reported between an autocratic leadership style and teachers' job performance. Based on the findings of this study, it was recommended that school principals imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance job performance among teachers. As such, principals could use the democratic style of leadership on some occasions. They should be autocratic in certain situations in order to increase productivity among teachers<sup>105</sup>.

Another one looked at how principal leadership styles affected teachers' performance in public secondary schools in Nigeria's Aba education zone. The focus of the test is on the teachers' punctuality to work, consistency in attending courses, and preparation of lesson plans. To direct the investigation, three research questions and three hypotheses were developed. In the Aba Education Zone, forty (40) secondary schools were chosen as a sample. Eighteen (18) of these schools had female principals, while twenty-two (22) of these schools had male principals. Using a stratified random sampling technique, a sample of about 295 instructors from the zone was taken. The teachers' questionnaire, the observation schedule, the inspection schedule, and the observation schedule were the instruments used to collect the data. The teachers' questionnaire measured the leadership styles of the principals (TSIS). Using the test-retest procedure, the reliability of the questionnaire had a coefficient value of 0.973. Ten (10) correctly filled out copies of the questionnaire were returned by ten (10) trained research assistants, who were used to gather the data. ANOVA statistics were used to determine the impact of principals' leadership styles on teachers' regularity and punctuality to classes, while Chi-square statistics were used to test the relationship between principals' leadership styles and teachers' lesson preparation. The mean was used to determine the administration styles of the principals. The findings showed that some schools used situational, democratic, and autocratic leadership styles. There was no transformational leadership in

the studied region. It was also observed that while the more experienced principals used a situational leadership style, the majority of freshly appointed male and female principals tended to be authoritarian. The results of the hypotheses showed that leadership styles did not significantly affect teachers' attendance at work on time and preparation for lessons. Leadership styles did, however, have a considerable impact on instructors' attendance at lessons on a regular basis. The study suggested principals attend regular seminars and workshops to align their leadership philosophies<sup>106</sup>.

In a related study, the performance of secondary school teachers in Nigeria's Edo Central Senatorial District was linked to the leadership styles of their principals. A correlational design was used for the study. Teachers and principals selected from a population of 397 senior secondary school teachers and 69 principals in the Senatorial District were given two modified questionnaires, titled "Principals' Leadership Style Questionnaire" and "Teachers' Job Performance Questionnaire," respectively. At the 0.05 level of precision, percentages, multiple regression, and Pearson product-moment correlation were used to evaluate the hypotheses. Results showed that democratic, autocratic, and transformational leadership styles collectively contributed to approximately above average percent changes in teachers' job performance, with democratic and transformational leadership styles having the most notable positive influence on the study's focus area. It was suggested, among other things, that the district's senior secondary school administrators be encouraged to employ a democratic leadership style<sup>107</sup>.

In Tanzanian secondary schools, a study examined the connection between the leadership philosophies used by school administrators and the level of job satisfaction among teachers. In order to gather the data for this study, 180 instructors from ten secondary schools in Tanzania's Songea District completed a questionnaire. According to

the study's findings, secondary school principals employ both transactional and transformational leadership philosophies. According to the research, the heads of the Songea schools tended to adopt transformational leadership philosophies such as charismatic leadership, customized consideration, and intellectual stimulation, as well as active management by exception, a type of transactional leadership. The instructors in their schools reported that none of these leadership philosophies was particularly prevalent in absolute terms. This is especially relevant to leaders who provide instructors with contingent rewards, which exposes ineffective management by exception or transformational leadership. According to the study, transformational leadership traits rather than transactional leadership traits seem to better describe leadership in Songea secondary schools. Additionally, it highlights the fact that there are significant variances between schools in terms of the majority of recognized leadership styles. This suggests that teachers' perceptions of their school's principal's leadership style are, at least to some extent, consistent. The relationship between leadership philosophies and teachers' work happiness was the subject of the first study question. Job satisfaction is correlated with both transactional and transformational leadership styles. The features of the transformational style, such as charismatic leadership, customized consideration, intellectual stimulation, contingent compensation, and active management, are favorably correlated with teachers' job satisfaction. Transformational leadership and passive management by exception were found to be negatively correlated<sup>108</sup>.

A research was carried out on the influence of principals' leadership styles on school teachers' job satisfaction - A study of Secondary Schools in Varanasi. The objectives were to:

1. identify the commonly employed principals' leadership styles in government or private secondary schools;

2. find out difference between government and private secondary school's principals leadership style and
3. identify the relationship between principals' leadership style and teacher's job satisfaction.

Three leadership styles (autocratic, democratic, and transformational) were assessed. Findings revealed that private secondary school principals in the Varanasi district reveal more autocratic leadership styles than Democratic leadership styles, and government secondary school principals reveal mainly Democratic leadership styles, although some of the time they also reveal transformational leadership styles. The study found that there is a significant relationship between the leadership style of principals and job satisfaction of teachers. The democratic leadership style of secondary school principals had a positive influence on teachers' job satisfaction. In addition, the autocratic leadership style of secondary school principals had a negative effect on teachers' job satisfaction, and transformational leadership style revealed a mixed effect of autocratic and democratic leadership styles. Hence, it proved that a democratic leadership style increases teachers' job satisfaction in the Varanasi district, so the principals should practice a democratic leadership style and create a democratic school environment where teachers can optimize their potential and add value to the educational aims. Democratic leadership appears to be a central factor in a positive school climate as teachers feel happier, satisfied, and more confident in the open and friendly environment that such a leadership style creates<sup>109</sup>.

The above empirical studies are all related to this present study on the influence of principals' leadership styles on teachers' job commitment. However, a careful and detailed examination of the above studies reveals a dearth of literature on the influence of principals' leadership styles on teachers' job commitment. Most of the studies examined

teachers' job performance, job satisfaction, job effectiveness, and job morale. Furthermore, the indices of principals' leadership styles examined in the above studies are somewhat different from those which this study intends to look at. Therefore, the objectives, research questions, hypotheses, geographical area, and indices of the variables of this study differ from the above studies.

### **2.3.2 Instructional Supervision (Classroom Visitation or Observation, Workshop or Seminar Techniques) and Teachers' Job Commitment**

A study determined the impact of instructional supervision strategies on teachers' job performance in senior secondary schools in the Obio-Akpor Local Government Area of Rivers State. Three specific objectives, research questions, and hypotheses were formulated to guide the study. This study employed the descriptive survey research design. The population of this study was four hundred (400) teachers in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The Slovin sample size determination formula was employed to obtain the sample size of two hundred (200) respondents, while the simple random sampling technique was employed in selecting the sample for the study. A structured questionnaire titled "Instructional Supervision Strategies and Teachers' Job Performance" with a four-point rating scale was designed for the study. The instrument was validated by the supervisor and two experts in the field of measurement and evaluation, while a reliability coefficient value of 0.878 was obtained using Pearson's Product Moment Correlation. A mean and standard deviation were employed to answer the stated research questions, while Z-test Analysis was employed in testing the formulated hypotheses at a 0.05 level of precision. The study found that there is no significant difference in the mean response of principals and teachers on the extent to which classroom visitation, micro-teaching and research approaches influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of

Rivers State. The study concluded that instructional supervisory techniques in terms of classroom visitation, micro-teaching, and research approach have a significant influence on teachers' job performance. The job performance of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. It was therefore recommended, amongst others, that principals should regularly observe teachers' classroom instructional delivery and provide professional guidance and assistance to them when and where necessary, and that the government should provide an opportunity for principals to attend conferences, workshops, and seminars on supervisory techniques at least once a year both nationally and internationally for more acquisition of competence in supervisory practices so as to keep them at par with their foreign counterparts<sup>68</sup>.

The perceived impact of supervision of instruction on teachers' classroom performance in the state of Anambra was also the subject of a study. A study was conducted to determine the perceived impact of supervision of instruction on teachers' performance in the classroom. The study was guided by three research questions and two null hypotheses. The study used a descriptive survey research design. One thousand, two hundred and eighty-seven (1287) participants in the study were made up of one thousand, two hundred and forty-seven (1,247) teachers and forty (40) principals. In the Onitsha Education Zone of Anambra State, the sample was made up of forty (40) principals and four hundred and ninety-nine (499) teachers. In Anambra State, a study was also conducted to look into the perceived impact of supervision of instruction on teachers' performance in the classroom. The study's goal was to determine how teachers' classroom performance was considered to be impacted by supervision of instruction. The study was guided by two null hypotheses and three research questions. A descriptive survey research design was used for the study. One thousand two hundred eighty-seven (1287)

participants were made up of one thousand two hundred forty-seven (1,247) instructors and forty (40) principals made up the study's population. In the Onitsha Education Zone of Anambra State, the sample included four hundred and ninety-nine (499) teachers and forty (40) principals. According to research question two, teachers believe that supervisors' reports continuously improve the instructional materials they use in the classroom. This question examined the extent to which teachers believe that supervision of instruction affects how they use resources. Regarding research question 3, which examines how much teachers believe that supervision of instruction has an impact on their professional development, claims that supervisors are able to bring out the best in instructors through conferences and seminars they organize, group engagement in decision-making and problem-solving, and seminars. Principals and teachers agree that conferences and seminars led by administrators play a significant role in equipping teachers with the skills and attributes they need to take on issues head-on. The material provided at conferences and seminars put on by supervisors makes teaching simpler. These events also encourage instructors to ask for feedback from colleagues and learn new skills that will improve their performance. Seminars greatly assist teachers in planning their lesson plans and overseeing the classroom. The researcher suggested, among other things, that frequent supervision be implemented, that additional supervisors be appointed, and that teachers should view supervisors as mentors rather than threats in light of the findings<sup>71</sup>.

Another study determined the relationship between instructional supervision and teachers' job performance in public senior secondary schools in Rivers State. The study employed a correlation research design. The stratified random sampling technique was used to obtain a sample size of three hundred and forty-seven (347) people from a population of seven thousand, one hundred and forty-five (7,145) teachers in the two

hundred and seventy-eight (278) public senior secondary schools in Rivers State. Implicitly, 5% of the total population was recruited for the study. The instruments for data collection were self-constructed questionnaires titled: Instructional Supervision Questionnaire and Teacher Job Performance Questionnaire. These instruments were validated by three researchers' colleagues in the department of educational management of Ignatius Ajuru University of Education. The reliability of the instruments was determined by using the test re-test method of data collection. The said instruments were administered to thirty (30) teachers outside the sample population, and the collected responses were analyzed using Cronbach's alpha technique as a measure of internal consistency. The reliability indexes of 0.887 and 0.889 were obtained, indicating that the instruments were very reliable. A mean and standard deviation were employed to test the hypotheses, and a linear regression statistical tool was employed to test the hypotheses. Based on the analyses, the following findings were made: classroom visitation by supervisors, clinical supervision technique, and holding conferences with teachers by supervisors before the actual classroom observation are significantly related to teachers' job performance. The study therefore concluded that supervision is a vital aspect of school administration. It was recommended that the school administrators and supervisors from the Schools Board should regularly conduct supervision in schools to ensure maximum growth of teachers in their jobs<sup>72</sup>.

In a parallel study, teachers' attitudes regarding school-based instructional monitoring in Wolaita Zone secondary schools were investigated. To augment the data, a descriptive survey research design and a concurrent form of mixed research methodology were used. With the aid of a straightforward random sample technique, the study was conducted at nine (9) chosen secondary schools in the Wolaita Zone. Participants in the study included 200 randomly chosen instructors and 30 randomly selected principals,

including 9 main and 21 vice principals. The primary method for acquiring data for this study was a questionnaire. Of the 200 teachers, 18 (18) did not correctly complete their questionnaires. Through the use of independent sample t-tests, frequency, percentage, mean scores, and standard deviation, quantitative data gathered through questionnaires was examined. Statistical analysis was performed using SPSS version 20. In order to support the information acquired through surveys, interviews and document analysis were also conducted. The findings showed that teachers had a negative attitude toward school-based instructional supervision, that they were dissatisfied with its function, and that they acted in a different way when they realized that function was different. The study's findings also showed that instructors disapproved of the methods of school-based instructional supervision employed in their schools and believed their supervisors had the skills necessary to carry out successful school-based instructional supervision. The study's findings supported the notion that the following major factors negatively impacted teachers' attitudes toward school-based instructional supervision: Teachers' lack of understanding of the importance and utility of school-based supervision; and a lack of trust between teachers and supervisors. As a result, according to the study's findings, teachers have a bad opinion of school-based instructional oversight. To address this, school-based instructional supervisors should encourage teachers and administrators to actively participate in school-based instructional supervision by encouraging them to work in groups to solve instructional problems, getting them started on professional pursuits like mentoring and coaching, helping them with the evaluation and creation of instructional and curricular materials, and conducting action research to solve problems in instruction. The external officials and school supervisors must have a strong relationship and use the proper approach during the instructional supervision process to identify the

gaps in teachers, principals, and supervisors that affect all activities of the schools and how to solve and minimize them in order to address the aforementioned issues<sup>74</sup>.

Another comparable study was conducted to examine the impact of instructional supervision strategies used by head teachers on the work performance of teachers in public primary schools in Lang'ata Sub County, Nairobi County. The overall goal was to determine whether head teachers' observations of classroom behavior had an impact on teachers' performance on the job in public primary schools in Lang'ata Sub County. The goals were to 1) establish whether the head teachers' provision of instructional resources influences teachers' job performance in public primary schools in Lang'ata sub-county; 2) determine whether the head teachers' review of teachers' professional records influences teachers' job performance in public primary schools in Lang'ata sub-county; and 3) establish whether the head teachers' professional development for teachers influences teachers' job performance in public primary schools in Lang'ata sub-county. A descriptive survey research design was used for this investigation. The sample included 96 instructors and 12 head teachers. Two different types of questionnaires, which were given to the head teachers and the instructors, respectively, were used to collect the data. The teachers also participated in an interview that was organized. Frequencies and percentages were used to objectively assess the data that had been gathered. The study found that a combination of independent factors related to head teachers' instructional supervision practices (classroom observation, provision of instructional resources, checking of teachers' professional records, teachers' professional development, and reward motivation) was responsible for 67.6 percent of the teachers' job performance. Therefore, it was determined that head teachers who regularly observe lessons and hold model teaching sessions with instructors had a significant impact on the work performance of assistants. It had a significant impact on both teachers' and students' performance in public primary

schools because head teachers frequently checked teachers' records of work, giving them the chance to anticipate teachers' instructional delivery and pupils' needs for early intervention through in-service training or other means. The head teacher's encouragement and authorization of teachers to pursue more education has an impact on their performance in the workplace. It was suggested that the Ministry of Education emphasize the importance of the head teachers' regularly reviewing professional documentation such as schemes of work, lesson plans, lesson notes, and class registers. To improve students' academic achievement, head teachers should continue intensive instructional oversight by visiting classrooms, observing lessons, and examining the credentials of teachers<sup>75</sup>.

The efficiency of teachers' roles in public secondary schools in Calabar South Local Government Area of Cross River State was investigated in connection to instructional supervisory techniques. To guide the investigation, two null hypotheses were developed. For the study, an ex-post facto research design was used. All the principals and instructors at public secondary schools in the study area made up the study's population. There were four hundred and thirty-three (433) teachers and six (6) principals in total in the research region. From six (6) public secondary schools, one hundred and ninety-five (195) teachers were chosen using a simple random sampling procedure. A well-structured questionnaire titled "Instructional Supervisory Practices Questionnaire" and "Teachers' Role Effectiveness Questionnaire" were used for data collection. The analysis's findings showed a substantial positive association between teachers' role efficacy and instructional supervisory practice of classroom observation. The outcome showed that there is a strong positive association between teachers' role efficacy and instructional supervisory practice of reviewing lesson notes. Since there have been many changes made to the school curriculum, it was determined that a closer, regular, and

continuous instructional monitoring practice is urgently needed rather than abrupt, sporadic, and incomplete supervision. It was advised that:

1. Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need and importance of effective instructional supervision in enhancing teachers' role effectiveness;
2. Teachers' lesson notes should be checked regularly and areas that need to be corrected and adjusted should be pointed out as doing this would help to improve their role effectiveness in secondary schools;
3. Principals should intensify instructional supervision via regular classroom observation and should ensure that they render support to teachers for field trips that could enhance their instructional knowledge<sup>77</sup>.

The purpose of another similar study was to ascertain the effect of principals' review of teachers' professional records on the pedagogical practices of teachers working in public secondary schools in Bauchi state, Nigeria. Specifically, the study aimed to examine the extent to which principals carry out checks of teachers' professional records in public secondary schools in Bauchi state. The study also determined whether principals' review of teachers' professional records significantly predicts improvement in teachers' pedagogical practices. Finally, the study made recommendations for the promotion of principals' competence in supervising teachers' records in public secondary schools in Bauchi state, Nigeria. A descriptive survey research design was employed for the study. The study used twenty-nine (29) principals purposively sampled and three hundred and seventy-five (375) teachers randomly selected from twenty-nine (29) public junior secondary schools in the Bauchi South Senatorial District. Questionnaires consisting of a 5-point Likert scale type and a document analysis checklist were employed for data collection. Descriptive and inferential statistics were employed to

analyse the quantitative data. Simple regression analysis was employed to test the hypothesis at 0.05 alpha levels. Findings of the study revealed that supervisory activities of checking teachers' lesson notes, records of work, and lesson plans were not consistent by many of the principals in public secondary schools in Bauchi state, Nigeria. It was also found that most principals in public secondary schools in Bauchi state merely signed teachers' professional records without making constructive remarks. The study concluded that principals' checking of teachers' records had a statistically significant effect on teachers' pedagogical practices in public secondary schools in Bauchi state. Checking teachers' records also explains a significant proportion of teachers' pedagogical practices in public secondary schools. The study recommended that:

1. The state's Ministry of Education should organise a workshop for training of principals on techniques for effective supervision of teachers' records;
2. Principals should endeavour to peruse the contents of teachers' professional records thoroughly and make constructive comments and remarks before signing the documents;
3. Principals should intensify activities of checking their teachers' professional records. They should ensure that teachers' records were not only verified but also improved upon<sup>78</sup>.

A study examined principals' supervisory techniques and teachers' job performance in the Ikom Education Zone of Cross River State, Nigeria. An ex-post facto research design was employed for the study. The sample included eighty-six (86) principals; three hundred and forty-four (344) teachers; and one thousand, three hundred and seventy-six (1,376) students drawn from a population of eighty-six (86) principals; one thousand, eight hundred and twenty-nine (1,829) teachers; and thirty-five thousand, three hundred and fifty-nine (35,359) students in public secondary schools in the Ikom

Education Zone of Cross River State. To achieve the objective of a study, two null hypotheses were formulated. Data collection was carried out with the use of two research instruments titled “Principals’ Supervisory Technique Questionnaire” and “Teachers’ Job Performance Questionnaire”. The instruments were subjected to face-content validity evidence while reliability was carried out using Cronbach’s alpha. Reliability values of 0.874 and 0.978 were obtained for both instruments, which confirmed that they were appropriate in achieving the objective of the study. For data analysis at a.05 level of precision, Pearson Product Moment Correlation Analysis (r) was employed for data analysis. Results revealed that principals’ workshop technique plays a significant role in the teachers’ job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching method, and utilization of instructional materials. A principals’ workshop that is rich in practical ideas, new techniques, and current information about students’ assessment and evaluation, instructional ability, classroom discipline, communication effectiveness, teaching methods, and use of teaching aids is likely to create awareness for teachers with regards to techniques, competence, methods, and competence to carry out their responsibilities effectively. The results of the study also revealed that the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method, and use of teaching aids is influenced by the quality of principals’ classroom visitation. This therefore led to the rejection of the null hypothesis and the retention of the alternate hypothesis. The result suggests that principals’ classroom visitation plays a significant role in the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method, and use of teaching aids. whereas on the students’ assessment and evaluation, it revealed nothing significant. The findings from the study revealed that the greater the principals’ use of supervisory techniques of

classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods, and use of teaching aids. This means that a principal's supervisory technique of visiting classrooms on a regular basis to observe not only how teachers teach but also the total learning situation and teacher-student relationship enhances teachers' job performance. Based on the findings, it was concluded that the job performance of teachers would be enhanced when they are properly supervised by their principals via various supervisory techniques. On the basis of the findings, it was recommended that school principals ensure effective supervision of teachers' classroom instruction as this would go a long way to enhance teaching and learning in schools<sup>80</sup>.

A study examined the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in the Uyo Local Education Committee in Akwa Ibom State. For the study, four objectives were developed along with the related research questions and hypotheses. This study was conducted using an ex-post facto design. Out of a total of 1,105 instructors and 14 principals, 200 teachers and 201 principals were chosen, respectively. The Principals' Instructional Supervision Interview (PIS1) and the Teachers' Teaching Effectiveness Questionnaire (TTEQ), two questionnaires created by the researcher, were used to collect data for the study. The data collected was evaluated using both descriptive statistics (such as mean and standard deviation) and inferential statistics (such as independent t-test). Based on classroom observation, analysis or strategy, post-conference analysis, and post-analysis conference, the results showed a considerable difference in the effectiveness of teachers. Teachers were more productive in schools with adequate instructional monitoring than in those with little or no instructional supervision. Based on the study's findings, it was advised

that principals make every effort to provide instructors with proper instructional supervision in order to increase their efficacy as teachers<sup>110</sup>.

A related study investigated the influence of internal supervision of instruction on improving teacher performance in secondary schools in Edo State. Four research questions and four hypotheses were proposed to direct the investigation. The survey design was descriptive. Four hundred forty-four (444) instructors were selected using the proportionate stratified random sampling technique from the population of one thousand, one hundred and ten (1,110) teachers in Edo State. Experts were given a thirty-two (32) item questionnaire to validate, and after they had done so, they provided helpful recommendations. Both descriptive (mean, standard deviation) and inferential (t-test, analysis of variance) statistical techniques were used to analyze the data. All of the research questions posed in the study were answered using the mean and standard deviation. The t-test and ANOVA were used to evaluate four hypotheses with a 0.05 level of significance. According to the study, strengthening internal supervision of instruction had a good impact on raising teacher performance in the state of Edo. It was also discovered that teacher performance in secondary schools in Edo State was positively impacted by classroom visits, observation techniques, demonstration techniques, and evaluation techniques. According to the study, there are no appreciable differences between gender, geography, educational background, and teaching experience when it comes to how internal supervision affects teacher performance in secondary schools. According to the findings, it was advised that supervisors and principals make an effort to guarantee that classes are often inspected in order to help secondary school instructors perform better<sup>111</sup>.

A related piece of research looked specifically at Education District VI in Lagos State in secondary schools in Nigeria to see how supervision of instruction affected

teachers' productivity. The study concentrated on problems with teacher supervision in secondary schools in Nigeria, such as monitoring how teachers deliver lessons in the classroom. To provide guidance for the identified problem, two objectives were defined. Two theories were developed, put to the test, and conclusions were drawn. The management and academic staff of secondary schools in Education District VI, Lagos State, were the group that was targeted. The sample for the study was composed of about 250 respondents who were chosen by the stratified random selection method from ten (10) schools. A standardized questionnaire called the "Supervision of Instruction and Teachers' Productivity Questionnaire" (SITPQ) was used to collect data. The t-test statistics were used to assess the data that had been gathered. The results of the study showed that supervision of instruction has no appreciable effect on teachers' productivity in secondary schools in Nigeria. There were other suggestions presented, including:

1. Since supervision of instruction is not responsible for poor teachers' productivity, it should be sustained. The government should encourage further training and retraining of teachers for optimum productivity;
2. Teachers' teaching process should be improved upon by training them on the 21st century teaching methods and procedures. School management should ensure that both internal and external training are done periodically;
3. Supervision of teachers' lesson delivery should be improved upon through regular upgrade of teachers' knowledge through training, seminars, and workshops. Inspections of teachers should not be punitive but aim at encouraging teachers and enforce compliance and discipline so that teaching and learning would not be hindered and

4. Federal Government through the Ministry of Education should always motivate the teachers with performance awards, praises, recognition, and an annual increment of salary to enhance their job performances<sup>112</sup>.

A study was done with the aim of investigating the effects of head teachers' instructional supervision practices on teacher's competences in primary schools of Kicukiro district. Specific objectives of the study were to:

1. determine the frequency of head teachers instructional supervision and its effect on primary school teacher's competence in Kicukiro District;
2. ascertain the teachers' attitudes vis-à-vis instructional supervision in Kicukiro District and
3. suggest mechanisms that would boost head teachers' instructional supervision practices and thereafter improve primary school teachers' competence in Kicukiro District.

In this research, ten (10) head teachers and thirty (30) teachers were referred to as informants. This work used instruments such as questionnaires, observation checklists, and interviews. After collecting the data, the researcher analyzed the data using a mixed methods approach (quantitatively and qualitatively). The findings revealed that most of the head teachers conduct instructional supervision practices at least every two weeks. As reported by head teachers, instructional supervision practices are hindered by multiple responsibilities. Indeed, the majority of head teachers (60.7%) indicated that instructional supervision is hindered by teachers' negative attitudes and limited understanding of the importance of this educational practice. It was recommended that it is important to sensitize educational practitioners about instructional supervision as a direct assistance mechanism to improve classroom practices<sup>113</sup>.

In a related study, teachers in secondary schools with government assistance in Moyo District, Northern Uganda, were evaluated in order to establish the impact of supervision of teaching activities on their performance. Three null hypotheses were developed to fulfill the study's goals. The study used a cross-sectional research design. While choosing teachers and student leaders, a basic random sample was used for the purpose of identifying the head teachers. By submitting the instruments for review by research professionals, the face and content validity of the instruments was determined. Further evaluation of the questionnaires included rating and the Content Validity Index (CVI), which yielded results of 0.974 and 0.939 for the questionnaires for teachers and students, respectively. For each set of questions, the Cronbach's alpha reliability coefficient was calculated to determine the reliability of the instruments. These results demonstrate that the tools were accurate in attaining the study's goals. Thus, questionnaire surveys and interviews were used to obtain data. Quantitative data was analyzed using descriptive statistics that included frequencies and percentages, and Pearson Product Moment Correlation ( $r$ ) was used to establish the direction and intensity of the association between supervision and teacher performance with a precision of 0.05. The coefficient of determination ( $r^2$ ) was determined to measure the impact of supervision on instructors' performance. According to the results, there is a substantial beneficial association between the supervision of pre-teaching activities, actual teaching activities, and post-teaching activities and teachers' performance in government-aided secondary schools. The study came to the conclusion that, in government-aided secondary schools, the supervision of pre-teaching activities has a weak but significant positive influence on teachers' performance; the supervision of actual teaching activities has a highly positive influence on teachers' performance; and the supervision of post-teaching activities has a moderately positive influence. The study recommended that:

1. Supervision be carried out alongside improvement in working conditions to create job satisfaction for teachers for better performance;
2. There should be regular class supervision by head teachers and prompt feedback to the teachers and regular workshops and seminars by Ministry of Education and Sports to equip head teachers with competence for effective supervision that would lead to better performance<sup>114</sup>.

The study came to the conclusion that in government-aided secondary schools, supervision of pre-teaching activities has a weak but significant positive influence on teachers' performance; supervision of teaching activities itself has a highly positive influence on teachers' performance; and supervision of post-teaching activities has a moderately positive influence. The instrument for data collection was the "Role of Classroom Supervision on Teachers' Effectiveness Questionnaire". Two research questions and two null hypotheses were formulated. A mean and standard deviation were utilized to answer the study questions, and a 0.05 level of accuracy t-test was performed to assess the hypotheses. The main findings demonstrated that classroom supervisors' observations of teachers in the classroom and their review of their professional documentation both significantly affect how successful teachers are. Regarding how effective classroom monitoring is, there were no appreciable differences in the views of male and female teachers. Regarding how classroom supervision affects teachers' effectiveness, experienced teachers' and less-experienced teachers' perspectives did not significantly diverge. According to the findings, it was advised that deputies and HODs in secondary schools should help principals with classroom supervision; the state government should hire more trained and qualified classroom supervisors; and they should all be made aware of how to carry out their duties as assistants to teachers rather than critics<sup>115</sup>.

One of the most crucial aspects of school management was proposed to be the instructional supervision of classroom instruction. As a result, the primary goal of instructional supervision is to support teachers as they enhance their methods of instruction to enhance student learning. To raise teachers' instructional competency, better instructional monitoring is required. In order to effectively monitor their teachers, supervisory leadership employees (such as principals) need to be knowledgeable and skilled in the subject matter. The researchers consequently conducted a study with the following goals: 1) to evaluate science teachers' teaching competency and principals' instructional supervisory qualities; and 2) to investigate the link between these two variables. One of the most crucial aspects of school management was proposed to be the instructional supervision of classroom instruction. As a result, the primary goal of instructional supervision is to support teachers as they enhance their methods of instruction to enhance student learning. To raise teachers' instructional competency, better instructional monitoring is required. In order to effectively monitor their teachers, supervisory leadership employees (such as principals) need to be knowledgeable and skilled in the subject matter. The researchers consequently conducted a study with the following goals: 1) to evaluate science teachers' teaching competency and principals' instructional supervisory qualities; and 2) to investigate the link between these two variables. Further study using Pearson's Correlation reveals a substantial correlation between the instructional supervisory traits and the teaching proficiency of science teachers. There is still room for growth, particularly in the research and evaluation dimensions, even though the findings showed that the instructional supervisory qualities were at a high level. In order to increase its efficiency and serve as a tool for influencing teachers' teaching ability, it is advised that school principals promote a culture of doing research in supervision practices<sup>116</sup>.

In public senior high schools in Ghana's Central Region, a study looked at the effect of school heads' direct supervision on teachers' effectiveness in their roles. The research design for the study included embedded mixed methodologies. A sample of six hundred and seventeen (617) respondents, including two hundred and ninety-five (295) teachers; two hundred and twenty-two (222) class prefects; eighty-six (86) heads of department; thirteen (13) school heads; and one (1) regional director for the Inspectorate Division of the Ghana Education Service, were chosen using the Taro Yamane (Slovin) sample size determination formula, proportional allocation method, simple random, and purposive sampling. Through the use of questionnaires and interview guides, data was gathered. Frequencies, means, and multiple regression were used to examine the quantitative data, while themes and patterns were created for the qualitative data. According to the survey, school administrators gave teachers' class planning and delivery very little time to oversee. The study found that teachers' role performance was significantly impacted by the class design and delivery monitoring provided by school leaders. As a result, the study suggested, among other things, that the Ghana Education Service allocate more funds for the training of school administrators in the process of instructional monitoring<sup>117</sup>.

Another related study examined the influence of school supervision strategies on teachers' job performance in senior secondary schools in Rivers State. The study employed a descriptive survey research design. Four research questions and four hypotheses were drawn for the study. The population is comprised of seven thousand, four hundred and twenty-five (7,425) teachers and two hundred and sixty-eight (268) principals. The sample size for the study was five hundred and sixty-nine (569) respondents selected using the Taro Yamane sample size determination formula. The instrument (questionnaire) titled "Supervision Strategies and Teachers' Job Performance

Questionnaire (SSTJPQ)" was used for data collection. The questionnaire consisted of seventeen (17) structured items measured on a 4-point scale of Very High Extent (VHE), High Extent (HE), Very Low Extent (VLE), and Low Extent (LE). Reliability coefficients were carried out using Cronbach's Alpha, which yielded 0.991, 0.968, 0.980, 0.985, and 0.988 for each section of the questionnaire. Five hundred and sixty-nine (569) copies of the questionnaire were produced and distributed to the sampled respondents. However, four hundred and forty (440) copies were retrieved. Specifically, mean scores were employed to answer the research questions while a Z-test was employed to test the hypotheses at a 0.05 level of precision. Findings indicated both teachers and principals perceived that classroom visitation and demonstration as supervision strategies contribute to a very high extent to teachers' job performance. The study also found that there was no significant difference in the mean responses of teachers and principals on the extent to which classroom visitation and demonstration as supervision strategies influence teachers' job performance in the study area. Based on the results, it was recommended that the post primary school management board should always sensitize supervisors on certain criteria for carrying out supervision for the realization of the basic objectives as well as assist teachers to improve their teaching competence<sup>118</sup>.

The research explored principals' instructional supervision and teachers' performance in secondary schools in the Danko Wasagu local area of Kebbi state, Nigeria. The objectives of the study were to: determine principals' instructional supervision; assess teachers' performance; and establish the relationship between principals' instructional supervision and teachers' performance. The researcher employed a descriptive correlational research design. The correlational design was employed to find the relationships between the two variables (principals' instructional supervision and teachers' performance). A thirty-item questionnaire was designed based on the 4-point likert scale,

which was validated (content or face validity evidence) and subjected to a reliability test (using Cronbach's alpha). Cronbach's alpha gave a reliability value of 0.884, which considered the instrument to be reliable for usage since the value is high. The questionnaires were produced and distributed to the sampled principals and teachers in order to obtain primary data for the study. Frequencies and percentages were calculated for descriptive statistics, while the Pearson product moment correlation coefficient was employed to measure the relationship between variables using SPSS version 16.0. The findings of the study revealed that principals' instructional supervision and teachers' performance are high in the study area, as depicted by their high mean values. This implies that both principals and teachers perform their supervisory and teaching responsibilities respectively. The findings on the relationship between principals' instructional supervision and teachers' performance were significant. This implies that improvement in principals' instructional supervision through monitoring of teachers' attendance on a daily basis, ensuring their professional development, and assisting them when they have problems in their lessons increases teachers' performance. It was recommended that the principals should make more effort in their instructional supervision in terms of inspecting student note books to determine the level of coverage of topics and supporting teachers in their lessons, in terms of scheme of work, lesson plan or note, as this would help to improve teachers' performance. Lastly, government and professional bodies in education should organize periodic capacity development workshops for teachers of secondary schools to improve their performance in terms of how to prepare their schemes of work, lesson plans and notes, and apply various methods of instructional delivery during the teaching and learning process in secondary schools<sup>119</sup>.

The purpose of another similar study was to investigate the influence of supervision of instructional practices on teaching and learning in sub-county secondary

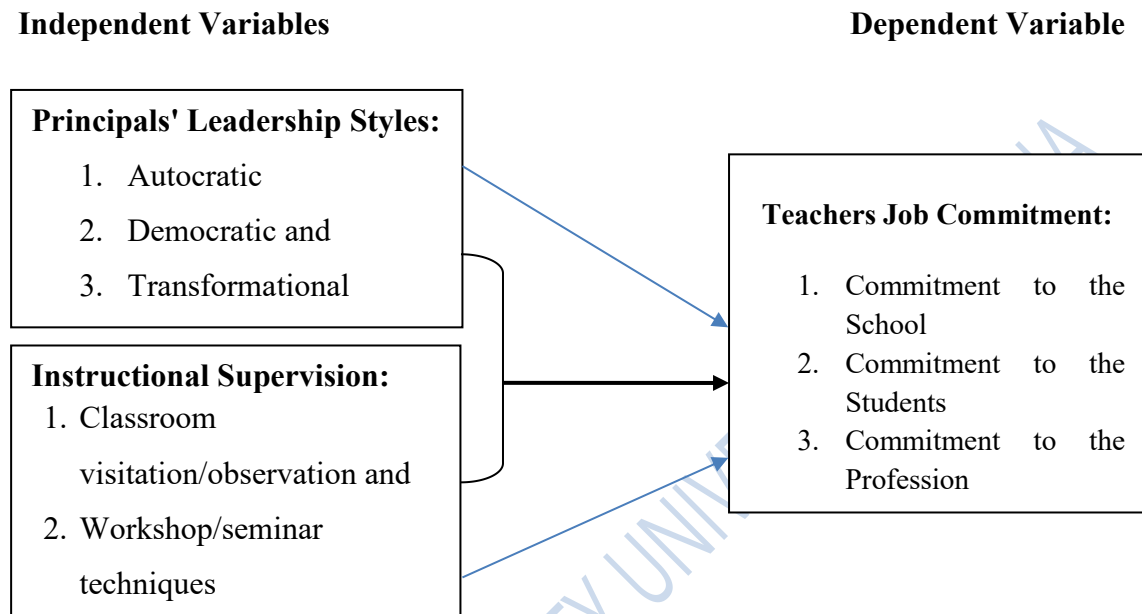
schools in Bungoma County, Kenya. The study employed a mixed methods approach and a descriptive survey research design. The study was based on Glatthorn's theory of differentiated supervision, which advocates the use of different supervisory approaches for different circumstances. Using purposive and simple random sampling techniques, a sample size of forty-four (44) principals, three hundred and sixty-nine (369) class teachers, and three hundred and sixty-nine (369) class prefects were selected as participants for the study, resulting in a total sample size of seven hundred and eighty-two (7782) respondents. Data was collected by using a questionnaire and an interview. Data was analyzed using percentages, frequency, mean, standard deviation, and Pearson product moment correlation coefficient and by describing emerging content from the respondents in relation to the study objectives. The study established that there is a significant relationship between supervision of instructional practices and teaching and learning in schools. It was recommended that more attention be given to instructional supervision in the schools in the study area. Training should also be organised for principals and head teachers to improve their supervisory practices<sup>120</sup>.

A careful examination of the above related empirical studies still reveals a dearth of literature on the influence of instructional supervision on teachers' job commitment. Most of the empirical studies focused on teachers' job performance, effectiveness, morale, ethics, and satisfaction.

#### **2.4 Conceptual Model**

It was opined that conceptual models could be graphical or in narrative form, revealing the key variables or constructs to be studied and the presumed relationships between them. In addition, they are always constructed by researchers. In conceptual models, diagrams are usually used to clearly show the relationships amongst the variables through the use of arrows. The conceptual model for this study therefore

diagrammatically reveals the relationship between the independent variables (principals' leadership styles and instructional supervision) and the dependent variable (teachers' job commitment) as represented in figure 2.1:



**Figure 2.1:** Conceptual model for the study (Source: Researcher)

The conceptual model in figure 2.1 reveals the relationship between the two variables for the study. The independent variables for the study are principals' leadership style and instructional supervision while the dependent variable is teachers' job commitment. The first independent variable which is principals' leadership style would be treated by examining three commonly adopted styles of leadership which are autocratic, democratic and transformational leadership styles. Instructional supervision which is the second independent variable for the study would be examined in two dimensions or processes which are: classroom visitation or observation and workshop or seminar techniques. The dependent variable for the study which is teachers' job commitment would be assessed in terms of their commitment to the school where they teach, the students they teach and the professional body they belong to. The arrow represents the

joint contribution of the two independent variables along with their indices on the dependent variable as revealed in figure 2.1.

## **2.5 Summary of Literature Reviewed**

This chapter was discussed using four major sub-headings, which are: conceptual review, theoretical framework, review of empirical studies, and conceptual model. The conceptual review provided insights into the concepts of the study, such as leadership styles, instructional supervision, and job commitment. It also conceptualized selected indices of the independent and dependent variables of the study, such as autocratic, democratic, and transformational styles for leadership styles; classroom visitation or observation; and workshop or seminar for instructional supervision. Three major dimensions of teachers' job commitment were also treated. They are their commitment to the school, students, and profession. Two theories make up the theoretical framework for the study. One of them is the 'path goal theory of leadership', which states that an effective leader plays a major role in providing direction, guidance, and support for subordinates in a bid to create a path for the achievement of organizational goals. The other is 'Theory X', which assumes that the average worker does not like to work and, therefore, leaders have to subject them to thorough supervision for organizational goals to be achieved. Empirical studies related to the present study were also reviewed. The empirical studies were reviewed under two major headings, which are: "Principals' Leadership Styles and Teachers' Job Commitment" and "Instructional Supervision and Teachers' Job Commitment". However, several gaps were identified in the empirical literature. There was a dearth of literature on the relative and joint influence of principals' leadership styles and instructional supervision on teachers' job commitment. Most studies focused on teachers' job performance, satisfaction, ethics, morale, satisfaction, and effectiveness. This created a gap in the literature that this study sought to address. Lastly,

the conceptual model revealed a diagrammatic relationship between the independent variables and the dependent variable of the study.

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## **Chapter Three**

### **Methodology**

This chapter presents the methodology of this study. It was organized based on the following sub-headings:

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample and Sampling Technique
- 3.4 Description of the Research Instrument
- 3.5 Validity of the Instrument
- 3.6 Reliability of the Instrument
- 3.7 Administration and Method of Collection of the Research Instrument
- 3.8 Method of Data Analysis
- 3.9 Ethical Approval

#### **3.1 Research Design**

A mixed method research consisting of quantitative and qualitative research approaches was employed to carry out this work. A questionnaire was employed as the instrument to carry out the quantitative study while interview was use to carry out the qualitative study.

#### **3.2 Population of the Study**

The population of this study consisted of all the principals (625) and all teachers (14,508) in the public secondary schools in Oyo State, Nigeria. As at the time of the study (year 2021), there were a total of six hundred and twenty five (625) public secondary

schools in Oyo State<sup>3</sup>. The schools are scattered across the three (3) senatorial districts and 33 local government areas in the state. The statistics of the districts, LGAs, schools, principals and teachers are well represented in table 3.1:

**Table 3.1: Population of the Study (N= 14,508 Teachers and 625 Principals)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number of Principals		
				Male	Female	Total			
1.	Oyo Central	Afijio	17	194	207	401	17		
		Akinyele	36	269	423	692	36		
		Egbeda	30	285	630	915	30		
		Ogo Oluwa	13	120	54	174	13		
		Surulere	23	182	109	291	23		
		Lagelu	26	277	494	771	26		
		Oluyole	29	178	240	418	29		
		Ona Ara	33	264	248	512	33		
		Oyo East	11	194	282	476	11		
		Oyo West	11	144	209	353	11		
		Atiba	15	218	177	395	15		
		<b>Sub-total</b>	<b>244</b>	<b>2325</b>	<b>3073</b>	<b>5398</b>	<b>244</b>		
		2.	Oyo North	Saki West	22	201	159	360	22
				Saki East	11	74	23	97	11
Atisbo	12			92	36	128	12		
Irepo	6			74	24	98	6		
Olorunsogo	4			52	46	98	4		
Kajola	16			211	121	332	16		
Iwajowa	9			84	46	130	9		
Ogbomoso North	15			236	313	549	15		
Ogbomoso South	16			295	308	603	16		
Iseyin	23			213	144	357	23		
Oorelope	8			76	44	120	8		
Itesiwaju	11			78	20	98	11		
Orire	18			133	53	186	18		
<b>Sub total</b>	<b>171</b>	<b>1819</b>	<b>1337</b>	<b>3156</b>	<b>171</b>				
3.	Oyo South	Ibadan North	42	458	993	1451	42		
		Ibadan North West	13	114	445	559	13		
		Ibadan South West	30	318	789	1105	30		
		Ibadan North East	34	439	621	1060	34		
		Ibadan South East	36	451	582	1033	36		
		Ibarapa East	11	103	84	187	11		
		Ibarapa North	8	90	26	116	8		
		Ibarapa Central	10	113	84	197	10		
		Ido	26	108	138	246	26		
<b>Sub total</b>	<b>210</b>	<b>2194</b>	<b>3760</b>	<b>5954</b>	<b>210</b>				
<b>Grand Total</b>			<b>625</b>	<b>6338</b>	<b>8167</b>	<b>14508</b>	<b>625</b>		

Source: Ministry of Education<sup>1</sup>

### 3.3 Sample and Sampling Technique

Multi-stage sampling procedure consisting of simple random sampling technique and Yamane Taro sample size determination formula were used to get the sample size for the study. First, the simple random sampling technique known as "table of random numbers" was used to select ten (10) local government areas across the three senatorial districts in the state. The table of random number sampling technique is done in such a way that from a list of items arranged in a table, some items are chosen on the basis of every odd number or even number. In this study, the items on the table are the local government areas distributed across the three senatorial districts. An odd number of three (3) starting from the third local government area would be used to randomly select 10 LGAs across the districts as depicted in table 3.2:

**Table 3.2: Selected Local Government Areas for the Study (n= 10)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number of Principals
				Male	Female	Total	
1.	Oyo Central	Egbeda	30	285	630	915	30
		Lagelu	26	277	494	771	26
		Oyo East	11	194	282	476	11
		<b>Sub-total</b>	<b>67</b>	<b>756</b>	<b>1,406</b>	<b>2,162</b>	<b>67</b>
2.	Oyo north	Atisbo	12	92	36	128	12
		Kajola	16	211	121	332	16
		Ogbomoso South	16	295	308	603	16
		Itesiwaju	11	78	20	98	11
		<b>Sub total</b>	<b>55</b>	<b>676</b>	<b>485</b>	<b>1,161</b>	<b>55</b>
3.	Oyo South	Ibadan North West	13	114	445	559	13
		Ibadan South East	36	451	582	1033	36
		Ibarapa Central	10	113	84	197	10
		<b>Sub total</b>	<b>59</b>	<b>678</b>	<b>1,111</b>	<b>1,789</b>	<b>59</b>
<b>Grand Total</b>			<b>181</b>	<b>2,110</b>	<b>3,002</b>	<b>5,112</b>	<b>181</b>

Source: Simple Random Sampling Technique

Table 3.2 shows that the 10 selected local government areas consist of 181 schools, 5,112 teachers (2,110 males and 3,002 females) and 181 school principals. The "Taro Yamane or Slovin formula" sampling technique will next be used to sample a number of schools, teachers and principals<sup>2</sup>. This sampling formula is depicted below:

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

In the above formula,

n is the sample size that is needed,

N is the population size the researcher intends to derive the sample from while

'e' is the level of significance (0.05).

The Taro Yamane formula is therefore used to calculate mathematically a sample number of schools, teachers and principals as shown in table 3.3, 3.4 and 3.5:

**Table 3.3: Selected Number of Schools for the Study (n= 172)**

S/N	Senatorial District	Local Government Areas	Number of schools	of Sampled Number of Schools
1.	Oyo Central	Egbeda	30	28
		Lagelu	26	24
		Oyo East	11	11
		<b>Sub-total</b>	<b>67</b>	<b>63</b>
2.	Oyo north	Atisbo	12	12
		Kajola	16	15
		Ogbomoso South	16	15
		Itesiwaju	11	11
		<b>Sub total</b>	<b>55</b>	<b>53</b>
3.	Oyo South	Ibadan North West	13	13
		Ibadan South East	36	33
		Ibarapa Central	10	10
		<b>Sub total</b>	<b>59</b>	<b>56</b>
<b>Grand Total</b>			<b>181</b>	<b>172</b>

**Source:** Taro Yamane Sample Size determination formula

Table 3.3 shows a sample size of 172 public secondary schools for the study.

**Table 3.4: Selected Number of Teachers for the Study (n= 2,756)**

S/N	Senatorial District	Local Government Areas	Number of Teachers			Sampled Number of Teachers		
			Male	Female	Total	Male	Female	Total
1.	Oyo Central	Egbeda	285	630	915	166	244	410
		Lagelu	277	494	771	163	221	384
		Oyo East	194	282	476	130	165	295
		<b>Sub-total</b>	<b>756</b>	<b>1,406</b>	<b>2,162</b>	<b>459</b>	<b>630</b>	<b>1,089</b>
2.	Oyo north	Atisbo	92	36	128	74	33	107
		Kajola	211	121	332	138	92	230
		Ogbomoso South	295	308	603	169	174	343
		<b>Sub total</b>	<b>676</b>	<b>485</b>	<b>1,161</b>	<b>446</b>	<b>318</b>	<b>764</b>
3.	Oyo South	Itesiwaju	78	20	98	65	19	84
		Ibadan North West	114	445	559	88	210	298
		Ibadan South East	451	582	1033	211	237	448
		<b>Sub total</b>	<b>678</b>	<b>1,111</b>	<b>1,789</b>	<b>387</b>	<b>516</b>	<b>903</b>
<b>Grand Total</b>			<b>2,110</b>	<b>3,002</b>	<b>5,112</b>	<b>1,292</b>	<b>1,464</b>	<b>2,756</b>

Source: Taro Yamane Sample Size determination formula

Table 3.4 shows a sample size of 2,756 (1,292 males and 1,464 females) public secondary school teachers for the study.

**Table 3.5: Selected Number of Principals for the Study (n= 172)**

S/N	Senatorial District	Local Government Areas	Number of principals	Sampled Number of Principals
1.	Oyo Central	Egbeda	30	28
		Lagelu	26	24
		Oyo East	11	11
		<b>Sub-total</b>	<b>67</b>	<b>63</b>
2.	Oyo north	Atisbo	12	12
		Kajola	16	15
		Ogbomoso South	16	15
		<b>Sub total</b>	<b>55</b>	<b>53</b>
3.	Oyo South	Itesiwaju	11	11
		Ibadan North West	13	13
		Ibadan South East	36	33
		<b>Sub total</b>	<b>59</b>	<b>56</b>

<b>Grand Total</b>	<b>181</b>	<b>172</b>
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**Source:** Taro Yamane Sample Size determination formula

Table 3.5 also shows a sample size of 172 public secondary school principals for the study.

### **3.4 Description of Research Instrument**

The instruments that were used for data collection for the research are - researcher-constructed questionnaires and interview. The questionnaires were titled - "Principals' Leadership Styles and Instructional Supervision Questionnaire (PLSISQ)" for teachers and "Teachers' Job Commitment Questionnaire (TJCQ)" for principals. The questionnaires were used for quantitative study. An interview guide consisting of several questions was also constructed for qualitative study.

#### **3.4.1 Principals' Leadership Styles and Instructional Supervision Questionnaire (PLSISQ)**

This questionnaire consisted of four (4) sections.

**Section A** was designed to obtain demographic data of the participants (teachers). It consists of gender, age, current level of education and year of teaching experience.

**Section B** was designed to examine the leadership styles (autocratic, democratic and transformational) mostly employed by the principals. It consisted of fifteen (15) structured items. Five items each for autocratic, democratic and transformational leadership styles. The rating technique is based on the four point likert type as follows:

Strongly Agree (SA) = 4 points,

Agree (A) = 3 points

Disagree (D) = 2 points and

Strongly Disagree (SD) = 1 point

**Section C** was designed to examine the frequency of instructional supervision in the schools. It consisted of eight (8) structured items. The rating technique is as follows:

Highly Frequent (HF) = 4 points

Moderately Frequent (MF) = 3 points

Little Frequent (LF) = 2 points

Not Frequent (NF) = 1 point

**Section D** was designed to examine the instructional supervision techniques/processes (classroom visitation/observation and workshop/seminar techniques) mostly employed by the principals. It consists of eleven (11) structured items. Six items related to classroom visitation/observation while 5 items related to workshop/seminar techniques. The rating technique was based on the four point likert type as follows:

Strongly Agree (SA) = 4 points,

Agree (A) = 3 points

Disagree (D) = 2 points and

Strongly Disagree (SD) = 1 point

#### **3.4.2 Teachers' Job Commitment Questionnaire (TJCQ)**

This questionnaire was divided into two (2) sections.

**Section A** was designed to collect demographic data of the principals such as gender, age, current level of education and years of teaching experience.

**Section B** was designed to examine the level of commitment amongst secondary school teachers. It consists of fifteen (15) structured items. Five items each related to teachers' commitment to the school, students and teaching profession. The rating technique was based on the following:

High Level (HL) = 4 points,

Moderate Level (ML) = 3 points

Low Level (LL) = 2 points and

Not At All (NAA) = 1 point

#### **3.4.3 Interview Guide**

The interview guide was constructed for both the principals and teachers. The interview guide administered to the teachers consisted of three questions on how they would describe their principals' leadership style, frequency at which their principal supervises your work and which instructional supervision processes between classroom visitation/observation and workshop/seminar is mostly employed by their principals. The interview guide administered to the principals also consisted of three questions on how they would describe their teachers' commitment to the school, students and their profession, how often do they supervise their teachers and which instructional supervision processes between classroom visitation/observation and workshop/seminar do they employ the most.

### **3.5 Validity of the Instrument**

The research instruments was subjected to face and content validity in order to ensure that the instruments measure what it is supposed to measure<sup>3</sup>. The instruments (questionnaires) were shown to three experts in the department of Educational management at Lead City University and University of Ibadan, Oyo state. The experts determined the appropriateness of the instruments in measuring what it is supposed to measure and also ensured that the instruments contained the appropriate items that could actually elicit the perceived responses on principals' leadership styles, instructional supervision and teachers' job commitment. After all the necessary corrections were made, the instruments were further shown to the researcher's supervisor for final input and corrections.

### **3.6 Reliability of the Instrument**

The reliability of the instruments was determined using Cronbach alpha method. Cronbach alpha is used to determine the internal consistency of the instruments<sup>4</sup>. The questionnaires were distributed once to a sample of ten (10) principals and ten (10)

teachers who were not part of the final study. After retrieval of the instruments, they were coded and entered into the Statistical Package for Social Science version 26.0 for statistical analysis. A reliability coefficient value of 0.881 and 0.831 were obtained for “Principals' Leadership Styles and Instructional Supervision Questionnaire” and “Teachers' Job Commitment Questionnaire” respectively. These values obtained meant that both questionnaires were stable and suitable for the study as interpreted by psychometric test.

### **3.7 Administration and Method of Collection of the Research Instrument**

The instruments were mass produced and administered both personally and with the aid of three trained research assistants since the sampled population is quite large. After the sampled participants must have responded to the instruments, they were collected immediately by the researcher and her assistants.

### **3.8 Method of Data Analysis**

After retrieving the questionnaires, they were sorted, coded and entered into SPSS version 26.0 for data analysis. Two kinds of statistical analysis - descriptive and inferential was used. Demographic characteristics and research questions were analysed and answered using descriptive analysis such as frequency, percentage, mean and standard deviation while hypotheses was tested using inferential statistics such as Multiple Regression at .05 level of significance. The responses from the interview were answered qualitatively.

### **3.9 Ethical Approval**

The research topic was approved by the ethical committee of Lead City University. Also, all research protocols were observed during the course of the research. Confidentiality of the participants was strictly adhered to. The researcher also ensured trust between her and the respondents.

## Endnotes

- <sup>1</sup> Ministry of Education: Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPSTSC) Planning Research and statistics Department 2019/2020 Academic Session.
- <sup>2</sup> T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York**, (2nd ed.). ASIN: B0000CNPXC, [gbv.de/dms/zbw/252560191.pdf](https://gbv.de/dms/zbw/252560191.pdf). 1967, 8
- <sup>3</sup> A. Al Jaghsi., M. Saeed., S.A. Fanas., A.Y. Alqutaibi & T. Mundt, *Validity and reliability of new instruments for measuring patient satisfaction with removable dentures, Arabic Version*, **BMC Oral Health**. <https://doi.org/10.1186/s12903-021-01811-w>. 21(446), 2021, 1-10
- <sup>4</sup> K. S. Taber, *The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education*, **Res Sci Educ**. DOI 10.1007/s11165-016-9602-2. 48, 2018, 1273–1296

## Chapter Four

### Results and Discussion of Findings

In this chapter, the data collected from the questionnaires and interview guide distributed during the study are presented. The data were analyzed using qualitative and qualitative methods. This chapter includes the following sub-headings:

- 4.1 Instrument Return and Response Rates
- 4.2 Demographic Data Analysis
- 4.3 Presentation of Data
  - 4.3.1 Presentation of Research Questions
  - 4.3.2 Presentation of Test of Hypotheses
- 4.4 Discussion of Findings

#### 4.1 Instrument Rates and Return

**Table 4.1.1: Instrument Return and Response Rates**

S/N	Title of Instrument	Number distributed	Number retrieved	Number Valid	Response Rate
1.	Principals' Leadership Styles and Instructional Supervision Questionnaire (PLSISQ)	2,756	2,103	2,076	75.3%
2.	Teachers' Job Commitment Questionnaire (TJCQ)	172	163	160	93%
3.	Interview Guide for Teachers	2,756	400	400	14.5%
4	Interview Guide for Principals	172	100	100	58.1%

**Source: Field-Work, 2022**

Table 4.1.1 shows the number of instruments (questionnaires and interview) that were distributed during the field work. It is revealed from the table that the first

questionnaire titled- **“Principals’ Leadership Styles and Instructional Supervision Questionnaire (PLSISQ)”** was distributed to two thousand, seven hundred and fifty six (2,756) teachers. However, only two thousand, one hundred and three (2,103) questionnaires were retrieved while two thousand and seventy six (2,076) were found to be valid and therefore used for the study. This produced a high response rate of 75.3%. The second questionnaire titled – **“Teachers’ Job Commitment Questionnaire (TJCQ)”** was distributed to one hundred and seventy two (172) principals. However, only one hundred and sixty three (163) were returned while one hundred and sixty (160) were found to be valid and therefore used for the study. This produced a very high response rate of 93%. For qualitative studies, interview guide consisting of several questions were also distributed. This interview guide was used to triangulate the responses from the questionnaire. Interview guide consisting of three questions were distributed to about 400 teachers while an interview guide consisting of three questions were distributed to about 100 principals in order to get their opinions. The interview guide gave a response rate of 14.5% for the teachers and 58.1% for the principals which are also acceptable for a mixed study.

## 4.2 Demographic Data Analysis

**Table 4.2: Demographic Data of Teachers (n = 2,076)**

Demographic Variable		Frequency (n)	Percentage (%)
<b>Gender</b>	Male	900	43.4
	Female	1,176	56.6
	<b>Total</b>	<b>2,076</b>	<b>100</b>
<b>Age</b>	21-30 years	308	14.8
	31-40 years	589	28.4
	41-50 years	995	47.9
	51 years and above	184	8.9
	<b>Total</b>	<b>2,076</b>	<b>100</b>
	<b>Current level of education</b>	NCE	487
	Bachelor's degree	1,109	53.4
	PGDE	415	20.0
	Master's degree	65	3.1
	<b>Total</b>	<b>2,076</b>	<b>100</b>
<b>Years of Teaching Experience</b>	1-5	276	13.3
	6-10	278	13.4
	11-15	634	30.5
	16-20	591	28.5
	21-25	107	5.2
	26-30	101	4.9
	31 and above	89	4.2
	<b>Total</b>	<b>2,076</b>	<b>100</b>

**Source: Fieldwork, 2022**

Table 4.2.1 reveals the demographic data of teachers. It shows that majority of the teachers are females when compared to their male counterparts. Perhaps, there are more women in the teaching profession because it allows them to combine both academic and family affairs. It is also revealed that 589 (28.4%) of the teachers are within 31-40 while 995 (47.9%) are within 41-50 years of age. This shows that majority of the teachers are within 31-50 years of age. Furthermore, it is also shown that majority of the teachers, 1,109 (53.4%) are university graduates which means that many of the teachers are educated to the university level. However, 487 (23.5%) and 415 (20%) have NCE and

PGDE certificates respectively. Lastly, a major fraction of the teachers, 1,225 (59%) have within 11-20 years of teaching experience. This level of experience is also good enough for a teacher who is teaching at the secondary level.

**Table 4.3: Demographic Data of Principals (n = 160)**

<b>Demographic Variable</b>		<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	68	42.5
	Female	92	57.5
	<b>Total</b>	<b>160</b>	<b>100</b>
<b>Age</b>	31-40 years	23	14.4
	41-50 years	102	63.8
	51 years and above	35	21.8
	<b>Total</b>	<b>160</b>	<b>100</b>
<b>Current level of education</b>	NCE	14	8.8
	Bachelor's degree	24	15
	PGDE	30	18.8
	Master's degree	69	43.1
	PhD Degree	23	14.3
	<b>Total</b>	<b>160</b>	<b>100</b>
<b>Years of Teaching Experience</b>	11-15	23	14.4
	16-20	25	15.6
	21-25	49	30.6
	26-30	48	30
	31 and above	15	9.4
	<b>Total</b>	<b>160</b>	<b>100</b>

**Source: Fieldwork, 2022**

Table 4.2.2 reveals the demographic data of principals. It shows that majority of the principals are females when compared to their male counterparts. Perhaps, since there are more women in the teaching profession, they are also promoted to become principals later on. It is also revealed from the table that most of the principals, 102 (63.8%) are within 41-50 years of age. This shows that many of the principals are in their mid-age and still very strong for principalship. Furthermore, it is revealed from the table that majority of the principals, 69 (43.1%) have Master's degree which implies that most of them are university post graduates. Lastly, a major fraction of the principals, 97 (60.6%) have

within 21-30 years of teaching experience. This level of experience is high and good enough for a principalship at the secondary school level.

### 4.3 Presentation of Research Questions

#### 4.3.1 Research Questions

**Research Question One:** What is the level of teachers' job commitment (to the school, students and profession) in public secondary schools in Oyo State?

**Table 4.4: Level of Teachers' Job Commitment to the School in Oyo State (n = 160)**

S/N	Items (My teachers)	HL	ML	LL	NAA	Mean	S.D	Remark
1	believe and accept the goals and values of the school	19 (11.9%)	78 (48.8%)	42 (26.2%)	21 (13.1%)	2.501	0.61	Moderate Level
2	have a strong desire to maintain membership in the school	16 (10%)	45 (28.1%)	84 (52.5%)	15 (9.4%)	2.298	0.52	Low Level
3	are ready to protect and defend the school	24 (15%)	40 (25%)	73 (45.6%)	23 (14.4%)	2.499	0.59	Low Level
4	find it easy to cope with school's policies, laws and regulations	22 (13.8%)	43 (26.9%)	77 (48%)	18 (11.3%)	2.413	0.57	Low Level
5	are faithful to school schedules	19 (11.9%)	41 (25.6%)	74 (46.3%)	26 (16.2%)	2.441	0.58	Low Level

**Criterion Mean = 2.500; Weighted Mean = 2.430; S.D = 0.57; Overall Decision = Low Level**

Source: Fieldwork, 2022

**KEY:** HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation

**\*\*\*Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.3.1.1 shows the level of teachers' job commitment to the school in Oyo State as perceived by their principals. It is revealed that the teachers are faithful, ready to protect, find it easy to cope with the policies of the school and have a strong desire to maintain membership in the school at a low level. However, they believe and accept the goals and values of the school at a moderate level. Table 4.3.1.1 shows that the overall decision for the level of teachers' job commitment to the school in Oyo State is low (**Weighted Mean = 2.430; S.D = 0.57**).

**Table 4.5: Level of Teachers' Job Commitment to the Students in Oyo State (n = 160)**

S/N	Items (My teachers)	HL	ML	LL	NAA	Mean	S.D	Remark
1	are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically	23 (14.4%)	74 (46.3%)	54 (33.7%)	9 (5.6%)	2.554	0.66	Moderate Level
2	have a strong desire to help each student develop his/her full potential	22 (13.8%)	69 (43.1%)	48 (30%)	21 (13.1%)	2.514	0.64	Moderate Level
3	are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest	13 (8.1%)	51 (31.9%)	73 (45.6%)	23 (14.4%)	2.417	0.54	Low Level
4	deliberately plans and designs their lessons in a way that will meet the need of each student in class	14 (8.7%)	49 (30.6%)	79 (49.4%)	18 (11.3%)	2.431	0.55	Low Level
5	are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities	10 (6.3%)	50 (31.3%)	81 (50.5%)	19 (11.9%)	2.449	0.57	Low Level
<b>Criterion Mean = 2.500; Weighted Mean = 2.473; S.D = 0.59; Decision = Low Level</b>								

Source: Fieldwork, 2022

**KEY:** HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation

**\*\*\*Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.3.1.2 shows the level of teachers' job commitment to the students in Oyo State as perceived by their principals. The results show that the teachers are willing to help the weak and each student in the class reach their full potential at a moderate level. However, they are willing to help each student progress through developmental tasks and programmes commensurate with their abilities, work with them in both curricular and extra-curricular activities and plan their lessons in a way that will meet the need of each student in class at a low level. Table 4.3.1.2 shows generally that the overall decision for

the level of teachers' job commitment to the students in Oyo State is low (**Weighted Mean = 2.473; S.D = 0.59**).

**Table 4.6: Level of Teachers' Job Commitment to the Profession in Oyo State (n = 160)**

S/N	Items (My teachers)	HL	ML	LL	NAA	Mean	S.D	Remark
1	show personal identification with the career and satisfaction as a teacher	15 (9.4%)	76 (47.5%)	45 (28.1%)	24 (15%)	2.512	0.64	Moderate Level
2	are active member of local, state, and national professional association of teachers	11 (6.9%)	51 (31.9%)	69 (43.1%)	29 (18.1%)	2.449	0.59	Low Level
3	readily defend the teaching occupation when necessary	19 (11.9%)	72 (45.0%)	58 (36.2%)	11 (6.9%)	2.551	0.62	Moderate Level
4	are happy to stay long in the teaching profession	21 (13.1%)	42 (26.3%)	79 (49.3%)	18 (11.3%)	2.145	0.50	Low Level
5	engage in refreshers' courses that will help them stay abreast of happenings in the profession	24 (15%)	45 (28.1%)	71 (44.4%)	20 (12.5%)	2.230	0.51	Low Level
<b>Criterion Mean = 2.500; Weighted Mean = 2.377; S.D = 0.57; Decision = Low Level</b>								

Source: Fieldwork, 2022

KEY: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation

\*\*\*Threshold: mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.3.1.3 shows the level of teachers' job commitment to the teaching profession in Oyo State as perceived by their principals. The results show that the teachers show personal identification with the career and readily defend the teaching occupation when necessary at a moderate level. However, they are active member of local, state, and national professional association of teachers, are happy to stay long in the teaching profession and engage in refreshers' courses that will help them stay abreast of happenings in the profession at a low level. Table 4.3.1.3 shows that the overall decision for the level of teachers' job commitment to the profession in Oyo State is low (**Weighted Mean = 2.377; S.D = 0.57**). In answer to research question one from

quantitative perspective, the level of teachers' job commitment to the school, student and profession in Oyo State is generally at a low level.

For the qualitative aspect of this research, interview guide was also distributed to get the written opinions of the principals on the job commitment of their teachers. The principals were asked – “How would they describe the commitment of their teachers to the school, students and their profession?” The interview guide was distributed to about a hundred (100) principals. Several of the principals indicated that their teachers have a little desire for the teaching profession, school and the students they teach. A particular principal noted that:

***“Many of my teachers would gladly leave the teaching profession if something new comes their way. Some of them teach just for the salary, they seem tired of their job and treat it with a lackadaisical attitude.”***

Some of the principals also described their teachers' commitment as low to moderate as some of the teachers only go to the classroom when called upon or reminded by the students. Two principals opined that their teachers hurriedly teach the students just to complete the syllabus or scheme of work not necessarily because they are eager for the students to learn. A principal posited that:

***“Some of my teachers see the school as public one owned by the government. As such, they carry out school activities with “I don't care behaviour”. They also do not see the need to put in their efforts into ensuring that the school progresses since they do not feel a sense of ownership of the school.”***

Generally, the principals opined that though some of the teachers are descent at their jobs, most of them become willing to teach under strict monitoring and control. A principal noted that:

*“Some of my teachers need to be properly monitored and controlled in order to teach well. They give their lesson notes to the students to copy for their fellow students on the blackboard. Some of them walk into the class few minutes to the end of their lesson notes to ensure that the student copied up to the point they want on the board and to collect back their lesson notes. Only very few of them explain within the few minutes what have been written by the students.”*

The qualitative perspective also shows that most of the teachers in Oyo state public secondary schools have low commitment to their job.

**Research Question Two:** What are the leadership styles (autocratic, democratic and transformational) mostly adopted by principals in public secondary schools in Oyo State?

**Table 4.7: Autocratic Leadership Style of Principals in Oyo State (n = 2,076)**

S/N	Items (My principal)	SA	A	D	SD	Mean	S.D	Remark
1	assigns task to teachers without consulting them	271 (13.1%)	987 (47.5%)	547 (26.3%)	271 (13.1%)	2.672	0.69	Agree
2	believes that we (the teachers) are very lazy and have to apply tough/strict measures to make us carry out daily tasks accordingly	333 (16%)	894 (43.1%)	550 (26.5%)	299 (14.4%)	2.514	0.61	Agree
3	often reward (e.g. promote, honour) teachers that excel at work and punish (e.g. demote, query) those that perform poorly	302 (14.5%)	801 (38.6%)	552 (26.6%)	421 (20.3%)	2.508	0.58	Agree
4	believes that we (the teachers) lack initiatives and need to be directed at all time	390 (18.8%)	551 (26.5%)	796 (38.3%)	339 (16.4%)	2.415	0.55	Disagree
5	does decision making alone because he/she does not trust/allow input from his/her teachers	409 (19.7%)	800 (38.5%)	548 (26.4%)	319 (15.4%)	2.509	0.58	Agree

**Criterion Mean = 2.500; Weighted Mean = 2.524; S.D = 0.60; Overall Decision = Agree**

Source: Fieldwork, 2022

**KEY:** SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

\*\*\***Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

Table 4.3.1.4 shows whether autocratic leadership style is mostly adopted by principals in public secondary schools in Oyo State as perceived by their teachers. It is revealed that the teachers agree that their principals assign task to them without consultation, believe that the teachers are very lazy and need tough/strict measures to make them carry out their daily tasks accordingly, often reward (e.g. promote, honour) teachers that excel at work and punish (e.g. demote, query) those that perform poorly and does decision making alone. However, the teachers disagree that their principals believe that they lack initiatives and need to be directed at all time. Table 4.3.1.4 generally shows that autocratic leadership style is adopted by principals in public secondary schools in Oyo State as agreed by their teachers (**Weighted Mean = 2.524; S.D = 0.60**).

**Table 4.8: Democratic Leadership Style of Principals in Oyo State (n = 2,076)**

S/N	Items (My principal)	SA	A	D	SD	Mean	S.D	Remark
1	involves teachers in decision making on issues relating the school	343 (16.5%)	539 (26%)	889 (42.8%)	305 (14.7%)	2.413	0.57	Disagree
2	encourages open door policy that facilitates smooth communication between him/her and the teachers	356 (17.2%)	864 (41.6%)	552 (26.6%)	304 (14.6%)	2.518	0.66	Agree
3	assumes responsibility of his/her teachers' actions, good or bad	266 (12.8%)	569 (27.4%)	892 (43%)	349 (16.8%)	2.341	0.54	Disagree
4	shares problem solving responsibilities among teachers	289 (13.9%)	597 (28.8%)	869 (41.9%)	321 (15.4%)	2.444	0.57	Disagree
5	allows the teachers the opportunity to use their initiative and make contribution	349 (16.8%)	870 (41.9%)	592 (28.5%)	265 (12.8%)	2.555	0.67	Agree

**Criterion Mean = 2.500; Weighted Mean = 2.454; S.D = 0.60; Overall Decision = Disagree**

Source: Fieldwork, 2022

**KEY:** SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

\*\*\***Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

Table 4.3.1.5 shows whether democratic leadership style is mostly adopted by principals in public secondary schools in Oyo State as perceived by their teachers. It is revealed that the teachers agree that their principals encourage open door policy that facilitates smooth communication and allow the teachers the opportunity to use their initiative and make contribution. However, they disagree that their principals involve them in decision making on issues relating the school, assume responsibility of their teachers' actions whether good or bad and share problem solving responsibilities among teachers. Table 4.3.1.5 generally shows that democratic leadership style is not adopted by principals in public secondary schools in Oyo State as disagreed by their teachers (**Weighted Mean = 2.454; S.D = 0.60**).

**Table 4.9: Transformational Leadership Style of Principals in Oyo State (n = 2,076)**

S/N	Items (My principal)	SA	A	D	SD	Mean	S.D	Remark
1	puts responsibilities on his/her teachers to set their own goals and ways to achieving them	289 (13.9%)	890 (42.9%)	596 (28.7%)	301 (14.5%)	2.572	0.65	Agree
2	avoids giving any positive and negative feedback to teachers	358 (17.2%)	521 (25.1%)	799 (38.5%)	398 (19.2%)	2.423	0.56	Disagree
3	respects all the differences within the organization without giving any suggestion or criticism	385 (18.5%)	879 (42.4%)	612 (29.5%)	200 (9.6%)	2.555	0.63	Agree
4	avoids making decisions, hesitate in taking action, and are absent when needed	245 (11.8%)	631 (30.4%)	801 (38.6%)	399 (19.2%)	2.498	0.58	Disagree
5	allows teachers have freedom to carry out their assigned tasks without direct supervision	280 (13.5%)	902 (43.4%)	593 (28.6%)	301 (14.5%)	2.761	0.69	Agree
<b>Criterion Mean = 2.500; Weighted Mean = 2.562; S.D = 0.62; Overall Decision = Disagree</b>								

Source: Fieldwork, 2022

**KEY:** SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

**\*\*\*Threshold:** mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree

Table 4.3.1.6 shows whether transformational leadership style is mostly adopted by principals in public secondary schools in Oyo State as perceived by their teachers. It is revealed that the teachers agree that their principals put responsibilities on them to set their own goals and ways to achieving them, respect all the differences within the school without giving any suggestion or criticism and allows them the freedom to carry out their assigned tasks without direct supervision. However, they disagree that their principals avoids giving any positive and negative feedback to them and avoid making decisions, hesitate in taking action, and are absent when needed. Table 4.3.1.6 generally shows that transformational leadership style is adopted by principals in public secondary schools in Oyo State as agreed by their teachers (**Weighted Mean = 2.562; S.D = 0.62**). In answer to research question two from quantitative perspective, the principals in public secondary schools in Oyo state mostly adopt autocratic and transformational leadership styles.

For the qualitative aspect, interview guide was distributed to get the written opinions of the teachers on the leadership style of their principals. The teachers were asked – “How would they describe the leadership style of their principal?” The interview guide was distributed to about four hundred (400) teachers. It was shown that several of the teachers noted that their principals do not call them for decision-making unless staff meeting to discuss new directives from the ministry of education but on consultation on decisions affecting the school, the principals usually takes it alone. Most of the teachers noted that their principals are strict and always privy into issues concerning them. A teacher noted that:

*“My principal allows me freedom to carry out my activities without caring how I do them. He is not interested in my activities and rarely supervises my teaching activities in the classroom.”*

Some of the teachers stated that their principals rarely operate an open door policy that allows smooth communication between them. They appear to be bossy and make it difficult to access them. Five teachers indicated that:

*“The principal is my school rarely cares about how we work; hardly provide feedback to our activities. They let us do our work the way we were trained from our educational institutes and thus rarely provide criticisms or suggestions except when there is a directive from the board of education”.*

A teacher posited that:

*“My principal believes he needs to apply tough/strict measures to make me carry out my normal tasks. He also punishes me when I do wrong or do not follow his orders strictly.”*

The qualitative perspective thus shows that the principals are mostly autocratic and transformational in their leadership styles.

**Research Question Three:** How frequent is instructional supervision carried out in public secondary schools in Oyo state?

**Table 4.10: Frequency of Instructional Supervision in Oyo State Public Secondary Schools (n = 2,076)**

S/N	Items (How Frequent does my principal)	HF	MF	LF	NF	Mean	S.D	Remark
1	visit the classroom to observe my instructional delivery.	345 (16.6%)	542 (26.1%)	802 (38.7%)	387 (18.6%)	2.413	0.52	Little Frequent
2	give me suggestions on how I can improve my teaching	369 (17.8%)	817 (39.4%)	593 (28.6%)	297 (14.2%)	2.559	0.60	Moderately Frequent
3	monitor students' work in my class	293 (14.1%)	523 (25.2%)	861 (41.5%)	399 (19.2%)	2.312	0.49	Little Frequent
4	periodically check to see whether classroom activities are keeping up with the educational goals	301 (14.5%)	819 (39.5%)	589 (28.4%)	367 (17.6%)	2.561	0.61	Moderately Frequent
5	take over lessons from teachers who are unexpectedly absent	304 (14.6%)	556 (26.8%)	898 (43.3%)	318 (15.3%)	2.102	0.46	Little Frequent
6	ensure all teachers stick to the rules of the school	395 (19%)	790 (38.1%)	502 (24.2%)	389 (18.7%)	2.508	0.58	Moderately Frequent
7	ask students question on how well teachers are performing	382 (18.4%)	531 (25.6%)	834 (40.2%)	329 (15.8%)	2.331	0.51	Little Frequent
8	organise seminars/workshops for teachers to improve on their performance	398 (19.2%)	839 (40.4%)	601 (28.9%)	238 (11.5%)	2.585	0.62	Moderately Frequent
<b>Criterion Mean = 2.500; Weighted Mean = 2.421; S.D = 0.55; Overall Decision = Little Frequent</b>								

Source: Fieldwork, 2022

**Key:** Highly Frequent (HF) = 4; Moderately Frequent (MF) = 3; Little Frequent (LF) = 2; Not Frequent (NF) = 1; S.D = Standard Deviation

**\*\*\*Threshold:** mean value of 0.000-1.499 = Not Frequent; 1.500-2.499 = Little Frequent; 2.500-3.499 = Moderately Frequent; 3.500 to 4.500 = Highly Frequent

Table 4.3.1.7 shows frequency of instructional supervision in Oyo state public secondary schools as responded by the teachers. It is revealed that the principals visit the classroom to observe teachers' instructional delivery, monitor students' work in the class, take over lessons from teachers who are unexpectedly absent and ask students question on how well teachers are performing at a little frequent level. However, the principals give

teachers suggestions on how they can improve their teaching, periodically check to see whether classroom activities are keeping up with the educational goals, ensure all teachers stick to the rules of the school and organise seminars/workshops for teachers to improve on their performance at a moderate frequent level. Table 4.3.1.7 generally shows that the frequency of instructional supervision in Oyo state public secondary schools is at a little frequent level as opined by the teachers (**Weighted Mean = 2.421; S.D = 0.55**). In answer to research question three from the quantitative perspective, instructional supervision is carried out by principals in Oyo state public secondary schools at a little frequent level.

For the qualitative aspect, interview guide was distributed to get the written opinions of both the teachers and principals on how often supervision is carried out in the schools. The teachers were asked – “What is the frequency at which their principal supervises their work?” Most of the teachers indicated that their principals rarely visit their classroom to observe their lessons. One of the teacher added that most of their principals are always busy attending to official and administrative matters and do not have nor create the time to go from class to class in order to observe lessons.

A teacher posited that:

***“My principal only supervises when she receives a memo that officials or external inspectors are coming to the school.”***

Some of the teachers also noted that supervision occurs only once a month or once in two months. In most cases, what is checked or monitored is our lesson notes or plan not necessarily the way or how we teach during the classroom.

Majority of the principals also sincerely noted that they hardly have the time to thoroughly supervise their teachers. Although about ten of them noted that they personally create time to ensure that their teachers are doing the right thing especially

new recruits. This also goes to show that supervision is at a little frequent level in Oyo state public secondary schools.

**Research Question Four:** What are the instructional supervision processes (classroom visitation/observation and workshop/seminar) mostly employed by principals in public secondary schools in Oyo State?

**Table 4.11: Classroom Visitation/Observation Instructional Supervision Process in Oyo State Public Secondary Schools (n = 2,076)**

S/N	Items	SA	A	D	SD	Mean	S.D	Remark
1	The methods and ways I teach is observed regularly by my school heads	300 (14.5%)	653 (31.5%)	904 (43.5%)	219 (10.5%)	2.001	0.51	Disagree (Bad)
2	During visitation, my principal provides great assistance to improve my teaching	302 (14.5%)	660 (31.8%)	875 (42.2%)	239 (11.5%)	2.212	0.54	Disagree (Bad)
3	My principal gets feedback on how well I am issuing instruction from students during visitation	322 (15.5%)	667 (32.1%)	801 (38.6%)	286 (13.8%)	2.461	0.59	Disagree (Bad)
4	My principal always checks my lesson notes to ascertain whether the content was effectively covered in the lesson notes	425 (20.5%)	797 (38.4%)	576 (27.7%)	278 (13.4%)	2.580	0.67	Agree (Good)
5	My use of teaching/instructional materials is checked periodically in school	365 (17.6%)	598 (28.8%)	807 (38.9%)	306 (14.7%)	2.311	0.56	Disagree (Bad)
6	My principal helps me solve teaching problems that may arise during observation	329 (15.8%)	583 (28.1%)	863 (41.6%)	301 (14.5%)	2.288	0.55	Disagree (Bad)
<b>Criterion Mean = 2.500; Weighted Mean = 2.309; S.D = 0.57; Overall Decision = Disagree (Bad)</b>								

Source: Fieldwork, 2022

**KEY:** SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

**\*\*\*Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.3.1.8 shows whether classroom visitation/observation instructional supervision process is mostly employed by principals in Oyo state public secondary schools as responded to by the teachers. It is revealed that the teachers agree that

principals always check their lesson notes to ascertain whether the content was effectively covered in the lesson note which is good. However, they disagree that the methods and their use of instructional materials is observed regularly. They also disagree that their principals provide great assistance to aid their teaching, solves problem that may arise during teaching-learning process and gets feedback from the students on their instructional delivery. Table 4.3.1.8 generally shows that classroom visitation/observation instructional supervision process is not mostly employed in Oyo state public secondary schools as responded to by the teachers which is bad (**Weighted Mean = 2.309; S.D = 0.57**).

**Table 4.12: Workshop/Seminar Instructional Supervision Process in Oyo State Public Secondary Schools (n = 2,076)**

S/N	Items	SA	A	D	SD	Mean	S.D	Remark
1	My principal holds regular meetings with teachers to discuss school problems	402 (19.4%)	799 (38.5%)	601 (28.9%)	274 (13.2%)	2.555	0.61	Agree (Good)
2	Workshop/seminar is organised regularly for teachers to improve their performance in my school	297 (14.3%)	590 (28.4%)	888 (42.8%)	301 (14.5%)	2.341	0.53	Disagree (Bad)
3	Workshop/seminar for teachers is compulsory in my school	352 (17%)	586 (28.2%)	805 (38.8%)	333 (16%)	2.491	0.57	Disagree (Bad)
4	The services of professionals are employed to improve teaching activities of teachers in my school	300 (14.5%)	567 (27.3%)	910 (43.8%)	299 (14.4%)	2.134	0.50	Disagree (Bad)
5	My principal uses workshop/seminar to guide and direct teachers to improve their capacities in my school	295 (14.2%)	578 (27.8%)	899 (43.3%)	304 (14.7%)	2.208	0.50	Disagree (Bad)
		<b>Criterion Mean = 2.500; Weighted Mean = 2.346; S.D = 0.54; Overall Decision = Disagree (Bad)</b>						

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

\*\*\***Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.3.1.9 shows whether workshop/seminar instructional supervision process is mostly employed by principals in Oyo state public secondary schools as responded to by the teachers. The teachers agree that principal holds regular meetings with teachers to discuss school problems which are good. However, they disagree that Workshop/seminar is organised regularly and made compulsory for teachers to improve their performance in my school. They also disagree that the services of professionals are employed to improve teaching activities of teachers in their school and that principals use workshop/seminar to guide and direct teachers to improve their capacities in my school which is bad. Table 4.3.1.9 generally shows that workshop/seminar instructional supervision process is not mostly employed in Oyo state public secondary schools as responded to by the teachers which is bad (**Weighted Mean = 2.346; S.D = 0.54**). In answer to research question four from the quantitative perspective, classroom visitation/observation and workshop/seminar instructional supervision processes are not mostly employed in Oyo state public secondary schools.

From the qualitative perspective, both the teachers and principals were interviewed on which type of supervision technique between classroom visitation/observation and workshop/seminar is mostly employed? The teachers stated that although workshop/seminar supervision technique is carried out more in the school, both are not mostly employed. A teacher stated that:

*“My principal organizes meetings weekly especially at the end of the week for us to discuss about school’s progress, memos from ministry of education board and the extent to which students are learning. In the meetings, the problems we are facing as teachers and possible solutions are also proffered.”*

Some teachers noted that our principals doesn't have the time to go from one class to the other observing what and how the teachers are teaching and how the students are learning. This could be as a result of the enormous administrative duties attached to principal ship. As a result, classroom visitation/observation supervision technique is rarely practiced. In summary, most of the teachers indicated that workshop/seminar is more employed than classroom visitation/observation supervision technique although both are rarely done currently.

The principals also indicated that as a result of increased workload associated with principaship, they are unable to carry out the common classroom visitation/observation supervision technique which is mostly practiced in private secondary schools. A principal stated that:

*“It is easy to carry out workshop/seminar supervision technique because it allows me to reach out to all the teachers at the same time thereby making it easier to guide, control and refresh the teachers at once. This enables me to save time and still get quality results from my teachers.”*

Another principal indicated that:

*“The number of classrooms in my school coupled with administrative activities makes it almost impossible for me to go round in order to monitor the teachers and the students. So organizing workshops and seminars make it easier to impact the teachers and even the students in the long run. In fact, I don't have to be involved in workshop and seminars as I can employ the services of professionals which allows me time for other important academic activities.”*

However, few principals indicated that they still often carry out the basic classroom visitation/observation supervision technique as directed by the ministry of education.

### 4.3.2 Presentation of Test of Hypotheses

H<sub>01</sub>: There will be no significant combined influence of principals' leadership styles (autocratic, democratic and transformational) 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

**Table 4.3.2.1: Model Summary and Coefficients of Multiple Regression Analysis for the combined influence of principals' leadership styles (autocratic, democratic and transformational) 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**

ANOVA						Model Summary				
Model		Sum of Squares	df	Mean Square	F	Sig.	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	Regression	21.006	3	2.013	2.780	.012	.981	.962	.949	0.00068
	Residual	1517.251	156	1.571						
	Total	1538.257	159							
Dependent Variable: Job commitment of teachers										
Predictors: (Constant), workshop/seminar, autocratic leadership style, classroom visitation/observation, transformational leadership style, democratic leadership style										

**Source: Field Work, 2022**

**F-value is significant at P<0.05**

Table 4.3.2.1 shows that there is a significant combined influence of principals' leadership styles (autocratic, democratic and transformational) 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 ( $F_{3, 156} = 2.780$ ; Significance = .012;  $P < 0.05$ ). This clearly indicates that the model represents a good fit of the data. Therefore, the null hypothesis is therefore rejected. The model summary values ( $R = .981$ ;  $R^2 = .962$ ; Adjusted  $R^2 = .949$ ) show that 94.9% variation in teachers' job commitment (dependent variable) can be explained by the predictor variables (leadership styles and instructional supervision). The remaining 5.1% could be due to errors or other factors that were not considered in the study. However, the low amount of standard error of the estimate (0.00068) indicates that the model is very precise since the amount of error is small enough to be ignored.

H<sub>02</sub>: There will be no significant relative influence of principals' leadership styles (autocratic, democratic and transformational) 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.

**Table 4.3.2.2: Coefficients of Multiple Regression Analysis for the relative influence of principals' leadership styles (autocratic, democratic and transformational) 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**

Model	Coefficients <sup>a</sup>					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	29.863	2.964		10.074	.000
	Autocratic leadership style	-.198	.069	-.109	-2.159	.033*
	Democratic leadership style	.018	.085	.011	.092	.930
	Transformational leadership style	-.210	.065	-.120	-2.557	.013*
	Classroom visitation/observation	.232	.067	.116	2.494	.016*
	Workshop/seminar	.201	.064	.122	2.573	.012*

Dependent Variable: Job commitment of teachers

Source: Fieldwork, 2022

***\*Beta Coefficients significant at 0.05 (P<0.05)***

Table 4.3.2.2 shows the coefficients of multiple regression analysis for the relative influence of principals' leadership styles (autocratic, democratic and transformational) 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. The table reveals that the beta coefficient ( $\beta$ ) and t- values for autocratic leadership style (Beta = -.109; t = -2.159; Significance = .033), transformational leadership style (Beta = -.120; t = -2.557; Significance = .013), classroom visitation/observation (Beta = .116; t = 2.494; Significance = .016) and workshop/seminar (Beta = .122; t = -2.573; Significance = .012) are relatively significant at  $P < 0.05$ . However, the beta coefficient ( $\beta$ ) and t- value for democratic leadership style (Beta = -.011; t = .092; Significance = .930) was not significant at  $P > 0.05$ . In terms of the kind of relationship that exist between the variables, a negative (-) relationship suggests that as the independent (predictor) variable increases, the other variable (dependent) decreases and vice versa.

However, a positive (+) relationship suggests that as the independent (predictor) variable increases, the other variable (dependent) also increases. The table shows negative B values for autocratic (B = -.198) and transformational (B = -.210) leadership styles. This suggests that as autocratic and transformational leadership style is increasingly used by the principals, the level of teachers' commitment decreases. In this study, it was revealed that the principals mostly employ autocratic and transformational leadership styles while the commitment of teachers to the school, students and profession was found to be at a low level. It could therefore be suggested that the increased adoption of autocratic and transformational leadership styles is negatively affecting teachers' job commitment in the study area. However, the table shows positive B values for classroom

visitation/observation ( $B = .232$ ) and workshop/seminar ( $B = .201$ ) supervision processes. This suggests that as classroom visitation/observation and workshop/seminar supervision processes increase, teachers' job commitment also increases. In this study, it was revealed that classroom visitation/observation and workshop/seminar supervision processes are rarely or not mostly carried out in the school while the commitment of teachers to the school, students and profession was found to be at a low level. It could therefore be suggested that the low extent of carrying out classroom visitation/observation and workshop/seminar supervision processes is negatively affecting teachers' job commitment in the study area.

#### **4.4 Discussion of Findings**

This study was carried out to investigate principals' leadership styles and instructional supervision as determinants of teachers' job commitment in public secondary school teachers in Oyo State. This section presents this discussion of the results relating it with prior studies. The demographic information of the teachers revealed that majority of the teachers is females when compared to their male counterparts. Furthermore, it was revealed that most of the teachers are within 31-40 (28.4%) and 41-50 (47.9%) years of age. Majority of the teachers, 1,109 (53.4%) are university graduates. However, 487 (23.5%) and 415 (20%) have NCE and PGDE certificates respectively. A major fraction of the teachers, 1,225 (59%) have within 11-20 years of teaching experience. This result partially agrees with a work on "Knowledge of School Health Programme among Public Primary School Teachers in Oyo State, South-West Nigeria: A Rural-Urban Comparative Study which revealed that most teachers in Oyo State are females, within 30-49 years of age, have NCE as their highest qualification and about 10 years of experience<sup>1</sup>. The reason for the minor differences could be that the study was carried out in the year 2016 whereas this present study was done in the year 2022 which makes the result of this study

authentic as many of the teachers would have upgraded their qualifications and have more years of experience. A study carried out in the year 2020 on “Professionalism, School Facilities, and Students’ Cognitive Performance in Science in Oyo State, Nigeria” renders support to this result as it reveals that most teachers now have Bachelor’s degree as their educational qualification and above 11 years of teaching experience<sup>2</sup>.

This study also revealed that majority of the principals is females when compared to their male counterparts. Most of the principals, 102 (63.8%) are within 41-50 years of age, 69 (43.1%) have Master’s degree and 97 (60.6%) have within 21-30 years of teaching experience. A research carried out on “Head-Teachers’ Demographic Characteristics and Managerial Behaviour in Primary Schools in Osun State, Nigeria” renders support to this study. The study revealed that most head teachers (principals) in Osun state, Southwest, Nigeria are females, within 36-50 years of age, have Bachelor’s and post graduate degrees and above 19 years of teaching experience<sup>3</sup>. This study may be similar to the results obtained from this research because both studies were carried out in two neighbouring states (Osun and Oyo) in Southwest region of Nigeria.

Research question one revealed low level of teachers’ job commitment to the school, student and profession in Oyo State. This finding corroborates the work of a research carried out on “Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria” which also reported low level of job commitment of teachers in Oyo state as at the year 2021<sup>4</sup>. This present research was carried out in the year 2022 which means that the teachers still have low level of commitment as they had the previous year. Another study also renders support to the result of this research. The study which was carried out on “Demographic Indices as Predictor of Science Teachers’ Job Commitment in Secondary Schools in Ogun State, Nigeria” also revealed low level of job commitment of the teachers to the school, students and profession<sup>5</sup>. This study may be

similar to the results obtained from this research because both studies were carried out in two neighboring states (Ogun and Oyo) in Southwest region of Nigeria. The results is also in line with a research conducted in Osun state on “Assessment of Job Commitment of Secondary School Teachers which revealed low level of job commitment of the teachers to the school, students and teaching profession<sup>6</sup>. This low level of job commitment of teacher seems to cut across most Southwest states in the country.

Research question two revealed that the principals in public secondary schools in Oyo state mostly adopt autocratic and transformational leadership styles. This results partially agrees with a study on “Principal Leadership Style and Teacher Effectiveness in Public Secondary Schools in Ibadan North Local Government Area of Oyo State, Nigeria”. The study reported autocratic and democratic leadership style to be prevalent in the local government area of Oyo state<sup>7</sup>. However, differences in the results could be that the study was carried out in only one local government area (Ibadan North) in Oyo state whereas this particular research was done in the entire Oyo state. This result also partially disagrees with the work on “Comparative study of leadership styles in public and private secondary schools in Ido local government area of Ibadan, Oyo state” which revealed that the most prevalent leadership style is democratic followed by autocratic and transformational leadership styles<sup>8</sup>. Differences in these results could be that the study was carried out in only one local government area (Ido) in Oyo state whereas this particular research was done in the entire Oyo state.

Research question three revealed that instructional supervision is carried out by principals in Oyo state public secondary schools at a little frequent level. This result somewhat disagrees with the work on “Principals’ Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State” which showed that the frequency of instructional practices was moderate<sup>9</sup>. The reason for the minor

differences could be that the study was carried out in the year 2017 whereas this present study was done in the year 2022 which makes the result of this study also authentic in that some of the principals may have reduced their level of instructional supervision due to the enormous requirements in the job of principalship. A more recent study carried out in the year 2022 in another southwest state also renders support to the result of this study. The study which was carried out on “Principals’ Instructional Supervisory Roles and Teacher Job Performance in Public Secondary Schools in Ekiti State, Nigeria” showed that principals’ instructional supervisory roles is carried out at a little frequent level which is poor<sup>10</sup>. The result of the study could be similar to this study in that both were carried out in public secondary schools and in Southwest, Nigeria.

Research question four revealed that both classroom visitation/observation and workshop/seminar instructional supervision processes are not mostly employed in Oyo state public secondary schools. This means that the principals hardly visit the classrooms to observe how well the teachers are teaching and also rarely organize workshop/seminars for teachers to improve their instructional abilities. These results differ from that of a study conducted on “Principals Instructional Supervision as a Correlate of Teachers’ Job Performance in Public Secondary Schools in Benue State” which revealed that classroom visitation/observation and workshop/seminar are employed in the public secondary schools<sup>11</sup>. The reason for the differences could be that the study was conducted in Benue state whereas this study was carried out in Oyo state. Principals in Benue state differ in characteristics, resilience and principalship from those in Oyo state. The findings from this study is also not in line with the result of a work that was carried out on “Perceived Influence of Supervision Strategies of Principals on Teachers’ Job Performance in Public Secondary Schools in North Central Nigeria” which revealed high level of classroom visitation, observation and conference supervision processes<sup>12</sup>. The reason for the

differences could be that the study was conducted in North Central Nigeria which also includes Benue State whereas this study was carried out in Oyo state (Southwest, Nigeria). However, the study carried out on “Principals’ Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State” renders support to this result in that it revealed that classroom visitation, observation and workshop is rarely carried out in the state<sup>9</sup>.

Hypothesis one shows a significant combined influence of principals' leadership styles (autocratic, democratic and transformational) 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. A study carried out on “Principal Leadership Style and Teacher Effectiveness in Public Secondary Schools in Ibadan North Local Government Area of Oyo State, Nigeria” also revealed a significant influence of principals' leadership styles (autocratic, democratic and transformational) on teachers’ effectiveness in Oyo state<sup>7</sup>. Another study carried out “Principals’ Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State” also renders support to the result of this study in that it revealed a significant influence of instructional supervision (classroom visitation/observation and workshop/seminar) on teachers' effectiveness in Oyo state<sup>9</sup>.

Hypothesis two however shows that autocratic leadership style, transformational leadership style, classroom visitation/observation and workshop/seminar have relative significant influence on teachers’ job commitment in public secondary schools in Oyo state. This result is partially in line with that of a study that was carried out on “Principal Leadership Style and Teacher Effectiveness in Public Secondary Schools in Ibadan North Local Government Area of Oyo State, Nigeria” which revealed that autocratic and democratic leadership styles have significant relative influence on teachers’ effectiveness

in public secondary schools in Ibadan North Local Government Area of Oyo State<sup>7</sup>. A research work carried out on Principals Instructional Supervision as a Correlate of Teachers' Job Performance in Public Secondary Schools in Benue State<sup>8</sup> also revealed that classroom visitation/observation and workshop/seminar have significant relative relationship with teachers' job performance in the state<sup>11</sup>. The result is also in line with that of a study which revealed that principals' classroom visitation has statistically significant effect on teachers' pedagogical practices in public secondary schools<sup>13</sup>.

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## Endnotes

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## Chapter Five

### Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations based on the findings of the study, contribution to knowledge and the areas of further research.

#### 5.1 Summary of Findings

This study was carried out to investigate principals' leadership styles and instructional supervision as determinants of teachers' job commitment in public secondary school teachers in Oyo State. Findings revealed that majority of the teachers are females and within 31-40 (28.4%) and 41-50 (47.9%) years of age. Most of the teachers, 1,109 (53.4%) are university graduates. However, 487 (23.5%) and 415 (20%) have NCE and PGDE certificates respectively. A major fraction of the teachers, 1,225 (59%) have within 11-20 years of teaching experience. The findings also revealed that 102 (63.8%) of the principals are within 41-50 years of age, 69 (43.1%) have Master's degree and 97 (60.6%) have within 21-30 years of teaching experience.

Research questions revealed low level of commitment of teachers to the school ( $\bar{x}=2.430$ ), student ( $\bar{x}=2.473$ ) and profession ( $\bar{x}=2.377$ ). It also showed that autocratic ( $\bar{x}=2.524$ ) and transformational ( $\bar{x}=2.562$ ) leadership styles are mostly employed by the principals while democratic ( $\bar{x}=2.454$ ) leadership style is least employed. Furthermore, it revealed that instructional supervision ( $\bar{x}=2.421$ ) is done at a little frequent level. It also showed that classroom visitation ( $\bar{x}=2.309$ ) and workshop/seminar ( $\bar{x}=2.346$ ) instructional supervision processes are carried out at a little frequent level.

The findings from the hypotheses revealed that there is a significant combined influence of principals' leadership styles (autocratic, democratic and transformational) 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 ( $F_{3, 156} = 2.780$ ; Significance = .012;  $P < 0.05$ ). It also showed that autocratic leadership style (Beta = -.109;  $t = -2.159$ ; Significance = .033), transformational leadership style (Beta = -.120;  $t = -2.557$ ; Significance = .013), classroom visitation/observation (Beta = .116;  $t = 2.494$ ; Significance = .016) and workshop/seminar (Beta = .122;  $t = -2.573$ ; Significance = .012) are relatively significant at  $P < 0.05$ . However, the beta coefficient ( $\beta$ ) and  $t$ - value for democratic leadership style (Beta = -.011;  $t = .092$ ; Significance = .930) was not significant at  $P > 0.05$ .

## 5.2 Conclusion

This study was carried out to examine principals' leadership styles and instructional supervision as determinants of teachers' job commitment in public secondary school teachers in Oyo State. Findings revealed low level of commitment of teachers to the school, student and profession. It also showed that autocratic and transformational leadership styles are mostly employed by the principals while democratic leadership style is least employed. Furthermore, it revealed that instructional supervision (both classroom visitation and workshop/seminar) are carried out at a little frequent level.

In terms of relationship, the findings reveal a significant combined influence of principals' leadership styles and instructional supervision on teachers' job commitment. It also showed that autocratic and transformational leadership styles have negative significant relative influence on teachers' commitment. Since the job commitment of the teachers as revealed in the study is at a low level, it can be concluded that autocratic and transformational leadership styles could be having negative effect on the commitment of teachers.

It was also revealed that classroom visitation/observation and workshop/seminar list instructional supervision processes have significant relative influence on teachers'

commitment. In this study, teachers' job commitment was revealed to be at a low level and classroom visitation/observation and workshop/seminar instructional supervision processes were not mostly carried out in the study area. It can therefore be concluded that the little frequent level at which classroom visitation/observation and workshop/seminar instructional supervision processes are carried out could also be responsible for the low job commitment of the teachers in public secondary schools in Oyo state, Nigeria.

### **5.3 Recommendations**

On the basis of the findings, it can therefore be recommended that:

1. A survey should be carried out on the teachers in each school in Oyo state in order to determine which leadership style can enhance their commitment;
2. Principals should be trained on how to adopt the leadership style that can enable their teachers to be more committed to their job based on the results of the survey;
3. Principals should also be trained on how to manage their time effectively so that they are able to carry out the usual internal supervision processes at a more frequent level;
4. Inspector officers from ministry of education in the state should also be sent to the schools regularly to ensure that supervision is properly carried out and
5. Workshops and seminars should be constantly organized for the teachers so as to guide them and improve their commitment in the long run.

### **5.4 Contribution to Knowledge**

This study contributes to knowledge conceptually, empirically and theoretically. It contributes conceptually by providing more and better clarifications on useful concepts and constructs of the study. Examples of these concepts include - autocratic, transformational and democratic leadership styles, classroom visitation/observation and workshop/seminar instructional supervision processes. Theoretically, this study

contributed to the development of additional theories that support the linkage between the independent variables (leadership styles and instructional supervision) on the dependent variable (job commitment of teachers). These theories are "path-goal theory and theory X and Y". Empirically, this study adds to the pool of prior studies by showing that there is a significant combined influence of principals' leadership styles and instructional supervision on teachers' job commitment. This study therefore closes the gap in empirical literature.

### **5.5 Suggested Area for Further Studies**

In terms of study population and sector, public primary and junior secondary schools, teachers and school heads could be used for further researches. The influence of demographic characteristics or bio-data of the teachers as moderating variables could be explored on subsequent studies. The exact study could also be carried out in other Southwest states to confirm and generalize the results across the Southwest part of Nigeria.

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## Statistical Report

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## Appendices

### Appendix I (Research Instruments)

#### Research Questionnaire I

#### Title: Principals' Leadership Styles and Instructional Supervision Questionnaire (PLSISQ)

Dept. of Arts and Social Science Education, Faculty of Arts and Education, Lead City  
University, Ibadan, Oyo State.

Dear Sir/Ma,

#### Request to participate in a Research

I am a postgraduate student of the above named university. I am carrying out a study with the intention of examining how leadership and supervision in a school can impact commitment of workers. Please take a few minutes of your time to answer the following questions. Your voluntary assistance will be highly appreciated. Any information you provide will be highly confidential and shall be used judiciously. Thank you.

**PLEASE NOTE:** Your response will be treated confidentially • Results of findings would be made available to your school.

Yours Faithfully,

The Researcher

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#### Section A: Demographic Data (to be answered by teachers)

**Instruction:** Kindly tick (✓) on the suitable answers for the following items

- Gender:** Male [ ] Female [ ]
- Age (years):** 21 – 30 [ ] 31 – 40 [ ] 41-50 [ ] 51 and above [ ]
- Current level of education:** NCE [ ] OND/HND [ ] Bachelor's degree [ ]  
Master's degree [ ] Others (please specify) \_\_\_\_\_
- Years of Teaching experience:** 0-5 [ ] 6-10 [ ] 11 –15 [ ] 16-20 [ ] 21 –25  
[ ] 26-30 [ ] 31 & above [ ].

## Section B: Principals' Leadership Styles

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1))

S/N	Items (My Principal)	SA 4	A 3	D 2	SD 1
	<b>Autocratic style</b>				
1	assigns task to teachers without consulting them				
2	believes that we (the teachers) are very lazy and have to apply tough/strict measures to make us carry out daily tasks accordingly				
3	often reward (e.g. promote, honour) teachers that excel at work and punish (e.g. demote, query) those that perform poorly				
4	believes that we (the teachers) lack initiatives and need to be directed at all time				
5	does decision making alone because he/she does not trust/allow input from his/her teachers				
	<b>Democratic style</b>				
6	involves teachers in decision making on issues relating the school				
7	encourages open door policy that facilitates smooth communication between him/her and the teachers				
8	assumes responsibility of his/her teachers' actions, good or bad				
9	shares problem solving responsibilities among teachers				
10	allows the teachers the opportunity to use their initiative and make contribution				
	<b>Laissez Faire style</b>				
11	puts responsibilities on his/her teachers to set their own goals and ways to achieving them				
12	avoids giving any positive and negative feedback to teachers				
13	respects all the differences within the organization without giving any suggestion or criticism				
14	avoids making decisions, hesitate in taking action, and are absent when needed				
15	allows teachers have freedom to carry out their assigned tasks without direct supervision				

## Section C: Frequency of Instructional Supervision

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

**Key:** Highly Frequent (HF) = 4; Moderately Frequent (MF) = 3; Little Frequent (LF) = 2; Not Frequent (NF) = 1

S/N	Items (How Frequent does my principal)	HF 4	MF 3	LF 2	NF 1
1	visit the classroom to observe my instructional delivery.				
2	give me suggestions on how I can improve my teaching				

3	monitor students' work in my class				
4	periodically check to see whether classroom activities are keeping up with the educational goals				
5	take over lessons from teachers who are unexpectedly absent				
6	ensure all teachers stick to the rules of the school				
7	ask students question on how well teachers are performing				
8	organise seminars/workshops for teachers to improve on their performance				

### Section D: Instructional Supervision Processes

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

**Key:** SA = Strongly Agree (4), A = Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

S/N	Items	SA 4	A 3	D 2	SD 1
1	The methods and ways I teach is observed regularly by my school head				
2	During visitation, my principal provides great assistance in aiding me to improve my teaching				
3	My principal gets feedback on how well I am issuing instruction from students during visitation				
4	My principal always check my lesson notes to ascertain whether the content was effectively covered in the lesson notes				
5	My use of teaching/instructional materials is checked periodically in school				
6	My principal helps me solve teaching problems that may arise during observation				
7	My principal holds regular meetings with teachers to discuss school problems				
8	Workshop/seminar is organised for teachers to improve their performance in my school				
9	Workshop/seminar for teachers is compulsory in my school				
10	The services of professionals are employed to improve teaching activities of teachers in my school				
11	My principal uses workshop/seminar to guide and direct teachers to improve their capacities in my school				

## Research Questionnaire 11

### Teachers' Job Commitment Questionnaire (TJCQ)

Dept of Arts and Social Science Education, Faculty of Arts and Education,

Lead City University, Ibadan, Oyo State.

Dear Sir/Ma,

#### Request to participate in a Research

I am a postgraduate student of the above named university. I am carrying out a study with the intention of examining how leadership and supervision in a school can impact commitment of workers. Please take a few minutes of your time to answer the following questions. Your voluntary assistance will be highly appreciated. Any information you provide will be highly confidential and shall be used judiciously.

Thank you.

**PLEASE NOTE:** Your response will be treated confidentially • Results of findings would be made available to your school.

Yours Faithfully,

The Researcher

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#### Section A: Demographic Data (to be answered by principals)

- 1) **Gender:** Male [  ] Female [  ]
- 2) **Age (years):** 21 – 30 [  ] 31 – 40 [  ] 41-50 [  ] 51 and above [  ]
- 3) **Current level of education:** NCE [  ] OND/HND [  ] Bachelor's degree [  ]  
Master's degree [  ] Others (please specify) \_\_\_\_\_
- 4) **Years of Teaching experience:** 0-5 [  ] 6-10 [  ] 11 –15 [  ] 16-20 [  ] 21 –  
25 [  ] 26-30 [  ] 31 & above [  ]

**Section B: Level of Job Commitment of Teachers (to be answered by principals)**

**KEY:** High Level (HL) – 4 points, Moderate Level (ML) – 3 points, Low Level (LL) – 2 points, and Not At All (NAA) – 1 point

		<b>HL</b>	<b>ML</b>	<b>LL</b>	<b>NAA</b>
<b>S/N</b>	<b>Item (My teachers)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	believe and accept the goals and values of the school				
<b>2</b>	have a strong desire to maintain membership in the school				
<b>3</b>	are ready to protect and defend the school				
<b>4</b>	find it easy to cope with school's policies, laws and regulations				
<b>5</b>	are faithful to school schedules				
<b>6</b>	are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically				
<b>7</b>	have a strong desire to help each student develop his/her full potential				
<b>8</b>	are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest				
<b>9</b>	deliberately plans and designs their lessons in a way that will meet the need of each student in class				
<b>10</b>	are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities				
<b>11</b>	show personal identification with the career and satisfaction as a teacher				
<b>12</b>	are active member of local, state, and national professional association of teachers				
<b>13</b>	readily defend the teaching occupation when necessary				
<b>14</b>	are happy to stay long in the teaching profession				
<b>15</b>	engage in refreshers' courses that will help them stay abreast of happenings in the profession.				

## Interview Guide Questions

### Dear Teachers,

Please take some minutes to answer the questions below. Thank You for your cooperation.

1. How would you describe the leadership style of your principal?
2. What is the frequency at which your principal supervises your work?
3. Between classroom visitation/observation and workshop/seminar, which type of supervision technique is mostly employed by your principal?

### Dear Principals,

Please take some minutes to answer the questions below. Thank You for your cooperation.

1. How would you describe the commitment of your teachers to the school, students and their profession?
2. How often do you supervise your teachers?
3. Between classroom visitation/observation and workshop/seminar, which type of supervision technique is mostly employed by you?

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## Appendix 2 - Statistical Analysis Results (Computation Tables)

Gender of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	42.5	42.5	42.5
	Female	92	57.5	57.5	100.0
	Total	160	100.0	100.0	

Age of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40 years	23	14.4	14.4	14.4
	41-50 years	102	63.8	63.8	78.2
	51 years and above	35	21.8	21.8	100.0
	Total	160	100.0	100.0	

Current Level of Education of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	14	8.8	8.8	8.8
	Bachelor's degree	24	15	15	23.8
	PGDE	30	18.8	18.8	42.6
	Master's degree	69	43.1	43.1	85.7
	PhD Degree	23	14.3	14.3	100.0
	Total	2076	100.0	100.0	

Years of Teaching Experience of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11-15	23	14.4	14.4	14.4
	16-20	25	15.6	15.6	30.0
	21-25	49	30.6	30.6	60.6
	26-30	48	30	30	90.6
	31 and above	15	9.4	9.4	100.0
	Total	2076	100.0	100.0	

Gender of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	900	43.4	43.4	43.4
	Female	1,176	56.6	56.6	100.0
	Total	2076	100.0	100.0	

Age of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	308	14.8	14.8	14.8
	31-40 years	589	28.4	28.4	43.2
	41-50 years	995	47.9	47.9	91.1
	51 years and above	184	8.9	8.9	100.0
	Total	2076	100.0	100.0	

Current Level of Education of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	487	23.5	23.5	23.5
	Bachelor's degree	1,109	53.4	53.4	76.9
	PGDE	415	20.0	20.0	96.9
	Master's degree	65	3.1	3.1	100.0
	Total	2076	100.0	100.0	

Years of Teaching Experience of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	276	13.3	13.3	13.3
	6-10	278	13.4	13.4	26.7
	11-15	634	30.5	30.5	57.2
	16-20	591	28.5	28.5	85.7
	21-25	107	5.2	5.2	90.9
	26-30	101	4.9	4.9	95.8
	31 and above	89	4.2	4.2	100.0
	Total	2076	100.0	100.0	

My teachers believe and accept the goals and values of the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	21	13.1	13.1	13.1
	Low Level	42	26.2	26.2	39.3
	Moderate Level	78	48.8	48.8	88.1
	High Level	19	11.9	11.9	100.0
	Total	160	100.0	100.0	

My teachers have a strong desire to maintain membership in the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	15	9.4	9.4	9.4
	Low Level	84	52.5	52.5	61.9
	Moderate Level	45	28.1	28.1	90.0
	High Level	16	10.0	10.0	100.0
	Total	160	100.0	100.0	

My teachers are ready to protect and defend the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	23	14.4	14.4	14.4
	Low Level	73	45.6	45.6	60.0
	Moderate Level	40	25.0	25.0	85.0
	High Level	24	15.0	15.0	100.0
	Total	160	100.0	100.0	

My teachers find it easy to cope with school's policies, laws and regulations					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	18	11.3	11.3	11.3
	Low Level	77	48.0	48.0	59.3
	Moderate Level	43	26.9	26.9	86.2
	High Level	22	13.8	13.8	100.0
	Total	160	100.0	100.0	

My teachers are faithful to school schedules					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	26	16.2	16.2	16.2
	Low Level	74	46.3	46.3	62.5
	Moderate Level	41	25.6	25.6	88.1
	High Level	19	11.9	11.9	100.0
	Total	160	100.0	100.0	

My teachers are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	9	5.6	5.6	5.6
	Low Level	54	33.7	33.7	39.3
	Moderate Level	74	46.3	46.3	85.6
	High Level	23	14.4	14.4	100.0
	Total	160	100.0	100.0	

My teachers have a strong desire to help each student develop his/her full potential					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	21	13.1	13.1	13.1
	Low Level	48	30.0	30.0	43.1
	Moderate Level	69	43.1	43.1	86.2
	High Level	22	13.8	13.8	100.0
	Total	160	100.0	100.0	

My teachers are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	23	14.4	14.4	14.4
	Low Level	73	45.6	45.6	60.0
	Moderate Level	51	31.9	31.9	91.9
	High Level	13	8.1	8.1	100.0
	Total	160	100.0	100.0	

My teachers deliberately plans and designs their lessons in a way that will meet the need of each student in class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	18	11.3	11.3	11.3
	Low Level	79	49.4	49.4	60.7
	Moderate Level	49	30.6	30.6	91.3
	High Level	14	8.7	8.7	100.0
	Total	160	100.0	100.0	

My teachers are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	19	11.9	11.9	11.9
	Low Level	81	50.5	50.5	62.4
	Moderate Level	50	31.3	31.3	93.7
	High Level	10	6.3	6.3	100.0
	Total	160	100.0	100.0	

My teachers show personal identification with the career and satisfaction as a teacher					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	24	15.0	15.0	15.0
	Low Level	75	28.1	28.1	43.1
	Moderate Level	26	47.5	47.5	90.6
	High Level	15	9.4	9.4	100.0
	Total	160	100.0	100.0	

My teachers are active member of local, state, and national professional association of teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	29	18.1	18.1	18.1
	Low Level	69	43.1	43.1	61.2
	Moderate Level	51	31.9	31.9	93.1
	High Level	11	6.9	6.9	100.0
	Total	160	100.0	100.0	

My teachers readily defend the teaching occupation when necessary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	11	6.9	6.9	6.9
	Low Level	58	36.2	36.2	43.1
	Moderate Level	72	45.0	45.0	88.1
	High Level	19	11.9	11.9	100.0
	Total	160	100.0	100.0	

My teachers are happy to stay long in the teaching profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	18	11.3	11.3	11.3
	Low Level	79	49.3	49.3	60.6
	Moderate Level	42	26.3	26.3	86.9
	High Level	21	13.1	13.1	100.0
	Total	160	100.0	100.0	

My teachers engage in refreshers' courses that will help them stay abreast of happenings in the profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	20	12.5	12.5	12.5
	Low Level	71	44.4	44.4	56.9
	Moderate Level	45	28.1	28.1	85.0
	High Level	24	15.0	15.0	100.0
	Total	160	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender of principals	160	1.00	2.00	1.5411	.43171
Age of principals	160	1.00	3.00	1.8711	.69123
Current level of education of principals	160	1.00	5.00	3.9819	.59163
Years of teaching experience of principals	160	1.00	5.00	3.9910	.59125
My teachers believe and accept the goals and values of the school	160	1.00	4.00	2.5011	.61121
My teachers have a strong desire to maintain membership in the school	160	1.00	4.00	2.2980	.52341
My teachers are ready to	160	1.00	4.00	2.4991	.59213

protect and defend the school					
My teachers find it easy to cope with school's policies, laws and regulations	160	1.00	4.00	2.4134	.57440
My teachers are faithful to school schedules	160	1.00	4.00	2.4414	.58332
My teachers are willing to help the weak students in the class in order to be able to match up with their high flier counterparts in the class academically	160	1.00	4.00	2.5545	.66423
My teachers have a strong desire to help each student develop his/her full potential	160	1.00	4.00	2.5142	.64243
My teachers are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest	160	1.00	4.00	2.4173	.54245
My teachers deliberately plans and designs their lessons in a way that will meet the need of each student in class	160	1.00	4.00	2.4311	.55131
My teachers are willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities	160	1.00	4.00	2.4492	.57227
My teachers show personal identification with the career and satisfaction as a teacher	160	1.00	4.00	2.5121	.64122
My teachers are active member of local, state, and national professional association of teachers	160	1.00	4.00	2.4492	.59341
My teachers readily defend the teaching occupation when necessary	160	1.00	4.00	2.5514	.62431
My teachers are happy to stay long in the teaching profession	160	1.00	4.00	2.1454	.50475
My teachers engage in refreshers' courses that will help them stay abreast of happenings in the profession	160	1.00	4.00	2.2303	.51118
Valid N (listwise)	160				

My principal assigns task to teachers without consulting them					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	271	13.1	13.1	13.1
	Disagree	547	26.3	26.3	39.4
	Agree	987	47.5	47.5	86.9
	Strongly Agree	271	13.1	13.1	100.0
	Total	2076	100.0	100.0	

My principal believes that we (the teachers) are very lazy and have to apply tough/strict measures to make us carry out daily tasks accordingly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	299	14.4	14.4	14.4
	Disagree	550	26.5	26.5	40.9
	Agree	894	43.1	43.1	84.0
	Strongly Agree	333	16.0	16.0	100.0
	Total	2076	100.0	100.0	

My principal often reward (e.g. promote, honour) teachers that excel at work and punish (e.g. demote, query) those that perform poorly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	421	23.3	23.3	23.3
	Disagree	552	26.6	26.6	49.9
	Agree	801	38.6	38.6	88.5
	Strongly Agree	302	14.5	14.5	100.0
	Total	2076	100.0	100.0	

My principal believes that we (the teachers) lack initiatives and need to be directed at all time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	339	16.4	16.4	16.4
	Disagree	796	38.3	38.3	54.7
	Agree	551	26.5	26.5	81.2
	Strongly Agree	390	18.8	18.8	100.0
	Total	2076	100.0	100.0	

My principal does decision making alone because he/she does not trust/allow input from his/her teachers					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	319	15.4	15.4	15.4
	Disagree	548	26.4	26.4	41.8
	Agree	800	38.5	38.5	80.3
	Strongly Agree	409	19.7	19.7	100.0
	Total	2076	100.0	100.0	

My principal involves teachers in decision making on issues relating the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	305	14.7	14.7	14.7
	Disagree	889	42.8	42.8	57.5
	Agree	539	26.0	26.0	83.5
	Strongly Agree	343	16.5	16.5	100.0
	Total	2076	100.0	100.0	

My principal encourages open door policy that facilitates smooth communication between him/her and the teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	304	14.6	14.6	14.6
	Disagree	552	26.6	26.6	41.2
	Agree	864	41.6	41.6	82.8
	Strongly Agree	356	17.2	17.2	100.0
	Total	2076	100.0	100.0	

My principal assumes responsibility of his/her teachers' actions, good or bad					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	349	16.8	16.8	16.8
	Disagree	892	43.0	43.0	59.8
	Agree	569	27.4	27.4	87.2
	Strongly Agree	266	12.8	12.8	100.0
	Total	2076	100.0	100.0	

My principal shares problem solving responsibilities among teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	321	15.4	15.4	15.4
	Disagree	869	41.9	41.9	57.3
	Agree	597	28.8	28.8	86.1
	Strongly Agree	289	13.9	13.9	100.0
	Total	2076	100.0	100.0	

My principal allows the teachers the opportunity to use their initiative and make contribution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	265	12.8	12.8	12.8
	Disagree	592	28.5	28.5	41.3
	Agree	870	41.9	41.9	83.2
	Strongly Agree	349	16.8	16.8	100.0
	Total	2076	100.0	100.0	

My principal puts responsibilities on his/her teachers to set their own goals and ways to achieving them					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	301	14.5	14.5	14.5
	Disagree	596	28.7	28.7	43.2
	Agree	890	42.9	42.9	86.1
	Strongly Agree	289	13.9	13.9	100.0
	Total	2076	100.0	100.0	

My principal avoids giving any positive and negative feedback to teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	398	19.2	19.2	19.2
	Disagree	799	38.5	38.5	57.7
	Agree	521	25.1	25.1	82.8
	Strongly Agree	358	17.2	17.2	100.0
	Total	2076	100.0	100.0	

My principal respects all the differences within the organization without giving any suggestion or criticism					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	200	9.6	9.6	9.6
	Disagree	612	29.5	29.5	39.1
	Agree	879	42.4	42.4	81.5
	Strongly Agree	385	18.5	18.5	100.0
	Total	2076	100.0	100.0	

My principal avoids making decisions, hesitate in taking action, and are absent when needed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	399	19.2	19.2	19.2
	Disagree	801	38.6	38.6	57.8
	Agree	631	30.4	30.4	88.2
	Strongly Agree	245	11.8	11.8	100.0
	Total	2076	100.0	100.0	

My principal allows teachers have freedom to carry out their assigned tasks without direct supervision					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	301	14.5	14.5	14.5
	Disagree	593	28.6	28.6	43.1
	Agree	902	43.4	43.4	86.5
	Strongly Agree	280	13.5	13.5	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal visit the classroom to observe my instructional delivery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	387	18.6	18.6	18.6
	Little Frequent	802	38.7	38.7	57.3
	Moderately Frequent	542	26.1	26.1	83.4
	Highly Frequent	345	16.6	16.6	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal give me suggestions on how I can improve my teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	297	14.2	14.2	14.2
	Little Frequent	593	28.6	28.6	42.8
	Moderately Frequent	817	39.4	39.4	82.2
	Highly Frequent	369	17.8	17.8	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal monitor students' work in my class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	399	19.2	19.2	19.2
	Little Frequent	861	41.5	41.5	60.7
	Moderately Frequent	523	25.2	25.2	85.9
	Highly Frequent	293	14.1	14.1	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal periodically check to see whether classroom activities are keeping up with the educational goals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	367	17.6	17.6	17.6
	Little Frequent	589	28.4	28.4	46.0
	Moderately Frequent	819	39.5	39.5	85.5
	Highly Frequent	301	14.5	14.5	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal take over lessons from teachers who are unexpectedly absent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	318	15.3	15.3	15.3
	Little Frequent	898	43.3	43.3	58.6
	Moderately Frequent	556	26.8	26.8	85.4
	Highly Frequent	304	14.6	14.6	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal ensure all teachers stick to the rules of the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	389	18.7	18.7	18.7
	Little Frequent	502	24.2	24.2	42.9
	Moderately Frequent	790	38.1	38.1	81.0
	Highly Frequent	395	19.0	19.0	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal ask students question on how well teachers are performing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	329	15.8	15.8	15.8
	Little Frequent	834	40.2	40.2	56.0
	Moderately Frequent	531	25.6	25.6	81.6
	Highly Frequent	382	18.4	18.4	100.0
	Total	2076	100.0	100.0	

How Frequent does my principal organise seminars/workshops for teachers to improve on their performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Frequent	238	11.5	11.5	11.5
	Little Frequent	601	28.9	28.9	40.4
	Moderately Frequent	839	40.4	40.4	80.8
	Highly Frequent	398	19.2	19.2	100.0
	Total	2076	100.0	100.0	

The methods and ways I teach is observed regularly by my school heads					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	219	10.5	10.5	10.5
	Disagree	904	43.5	43.5	54.0
	Agree	653	31.5	31.5	85.5
	Strongly Agree	300	14.5	14.5	100.0
	Total	2076	100.0	100.0	

During visitation, my principal provides great assistance in aiding me to improve my teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	239	11.5	11.5	11.5
	Disagree	875	42.2	42.2	53.7
	Agree	660	31.8	31.8	85.5
	Strongly Agree	302	14.5	14.5	100.0
	Total	2076	100.0	100.0	

My principal gets feedback on how well I am issuing instruction from students during visitation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	286	13.8	13.8	13.8
	Disagree	801	38.6	38.6	52.4
	Agree	667	32.1	32.1	84.5
	Strongly Agree	322	15.5	15.5	100.0
	Total	2076	100.0	100.0	

My principal always check my lesson notes to ascertain whether the content was effectively covered in the lesson notes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	278	13.4	13.4	13.4
	Disagree	576	27.7	27.7	41.1
	Agree	797	38.4	38.4	79.5
	Strongly Agree	425	20.5	20.5	100.0
	Total	2076	100.0	100.0	

My use of teaching/instructional materials is checked periodically in school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	306	14.7	14.7	14.7
	Disagree	807	38.9	38.9	53.6
	Agree	598	28.8	28.8	82.4
	Strongly Agree	365	17.6	17.6	100.0
	Total	2076	100.0	100.0	

My Principal helps me solve teaching problems that may arise during observation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	301	14.5	14.5	14.5
	Disagree	863	41.6	41.6	56.1
	Agree	583	28.1	28.1	84.2
	Strongly Agree	329	15.8	15.8	100.0
	Total	2076	100.0	100.0	

My principal holds regular meetings with teachers to discuss school problems					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	274	13.2	13.2	13.2
	Disagree	601	28.9	28.9	42.1
	Agree	799	38.5	38.5	80.6
	Strongly Agree	402	19.4	19.4	100.0
	Total	2076	100.0	100.0	

My principal holds regular meetings with teachers to discuss school problems					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	301	14.5	14.5	14.5
	Disagree	888	42.8	42.8	57.3
	Agree	590	28.4	28.4	85.7
	Strongly Agree	297	14.3	14.3	100.0
	Total	2076	100.0	100.0	

Workshop/seminar for teachers is compulsory in my school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	333	16.0	16.0	16.0
	Disagree	805	38.8	38.8	54.8
	Agree	586	28.2	28.2	83.0
	Strongly Agree	352	17.0	17.0	100.0
	Total	2076	100.0	100.0	

The services of professionals are employed to improve teaching activities of teachers in my school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	299	14.4	14.4	14.4
	Disagree	910	43.8	43.8	58.2
	Agree	567	27.3	27.3	85.5
	Strongly Agree	300	14.5	14.5	100.0
	Total	2076	100.0	100.0	

My principal uses workshop/seminar to guide and direct teachers to improve their capacities in my school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	304	14.7	14.7	14.7
	Disagree	899	43.3	43.3	58.0
	Agree	578	27.8	27.8	85.8
	Strongly Agree	295	14.2	14.2	100.0
	Total	2076	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender of teachers	2076	1.00	2.00	1.5803	.49053
Age of teachers	2076	1.00	4.00	3.4711	.59091
Current level of education of teachers	2076	1.00	4.00	3.4727	.59082
Years of teaching experience of teachers	2076	1.00	7.00	6.3012	.80591
My principal assigns task to teachers without consulting them	2076	1.00	4.00	2.6723	.69136
My principal believes that we (the teachers) are very lazy and have to apply tough/strict measures to make us carry out daily tasks accordingly	2076	1.00	4.00	2.5142	.61481
My principal often reward (e.g. promote, honour) teachers that excel at work and punish (e.g. demote, query) those that perform poorly	2076	1.00	4.00	2.5083	.58278
My principal believes that we (the teachers) lack initiatives and need to be directed at all time	2076	1.00	4.00	2.4151	.55166
My principal does decision making alone because he/she does not trust/allow input from his/her teachers	2076	1.00	4.00	2.5092	.58317
My principal involves teachers in decision making on issues relating the school	2076	1.00	4.00	2.4134	.57141
My principal encourages open door policy that facilitates smooth communication	2076	1.00	4.00	2.5183	.66217

between him/her and the teachers					
My principal assumes responsibility of his/her teachers' actions, good or bad	2076	1.00	4.00	2.3412	.54343
My principal shares problem solving responsibilities among teachers	2076	1.00	4.00	2.4444	.57167
My principal allows the teachers the opportunity to use their initiative and make contribution	2076	1.00	4.00	2.5554	.67217
My principal puts responsibilities on his/her teachers to set their own goals and ways to achieving them	2076	1.00	4.00	2.5724	.65231
My principal avoids giving any positive and negative feedback to teachers	2076	1.00	4.00	2.4232	.56178
My principal respects all the differences within the organization without giving any suggestion or criticism	2076	1.00	4.00	2.5554	.63113
My principal avoids making decisions, hesitate in taking action, and are absent when needed	2076	1.00	4.00	2.4981	.58381
My principal allows teachers have freedom to carry out their assigned tasks without direct supervision	2076	1.00	4.00	2.7613	.69156
How frequent does my principal visit the classroom to observe my instructional delivery.	2076	1.00	4.00	2.4131	.52444
How frequent does my principal give me suggestions on how I can improve my teaching	2076	1.00	4.00	2.5591	.60344
How frequent does my principal monitor students' work in my class	2076	1.00	4.00	2.3122	.49234
How frequent does my principal periodically check to see whether classroom activities are keeping up with the educational goals	2076	1.00	4.00	2.5611	.61212
How frequent does my principal take over lessons from teachers who are unexpectedly absent	2076	1.00	4.00	2.1024	.46441
How frequent does my principal ensure all teachers stick to the rules of the school	2076	1.00	4.00	2.5083	.58245
How frequent does my principal ask students question on how well teachers are performing	2076	1.00	4.00	2.3312	.51256
How frequent does my principal organise seminars/workshops for teachers to improve on their performance	2076	1.00	4.00	2.5854	.62157
The methods and ways I teach is observed regularly by my school heads	2076	1.00	4.00	2.0013	.51314
During visitation, my principal provides great assistance in aiding me to improve my teaching	2076	1.00	4.00	2.2123	.54112
My principal gets feedback on how well I am issuing instruction from students during visitation	2076	1.00	4.00	2.4612	.59355
My principal always check my lesson notes to ascertain whether the content was effectively covered in the lesson notes	2076	1.00	4.00	2.5802	.67314

My use of teaching/instructional materials is checked periodically in school	2076	1.00	4.00	2.3114	.56115
My principal helps me solve teaching problems that may arise during observation	2076	1.00	4.00	2.2883	.55336
My principal holds regular meetings with teachers to discuss school problems	2076	1.00	4.00	2.5554	.61390
Workshop/seminar is organised regularly for teachers to improve their performance in my school	2076	1.00	4.00	2.3413	.53003
Workshop/seminar for teachers is compulsory in my school	2076	1.00	4.00	2.4912	.57065
The services of professionals are employed to improve teaching activities of teachers in my school	2076	1.00	4.00	2.1344	.50137
My principal uses workshop/seminar to guide and direct teachers to improve their capacities in my school	2076	1.00	4.00	2.2082	.50082
Valid N (listwise)	2076				

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981 <sup>a</sup>	.962	.949	0.00068
a. Predictors: (Constant), workshop/seminar, autocratic leadership style, classroom visitation/observation, transformational leadership style, democratic leadership style				

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.006	3	2.013	2.780	.012 <sup>b</sup>
	Residual	1517.251	156	1.571		
	Total	1538.257	159			
a. Dependent Variable: Job commitment of teachers						
b. Predictors: (Constant), workshop/seminar, autocratic leadership style, classroom visitation/observation, transformational leadership style, democratic leadership style						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.863	2.964		10.074	.000
	Autocratic leadership style	-.198	.069	-.109	-2.159	.033
	Democratic leadership style	.018	.085	.011	.092	.930
	Transformational leadership style	-.210	.065	-.120	-2.557	.013
	Classroom visitation/observation	.232	.067	.116	2.494	.016
	Workshop/seminar	.201	.064	.122	2.573	.012

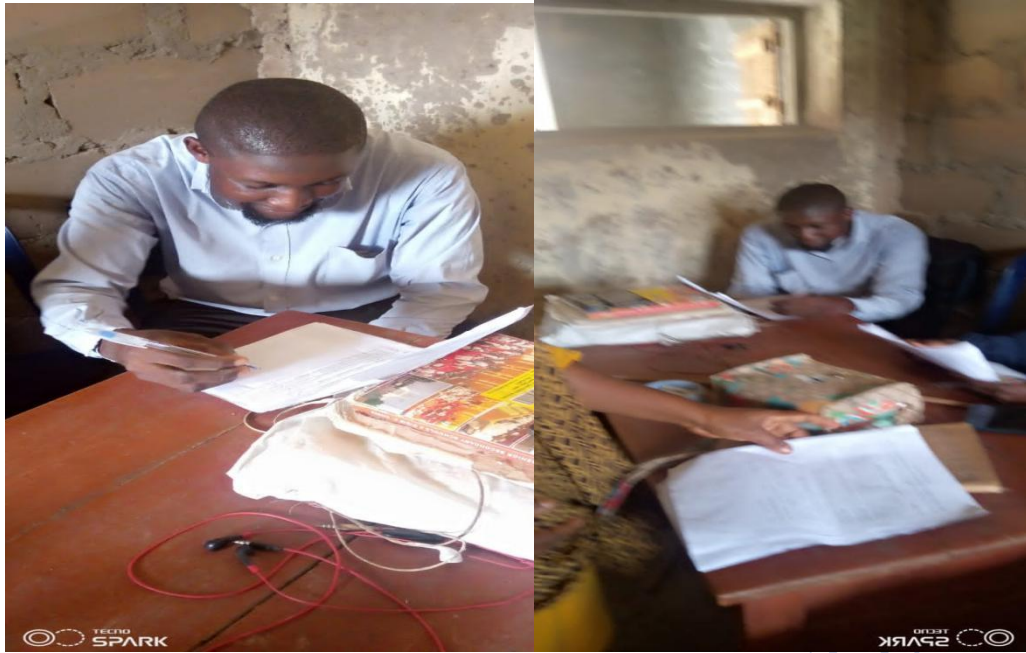
**Appendix 3 - Pictures of the Researcher in the Field**



**Teachers filling the questionnaires and interview**



**Teachers filling the interview**



**Teachers filling the questionnaire**



**Teachers and Principal filling the questionnaires**



**Teachers filling the questionnaires and interview**



**Principals attending to the questionnaires and interview**

## **Bio-Data of Researcher**

### **A. Personal Data**

1. **Full Name:** Arojoye Bukola Aderayo  
**Home Address:** Block 30a Plot 6 Ayetoro Scheme Water-Side Area Oloro, Oyo  
**E-Mail Address:** arojoyebukola@gmail.com  
**Phone Number:** 07036445680
2. **Date and Place of Birth:** 31<sup>st</sup> August, 1983 in Oyo State
3. **Nationality:** Nigerian
4. **Name And Address of Next of Kin:** Mr. Arojoye Adekunle Olalekan Living at Block 30a Plot 6 Ayetoro Scheme Water-Side Area Oloro, Oyo

### **B. Educational Background**

Educational Institutions attended with dates and qualifications obtained

<b>Educational Institutions</b>	<b>Qualification Obtained</b>	<b>Date</b>
1) Lead City University, Ibadan	Master's Degree (in View)	2020-Till Date
2) Ekiti State University Ado-Ekiti	B.Ed	2014
3) Federal College of Education (Special) Oyo	NCE	2008

### **C. Working Experience with Dates:**

- 1) Class Teacher at Army Children Secondary School 2021-Till Date
- 2) Class Teacher at Olivet Baptist High School, Oyo 2015
- 3) Class Teacher at St Bernadine Secondary School, Oyo 2014

### **D. Awards and Fellowships (If Any):** Olivet Old Student Association Scholarship Award

### **E. Membership of Academic Professional Bodies:**

1. Teachers Registration Council of Nigeria (TRCN)

### **5. Date and Signature:**

### **The University Compliance Certificate**

This is to certify that the thesis by Bukola Aderayo Arojoye in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

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Name

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Date

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