

**Principals' Communication Flow and Decision-making Styles as Predictors of Job Commitment among Teachers in Public Secondary Schools in Oyo State, Nigeria**

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**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy  
Degree (PhD) in Educational Management**

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**2022**

## Certification

This is to certify that **Akinjide Isaac YUSUF** with the matriculation number **LCU/PG/001110** carried out this research work titled: **Principals' Communication Flow and Decision-making Styles as Predictors of Job Commitment among Teachers in Public Secondary Schools in Oyo State, Nigeria** in the Department of Arts and Social Sciences Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Education Degree (PhD) in Educational Management and this has not been previously submitted.

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## **Dedication**

This work is dedicated to God Almighty and my supportive family.

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## Acknowledgement

The researcher is grateful to the institution - Lead City University, Ibadan, Oyo State librarian that gave me the access to information I used in this research work.

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

## Abstract

This study investigated Principals' communication flow and decision-making style as predictors of teachers' job commitment in public secondary schools in Oyo state as literature show paucity of studies on the subject. Dearth of study on joint influence of principals' communication flow and decision-making style on teachers' job commitment was the gap filled. The studies were guided by theory X and Y, side bet and two step flow theories. Three research questions and two hypotheses were formulated. Descriptive survey research was adopted. Study population comprised of all principals (625) and teachers (14,508). Sample size consisted of 276 principals and 3,576 teachers. Two self-constructed questionnaires - Principals' Communication Flow and Decision-Making Questionnaire (PCFDMQ) ( $r = .850$ ) and Teachers' Job Commitment Questionnaire (TJCQ) ( $r = .812$ ) were used. Data collected were analysed using descriptive and inferential statistics. Results showed that principals upward ( $\bar{x} = 2.717$ ) and downward ( $\bar{x} = 2.902$ ) communication flow is satisfactory; principals' decision-making participation ( $\bar{x} = 2.235$ ), consultation ( $\bar{x} = 2.455$ ) and spontaneous decision-making ( $\bar{x} = 2.225$ ) is fair. They also do not avoid decision-making ( $\bar{x} = 1.290$ ). Results showed teachers' job commitment to the students ( $\bar{x} = 3.131$ ), school ( $\bar{x} = 3.212$ ) and profession ( $\bar{x} = 3.224$ ) to be low. Results showed significant joint contribution of principal communication flow and decision-making style on teachers' job commitment ( $F_{6, 269} = 2.316, P < 0.05$ ). However, principals' upward (Beta =  $-0.172$ ;  $t = -2.594$ ), downward communication flow (Beta =  $-0.191$ ;  $t = -3.199$ ) with decision-making participation (Beta =  $-0.186$ ;  $t = -2.718$ ) had significant negative prediction on teachers' job commitment. It was therefore recommended amongst others that principals should enhance the communication flow and decision-making styles in the schools for improved teachers' job commitment.

**Keywords:** Principals' Communication Flow, Decision-making Style, Teachers' Job Commitment

**Word Count:** 279

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# Chapter One

## Introduction

### 1.1 Background to the Study

Teachers are needed assets that play a huge role in the achievement of goals and objectives in the primary, secondary or tertiary educational sectors. Education cannot exist without them. As a result of their place in the realization of educational goals, there is therefore need for them to be committed since commitment play a major role in how they perform their duties as teachers. Furthermore, there is thus need to explore the commitment of teachers and the factors that could influence their commitment in secondary schools especially in a bid to ensuring that school goals are achieved.

Commitment to a job is defined as an individual's attachment to a job, characterized by an intention to remain in it; an identification with the values and goals of the job; and a willingness to exert extra effort on its behalf<sup>1</sup>. It tends to reflect the level of fulfillment an individual feels from his nature of work description and organizational attachment<sup>2</sup>. Teachers' commitment to their job is defined as their strong belief in and the acceptance of the school's goals and values, their willingness to exert considerable effort on behalf of the school and invest personal resources into the teaching task and thus remain in the teaching profession<sup>3</sup>. 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>2</sup>.

In the school system, the teacher is the central element holding various important responsibilities. The achievement of educational goals and objectives of the school is however impossible without committed teachers who are the main facilitators of teaching and learning process<sup>4</sup>. Teaching as a life building profession requires individuals who will go beyond official expectations in order to help the school and students to achieve the set goals<sup>5</sup>. In fact, the multidimensional functions of teachers as facilitators, role model, mentors, fathers and mothers cannot be effectively carried out without high level of passion,

love, sacrifice and attachment to students, schools and to teaching as a profession<sup>2</sup>. Students' performance and wellbeing in schools, schools' growth and success as well as educational development of a nation cannot be achieved without committed teachers<sup>6</sup>. This is because committed teachers see school's or students' problems as theirs and are always ready and passionate to do everything possible to solve such problems<sup>7</sup>.

In most studies, teachers' commitment is usually determined by examining their commitment to the school, the students they teach and the teaching profession they belong<sup>2, 4&7</sup>. As a matter of fact, this study also examined teachers' commitment in these three areas (that is, their commitment to the school, the student and the teaching profession) as used in the above studies. Teachers' commitment to the school is defined as teachers' belief, and acceptance of the goals and values of the institution, and strong desire to maintain membership in the school. It is the readiness of teachers to accept the goals, policies and programmed of a school<sup>2&3</sup>.

A teacher that is committed to school will always be willing to contribute where and when necessary to curricula and extra-curricular activities, all in a bid to moving the school forward. Not only that, he/she will be ready to protect and promote school's image and finds it easy to cope with school's policies and laws<sup>2</sup>. Teachers who are committed to the school would also be committed to the objectives of the school. Teachers who are committed to the school objectives are likely to believe in and act upon the goals of the school, intend to remain as member of the school, work harder, are less inclined to leave the workplace, devote more time to relevant activities in order to accomplish the goals of the school, influence students' achievement, and exert efforts beyond personal interest to bring about desirable outcomes<sup>4</sup>. Furthermore, highly committed teachers go beyond what is expected of them in their work. He/she is committed to ensuring that the goals of secondary education as stated in the National Policy on Education are achieved in all facets. He or she is committed to short term and long term goals, objectives and outcomes of the school<sup>2</sup>.

Teachers' commitment to the students is the willingness of teachers to do all that is necessary and needed to create conducive learning environment for students' success. When a teacher is committed to his or her students, he or she will find it easy to spend extra time in preparing for the class as well as helping the weak students in the class in order to be able to match up with their high flier counterparts in the class academically<sup>8</sup>. In fact, the concept of differentiation in teaching may not be possible without committed teachers. This is because it takes a teacher that is interested in all students to factor in students' levels of readiness, ability levels, interests, cognitive needs and learning preferences when preparing for the lesson as well as during lesson delivery<sup>9</sup>. Teachers who are committed to the students lead classroom activities more meaningful, introducing new ways of learning, and altering the teaching materials so that they are more relevant and of greater interest to students<sup>10</sup>.

Teachers' commitment to the teaching profession involves an affective attachment to the profession or occupation, which is associated with personal identification with the career and satisfaction as a teacher<sup>2</sup>. Professional commitment of teaching personnel means a feeling of dedication towards their profession. Committed teachers not only seek all round development of children but work for their own professional growth. Furthermore, it is the willingness to engage with the school community<sup>11</sup>. Commitment to the teaching profession can be seen as important because it enables a teacher to develop the necessary skills, knowledge and relationships to have a successful career, regardless of the situations within the school<sup>4</sup>. A teacher committed to the teaching profession will recognize and discharge his professional responsibilities to students, colleagues, administrators, parents and the community<sup>12</sup>. Furthermore, he or she also becomes an active member of local, state, and national professional association and always ready to defend the occupation when necessary. He or she will be happy to stay long in the teaching profession or even stay in the profession until retirement<sup>2</sup>.

Teachers hold the responsibilities to lift up the school and make it effective because they have actual power to make a difference in students' capital development especially during the teaching and learning process. For teachers to fulfill their responsibilities and obligations to the school, they need to be committed because they will highly perform their duties as if the school belongs to them. However, it has been observed that most teachers especially in secondary schools in the south west region of Nigeria including Oyo state tend to show low job commitment. Some of the teachers often come late to work and tend to be frequently absent from work by abusing sick leave which causes loss of valuable instructional time due to ineffective substitute teacher or class cancellation<sup>13</sup>. Subsequently, these teachers are only interested in their own success rather than the organization's success which invariably affects their involvement to provide quality education and their ability in helping students towards academic achievement<sup>2</sup>. This persistent low job commitment among teachers often appears in the minds of psychologists, educators and researchers as they try to unravel factors that could be the cause. Some researchers reported gender and leadership styles while others reported personality trait, communication styles, empowerment, job satisfaction, motivational strategies and attitudinal variables<sup>4, 14, 15, 16, 17&18</sup>. However, salient factors that may affect job commitment of teachers and would be considered in this study are: - principal communication flow and decision style.

Principal communication flow is the direction of communication through thoughts, speech, signals, writing or behavior as well as the use of verbal or non-verbal means from the principal to his or her members of staff in order to effectively pass messages, information or ideas in a school system<sup>19</sup>. Communication flows which are commonly classified according to the direction of interaction include: downward, upward, horizontal, diagonal, external. However, in organizations such as the school, communication usually flows in two major directions which are: vertical and horizontal flows. Vertical communication flow is concerned with communication between staff at different hierarchical levels in the school. It focuses on downward and upward communication

between school heads and members of staff. Horizontal communication is concerned with communication between staff at the same level in the school organization. It is communication that goes across the organisation<sup>20</sup>. However, principal-staff communication flow is usually described as both downward and upward communication.

Traditional views of the communication process in school organizations have been dominated by downward communication flows. Such flows transmit information from higher to lower levels of the school organization. School heads, from central office administrators to building-level administrators, communicate downward to members of staff through speeches and messages in school bulletins, school board policy manuals, and school procedure handbooks. Furthermore, information transmitted through downward communication generally serves one or more of the following functions; implementation of goals, strategies, and objectives, specifies a task to be performed, provide instructions about how to perform a task or provide information about the reason for a particular task that needs to be performed, performance feedback and socialization<sup>21</sup>. For better communication in school, the principal must first and foremost conceive an idea and relate such idea to his staff and expect response.

In the school system, the principal is not working alone. He has to share information, transfer ideas and feelings through communication to enhance the collective cooperation of others especially the teachers within the school. The school principal must not only communicate downward management in thoughts and in decisions but also upward reactions and development in the ranks<sup>22</sup>. Upward communication flow refers to that which travels from staff member (teachers) to the leader (principal). It is necessary not only to determine if staff members have understood information sent downward but also to meet the ego needs of staff. Five types of information are usually communicated upward in a school organization. They are: problems and exceptions, suggestions for improvement, performance reports, grievances and disputes and financial and accounting information<sup>21</sup>. Teachers communicate upward to principals in order to give feedback on strict adherence to

the curriculum and syllabus of the school<sup>23</sup>. However, literature seems scarce on the influence of upward communication flow on teachers' job commitment.

Traditionally, downward communication has been emphasized as the major principal communication flow but there is ample evidence that if this communication flow is not effective and is the only direction of communication in a school organization, it develops a lot of problems such as hindering teachers' satisfaction and commitment<sup>21</sup>. Communication skill is therefore needed by principals to express them properly in this oral communication flow. However, if principals behave improperly to their teachers and consider teachers to be beneath them, this will close all the communication channels which could negatively affect teachers' commitment but if a two-way communication is developed between the principals and teachers in a school, teachers grow to become proud of working with their principals and various school heads<sup>24</sup>. If this two-way communication flow is not developed, communication will remain a hierarchical and one sided process which would gradually reduce teachers' commitment and performance which would subsequently thwart the fulfillment of the school's objectives<sup>25</sup>. Teachers are also likely to resist this one sided communication flow especially if they are not involved in the communication and decision-making process<sup>26</sup>. However, there seems to be scarcity of scholarly works on downward communication flow on teachers' job commitment which provides a gap in literature.

Principal decision-making style which is another factor that could affect teachers' commitment in school refers to the process of selecting the most suitable choice from among the probable alternatives to the solution of a problem based on certain criteria<sup>27</sup>. Principals can impact school effectiveness by focusing on decision-making style. Therefore, the principal who manages secondary school should have deep and expert knowledge of decision-making style in coordinating individuals or group members in specifying the nature of particular problem and selecting among available alternatives in order to solve the problem and produce a desired result<sup>28</sup>. There are various ways in which principals make decision that could affect the school. However, this study concentrates on four categories of

principals' decision-making style which are: participation decision-making, decision-making consultation, spontaneous decision-making and avoidant decision-making.

In participative decision-making, the principal involves the staff members and by way of discussion acquires their collective opinion and then makes decisions<sup>27</sup>. Participation in decision-making is a good way for principals to gather information about the teachers as to how they work and where training may be necessary, both of which leading to an increased effectiveness and ultimately good teamwork and performance<sup>29</sup>. It was revealed that principals' participatory decision-making practices had a positive significant relationship with teachers' effectiveness in terms of punctuality, preparation of lesson plans, lesson delivery, assessment of students, administration of examinations, completion of scheme of work or diary, involvement in PTA, extra-curricular activities and preparation of end of term results to students<sup>30</sup>. Studies showed that principals' participatory decision-making can significantly improve teachers' job performance<sup>31, 32&33</sup>. However, there seems to be scarcity of studies on the influence of participatory decision-making on teachers' job commitment.

Principal decision-making consultation is the process whereby principals seek advice and suggestions from others in order to make decision-making style a successful process in the school. Consultation gathers information (for example, personal circumstance and how people will be affected and opinion) from stakeholders such as teachers about a proposal or issue on ground. Furthermore, consultative decision-making is decision that will impact the whole staff, school and or wider community<sup>27</sup>. In consultative decision-making, the principal consults individually with relevant subordinates regarding their opinions and suggestions and subsequently makes decisions. It is imperative for the school principal to be proactive in making consultation with relevant stakeholders in taking timely decisions whenever problems are identified. When problems are defined, potential solutions to the problems are equally developed with the consequences of each alternative being carefully considered internally and externally in order to adopt the best alternative decision<sup>34</sup>. There

is however a huge scarcity of studies on the influence of principal decision-making style consultation on teachers' job commitment. This also identifies a huge gap in knowledge.

Spontaneous decision-makers need to make the final decision in the shortest possible time. The individual (in this case, the principal) is quick when making the decision without carefulness, are usually impatient and indecisive and can avoid exploring alternative<sup>35 &37</sup>. Principals who are spontaneous in decision-making style could positively or negatively affect their teachers' commitment. For instance, a study revealed no relationship between teachers' job satisfaction and principals' spontaneous decision-making style<sup>37</sup>. A thorough search of literature however shows huge scarcity of scholarly works on the influence of spontaneous decision-making on teachers' job commitment which creates a gap in literature.

Avoidant decision-making results from lack of self-confidence in decision-making, in which the individual (in this case, the principal) is characterized by avoidance or postponement of decision-making whenever possible, and when the principal is about to make his decision prefers to postpone, or delegates someone else who has the responsibility to make a decision<sup>35, 36&38</sup>. Principals who are avoidant in decision-making could positively or negatively affect their teachers' commitment. For instance, a study revealed that teachers' job satisfaction was negatively related to principals' avoidant decision-making style<sup>37</sup>. Another study revealed low effect of principal avoidance decision making on teachers' performance which means that principal's avoidance decision making have no effect on teachers' performance in schools<sup>39</sup>. However, scholarly works seem to be scanty on the influence of avoidant decision-making on teachers' job commitment which provides a gap in literature that needs to be addressed.

The school principal is the driving force in decision-making process. In this process, the principal addresses issues dealing with curriculum instruction, supervision, evaluation, and personnel and students' administration, public relations, negotiation and compromise with both members within and outside the school in order to achieve the set goals<sup>27</sup>.

However, when the decision-making style processes are avoidant, not effectively spontaneous, teachers are not consulted, involved nor participate in the decision process, it could hinder the commitment of teachers to their job in secondary schools<sup>40</sup>.

It is not uncommon that many school principals often dominate school affairs and give little or no regard to teachers' involvement in decision-making process. The common slogan is "wait for your time", which has partly caused teachers' disenchantment in instructional tasks and resulted in low academic performance of students in public secondary schools. The low academic performance also indicates a gap in curriculum implementation and the perceived inadequacies in decision-making strategies adopted by the school principals<sup>27</sup>. Teachers' adequate involvement and participation in decision-making in schools is not only crucial to accepting, accommodating, and implementing change decisions, but also contributes a great deal to the maintenance of internal discipline in schools, positive attitude and commitment to school work, as well as improving the quality of future decisions<sup>41</sup>.

In recent times, it has been observed that the commitment of teachers to their job is reducing at an alarming rate in South West, Nigeria. There have been public outcries on the decline of teachers' job commitment especially in secondary schools in Oyo State. The indispensable and noble profession of teaching is confronted with the problem of poor morale, low and late payment of salary, infrastructural deficit (like well-equipped laboratories, school farms, libraries etcetera), incommensurate reward for the extent of work, low budget or funding of school operations, constant agitation for salary increase, haphazard implementation of reports or goals, incentives, and poor working conditions which all negatively affect the job commitment of teachers<sup>2</sup>. A study reported low job performance of teachers<sup>42</sup>. Studies have traced factors responsible for low level of teachers' job commitment and productivity in Oyo State to leadership style and sense of competence, physical environment factors and quality of instruction<sup>43 & 44</sup>. Other studies reported learning environment, motivation, relationship between teachers and students, availability of

resources in schools amongst others<sup>45 &46</sup>. However, not many known studies have focused on principals' communication flow and decision-making style as predictors of teachers' job commitment. There was therefore a need for a study on the influence of principals' communication flow and decision-making style on job commitment of teachers so as to close these gap or scarcity in literature on the subject matter.

## **1.2 Statement of the Problem**

Anecdotal evidence shows that teachers' job commitment in public secondary schools in Oyo state is grossly inadequate. This is reflected in form of rampant absenteeism, late coming, failure to assess students' work in time, part-time teaching in more than two schools to top up their salary, need and satisfaction, negligence in examination malpractice by students and low performances among others, have always raised a public concern. Consequently, the desire and ultimate goal of education in secondary schools seem to be jeopardy. In examining what could be factors causing low job commitment among secondary school teachers, notable probable predictors that was considered in this study are: principals' communication flow and decision - making styles.

Previous indigenus empirical studies on causes of low job commitment among public secondary schools teachers focused on principals' communication styles, principals' communication skills, influence of organizational communication, employee participation in decision-making and principals' decision- making strategies. It seems that literature is scanty on the joint contribution of principals' communication flow and decision- making styles as predictors of teacher's job commitment. This therefore provides a gap in knowledge that needs to be filled. In view of the above, this study therefore sought to investigate the extent to which principals' communication flow and decision- making styles predict job commitment of teachers in Oyo state, Nigeria.

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

The aim of this study was to investigate principal communication flow and decision-making style as predictors of job commitment among teachers in public secondary schools in Oyo State, Nigeria. The objectives were to;

- i. identify the communication flow adopted by principals in public secondary schools in Oyo State, Nigeria;
- ii. identify the types of decision-making style adopted by principals in public secondary schools in Oyo State, Nigeria;
- iii. examine the level of job commitment of teachers in public secondary schools in Oyo State, Nigeria;
- iv. ascertain the significant joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria;
- v. examine the significant relative influence of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria.

### **1.4 Research Questions**

Based on the stated objectives, the following research questions were answered in this study:

1. What is the communication flow that principals adopt in public secondary schools in Oyo State, Nigeria?
2. What are the types of decision-making style adopted by principals in public secondary schools in Oyo State, Nigeria?

3. What is the level of job commitment of teachers in public secondary schools in Oyo State, Nigeria?

### 1.5 Hypotheses

The hypotheses stated below were tested at 0.05 level of significance:

**H<sub>01</sub>:** There will be no significant joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria.

**H<sub>02</sub>:** There will be no significant relative influence of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria.

### 1.6 Significance of the Study

The study would be of immense significance especially to the principals and teachers.

The study should serve as means of informing the school principals on the importance of communication flow in the school system. This should enable them to make sure there is proper communication flow (both upward and downward) in the school in order to enhance teachers' commitment and performance. It would also create their awareness on the necessity of participation decision-making, decision-making consultation, evaluation and implementation for the efficient running of the school. It would make them to realize the need to involve, consult and allow their members of staff especially the teachers to participate in the decision-making process because the decision-making affects the teachers and the entire school members and thus their input would help to make better

decisions that they would be a part of. The findings would thus make the school principals to swing into action to ensuring that communication flow and decision-making in the school is well done in order to boost the commitment of their teachers.

To the teachers, the findings of the study would create awareness on how communication flow (upward and downward communication) is affecting their commitment in school. It would also make them understand the role of principals' decision-making participation, consultation, spontaneous and avoidant decision-making on their commitment and overall school effectiveness. The findings would also make them move into action into ensuring that their principals maintain proper communication flow and decision-making because they could affect their job commitment. The study would also provide useful data to researchers and educators who desire to carry out future studies in the subject area. Lastly, the study would contribute to knowledge on the area of principals' communication flow and decision-making style as predictors of job commitment among teachers in secondary schools after it must have been published.

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

The study specifically focused on principals' communication flow and decision-making style as predictors of job commitment among teachers in public secondary schools in Oyo State, Nigeria. The geographical spread of this study covered the thirty three (33) Local Government Areas of Oyo State. The respondents of the study comprised of all the secondary school principals and teachers in public senior secondary schools in the thirty three (33) Local Government Areas of Oyo State. The independent variables of the study included: principal communication flow and decision-making style while the dependent variable was teachers' job commitment. Principal communication flow which is the first independent variable for the study was explored in two dimensions: upward communication flow and downward communication flow. Principal decision-making style which was the other independent variable for the study was studied in four areas: participation decision-making, decision-making consultation, spontaneous decision-making and avoidant decision-

making implementation. The dependent variable for study - teachers' job commitment was treated in three areas which include their commitment to the school, students and the teaching profession which they belong.

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

First and foremost, the COVID-19 pandemic that began in 2019 and spread through the year 2020 brought about unexpected delay to this work. Fieldwork that ought to have been done in the year 2020 was pushed to the year 2021. Even after schools were re-opened, it took several months for the principals and teachers to adjust especially to the use of facemask, social distancing, and continuous washing of the hands and avoidance of handshake. This posed another serious delay in the distribution of the questionnaires to the principals and teachers as many of them were initially unwilling to receive and attend to the instruments.

Secondly, only principals and teachers in Oyo State were used. This places a limitation to the generalization of the findings for the nation. This is as a result of the fact that principals and teachers in other states of the federation do not have similar perception of situations and circumstances.

### **1.9 Operational Definitions of Terms**

**Teachers' Job Commitment:** This refers to teachers' strong belief in and the acceptance of the school's goals and values, their willingness to exert considerable effort on behalf of the students and thus remain in the teaching profession.

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

**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' 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 teachers.

**Principal Communication Flow:** This refers to the direction of communication through thoughts, speech, signals, writing or behavior as well as the use of verbal or non-verbal means from the principal to his/her members of staff and vice versa in order to pass messages, information or ideas within the school system. It includes upward and downward communication flows.

**Upward Communication Flow:** This refers to the flow of information or message from staff member (teachers) to the principal.

**Downward Communication Flow:** This refers to the transmission of information or message from the principal to the members of staff (teachers).

**Principal Decision-making Style:** This refers to the process whereby principals select the most suitable choice from among the probable alternatives to the solution of a problem and attainment of goals/objectives of the school. It includes – participation, consultation, spontaneous and avoidant types of decision-making.

**Participation Decision-making:** This refers to a higher level of principal's effort to provide those at a lower level with a greater voice in organizational performance. It means involving staff to participate in the decision-making process in a bid to choosing better options for effectiveness of the school.

**Decision-making Consultation:** This refers to the process whereby principals seek advice and suggestions from others in order to make decision-making a successful process in the school.

**Spontaneous Decision-making:** This refers to the act of principals making snap and impulsive decisions as a way to quickly bypass the decision-making process. It is characterized by the desire of the principal to complete the decision-making process as fast as possible. In this case, he/she does neither involves nor consult others.

**Avoidant Decision-making:** This refers to the tendency of principals to procrastinate and postpone decisions if possible. Furthermore, principals using this style do not want to make a decision and use strategies centered on not making full decisions. When the principal is about to make his decision prefers to postpone, or delegates someone else who has the responsibility to make a decision.

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## Chapter Two

### Literature Review

This chapter presents the review of literatures by various researchers on specific concepts that enhanced better understanding of this particular study. The chapter was discussed under the following headings:

- **Conceptual Review**

- Concept of Commitment in the Workplace
- Concept of Job Commitment
- Job Commitment among Secondary School Teachers
- Concept of Communication
- Concept of Communication Flow
- Principal Communication Flow
- Concept of Decision-making
- Concept of Decision-making in Schools

- **Theoretical Framework**

- Side-Bet Theory
- Two-Flow Theory
- Theory X and Y

- **Review of Empirical Studies**

- Principals' Communication Flow (Upward and Downward) and Job Commitment among Secondary School Teachers
- Decision-making Style (participation, consultation, spontaneous and avoidant) and Teachers' Job Commitment among Secondary School Teacher

- **Conceptual Model**

- **Summary of Literature Reviewed**

#### 2.1 Conceptual Review

##### 2.1.1 Concept of Commitment in the Workplace

Commitment is a stabilizing force that acts to maintain behavioral direction when expectancy/equity conditions are not met and do not function. It is a force that stabilizes individual behavior under circumstances where the individual would otherwise be tempted to change that behavior. It is an obliging force which requires that the person honor the commitment, even in the face of fluctuating attitudes and whims<sup>1</sup>. It was noted that

commitment is the relative strength of an individual's identification with and involvement in a particular organisation<sup>2</sup>. It is also viewed as the psychological attachment felt by a person for an organization and it reflects the degree to which the individual internalizes or adopts characteristics or perspectives of the organisation<sup>3</sup>.

Commitment is a psychological state that binds the individual to an organization. It is a force that binds an individual to a course of action of relevance to one or more targets<sup>4</sup>. 'Binding' refers to the maintenance of the relationship with the commitment object and is seen as the most important outcome of commitment. Thus, committed individuals stick to the object(s) of their commitment<sup>5</sup>. As is the case in private life, many individuals have conflicting commitments in work life, such as those towards work, profession, career, colleagues, department, and the organization as a whole. There are different forces that can push an individual to a particular course of action such as likeness for it (affective bonding), feeling obliged about it (normative conformity) and/or because people have good reasons for the commitment (rational choice)<sup>6</sup>.

Commitment in the workplace or understanding how people become committed to an organization is multifaceted consisting of the elements, antecedents and consequences and forms. Commitment in the workplace which has to do with attachment of an individual to his/her workplace is very necessary for the performance and productivity of the organisation<sup>7</sup>. Organizations need employees who are psychologically attached to their work, both now and in the future. However, work is increasingly taking place outside of traditional organizational contexts. As the context of work is changing, it is important that organizations continue to study how employees' attachments or bonds with work develop. There are variety of workplace bonds that employees could develop, such as acquiescence, instrumental, commitment, and identification<sup>7</sup>.

Organizations desire commitment which is the bond mindset of an employee to remain with an organization, manifest in the employee's identification, and involvement with, and loyalty to the organization. Such a mindset consists of either an affinity with, or

affection for, the organizational goals and values (affective commitment), or a moral obligation to reciprocate what the organization has done for the employee over time (normative commitment), or a desire to continue with the organization for benefits being enjoyed and avoid losing out on such benefits by leaving the organization (continuance commitment)<sup>9</sup>. It was observed that the commitment of the employee depends on his/her positive working experiences in the organization. These experiences help in developing the feeling of attachment or identification with the organization. For the success of the organization, healthy working relationships among employees and their commitment towards organization are significant<sup>10</sup>.

Employees with high commitment feelings affect organizational performance in positive ways because they lessen the frequency of performing negative behavior and improving quality of service. A committed employee is a more compatible and productive individual who has higher levels of satisfaction, loyalty and responsibility. They continue to observe that commitment not only increases the success in a certain role, but also encourages the individual to achieve many voluntary actions necessary for organizational life and high standard system success<sup>11</sup>. Commitment in the workplace includes: organizational commitment, career commitment, group (team) commitment and job commitment<sup>1</sup>.

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

Job commitment is defined as an indicator of an employee's loyalty, professional attachment, and job pleasure. It tends to reflect the level of fulfillment an individual feels from his nature of work description and organizational attachment<sup>12</sup>. Job commitment is the degree to which a person identifies psychologically with his/her work and is the internalization of the values and the importance of work for the person's worth and the degree to which one's work performance affects one's self-esteem and self-image<sup>13</sup>. The positive outlook towards their job is very crucial to demonstrate an eagerness to attain the

objectives of the organization because they exhibit a stronger inclination to stay in the organization for its prosperity and bright future<sup>14</sup>.

Job commitment is defined as “employees’ commitment to their profession and career related to their profession, their dedication, acceptance and beliefs in job ethics and job purposes. Furthermore, it is defined as the extent employees are consciously committed to and care about their profession<sup>15</sup>. Job commitment refers to the internalization of the values about importance and goodness of work in the eyes of individuals". It is commitment to one’s profession. Professional commitment is a concept of attitude which is stable and independent from satisfaction variables<sup>16</sup>.

Job commitment is viewed as “an attachment to the job, characterized by an intention to remain in it; an identification with the values and goals of the job; and a willingness to exert extra effort on its behalf”. It is important for both employee and the future of institution. It is a part of quality of working life. It is an indicator of individual performance and corporate events. Employees’ job commitment to their profession is gradational. It could be defined as their loyalty to particular or a specific area of their job<sup>17</sup>. It is viewed as employees’ affective commitment to their profession. It is relative to the employees’ attachment to or participation in the organizations in which they employed. It is therefore significant since it determines whether employees are likely to leave their jobs or improve performance<sup>18</sup>.

Job commitment is a process whereby the goals of the employee are increasingly integrated with that of the organization where they work. It consists of three components which are: - employees’ readiness to exert effort on behalf of the organization; employees’ acceptance of organizational goals and values; and employees’ desire to remain with the organisation<sup>19</sup>. An employee who is committed to a job is possessed with the spirit of willingness, dedication, agreement, and understanding of what the job consists of. A committed employee is married to his job in the sense that he or she is bind to his or her goal on-the-job<sup>20</sup>.

### **2.1.3 Job Commitment among Secondary School Teachers**

Teachers' commitment is defined as their affective commitment to the goals and values of a school organization. More than a mere tool, this type of commitment requires a teacher to play his/her role solely for the well-being of the school organization, in relation with its goals and values<sup>15</sup>. The teacher is the central element in the educational system holding various important responsibilities. In a school system, the achievement of educational goals and objectives may be impossible without committed teachers who are the main facilitators of teaching and learning. Teaching as a life building profession requires individuals who will go beyond official expectations in order to help the school and students to achieve the set goals. In fact, the multidimensional functions of teachers as facilitators, role model, mentors, fathers and mothers cannot be effectively carried out without high level of passion, love, sacrifice and attachment to students, schools and to teaching as a profession<sup>21</sup>.

Job commitment among teachers in secondary schools is defined as the willingness of teachers to invest personal resources into the teaching task and thus remain in the teaching profession. It was added that teachers' job commitment is a strong belief in and the acceptance of the school's goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain one's membership within the school. Not only that, teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers could get involved in school activities wholeheartedly without compromising standard<sup>21 &22</sup>.

Commitment is also defined as teachers adopting the goals and values of the school, making an effort to meet them, and sustaining their will to stay in the school. Committed teachers see school or students' problem as theirs. They have high level of motivation to do everything within their power or even above what they normally expected to do in order to move the school and students forward<sup>22</sup>. It was submitted that teachers who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently.

Without high level of teachers' commitment, there would be high teachers' turnout, absenteeism and the achievement of education goals in any school will be impossible. It was also submitted that it is commitment that gets the job done<sup>21</sup>. Commitment is more powerful than our best intentions, willpower, or circumstances. Without commitment, influence is minimal; barriers are unbreakable; and passion, impact, and opportunities may be lost<sup>22</sup>.”

Committed teachers firmly believe in the goals and values of the school organization, voluntarily follow orders and expectations<sup>21</sup>. It was put forth that teachers' commitment is defined as “behaviors limited to one's actions or those that exceed formal, normative expectations”. It was further posited that teachers' commitment is an investment of personal resources and is closely connected to their work performance<sup>23</sup>. Individual teacher commitment could be analyzed to identify centers of commitment in their professional practice. These centers of commitment are currently considered to be external to the teacher, and include commitment to the school organization, students, career continuance, professional knowledge base, and the teaching profession<sup>24</sup>.

Teachers' job commitment is considered as the full involvement and participation in the affairs of a school organization with the intention of facilitating the achievement of desired objectives. It is the consciousness of a teacher to fully bring in his/her capacity, skills, knowledge and even resources in the pursuit of organizational set goals. In the school system for instance, it is the willingness of teachers to work towards the academic accomplishment of the students. Teachers' job commitment could also be seen as their willingness to carry out job functions, promptness in delivery of various job components to a level of satisfaction, dedication to duty, desired for the academic growth of students and so on and so forth. Specifically, it could be measured in terms of teachers' punctuality to school and classroom, lesson preparation and presentations, meeting attendance, conduct of assembly, classroom management and involvement in students' disciplinary conduct<sup>25</sup>.

Teachers' commitment could also refer to their attraction and attachment to the work and the school organization. It refers to the bonding of a teacher to his group or school organization, its goals and values or to his occupation and profession<sup>26</sup>. Teacher's commitment is the behavior of the teacher in relation to professional values, ethics, beliefs, willingness to do good work, and maintaining membership in the profession. These teachers persist in the organization, have strength and motivation in dealing with work, implement work obligations, and enforce professional values<sup>27</sup>.

Teacher job commitment is used to describe desirable attributes of a teacher. It refers to the act of being firmly attached to the teaching profession. It deals with teachers' dedication, attachment, involvement, gain satisfaction, adaptability, retention and attendance to their work or duties in order to accomplish task and achieve positive outcomes or good results<sup>28</sup>. Committed teachers take ownership of their duty and are ambassadors for their school, both within and outside office settings. They are less likely to job hunt, be tempted by recruiters who seek out passive candidates and are also most likely to pursue advancements and promotions within the school<sup>29</sup>.

Teachers' job commitment is giving their loyalty to a specific principle, person, or plan of action in a school. It is their solid and unwavering commitment to their beliefs in the ideals of the school they work. It is their level of engagement in a school organization. Teachers' commitment is a state of mind in which teacher accepts a choice or request and makes a concerted effort to carry it out effectively. It represents the many ways in which teachers see, comprehend, and conceive the phenomenon commitment. These teachers are committed to professional development by seeking advanced degrees and standards-based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse, as well as participation in action research; and c) improving the teaching profession by establishing professional learning groups. The commitment of teachers is defined as "maintaining professional knowledge. These teachers

are proactive in their professional growth and, in many circumstances, are eager to share and learn from their colleagues<sup>30</sup>.

Teachers' job commitment is described as a situation which depicts the willingness of teachers to give their individual endowments to teaching and learning engagements and also stay in the Socratic vocation. It was added that it is a stout feeling of trust in their worth or ability to imbibe the core goals and values of the school, inclined to contributing their significant productive time and energy for the school and desiderate in preserving his or her inclusiveness as a member of the school. Furthermore, teachers' commitment is seen as their readiness in thoroughly engaging in every academic activity of the school, carrying the school organization and students along in the process of achieving excellence, thus, teachers' commitment shows diligence, loyalty and ultimately increases in the organizational productivity. It is physical and emotional state of the subordinates which could be determined by subordinate's disposition, attitudes, feeling of trust which could be low or high<sup>31</sup>.

Teachers' commitment is an emotional response that could be measured through their behavior, attitudes and belief as it ranges within very low and very high<sup>32</sup>. Teachers' job commitment refers to how dedicated a teacher is to the demands of his or her job in and outside the school environment. It is a physical, psychological and mental attachment to the demands of one's job<sup>33</sup>. Teachers' commitment refers to the professional attitude as well as sense of devotion to duty which is displayed by them on the job<sup>34</sup>. Teachers' commitment is therefore determined by how well they are involved and willing to sacrifice for the achievement of the goals/objectives of the school. The commitment of the teacher is seen from the angle of his/her dedication to the values, goals, projects and philosophy of the school and also sacrifice that the teacher is willing to make for the success of his/her profession<sup>35</sup>.

Teachers with high commitment have positive emotions about the mission and ethics of their schools and tend to stay within the school<sup>36</sup>. Job commitment is therefore the

extent to which teachers like their work. It is the level of desirability or undesirability with which employees regard their job<sup>37</sup>. This was validated by the submissions of researchers who stated that teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers could get involved wholeheartedly without strict supervision<sup>38</sup>.

It was posed that organizational commitment significantly affects a teacher organizational citizenship behavior. It means that if the teacher of a school organization is committed and loyal to his organization then he will wish to do more and better work than that which is specified in job descriptions. In their work, scholars viewed teachers' commitment as an important part of their psychological condition. According to them, teachers with a high level of commitment usually exhibit positive behaviors in the workplace, such as job satisfaction and organizational citizenship, which is of great benefit to the organisation<sup>39</sup>.

Students' performance and wellbeing in schools, schools' growth and success as well as educational development of a nation cannot be achieved without committed teachers. This is because committed teachers see school's or students' problems as theirs and are always ready and willing to do everything possible to solve such problems. Teachers hold the responsibilities to lift up the school effectiveness because they have actual power to make a difference in students' capital development during teaching and learning process. Thus, teachers' organizational commitment is a critical aspect in determining the success of education reform and effectiveness especially in secondary schools because they will highly perform their duties as if the school belongs to them<sup>21</sup>.

Fostering commitment of teachers in both private and public schools is imperative as teachers who are highly committed are likely to stay longer on the job, could perform better than their uncommitted colleagues and are usually full of excitement to contribute positively to the success of the school. Such teachers will also be ready to go extra mile for the students and the school in order for the school's goals and objectives to be achieved<sup>22</sup>. Also

teachers' commitment is an important issue for teachers, but also for schools and students. It relates directly to issues of teaching and learning, school success, and well-being<sup>40</sup>.

Teachers' commitment is a very crucial issue in the implementation of vision, goals, and mission of the education sector which are mentioned in the National policy of the education of a country<sup>41</sup>. Therefore, the study of teachers' behaviors' within a school organizational setting has highlighted critical variables that are supportive or detrimental to the performance of the teaching workforce. One of such variable is empowerment of teachers. This notion holds true while focusing on the quality of human resources that is a major factor which contributes significantly to organizational success<sup>42</sup>.

The outcomes of teachers' commitment may be sometimes positive or negative. For instance, they may represent more negatively through reflecting low efficiency, work stoppage, absenteeism, tardiness or misconduct. On the contrary, they may represent more positively via high efficiency, loyalty, punctuality, self-devotion, and commitment. It's obvious that the school leaders are striving to make their schools effective and even the government emphasizes that school leaders influence teachers for achieving a common goal<sup>43</sup>.

In order to achieve the goal of an organization, the degree to which a task is effectively carried out depends on the characteristics of the work environment. The concept of a work environment is associated with the environment, organizational effectiveness, climate, ecological field, organizational ideology, organizational information and these elements need to be fulfilled by the organization so that the teachers willfully commit and focus on their task<sup>44</sup>. One factor which forms the foundation of teachers' sense of work environment is their interest and attitudes towards the objects in their work environment (profession, work, team, student, school). One concept that reveals the interest of teachers in the objects in their work environment is organizational commitment<sup>45</sup>.

The three dimensions of commitment also come to play in teachers' commitment to their school organisation<sup>6</sup>. Affective commitment is defined as the wish of teachers to

commit emotionally to the school organization. Teachers stay in the organization with their own will and desire<sup>46</sup>. Teachers in schools who are affectively committed to their schools may show their commitment because of extrinsic factors such as good working relationship, good working environment, and fairness in work place, organizational policies and administration, supervision and the rest<sup>47</sup>.

Continuance commitment refers to teachers making the decision of staying in the school by weighing the costs of leaving against the benefits of staying in the school<sup>48</sup>. Teachers with continuance commitment may consider costs such as economic costs (pension accruals, gratuity, the present salary or the fear getting another job if they leave teaching job), social costs (friendship ties with co-employees, prestige/recognition associated with the work) etcetera<sup>21</sup>. Normative commitment, the final dimension, refers to a type of compulsory commitment in which teachers stay in the organization owing to a sense of security and responsibility. For example, a teacher may demonstrate normative commitment if the school where he/she works has invested resources in training and development and he/she then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt' or to stay in the organization for a required number of years<sup>38</sup>.

An additional type of commitment termed 'affective commitment' was suggested to also exist. This type of commitment occurs when teachers feel they have little or no control or impact, and would like to leave their jobs. These teachers usually demonstrate low levels of performance<sup>41</sup>. Evidence shows that teachers with high level of affective commitment and normative commitment could contribute to high job performance and are more likely to have less turnover intention<sup>49</sup>.

Highly affective committed teachers could also be good instructional leaders in the classroom because they are able to master the contents of the subjects that they teach and thus demonstrate effective teaching<sup>50</sup>. Additionally, teachers with high level of affective commitment might always monitor the student work, able to control the classroom and get

involve in extra-curricular activities because they tend to demonstrate organizational citizenship behaviour<sup>51</sup>. Affective commitment, normative commitment and continuance commitment were stated to provide similar positive outcome. The evidence also suggested that teachers with strong affective, normative and continuance commitment were less likely to be absent from their workplace<sup>52</sup>.

According to management experts, the three dimensions of commitment focus on affective attachment which is:

- a The extent to which employees identify with, involvement in, acceptance of, and support the achievement of organisational goals and values,
- b The willingness to apply energy on behalf of the organisation and
- c A strong desire to remain in that organisation<sup>3 &6</sup>.

This therefore means that highly committed teachers desire to remain with their employing organisation. Committed teachers serve as a model of values, attitudes and behaviours to students and others. Students learn more rapidly from the invisible curriculum, the lives of teachers, principals and institutions than from the visible curriculum<sup>15</sup>. Furthermore, positive outcomes of teachers' organisational commitment include higher job satisfaction, lower turnover rate, minimized absenteeism, improved organisational citizenship behaviour and increased students' achievement. In addition, teachers with high organisational commitment give positive impacts to their performance, improve the service quality and reduce the negative behaviour. Besides, committed teachers usually have a greater level of satisfaction, responsibility, and loyalty. Lack of commitment among teachers is behind much of the behaviour blames for high cost and poor services in secondary schools<sup>41</sup>.

Teachers play an important role in educating the future members of a society through their work in schools<sup>53 &54</sup>. The factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within

classrooms and lecture theatres, schools institutions and learning centres and national systems of education<sup>55</sup>. Teacher commitment is one key element in education and is arguably becoming an increasingly important factor. The work teachers engage in on a daily basis is complete and demanding and therefore requires levels of personal engagement and commitment<sup>56</sup>.

Teacher commitment is the emotional bond teachers demonstrate toward their work. It has been recognized as one of the most critical factors in effective teaching. Thereby, teachers with high level of commitment could make a difference to the learning and achievement of their students. Committed teachers are affiliated with the school they work for and they invest their time and energy in promoting their school. Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Teacher commitment is an internal force that drives teachers to show enhanced job performance<sup>57</sup>.

Teachers' commitment is the sense of identity as educators where it consists of four important dimensions; caring, occupational competence, individuality and career continuance<sup>58</sup>. Teachers could teach their students better by taking regard of their interest rather than continuing to teach against them and students could achieve more and perform better when teachers are fully committed in educating them<sup>57</sup>. Teachers like other human beings would be willing to give their full support to programmes identified as crucial to the school's goals and achievement provided they are empowered enough to make them feel as important part of the system<sup>59</sup>.

### **2.1.3.1 Dimensions of Teachers' Job Commitment in Secondary Schools**

Teachers' job commitment in any school could be generally categorized into four, which are:

1. Teachers' commitment to the institution.
2. Teachers' commitment to the students.
3. Teachers' commitment to the teaching occupation or profession and

4. Teachers' commitment to outcomes or objectives<sup>21</sup>.

**1) Teachers' Commitment to the Institution (School):** Teachers' commitment to educational institutions is defined as teachers' belief, and acceptance of the goals and values of the institution, and teachers' strong desire to maintain membership in the institution or school. It is the readiness of teachers to accept the goals, policies and programmes of a school<sup>22</sup>. A teacher that is committed to school will 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<sup>21</sup>. Teacher's organisational 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 for family<sup>60</sup>.

Teachers' commitment to the institution is also as the level at which the teacher finds satisfaction and agreement between his idiographic and the school's homothetic expectations of him/her. This satisfaction prompts his devotion, and willingness to spend his time and energy for the school's success, as well as maintain membership of the school<sup>21</sup>. It is also the readiness of teachers to accept the goals, policies and programmes of a school. He/she is concerned about everything going on in the school and will also be willing and ready to protect and defend the image of the school at all times<sup>60</sup>. This brings about a link between the teacher and the students<sup>57</sup>.

**2) Teachers' Commitment to the Student:** The willingness of promoting the school creates emotional link between teachers and the students, which ultimately inspires teachers to be dedicated to the teaching profession and establish an effective learning environment, to allow students reach their targets<sup>21</sup>. The commitment of teachers makes it easy to apply individualized instruction in the teaching of students. Such teachers also develop plans to improve the quality of their instructions<sup>57</sup>. When a teacher is committed to his students, he

will find it easy to spend extra time in preparing for the class as well as helping the weak students in the class in order to be able to match up with their high flier counterparts in the class academically. In fact, the concept of differentiation in teaching may not be possible without committed teachers. This is because it takes a teacher that is interested in all students to factor in students' levels of readiness, ability levels, interests, cognitive needs and learning preferences when preparing for the lesson as well as during lesson delivery<sup>21</sup>. It was asserted that teachers who are committed to the students lead classroom activities more meaningful, introducing new ways of learning, and altering the teaching materials so that they are more relevant and of greater interest to students. Furthermore, it was stated that commitment to students is based on the concept that a teacher is willing to exert efforts on behalf of both low and high achieving students<sup>57</sup>. A teacher committed towards students is more likely to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities<sup>60</sup>.

A committed teacher also enjoys working with students and has a strong desire to help each student develop his full potential. He recognizes that students vary in size, colour, intelligence, background, interest and learning preferences. He is happy in helping each student progress through developmental tasks and programmes commensurate with the student's ability, interest and also plans and designs his lessons in a way that will meet the need of each student in class<sup>21</sup>. Low level of teachers' commitment results in reduced students' achievement, less sympathy towards students, and lower tolerance for frustration in the classroom. Teachers who are not committed also develop fewer plans to improve the quality of their instructions and sometimes see teaching as a burden<sup>57</sup>.

**3) Teachers' Commitment to the Teaching Occupation or Profession:** Teachers' commitment to the teaching profession involves an affective attachment to the profession or occupation, which was associated with personal identification with the career and satisfaction as a teacher<sup>17</sup>. Commitment to the occupation could be seen as important because it enables a teacher to develop the necessary skills and knowledge and relationships

to have a successful career, regardless of the situations within the school. A teacher that is committed to the profession is expected to develop the necessary skills, relationships and good instructional practices to have a successful career<sup>22</sup>.

A teacher committed to the teaching profession will recognize and discharge his/her professional responsibilities to students, colleagues, administrators, parents and the community. He also becomes an active member of local, state, and national professional association and always ready to defend the occupation when necessary<sup>3</sup>. He or she will also be interested in engaging in refresher courses that will help him or her stay abreast of happenings in the profession and global best practices in the profession<sup>21</sup>. In addition, he will be willing to join or associate with the teaching body be it local, state or national chapter. He/she is proud of being a teacher even when there is low recognition for teachers in his society or country and will be happy to stay long in the teaching profession or even stay in the profession until retirement<sup>57</sup>.

**4) Commitment to Outcomes or Objectives:** It was observed that committed teachers are likely to believe in and act upon the goals of the institution, intend to remain as member of the institution, work harder, are less inclined to leave the workplace, devote more time to relevant activities in order to accomplish the goals of the institution, influence students' achievement, and exert efforts beyond personal interest to bring about desirable outcomes<sup>21</sup>. Highly committed teachers go beyond what is expected of them in their work<sup>22</sup>. He/she is committed to ensuring that the goals of secondary education as stated in the National Policy on Education are achieved in all facets<sup>21</sup>. He/she is committed to both short term and long term goals of students and schools<sup>57</sup>.

#### **2.1.3.2 Consequences of Teachers Job Commitment**

The consequences of workplace commitment are the effects and outcomes that result from organizational and individual employee commitment<sup>61</sup>. Academics with strong organizational affective commitment are emotionally attached to the organization having a greater desire to contribute meaningfully to the organization, choose to be absent less, work

harder, improving production and overall performance on the job<sup>62</sup>. Teachers with strong affective commitment report higher levels of compliance with strategic decisions and are more willing to engage in organizational citizenship or extra role performance<sup>7, 50&51</sup>. The willingness to go above and beyond the call of duty (extra-role performance) include things such as providing extra help to employees, volunteering for special work activities, being particularly considerate of employees and students, arrive early to school and or leave late, and make suggestions when problems arise<sup>49</sup>.

Affective commitment leads to increased competitiveness, accountability and the desire to improve overall performance of the job. Teachers that have high levels of commitment, experience lower stress levels even though they work longer and harder than those not committed<sup>63</sup>. Affective commitment encourages motivation and lower psychological physical, work-related stress, less emotional exhaustions and depersonalization<sup>64 &65</sup>. Teachers committed to the school organization, their jobs and careers appear happier, and are able to exert more quality time to their families and hobbies<sup>64</sup>.

Teachers' commitment to work groups improves team performance, pro-social behavior and group cohesion enhancing individual job performance and satisfaction<sup>66</sup>. Those committed to their jobs and or careers are absent less and have lower intentions to quit, increased job satisfaction, and increased intrinsic motivation<sup>67</sup>. Teachers' commitment and job involvement affect their job satisfaction, turnover intention, role stress, productivity, and job migration<sup>34, 65&68</sup>

#### **2.1.4 Concept of Communication**

The word communication is derived from the Latin word 'communis', which means 'common', that is, to share, exchange, send, transmit, write, relate and communicate. The other etymological source mentions that 'communication' is derived from the Latin term 'communicare', which means to impart or participate. This word often denotes and means different things to different people. Communication could be defined as the process of

transmitting information and common understanding from one person to another. In short, communication is defined as sharing ideas, opinions and feelings mutually with others. This could be intellectual, personal, spoken or written in nature<sup>69</sup>. Communication establishes the relationships between individuals and encourages the functions of planning, organizing, directing, controlling, co-ordinating and leading<sup>70</sup>.

Communication is viewed as mutual understanding or agreement between the sender and the receiver on common issues. Communication occurs only when the message has been understood, and understanding occurs in the mind of the receiver. It is a means of getting feedback. Feedback or response is critical to ensure that an accurate understanding of the message has occurred. In simple terms, communication is that the process of exchanging ideas, thoughts, emotions, opinions, feelings, and experiences between the sender and a receiver verbally (spoken, written and nonverbally, sign-language, and body language) through a channel of communication<sup>71</sup>.

Man lives in groups and is invariably a social animal and the social needs insist that man shares his thoughts with others. This could be called communication. It is a two-way process. Communication could be termed as successful, if the receiver acknowledges it, that is, when a listener or reader understands, reacts, responds to this communication and shapes his/her learning behavior. As it involves interaction, it encourages exchange of ideas until all the experiences become a common profession<sup>72</sup>.

In spoken communication, there are speakers and listeners who send and receive verbal messages from each other. In written communication, there are writers and readers, whereas in visualization and observation, the symbols and signs are included. Furthermore, communication motivates, informs, suggests, warns, orders, changes behavior, and establishes better relationships, to make interaction meaningful and make one self-understood. It is effective when a communicator is effective enough to communicate competently, simply, clearly, sincerely and dynamically<sup>73</sup>.

### **2.1.4.1 Importance of Communication**

The desire to socialize and get formed into organized groups necessitates the need for communication. In the fast-changing world, managers communicate changes in technology, structure or people to the subordinates. If the communication system is well organized, it becomes easier for subordinates to understand and act upon the message. Communication plays important role in the lives of individuals and organisations<sup>69</sup>.

The Following Points Highlight the General Importance of Communication:

#### **1. Basis for Planning:**

Planning is the basic function of management. If plans are well designed and communicated for their implementation, it leads to organizational success. Planning requires extensive environmental scanning and information about internal and external organization elements. An effective system of communication helps in obtaining this information. Implementing the plans requires communicating them to everybody in the organization. Communication is, thus, the basis of planning.

#### **2. Motivation to Work:**

Employees are motivated to work if their needs are satisfied. Communication helps managers know needs of their employees so that they could adopt suitable motivators and inspire them to develop positive attitude towards the work environment<sup>72</sup>.

#### **3. Job Satisfaction:**

Exchange of information develops trust, confidence and faith amongst managers and subordinates. They understand their job positions better and, thus, perform better. People are committed to organizational objectives which promotes job satisfaction.

#### **4. Commitment to Organisational Objectives:**

Managers who follow an effective system of communication understand employees' needs, adopt suitable motivators to satisfy them, appraise their performance and provide them regular feedback. The employees also work with commitment towards organizational objectives<sup>74</sup>.

## **5. Coordination:**

Communication coordinates organizational resources (human and non-human), individual goals with organizational goals and internal environment with external environment. Coordination is the key to organizational success and communication is an active contributor to coordination.

## **6. Adaptability to External Environment:**

In order to survive in the changing, dynamic environment, managers continuously interact with external parties like government, suppliers, customer, and etcetera. This requires effective communication system in the organization.

## **7. Internal Functioning of an Enterprise:**

Managers interact with parties internal to business enterprises. They constantly obtain and provide information to them. More effective the communication system, more accurate will be the information.

## **8. Healthy Industrial Relations:**

Satisfied employees contribute to healthy organizations. Communication brings managers and trade unions closer, develops mutual understanding and promotes industrial peace and harmony. This increases industrial production<sup>72 & 74</sup>.

## **9. Helps in Performing Managerial Roles:**

Managers perform three major roles – interpersonal, informational and decisional. Communication helps managers in performing these roles effectively. In interpersonal roles, managers interact with superiors, peers and subordinates; in informational roles they receive and give information to people inside and outside the organization and in decisional roles, they take important decisions and communicate them to organizational members for their effective implementation.

## **10. Facilitates Leadership:**

Effective leaders interact with followers, guide and inspire them to perform the individual and organizational goals. Effective communication process facilitates leaders to carry out the leadership functions<sup>69</sup>.

## **11. Facilitates Control:**

Planning is effective if accompanied by an effective control system. Control is possible when managers assess subordinates' performance, correct and prevent deviations and provide them regular feedback of performance. Control function largely depends upon communication system of the organization. How effectively manager control organizational activities depend upon how effective is the communication system.

## **12. Substance to Organisational Existence:**

Obtaining information to make plans, making members aware of authority-responsibility structure, position in the organizational hierarchy, coordinating their activities is the essence of organizational survival and growth. This is possible through effective communication<sup>72</sup>.

### **2.1.4.2 Communication Functions in Organization**

Communication serves many functions in organizations. There are six functions that seem to dominate communication in the organizational context. The functions are to: inform, regulate, integrate, manage, persuade, and socialize<sup>75</sup>.

**A. The Informative Function of Communication** is fairly self-explanatory. It is the function of providing needed information to personnel so they could do their jobs in an effective and efficient manner. People need to be informed about any changes of procedure or policy that are related to their work. Sometimes this function is accomplished by people at higher levels sending information to people at lower levels and the reverse. At other times, people needing information must contact people who have the needed information to acquire it. Much of the informative communication in organisations is conducted in a written format. This way, a whole

group of employees could be informed with one message and at one time. On the other hand, managers may decide to call a meeting once each week (or month) which is primarily of an informative nature. Most employees understand that such meetings are for the purpose of disseminating information and could be prepared to inquire about matters about which they feel they need additional information<sup>76</sup>.

**B. The Regulative Function of Communication** is involved with the communication that is directed toward regulatory policies within the organisation or messages about maintenance of the organisation. For example, an employee might be informed by the manager that he or she has broken some rules or regulations and is not to break it again. Communication that involves the regulative function is often not pleasant, but it is essential to the smooth operation of the organisation<sup>77</sup>.

**C. The Integrative Function of Communication** is focused on coordination of tasks, work, assignments, group coordination, or the fusing of work units toward a common goal. In other words, it is communication directed at getting people to work together and have tasks coordinated so that the “left hand knows what the right hand is doing.” It is an attempt to get people to work together and make things run more smoothly. For example, consultants often will find employees duplicating each other's work, whereas if there were more integrative communication, one could do one task and another do a related task<sup>75 & 77</sup>.

**D. The Management Function of Communication** is directed toward the three goals mentioned earlier. It is communication focused on getting personnel to do what is needed, learning information about personnel to know them better, and establishing relationships with personnel. If one could meet the interpersonal relationship goal and the understanding goal, he or she might have a better chance at knowing “how to manage” the employees<sup>75</sup>.

**E. The Persuasive Function of Communication** is an outgrowth of the management function. Here the supervisor is attempting to influence the employee to do

something in particular. Whereas simply issuing an order might accomplish the same function, this approach makes for much better relations between supervisors and subordinates<sup>76</sup>.

**F. The Socialization Function:** Although the other functions seem obvious and are rarely missed by either managers or employees, the socialization function is often neglected. This is perhaps the most important function. The socialization function of communication in the organisation is the one that could determine whether an individual survives well, or not at all, in an organisation. Socialization doesn't mean being "buddies" with everyone. It means being integrated into the communication networks in the organisation. It means being told whom one should talk to and what one should talk about. It also means being told whom not to talk to. It means being told what to say in certain situations and what not to say. It means being told how to address others (Ms./Sir, Dr.). It means being told the informal norms of the organisation (what social gatherings to attend; what to wear at luncheons; what things others find offensive). It means being told the idiosyncratic behaviours (and pet peeves) of others. It means knowing whom you should associate with and whom you should avoid (who are the "in" people and who are the "out" people). In a nutshell, it means survival! Today, many organisations realize the value of this function and will assign each new employee to an employee who has been with the organisation for some time so the experienced person could assist the new-comer in "settling into" the organisation the first two or three weeks. These guides help new employees "learn the ropes" without upsetting the system or saying things that could hurt them with the older, more established employees. In summary, all of the functions are important. However, the function most important and probably most neglected by organisations is the socialization function<sup>75</sup>.

### 2.1.4.3 Types of Communication

There are 2 basic types of communications:

1. Verbal Communication
2. Non-Verbal Communication

#### 1. Verbal Communication

Verbal communication is the exchange of ideas, thoughts, feelings, opinions, and experiences through spoken or written words<sup>71</sup>. This type of communication happens verbally, vocally or through written words which express or convey the message to other. Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations<sup>76</sup>. Verbal communication takes place directly between the superiors and juniors in organizations and between farmers and extension functionaries in the field and is often known as face to face communication. It takes the form of talks, a public address, verbal discussions, telephonic talks, telecommunications and other artificial media, such as audio-visual aids speeches, holding of meetings and conferences, lectures, social get-togethers, training sessions, public address systems, museums, exhibitions, counseling etcetera<sup>73</sup>.

Certain merits of verbal communication include:

- a It is the least time consuming, is more direct, simple and the least expensive.
- b It is more communicative and effective and aids in avoiding delays, red-tape and formalities.
- c It generates a friendly and co-operative spirit.
- d It provides an immediate feedback, as questions could be put and answers obtained about the information transmitted<sup>69</sup>.

A literature on "effective written and oral communication", put forth that since every information cannot be put into writing, most of it is conveyed by means of oral instructions,

mutual discussions and telephonic conversations. However, verbal communication has certain demerits. These are:

- a Lengthy, distant and important information cannot be effectively conveyed verbally.
- b Verbal talks may often be distorted if there is some cause of indifference between the receiver and the sender.
- c It is inadequate where permanency and uniformity of form are required.
- d Due to various communication gaps, as a result of status and other physical or personal barriers communication is incomplete.
- e Spontaneous responses may not be carefully thought.
- f The spoken words could be more easily misunderstood than the written words. It presupposes expertise in the art of effective speaking<sup>78</sup>.

Verbal communication has two types

- A. Oral Communication
- B. Written Communication

**A. Oral Communication:** This type of communication is defined as a type of communication which happens through word of mouth, spoken words and conversations<sup>79</sup>. Furthermore, any message or information shared or exchanged between one another through speech or word of mouth is called oral communication. Example include: public speech, news reading, television, radio, telephone and mobile conversations. In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet<sup>78</sup>. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking<sup>79</sup>.

**Advantages of Oral Communication are:**

- a It brings quick feedback
- b In a face-to-face conversation, by reading facial expression and body language one could guess whether he/she should trust what's being said or not.

### **Disadvantage of Oral Communication includes:**

a In face-to-face discussion, user is unable to deeply think about what he is delivering<sup>78</sup>.

**B. Written Communication:** This type of communication happens through any word written or often written sign which refers the languages used in any medium. Example include: simply any hand written or typed newspaper, printed word documents, letters, books and magazines. In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication, message could be transmitted via email, letter, report, memo etcetera. Message, in written communication is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used. Written Communication is most common form of communication being used in business. So, it is considered core among business skills. Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, internet web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used<sup>69</sup>.

### **Advantages of Written Communication**

- i. Written communication is more precise and explicit.
- ii. Effective written communication develops and enhances an organisation's image.
- iii. It provides ready records and references.
- iv. Legal defences could depend upon written communication as it provides valid records.
- v. Written communication is the only way out when the message is quite lengthy and it is not possible to convey all the points through oral communication.
- vi. Written messages are more carefully formulated than oral communication. That is the reason; they are more clear and specific.

- vii. Written communication is a cheaper means of communication when the parties to communication are situated at distant places<sup>80</sup>.
- viii. It provides a permanent record for future use.
- ix. It reduces the chances for misinterpretation and distortion of information.
- x. It is reliable when transmitting lengthy information on financial, production or other important data.
- xi. It provides an opportunity to the subordinates to put up their grievances in writing and get them supported by facts<sup>69</sup>.

However, a written communication also suffers from certain disadvantages such as:

- i. It is generally an expensive and a time-consuming process. It takes more time in composing a written message as compared to word-of-mouth and a number of people struggle in writing ability.
- ii. Even though such communication has been transmitted, it is not certain whether the receiver has understood it.
- iii. Written materials not only get out of date but may also be leaked out before time.
- iv. It sometimes leads to excessive formality and rigidity in personal relations.
- v. Unlike oral communication, written communication doesn't bring instant feedback<sup>78</sup>.

## **B. Nonverbal Communication**

Nonverbal communication is the sending or receiving of wordless messages. It could be said that communication other than oral and written such as gesture, body language, posture, tone of voice or facial expressions is called "nonverbal communication". Nonverbal communication is all about the body language of speaker. It is the use of body language, gestures and facial expressions to convey information to others. It could be used both intentionally and unintentionally. For example, one might smile unintentionally when he/she hears a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings<sup>81</sup>.

Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal response contradicts verbal communication and hence affects the effectiveness of message. If they are displaying “closed” body language, such as crossed arms or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying “open” body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information<sup>82</sup>. Non-verbal communication includes the gestures, facial expressions, movements of arts, etcetera, which make our communication more effective<sup>83</sup>.

#### **2.1.4.4 Forms of Communication**

**A. Formal Communication:** Formal communication is official, a part of the recognized communication system which is involved in the operation of the organisation. The communication may be oral or written. A formal communication could be from a superior to a subordinate, from a subordinate to a superior, intra-administrative, or external<sup>69</sup>. Formal communications take place externally to the organisation that is, with outside groups, such as suppliers, clients, unions, government agencies and community groups. Formal communications may be mandatory, indicative or explanatory<sup>84</sup>. Mandatory communication implies an order or command to be followed and goes by various euphemistic names such as instructions, briefing, etcetera, this kind of communication is mostly vertical and usually one way from top to downward<sup>78</sup>. The indicative or explanatory communication may exist between any levels and may be vertical as well as horizontal<sup>69</sup>.

**B. Informal Communication:** This type of communication is defined as an unofficial means of giving and receiving information especially through face to face method<sup>85</sup>. The informal communication is the casual and unofficial form of communication wherein the message is exchanged spontaneously between two or more persons

without conforming to the prescribed official rules, processes, systems, formalities and chain of command. This type of communication is based on personal and informal relationships such as, friends, peers, family, club members, and etcetera. This form of communication does not take into consideration the organizational conventional rules and other kind of formalities. It could also be referred to as “grapevine communication” because it is difficult to define the beginning and the end of the communication. It is hence characterised by the indefinite channel of communication, which signifies that there is not any definite chain of command through which the information flows. This thus implies that in the informal communication systems, information could flow from anywhere<sup>86</sup>. Informal communication provides useful information for events to come, in the form of grapevine<sup>87</sup>. Managers should know when to apply formal or informal mode of communication, since their main objective is to achieve results from staff<sup>88</sup>.

Other forms of communication include:

**C. Intra-personal Communication:** This is the kind of communication that occurs within us. It involves thoughts, feelings, and the way we look at ourselves. Because intra-personal communication is centred in the self, one becomes the only sender-receiver. The message is made up of one’s thoughts and feelings. The channel is the brain, which processes what one is thinking and feeling. There is also a feedback in the sense that one talks to oneself, or discards certain ideas and replaces them with others<sup>69</sup>. If a teacher was disappointed with one’s work, or if one had a fight with a fellow student, he/she is likely to focus more on his/her depression or anger. An individual could never look at his/herself without being influenced by the relationships he/she has with others<sup>89</sup>.

**D. Interpersonal Communication:** This form of communication occurs when an individual or group of individuals communicate on a one-to-one basis usually in an informal, unstructured setting. This kind of communication occurs mostly between

two people, though it may include more than two. Interpersonal communication uses all the elements of the communication process. In a conversation between friends, for example, each brings his or her back ground and experience to the conversation. In the conversation, each functions as a sender - receiver. Their message consists of both verbal and non-verbal symbols. The channels they use the most are sight and sound<sup>69</sup>. Because interpersonal communication is between two (or a few) people, it offers the greatest opportunity for feedback and skill is needed to do it well<sup>90</sup>. Psychological noise is likely to be minimal because each person could see whether the other is distracted. The persons involved in the conversation have many chances to check that the message is being perceived correctly<sup>91</sup>. Interpersonal communication usually takes place in informal and comfortable settings<sup>69</sup>.

- E. Small-Group Communication:** This form of communication occurs when a small number of people meet to solve a problem. The group must be small enough so that each member in the group has a chance to interact with all of the other members<sup>69</sup>. Because small groups are made up of several senders-receivers, the communication process is more complicated than in interpersonal communication<sup>76</sup>. With so many more people sending messages, there are more chances for confusion. Messages are also more structured. Small groups use the same channels as interpersonal communication, however, and there is also a good deal of opportunity for feedback<sup>92</sup>.
- F. Public Communication:** In public communication, the sender-receiver (the speaker) sends a message (the speech) to an audience. The speaker usually delivers a highly structured message, using the same channels as in interpersonal and small-group communication. In public communication, however, the channels are more exaggerated than in interpersonal communication. The voice is louder and the gestures are more expansive because the audience is bigger. The speaker might also use additional visual channels such as slides, flip charts, and so on<sup>69</sup>. Generally, the opportunity for verbal feedback in public communication is limited. The audience

members may have a chance to ask questions at the end of the speech, but usually they are not free to address the speaker as he or she is talking. However, they could send nonverbal feedback. If they like what the speaker is saying, they may interrupt the speech with applause. If they like what the speaker is saying, they may interrupt the speech with applause. If they dislike it, they may move around a lot of simply stop paying attention<sup>76</sup>. In most public communication the setting is formal or corporate<sup>137</sup>.

#### **2.1.4.5 Communication Channels and Tools in Organization**

Communication channel is described as a medium through which messages are transmitted and received. It is categorized as print, electronic or F-T-F (interpersonal). Common print channels include memos, brochures, newsletters, reports, policy manuals, annual reports and posters. New technologies have spurred the use of electronic channels, such as, email and voice mail, intranets, blogs, podcasts, chat rooms, business TV, video conferencing, instant messaging systems, wikis and electronic town-hall meetings. Face-to-face channels include speeches, team meetings, focus groups, brown bag lunches, social events and gatherings and management by wandering around<sup>94</sup>. The most used channel is listening, which consumes about half of our communication time. Effective listening is crucial to learning, understanding, conflict resolution and productive team work. It helps leaders at all levels improve teachers' morale, retain teachers, uncover and resolve problems. Yet, many studies suggest that most people are not good listeners, and few organizations devote resources to developing listening skills in managers and leaders<sup>95</sup>.

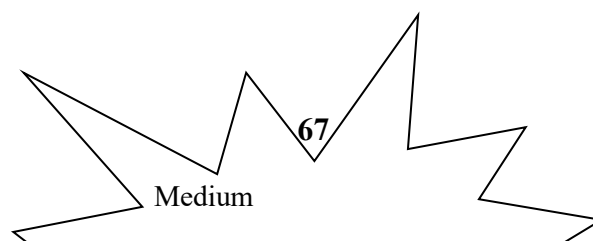
Communication channel has been noted to include all the means for the creation and acceptance of a message that is, signs, language (including body language), codes, technical devices etcetera. A channel is a means of communication that an organization could either select to use or could decide not to use. A particular channel could be a preferred option in certain situations or totally ignored in other circumstances. Channels could be used separately or combined with each other. Today, business and governmental organizations

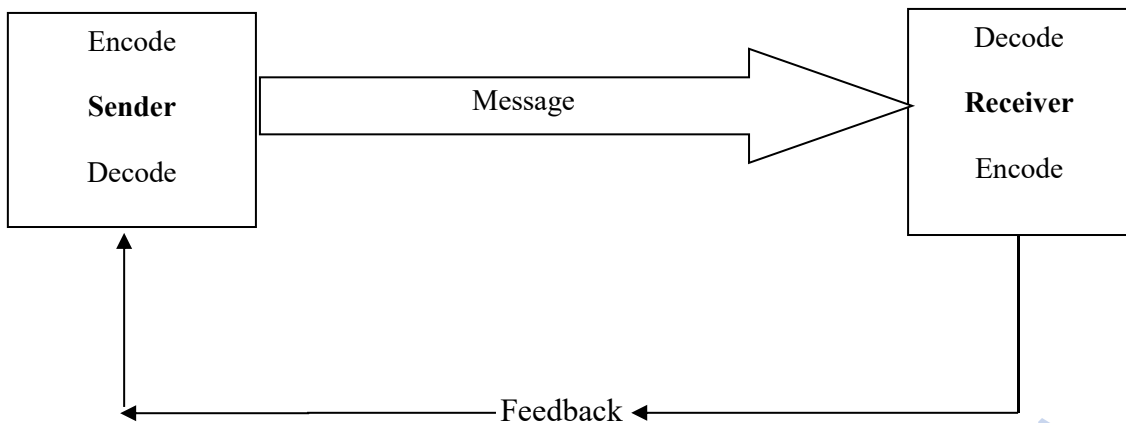
rarely use a single communication channel for the transmission of their messages. Combinations of two or more channels are rather frequent, and that these combinations could occur either sequentially or simultaneously. It is suggested that the increased use of new communication technologies is associated with increased use of older communication technologies and face-to-face communication. It is shown that there are a lot of situations with complementarily, using different communication channels, like telephone, text messaging and e-mail, face-to-face communication and face book. Concrete preferences are dependent on levels of social competence, meaning the ability to interact in ways that are appropriate and effective. The level of social competence of an organization determines its ability to use effective communication channels and particularly in combination<sup>96</sup>.

#### 2.1.4.6 Communication Process

Communication is interactive by nature. The importance and meaning of communication pertain to the fact that receivers and senders of messages are connected through space and time. Communication as a process has two participants – the sender of the message and the receiver of the message. When these messages are transmitted, they activate the person and this response is the purpose of communication. Thus, we could say that communication requires a source, a sender, a message and a person at the receiving end<sup>169</sup>. Communication influences the activities of the human community at large. Social development is a prominent feature of effective techniques of communication, which is necessary for sustaining the growth and development<sup>76</sup>.

Figure 1 reflects the definition and identifies the important elements of the communication process





**Figure 1: Communication Process**

**Source:** E.A Ondondo, 2015

There are therefore four components in the communication process:- the source, the message, the medium/channel and the receiver. It is being referred to as the S-M-C-R-E-F model.

- (i) **Source:** The source of communication is the individual (s) who send (s) out the message. This source may also be an organisation or a group represented by an individual.
- (ii) **Message:** This is the crux of communication, the kernel of what is transmitted by the sender of the message (source). A message consists of symbols, spoken words, written words, signs etcetera which are understood by the sender (s) and the receiver (s) which have certain meanings. When the sender conceives an idea, it is translated into symbols/stimuli (encoding) which the reader has to interpret and give meaning (decoding) before responding to the stimuli. It is only when the interpretation tallies with the intended meaning that there is communication. Most failures in communication are due to misunderstanding of the meanings of symbols transmitted either by the sender or receiver. When the idea of the message is new to the receiver, then the process is referred to as diffusion because some innovation is being introduced.

- (iii) **Channel:** This is the means/agency through which the message is transmitted. Example include: newspapers, letters, radio, television etcetera. Telephone or face-to-face verbal exchange immediately generates reaction/feedback which is necessary for communication to thrive. The others take much longer time for reaction/feedback.
- (iv) **Receiver:** This is the most important element in the communication chain yet it is often ignored. Some information are source oriented because the sources say authors ostensibly for students (receivers) but the level of language usage and assumed knowledge are suitable for their (writers') colleagues and not students. Some other information may be message oriented for example when professionals address or write for laymen in language that is sometimes even difficult for fellow professionals. The other kind of information is that which is channel oriented. This is the case when some officials in organisation depend more on the use of written memos to communicate with staff meetings and personal interaction.
- (v) **Effects:** These are the changes that occur in the behaviour of the receiver after the message has been delivered. When the reaction is in line with the behaviour expected by the source, then there is effective communication. Communication effects may take three forms:
- a) Bring about change in receiver's knowledge
  - b) Bring about change in receiver's attitude
  - c) Bring about change in receiver's overt (outward) behaviour for example arriving at work on time, or voting for a candidate. Generally, but not always, these three changes follow one another sequentially.
- (vi) **Feedback:** This is the response from the receiver to the source's message. It is this feedback that makes for whether the communication is effective or not. The feedback may be positive if the intended effect of the message was attained but

negative if the intended effect of the message was not attained and it could lead to conflicts in the organisation. Feedback is therefore an essential part of the communication process. It helps to show whether or not;

- a) Communication has taken place;
- b) The decoder of a message has understood it;
- c) The decoder is prepared and willing to partake in the communication process and
- d) The encoder had adequately formulated and sent his message<sup>97</sup>.

#### **2.1.4.6.1 Communication Process in School Organization**

Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a medium or channel, which is the carrier of the communication. The medium could be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood<sup>69</sup>.

The elements in the communication process determine the quality of communication. A problem in any one of these elements could reduce communication effectiveness. For example, information must be encoded into a message that could be understood as the sender intended. Selection of the particular medium for transmitting the message could be critical, because there are many choices<sup>96</sup>. For written media, a school principal or other

school organization member may choose from memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. For verbal media, choices include face-to-face conversations, telephone, and computer, public address systems, closed-circuit television, tape-recorded messages, sound/slide shows, e-mail, and so on. Nonverbal gestures, facial expressions, body position, and even clothing could transmit messages. People decode information selectively. Individuals are more likely to perceive information favorably when it conforms to their own beliefs, values, and needs<sup>78</sup>.

When feedback does not occur, the communication process is referred to as one-way communication. Two-way communication occurs with feedback and is more desirable<sup>98</sup>. The key for being successful in the contemporary school is the ability of the school administrator to work with other school stakeholders (faculty, support staff, community members, parents, central office); and develop a shared sense of what the school/school district is attempting to accomplish – where it wants to go, a shared sense of commitments that people have to make in order to advance the school/school district toward a shared vision and clarity of goals<sup>99</sup>. As school administrators are able to build a shared mission, vision, values, and goals, the school/school district will become more effective<sup>100</sup>. Building a relationship between school administrators and other school stakeholders requires effective communication. For example, research indicates that principals spend 70 to 80% of their time in interpersonal communication with various stakeholders<sup>99</sup>.

Effective principals know how to communicate, and they understand the importance of ongoing communication, both formal and informal: faculty and department meetings; individual conversations with parents, teachers, and students; and telephone calls and e-mail messages with various stakeholder groups<sup>101</sup>. The one constant in the life of a principal is a lot of interruptions – they happen daily, with a number of one and three-minute conversations in the course of the day<sup>74</sup>. Furthermore, it was noted that this type of communication in the work of the principal has to be done one on one - one phone call to one person at a time, one parent at a time, one teacher at a time, one student at a time; and a

principal needs to make time for these conversations. For example, a principal may be talking with a parent with a very serious problem. He or she may be talking with a community member. He or she may be talking with the police about something that went on during the school day<sup>102</sup>. The principal must be able to turn his or herself on and off in many different roles in any given day<sup>103</sup>.

#### **2.1.4.7 Barriers to Effective Communication in Schools**

A researcher wrote that school administrator has no greater responsibility than to develop effective communication. Why then does communication break down? On the surface, the answer is relatively simple. The elements of communication have been identified as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur<sup>99</sup>. A literature noted that the greatest problem with communication is the illusion that it has been accomplished<sup>69</sup>. According to a literature, four types of communication barriers were identified. They are: process barriers, physical barriers, semantic barriers, and psychosocial barriers.

**A. Process Barriers:** Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. Consider the following situations:

- (i) **Sender Barrier:** This occurs when a new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism.
- (ii) **Encoding Barrier:** This happens when for instance, a Spanish-speaking staff member cannot get an English speaking administrator to understand a grievance about working conditions.
- (iii) **Medium Barrier:** This occurs when a very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face-to-face.

- (iv) **Decoding Barrier:** An older principal is not sure what a young department head means when he refers to a teacher as “spaced out.”
- (v) **Receiver Barrier:** A school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement, because she was not listening attentively to the conversation.
- (vi) **Feedback Barrier:** During a meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place. Because communication is a complex, give-and-take process, breakdowns anywhere in the cycle could block the transfer of understanding.

**B. Physical Barriers:** Any number of physical distractions could interfere with the effectiveness of communication, including a telephone call, drop-in visitors, and distances between people, walls, and static on the radio. People often take physical barriers for granted, but sometimes they could be removed. For example, an inconveniently positioned wall could be removed. Interruptions such as telephone calls and drop-in visitors could be removed by issuing instructions to a secretary. An appropriate choice of media could overcome distance barriers between people.

**C. Semantic Barriers:** The words one chooses, how he or she uses them, and the meaning he or she attaches to them caused many communication barriers. The problem is semantic, or the meaning of the words one uses. The same word may mean different things to different people. Words and phrases such as efficiency, increased productivity, management prerogatives, and just cause may mean one thing to a school administrator, and something entirely different to a staff member. Technology also plays a part in semantic barriers to communication. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology - jargon that only other

similar staff and technical experts could understand. And if people don't understand the words, they cannot understand the message.

**D. Psychosocial Barriers:** Three important concepts are associated with psychological and social barriers: fields of experience, filtering, and psychological distance. Fields of experience include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders could encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult. Filtering means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide our listening. Psychosocial barriers often involve a psychological distance between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and this resentment separates them, thereby blocking opportunity for effective communication<sup>97</sup>.

It was noted that successful communication by school administrators is the essence of a productive school organization. However, communications do break down<sup>104</sup>. Some researchers have focused on the major areas where failures in communication most frequently occur. These major areas include:

- a) **Sincerity:** Nearly all communication theorists assert that sincerity is the foundation on which all true communication rests. Without sincerity—honesty, straight forwardness, and authenticity—all attempts at communication are destined to fail.
- b) **Empathy:** Research shows that lack of empathy is one of the major obstacles to effective communication. Empathy is the ability to put one's self into another's shoes. The empathetic person is able to see the world through the eyes of the other person.
- c) **Self-Perception:** How we see ourselves affects our ability to communicate effectively. A healthy but realistic self-perception is a necessary ingredient in communicating with others.

- d) Role Perception:** Unless people know what their role is, the importance of their role, and what is expected of them, they will not know what to communicate, when to communicate, or to whom to communicate.
- e) Efforts to Distort the Message:** Pitfalls in communication often occur in our efforts both consciously and unconsciously to distort messages.
- f) Images:** Another obstacle to successful communication is the sender's image of the receiver and vice versa. For example, on the one hand, school administrators are sometimes viewed as not too well informed about teaching, seen as out of touch with the classroom, and looked on as paper shufflers. On the other hand, some school administrators view teachers as lazy, inconsiderate of administrative problems, and unrealistic about the strengths and weaknesses of their students. Such views lead to "we-they" attitude.
- g) Vehicle for Message:** The vehicle by which one chooses to send messages is important in successful communication. In most cases, the vehicle to be used is defined by the situation.
- h) Ability to Communicate:** Some of the ways one communicates raise barriers by inhibiting discussion or causing others to feel inferior, angry, hostile, dependent, compliant, or subservient.
- i) Listening Ability:** Frequently, people fail to appreciate the importance of listening, do not care enough to become actively involved with what others are saying, and are not sufficiently motivated to develop the skills necessary to acquire the art of listening.
- j) Culture:** Our cultural heritage, biases, and prejudices often serve as barriers to communication. The fact that we are African-American or white, young or old, male or female have all proved to be obstacles in communicating effectively.
- k) Tradition:** Past practice in a school helps determine how, when, and what we send and receive. For example, a school administrator who has an authoritative style may

find that his staff will not share information readily. If a new administrator with a collaborative style replaces the authoritarian one, the new administrator may find that it takes a while for his colleagues to speak out on important issues.

- l) Conditioning:** The manner in which communication is conditioned by the environment influences the accuracy of messages sent and received. If we work for administrators who set a climate in which we are encouraged to share information, we soon become conditioned to communicate accordingly.
- m) Noise:** A major barrier to communication is what communication experts call noise. Noise consists of the external factors in the channels and the internal perceptions and experiences within the source and the receiver that affect communication<sup>69 & 99</sup>.
- n) Feedback:** Faculty and staff tell their leaders that they want feedback. However, feedback improperly given could impede communication rather than improve it. Administrators and followers both need more training in how to use feedback more productively<sup>69 & 98</sup>.

#### **2.1.4.7.1 Remedies to the Barriers of Communication in Schools**

Effective communication is a two-way process that requires effort and skill by both sender and receiver. School administrators will at times assume each of these roles in the communication process<sup>105</sup>. Researchers gleaned ways of good communication which are particularly applicable to the sender. These ways, together with a basic understanding of the communication process itself, should provide a good foundation for developing and maintaining an effective set of interpersonal communication skills, which school administrators could use when communicating with various school stakeholders. They include:

- 1) School Administrators Need to Clarify their Ideas before Communicating:** The more systematically administrators analyse the problem or idea to be communicated, the clearer it becomes. This is the first step toward effective communication. Many communications fail because of inadequate planning. Good planning must consider

the goals, attitudes, and needs of those who will receive the communication and those who will be affected by it.

**2) Administrators Need to Examine the True Purpose of each Communication:**

Before administrators communicate, they must ask themselves what they really want to accomplish with their message. Is it to obtain information, initiate action, or change another person's attitude? Administrators need to identify their most important goal and then adapt their language, tone, and total approach to serve that specific objective. Administrators should not try to accomplish too much with each communication. The sharper the focus of their message, the greater its chances of success.

**3) Administrators Need to Consider the Total Physical and Human Setting:**

Meaning and intent are conveyed by more than words alone. Many other factors influence the overall impact of a communication, and administrators must be sensitive to the total setting in which they communicate: the circumstances under which an announcement or decision is made; the physical setting - whether the communication is made in private or otherwise; the social climate that pervades work relationships within the school or department and sets the tone of its communications; custom and practice - the degree to which the communication conforms to, or departs from, the expectations of the audience. Be constantly aware of the total setting in which you communicate. Like all living things, communication must be capable of adapting to its environment.

**4) Administrators Need to Consult with Others, when Appropriate, in Planning**

**Communications:** Frequently, it is desirable or necessary to seek the participation of others in planning a communication or in developing the facts on which to base the communication. Such consultation often lends additional insight and objectivity to the message. Moreover, those who have helped plan the communication will give it their active support.

- 5) Administrators Need to be Mindful, while Communicating, of the Overtones as well as the Basic Content of the Message:** The administrator's tone of voice, expression, and apparent receptiveness to the responses of others all have tremendous impact on those the administrator wishes to reach. Frequently overlooked, these subtleties of communication often affect a listener's reaction to a message even more than its basic content. Similarly, the administrator's choice of language, particularly her awareness of the fine shades of meaning and emotion in the words used predetermine in large part the reactions of the listeners.
- 6) Administrators Need to Take the Opportunity, when it Arises, to Convey Something of help or Value to the Receiver:** Consideration of the other person's interests and needs, trying to look at things from the other person's point of view frequently points up opportunities to convey something of immediate benefit or long-range value to the other person. Staff members are most responsive to administrators whose messages take staff interests into account.
- 7) Administrators Need to Follow up their Communication:** An administrator's best efforts at communication may be wasted, and he or she may never know whether he or she has succeeded in expressing his or her true meaning and intent if he or she does not follow up to see how well he or she has put his or her message across. An administrator could do this by asking questions, by encouraging the receiver to express his or her reactions, by follow-up contacts, and by subsequent review of performance. An administrator needs to make certain that every important communication has feedback so that complete understanding and appropriate action result.
- 8) Administrators Need to Communicate for Tomorrow as well as Today:** Although communications may be aimed primarily at meeting the demands of an immediate situation, they must be planned with the past in mind if they are to maintain consistency in the receiver's view. Most important, however,

communications must be consistent with long-range interests and goals. For example, it is not easy to communicate frankly on such matters as poor performance or the shortcomings of a loyal staff member, but postponing disagreeable communications makes these matters more difficult in the long run and is actually unfair to the staff and the school organisation.

**9) Administrators Need to be Sure that their Actions Support their**

**Communications:** The most persuasive kind of communication is not what administrators say, but what they do. When leaders' actions or attitudes contradict their words, others tend to discount what they have said. For every administrator, this means that good supervisory practices such as clear assignment of responsibility and authority, fair rewards for effort, and sound policy enforcement serve to communicate more than all the gifts of oratory.

**10) Administrators Need to Seek, not only to be Understood, but to Understand:**

When an administrator starts talking, he or she often ceases to listen, at least in that larger sense of being attuned to the other person's unspoken reactions and attitudes. Even more serious is the occasional inattentiveness a leader may be guilty of when others are attempting to communicate with him or her. Listening is one of the most important, most difficult, and most neglected skills in communication. It demands that the administrator concentrate not only on the explicit meanings another person is expressing, but also on the implicit meanings, unspoken words, and undertones that may be far more significant. Thus, an administrator must learn to listen with the inner ear if he is to know the inner person. Communication depends on the ability not only to send but also to receive messages<sup>69 & 99</sup>.

#### **2.1.4.8 Communication Networks**

There are two primary communication networks that exist in any organizational environment. They are the formal communication network and the informal communication network. The formal network is communication that follows the hierarchical structure of the

organization, or the "chain of command." It follows the formal, established, official lines of contact<sup>69</sup>. In other words, it follows the prescribed path of the hierarchical chart and tends to be explicit in terms of "who should be talking to whom and about what." The formal chart for this network often is provided to new employees the first day they walk in the door<sup>106</sup>. It explains whom they report to and for what. There usually is little confusion about the formal communication network<sup>69 & 106</sup>.

The informal network involves communication that follows the "grapevine." It carries the "scuttlebutt," the rumors. It is the unofficial network. This is the type of communication that does not follow the hierarchical path or chain of command. It tells you "who is really talking to whom and about what<sup>69</sup>." It refers to communication links that have grown out of relationships among employees and management and that have little or no correlation with the formal organizational chart<sup>87</sup>. The informal network is very strong in most organizations. It usually works much faster than the formal network, and often it works with more accuracy. Until one has access to this informal network, he or she has not really become a part of the system. An employee needs to be aware of both networks<sup>107</sup>.

Management has more control over the formal network than the informal, but employees have more control over the informal network than management does. It usually is relatively easy to learn the formal network, but specific information regarding the informal network may be more elusive. Being properly socialized assists an employee in gaining understanding about the informal system in the particular organization. It is critical that employees and management remember that the formal network is not the only network functioning in the organisation<sup>69</sup>.

One needs to remember that the informal network is a very powerful communication avenue and carries information that the formal network doesn't. The informal network tells you "who is playing golf with whom," "who is sleeping with whom," "who has an occasional lunch with whom," "who is distantly related to whom," "who protects or defends whom," "who promoted whom, and why." These all are things the formal network almost

never tells an individual, but the informal network usually will when one is properly socialized. In conclusion, one must learn the formal network, but don't forget to take the time to learn the informal network also<sup>99</sup>.

### **2.1.5 Concept of Communication Flow**

Communication within an organization could involve different types of employees and different functional parts of an organization. These patterns of communication are called flows, and they are commonly classified according to the direction of interaction: downward, upward, horizontal, diagonal, external<sup>69</sup>. Communication flows in two major directions in an organization. They are: vertical and horizontal flows. Vertical communication flow is concerned with communication between employees at different hierarchical levels in the organization. It focuses on downward and upward communication between managers and employees. Horizontal communication is concerned with communication between employees at the same level in the organization. It focuses on communication between peers, people, at equal or very nearly equal levels in the organization. It is communication that goes across the organisation<sup>108</sup>. Types of communication flow are discussed below:

**A. Downward Communication:** The first type of vertical communication is downward communication that which flows from upper management down to the employees at lower ranks<sup>69</sup>. Downward communication generally is effective when upper levels of management are highly motivated to make it work. There are five different elements that generally flow downward in all organisations. They are job instruction, rationale or ideology or information, and feedback. Job instruction is the conveying of information to subordinates about what they are expected to do. It could be carried out by a variety of means such as direct orders, written memos, and workshops on how to do the job, and so on. The key here is that job instructions should be precise and applied directly to one's job. Rationale is the rationalization or explanation of a duty or assignment and how it is compatible with what the

personnel are already doing. Again, this could be carried out by various oral or written methods. Ideology is an extension of rationale. This type of downward communication seeks to obtain the loyalty of the employees. Ideology is the philosophy of the organisation<sup>108</sup>. It is simply to give employees needed information. Feedback is the manager's way of giving employees information about how they are doing. Feedback could take many forms, such as salary increase or decrease, a pat on the back, a termination notice, a smile, or a frown. Supervisors need to provide feedback on job performance on a regular basis so that subordinates know how to change what they are doing poorly and keep doing what they are doing well. Feedback also needs to be clear, appropriate, and with instructions on how to make any needed changes<sup>109</sup>. People at the lower levels of the organisation are dependent in many ways on the downward communication of management for their own success. However, management controls most of the means by which downward communication occurs. If that control does not permit needed information to flow to you, you must actively prompt the system to get it. It may be management's fault that the downward system is not working, but the person who receives the blame normally will be at the other end of the line<sup>108</sup>.

**B. Upward Communication:** Although upward communication is initiated by those at the lower levels of the organisation, it could be successful only if those at the higher levels are willing to allow the communication to be effective<sup>69</sup>. Furthermore, upward communication should be positive, timely, support current policies, be sent directly to the person who could act on it and also have intuitive appeal in order for it to go up the system without being stopped or ignored or sent back down. Positive communication is more likely to go up the system than negative. Many times employees think the negative will go through the system faster than the positive; however, this is not the case.

Supervisors try to prevent negative information from reaching their managers but forward the positive right up to them. If too much negative reaches a person's immediate supervisor, it looks as if the person is not doing his or her job. Managers try to "keep the noise level down" in their respective units. They don't want negatives going up so they "filter out" the negative information. They send positive information to their bosses so they are seen as doing their jobs. Hence if an individual wants a message to go up the system, he or she should couch it in positive term. A message must be sent at the appropriate time to be allowed to go on up the system. It should be timely or it may not be acted on. Messages that support current policy are much more likely to be given attention than those that are incompatible with current policy. If a message supports current policy, it is easier for management to adapt it to the system. Hence and individual should try to generate messages that are consistent with current policies. Many times messages are ignored or not acted on because they are sent to people who cannot make a decision about them. It is essential that messages be forwarded to those people who could act on them, or else communication will be ineffective.

In many organisations if a message is sent to a person who cannot act on it, it is simply discarded. It goes into the ever-popular "File 13." The person who generated the message may never know what happened to it. The best advice is: do not bother to send a message unless you know it is going to the person with authority to act with regard to it. Finally, messages that have intuitive appeal are much more likely to go up the system than those that don't. "Intuitive appeal" is an idea that "sounds good." For example, messages dealing with ideas about how productivity could be increased quickly and how more profit could be achieved without a great deal of effort, or how major problems could be avoided without a lot of expense are likely to get sent right up the system. In becoming a more-effective communicator in an organisation, one must be aware of what will come down the

system and what will go up. It is therefore important to adapt the communication so it could be used in the system and go to the correct sources. The system is not expected to change whether one likes the communication because it won't. And one cannot force inappropriate messages through the system. At every level there is another person trying to block them<sup>108</sup>.

**C. Horizontal Communication:** This type of communication flows across the organisation (from peer to peer to peer). There is much more horizontal communication in organisations on a daily basis than there is vertical. This is a function of two things: (1) There are more employees than managers, and (2) employees at the same level feel more comfortable talking with each other than with people at different authority levels. Horizontal communication often focuses on employee satisfaction and employee morale. This often is where one could establish long-lasting interpersonal relationships that could assist him or her in becoming a better employee with a better chance of survival in the organisation<sup>69</sup>. In their paper, some researchers wrote that horizontal communication falls into one of three categories:

- i. **Intradepartmental Problem Solving:** These messages take place between members of the same department in a school or division in a school-wide organisational system and concern task accomplishment.
- ii. **Interdepartmental Coordination:** Interdepartmental messages facilitate the accomplishment of joint projects or tasks in a school or divisions in a school-wide organisational system.
- iii. **Staff Advice to Line Departments:** These messages often go from specialists in academic areas, finance, or computer service to campus-level administrators seeking help in these areas. In brief, horizontal communication flows exist to enhance coordination. This horizontal channel permits a lateral or diagonal flow of messages, enabling units to work with other units without having to follow rigidly up and down

channels. Many school organisations build in horizontal communications in the form of task forces, committees, liaison personnel, or matrix structures to facilitate coordination<sup>108</sup>. Other types of communication flow are:

**D. Diagonal Communication:** Diagonal communication takes place between a manager and employees of other workgroups<sup>69</sup>. It generally does not appear on organisational chart. For instance - to design a training module, a training manager interacts with operation personnel to enquire about the way they perform their task<sup>108</sup>.

**E. Internal and External Communication:** Internal communication is within the organisation and includes cross level communication among employees. External communication consists of messages that are sent beyond the organisational framework. It is that communication flow that takes place between a manager and external groups such as: suppliers, vendors, banks, and financial institutes' etcetera<sup>110 & 111</sup>.

### 2.1.6 Principal Communication Flow

Principal-Staff Communication is also described as downward communication<sup>69</sup>. Traditional views of the communication process in school organizations have been dominated by downward communication flows. Such flows transmit information from higher to lower levels of the school organization. School leaders, from central office administrators to building-level administrators, communicate downward to group members through speeches, messages in school bulletins, school board policy manuals, and school procedure handbooks<sup>(108&109)</sup>.

Five general purposes of downward communication in a school were identified in a literature. They include:

**1) Implementation of Goals, Strategies, and Objectives:** Communicating new strategies and goals provides information about specific targets and expected

behaviours. It gives direction for lower levels of the school or school district, community college, or university.

- 2) **Job Instructions and Rationale:** These are directives on how to do a specific task and how the job relates to other activities of the school organisation. Schools, community colleges, or universities need to coordinate individual and departmental objectives with organisation-wide goals. Most school heads often fail to provide enough of this kind of information, leaving it to the individual staff member to get the big picture.
- 3) **Procedures and Practices:** These are messages defining the school organisation's policies, rules, regulations, benefits, and structural arrangements in order to get some degree of uniformity in organisation practices. In school organisations, this information is transmitted to staff members through board and organisation-wide policy manuals, handbooks, and the day-to-day operation of the school organisation.
- 4) **Performance Feedback:** Departmental progress reports, individual performance appraisals, and other means are used to tell departments or individuals how well they are doing with respect to performance standards and goals.
- 5) **Socialization:** Every school organisation tries to motivate staff members to adopt the institution's mission and cultural values and to participate in special ceremonies, such as picnics and campaigns. It is an attempt to get a commitment, a sense of belonging, and a unity of direction among staff members<sup>108 & 112</sup>.

The downward flow of communication provides a channel for directives, instructions, and information to organisational members<sup>99</sup>. However, much information gets lost as it is passed from one person to another. Moreover, the message could be distorted if it travels a great distance from its sender to the ultimate receiver down through the formal school organisation hierarchy<sup>108</sup>. In principal communication flow, information originates from the principals at the top of the school administration and flows downwards to the staff or teachers. One of the features of principal-staff communication is that management

assumes to know what is best for the school and the staff. Thus decisions are made at the highest level and let down through the schools hierarchy. In order to improve the quality of service delivery in the school system, superior-subordinate communication requires that the top management officers must give appropriate guidelines on operational strategies, instructional resources, performance standard and time frame for feedback on tasks performance to achieve the educational goals<sup>113</sup>.

Five basic requisites for superior-subordinate communication have been identified. They are:

- i. Directives for handling tasks,
- ii. Information for understanding the relationship of the tasks,
- iii. Procedures and enterprises-practice information,
- iv. Feedback about the performance of subordinates and
- v. Information about enterprise goals and in secondary school system<sup>108 &112</sup>.

It was posited that the principals when communicating information to the staff have to give instructions on how the work will be performed. They have to specify in clear terms, the precautions to be taken when handling the tasks. Adequate provision of information necessary for the understanding of the relationship of the tasks is required. The information must be clear from semantic problems by explaining various terms used and how they are related to the tasks. In order to enhance the effective communication of the message, the principals must disclose practice information. This implies that they must disclose what is on ground. This will enable the principals to disclose the procedures required for executing the tasks<sup>105</sup>. Furthermore, there should be feedback for the performance of subordinates. This will enable the principal to ascertain whether the tasks are being executed accordingly to affect necessary corrections. The communication message will embrace information on the enterprise goals. This enables the receiver of the message to focus his attention on what to do and how<sup>113</sup>.

Traditionally, downward communication was emphasized but there is ample evidence that if this is the only direction of communication in an organisation, like school, it develops a lot of problems. For instance, a study carried out by a researcher established that superior-subordinate communication is resisted if employees do not have an input in the making of the decision. It was suggested that communication has to start with the recipient, the subordinate with emphasizes on a two-way communication process. This means communication from the superior to the subordinate and the recognition that the subordinate could also initiate communication<sup>108 & 112</sup>.

As almost all individuals in an educational organization have the same craft knowledge and abilities, mutual communication is easier to achieve than in more heterogeneous groups. In a communication process, there is a constant interaction between receiver and source. In order to coordinate, manage, and influence the teachers and other employees, a principal should have knowledge of his or her teachers' thoughts, so, he or she could predict their behaviors' and responses in advance<sup>69</sup>. The quality of communication between principal and teachers enables the development of communication channels and the quality of teaching. In this two-way communication between principal and teacher, there are several duties. The principal should inform teachers about the components of the profession, policies related to education, and the success of the profession. In addition, teachers should inform the principal about their professional problems and issues with colleagues<sup>74</sup>. This two-way communication must be face-to-face<sup>108</sup>.

If principals behave improperly to their teachers and consider teachers to be beneath them, this will close all the communication channels. If two-way communication is developed between the principals and teachers in a school, teachers grow to be proud of working with their principals and school heads. This will increase awareness of the principal among teachers, and vice-versa. If this kind of communication is not developed, communication will remain a hierarchical process, gradually, closing communication channels and thwarting the school's objectives. Teachers carry great responsibility for the

well-being of society, and educational effectiveness should not be disrupted by any communicational problems with the principal<sup>74</sup>.

It was noted that in a school organization, upward communication flow refers to that which travels from staff member to the leader. This is necessary not only to determine if staff members have understood information sent downward but also to meet the ego needs of staff. Five types of information communicated upward in a school organization are as follows:

- 1) **Problems and Exceptions:** These messages describe serious problems and exceptions to routine performance in order to make the leader aware of difficulties.
- 2) **Suggestions for Improvement:** These messages are ideas for improving task related procedures to increase the quality or efficiency of organisation members.
- 3) **Performance Reports:** These messages include periodic reports that inform the leader how individual organisation members and departments are performing.
- 4) **Grievances and Disputes:** These messages are employee complaints and conflicts that travel up the school organisation hierarchy for a hearing and possible resolution. If the grievance procedure is backed up by the presence of a collective bargaining agreement, organisation members are even more encouraged to express true feelings.
- 5) **Financial and Accounting Information:** These messages pertain to costs, accounts receivable, interest on investments, tax levies, and other matters of interest to the board, central administration, and building-level administrators<sup>(108&112)</sup>.

Furthermore, it was stated that ideally, the organisational structure should provide for both upward and downward communication flows. Communication should travel in both directions through the formal school organisation hierarchy. Unfortunately, communication from the bottom does not flow as freely as communication from the top. Some barriers to effective upward communication flow in a school include:

- 1) Principals fail to respond when staff members bring up information or problems. Failure to respond will ultimately result in no communication.

- 2) Principals tend to be defensive about less-than-perfect actions. When staff members see this defensiveness, information will be withheld.
- 3) The Principal's attitude plays a critical role in the upward communication flow. If the principal is really concerned and really listens, then upward communication improves.
- 4) Physical barriers could also inhibit upward communication flow. Separating a principal from her staff members creates common problems.
- 5) Time lags between the communication and the action could inhibit upward communication. If it takes months for the principal to approve a staff member's suggestion, upward communication is hindered<sup>108 & 112</sup>.

The following are some methods of improving the effectiveness of upward communication in a school organisation:

- 1) **The Open-Door Policy:** Taken literally, this means that the principal or administrator's door is always open to staff members. It is an invitation for staff to come in and talk about any problem they may have. In practice, the open-door policy is seldom used. The principal may say: "My door is always open," but in many cases both the staff member and the principal know the door is really closed. Typically, this does not occur in a learning organisation.
- 2) **Counselling, Attitude Questionnaires, and Exit Interviews:** The principal could greatly facilitate upward communication by conducting nondirective, confidential counselling sessions; periodically administering attitude surveys; and holding exit interviews for those who leave the organisation. Much valuable information could be gained from these forms of communication.
- 3) **Participative Techniques:** Group decision-making could generate a great deal of upward communication. This may be accomplished by the use of union-management committees, quality circles, suggestion boxes, site-based councils, and the like.

- 4) **The Ombudsperson:** The use of an ombudsperson has been utilized primarily in Europe and Canada to provide an outlet for persons who have been treated unfairly or in a depersonalized manner by large, bureaucratic government. More recently, it has gained popularity in American state governments, the military, universities, and some business firms. If developed and maintained properly, it may work where the open-door policy has failed.
- 5) **The Union Contract:** A prime objective of the union is to convey to principal the feelings and demands of various employee groups. Collective bargaining sessions constitute a legal channel of communication for any aspect of principal-staff relations. A typical provision of every union contract is the grievance procedure. It is a mechanism for appeal beyond the authority of the immediate supervisor<sup>108 &112</sup>.
- 6) **The Grapevine:** Although principals may be reluctant to use the grapevine, they should always listen to it. The grapevine is a natural phenomenon that serves as a means of emotional release for staff members and provides the principal with significant information concerning the attitudes and feelings of staff members<sup>69</sup>. In short, the upward flow of communication in a school organisation is intended to provide channels for the feedback of information up the school hierarchy. Some deterrents may prevent a good return flow, but there are ways to promote more effective administrator-staff communications<sup>108 &112</sup>.

A researcher concluded that organisational structure influences communication patterns within a school organisation. Communications flow in four directions - downward, upward, horizontally and vertical. Downward communication consists of policies, rules, and procedures that flow from top administration to lower levels. Upward communication consists of the flow of performance reports, grievances, and other information from lower to higher levels. Horizontal communication is essentially coordinative and occurs between departments or divisions on the same level. Vertical communication could be flowing

downward or upward hierarchy of the university. External communication flows between employees inside the organisation and a variety of stakeholders outside the organisation<sup>108</sup>.

### **2.1.7 Concept of Decision-making**

Decisions are the ideas which turn into action and could have a positive or a negative impact because decisions are taken under uncertainty and under a risk<sup>114</sup>. Decision-making is viewed as the process of identifying and selecting a course of action to solve a particular problem. It involves a thought process of selecting a logical choice from the available options. It could also be seen as process of defining problems and choosing suitable actions from the alternatives generated<sup>115</sup>. Decision is therefore a conscious choice between two or more alternatives. It is also seen as a synthesis of a society's beliefs, an epitome of its ideology and the actionable product of its thinking; a commitment to take action; a course of action chosen from among a set of alternatives based on certain criteria<sup>116</sup>.

Decision-making, therefore, is the process of evaluating alternatives in the course of achieving an objective, where expectations of achievement cause the decision-maker to choose a course of action that will most likely bring about the desired result<sup>117</sup>. Decision is not a simple, unitary event, but the product of a complex social process generally extending over a considerable period of time. Decision processes aim to change organization, to prevent or solve a problem and to affect the personnel. Decision process includes recognition, improvement, and choosing phases. It involves determining the problem, gathering the data, creating alternatives, making decisions, practicing the decision, and evaluating the results. Furthermore, a good decision, while subject to the constraints of knowledge and resources, maximizes the well-being of those affected by it. It is also based on the information, values, and preferences of the decision-maker<sup>118</sup>.

Decision-making does not emerge from nothing. It is a kind of agreement which develops from the process of consideration, identification, analysis of many alternatives on their positive and negative aspects. This process could be done through the act of comparing,

and weighing, facts, ideas of people, and other additional information from many kinds of sources by utilizing critical, analytical, and logical point of views. Decision-making is at the core of planning. A plan cannot be said to exist unless a decision - a commitment of resources, direction, or reputation has been made<sup>119</sup>.

Decision-making is also viewed as a sequential process culminating in a single decision or series of decisions (choices) which stimulate moves or actions. The sequences of activities called decision-making result in the selection of course of action from alternative course intended bring about the future state affairs envisage. Furthermore, decision-making is the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected<sup>116 & 118</sup>. Decision-making is a flexible behavior, which means that individuals may act and decide differently from each other in similar cases<sup>118 & 120</sup>.

The decision-making process could be characterized as the process of coping with contradictions and inconsistencies that emerge over time from different sources<sup>121</sup>. Decision-making styles describe the manner in which people make decisions, react to problems, handle information and interact with others<sup>122</sup>. It was reported that the activity of decision-making is a process involving several phases. These phases are:

- a) Determining the aim and the problem,
- b) Gathering the data,
- c) Determining the possible solutions,
- d) Evaluating the alternatives,
- e) Choosing and evaluating the best alternative
- f) Practicing the Decisions and
- g) Evaluating the Results<sup>118</sup>

#### **2.1.7.1 Categories of Decision-making**

According to some authors, there are two major categories of decision-making. They are: normative and behavioral decision-making.

- 1. Normative Decision-making:** Norms are the standards which prescribe the range of acceptable behaviour within a social system. Norms influences the range of choice and govern the selection and application of means to achieve the goals. Normative decision-making deals with the quality of the decision as an act and tends to be subjective in focus. The assumption of normative approach is that the planner knows the value system, therefore, the normative decision should be the best possible choice among other alternative that deviate from norm. The comprehensive rational model of decision-making follows the normative approach.
- 2. Behavioural Decision-making:** A behavioural decision-making deals with what actually occurs and location of the actor in the system. In other words, it deals with what we actually do as opposed to what we should do. It tends to be objective in focus. The assumption in behavioural decision-making is that the knowledge is not perfect and decision makers operate in an environment that they perceive according to their own knowledge and experiences, such as environment, decision tend to be based on result of past decision and outcome. Future decisions are adapted to the socio-political culture in which they are made<sup>123 &124</sup>.

#### 2.1.7.2 Types of Decision-making Style

There are different types of decision-making. They are as follows:

- 1. Programmed and Non-Programmed Decision-making:** Programmed decisions are those types of decision-making that have laid down rules and procedures for handling them. They are not high risk decision and as such could easily be delegated. Managers and school administrators (principals and headmasters) are known to make this type of decision. Programmed decisions are also called routine decision. They are decisions that are taken every now and then. Unprogrammed decisions are uncommon and unique decisions. They are always new and are high risks in nature.

There are no laid down programmes, rules and regulations for handling the problem that could lead to such decision due to the newness. Un-programmed decision may entail greater expenses. An example of an un-programmed decision that could be taken by a school administrator manager of a firm is a decision to construct a new classroom, opening of a new branch of the school. The making of unprogrammed decision demands that administrators and managers should rely heavily on their program solving abilities creativity, intuition and tolerance. In fact, ability of managers and school administrator to make good un-programmed decision portrays their effectiveness in managing school, community, industry affairs. On the other hand, the above managers who are unable to make unprogrammed decision obviously showcase their ineffectiveness<sup>124, 125&126</sup>.

2. **Organisational and Personal Decision-making:** This is where an individual takes decision as an executive in the official capacity, it is referred to as organisational decision<sup>124</sup>. Meanwhile, when an individual takes a decision as the executive in his personal capacity (such decision that affects his personal life), it is referred to as personal decision. Sometimes these decisions may have negative effect on the function of the organisation. For instance, if the execution moves out of the organisation, the authority of taking organisational decision may be represented by another. Meanwhile, the personal decision cannot.
3. **Strategic Decision-making:** This type of decision is very important because it affects the objective, organisational goals, and other important policy matters<sup>126</sup>. These decisions usually involve huge investments or fund. It is non-repetitive in nature and are taken after careful analysis and evaluation of many alternative<sup>124 &127</sup>. This decision is taken at the higher level of managements, for example, Ministry of Education, Senate Meeting, University Board of Director, etcetera<sup>126</sup>.
4. **Individual and Group Decision-making:** Individual decisions are decisions taken by a single person, on what he or she will do or will not do, in other words, it means

taking stands in particular matter. While group decisions are decisions made by a group of people or individuals constituted in the form of standing commitment. Group decision includes a maximum number of individuals in the process of decision-making<sup>125 &126</sup>.

- 5. Major and Minor Decision-making:** Decisions are also classified into major and minor. For example, purchasing of new factory premises is an example of major decision because it is taken by top management staff of an organisation. While buying of office stationery is an example of a minor decision, this is because, the decision to buy this stationary could be taken by office of the superintendent<sup>125 &126</sup>
- 6. Tactical (Policy) and Operation Decision-making:** Policy decisions are decisions that pertain to various policy matters of the organisation. These are usually taken by the top management, usually with long-term impact on the functionary decision. This is mostly taken by industry. Examples include: decisions pertaining to location of plant, tone of production and channels of distribution<sup>124 &125</sup>. Meanwhile, operating decision on the other hand has to do with day-to-day activity carried out by a business person<sup>128 &129</sup>. This type of decision could be carried out by middle or lower-level managers in an organisation. Decision pertaining to the payment of allowances to employee is an example of policy decision. However, if the allowance is to be given to the employees, calculation of the allowance is an operating decision<sup>126</sup>.
- 7. Authoritative Decision-making:** These are decisions made in response to the authoritative from a superior officer. The authoritative type of decision-making is a decision-making process in which the manager or leader is the sole decision maker. In this decision, subordinate are bound to follow these decision regardless of whether it is beneficial to the organisation goals/Not and it does not follow if the manager or leader has all the information and expertise required to make a quick or appropriate decision<sup>124 &126</sup>. Authoritative decision-making is associated with a

leader having a total control and ownership in making decisions in the organisation. Here the leader makes decisions with no consultation or suggestion of ideas from his subordinates. This style works well when decisions have to be made quickly and in emergency situations<sup>128</sup>.

**8. Participative Decision-making:** This means direct involvement or engagement of employees towards applying ideas, expertise, and efforts in solving organizational problems and achieving its goals or objectives. It is the distribution of power between employer and employee in decision-making processes, either through direct or indirect involvement. It represents the combination of task-related practices, which is aimed at maximizing employee sense of involvement at their work place and their commitment to the wider school organization<sup>114</sup>. Participative decision-making is sometimes used interchangeably with employee involvement, employee participation, and employee engagement and employee empowerment. It is the process of involving employees in decision-making and problem-solving mechanisms of an organization as well as sharing information among them to come up with more creative ideas to achieve organizational objective<sup>130</sup>.

Participative decision-making refers to leaders' encouragement and use of team members' input when making decisions. It encourages upward voice defined as a discretionary and informal form of upward communication that assess to what extent employees "voluntarily communicate suggestions, concerns, information about problems, or work-related opinions to someone in a higher organizational position<sup>131</sup>. Participation allows staff to share influence among them who are not hierarchically equal, and participative management practices help to maintain a balance on the involvement of school managers as well as teachers in the routine tasks and activities related to the job<sup>132</sup>.

Participative decision-making refers to a collaborative process, joint consultation, or joint decision-making with the employees' organizational decision-

making<sup>133</sup>. It also refers to the totality of forms, that is, direct (personal) or indirect (through representatives or institutions) and of intensities, that is, ranging from minimal to comprehensive, by which individuals, groups, collectives secure their interests or contribute to the choice process through self-determined choices among possible alternatives or actions during the decision-making process. It is also viewed as shared influence of school heads and members of staff in a school organisation<sup>134</sup>.

Participative decision-making is a process of involvement among employees and administration in sharing information processing, Decision-making and problem solving in an organization. This process allows employees to exert some influence over their work and the conditions under which they work. It is a special form of delegation in which the teachers gain greater control, greater freedom of choice with respect to bridging the communication gap between the school heads and the teachers. It refers to the degree of teachers' involvement in a school's strategic planning activities<sup>135</sup>.

Participation is best when groups are involved, and the individual is given the freedom to exercise more independent judgment<sup>136</sup>. Participative decision-making process is a degree of autonomy where employees involve in organizational activities such as planning, directing among others to promote organizational commitment and productivity individuals or groups could have a voice in decision-making. In this process, the views of the members of staff are valued, recognized, and decisions are taken together<sup>137</sup>.

- 9. Consultative Decision-making:** This type of decision is made in consultation with subordinates<sup>125, 126&127</sup>. A wise manager or leader is one who consults subordinates when he or she thinks they have expertise to offer<sup>124</sup>. Consultative decision-making is said to occur when the leader asks for advice and opinions from his subordinates, and makes the decision himself. As in the authoritative decision-making style, responsibility remains with the leader. If the subordinates are expertise or have

information that will help makes a more effective decision, a wise leader may seek advice or information from the subordinate. But this would be s the subordinates understand the phenomena perfectly, unless it could lead to grudge or disappointment<sup>124 &128</sup>.

**10. Delegative Decision-making:** In delegative decision-making, the manager or leader delegates the responsibility of making decision to one or more subordinates<sup>128</sup>. This type of decision-making is usually adopted by a manager or leader who is quite confident of the capabilities of his or her subordinates<sup>124, 125&126</sup>.

**11. Facilitative Decision-making:** This is where managers or leaders work hand in hand with the subordinates to arrive at a decision. The subordinates are believed to be expertise as well as have access to the information required to make decision<sup>124 &125</sup>. This approach could be useful when the risk of wrong decision is very low as it is a great way of involving and encouraging subordinates in the operation of the organisation. This decision style could actually be very empowering to subordinates<sup>129</sup>.

**12. Spontaneous Decision-making:** Spontaneous decision-making is hallmarked by making snap and impulsive decisions as a way to quickly bypass the decision-making process. In other words, spontaneous decision makers are characterized by the feeling of immediacy favouring to bypass the decision-making process rapidly without employing much effort in considering their options analytically or relying on their instinct<sup>138</sup>. Spontaneous decision-makers need to make the final decision in the shortest possible time. The individual (in this case the principal) is quick when making the decision without carefulness, are usually impatient and indecisive and could avoid exploring alternatives. Further, it is characterized by impulsive and hasty decision-making, that decides to please others and settles on the most immediate pleasing choice rather than taking time to think through the decision-making process in a logical way<sup>139 &140</sup>.

**13. Avoidance Decision-making:** This is characterized by its tendency to procrastinate and postpone decisions if possible<sup>138</sup>. Furthermore, principals using this style do not want to make a decision and use strategies centred on not making full decisions. The decision maker (in this case, the principal) is at the point of postponing the task or assigning the responsibility of making a decision choice to someone else which usually could be as a result of lack of self-confidence in making decisions. If the risks are very high, and individuals need to make decisions under time pressure, they may display high stress levels<sup>139</sup> &<sup>140</sup>. Avoidant decision-making is therefore a tendency to avoid making decisions wherever possible, and gives the responsibility of making choices and decisions on other individuals<sup>140</sup> &<sup>141</sup>. Avoidance decision-making would portray principals with lack of confidence in the decision-making ability<sup>141</sup>.

### **2.1.7.3 Barriers to Decision-making**

It was observed that some organization, community individual and industry seem to be able to make big decision on the spot without proper consultation on their members or expertise in the area which they want to take decision. This has resulted to a lot of barriers like: bad idea; power and politic; inadequate information; time pressure or environmental factors in decision-making; expecting ease; personal bias; fear of failure; and lack of support<sup>124, 125&126</sup>. A literature examined “the types and barriers of effective decision-making in institutional policy and management”. The paper also x-rays the meaning and concept of decision-making. The paper as well looked at two major categories of decision-making and types of decision-making. The paper as well examined the barriers of decision-making. The paper looked at why we make decisions, as well as the decision-making in educational sector, conditions of decision-making in education, decision-making skills in education and

the effects of decision-making. The paper also looked at the barriers of decision-making. The paper further examined the management and implementation of decision-making in an organization, it concluded and made some recommendation that management of institution should always bring in expertise that will help to advise them on decision-making before they carry out any decision and many more<sup>124</sup>.

### **2.1.8 Concept of Decision-making in School**

Decision-making in the school system is the duties of the school administrators or school heads. It is the responsibility of the principals or headmasters to draw the programmed of school activities and make decision as to when and how to implement them so as to achieve the school objectives<sup>124</sup>. Decision-making in school system was categorized into four as follows:

- 1. Intermediary Decision:** This type of decision does not originate with the principals or headmaster. It is normally delegated to him or her by a superior in educational hierarchy. For example, a decision could be a directive from the school's board to the principal or headmaster not to allow any student owing school fees and or any other fees to seat for exams. Because of this, in most cases, you see principal or headmaster say words like "I am directed", or "I am instructed to" this is used in the course of convening this type of decision in schools always. And some of this decision could be frustrating to the school principal or headmaster, especially when the effect of the decision is uncertain or will create negative impact on the superior<sup>124 &125</sup>.
- 2. Appellate Decision:** It is regarded as appellate when they are taken in respect of case brought by subordinates. These types of decisions are the ones made to settle conflicts brought by teachers, students and other members of the school staff. Appellate decisions are also requests from the principals or headmaster to the superior body (state educational management boards), for certain action to be taken in school. It is in the form of report of incidents that happened in schools that require

an urgent attention of the superior body. This type of decision is made with regards to significantly improve some aspects of education like; the curricular, programmes, and admission etcetera For this decision to be effectively made; the educational administration must have insights, imagination, vision, initiation and courage<sup>124 &125</sup>.

**3. Generic Decision:** This type of decision comes as a result of a general group of educational problems that occur regularly. It may be intermediary and appellate in nature. They confront school principals and headmaster at the time such decisions are needed. When a principal or headmaster implements policy mandated by the school boards, monitors absenteeism among teachers, settles students-teachers, students-students, teachers-teachers conflicts and interprets disciplinary procedures<sup>124 &125</sup>.

**4. Unique Decision:** These are innovative decisions that require going beyond laid down procedures in order to arrive at a solution. In this type of decision, the problems are exceptional and are not solved by a generic principle or rules. Principals and headmasters could embark on unique decision in such problems like trying to provide for an important part of the curriculum that is missing and other rare events<sup>124, 125&142</sup>.

#### **2.1.8.1 Decision-making Skills in School**

For the fact that principals of schools are always faced with circumstance whereby they must make or take decision in issues, it is very important that they possess certain skills that would enable them make effective decision<sup>125</sup>. Five of such skills have been identified as follows:

- i.** Skills in differentiating among types of decision;
- ii.** Skill in determining the amount and type of information needed to reach a decision;
- iii.** Skill in determining the appropriate involvement of other people in reaching decision;
- iv.** Skills in establishing priorities for action; and

- v. Skill in anticipating both intended and unintended consequences of decision<sup>124, 125&143</sup>.

### 2.1.8.2 Conditions of Decision-making in School

It was noted that there are three main conditions under which educational administrator managers make decision and they are conditions of certainty, uncertainty and risk:

- a Certainty:** Under this condition, a school administrator manager has enough information and sufficient time to make decisions. Base on this, he or she has complete knowledge of the outcome of his or her decision in advance. He also has the knowledge of the probable outcome of each alternative.
- b Uncertainty:** In this type of condition, the principals or headmaster does not have the sufficient information to make decision and does not know the exact probability attached to available alternatives. And he or she is not sure of the anticipated outcome or results or consequences of the decision.
- c Risk:** This is the condition whereby the decision makers do not have the knowledge of possible outcome of each alternative. Nevertheless, because decision must be made, under this condition, the decision makers are at risk and he or she does not have choice than the risk<sup>124 &125</sup>.

### 2.1.8.3 Effects of Decision-making

According to a researchers and authors, the effects of decision-making include:

1. It encourages staff to function at their best.
2. Disciplining and effective relationship among staff of an organisation. For example, in the cause of school administration, the school could find themselves uncertain about the cause and effect relationship and or outcome preferences, rendering their decision-making even more difficult. Decision by school administrators could involve a wide range of issues including curriculum planning, motivation of staff, students discipline, facilities, services management, school community relations, and

conflicts resolutions. In order to effectively address issues like this, good number of management staff should be considered like head of department, etcetera<sup>124, 125&144</sup>.

3. It directs: The day to day running of an organisation. After decisions are made, all members of the organisation involved and affected need to support the implementation of the decision. Some often do not support the implementation because they neither understand the decision nor participated in it. Because of this, they don't contribute to the day to day running of the organisation<sup>124, 125&128</sup>.
4. It helps people in the organisation to make fewer mistakes. This is because there are laid done principles on how things should be done in an organisation, when member of staff considers this, he or she will not do things the way he thinks he should do them. This is because some staff in an organisation do things the way it will favour them and not the way it will favour the organisation<sup>124 &125</sup>.
5. Delegation will be easier and more effective<sup>128</sup>.
6. Teachers' satisfaction and engagement will improve<sup>124 &145</sup>.
7. Commitment will be very stronger. Teachers are most committed when they believe decisions are made using a logical, information and fair process with their interest represented. On the other hand, if teachers believe the decision and process were careful and thorough, they will support the decision even when the decision turns out to be stupid<sup>124, 138&145</sup>.

## **2.2 Theoretical Framework**

This study was guided by the following theories:

### **2.2.1 Side Bet Theory**

### **2.2.2 Two Step Flow Theory**

### **2.2.3 Theory X and Y**

### **2.2.1 Side Bet Theory**

This theory as stated by theorist in 1960 holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they will be willing to leave the organisation<sup>146</sup>. The “side-bet” theory was supported by other theorists by describing organizational commitment as a behavior “relating to the process by which individuals become locked into a certain organization and how they deal with this problem<sup>147</sup>.” This behavioral aspect of organizational commitment is explained through calculative and normative commitments. The calculative or normative perspective refers to an employee's commitment to continue working for the organization based on the notion of weighing cost benefits of leaving an organization.

Organizational commitment is described as a “behavioural intention or reaction, determined by the individual's perception of the normative pressure. Organizational commitment was initially viewed as two dimensional namely, affective and continuance by some theorists. They defined the first dimension, namely affective commitment as “positive feelings of identification with, attachment to and involvement in the work organization”, and they defined the second dimension, namely continuance commitment as “the extent which employees feel committed to their organization by virtue of the costs that they feel are associated with leaving”. After further research, they added a third dimension, namely normative commitment. They defined normative commitment as “the employee’s feelings of obligation to remain with the organization”. Consequently, the concept organizational commitment is described as a tri-dimensional concept, characterized by the affective, continuance and normative dimensions. Common to the three dimensions of organizational commitment is the view that organizational commitment is a psychological state that characterizes organizational members' relationship with the organization and has implications for the decision to continue or discontinue membership in the organisation<sup>2 &6</sup>.

### **Relevance of the Theory to the Study**

Teachers are the workforce of secondary school organizations. They teach and prepare the students to learn and become better citizens in the nation contributing their quota to the betterment, improvement and development of the country. However, if these teachers are not satisfied and valued in the school organization, they become less committed to the school. There is also a great tendency for them to leave the organization. This theory is therefore relevant in the sense that all that needs to be put in place to ensure teachers retain that sense of belonging in the school should be put in place to enable them stay and add value to the effectiveness of the school and society at large.

### **2.2.2 Two Step Flow Theory**

The two-step flow theory was first introduced by theorists in 1944 in the people's choice<sup>148</sup>. It was elaborated by another theorist in 1957<sup>149</sup>. Their study focused on the process of decision-making during a presidential election campaign. The researchers expected to find empirical support for the direct influence of the media messages on voting intentions. They were surprised to discover, however, that informal, personal contacts were mentioned far more frequently than exposure to radio or newspaper as sources of influence on voting behavior. Armed with this data, they developed the two-step flow theory of mass communication. This theory asserts that information from the media moves in two distinct stages. First, individuals (opinion leaders) who pay close attention to the mass media and its messages receive the information. Opinion leaders are quite influential in getting people to change their attitudes and behaviors and are quite similar to those they influence. The two-step flow theory has improved the understanding of how the mass media influence commitment and decision-making. The theory refined the ability to predict the influence of media messages on audience behavior, and it helped explain why certain media campaigns may have failed to alter audience attitudes and behaviour<sup>150</sup>.

#### **Relevance of the Theory to the Study**

The theory is relevant to this study in the sense that it shows the power and influence of communication from leaders on the commitment, behavior and attitude of those they

influence or communicate to. In this study, it depicts the influence of principals' communication flow on the attitude and behavior of their teachers. The attitude of teachers will invariably determine their commitment to the school organization they are attached to. Therefore, management and leaders of school organizations should be well informed on communication practices that improve teachers' commitment and performance.

### **2.2.3 Theory X and Y**

The theory of human engineering as set by a theorist provided an insight into the nature of human beings. The theorist categorized the nature of human beings into two categories: theory X and theory Y<sup>151</sup>. Theory X view man as lazy and bad while theory Y posits that people in an organization will see the manager as he sees them. Therefore, cooperation, supportiveness, commitment will depend on the situation. Theory X represents laissez faire climate. Principals of secondary schools who adhere to the laissez faire climate will most likely employ the following communication behavior in their schools:

1. Information will flow in a downward direction. This means that the information will flow from the principal to the last man in the hierarchy.
2. Decision-making will be concentrated in the hands of a few people near the top of the school. Moreover, there may be concentrate arrangement or sitting during decision-making.
3. Upward communication will be limited to suggestion boxes and spy system.
4. Little interaction with teachers takes place with fear and distrust.
5. Downward communication is limited to informative messages and announcements. This means that the principals only come around to dictate to teachers what are to be done and not to be done.
6. Since upward communication does not exist, decision-making is usually based on partial, often, inaccurate information.

The application of theory X has some unpleasant consequences to the principals. This implies that the use of this approach in the school system will not enhance conducive

administrative climate. This is because there will be atmosphere of distrust, fear and misunderstanding. In secondary system, this condition cannot produce conducive administrative climate for its sustenance. The teachers in such schools will not regard the school work as “our work”. They will always be regarding the school work as “their work”. This state of affairs implies that the teachers are not at all that concerned with the progress of the school because they are disenchanted with the situation. On the other hand, theory represents the reward climate. The principal who adopts theory Y or reward climate will most likely be responsible for the following communication behavior.

1. Decision-making is spread throughout the organisation. Input emanate from members of the staff.
2. Messages move up, down and across the organisation.
3. Feedback is encouraged
4. Since communication is spread throughout the organisation, it becomes most likely that information delivery will not be partial it is also likely to be accurate.

The adoption of theory Y in the school system will make the communication system to be open, in atmosphere of trust and reciprocity. This will encourage enduring intimacy, thus promoting conducive administrative climate. Work could be intrinsically motivating depending on the teachers’ perception of the administrative climate in the school<sup>152</sup>.

### **Relevance of the Theory to the Study**

The theory shows that when principals adopt the right communication patterns and managerial styles, teachers’ commitment and performance is drastically improved. This is because, in secondary schools, teachers’ performance is affected by a lot of pertinent organisational considerations such as principals’ communication patterns, structurally relationship, decision-making and planning and control processes.

## **2.3 Review of Empirical Studies**

### **2.3.1 Principals’ Communication Flow (Upward and Downward) and Job Commitment among Secondary School Teachers**

A study showed that the level of teachers' job commitment to school could be as a result of bad communication flow in secondary schools in Osun State. The summary of percentage distribution of principals and teachers to teachers' commitment to school reflects very low commitment 29%, low commitment 45% and high commitment 26%. This showed that teachers have low a level of commitment to their various schools and activities in their schools. It was further revealed that teachers do not have emotional attachment to their schools neither are they ready to do extra job for the progress of their schools. This could have been because of poor communication flow and system in school among other factors<sup>21</sup>.

A study examined the relationship between principals' communication styles and teachers' job commitment in secondary schools in Osun State, Nigeria. Correlational survey research design was used for the study. The study population comprised of six thousand, nine hundred and twenty two (6, 922) secondary school teachers and four hundred and sixty six (466) principals in the State. However, a sample of seven hundred and twenty (720) teachers and thirty six (36) principals were drawn through purposive and simple random sampling techniques respectively. From the thirty (30) Local Government Areas (LGAs) in Osun state, about nine LGAs were selected using the simple random sampling method. Four schools were also sampled from each LGA using simple random sampling method to make a total of thirty six (36) schools. A principal and twenty teachers were selected from each of the 36 schools respectively to make up the sample size of the study. Two questionnaires titled – “Principals’ Communication Styles Questionnaire (PCSQ)” and “Teachers’ Job Commitment Questionnaire (TJCQ)” were used for the study. The hypotheses formulated were tested at 0.05 level of allowance. Data were analyzed using descriptive and inferential statistical techniques such as frequency counts, percentages, and Pearson’s Product Moment Correlation.

The results indicated that aggressive communication style was negatively related to teachers’ job commitment to school and positively related to teachers’ commitment to teaching and learning, but had no significant relationship with teachers’ commitment to the

teaching profession. There was a positive relationship between open communication style and teachers' commitment to school, negative relationship to teachers' commitment to teaching and learning, but no relationship with teachers' commitment to the teaching profession. Negative relationship existed between inclusive communication style and teachers' commitment to teaching and learning, but positively related to teachers' commitment to school but not related to commitment to the teaching profession. There was no relationship between assertive communication style and teachers' commitment to teaching and learning, teachers' commitment to school and the teaching profession. It was recommended based on the results of the study that secondary school principals should carefully choose their communication styles in order to ensure that teachers are committed to their duties<sup>22</sup>.

In research, it was stated that teachers' job satisfaction has been the subject of research but little attention has been paid to the effect of principal-teacher communication on teacher job satisfaction in the United Arab Emirates. The research investigated the effect of principal communication on teacher job satisfaction, and provides suggestions to improve principal-teacher communication process in cycle 1 schools in Al Ain city. It answered questions about principals' communication practices, teachers' satisfaction levels, the most effective principal-teacher communication practices which lead to high teacher's job satisfaction, and differences based on the principals' gender in communication with teachers. To achieve the goals of this research, an accessible population of one hundred and ninety six (196) teacher participants was used, from eight different cycle 1, government schools in the Al Ain Educational Zone, in the Emirate of Abu Dhabi. Of the principals, three were male and five were female. A quantitative methodology used a five Likert scale questionnaire (from Never to Always). The study revealed that a significant relationship exists between principal-teacher communication practices and teachers' job satisfaction. Moreover, there was a difference between teachers' satisfaction and male and female principals' communication practices. Teachers' recommendations to improve principal-

teacher communication in a way that increases their job satisfaction provide new insights in the United Arab Emirates context<sup>74</sup>.

A study was carried out to examine the role of effective communication on organizational performance, Nnamdi Azikiwe University, Awka. The problem that led to the study is the disputes and delays in the access to information that would increase performance of staff. The survey research method was adopted for the study and the study relied much on secondary and primary data. The population of the research work was drawn from the Academic and Non-academic staff of Nnamdi Azikiwe University, Awka. The population is made up of one hundred and seventy (170) non-academic and one hundred and thirty (130) Academic Staff. The sample size of one hundred and sixty six (166) was determined using Taro Yamane technique and stratified random sampling. Chi-square  $X^2$  was used to analysis the hypotheses. For instance, there is a significant relationship between effective communication and employee performance in Nnamdi Azikiwe University, Awka. The findings from the study show that effective communication is the remedy to effective and efficient management performance of employees in an organization. The researcher recommended based on the results of the study that there is need for every organization to endeavour and make effective communication an essential integral part of its management strategies and map out a strategic ways of storing information's; for this will also reduce loss of essential information and it will help to minimize organizational conflict, less misunderstanding and enhance information management<sup>88</sup>.

A study was undertaken to investigate the communication skills needed by principals for effective management secondary schools in Anambra State. A descriptive survey research design was employed for the study. It was guided by two research questions and two null hypotheses. The population of the study comprised of one hundred and three (103) principals and one hundred and three (103) vice principals in Onitsha, Otuocho and Aguata Education zones in Anambra State. All the principals and vice principals were used because of their size. This gave a total of two hundred and six (206) respondents. An

instrument constructed by researcher, titled: “Communication Skills Questionnaire (CSQ)” was used for data collection. Three experts validated the instrument, two experts from Educational Management and one expert from measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability was established using a test-re-test method it yielded 0.81 correlations, coefficient using Cronbach’s Alpha method. Mean and standard deviation used to analyze the data collected. The result of data analysis revealed the problems caused by poor usage of communication skills to include - low of standard of education; hindrance to educational policy implementation; misunderstanding and lack of unity of purpose in the school. Based on these findings, it was recommended amongst others that there should be use of clear and concise language by principals, constant use of face-to-face communication and principals being active listeners<sup>105</sup>.

A study was done to determine the role of effective channels of communication in university administration. The paper also examined organizational structure, types and directions to channels of communication for effective university administration. It was concluded from the findings of the study that university administration is successful through communication flow in four directions – upward, downward, horizontal and vertical. It was recommended amongst others that administration in universities could be improved through directions to channels of communication in Nigeria<sup>108</sup>.

A similar study was implemented on the influence of organizational communication and teachers’ productivity in secondary schools in Ondo State, Nigeria, the results obtained on principals’ communication strategies indicated that the level of principals’ effectiveness were 60% and above in the use of the following communication strategies: circular letters, text messages, staff meetings, employees’ association, suggestion box and internal memos. The results also reflected the level of principals’ effectiveness in notice boards and bulletin or newsletter while few showed strong commitment to seminars or workshops and very few effectively utilized e-mails.

It could be deduced that most principals placed high premium on the use of communication strategies as vital tools and driving force in creating enabling working environment and coordinating teachers' instructional tasks performance to achieve the desired results in secondary schools<sup>113</sup>. This result is supported by researchers who found that effective communication channels foster interpersonal relationships, cross-fertilization of ideas, problem-solving and the achievement of educational goals in secondary schools in River State, Nigeria<sup>153</sup>. However, the 47.4% recorded in seminars or workshops implied that principals still need to strive harder in the task of building teachers' capacity for optimal performance. The findings on principals' ratings of teachers' productivity indicated that teachers were effective in adherence to time-table, lesson planning, use of prescribed textbooks, research, students' motivation, continuous assessment and performance feedback. It could be deduced that majority of the teachers responded positively to appropriate use of communication strategies to improve tasks performance. However, the level of teachers' effectiveness was below average in the use of instructional materials, classroom management and students' discipline. The relatively low level of teachers' effectiveness in these three key aspects of instructional tasks could have negative impact on students' academic performance in secondary schools. Furthermore, the result of data analysis showed that there is a significant relationship between principals' communication strategies and teachers' productivity. This implied that most of the principals were effective in the use of communication strategies which enhance teachers' productivity which indicated teachers' adherence to time-table, lesson planning, usage of prescribed textbooks, research, students' motivation, continuous assessment and performance feedback which serve as driving force and contribute largely to teachers' productivity. The viewpoints expressed by teachers indicated that the major constraints in communication which often hinder teachers' productivity are: poor internet connection, delay in information processing, inconsistent communication, lack of facilities maintenance and lack of maintenance funds. Also, only few of the principals showed strong commitment to seminars or workshops, which implied

low capacity building of teachers in secondary schools. The identified deficiencies constituted impediments to communication and would no doubt demoralize teachers and could cause setback in the implementation of the curriculum<sup>113</sup>.

Another study on the impact of formal and informal communication in organizations a case study of government and private organizations in Gilgit-Baltistan reported a significant impact of university heads communication patterns on employees' performance in the study area<sup>154</sup>.

A study assessed the role of communication flow in creating industrial harmony in tertiary educational institutions in Akwa Ibom State, Nigeria. The research method used for data collection was opinion survey. Personal interviews were conducted with the management and union leaders in the institutions. Purposive and systematic sampling procedures were used for selecting samples for the study. The data collected from personal interviews were analyzed qualitatively using explanation building based on the research question. The data from the questionnaire were analyzed in simple percentages and the hypotheses were tested using Pearson Product Moment Correlation. The major findings were: the prevalent communication flow patterns in the tertiary educational institutions in Akwa Ibom State of Nigeria are formal and informal. The communication flow patterns are characterized by vertical downward, upward and horizontal flow patterns. Vertical downward flow dominates. It was revealed that within 65% to 70% of respondents in the three tertiary institutions perceived that communication flow patterns are inadequate to guarantee institutional harmony in the tertiary institutions. The hypotheses tested show that effective communication flow patterns influence institutional harmony positively. It was recommended that communication audit should be carried periodically followed by communication training to maintain effective communication flow. Furthermore, the management of these institutions should encourage their employees to participate effectively in decision-making<sup>155</sup>.

A study was carried out to determine the extent to which principals' communication strategies contributes to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State. A self-administered questionnaire tagged 'Principal's Communication Strategies and Teachers' Job Performance (CSTJPQ)' was used to collect data from a randomly selected one hundred and ninety-one (191) teachers. Descriptive analysis and inferential statistics (Multiple Regression Analysis and Pearson's Product Moment Correlation Coefficient) was used to analyses the information generated from the questionnaire. The result shows that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies. A positive significant relationship was found between principals' communication strategies and teachers' job performance in secondary schools. It was also found that socio-demographic variables (gender, marital status and qualification level) accounted for below average percent variability of teachers' satisfactions' level of principal communication strategies respectively. The most potent predictor of teachers' satisfactions level on principal communication strategies among the predictor variables of the study was gender, followed by academic qualification and lastly by marital status. The paper concludes that assessing teachers' performance in an academic institution is as important as assessing learning in pupils and students; and that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources<sup>156</sup>.

A paper investigated ineffective communication among educators' teaching performance in Fezile-Dabi District, Free State Province, South Africa. The study utilized a qualitative paradigm. Open-ended questionnaires were used as a research instrument to collect data from six purposively selected educators in one primary school. The findings revealed that working with authoritarian principals is a major debilitating factor because there is no effective communication. As a result, there is low morale, conflicts and job dissatisfaction, which contribute to a deterioration of the culture of learning and teaching

because educators are deprived opportunities to participate in school restructuring processes. Furthermore, research participants stated that owing to a toxic environment and the unhealthy relations they have with the principal, their psychological well-being has been adversely affected. In conclusion, when there exists ineffective communication among educators, stress, depression and insomnia are most likely to occur. Given that authoritarian leadership styles could be destructive in any organization, the recommendations are that professional development and support for the principal from the district is a necessity in the democratic dispensation<sup>157</sup>.

A study was carried out with the aim to understand the nature of principal-teacher communication; teacher perceptions of a better communication process with their principal generally indicate the importance of supportive communication patterns in a school organizational setting. As a qualitative study, the research was conducted in a Turkish primary school characterized as an ordinary urban school. The study revealed that teachers perceived the school's actual communication as being generally inefficient. In other words, the school principal didn't adequately use the communication process to develop teacher collaboration and improve school activities. This qualitative study suggested that teachers tend to have a negative attitude towards their school principal's communication style. The majority of teachers interviewed described the school principal's communication style as disturbing and aggressive. Some teachers described their principal's communication style as authoritative and aggressive, while some complained about the principal's limited communication. Similarly, interviewed teachers described the school principal as egocentric and annoying in terms of his attitude during meetings.

The study also showed how teachers felt about the school principal's verbal and nonverbal communication. The study's findings showed that the school principal should be aware of the power of words. It could be said that "what you say is as important as how you say it." Because the principal serves a managerial function, communication should be clear while fostering positive interpersonal relationships in the school. Thus, the school

principal's discourse is much more powerful than many other aspects of school life. The results revealed that teachers commented on the school principal's communication style with respect to instructional issues. Approximately, half of interviewed teachers get annoyed when the school principal tried to sermonize to them. Additionally, some teachers stated that there was a communication overload in the school.

There are many reasons why communication overload develops in modern organizations, such as too many communication channels, including too many messages at the same time. However, the school principal's communication style could play an important role in transferring crucial issues and avoiding communication overload. The results demonstrated that half of the participant teachers perceived their school principal's communication style in the decision-making process to be patronizing, and that the principal ignored them. In addition, the school principal rarely took into consideration the teachers' opinions. According to the results, the school principal asked for teachers' opinions only during formal meetings. A school is an organization in which informal communication between people is crucial for attaining organizational goals. In this regard, the school principal should be able to use both formal and informal communication patterns to create a positive school environment and boost teacher job satisfaction. One of the most interesting results from the study is that the majority of teachers perceived the school principal communication style in disagreements as aggressive.

This result showed that the school principal's aggressive behavior may prevent teachers from explaining their opinions and participating in school decision-making processes. Consequently, a school principal's aggressive and authoritarian communication style might produce a closed school climate in which all participants cannot share in and support the school vision. It should be noted that teachers had not only negative opinions about the principal's communication; they expressed several positive opinions as well. Still, according to the results, the majority of respondents felt that the principal maintained insufficient listening skills, and teachers indicated that their school principal didn't make

eye contact during conversation. On the other hand, some teachers reported that the principal was good at listening to them by using nonverbal expressions such as gestures and mimics. This difference in teachers' perceptions of the school principal's communication may be attributed to the multidimensional characteristics of personal communication and teacher's individual differences.

The school in this study has unique organizational and managerial features which could be different in another school setting. As a qualitative investigation, this case study and its results should be assessed with respect to its own reality and limitations in terms of generalizing. The findings from the study strongly point out the need to develop an interaction between principal and teachers that could allow for open two-way communication. It might also be suggested that the school principal needs an opportunity to develop his interpersonal communication skills for establishing clear, meaningful and two-way communication with teachers. Development of such skills may also include building open communication between the school principal and school stakeholders. It's clear from this research that teachers' expectations of good interpersonal communication with the school principal may be varied<sup>158</sup>.

A study investigated the influence leaders' communication pattern has on lecturers' job performance in Kwara State Colleges of Education, Nigeria. Using the descriptive survey method, the population of the study was made up of all lecturers and students of the existing three state government owned Colleges of Education in the state. Five hundred respondents were sampled from the Colleges using proportional simple random sampling method to select 200 academic staff and 300 students from the Colleges. Four research hypotheses were formulated while two validated instruments titled "Provosts' Communication Styles Descriptive Questionnaire" (PCSDS) and "Teachers' Effectiveness Descriptive Questionnaire" (TEDQ) were designed to elicit information from both lecturers and students. Pearson product moment correlation coefficient statistics was used in order to validate the assumptions.

The results of the investigation revealed that: a significant relationship existed between leaders' democratic communication pattern and lecturers' performance; leaders' Autocratic pattern did not significantly relate to lecturers performance; leaders' laissez faire pattern not significantly related to lecturers' performance and that leaders' communication pattern significantly related to lecturers' performance. The study concluded that leaders' pattern of communication significantly enhanced lecturers performance in Kwara State Colleges of Education and recommended that leaders should as much as possible engage in democratic communication pattern in order to facilitate the achievement of the stated aims and objectives of the institutions<sup>159</sup>.

A study investigated the relationship between principals' communicative and decisional ethical leadership behavior and teachers' job performance in public secondary schools Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of allowance. A correlational survey research design was adopted for the study. The population of the study consist all the six thousand, three hundred and eighty two (6, 382) teachers in the six (6) education zones of Anambra State. A sample size of six hundred and ninety-two (692) teachers was drawn using stage sampling method. Two sets of researchers'- developed instrument titled Principals' Communicative and Decisional Ethical Leadership Behaviour Questionnaire (PCDELBQ) and Teachers' Job Performance Questionnaire (TJPQ), validated by three experts were used for data collection. The internal consistency of the instruments was ascertained using Cronbach's Alpha method and this yielded reliability coefficients of 0.884 and 0.881 for PCDELBQ and TJPQ respectively. Data obtained from the field were analyzed using Pearson's Product Moment Correlation Coefficient.

The findings of the study indicated that there is a medium positive and significant relationship between principals' communicative ethics, decisional ethics and teachers' job performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that The Ministry of Education and other agencies controlling

secondary education in the state should encourage and motivate principals who consistently exhibit ethical leadership behaviors in communication and decision-making in their schools. The state government and agencies in charge of education such as the Ministry of Education and Post primary School Service Commission (PPSSC) should constantly organize regular training and development programmed in form of seminars and workshops for principals on the need to be ethical in their leadership so as to foster a good relationship with their teachers<sup>160</sup>.

A study identified the communication styles adopted by principals in secondary schools in the study area. The study employed survey research design. The study population comprised of six thousand, nine hundred and twenty-two (6, 922) secondary school teachers and four hundred and sixty six (466) principals in Osun State while the sample for the study consisted of seven hundred and twenty (720) teachers and thirty six (36) principals. From the thirty (30) Local Government Areas (LGAs) in the State, nine LGAs were selected using simple random sampling method. From each of the nine LGAs, four schools were selected also using simple random sampling method. The principal and twenty teachers were selected from each of the thirty-six (36) schools using simple random sampling method. Two instruments were used for the study, namely; Principals' Communication Styles Questionnaire for Principals (PCSQP) and Principals' Communication Styles Questionnaire for Teachers (PCSQT). Data were analyzed using frequency counts and percentages. The results showed that the common communication styles adopted by secondary school principals in Osun State were inclusive, open and assertive communication styles in that order.

The results further showed that only a few secondary school principals adopted aggressive communication style in their various schools. The study concluded that principals' communication styles play important roles in the smooth running of schools as well as enhancing school effectiveness. The study recommended that secondary school

principals should be encouraged to adopt communication styles that will enhance smooth administration of their schools<sup>161</sup>.

Research scholars stated in their research work that communication strategies and skills supported by mutually supportive management tools are one of the managerial skills that must be mastered by private university leaders. Leadership communication skills and style will form organizational communication patterns that will become the foundation for a healthy and effective organizational climate to develop its vision and mission. This research is done by using case study method at some private university which is representation of private university profile in West Java. The research results indicated that communication pattern of private university leaders is still conventional, that is following the existing organizational structure, along with some informal communication form. Leadership communication skills are diverse, and include organizational communication skills, interpersonal communication, group communication, and social communication. All types of skills are required, but there are still some skills that have not been done optimally, such as group communication skills and social communication skills<sup>162</sup>.

A study was implemented to investigate the influence of effective communication on organizational performance Ndorama Eleme Petrochemical Limited. The study adopted a descriptive research design. The population of the study consisted of one hundred and ten (110) of selected staff – sixty-four (64) Operational and forty-six (46) Strategic Staff in Ndorama Eleme Petrochemical Limited in Port Harcourt. The sample size consisted of seventy-two (72) staff – forty-four (44) operational and twenty-eight (28) strategic staff based on simple random sampling method (balloting method involving 65% of the population size). A self-structured 16-item questionnaire titled - “Effective Communication Organizational Performance Questionnaire (ECOPQ)” was developed for the study. The questionnaire was a four-point rating scale of “Very Low Extent (1 Point) to Very High Extent (4 Points)”. The reliability of the questionnaire was done using Cronbach’s Alpha and a high reliability value of 0.853 was obtained. Data collected was analyzed using

descriptive and inferential statistics such as mean ( $\bar{X}$ ), standard deviation (SD) and Z-test. Specifically, the mean ( $\bar{X}$ ) was used to answer the research questions while the Z-test was used to test the hypotheses at 0.05 level of precision.

Results of the study revealed that types and forms of communication improve organizational performance to a high extent, on other hand; poor communication constitutes barriers to organizational performance to a high extent in Ndorama Eleme petrochemical Ltd in Port Harcourt. It was recommended based on the findings of the study that types, content and tone of the message should be considered before the communication activities are put in place to enhance organizational performance; the form and language of the message must be clearly understood by the parties involved (sender and receiver); all parties in the communication process should be encouraged to be good listeners so that due attention and feedback could be given to poor communication delivery and the message should be properly sent using appropriate channels void of barriers to organizational performance in Ndorama Eleme petrochemical Ltd in Port Harcourt<sup>163</sup>.

Another similar study was carried out to examine the influence of organizational communication on employee performance in selected large manufacturing businesses in Eritrea. This study was conducted using four objectives which are to - establish the influence of communication patterns on employee performance; determine the influence of communication structure on employee performance; examine the influence of communication medium on employee performance, and investigate the influence of communication climate on employee performance in selected large manufacturing businesses in Eritrea. The study employed a convergent parallel mixed method research design. The target population for the study was the employees of selected large manufacturing businesses in Eritrea. For the quantitative aspects of the study, two hundred and sixty-seven (267) employees were selected using proportionate stratified random sampling method and for the qualitative aspects, twenty-one (21) employees were selected using purposive sampling method. Data was collected using questionnaires and interview

for the quantitative and qualitative aspects respectively. The collected quantitative data was analyzed using both the descriptive (percentages) and inferential statistical analysis (correlation, regression and ANOVA) methods. Triangulation of quantitative and qualitative data collected as well as the theoretical concepts was carried out. Results revealed that there is statistically significant relationship between communication patterns and employee performance; communication structure and employee performance; communication medium and employee performance; and communication climate and employee performance.

Generally, the results revealed that there is a statistically significant relationship between organizational communication and employee performance in the selected large manufacturing businesses in Eritrea. It was therefore concluded based on the results that communication patterns, communication structure, communication medium, and communication climate have direct influence on employee performance in the selected large manufacturing businesses in Eritrea. It was also concluded that organizational communication has direct influence on employee performance in selected large manufacturing businesses in Eritrea. It was recommended based on the results of the study that the selected large manufacturing businesses in Eritrea should make their communication patterns so effective; employ a proper communication structure that links employees from different directions or levels and ensures effective information flows; provide the various options of communication media including the technological media to ensure effective information delivery; lastly, create a suitable communication climate that reduces communication barriers<sup>164</sup>.

Another study sought to determine the impact of business communication on the performances of employees. Communication was conceptualized into horizontal, downward, and upward communication forms and their influence on employee performance was determined based on data from one hundred and ten (110) participants who were employees of different banking institutions in Greece. The study confirmed that effective communication in any business entity has a great influence in employee performance.

Businesses are therefore encouraged to maintain a good flow of information across the organization to as to improve employee performances and profitability in the long run<sup>165</sup>.

A related research work was done to determine the influence of principal-teacher management communication on teachers' psychological empowerment, affective commitment, job performance, and the role that psychological empowerment and affective commitment plays in Principal-teacher management communication and teachers' performance. The participants included eight hundred and sixty-eight (868) teachers in primary and secondary schools in Beijing, Hubei, and other provinces in China. Structural Equation Modeling was used to examine the mediating role of psychological empowerment and affective commitment. The study found that principal-teacher management communication could significantly influence teachers' psychological empowerment, affective commitment. In addition, psychological empowerment and affective commitment partially mediated managerial communication and teachers' performance<sup>166</sup>.

A research work was carried out to - investigate the effect of principal leadership based on teacher perception on teachers' performance; investigate the effect of internal communication between principal and teacher on teachers' performance; and investigate the effect of principal leadership and internal communication on teachers' performance. Causal comparative method was performed in the research work. About one hundred and ten (110) teachers from private high schools in Indonesia made up the population of the study. Questionnaires were used to collect data for the study. Data collected from the questionnaire were analyzed using descriptive and inferential statistical techniques. Specifically, research questions were answered using mean and standard deviation while t-test and multiple regressions were employed to analyze the hypotheses of the study. Results revealed that principal leadership has a positive significant correlation with teachers' performance; internal communication between principal and teachers has a positive significant correlation with teachers' performance; and principal leadership and internal communication has a positive significant effect on teachers' performance. It was therefore

recommended based on the results of the study that proper internal communication should be done within the school organization so as to enhance teachers' high performance<sup>167</sup>.

A closely related study was carried out to investigate the influence of principals' communications on experienced teachers' job satisfaction in Houston, Texas. A two-phase qualitative descriptive case study was done using exponential non-discriminative snowball sampling, a questionnaire, and interviews. The motivating language scale, critical incident technique, motivating language theory, and Yin's 5-step model guided the study. Results showed that a principal's pattern of communication - especially tone and context of dissemination may influence and motivate experienced teachers, and affect their performance, retention, and job satisfaction. Combining direction-giving, empathetic, and meaning-making languages to influence job satisfaction was a positive predicted outcome, and illustrated as a circular flow of communication involving motivating language constructs where the principal and the teacher are interconnected and interwoven explicitly and implicitly for the aim of generating successful students and increasing the inherent value of the teacher. Based on the results of the study, it was therefore recommended that principals should ensure that their pattern of communication is proper enough to positively affect the satisfaction of their teachers<sup>168</sup>.

A closely related study was carried out to examine types of communication such as horizontal, downward and upward communication on employees' performance in a property development company in Malaysia. Survey questionnaire approach was applied to collect data for the study. A total of one hundred and twenty (120) respondents participated in the research work. The results indicated that downward communication (DC) and horizontal communication (HC) have significant positive impact towards employees' performance in the study area. The research finding is therefore significant in that it provides insights and important information to the property development firms to aid a better understanding of the importance of communication in enhancing employees' performance. It is also significant in that it would provide useful information to make management focus on the development of

soft skills in increasing the ability to express and communicate properly among employees. It also provides information for management to organize more activities such as inter-departmental meetings in a bid to creating quality bonding among superiors and subordinates. It was however recommended based on the results of the study that proper and quality training and development plan or programmed should be established as to ensure effective communication among employees in the organization<sup>169</sup>.

A study was undertaken with the aim to examine the role of effective internal corporate communication as a tool for enhancing employees' productivity: A case study of Plan International, Kenya. The independent variable of the study which is internal communication was examined using feedback elements, nature of communication, communication quality and clarity, and communication strategies; while the dependent variable which is employees' productivity was measured using the extent of achievement of objectives, output per employee, and turnaround time. The study was guided by the Two-Factor theory and a qualitative case study research design. The target population consisted of all the staff at Plan International, Kenya, from which about 30 participants were selected using the purposive sampling method. Data was collected through Interview method. Data saturation was achieved at the 14th interview. Analysis of data was carried out using thematic data analysis. The findings revealed that the nature of communication at Plan International Kenya was largely top-down and that were major gaps in the practice of open communication in the organization. It was also evident that communication needs to be timely and clear. Another dominant theme was the need for a stronger level of involvement of staff in Decision-making process. Finally, it was evident that one-on-one engagements between management and staff needed to be done to create opportunities for management and staff to share ideas, address concerns, and develop a shared understanding. It was recommended based on the findings of the study that there should be proper balance of both upward and downward communication; clear and timely communication; communication function be entrenched into the organizational structure; communication bureaucracies be

removed; a functional open-door communication policy be implemented and one-on-one engagements between management and staff be strengthened through both formal and informal channels<sup>170</sup>.

Another related study determined the relationship between effective communication and employee performance. Descriptive survey research design was employed for the study. The population of the study consisted of a total of one hundred and forty-two (142) respondents. The simple random sampling method was used to select the participants. Data gathered were analyzed using Pearson Product Moment Correlation (PPMC). The result of the analysis revealed that there is a significant relationship between effective communication and employee performance. It was therefore concluded that organizations should endeavor to make effective communication an essential strategy in attaining high employee performance<sup>171</sup>.

A study looked at the influence of organizational communication climate and employees' job performance in Cross River University of Technology. The survey research design was employed to carry out the study. The population of the study comprised of one thousand (1, 000) administrators and staff of the university. A sample size of two hundred and seventy-eight (278) respondents was drawn for the study. The sample size was determined using Krejcie and Morgan sample size determination formula. A questionnaire was used as the instrument for data collection. A census technique was used to administer the questionnaire to the respondents. The study was anchored on modern organizational theory and McGregor's Theory X and Y. Results showed that the majority of respondents agreed that the pattern of communication flow is downward communication (a communication from the superior to subordinates) in the study area.

The study also revealed that the majority of respondents said that they were not satisfied with the prevalent communication climate and agreed it to be unsatisfactory. It was recommended on the basis of the findings that to maintain a favorable communication climate and enhance job performance in tertiary institutions, all patterns of communication

(upward communication) that is a communication from the subordinates to the superiors; (downward communication), that is a communication from the superiors to the subordinate; (horizontal communication), that is communication among people in the same organization and (informal communication) should be properly done. Also, the management of the university should improve on the existing communication practice and involve employees in the decision-making process by organizing communication training exercise for them in order to create an effective and efficient communication atmosphere that contribute to the attainment of organizational goals or objectives<sup>172</sup>.

A study was implemented to examine the effect of communication on employees' performance in Ethiopian Broadcasting Corporation. Communication patterns used included - upward, downward, horizontal and diagonal communications. These communication patterns were considered as important variables which could have an impact on employees' performance. The study therefore attempted to examine the relationship between upward, downward, horizontal and diagonal communications on employees' performance. The population comprised of one thousand, three hundred and twelve (1, 312) respondents. The sample size consisted of two hundred and seventy-five (275) respondents. The respondents were selected using simple random sampling method. Questionnaires were analyzed using descriptive analysis and also correlation and regression analysis on Statistical Package for Social Science (SPSS), IBM version 26. The primary data was gathered using questionnaires and interview. Questionnaires were used as instrument for data collection. The questionnaire consisted of the Likert scale, and data collected was analyzed using descriptive and inferential statistical techniques such as mean, Standard Deviation, correlation and regression. An interview was conducted to five EBC managers. Results revealed that all the independent variables have a direct relationship to employees' performance.

The correlation analysis also found that upward and diagonal communications have positive and direct relationship with employees' performance. The regression analysis also

confirmed that directions of communication (upward, downward, horizontal and diagonal) have direct impact on employees' performance. More importantly, upward and horizontal communications had significant impact on employees' performance. Based on the results of the study, it was recommended that Ethiopian Broadcasting Corporation needs to strengthen cooperation and collaboration among staff members in different departments and hierarchies to create smooth and effective communication at all levels in the corporation<sup>173</sup>.

A similar study sought to appraise the role of organizational communication on employees' job satisfaction in telecommunication industry in Kenya in a bid to improving its effectiveness and applicability in the industry. The objectives of the study were to: - examine the role of organizational flow of information on employees' job satisfaction; evaluate the role of communication climate on employees' job satisfaction; assess the role of nature of information on employees' job satisfaction and evaluate the role of information load on employees' job satisfaction in telecommunication industry in Kenya. Results revealed that, organizational communication plays a vital role in ensuring employees' job satisfaction. Also, the attributes of organizational flow of information, communication climate, nature of information being shared with employees, and information load, all work together for the benefit of employees' productivity and satisfaction at work. It was concluded based on the results of the study that the interplay and harmony of these aspects ensure effective organizational communication that leads to job satisfaction. Therefore, there is need to ensure that proper communication strategies are adopted in all aspects of the organizations<sup>174</sup>.

Although the above studies were similar to the present study, there seems to be a huge gap between the studies and this present study which identified a major gap in literature. For instance, most of the prior studies did not focus on the influence of upward and downward communication flow on teachers' job commitment. Most previous studies carried out only considered the influence of principal's communication on teachers' job performance and satisfaction.

### **2.3.2 Decision-making Style (Participation, Consultation, Spontaneous and Avoidant) and Teachers' Job Commitment among Secondary School Teacher**

A research work examined the influence of employee participation in Decision-making and organizational productivity in selected manufacturing firms in South-East, Nigeria. The study aimed to determine the influence of employee consultation, employee involvement, employee delegation, on organizational productivity. The study was anchored on "Democratic Participatory Theory". Survey research design was adopted. The study was carried out in South-East, Nigeria. The population of the study consisted of two thousand, four hundred and sixteen (2, 416) employees of the selected manufacturing firms South-East. A sampling formula was employed to determine the sample size of four hundred and seventy (470) participants. A questionnaire was used as instrument for the study. A Face and content validity evidence was adopted to validate the questionnaire while, test-re-test or Cronbach's Alpha method was used to determine the reliability of the questionnaire. Descriptive statistical analysis such as simple percentage analysis was employed to answer the research questions while inferential statistics such as linear regression was done to assess the relative predictive power of the independent variables on the dependent variable. The result showed that employees' consultation, employees' involvement and employees' delegation had a significant positive effect on organizational productivity in manufacturing Firms in South-East, Nigeria. It was concluded based on the results of the study that employees' participation in decision-making had a positive significant effect on organizational productivity. It was also recommended based on the results of the study that employees should be allowed to make contribution in policy development as they play a major role in policy implementation which among others would increase organizational productivity through employee delegation<sup>114</sup>.

Research was carried out on principals' decision-making strategies and teachers' productivity in secondary schools in Ondo central senatorial district of Ondo state, Nigeria. The analysis of data revealed significant relationship between principals' decision-making

strategies and teachers' instructional task performance. The calculated r-value indicated that principals' decision-making strategies have positive impact on teachers' instructional tasks. This was confirmed by the level of principals' effectiveness in decision-making strategies recorded on the component variables of policy awareness, committee system, delegated authority, feedback, open discussion and corporate evaluation. It could therefore be deduced that the level of teachers' instructional performance is a function of principals' commitment to positive application of decision-making strategies. This draws attention to the fact that principals alone cannot drive instructional roles effectively without the teachers' involvement. This underscores the need for principals to be more proactive in the involvement of teachers in decision-making process as teachers occupy important position in school administration and curriculum management. The challenges that are faced by the school principals and teachers in decision-making include low capacity development, inadequate problem identification and poor time management. These deficiencies could hinder teachers' instructional tasks and perhaps been responsible for the relatively low academic performance of students. There is therefore a great task ahead of school principals in giving desired attention to teachers' involvement in decision-making in order to improve students' academic performance in secondary schools.

The ratings of secondary school principals' decision-making strategies by teachers indicated that principals were effective in strategies such as the policy awareness, committee system, delegated authority and departmental feedback. This implied that an average number of principals allowed sharing of ideas among teachers and carried them along in school administration. The analysis of data also showed that principals were fairly effective in corporate goal setting, group needs, open discussion, constructive criticism and corporate evaluation. The shortcoming in these critical areas of school administration could limit teachers' knowledge, pedagogical skills and experience in curriculum delivery which depends largely on the quality of principals' professional and administrative leadership. When teachers are restricted from active participation in any matter in the school, it affects

their level of commitment to instructional tasks. In a study, the level of teachers' involvement in decision-making revealed that teachers were effectively involved in examination planning, examination supervision, committee system, and fairly involved in problem identification, personal suggestions and instructional review. A cursory look at the findings indicated that an average number of principals involved teachers in decision-making. This has perhaps been responsible for the relatively low level recorded on the performance of candidates who met the baseline standard (obtained five credits and above, including English Language and Mathematics in WASSCE) between 2014 and 2016. It could therefore be inferred that principals do not have all the ideas as far as school administration is concerned; the low level of teachers' involvement in problem identification, personal suggestions and instructional review could impede success in school administration, curriculum delivery and students' academic performance. This is why teachers need to be adequately involved in decision-making process in order to improve the quality of decisions and contributions to the actualization of the set goals. The analysis of data also indicated that majority of teachers were effective in instructional tasks as reflected in the level of effectiveness recorded in classroom management, curriculum planning, teaching-learning process, learners' assessment, goals achievement, job commitment, curriculum evaluation, and fairly effective in resource utilization, and innovation. Teachers are motivated to give their best whenever their opinions are sought and ideas are implemented in school programmed and activities<sup>116</sup>.

Another study was carried out to determine the relationship between school administrators' decision-making styles and teachers' job satisfaction levels. The study was conducted using a correlational method. The population consisted of a total of four hundred and eighty three (483) teachers and one hundred and sixty seven (167) administrators from primary schools in Sakarya Province, Turkey. The short form Minnesota Satisfaction Questionnaire and Decision-making Styles Questionnaire were used as instruments for data collection. The results showed that the job satisfaction levels of teachers and administrators

who participated in the survey were high. The study showed that initially, the job satisfaction levels of the participants were determined. In regard to intrinsic job satisfaction, it was observed that teacher's jobs always provide them with activities that keep them invigorated, and opportunity to do something useful for others. Teachers also felt that they could utilize their skills and had a sense of accomplishment at the end of the working day. Based on data, teachers and administrators' job satisfaction levels are generally high.

The results for extrinsic job satisfaction showed that teachers were satisfied with the guidance and support of their administrators, but unfortunately, they also thought that opportunities for promotion were limited, and that their salaries were insufficient. These results suggest that the extrinsic job satisfaction levels of teachers are in the mid-level range. Participants' overall job satisfaction levels were determined by the combined average of the questionnaire. In regard to this, it could be concluded that, overall, teachers and administrators have mid-range job satisfaction levels. External factors played a major role in adversely effecting overall job satisfaction results. Moreover, teachers' intrinsic job satisfaction levels were seen to be higher than their extrinsic job satisfaction levels. Teachers appear to internalize their jobs, and they believe that they are doing something useful for others; on the other hand, extrinsic factors affect them negatively. Furthermore, the paper showed that administrators are more likely to make decision rationally, and their feelings. However, it cannot be stated that administrators are independent decision makers because the research results also show that they often use the advice of other people in making decisions.

In the final part of the paper, the relationship between overall job satisfaction levels and decision-making styles were examined. According to the results of the research, a significant positive mid-level correlation was found between job satisfaction and decision-making styles. Regression analysis showed that teachers' job satisfaction is positively affected by principal decision-making styles. The study concluded that administrators mostly use rational decision-making style, and they rarely use avoidant decision-making

style. Regression analysis results showed that teacher job satisfaction levels were predicted significantly by administrators' decision-making styles<sup>118</sup>.

A research explored the decision-making strategies that school principals employ while dealing with the challenges faced during the change process at schools. The study was conducted in two cities located in Central and Southeast Turkey, with a sample comprising twenty-nine (29) primary, middle and secondary school principals, selected via a purposive sampling method. Q methodology, a qualitative-dominant mixed methods research design, was used in the study. The researchers developed and used a concourse of twenty-four (24) specific items that target school principals' decision-making strategies about change-related challenges in schools by taking a perception-driven decision-making model as the theoretical framework. The statistical software PQ Method was used for data analysis. The findings revealed that school principals shared similar views via the item configurations provided regarding decision-making during times of change, and had a similar profile in terms of decision-making and related strategies. The behavioral decision style was found to be the preferred style. The principals had a profile featuring a high focus on people and low cognitive complexity. The dominant beliefs driving their decision-making strategies seemed to incorporate comprehensive evaluation of the current situation, ethical concerns and organizational values, assessment of technical details, and thorough data collection. Some implications are drawn for researchers and practitioners<sup>122</sup>.

A similar study was carried out to examine the influence of decision-making in organizational leadership and management activities that impact creativity, growth and effectiveness, success, and goal accomplishments in current organizations. It also showed that decision-making strategies of managers especially in school organizations affect the effectiveness and commitment of staff (teachers)<sup>128</sup>.

A study was carried out on participation in decision-making and teachers' commitment: a comparative study between public and private secondary schools in Arusha Municipality, Tanzania. The first research question - what is the level of teachers'

participation in decision-making among secondary school teachers in Arusha Municipality? showed that most of the teachers agreed that school leaders are available to them when they have questions/Need help, teachers regularly share and exchange ideas with school administration, teachers are given control over their work by school leaders, school leaders accept teachers as valuable partners in making decisions and teachers are involved in important decisions that affect them. These findings are worth noting because participation in decision-making is an important factor for effective functioning of the school.

In the study, the respondents agreed that school administration consults teachers before decisions are made, they are satisfied with the level of teachers' involvement in decision-making, their opinions are always taken into consideration by school leaders, school leaders are willing to share decision-making power with teachers and that teachers are involved in formulating school's policies. These findings show teachers agree that there is participation in decision-making in Arusha City Secondary Schools. Most of the respondents agreed that school leaders are available when they are needed for help. School leaders must ensure maximum involvement of teachers in decision-making so as to ensure maximum outcome. Level of participation in decision-making for the teachers under investigation is therefore appropriate. When teachers are involved in making decisions, they gain a professional and personal stake in the organization and its overall success. The results of the study revealed a moderate significant relationship between teachers' participation in decision-making and teachers' commitment. This type of relationship was regarded as positive in nature meaning that as one variable increases, the other variable also increases. Thus, the more teachers participate in decision-making, the more committed they are. Therefore, the null hypothesis was rejected and it was maintained that there is a significant relationship between participation in decision-making and teachers' commitment. This implies that participation in decision-making increases teachers' commitment<sup>175</sup>.

A study was carried out on the practices of teachers' involvement in school decision-making of secondary schools of Jimma Town. To conduct this study, a descriptive

survey method was employed. A total of two hundred and two (202) respondents – one hundred and fifty seven (157) teachers, eleven (11) principals, twenty eight (28) Parent-Teacher-Association, three (3) educational officers and three (3) teachers' association officials were included in the study. The schools, principals and Parent-Teacher-Association were selected using census. The teacher respondents were selected by systematic random sampling method while educational office officials and teachers office representatives were selected by purposive sampling method. The data were gathered through questionnaire, interview and observation. Data gathered through questionnaire were analyzed using percentage, weighted mean and independent sample t-test. Data obtained through interview and document analysis were qualitatively analyzed. The study revealed that teachers' involvement in all areas of school decision-making of secondary schools in general was unsatisfactory; and they participated most in issues related to student disciplinary problems and least in school building. School leaders or Principals' and PTA practices in encouraging teachers' involvement in school decision-making was found to be ineffective. Absence of participatory and democratic school leadership, lack of trust between teachers and principals, lack of training and support, and absence of financial incentives were some of the factors that were found to have impeded teachers' involvement in school decision-making. It was thus concluded that teachers' role in school decision-making not have been given due emphasis in the study for this is likely to affect the overall activities of school in general and teaching-learning process in particular. Finally, the study called for the need to facilitate condition in which trained principals in school administrative will be assigned, providing extrinsic reward to teachers with exemplary performance in their profession, establishing a collaborative relationship among teachers, treating and motivating all teachers equally and the school leaders or principals and Parent-Teacher-Association Should communicate and give clear information on the issues related with school planning, income generation, school budget and school building to develop the sense of transparency between teachers and school leaders in order to improve teachers' involvement in school decision-making<sup>176</sup>.

A study aimed to discover the effect of principals' leadership practices on teachers' commitment in national primary schools in the Tabah Merah district in Kelantan. The study involved one hundred and thirty six (136) teachers. Selection of samples was done through stratified random sampling whereby forty four (44) male teachers and ninety two (92) female teachers participated in this study. The instrument used was Principal Instructional Management Rating Scale which consisted of forty four (44) items related to the functions of the principals. All the items used 5 point Likert scale and have the Cronbach's Alpha reliability value of 0.903 to 0.940. The instrument consisted of seventeen (17) items using the five point Likert scale and has the Cronbach's Alpha reliability value of 0.931. The data was analyzed using the SPSS version 21.0 which show the overall result of the variables including the mean and standard deviation. The result findings showed that there is a significant relationship between the class observation dimension and giving feedback to the teachers by instilling positive instructional climate. The study also showed that the dimension inculcating positive teaching climate has a significant relationship with existing school climate dimension. Besides, the study also found that instilling positive instructional climate has a significant relationship with evaluating teachers' teaching program. The study result summarized that the elements in the principals' leadership practices have successfully influenced primary teachers' commitment and competency and have proved to increase the effectiveness of the organization. Specifically, from the study findings, the researchers suggested that primary school principals focus mainly on their own aspects of leadership practices during their working time. This is because the principals' leadership practices have proven to contribute positively towards teachers' commitment and teaching quality<sup>177</sup>.

It was revealed in a study that the principal had implemented effective school management. This was proved through the implementation of the principal leadership in creating culture and combining leadership concepts and technology with school management. However, the leadership of the school principal applied was not fully in accordance with effective school management indicators, namely those that were oriented

towards achieving goals with the use of capable technology. The use of technology was not yet maximized, which could be seen from the limited and simple use of technology in completing tasks. With these findings, it is expected that there is an applicative model of principal leadership in realizing effective school management. Thus, the limitations of the school do not become a barrier in reaching the achievement and quality mandated by the Indonesian education system<sup>178</sup>.

A study was done to determine the gap between actual and desired decision domains as a potential factor affecting teacher participation in decision-making in Egyptian schools. In order to determine this gap, the study set out to answer three questions: (1) what would a typology of school decisions look like in Egypt's secondary schools? (2) How do Egyptian teachers perceive actual decisions made in their schools? (3) What decision domains are most desired by Egyptian teachers? The study employed a qualitative, descriptive research approach based on individual, semi-structured interviews with a sample of eighty five (85) school teachers and senior and middle management members in nine general secondary schools in Damietta County, Egypt. School documents were also collected and analyzed. These included minutes of meetings of school boards and Boards of Trustees. A typology of school decisions was developed which revealed the absence of significant decisions related to curriculum. Teachers' responses showed that they regarded school decisions as insignificant and irrelevant to their concerns, and that significant decisions are retained by central administrators. Desired decision areas were identified which included curriculum and student discipline policy. As this study is consistent with the current interest in decentralization and increased participation in Egypt's schools, it is hoped that the findings will be useful to educational policy makers as well as practitioners as they implement decentralization initiatives in Egypt. The findings may also have relevance and applicability to comparable secondary schools in other parts of the world<sup>179</sup>.

A similar study was implemented to determine the effects of Participatory Decision-making on Employee Satisfaction in Afghanistan International Bank. The core objective of

the research was to determine the effects of participation in Decision-making on employee satisfaction among Afghanistan International Bank staff members. The study also examined the impact of employee commitment, organizational structure, leaders' behavior, academic level, and workplace on the job satisfaction of the staff. The general population of the study comprised of employees of Afghanistan International Bank. The information gathered in the study consisted of primary data and secondary data including articles, previous research, and websites. Regression analysis was used to accept or reject the hypotheses and determine the relationship between personnel participation in Decision-making and job satisfaction. The results revealed that employees' involvement in decision-making has a positive effect on job satisfaction, while bank employees still participate in the decision-making on average. The results also showed that employees' commitment, organizational structure, leaders' behavior, and the workplace are among the factors that produce a positive impact on participation in decision-making and the level of education endures no relationship with participation in decision-making<sup>180</sup>.

A similar study looked at the effects of teachers' participation in decision-making processes on their performance. The study was conducted in public secondary schools in Mombasa County, Kenya. The study employed the mixed methods approach where qualitative and quantitative research methods were used. The study targeted four hundred and seventy four (474) teachers in twenty four (24) public schools in the County. Ten (10) schools were selected through purposive sampling and one hundred and ten (110) teachers were selected through the simple random sampling method. Data were obtained through questionnaires. Descriptive statistics were used to analyze data using mean, frequencies, standard deviation and percentages and the findings were presented using tables. The study found that teachers were partially involved in the decision-making process in the school since they participated mostly in one area more than the others. The findings from the study showed that teachers in Mombasa County do not participate fully in the decision-making process in their schools which affected their performance. It was therefore recommended

based on the results of the study that teachers should be more empowered and engaged in decision-making processes in all aspects of the school system<sup>181</sup>.

A research work was designed to ascertain the relationship between principalship, decision-making and teachers' job performance in public senior secondary schools in Rivers State. Two research questions were posed and two hypotheses formulated. The study employed a correlation research design which also involved the simple linear method. The population of the study comprised of seven thousand, eight hundred and twelve (7, 812) teachers and principals. The sample size of the study consisted of one thousand, three hundred and ninety two (1, 392) respondents using purposive and random sampling methods. The research instruments used were - Principalship Decision-making Rating Scale and Teachers' Job Performance rating Scale. The instruments were validated by specialists from the department of measurement and evaluation and also from the field of educational management. Cronbach's Alpha statistic was used to establish a high reliability coefficient of 0.981. The research questions and hypotheses were answered and tested (at 0.05 level of allowance) respectively using Pearson (r) correlation statistics, t-test significance of simple linear correlation. It was revealed in the study that, there is a moderate and significant positive relationship between principalship, decision-making and teachers' job performance in public senior secondary schools in Rivers State. Based on the findings of this study, the researchers recommended among others that principals of secondary schools should employ participatory decision-making style to boost teachers' interest and moral in service delivery to achieve the school objectives<sup>182</sup>.

A study investigated the relationship between teachers' decisional participation and job satisfaction in secondary schools in Ekiti State. The study also examined the level of teachers' participation in Decision-making and level of job satisfaction. A descriptive research design of correlation type was adopted for the study while the population for the study comprised all the teachers' teaching in the public secondary schools in Ekiti State. The sample consisted of two hundred and seventy (270) teachers drawn through multistage

and simple random sampling methods. Data were collected with the aid of a questionnaire. The reliability coefficient for the instrument used was 0.984. The data obtained were analyzed using frequency counts, mean, standard deviation, Pearson product moment correlation and multiple regression analysis. Hypotheses formulated for the study were tested at 0.05 level of allowance. The study revealed that the level of teachers' participation in Decision-making in their respective schools was low. The study also revealed a significant relationship between teachers' decisional participation and their job satisfaction. It also revealed that teachers' job satisfaction was significantly related to the level of teachers' decisional participation in school financial matter, conflict resolution, examination matters, staff welfare, disciplinary matters, school academic work and co – curricular activities. Based on the findings, it was recommended that the government and other important stakeholders in education should ensure that teachers actively participate during school decision-making which would somehow influence their profession; principals of senior secondary schools should also allow their teachers to participate in Decision-making process on school financing, conflict resolution, staff welfare, disciplinary matters, academic work, and co-curricular activities. This could boost the level of job satisfaction of their teachers<sup>183</sup>.

Another similar study was carried out to determine the extent to which principals involve their teachers in decision-making for effective secondary school administration. Two research questions were answered and two hypotheses were tested at 0.05 level of significance. A descriptive survey research design was employed for the study. The study area was Anambra State. A total of six thousand, six hundred and fifty four (6, 654) respondents made up of two hundred and fifty eight (258) principals in public secondary schools and six thousand, three hundred and ninety six (6, 396) principals in private secondary schools in Anambra State formed the population for the study. The sample for the study consisted of seven hundred and seventy four (774) respondents – one hundred and twenty nine (129) principals, and six hundred and forty five (645) teachers. The multi-stage

sampling procedure was used to draw the sample size of the study. A self-designed questionnaire titled - 'Principals' Involvement of Teachers in Decision-making Questionnaire' was used for data collection.

The instrument was validated by three experts. Cronbach's Alpha was used for test of internal consistency of the instrument. A reliability value of 0.850 was obtained. Data was collected personally and with the aid of research assistants with ninety eight percent (98%) return rate recorded. The data collected were analysed using descriptive and inferential statistical techniques such as mean scores, standard deviation and t-test which were used to answer the research questions and test the hypotheses at 0.05 level of significance. The results of the study revealed that principals' involvement of teachers in Decision-making on students and staff affairs was at a great extent; there is no significant difference in the mean ratings of principals and teachers on the extent of principals' involvement of teachers in Decision-making on students' affairs issues. Based on the findings of the study, it was recommended among others that Ministry of Education should organize regular interactive sessions for principals and teachers to exchange ideas and gain information to improve their collaborative Decision-makings on students' affairs<sup>184</sup>.

Another closely related study was done to examine the relationship between principals' academic decision-making practices and faculty morale. A descriptive survey research design was adopted for the study. The population of the study comprised of all the faculty members working in public sector colleges of Punjab, province of Pakistan. Two questionnaires based on five-point Likert Scale, namely Academic Decision-Making Practices questionnaire to measure practices was adapted by the principals and Faculty Morale Scale to measure morale of teaching faculty. The collected data were analyzed using frequency, percentage, correlation coefficient and linear regression model. A positive significant relationship between principals' academic decision-making practices and morale of faculty members was found. Some academic decision-making practices like decisions based on policy matter, promotion of academic development, power delegation, employees'

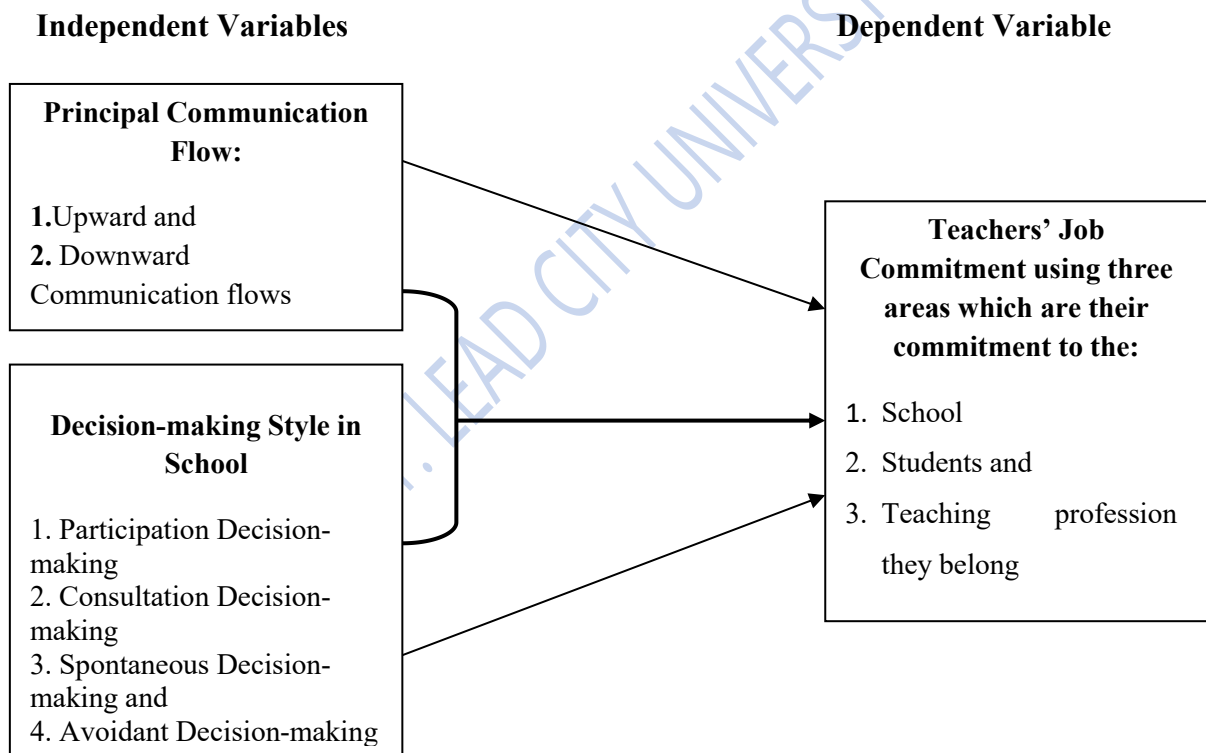
participation in collecting information and planning were significantly correlated with morale of faculty members. However, decision-making practices such as diplomacy and use rules to suit themselves do not correlate with morale<sup>185</sup>.

A quantitative research work was implemented to analyze the effects of the principal's decision-making, organizational commitment and school climate on teachers' performance in vocational high school. The research sample consisted of one hundred and sixty (160) vocational school teachers in North Minahasa Regency with simple random sampling method. The data were collected using a Likert scale questionnaire with twenty-five (25) items. The data analysis was done using simple linear regression and multiple linear regressions. The results showed that the principal's decision-making, organizational commitment and school climate has a positive and significant effect on the performance of vocational school teachers, both partially and simultaneously. The results of this research could be an important reference for educational administrators at vocational high school level to design school strategies and policies that would encourage increased teachers' performance and achieve better school productivity<sup>186</sup>.

Although the above studies are related to this present study, there were however major differences which contributed to the gap in literature. For instance, the influence of spontaneous avoidant and consultative decision-making styles of principals on teachers' job commitment is lacking in most of the studies. In fact, studies are scanty on the influence of principal's decision-making on teachers' job commitment. Most studies available focused on teachers; job performance, morale and satisfaction

#### **2.4 Conceptual Model**

Conceptual model consists of concepts that are placed within a logical and sequential design. It is a model that explores the use of drawings and diagrams to explain the interrelationships between variables<sup>187</sup>. Figure 2.2 shows the conceptual model for the study:



**Figure 2.1:** Conceptual Model Showing Principals' Communication Flow and Decision-making Style as Predictors of Job Commitment among Teachers in Public Secondary Schools in Oyo State, Nigeria  
**Source:** A.I. Yusuf, 2021

The diagram in figure 2.1 showed the joint contribution of the independent variables (principal communication flow and Decision-making style) on the dependent variable (teachers' job commitment) for the study. Teachers' job commitment was studied in the areas of their commitment to the school, students and the teaching profession they belong.

Principal communication flow was examined in two areas: - upward flow and downward communication flow while decision-making style was examined using four indices: - participation, consultation, spontaneous and avoidant Decision-making. Demographic characteristics of teachers such as age, gender, educational status and marital status which have the capacity to influence the result of the study were not considered.

## **2.5 Summary of Literature Reviewed**

The above literature emphatically shows that principal communication flow which has to do with the direction of communication of the principals in a school organization could determine the behavior, attitude, satisfaction and invariably the commitment of teachers in secondary schools. Types of communication flow include: vertical (downward and upward flow), horizontal, diagonal, external and internal communication flow. However, principal communication flow is mostly downward vertical communication flow especially because they are the managers of the school and therefore speak to the members of staff who are his or her subordinates. It is suggested that principal also allows the upward communication flow so that teachers and other members of staff are able and free to air their views and pass necessary information to the principals. In this manner, the principal allows an open-door policy which ensures that communication flows in both downward and upward manner for this could give a sense of belonging to the teachers. When teachers have a sense of belonging in the school, they put in their best to ensure that the goals and objectives of the school are met.

On the other hand, principals' decision-making style should be one that ensures all members of the school are carried along. The needs, goals, objectives of every member of the school organization should be captured by the decision made in the school. to ensure this is done, teachers and other members of staff should be involved and also participate in the decision-making process for this would not only create a sense of belonging but could also ensure that teachers and other members of staff are committed to making sure that the outcome of each decision is put into action. The literature also revealed several studies

carried out by researchers. Most of these researchers carried out studies on communication strategies, styles and skills. Others carried out study on involvement and participation in decision-making and job satisfaction of teachers. However, there is a dearth of study on principal communication flow, decision-making style and teachers' job commitment. This study was therefore conducted to bridge the gap in knowledge and thus provide findings on the influence of principal communication flow and decision-making style on job commitment among teachers in secondary schools.

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## **Chapter Three**

### **Methodology**

This chapter focused on the methodology of the research work. The chapter was organized under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **3.1 Research Design**

This present study employed a descriptive research design survey type as it sought to find out principal communication flow and decision-making style as predictors of job commitment of teachers in public secondary schools in Oyo State, Nigeria without manipulations of the “dependent” and “independent variable”. Descriptive research design was also considered necessary for this study because it simply describes the desired characteristics of the sample that is being studied without the variables of study influenced in any way<sup>1</sup>. A descriptive study also tries to generalize the findings from a representative sample to a larger target population<sup>2</sup>.

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

The population of this study comprised of all the principals six hundred and twenty-five (625) and male and female teachers fourteen thousand five hundred and eight (14, 508) in all the public secondary schools in Oyo State, Nigeria. As at the time of the study, there were a total of six hundred and twenty-five (625) public secondary schools in Oyo State<sup>3</sup>. The schools are distributed over the three (3) senatorial districts and their local government areas. The three existing senatorial districts are: Oyo central, Oyo North and Oyo South. Oyo central comprises of eleven (11) local government areas with a total number of two hundred and forty-four (244) schools. Oyo north comprises of thirteen (13) local government areas with a total of number of one hundred and seventy-one schools (171). Oyo south comprises of nine (9) local government areas with a total number of two hundred

and ten (210) schools. The distribution of schools by senatorial districts and local government areas is presented in the table 3.1

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**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>2,325</b>	<b>3,073</b>	<b>5,398</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>1,819</b>	<b>1,337</b>	<b>3,156</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>2,194</b>	<b>3,760</b>	<b>5,954</b>
<b>Grand Total</b>			<b>625</b>	<b>6,338</b>	<b>8,167</b>	<b>14,508</b>	<b>625</b>

Source: Ministry Of Education, 2021

### 3.3 Sample and Sampling Technique

"Multistage sampling procedure" involving several sampling methods was used to select the sample size for the study. The first type of sampling method that was used is the "systematic sampling technique". Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every  $k^{\text{th}}$  element from then onwards. In this case,

$$k = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher would divide N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample<sup>4</sup>. For instance, if a population consists of 400 elements and one needs a sample of 40 participants, then interval size will be 10, so he or she needs to select every tenth element starting from a random number. In this study, from the list of the thirty-three (33) local government areas (N), the researcher chose a sample size of sixteen (16) local government areas. Therefore, the interval (k) was calculated as

$$k = \frac{33}{16} = 2$$

So, the researcher systematically chose a sample number of sixteen (16) local government areas on the list (table 3.1) on the interval (k) of every two (2) local government areas starting from a random number of two (2) i.e., the second local government area on the list. The selected number of local government areas (with their number of public schools) based on the systematic random sampling method is shown in table 3.2.

**Table 3.2: Sampled Local Government Areas for the Study (n = 16)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number of Principals
				Male	Female	Total	
1.	Oyo Central	Akinyele	36	269	423	692	36
		Ogo Oluwa	13	120	54	174	13
		Lagelu	26	277	494	771	26
		Ona Ara	33	264	248	512	33
		Oyo West	11	144	209	353	11
		<b>Sub-total</b>	<b>119</b>	<b>1,074</b>	<b>1428</b>	<b>2502</b>	<b>119</b>
2.	Oyo North	Saki West	22	201	159	360	22
		Atisbo	12	92	36	128	12
		Olorunsogo	4	52	46	98	4
		Iwajowa	9	84	46	130	9
		Ogbomoso South	16	295	308	603	16
		Oorelope	8	76	44	120	8
		Orire	18	133	53	186	18
<b>Sub total</b>	<b>89</b>	<b>933</b>	<b>692</b>	<b>1625</b>	<b>89</b>		
3.	Oyo South	Ibadan North West	13	114	445	559	13
		Ibadan North East	34	439	621	1060	34
		Ibarapa East	11	103	84	187	11
		Ibarapa Central	10	113	84	197	10
		<b>Sub total</b>	<b>68</b>	<b>769</b>	<b>1234</b>	<b>2003</b>	<b>68</b>
<b>Grand Total</b>			<b>276</b>	<b>2,776</b>	<b>3,354</b>	<b>6,130</b>	<b>276</b>

**Source: Systematic Random Sampling Technique, 2021**

Table 3.2 shows a selected number of sixteen (16) local government areas from a total number of thirty-three (33) local government areas by "systematic random sampling technique". The number of public secondary schools, teachers and principals are 276, 6130 (2776 males and 3354 females) and 276 respectively.

The second type of sampling technique that was used is the "total enumeration technique". This sampling technique is a type where all the population is used as sample for research. In this case, all the two hundred and seventy-six (276) public secondary schools were used as sampled number of schools. The third type of sampling method that was used is the "Yamane or Slovin formula" sampling technique<sup>5</sup>. This sampling formula was used to

derive a sample size of male and female public secondary school teachers for the study. The formula is as follows:

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

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is 0.05. According to the Yamane formula, the number of teachers in the selected number of schools in the sixteen chosen local government areas is shown in table 3.3:

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**Table 3.3: Sampled Number of Teachers for the Study using Yamane's Formula (n = 3, 653; 1, 806 males and 1, 847 females)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers		
				Male	Female	Total
1.	Oyo Central	Akinyele	36	160	206	366
		Ogo Oluwa	13	92	48	140
		Lagelu	26	163	221	384
		Ona Ara	33	159	153	312
		Oyo West	11	105	137	242
		<b>Sub-total</b>	<b>119</b>	<b>679</b>	<b>765</b>	<b>1444</b>
		Saki West	22	134	114	248
		Atisbo	12	75	33	108
2.	Oyo North	Olorunsogo	4	46	41	87
		Iwajowa	9	70	41	111
		Ogbomosho South	16	170	174	344
		Oorelope	8	64	40	104
		Orire	18	100	47	147
		<b>Sub total</b>	<b>89</b>	<b>659</b>	<b>490</b>	<b>1149</b>
		Ibadan North West	13	89	211	300
		Ibadan North East	34	209	243	452
3.	Oyo South	Ibarapa East	11	82	69	151
		Ibarapa Central	10	88	69	157
		<b>Sub total</b>	<b>68</b>	<b>468</b>	<b>592</b>	<b>1060</b>
		<b>Grand Total</b>	<b>276</b>	<b>1806</b>	<b>1847</b>	<b>3653</b>

Source: Yamane Sample Size Determination Formula, 2021

Table 3.3 shows the sampled number of teachers (using the Yamane's formula) in the sampled local government areas and sampled public secondary schools to be 3, 653 (1, 806 males and 1, 847 females).

Lastly, the "total enumeration technique" was also used to select all the principals in the selected public secondary schools in the chosen local government areas as sample for the study. This sampling technique is a type is chosen because the number of principals is a acceptable fraction for the population of the study. The sample number of principals for the study was therefore two hundred and seventy six as shown in table 3.4:

**Table 3.4: Sampled Number of Principals for the Study using Total enumeration technique (n = 276)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Principals
1.	Oyo Central	Akinyele	36	36
		Ogo Oluwa	13	13
		Lagelu	26	26
		Ona Ara	33	33
		Oyo West	11	11
		<b>Sub-total</b>	<b>119</b>	<b>119</b>
		Saki West	22	22
2.	Oyo North	Atisbo	12	12
		Olorunsogo	4	4
		Iwajowa	9	9
		Ogbomoso South	16	16
		Oorelope	8	8
		Orire	18	18
		<b>Sub total</b>	<b>89</b>	<b>89</b>
3.	Oyo South	Ibadan North West	13	13
		Ibadan North East	34	34
		Ibarapa East	11	11
		Ibarapa Central	10	10
		<b>Sub total</b>	<b>68</b>	<b>68</b>
<b>Grand Total</b>			<b>276</b>	<b>276</b>

**Source: Total Enumeration Sampling Technique, 2021**

The summary of the samples and sample size for the study is presented in table 3.5

**Table 3.5: Summary of the Sample and Sample size for the Study**

S/N	Sampled local government areas (systematic sampling technique)	Sampled public secondary schools (Total enumeration technique)	Sampled secondary teachers (Yamane's Formula)			Sampled secondary principals (Total enumeration technique)
			Male	Female	Total	
	16	276	1806	1847	3653	276

**Source: Fieldwork, 2021**

### **3.4 Research Instrument**

The instruments that were used for data collection for the research are self-constructed questionnaires titled "Principals' Communication Flow and Decision Making Questionnaire (PCFDMQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)."

#### **3.4.1 Principals' Communication Flow and Decision-making Questionnaire (PCFDMQ)**

This questionnaire was divided into three (3) sections.

**Section A** was designed to obtain demographic information of the respondents (teachers).

This dealt with the gender, age, marital status, position, department or field, highest qualification and year of teaching experience of the respondent.

**Section B** dealt with the communication flow adopted by the principals. It consisted of twenty (20) structured items. Ten items for upward communication flow and ten items for downward communication flow. This section answered the research question one for the study. The rating technique was based on the five point likert type as follows:

Always (A) – 5 points

Mostly (M) – 4 points

Often (O) – 3 points

Occasionally (OC) – 2points

Never (N) – 1 point

**Section C** dealt with the types of decision-making style adopted by the principals. It consisted of thirty-two (32) structured items. Nine items for decision-making participation, ten items for decision-making consultation, six items for spontaneous decision-making and seven items for avoidant decision-making. This section answered the research question two for the study. The rating technique was also based on the five-point likert type as follows:

Always (A) – 5 points

Mostly (M) – 4 points

Often (O) – 3 points

Occasionally (OC) – 2points

Never (N) – 1 point

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

This questionnaire was divided into two (2) sections.

**Section A** consisted of demographic information of the principals such as gender, age, marital status, years of teaching experience and highest educational qualifications

**Section B** dealt with the level of commitment amongst secondary school teachers. It consisted of twenty-eight (28) structured items. Ten items were used to measure their commitment to the students, another ten items were used to measure their commitment to the school and eight items were used to measure their commitment to teaching profession they belong. This section answered the research question three of the study. The rating technique for section was based on the following:

Very High Level (VHL) – 6 points,

High Level (HL) – 5 points,

Moderate Level (ML) – 4 points,

Low Level (LL) – 3 points,

Very Low Level (VLL) – 2 points and

Not At All (NAA) – 1 point.

### **3.5 Validation of the Instrument**

The research instruments were validated on the basis of face and content validity in order to evaluate the extent to which operationalization of a construct actually measure what it tends to measure<sup>6</sup>. In order to determine the face and content validity of the instrument, the questionnaires were shown to the supervisor and other experts in educational management. 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 intended responses on principals' communication flow, decision-making style and job commitment among secondary school teachers in Oyo State. Necessary corrections and restructuring based on their comments, modification and recommendation were made.

### 3.6 Reliability of the Instrument

The reliability of the instruments was determined using test–retest method. The instruments were distributed to thirty (30) teachers and principals in public secondary schools which were excluded from the main study. The questionnaires were collected and another set of same questionnaires were given out to the same respondents after two weeks. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation to determine the level of reliability. The Pearson Product Moment Correlation (r) formula that was used is shown below:

$$r = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)}{n} \dots\dots\dots \text{(formula 2)}$$

$$\sqrt{\left[ \frac{\Sigma X^2 - (\Sigma X)^2}{n} \right] \left[ \frac{\Sigma Y^2 - (\Sigma Y)^2}{n} \right]}$$

Test–retest results of 0.85 and 0.81 (rounded) were obtained for "Principals' Communication Flow and Decision-Making Style Questionnaire (PCFDMSQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)" respectively. The coefficients (r) of the relationship were interpreted using the psychometric test for evaluating the magnitude of a correlation. According to the psychometric test, the correlation coefficient values of 0.850 and 0.812 (rounded) for "Principals' Communication Flow and Decision-Making Style Questionnaire (PCFDMSQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)" respectively were considered high which made them good for usage in the final study.

### 3.7 Administration and Methods of Collection of the Research Instrument

The instruments were personally administered by the researcher through the help of three trained research assistants. This helped to reduce the difficulty in retrieval of the questionnaires. The researcher and trained research assistants had personal contact with the respondents in the selected public secondary schools which enhanced their understanding of

the items in the instruments. The copies of the questionnaires were collected from the respondents after completion.

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

The data collected were analyzed using descriptive statistical techniques like frequencies and percentage counts for demographic data, mean and standard deviation for the research questions and inferential statistics such as Multiple Regression Analysis for the hypotheses at 5% (0.05) level of significance.

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## Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter presents the results and discussion of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypotheses) of the study. This chapter first shows the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics of respondents, research questions and hypotheses) and then the discussion of findings.

#### 4.1.1.1 Instrument Response Rate

**Table 4.1: Instrument Response Rate**

S/N	Research Instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	Principals' Communication Flow and Decision Making Style Questionnaire (PCFDMSQ)	3, 653	3, 651	3, 576	97.89%
2	Teachers' Job Commitment Questionnaire (TJCQ)	276	276	276	100%

**Source: Fieldwork, 2021**

Table 4.1 presents the amount of research instruments that were administered, collected (retrieved) and validated including the rate of responses. Two instruments named - Principals' Communication Flow and Decision-Making Style Questionnaire (PCFDMSQ) and Teachers' Job Commitment Questionnaire (TJCQ) were administered in order to collect data for the study. Principals' Communication Flow and Decision-Making Style Questionnaire (PCFDMSQ) which was administered to public secondary school teachers were produced into 3, 653 copies and distributed to the sampled respondents in the sampled schools. About 3, 651 were retrieved of which 3, 576 were rendered valid and useful for analysis. This gave a huge response rate of 97.89%. However, Teachers' Job Commitment Questionnaire (TJCQ) which was administered to school principals were produced into 276

copies and distributed to the sampled respondents in the sampled schools. All the instruments were retrieved of which all were rendered valid and useful for analysis. This gave a complete response rate of 100%.

#### 4.1.1. Demographic Data of Results

**Table 4.2.1: Frequency Distribution of Principals' Demography (n =276)**

Demographic Variable		Frequency (n)	Percentage (%)
<b>Gender</b>	Male	114	41.3
	Female	162	58.7
	<b>Total</b>	<b>276</b>	<b>100</b>
<b>Age</b>	18-38 years	7	2.5
	39-59 years	157	56.9
	60 years and above	112	40.6
	<b>Total</b>	<b>276</b>	<b>100</b>
<b>Marital Status</b>	Single	2	0.7
	Married	269	97.5
	Divorced	1	0.4
	Separated	4	1.4
	<b>Total</b>	<b>276</b>	<b>100</b>
<b>Highest Educational Qualifications</b>	NCE	13	4.7
	Bachelor's degree	184	66.7
	PGDE	44	15.9
	Master's degree	29	10.5
	MPhil or PhD degree	6	2.2
	<b>Total</b>	<b>276</b>	<b>100</b>
<b>Years of Teaching Experience</b>	6-10 years	1	0.4
	11-15 years	35	12.7
	16 years and above	240	86.9
	<b>Total</b>	<b>276</b>	<b>100</b>

**Source:** Fieldwork, 2021

Table 4.2.1 shows the frequency distribution of principals' demography in public secondary schools in Oyo State. This study was dominated by female principals as 162(58.7%) were females while male principals were 114(41.3%). This suggests dominance of female to male principals in Oyo State. Most of the principals, 157(56.9%) are within 39-59 years of age followed by 112 (40.6%) who are 60 years and above. Only 7(2.5%) are within 18-38 years. This implies that most of the principals are advanced in age, however only very few are young. Almost all the principals, 269(97.5%) are married, very few of

them are separated, 4(1.4%) and single, 2(0.7%) while only one principal indicated to be divorced, 1(0.4%). This suggests that a major portion of the principals in Oyo State are with their spouses and probably responsible for a family. This is good in that one who is married is viewed by the society as responsible and therefore would handle to handle an organization such as a school. Many principals, 184(66.7%) have Bachelor's degree as their highest form of degree which is an indication that Oyo State public secondary schools are managed or led by principals who are university graduates. However, 44 (15.9%) of the principals have PGDE and 29(10.5%) of them have Master's degree. This suggests that some of the principals are advancing their qualifications to the post graduate level which is very good for school management. The result also indicates that 13(4.7%) of the principals still possess NCE which could be that these principals were made principals a long time ago. Only 6(2.2%) have advanced to the MPhil or PhD level. Lastly, almost all the principals, 240(86.9%) have 16 years of experience and above while few, 35(12.7%) have 11-15 years of experience. Only 1(0.4%) have within 6-10 years of experience. This clearly indicates that most of the principals are well experienced probably in principalship in Oyo State public secondary schools.

**Table 4.2.2: Frequency Distribution of Teachers' Demography (n =3576)**

Demographic Variable		Frequency (n)	Percentage (%)
<b>Gender</b>	Male	1762	49.3
	Female	1814	50.7
	<b>Total</b>	<b>3576</b>	<b>100</b>
<b>Age</b>	18-38 years	1195	33.4
	39-59 years	2352	65.8
	60 years and above	29	0.8
	<b>Total</b>	<b>3576</b>	<b>100</b>
<b>Marital Status</b>	Single	210	5.9
	Married	3363	94.0
	Divorced	1	.0
	Separated	2	0.1
	<b>Total</b>	<b>3576</b>	<b>100</b>
<b>Highest Educational Qualifications</b>	NCE	156	4.4
	Bachelor's degree	3286	91.8
	PGDE	56	1.6
	Master's degree	78	2.2
	<b>Total</b>	<b>3576</b>	<b>100</b>
<b>Position</b>	Class Teacher	3100	86.7
	Head Teacher	476	13.3
	<b>Total</b>	<b>3576</b>	<b>100</b>
<b>Department or Field</b>	Science	1548	43.3
	Social Science	947	26.5
	Arts	1081	30.2
	<b>Total</b>	<b>3576</b>	<b>100</b>
<b>Years of Teaching Experience</b>	1-5 years	399	11.2
	6-10 years	910	25.4
	11-15 years	1123	31.4
	16 years and above	1144	32.0
	<b>Total</b>	<b>3576</b>	<b>100</b>

**Source:** Fieldwork, 2021

Table 4.2.2 shows the frequency distribution of teachers' demography in public secondary schools in Oyo State. This study was dominated by female teachers, 1814(50.7%), while male teachers had 49.3% representation. This suggests dominance of female to male teachers in Oyo State. It seems females are more interested in teaching profession compared to the males. Most of the teachers, 2352(65.8%) are within 39-59 years of age followed by 1195 (33.4%) who are within 18-38 years of age. Only few, 29(0.8%) of the teachers are 60 years and above. This could mean that a major portion of the teachers are young and probably in their mid-age. Only very few are well advanced in

age. Almost all the teachers, 3363(94.0%) are married. Few of them, 210(5.9%) are single while very few are separated, 2(0.1%) and only 1(0.0%) indicated to be divorced. This suggests that a major fraction of the teachers in Oyo State are with their spouses and probably responsible for a family. This is good in that a teacher who is responsible for a family would learn to treat students like family and also be responsible for them just like their children. Many teachers, 3286(91.8%) have the basic and required Bachelor's degree as their highest form of degree which is an indication that Oyo State public secondary schools now have teachers who are university graduates. However, 156 (4.4%) of the teachers still have NCE as their present level of academic qualification. Few of the teachers seems to have advanced their education to the post graduate level as 78 (2.2%) have master's degree and 56 (1.6%) have PGDE. Most of the teachers, 3300 (92.3%) are class teachers while 476 (13.3%) indicated that they are head teachers. In terms of teachers' department or field in which they teach, most of them, 1548 (43.3%) indicated that they teach in the field of sciences followed by 1081 (30.2%) which indicated that they teach in the field of arts. However, 947 (26.5%) teach social sciences (commercial) subjects. Lastly, many of the teachers, 1144(32.0%) have 16 years of experience and above which is immediately followed by 1123 (31.4%) of the teachers who have 11-15 years of teaching experience. Some of the teachers, 910 (25.4%) have 6-10 years of experience and few of them, 399(11.2%) have within 1-5 years of teaching experience. This result implies that Oyo state public secondary schools still have many teachers who are well experienced in the teaching profession.

#### 4.1.2 Presentation of Research Questions

**Research Question 1:** What is the communication flow (upward and downward) that principals adopt in public secondary schools in Oyo State, Nigeria?

**Table 4.3.1:** Upward communication flow adopted by principals in public secondary schools in Oyo State, Nigeria

S/N	Items	N	Always	Mostly	Often	Occas.	Not at all	$\bar{x}$	SD	Remark
1	Direct face to face communication with my principal is a common practice in my school	3576	223 6.2%	542 15.2%	966 27.9%	1839 51.4%	6 0.2%	2.759	0.93	Often
2	My principal listens to me when I discuss issues with him or her	3576	207 5.7%	1383 38.7%	1536 43.0%	449 12.6%	1 0.0%	3.371	0.78	Often
3	I talk freely with my principal without any barriers	3576	225 6.3%	878 24.6%	1645 46.0%	808 22.6%	20 0.5%	3.185	0.89	Often
4	My principal highly welcomes and appreciates my thoughts and ideas	3576	151 4.2%	902 25.2%	1816 50.8%	666 18.6%	41 1.1%	3.128	0.80	Often
5	I do not see my school principal except in the formal meetings	3576	8 0.2%	156 4.4%	840 23.5%	1773 49.6%	799 22.3%	2.105	0.80	Occas.
6	I go through a long path to communicate with my principal.	3576	27 0.8%	197 5.5%	663 18.5%	1236 34.6%	1453 40.6%	1.912	0.93	Occas.
7	My principal takes my suggestions and communicates back to me using effective communication methods	3576	152 4.3%	1090 30.5%	1624 45.4%	522 14.6%	188 5.3%	3.139	0.90	Often
8	My principal gives me the opportunity to voice my opinion on important school matters	3576	14 0.4%	169 4.7%	667 18.7%	347 9.7%	2379 66.5%	1.628	0.97	Occas.
9	My principal is open and considerate when I approach	3576	79 2.2%	757 21.2%	1808 50.6%	847 23.7%	85 2.4%	2.972	0.80	Often
10	My principal is open to both positive and negative feedback from me	3576	38 1.1%	746 20.9%	1941 54.3%	832 23.3%	19 0.4%	2.974	0.71	Often
			<b>Weighted Mean Score (<math>\bar{x}</math>) = 2.717 (0.85); General Decision = Often (Satisfactory)</b>							

**Source:** Fieldwork, 2021

**KEY:** *Occas.* = *Occasionally*; *SD* = *Standard Deviation*

**Threshold:** If the mean is 0.000-1.999 = *Not at all*; 2.000-2.499 = *Occasionally*; 2.500-3.499 = *Often*; 3.500 to 4.499 = *Mostly* and 4.500-5.000 = *Always*

Table 4.3.1 presents the upward communication flow adopted by principals in public secondary schools in Oyo State, Nigeria. Upward communication flow is usually from the teachers to the principals. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Ten items were used to measure the upward communication flow of principals. Among the items, seven (7) are remarked "often" while three (3) are remarked "occasionally". The seven items remarked 'often' imply that most of the teachers perceive that their principals often listen to them, limit barriers during communication, communicate to teachers based on their suggestions and appreciate their ideas. They are also often considerate and open to both positive and negative feedback from their teachers and ensure direct face to face communication with them. The three items remarked 'occasionally' imply that most of the teachers do not see their principals except in formal meetings, go through a long path to communicate with their principals and are given opportunity to voice their opinions on important school matters occasionally. However, table 4.3.1 generally reveals that downward communication flow is 'often' adopted by principals in public secondary schools in Oyo State, Nigeria ( $\bar{x}=2.711$ ,  $SD = 0.85$ ) which is satisfactory.

**Table 4.3.2:** Downward communication flow adopted by principals in public secondary schools in Oyo State, Nigeria

S/N	Items	N	Always	Mostly	Often	Occas.	Not at all	$\bar{x}$	SD	Remark
1	My principal keeps me informed about new changes using different methods of communication	3576	36 1.0%	694 19.4%	1812 50.7%	998 27.9%	36 1.0%	2.915	0.74	Often
2	Direct and continuous feedback are given by my principal	3576	30 0.8%	616 17.2%	1815 50.8%	1061 29.7%	54 1.5%	2.865	0.74	Often
3	My principal discusses school issues with me regularly	3576	7 0.2%	283 7.9%	1484 41.5%	1527 42.7%	275 7.7%	2.502	0.74	Often
4	My principal gives me clear and adequate information and instructions.	3576	38 1.1%	447 12.5%	1389 38.8%	1405 39.3%	297 8.3%	2.587	0.85	Often
5	My Principal gives report on my performance and progress as a teacher	3576	137 3.8%	1132 31.7%	1442 40.3%	763 21.3%	102 21.3%	3.123	0.88	Often
6	My principal discusses with me the expectations from my work.	3576	124 3.5%	1202 33.6%	1778 49.7%	468 13.1%	4 0.1%	3.272	0.73	Often
7	My school principal uses his or her free time (even after school) to communicate with me	3576	44 1.2%	405 11.3%	1048 29.3%	1747 48.9%	332 9.3%	2.464	0.86	Occas.
8	My principal encourages me to talk about any instructional problems with him or her	3576	110 3.1%	1033 28.9%	1852 51.8%	563 15.7%	18 0.5%	3.183	0.75	Often
9	My principal encourages and tries to assure that I feel comfortable when communicating with him or her	3576	181 5.1%	971 27.2%	1252 35.0%	987 27.6%	185 5.2%	2.993	0.98	Often
10	My principal provides enough information on job instructions and rationale	3576	224 6.3%	1103 30.8%	1246 34.8%	873 24.4%	130 3.6%	3.117	0.97	Often

**Weighted Mean Score ( $\bar{x}$ ) = 2.902 (0.82); General Decision = Often (Satisfactory)**

**Source:** Fieldwork, 2021

**KEY:** *Occas.* = *Occasionally*; *SD* = *Standard Deviation*

**Threshold:** If the mean is 0.000-1.999 = *Not at all*; 2.000-2.499 = *Occasionally*; 2.500-3.499 = *Often*; 3.500 to 4.499 = *Mostly* and 4.500-5.000 = *Always*

Table 4.3.2 presents the downward communication flow adopted by principals in public secondary schools in Oyo State, Nigeria. Downward communication flow is usually from the principals to the teachers. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Ten items were used to measure the downward communication flow of principals. Among the items, nine (9) are remarked "often" while only one (1) is remarked "occasionally". The nine items remarked 'often' imply that majority of the teachers perceive that their principals often keep them informed about new changes in the school, discuss expectations from their work, encourage them to talk about instructional problems if any and give report on their progress and performance. They also often make their teachers feel comfortable during communication, provide clear and adequate information with direct and continuous feedback. The only item remarked 'occasionally' imply that a major fraction of the teachers perceive that their principals use free time to communicate with them occasionally. The table generally reveals that downward communication flow is also 'often' adopted by principals in public secondary schools in Oyo State, Nigeria ( $\bar{x}=2.902$ ,  $SD = 0.82$ ) which is satisfactory. In answer to the above research question, the communication flow (upward and downward) adopted by principals in public secondary schools in Oyo State is satisfactory.

**Research Question 2:** What are the types of decision-making styles (decision-making participation, decision-making consultation, spontaneous decision-making and avoidant decision-making) adopted by principals in public secondary schools in Oyo State, Nigeria?

**Table 4.4.1:** Decision-making participation adopted by principals in public secondary schools in Oyo State, Nigeria

S/N	Items (My Principal)	N	Always	Mostly	Often	Occas.	Not at all	$\bar{x}$	SD	Remark
1	involves me in order to get my knowledge about a topic for decision-making	3576	127 3.6%	348 9.7%	808 22.6%	1798 50.3%	495 13.8%	2.389	0.96	Occas.
2	listens to my thoughts and feelings about a topic to withstand the real issue	3576	269 7.5%	619 17.3%	985 27.5%	1277 35.7%	426 11.9%	2.728	1.11	Often
3	allows me to express my candid judgment during decision-making exercise	3576	86 2.4%	330 9.2%	1002 28.0%	1931 54.0%	227 6.3%	2.473	0.84	Occas.
4	gives me the opportunity to voice my opinions during decision-making	3576	51 1.4%	235 6.6%	715 20.0%	1733 48.5%	842 23.5%	2.139	0.90	Occas.
5	carries me along in each decision-making process	3576	28 0.8%	318 8.9%	942 26.3%	1610 45.0%	678 19.0%	2.275	0.90	Occas.
6	allows me in determining entertainment and recreation activities for the students	3576	3 0.1%	162 4.5%	542 15.2%	1382 38.6%	1487 41.6%	1.829	0.85	Occas.
7	involves me in determining rules and regulations for the students	3576	2 0.1%	86 2.4%	347 9.7%	1486 41.6%	1655 46.3%	1.684	0.75	Occas.
8	sees me as important in the decision-making process	3576	13 0.4%	235 6.6%	600 16.8%	1274 35.6%	1454 40.7%	1.904	0.93	Occas.
9	makes sure goal setting is a collective responsibility	3576	38 1.1%	659 18.4%	1432 40.0%	1076 30.1%	371 10.4%	2.697	0.92	Often

Weighted Mean Score ( $\bar{x}$ ) = 2.235 (0.91); General Decision = Occasionally (fair)

**Source:** Fieldwork, 2021

**KEY:** Occas. = Occasionally; SD = Standard Deviation

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499; Mostly and 4.500-5.000 = Always

Table 4.4.1 reveals decision-making participation adopted by principals in public secondary schools in Oyo State, Nigeria. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Nine items were used to measure decision-making participation adopted by principals. Among the items, seven (7) are remarked "occasionally" while two (2) are remarked "often". The seven items remarked 'occasionally' imply that most of the teachers perceive that their principals involve them in getting their knowledge, determining entertainment, recreation activities, rules and regulations for the students, gives them opportunity to voice their opinions and express their candid judgment during decision-making exercise occasionally. The principals also occasionally see their teachers as important and carry them along in the decision-making process. The two items remarked 'often' indicate that most of the teachers perceive that their principals often listen to their thoughts and feelings about a topic and make sure goal setting is a collective responsibility in the school. The table however generally reveals that decision-making participation is 'occasionally' adopted by principals in public secondary schools in Oyo State, Nigeria ( $\bar{x}=2.235$ ,  $SD = 0.91$ ) which is fair.

**Table 4.4.2:** Decision-making consultation adopted by principals in public secondary schools in Oyo State, Nigeria

S/N	Items (My Principal)	N	Always	Mostly	Often	Occas.	Not at all	$\bar{x}$	SD	Remark
1	by way of discussion acquires collective opinion and then makes decisions	3576	138 3.9%	787 22.0%	1124 31.4%	1084 30.3%	443 12.4%	2.746	1.05	Often
2	seeks expert advice from me in order to make decision-making a successful process in the school	3576	80 2.2%	644 18.0%	1087 30.4%	1089 30.5%	676 18.9%	2.542	1.06	Often
3	is opened to suggestions from teachers	3576	57 1.6%	299 8.4%	451 12.6%	1607 44.9%	1162 32.5%	2.016	0.96	Occas.
4	consults teachers before taking disciplinary action against students misconduct	3576	9 0.3%	60 1.7%	168 4.7%	2689 75.2%	650 18.2%	1.906	0.56	Occas.
5	consults me before taking a decision that affects the school	3576	6 0.2%	47 1.3%	228 6.4%	913 25.5%	2382 66.6%	1.429	0.69	Not at all
6	welcomes personal initiatives from me.	3576	10 0.3%	165 4.6%	2798 78.2%	421 11.8%	182 5.1%	2.883	0.87	Often
7	welcomes constructive criticism from me	3576	12 0.3%	248 6.9%	1992 55.7%	1063 29.7%	261 7.4%	2.659	0.89	Often
8	seeks complete knowledge about the risk involved (negative or positive) for a particular decision	3576	99 2.8%	703 19.7%	1544 43.2%	1076 30.1%	154 4.3%	2.890	0.87	Often
9	operates 'open door policy'	3576	107 3.0%	860 24.0%	632 17.7%	1950 54.5%	27 0.8%	2.489	0.78	Occas.
10	welcomes ideas from me through brainstorming in order to generate, evaluate and choose the best among alternative ways of providing solution to an identified problem	3576	493 13.8%	963 26.9%	1422 39.8%	678 18.9%	20 0.6%	2.987	1.08	Often

**Weighted Mean Score ( $\bar{x}$ ) = 2.455 (0.88); General Decision = Occasionally (fair)**

**Source:** Fieldwork, 2021

**KEY:** Occas. = Occasionally; SD = Standard Deviation

*Threshold: If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499; Mostly and 4.500-5.000 = Always*

Table 4.4.2 reveals decision-making consultation adopted by principals in public secondary schools in Oyo State, Nigeria. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Ten items were used to measure decision-making consultation adopted by principals. Among the items, six (6) are remarked "often", three (3) are remarked 'occasionally' and one (1) is remarked "Not at all". The six items remarked 'often' indicate that most of the teachers perceive that their principals often seek collective opinion, expert advice, personal initiatives, constructive criticisms and ideas from them. They also often seek complete knowledge about the risk involved (negative or positive) for a particular decision. The three items remarked 'occasionally' imply that a major portion of the teachers perceive that their principals consult them before taking disciplinary action against students misconduct and is opened to suggestions from them occasionally. However, majority of the teachers perceive that their principals do not consult them before taking a decision that affects the school. The table generally reveals that decision-making consultation is 'occasionally' adopted by principals in public secondary schools in Oyo State, Nigeria ( $\bar{x}=2.455$ ,  $SD = 0.88$ ) which is quite fair.

**Table 4.4.3:** Spontaneous decision-making adopted by principals in public secondary schools in Oyo State, Nigeria

S/N	Items (My Principal)	N	Always	Mostly	Often	Occas.	Not at all	$\bar{x}$	SD	Remark
1	generally makes snap decisions	3576	90 2.5%	798 22.3%	1653 46.2%	552 15.4%	483 13.5%	2.849	1.00	Often
2	often makes decisions at the spur of the moment	3576	66 1.9%	109 3.0%	533 14.9%	846 23.7%	2022 56.5%	1.232	0.75	Not at all
3	makes quick decisions	3576	150 4.2%	748 20.9%	2039 57.0%	547 15.3%	92 2.6%	3.089	0.79	Often
4	often makes impulsive decisions	3576	175 4.9%	413 11.5%	1316 36.8%	1309 36.6%	363 10.2%	2.514	0.98	Often
5	makes decision before thinking about the decision-making process in a logical way.	3576	128 3.6%	436 12.2%	448 12.5%	1147 32.1%	1417 39.6%	2.247	0.98	Occas.
6	is not careful in making decisions	3576	25 0.7%	121 3.4%	364 10.2%	932 26.1%	2134 59.6%	1.416	0.84	Not at all
<b>Weighted Mean Score (<math>\bar{x}</math>) = 2.225 (0.89); General Decision = Occasionally (fair)</b>										

**Source:** Fieldwork, 2021

**KEY:** Occas. = Occasionally; SD = Standard Deviation

*Threshold: If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499; Mostly and 4.500-5.000 = Always*

Table 4.4.3 reveals spontaneous decision-making adopted by principals in public secondary schools in Oyo State, Nigeria. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Six items were used to measure spontaneous decision-making adopted by principals. Among the items, three (3) are remarked "often", two (2) are remarked "Not at all" and one (1) is remarked "occasionally". The three items remarked 'often' imply that most of the teachers perceive that their principals often make snap, quick and impulsive decisions. The two items remarked "Not at all" means that a major fraction of the teachers perceive that their principal do not make decisions at the spur of the moment nor careless in decision making. Lastly, the item remarked 'occasionally' implies that most of the teachers believe that their principals

occasionally make decision before thinking about the decision-making process in a logical way. The table however, generally reveals that the school principals are occasionally spontaneous in decision-making ( $\bar{x}=2.225$ ,  $SD = 0.89$ ) which is fair enough.

**Table 4.4.4:** Avoidant decision-making adopted by principals in public secondary schools in Oyo State, Nigeria

S/N	Items (My Principal)	N	Always	Mostly	Often	Occas.	Not at all	$\bar{x}$	SD	Remark
1	avoids making important decisions until the pressure is on	3576	22 0.6%	137 3.8%	321 9.0%	826 23.1%	2270 63.5%	1.273	0.77	Not at all
2	postpones decision-making whenever possible.	3576	6 0.2%	58 1.6%	408 11.4%	580 16.2%	2524 70.6%	1.189	0.75	Not at all
3	often procrastinates when it comes to making important decisions	3576	4 0.1%	19 0.5%	306 8.6%	1009 28.2%	2238 62.6%	1.474	0.68	Not at all
4	generally makes important decisions at the last minute	3576	23 0.6%	73 2.0%	442 12.4%	758 21.2%	2280 63.8%	1.262	0.80	Not at all
5	puts off making many decisions because thinking about them makes him or her uneasy	3576	26 0.7%	53 1.5%	282 7.9%	1384 38.7%	1831 51.2%	1.618	0.76	Occas.
6	lacks self-confidence in decision-making	3576	15 0.4%	87 2.5%	250 7.0%	445 12.4%	2779 77.7%	1.078	0.76	Not at all
7	delegates someone else who has the responsibility to make a decision if the risk is too high	3576	17 0.5%	111 3.1%	425 11.9%	444 12.4%	2579 72.1%	1.139	0.82	Not at all

**Weighted Mean Score ( $\bar{x}$ ) = 1.290 (0.76); General Decision = Not at all**

**Source:** Fieldwork, 2021

**KEY:** Occas. = Occasionally; SD = Standard Deviation

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499; Mostly and 4.500-5.000 = Always

Table 4.4.4 reveals avoidant decision-making adopted by principals in public secondary schools in Oyo State, Nigeria. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Seven items were used to measure avoidant decision-making adopted by principals. Among the items, six (6) are remarked "Not at all" and one (1) is remarked "occasionally". The six items remarked 'not at all' imply that majority of the teachers perceive that their principals do not avoid, postpone,

procrastinate, delegate nor lack self-confidence in decision-making. They also do not make important decisions at the last minute. The only item remarked 'occasionally' indicates that most teachers perceive that their principals occasionally put off making many decisions because thinking about them makes them uneasy. The table however, generally reveals that the school principals do not avoid decision-making ( $\bar{x}=1.290$ ,  $SD = 0.76$ ) which could be regarded as good. In answer to the above research question, decision-making participation, decision-making consultation and spontaneous decision-making types adopted by principals is fair. However, the principals do not engage in avoidant decision-making which is good.

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**Research Question 3:** What is the level of job commitment of teachers in public secondary schools in Oyo State, Nigeria?

**Table 4.5.1:** Level of job commitment of teachers to the students in public secondary schools in Oyo State, Nigeria

S/N	Items (My teachers)	N	VHL	HL	ML	LL	VLL	NAA	$\bar{x}$	SD	Remark
1	establish an effective learning environment, to allow students reach their targets	276	4 1.4%	12 4.3%	103 37.3%	91 33.0%	63 22.8%	3 1.1%	3.254	0.94	Low level
2	develop plans to improve the quality of instructions	276	1 0.4%	8 2.9%	115 41.7%	95 34.4%	52 18.8%	5 1.8	3.309	0.82	Low level
3	find it easy to spend extra time in preparing for the class	276	3 1.1%	6 2.2%	28 10.1%	117 42.4%	119 43.1%	3 1.1%	2.725	0.83	Low level
4	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	276	3 1.1%	2 0.7%	120 43.5%	97 35.1%	52 18.8%	2 0.7%	3.279	0.84	Low level
5	are willing to exert efforts on behalf of both low and high achieving students	276	6 2.2%	13 4.7%	95 34.4%	50 18.1%	107 38.8%	5 1.8%	3.080	1.09	Low level
6	enjoy working with students	276	5 1.8%	12 4.3%	13 4.7%	50 18.1%	163 59.1%	33 12%	2.359	1.02	Very Low level
7	have a strong desire to help each student develop his or her full potential	276	5 1.8%	18 6.5%	74 26.8%	85 30.8%	89 32.2%	5 1.8%	3.094	1.04	Low level
8	are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest	276	2 0.7%	5 1.8%	94 34.1%	95 34.4%	72 26.1%	8 2.9%	3.080	0.92	Low level
9	deliberately plans and designs their lessons in a way that will meet the need of each student in class	276	9 3.3%	53 19.2%	96 34.8%	45 16.3%	58 21.0%	15 5.4%	3.511	1.26	Moderate level
10	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	276	7 2.5%	42 15.2%	108 39.1%	80 29.0%	31 11.2%	8 3.0%	3.620	0.95	Moderate level

**Weighted Mean Score ( $\bar{x}$ ) = 3.131 (0.97); General Decision = Low Level (poor)**

**Source:** Fieldwork, 2021

**KEY:** VHL = Very High Level; HL = High Level; ML = Moderate Level; LL = Low Level; VLL = Very Low Level; NAA = Not At All; SD = Standard Deviation

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500-5.499 = High Level and 5.500-6.000 = Very High Level

Table 4.5.1 reveals the level of job commitment of teachers to the students in public secondary schools in Oyo State, Nigeria as perceived by the principals. The rating scale of 'not at all (1)' to 'very high level (6)' was used with a criterion of 3.50 set for the study. Ten items were used to measure the level of job commitment of teachers to the students. Among the items, seven (7) are remarked "low level", two are remarked "moderate level" and one (1) is remarked "very low level". The seven items remarked 'low level' imply that majority of the school principals perceive that their teachers establish an effective learning environment, develop plans to improve the quality of instructions, have a have a strong desire and willingness to help each student develop academically at a low level. The two items remarked 'moderate level" indicate that most of the principals perceive that their teachers deliberately plan and design their lessons to meet students' needs and are also willing to work with students in both curricular and extra-curricular activities at a moderate level. Lastly, the item remarked "very low level" imply that a major fraction of the principals believe that their teachers enjoy working with students at a very low level. The table however, generally reveals that the commitment of teachers to their students as perceived by their principals is at a low level ( $\bar{x}=3.131$ ,  $SD = 0.97$ ) which could be regarded as poor.

**Table 4.5.2:** Level of job commitment of teachers to the school in public secondary schools in Oyo State, Nigeria

S/N	Items (My teachers)	N	VHL	HL	ML	LL	VLL	NAA	$\bar{x}$	SD	Decision
1	believe and accept the goals and values of the school	276	7 2.6%	26 9.4%	110 39.9%	97 35.1%	31 11.2%	5 1.8%	3.515	0.96	Moderate level
2	are willing to exert effort to act upon the goals of the school	276	11 4.0%	20 7.2%	90 32.6%	96 34.8%	56 20.3%	3 1.1%	3.314	1.04	Low level
3	have a strong desire to maintain membership in the school	276	8 2.9%	26 9.4%	46 16.7%	92 33.3%	86 31.2%	18 6.5%	3.000	1.18	Low level
4	are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward	276	10 3.6%	32 11.6%	108 39.1%	83 30.1%	41 14.9%	2 0.7%	3.527	1.00	Moderate level
5	are ready to protect and defend the school	276	13 4.7%	44 15.9%	105 38.0%	71 25.7%	36 13.0%	7 2.5%	3.609	1.12	Moderate level
6	find it easy to cope with school's policies, laws and regulations	276	9 3.3%	27 9.8%	122 44.2%	54 19.6%	55 19.9%	9 3.3%	3.529	1.11	Moderate level
7	are willing to spend time and energy for the school's success	276	11 4.0%	64 23.2%	74 26.8%	51 18.5%	72 26.1%	4 1.4%	3.501	1.25	Moderate level
8	place the school's interest above personal interest	276	1 0.4%	9 3.3%	18 6.5%	46 16.7%	165 59.8%	37 13.4%	2.275	0.92	Very low level
9	readily promotes the school's image	276	2 0.7%	15 5.4%	21 7.6%	41 14.9%	157 56.9%	40 14.5%	2.348	1.02	Very low level
10	are faithful to school schedules	276	4 1.4%	20 7.3%	101 36.6%	77 27.9%	49 17.8%	25 9.1%	3.502	1.14	Moderate level

**Weighted Mean Score ( $\bar{x}$ ) = 3.212 (1.07); General Decision = Low level (poor)**

**Source:** Fieldwork, 2021

**KEY:** VHL = Very High Level; HL = High Level; ML = Moderate Level; LL = Low Level; VLL = Very Low Level; NAA = Not At All; SD = Standard Deviation

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500-5.499 = High Level and 5.500-6.000 = Very High Level

Table 4.5.2 reveals the level of job commitment of teachers to the school in public secondary schools in Oyo State, Nigeria as perceived by the principals. The rating scale of 'not at all (1)' to 'very high level (6)' was used with a criterion of 3.50 set for the study. Ten items were used to measure the level of job commitment of teachers to the school. Among the items, six (6) are remarked "moderate level", two (2) are remarked "low level" and two (2) is remarked "very low level". The six items remarked 'moderate level' imply that majority of the principals perceive that their teachers accept and find it easy to cope with school's goals, policies, laws, regulations and school schedules, defend and willingly contribute when necessary to curricula and extra-curricular activities and spend time or energy for the school's success at a moderate level. The two (2) items remarked "low level" clearly indicates that most of the school principals perceive that their teachers are willing to exert effort on behalf of school goals and have a strong desire to maintain membership in the school at a low level. The two (2) items remarked "very low level" clearly indicates that most of the principals perceive that their teachers place the school's interest above their personal interest and readily promote the school's image at a very low level. The table however, generally reveals that the commitment of teachers to the school as perceived by their principals is at a low level ( $\bar{x}=3.212$ ,  $SD = 1.07$ ) which could be regarded as poor.

**Table 4.5.3:** Level of job commitment of teachers to the teaching profession in public secondary schools in Oyo State, Nigeria

S/N	Items (My teachers)	N	VHL	HL	ML	LL	VLL	NAA	$\bar{x}$	SD	Decision
1	are proud of the teaching profession	276	3 1.1%	19 6.9%	97 35.1%	95 34.4%	53 19.2%	9 3.3%	3.265	0.99	Low level
2	show personal identification with the career and satisfaction as a teacher	276	8 2.9%	25 9.1%	70 25.4%	84 30.4%	73 26.4%	16 5.8%	3.141	1.17	Low level
3	are willing to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school	276	21 7.6%	50 18.1%	100 36.2%	72 26.1%	31 11.2%	2 0.7%	3.826	1.11	Moderate level
4	are active member of local, state, and national professional association of teachers	276	3 1.1%	33 12.0%	105 38.0%	26 9.4%	87 31.5%	22 8.0%	3.378	1.25	Low level
5	readily defend the teaching occupation when necessary	276	12 4.3%	56 20.3%	109 39.5%	47 17.0%	41 14.9%	11 4.0%	3.703	1.19	Moderate level
6	are happy to stay long in the teaching profession	276	1 0.4%	16 5.8%	41 14.9%	27 9.8%	136 49.3%	55 19.9%	2.384	1.15	Very Low level
7	have affective attachment to the teaching profession	276	4 1.4%	18 6.5%	122 44.2%	72 26.1%	52 18.8%	8 2.9%	3.370	1.00	Low level
8	engage in refreshers' courses that will help them stay abreast of happenings in the profession	276	4 1.4%	8 2.9%	60 21.7%	80 29.0%	84 30.4%	40 14.5%	2.725	1.13	Low level
<b>Weighted Mean Score (<math>\bar{x}</math>) = 3.224 (1.12); General Decision = Low level (poor)</b>											

**Source:** Fieldwork, 2021

**KEY:** VHL = Very High Level; HL = High Level; ML = Moderate Level; LL = Low Level; VLL = Very Low Level; NAA = Not At All; SD = Standard Deviation

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500-5.499 = High Level and 5.500-6.000 = Very High Level

Table 4.5.3 reveals the level of job commitment of teachers to the teaching profession in public secondary schools in Oyo State, Nigeria as perceived by the principals. The rating scale of 'not at all (1)' to 'very high level (6)' was used with a criterion of 3.50 set for the study. Eight items were used to measure the level of job commitment of teachers to the teaching profession. Among the items, five (5) are remarked "low level", two (2) are remarked "moderate level" and one item is remarked "very low level". The five items remarked 'low level' imply that majority of the principals perceive that their teachers are

proud, show personal identification, are active member of local, state, and national professional association of teachers, engage in refreshers' courses and have affective attachment to the teaching profession at a low level. The two items remarked 'moderate level' imply that majority of the principals perceive that their teachers are willing to develop the necessary skills and knowledge and relationships to have a successful career and readily defend the teaching occupation when necessary at a moderate level. The principals however believe that their teachers are happy to stay long in the teaching profession at a very low level. The table generally reveals that the commitment of teachers to the teaching profession as perceived by their principals is at a low level ( $\bar{x}=3.224$ ,  $SD = 1.12$ ) which could be regarded as poor. In answer to the above research question, the job commitment of teachers to the students, school and teaching profession in public secondary schools as perceived by their principals is at a low level which is poor.

### 4.1.3: Presentation of Hypotheses

**H<sub>01</sub>:** There will be no significant joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria.

**Table 4.6: Model Summary and Coefficients of Multiple Regression Analysis for the joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria**

		ANOVA					
Model		Sum of Squares	Df	Mean Square	F	P-Value	Decision
1	Regression	140.220	6	23.370	2.316	.034	Significant
	Residual	2714.515	269	10.091			
	Total	2854.735	275				

#### Model summary

R = .719

R Square = .517

Adjusted R Square = .504

Standard Error of the Estimate = 0.73665

Dependent Variable: Teachers job commitment

Predictors: (Constant), avoidant decision making, upward communication flow, downward communication flow, decision making participation, decision making consultation, spontaneous decision making

Source: Fieldwork, 2021

*F-value is significant at 0.05\**

Table 4.6: shows the model summary and coefficients of multiple regression analysis for the joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria. The table shows that the ANOVA value ( $F_{6, 269} = 2.316, P < 0.05$ ) is significant which means that the regression model

is a good fit of the data. This suggests that principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) significantly influence teachers' job commitment. The model summary shows that the coefficient of determination (R) value is .719 which indicates a good correlation between the predictor variables and the criterion (dependent variable). An R-value of 0.4 is taken for further analysis. In this case, the value is .719 which is good. The R<sup>2</sup> value of .517 shows that 51.7% variation in teachers' job commitment (dependent variable) could be explained by the predictor variables (principal communication flow and decision-making style). The remaining 48.3% could be due to other factors that were not considered in the study. An R<sup>2</sup> value greater than 0.5 means that the model is effectively enough to determine the relationship. In this case, the value is 0.517, which is also good. The adjusted R<sup>2</sup> value which gives a more honest report of the data shows that 50.4% of the variance in teachers' job commitment is explained only by the independent variables which are to be kept in the model. This therefore means that the remaining 49.6% could be a result of other predictors included or added to the model that do not have a significant prediction on teachers' job commitment. Furthermore, the very little difference between the R<sup>2</sup> value and Adjusted R<sup>2</sup> value (that is, .517 - .504 = .013) indicates a very good fit of the model because the closer the R<sup>2</sup> value is to the adjusted R<sup>2</sup>, the better the fit of the model. Lastly, the standard error of the estimates (0.73665) is low and therefore could easily be ignored because the estimates of teachers' job commitment could be wrong by 0.7. This means that the above model has a high confidence or precision of probably 93% since the error is just 0.73665.

**H<sub>02</sub>:** There will be no significant relative influence of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria.

**Table 4.7: Coefficients of Multiple Regression Analysis for the Relative Influence of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria**

Model	Coefficients				
	Unstandardized		Standardized	t	Significant value
	Coefficients		Coefficients		
	B	Standard Error	Beta		
1 (Constant)	34.018	4.097		8.303	.000
Upward communication flow	-.208	.062	-.172	-2.594	.023*
Downward communication flow	-.245	.057	-.191	-3.199	.002*
Decision- making participation	-.229	.060	-.186	-2.718	.015*
Decision- making consultation	-.077	.076	-.061	-1.010	.313
Spontaneous decision- making	.045	.085	.032	.532	.595
Avoidant decision- making	-.019	.113	-.010	-.166	.868

Dependent Variable: Teachers job commitment

**Source: Fieldwork, 2021**

*Beta Coefficients of Upward and downward communication flow and decision-making participation is significant at 0.05\**

Table 4.7 shows the coefficients of multiple regression analysis for the relative influence of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria. The table reveals that the beta coefficient ( $\beta$ ) and t- values for upward communication flow (Beta =  $-.172$ ; t =  $-2.594$ ; Significance =  $.023$ ),

downward communication flow (Beta =  $-.191$ ;  $t = -3.199$ ; Significance =  $.002$ ) and decision-making participation (Beta =  $-.186$ ;  $t = -2.718$ ; Significance =  $.015$ ) are relatively significant at  $P < 0.05$ . However, the beta coefficient ( $\beta$ ) and  $t$ - values for decision-making consultation (Beta =  $-.061$ ;  $t = -1.010$ ; Significance =  $.313$ ), spontaneous decision-making (Beta =  $.032$ ;  $t = .532$ ; Significance =  $.595$ ) and avoidant decision-making (Beta =  $-.010$ ;  $t = -.166$ ; Significance =  $.868$ ) were not significant at  $P > 0.05$ . These results imply that only upward communication flow, downward communication flow and decision-making participation explained the variance in teachers' job commitment and therefore needed in the model. The other three variables (decision-making consultation, spontaneous decision-making and avoidant decision-making) do not have a significant prediction nor account for variability in teachers' job commitment and are therefore no longer useful in the model.

In terms of the impact of the three significant variables on teachers' job commitment, the higher the  $t$ -value and lower the significance value, the more the impact. The table therefore shows that downward communication flow ( $t$ -value of  $-3.199$ ; significance of  $.002$ ) had greater impact on teachers' job commitment followed by decision-making participation ( $t$ -value of  $-2.718$ ; significance of  $.015$ ) and upward communication flow ( $t$ -value of  $2.594$ ; significance of  $.023$ ).

In terms of the type of relationship (whether positive or negative) that exist between the significant predictors and the dependent variable (teachers' job commitment), it is observed from the table that all of them (upward communication flow, downward communication flow and decision-making participation) have a negative relationship with teachers' job commitment as depicted by their negative  $B$  values of  $-.208$ ,  $-.245$  and  $-.229$  respectively. These results imply that as they increased, the dependent variable decreased. It therefore means that principals' upward and downward communication flow alongside decision-making participation negatively influenced teachers' job commitment in this study. For a unit change in principals' downward, upward and decision-making participation, there is a corresponding  $-.245$ ,  $-.229$  and  $-.208$  decrease in teachers' job commitment as depicted

by their negative values of B. Furthermore, the low standard error values for upward communication flow (.062), downward communication flow (.057) and decision-making participation (.060) also indicates a high level of precision of these predictors on teachers' job commitment in public secondary schools in Oyo State.

#### **4.2 Discussion of Findings**

This research investigated principal communication flow and decision-making style as predictors of job commitment among teachers in public secondary schools in Oyo State, Nigeria. Discussion of the findings presents the results of the research and relates them with previous studies by other researchers to for differences or similarities. In this study, demographic information of the respondents (teachers and principals) were analysed, three research questions were answered and two hypotheses were tested.

Results of the demographic data analysis of principals showed that 162(58.7%) were females while male principals were 114(41.3%). This implies that there are more female to male principals in Oyo state. This particular finding was also observed in a study on comparative study of leadership styles in public and private secondary schools in Ido Local Government Area of Ibadan, Oyo State" which also reported more female (168) to male (137) principals<sup>1</sup>. The results also showed that most of the principals, 157(56.9%) are within 39-59 years of age followed by 112 (40.6%) who are 60 years and above. Only 7(2.5%) are within 18-38 years. This implies that most of the principals are advanced in age, however only very few are young. Almost all the principals, 269(97.5%) are married, very few of them are separated, 4(1.4%) and single, 2(0.7%) while only one principal indicated to be divorced, 1(0.4%). This suggests that a major portion of the principals in Oyo state are with their spouses and probably responsible for a family. This is good in that one who is married is viewed by the society as responsible and therefore would be handle to handle an organization such as a school.

Findings of the study further showed that many of the principals, 184(66.7%) have Bachelor's degree as their highest form of degree which is an indication that Oyo State

public secondary schools are managed or led by principals who are university graduates. However, 44 (15.9%) of the principals have PGDE and 29(10.5%) of them have Master's degree. This suggests that some of the principals are advancing their qualifications to the post graduate level which is very good for school management. The result also indicates that 13(4.7%) of the principals still possess NCE which could be that these principals were made principals a long time ago. Only 6(2.2%) have advanced to the MPhil or PhD level.

Most of the principals, 240(86.9%) have 16 years of experience and above while few, 35(12.7%) have 11-15 years of experience. Only 1(0.4%) have within 6-10 years of experience. This clearly indicates that most of the principals are well experienced probably in principalship in Oyo State public secondary schools. The above findings do not completely agree with a previous study which reported that majority of the principals in public secondary schools in Calabar State, 173(25.9%) are less than 40 years unlike this study that reported that most of them are within 39-59 years of age. The study also noted that 180 (27.0%) of the principals have Bachelor's degree which was also observed in this work. Furthermore, the study also reported that a major portion of the school principals, 324(48.6%) have above 25 years of working experience as observed in the findings of this study<sup>2</sup>.

Results of the demographic data analysis of teachers revealed more female to male teachers. This also suggests dominance of female to male teachers in Oyo State. It seems females are more interested in teaching profession compared to the males. Most of the teachers, 2352(65.8%) are within 39-59 years of age followed by 1195 (33.4%) who are within 18-38 years of age. Only few, 29(0.8%) of the teachers are 60 years and above. This could mean that a major portion of the teachers are young and probably in their mid-age. Only very few are well advanced in age. Almost all the teachers, 3363(94.0%) are married. Few of them, 210(5.9%) are single while very few are separated, 2(0.1%) and only 1(0.0%) indicated to be divorced. This suggests that a major fraction of the teachers in Oyo State are with their spouses and probably responsible for a family. This is good in that a teacher who

is responsible for a family would learn to treat students like family and also be responsible for them just like their children.

Results of the study further showed that most of the teachers, 3286(91.8%) have the basic and required Bachelor's degree as their highest form of degree which is an indication that Oyo state public secondary schools now have teachers who are university graduates. However, 156 (4.4%) of the teachers still have NCE as their present level of academic qualification. Few of the teachers seems to have advanced their education to the post graduate level as 78 (2.2%) have master's degree and 56 (1.6%) have PGDE. Most of the teachers, 3300 (92.3%) are class teachers while 476 (13.3%) indicated that they are head teachers. In terms of teachers' department or field in which they teach, most of them, 1548 (43.3%) indicated that they teach in the field of sciences followed by 1081 (30.2%) which indicated that they teach in the field of arts. However, 947 (26.5%) teach social sciences (commercial) subjects.

It was also revealed from the findings of this study that many of the teachers, 1144(32.0%) have 16 years of experience and above which is immediately followed by 1123 (31.4%) of the teachers who have 11-15 years of teaching experience. Some of the teachers, 910 (25.4%) have 6-10 years of experience and few of them, 399(11.2%) have within 1-5 years of teaching experience. This result implies that Oyo State public secondary schools still have many teachers who are well experienced in the teaching profession. The above results is duly supported by a study on "Challenges of Teaching Profession, as Perceived by Teachers in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria" which reported that most teachers were females, 71(59.16%) compared to their male counterpart, 49(40.83%). The study also reported that majority of the teachers were within 21-60 years of age, 111(92.49%), married, 103(85.83%), had Bachelor's degree as current level of academic qualification, 92(68.33%) and have 11-20 years of teaching experience, 56(46.7%)<sup>3</sup>.

Findings from research question one showed that upward ( $\bar{x}=2.511$ ) and downward ( $\bar{x}=2.51$ ) communication flow of principals is satisfactory that is, they are often adopted by the principals. This result corroborates that of two researchers who reported that principals' upward and downward communication with teachers recorded the same mean score of 3.33 with the standard deviation of .65 and .69 respectively which means they are at a moderate or satisfactory level in the schools<sup>4</sup>. The finding is somewhat in line with that of a researcher who in her study on "Principals' Communication Patterns and Effective School Administration: Implications for the achievement of Vision 2030" reported that principal uses face to face communication more than the rest type of communication patterns. However, they often use upward and downward communication patterns which are satisfactory<sup>5</sup>. However, the finding is in disagreement with a study on "Communication: A Tool for Effective Secondary Education Management in Nigeria" which noted that upward and downward communication flow of principals is good (decision - 'agreed')<sup>6</sup>.

Findings from research question two showed that decision-making participation ( $\bar{x}=2.235$ ), decision-making consultation ( $\bar{x}=2.455$ ), spontaneous decision-making ( $\bar{x}=2.225$ ) are fair (that is occasionally done). However the principals do not avoid decision making ( $\bar{x}=1.290$ ) which could be regarded as good. The finding is in accordance with a study on "Principals' Decision-making Strategies and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria" which indicated that only an average number of principals involved teachers in decision making resulting to a low level of decision-making participation and consultation of teachers. This perhaps could have been responsible for the relatively low level of 46.81% recorded on the performance of candidates who met the baseline standard (obtained five credits and above, including English Language and Mathematics in WASSCE) between 2014 and 2016. It could therefore be inferred that principals do not have all the ideas as far as school administration is concerned; the low level of teachers' participation and consultation in problem identification, personal suggestions and instructional review could impede success in school

administration, curriculum delivery and students' academic performance. This is why teachers need to be adequately involved in decision making process in order to improve the quality of decisions and contributions to the realization of the school goals and objectives<sup>7</sup>. The finding also agrees with the research on "The Effect of School Administrators' Decision-making Styles on Teacher Job Satisfaction" which reported that spontaneous decision-making styles of school administrators is low ( $\bar{x}=2.46$ ) which means they rarely or occasionally use it. The research also reported that school administrators also rarely use avoidant decision making styles<sup>8</sup>. Another previous study also renders support to the above findings as it revealed that school administrators avoid spontaneous (mean of 2.17) and avoidant decision-making styles (mean of 1.84)<sup>9</sup>.

Findings from research question three revealed that teachers' job commitment to the students ( $\bar{x}=3.131$ ), school ( $\bar{x}=3.212$ ) and teaching profession ( $\bar{x}=3.244$ ) is at a low level which is poor. This finding is in complete agreement with a study on "Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria" which gave a similar report that teachers' job commitment to the school, students and teaching profession is low. These results could be similar because they were both carried out in the Southwest region of Nigeria.

Findings from hypothesis one (Ho1) revealed a significant joint contribution of principal communication flow (upward and downward flow) and decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo state, Nigeria ( $F_{6, 269} = 2.316, P<0.05$ ). This finding is duly supported by a previous study which reported a significant composite contribution of principal's communication pattern components (upward, downward, horizontal and face-to-face communication) to teachers and school effectiveness in secondary schools in Ibadan metropolis ( $F_{4, 360} = 211.965, P<0.05$ )<sup>5</sup>. Another previous similar study on "Principals' Communication Strategies and Teachers' Job Performance in Public Secondary Schools in Ikenne Local

Government Area of Ogun State" also reported a significant joint influence of Principals' Communication Strategies (downward and upward) on Teachers' Job Performance in the public secondary schools ( $F_{1, 190} = 10.411, P < .05$ )<sup>11</sup>. The findings are also supported by a previous study on "Teachers Involvement in Decision-making in the Management of Secondary Schools as Predictors on their Job Performance in Bayelsa State, Nigeria" which observed that teachers' participation (involvement) in decision-making is a significant predictor of their performance<sup>12</sup>.

Findings from hypothesis two (Ho2) revealed that the beta coefficient ( $\beta$ ) and t-values for upward communication flow (Beta =  $-.172$ ;  $t = -2.594$ ; significance =  $.023$ ), downward communication flow (Beta =  $-.191$ ;  $t = -3.199$ ; significance =  $.002$ ) and decision-making participation (Beta =  $-.186$ ;  $t = -2.718$ ; significance =  $.015$ ) are relatively significant at  $P < 0.05$ . This finding completely agrees with a previous empirical study which reported a significant relative influence of downward (Beta =  $.258$ ;  $t = 6.084$ ; significance =  $.000$ ) and upward (Beta =  $.244$ ;  $t = 6.169$ ; significance =  $.000$ ) communication pattern of principals to teachers and school effectiveness in secondary schools in Ibadan metropolis<sup>5</sup>. Furthermore, a study also showed a significant relationship between participation in decision-making and teachers' productivity in Mission Secondary schools in Delta State<sup>13</sup>.

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## Chapter Five

### Conclusion

This chapter deals with the summary of the results of the study, conclusion, recommendations and contributions to knowledge, and area of further studies.

#### 5.1 Summary of Findings

This study aimed to investigate principal communication flow and decision-making style as predictors of job commitment among teachers in public secondary schools in Oyo State, Nigeria. Findings of the study revealed that 162(58.7%) are female principals while 114(41.3%) are males. Most of the principals, 157(56.9%) are within 39-59 years of age followed by 112 (40.6%) who are 60 years and above and 7(2.5%) who are within 18-38 years. Almost all the principals, 269(97.5%) are married, 4(1.4%) are separated, 2(0.7%) are single while 1(0.4%) is divorced. Many principals, 184(66.7%) have Bachelor's degree followed by 44(15.9%) with PGDE, 29(10.5%) with Master's degree, 13(4.7%) with NCE and 6(2.2%) with MPhil or PhD. Lastly, almost all the principals, 240(86.9%) have 16 years of experience and above followed by 35(12.7%) with 11-15 years of experience and 1(0.4%) with 6-10 years of experience. The findings also showed that 1814(50.7%) of the teachers are females while males had 49.3% representation. Most teachers, 2352(65.8%) are within 39-59 years of age followed by 1195 (33.4%) who are within 18-38 years and 29(0.8%) who are 60 years and above. Almost all the teachers, 3363(94.0%) are married, 210(5.9%) are single, 2(0.1%) are separated and 1(0.0%) is divorced. Many teachers, 3286(91.8%) have Bachelor's degree, 156(4.4%) have NCE, 78(2.2%) have master's degree and 56 (1.6%) have PGDE. Most of the teachers, 3300 (92.3%) are classroom teachers while 476 (13.3%) indicated to be head teachers. Many teachers, 1548 (43.3%) teach science subjects, 1081(30.2%) teach art subjects and 947(26.5%) teach social sciences (commercial) subjects. Lastly, many of the teachers, 1144(32.0%) have above 16 years of experience, 1123 (31.4%) have 11-15 years of teaching experience, 910(25.4%) have 6-10 years of experience and 399(11.2%) have within 1-5 years of teaching experience

Answers to research questions revealed satisfactory upward ( $\bar{x}=2.511$ ) and downward ( $\bar{x}=2.51$ ) communication flow of principals; fair decision-making participation ( $\bar{x}=2.235$ ), decision-making consultation ( $\bar{x}=2.455$ ) and spontaneous decision-making ( $\bar{x}=2.225$ ) and no avoidant decision-making ( $\bar{x}=1.290$ ) of principals. Research question also showed low or poor level of teachers' job commitment to the students ( $\bar{x}=3.131$ ), school ( $\bar{x}=3.212$ ) and teaching profession ( $\bar{x}=3.244$ ). Test of hypotheses revealed a significant joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria ( $F_{6, 269} = 2.316, P < 0.05$ ). Furthermore, the hypotheses also revealed that the beta coefficient ( $\beta$ ) and t-values for upward communication flow (Beta =  $-0.172$ ;  $t = -2.594$ ; significance =  $.023$ ), downward communication flow (Beta =  $-0.191$ ;  $t = -3.199$ ; significance =  $.002$ ) and decision-making participation (Beta =  $-0.186$ ;  $t = -2.718$ ; significance =  $.015$ ) are relatively significant at  $P < 0.05$ .

## 5.2 Conclusion

This study concludes the following:

Majority of the school principals are females, well advanced in age and experienced, married and have the basic required bachelor's degree. It could be concluded from this finding that Oyo State public secondary schools are managed by more female principals who are university graduates, experienced and probably more responsible since they are married.

Most of the teachers too are also adult female class teachers who are married, experienced and have the basic required bachelor's degree. It could also be concluded from this finding that the public secondary school students in Oyo State are mostly taught by quality and responsible female teachers which is good.

Upward and downward principal communication flow was found to be satisfactory which means that it is often carried out in most of the public secondary schools in Oyo State. This is not too good for effective school management.

Principals' decision-making participation, decision-making consultation and spontaneous decision-making were found to be fair which means they are only occasionally done. This concludes that most of the teachers are not involved in decision-making nor are the principals spontaneous in making decisions. However, avoidant decision-making of principals is low which concludes that the school principals do not avoid making decisions which is good.

Low job commitment of most of the teachers to the students, school and teaching profession was observed which is poor. This concludes that Oyo State public secondary schools have a major portion of teachers who are not fully committed to their job.

Lastly, principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) significantly influenced teachers' job commitment to the school, students and teaching profession in public secondary schools in Oyo State, Nigeria. However, principals' upward and downward communication flow with decision-making participation had a negative significant influence on teachers' job commitment. This therefore concludes that the moderate way and manner the principals communicate with the teachers whether upward or downward and the low participation of teachers in decision-making process negatively influenced teachers' job commitment in the public secondary schools in Oyo State which might have resulted to the poor level of commitment amongst the teachers.

### 5.3 Recommendations

The following recommendations are therefore put forth based on the findings and objectives of the study:

1. most of the principals or teachers are females, well advanced in age and experienced, married and have the basic required bachelor's degree. This should be sustained in Oyo State public secondary schools. However, it is observed that most of the principals and teachers seem to have less of the advanced degrees like Master's degree, MPhil or PhD degrees and so on. There is need for them to be encouraged and motivated to advance their level of education for in doing so, they would be better equipped and acquainted to handle their students especially in this 21st century;
2. it was reported in this study that principals' upward and downward communication flow is satisfactory. This too needs to be improved upon. Principals should create better and easy ways that allow upward and downward flow of communication between them and their teachers so as to ensure smooth running of the school organization. Just as the saying goes - "communication is the lifeblood of any organization";
3. this study noted that principals' decision-making consultation, decision-making participation and spontaneous decision-making is fair. These too need to be quickly improved upon. Principals are to allow teachers participate more in the decision-making process and also seek their advice or opinions especially on matters that concern the school. Principals too should also learn how to be spontaneous in decision-making process. There is need for spontaneity in the decision-making process as it could help to solve problems that may arise faster;
4. poor (low) job commitment of the teachers towards the students, school and teaching profession was observed. This could perhaps be the reason for the poor achievement of students in external examinations such as the WAEC-organised

examinations in Oyo State. It is therefore recommended that the government, ministry and the school do all they can within their powers to ensure that teachers are more committed to their job as this could help better the academic performance of the students they teach; and

5. principals' upward and downward communication flow and decision-making styles should be thoroughly improved upon since they negatively affected that is, resulted to a decrease in teachers' job commitment in the study area.

#### **5.4 Contribution to Knowledge**

This study has contributed to knowledge in the following ways:

##### **1. Conceptual Review/Framework**

Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies.

##### **2. Theory**

The Side Bet Theory, Two step flow theory and Theory X and Y were the major theories used in this study. According to the Side Bet Theory propounded in 1960 holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they will be willing to leave the organization. This study gave an additional application of this theory to the influence of principals' decision-making style especially participation and consultation to teachers' commitment. The study viewed decision-making participation and consultation like side-bets that could make them feel a sense of belongingness and stay committed to the school. Previous studies did not apply this theory to the specific discourse of this study.

The two step flow theory focused on the process of decision-making during a presidential election campaign. The researchers expected to find empirical support for the direct influence of the media messages on voting intentions. They were

surprised to discover, however, that informal, personal contacts were mentioned far more frequently than exposure to radio or newspaper as sources of influence on voting behavior. Armed with this data, they developed the two-step flow theory of mass communication. This theory asserts that information from the media moves in two distinct stages. A better application of this theory in the field of education was given by this study. The study provided a relevance of this theory to the influence of upward and downward communication flow of principals on the commitment of teachers to their job.

### **3. Empirically**

This study adds to the pool of empirical literatures by reporting the significant joint contribution of principal communication flow (upward and downward flow) and decision-making style (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment which previous empirical studies did not consider thus bridging the gap in empirical literature.

### **4. Educational Policies**

The findings of this study had also provided useful information that could be used by the government and ministry of education in developing policies that could be used in improvement of school management and teachers' job commitment.

### **5.5 Suggested Area of Further Studies**

Areas to look at in further studies are discussed as follows:

#### **1. Research Type**

Two types of research exist - quantitative and qualitative researches. Since this study employed quantitative research, perhaps a mixed research could be employed in further studies to provide a more detailed result on the influence of principals' communication flow and decision-making style on teachers' job commitment.

## **2. Demography**

The influence of demographic information of both principals and teachers were not considered in this work. Further studies should explore the influence of gender, age, educational qualifications, years of teaching experience and even marital status as moderating (control) variables.

## **3. Research Design**

Since this study employed descriptive survey research design, other types of designs can be employed in other studies to provide other kinds of blueprint to arrive at the findings and conclusion of the study.

## **4. Educational Sector**

The educational sector used in this study was the "secondary school sector". However, this topic can be applicable to the primary and tertiary educational sectors.

## **5. Area of Study**

Oyo State was the study area of this research. However, the results might vary in other states. It is therefore necessary that the research topic (same variables) be explored in other states of the nation.

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## Appendices

### Appendix 1 - SPSS Computation Results (Raw Scores)

		<b>Gender of Principals</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	114	41.3	41.3	41.3
	Female	162	58.7	58.7	100.0
	Total	276	100.0	100.0	

		<b>Age of Principals</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-38 years	7	2.5	2.5	2.5
	39-59 years	157	56.9	56.9	59.4
	60 years and above	112	40.6	40.6	100.0
	Total	276	100.0	100.0	

		<b>Marital Status of Principals</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	2	0.7	0.7	.7
	Married	269	97.5	97.5	98.2
	Divorced	1	0.4	0.4	98.6
	Separated	4	1.4	1.4	100.0
	Total	276	100.0	100.0	

		<b>Highest Educational Qualifications of Principals</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	13	4.7	4.7	4.7
	Bachelor's degree	184	66.7	66.7	71.4
	PGDE	44	15.9	15.9	87.3
	Master's degree	29	10.5	10.5	97.8
	MPhil or PhD degree	6	2.2	2.2	100.0
	Total	276	100.0	100.0	

		<b>Years of Teaching Experience</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10 years	1	.4	.4	.4

	10-15 years	35	12.7	12.7	13.1
	16 years and above	240	86.9	86.9	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Establish an Effective Learning Environment, to allow Students reach their Targets</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	3	1.1	1.1	1.1
	Very Low Level	63	22.8	22.8	23.9
	Low Level	91	33.0	33.0	56.9
	Moderate Level	103	37.3	37.3	94.2
	High Level	12	4.3	4.3	98.6
	Very High Level	4	1.4	1.4	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Develop Plans to improve the Quality of Instruction</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	1.8	1.8	1.8
	Very Low Level	52	18.8	18.8	20.6
	Low Level	95	34.4	34.4	55.0
	Moderate Level	115	41.7	41.7	96.7
	High Level	8	2.9	2.9	99.6
	Very High Level	1	0.4	0.4	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Find it Easy to Spend Extra Time in Preparing for the Class</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	3	1.1	1.1	1.1
	Very Low Level	119	43.1	43.1	44.2
	Low Level	117	42.4	42.4	86.6
	Moderate Level	28	10.1	10.1	96.7
	High Level	6	2.2	2.2	98.9

	Very High Level	3	1.1	1.1	100.0
	Total	276	100.0	100.0	

		<b>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</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2	.7	.7	.7
	Very Low Level	52	18.8	18.8	19.6
	Low Level	97	35.1	35.1	54.7
	Moderate Level	120	43.5	43.5	98.2
	High Level	2	.7	.7	98.9
	Very High Level	3	1.1	1.1	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Willing to Exert Efforts on Behalf of Both Low and High Achieving Students</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	1.8	1.8	1.8
	Very Low Level	107	38.8	38.8	40.6
	Low Level	50	18.1	18.1	58.7
	Moderate Level	95	34.4	34.4	93.1
	High Level	13	4.7	4.7	97.8
	Very High Level	6	2.2	2.2	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Enjoy Working with Students</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	33	12.0	12.0	12.0
	Very Low Level	163	59.1	59.1	71.0
	Low Level	50	18.1	18.1	89.1
	Moderate Level	13	4.7	4.7	93.8
	High Level	12	4.3	4.3	98.2
	Very High Level	5	1.8	1.8	100.0
	Total	276	100.0	100.0	

	Total	276	100.0	100.0
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		<b>My Teachers have a Strong Desire to help Each Student Develop his or her full Potential</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	1.8	1.8	1.8
	Very Low Level	89	32.2	32.2	34.1
	Low Level	85	30.8	30.8	64.9
	Moderate Level	74	26.8	26.8	91.7
	High Level	18	6.5	6.5	98.2
	Very High Level	5	1.8	1.8	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Willing to help each Student Progress through Developmental Tasks and Programmes Commensurate with the Student's Ability and Interest</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	8	2.9	2.9	2.9
	Very Low Level	72	26.1	26.1	29.0
	Low Level	95	34.4	34.4	63.4
	Moderate Level	94	34.1	34.1	97.5
	High Level	5	1.8	1.8	99.3
	Very High Level	2	.7	.7	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Deliberately Plans and Designs their Lessons in a Way that Will Meet the Need of Each Student in Class</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	15	5.4	5.4	5.4
	Very Low Level	58	21.0	21.0	26.4
	Low Level	45	16.3	16.3	42.8
	Moderate Level	96	34.8	34.8	77.5
	High Level	53	19.2	19.2	96.7
	Very High Level	9	3.3	3.3	100.0
	Total				

	Total	276	100.0	100.0
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		<b>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</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	8	3.0	3.0	3.0
	Very Low Level	31	11.2	11.2	14.2
	Low Level	80	29.0	29.0	43.2
	Moderate Level	108	39.1	39.1	82.3
	High Level	42	15.2	15.2	97.5
	Very High Level	7	2.5	2.5	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Believe and Accept the Goals and Values of the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	1.8	1.8	1.8
	Very Low Level	31	11.2	11.2	13.0
	Low Level	97	35.1	35.1	48.2
	Moderate Level	110	39.9	39.9	88.0
	High Level	26	9.4	9.4	97.5
	Very High Level	7	2.5	2.5	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Willing to Exert Effort to Act Upon the Goals of the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	3	1.1	1.1	1.1
	Very Low Level	56	20.3	20.3	21.4
	Low Level	96	34.8	34.8	56.2
	Moderate Level	90	32.6	32.6	88.8
	High Level	20	7.2	7.2	96.0
	Very High Level	11	4.0	4.0	100.0
	Total	276	100.0	100.0	

		<b>My Teachers have a Strong Desire to Maintain Membership in the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	18	6.5	6.5	6.5
	Very Low Level	86	31.2	31.2	37.7
	Low Level	92	33.3	33.3	71.0
	Moderate Level	46	16.7	16.7	87.7
	High Level	26	9.4	9.4	97.1
	Very High Level	8	2.9	2.9	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Willing to Contribute when Necessary to Curricula and Extra-Curricular Activities, all in the Bid to Move the School Forward</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2	.7	.7	.7
	Very Low Level	41	14.9	14.9	15.6
	Low Level	83	30.1	30.1	45.7
	Moderate Level	108	39.1	39.1	84.8
	High Level	32	11.6	11.6	96.4
	Very High Level	10	3.6	3.6	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Ready to Protect and Defend the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	7	2.5	2.5	2.5
	Very Low Level	36	13.0	13.0	15.6
	Low Level	71	25.7	25.7	41.3
	Moderate Level	105	38.0	38.0	79.3
	High Level	44	15.9	15.9	95.3
	Very High Level	13	4.7	4.7	100.0
	Total	276	100.0	100.0	

		<b>My Teachers find it Easy to Cope with School's Policies, Laws and Regulations</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	9	3.3	3.3	3.3
	Very Low Level	55	19.9	19.9	23.2
	Low Level	54	19.6	19.6	42.8
	Moderate Level	122	44.2	44.2	87.0
	High Level	27	9.8	9.8	96.7
	Very High Level	9	3.3	3.3	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Willing to Spend Time and Energy for the School's Success</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	4	1.4	1.4	1.4
	Very Low Level	72	26.1	26.1	27.5
	Low Level	51	18.5	18.5	46.0
	Moderate Level	74	26.8	26.8	72.8
	High Level	64	23.2	23.2	96.0
	Very High Level	11	4.0	4.0	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Place the School's Interest above Personal Interest</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	37	13.4	13.4	13.4
	Very Low Level	165	59.8	59.8	73.2
	Low Level	46	16.7	16.7	89.9
	Moderate Level	18	6.5	6.5	96.4
	High Level	9	3.3	3.3	99.6
	Very High Level	1	.4	.4	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Readily Promotes the School's Image</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	40	14.5	14.5	14.5
	Very Low Level	157	56.9	56.9	71.4
	Low Level	41	14.9	14.9	86.3
	Moderate Level	21	7.6	7.6	93.9
	High Level	15	5.4	5.4	99.3
	Very High Level	2	.7	.7	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Faithful to School Schedules</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	25	9.1	9.1	9.1
	Very Low Level	49	17.8	17.8	26.9
	Low Level	77	27.9	27.9	54.7
	Moderate Level	101	36.6	36.6	91.3
	High Level	20	7.3	7.3	98.6
	Very High Level	4	1.4	1.4	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Proud of the Teaching Profession</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	9	3.3	3.3	3.3
	Very Low Level	53	19.2	19.2	22.5
	Low Level	95	34.4	34.4	56.9
	Moderate Level	97	35.1	35.1	92.0
	High Level	19	6.9	6.9	98.9
	Very High Level	3	1.1	1.1	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Show Personal Identification with the Career and Satisfaction as a Teacher</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	16	5.8	5.8	5.8
	Very Low Level	73	26.4	26.4	32.2

	Low Level	84	30.4	30.4	62.7
	Moderate Level	70	25.4	25.4	88.0
	High Level	25	9.1	9.1	97.1
	Very High Level	8	2.9	2.9	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Willing to Develop the Necessary Skills and Knowledge and Relationships to have a Successful Career, Regardless of the Situations Within the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2	.7	.7	.7
	Very Low Level	31	11.2	11.2	12.0
	Low Level	72	26.1	26.1	38.0
	Moderate Level	100	36.2	36.2	74.3
	High Level	50	18.1	18.1	92.4
	Very High Level	21	7.6	7.6	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Active Member of Local, State, and National Professional Association of Teachers</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	22	8.0	8.0	8.0
	Very Low Level	87	31.5	31.5	39.5
	Low Level	26	9.4	9.4	48.9
	Moderate Level	105	38.0	38.0	87.0
	High Level	33	12.0	12.0	98.9
	Very High Level	3	1.1	1.1	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Readily Defend the Teaching Occupation when Necessary</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	11	4.0	4.0	4.0
	Very Low Level	41	14.9	14.9	18.8
	Low Level	47	17.0	17.0	35.9

	Moderate Level	109	39.5	39.5	75.4
	High Level	56	20.3	20.3	95.7
	Very High Level	12	4.3	4.3	100.0
	Total	276	100.0	100.0	

		<b>My Teachers are Happy to Stay Long in the Teaching Profession</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	55	19.9	19.9	19.9
	Very Low Level	136	49.3	49.3	69.2
	Low Level	27	9.8	9.8	79.0
	Moderate Level	41	14.9	14.9	93.8
	High Level	16	5.8	5.8	99.6
	Very High Level	1	.4	.4	100.0
	Total	276	100.0	100.0	

		<b>My Teachers have Affective Attachment to the Teaching Profession</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	8	2.9	2.9	2.9
	Very Low Level	52	18.8	18.8	21.7
	Low Level	72	26.1	26.1	47.8
	Moderate Level	122	44.2	44.2	92.0
	High Level	18	6.5	6.5	98.6
	Very High Level	4	1.4	1.4	100.0
	Total	276	100.0	100.0	

		<b>My Teachers Engage in Refreshers' Courses that will help them Stay Abreast of Happenings in the Profession</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	40	14.5	14.5	14.5
	Very Low Level	84	30.4	30.4	44.9
	Low Level	80	29.0	29.0	73.9

Moderate Level	60	21.7	21.7	95.7
High Level	8	2.9	2.9	98.6
Very High Level	4	1.4	1.4	100.0
Total	276	100.0	100.0	

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender of Principals	276	1.00	2.00	1.5870	.49327
Age of Principals	276	1.00	3.00	2.3804	.53616
Marital Status of Principals	276	1.00	4.00	2.0507	.29102
Highest educational qualifications of principals	276	1.00	5.00	2.3877	.82135
Years of teaching experience	276	3.00	4.00	3.9964	.06019
My teachers establish an effective learning environment, to allow students reach their targets	276	1.00	6.00	3.2536	.94243
My teachers develop plans to improve the quality of instruction	276	2.00	6.00	3.3091	.82148
My teachers find it easy to spend extra time in preparing for the class	276	1.00	6.00	2.7246	.82918
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	276	1.00	6.00	3.2790	.83887

My teachers are willing to exert efforts on behalf of both low and high achieving students	276	1.00	6.00	3.0797	1.08920
My teachers enjoy working with students	276	1.00	6.00	2.3587	1.02246
My teachers have a strong desire to help each student develop his or her full potential	276	1.00	6.00	3.0942	1.04019
My teachers are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest	276	1.00	6.00	3.0797	.92293
My teachers deliberately plans and designs their lessons in a way that will meet the need of each student in class	276	1.00	6.00	3.5109	1.25766
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	276	2.00	6.00	3.6204	.95343
My teachers believe and accept the goals and values of the school	276	1.00	6.00	3.5145	.96284
My teachers are willing to exert effort to act upon the goals of the school	276	1.00	6.00	3.3136	1.03608

My teachers have a strong desire to maintain membership in the school	276	1.00	6.00	3.0000	1.17551
My teachers are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward	276	1.00	6.00	3.5274	.99968
My teachers are ready to protect and defend the school	276	1.00	6.00	3.6094	1.11516
My teachers find it easy to cope with school's policies, laws and regulations	276	1.00	6.00	3.5288	1.11317
My teachers are willing to spend time and energy for the school's success	276	1.00	6.00	3.5006	1.25039
My teachers place the school's interest above personal interest	276	1.00	6.00	2.2754	.91666
My teachers readily promotes the school's image	276	1.00	6.00	2.3478	1.02444
My teachers are faithful to school schedules	276	1.00	6.00	3.5023	1.13929
My teachers are proud of the teaching profession	276	1.00	6.00	3.2645	.99030
My teachers show personal identification with the career and satisfaction as a teacher	276	1.00	6.00	3.1413	1.16539

My teachers are willing to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school	276	1.00	6.00	3.8261	1.11135
My teachers are active member of local, state, and national professional association of teachers	276	1.00	6.00	3.3781	1.25089
My teachers readily defend the teaching occupation when necessary	276	1.00	6.00	3.7029	1.19032
My teachers are happy to stay long in the teaching profession	276	1.00	6.00	2.3841	1.15253
My teachers have affective attachment to the teaching profession	276	1.00	6.00	3.3696	1.00237
My teachers engage in refreshers' courses that will help them stay abreast of happenings in the profession	276	1.00	6.00	2.7246	1.12988
Valid N (listwise)	276				

		Gender of Teachers	Gender of Teachers	Gender of Teachers	Gender of Teachers
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1762	49.3	49.3	49.3
	Female	1814	50.7	50.7	100.0
	Total	3576	100.0	100.0	

		<b>Age of Teachers</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-38 years	1195	33.4	33.4	33.4
	39-59 years	2352	65.8	65.8	99.2
	60 years and above	29	.8	.8	100.0
	Total	3576	100.0	100.0	

		<b>Marital Status of Teachers</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	210	5.9	5.9	5.9
	married	3363	94.0	94.0	99.9
	Divorced	1	.0	.0	99.9
	separated	2	.1	.1	100.0
	Total	3576	100.0	100.0	

		<b>Highest Educational Qualifications</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	156	4.4	4.4	4.4
	Bachelor's degree	3286	91.8	91.9	96.3
	PGDE	56	1.6	1.4	97.7
	Master's degree	78	2.2	2.2	99.9
	Total	3576	100.0	100.0	

		<b>Position</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class Teacher	3100	86.7	86.7	86.7
	Head Teacher	476	13.3	13.3	100.0
	Total	3576	100.0	100.0	

		<b>Department or Field</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science	1548	43.3	43.3	43.3
	Social Science	947	26.5	26.5	69.8
	Arts	1081	30.2	30.2	100.0
	Total	3576	100.0	100.0	

		<b>Years of Teaching Experience</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	399	11.2	11.2	11.2
	6-10 years	910	25.4	25.4	36.6
	10-15 years	1123	31.4	31.4	68.0
	16 years and above	1144	32.0	32.0	100.0
	Total	3576	100.0	100.0	

		<b>Direct Face to Face Communication with my Principal is a Common Practice in my School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	6	.2	.2	.2
	Occasionally	1839	51.4	51.4	51.6
	Often	966	27.0	27.0	78.6
	Mostly	542	15.2	15.2	93.8
	Always	223	6.2	6.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Listens to me when I Discuss Issues with him or her</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1	.0	.2	.2
	Occasionally	449	12.6	12.6	12.7
	Often	1536	43.0	43.0	55.7
	Mostly	1383	38.7	38.7	94.4
	Always	207	5.7	5.6	100.0
	Total	3576	100.0	100.0	

		<b>I Talk Freely with my Principal Without any Barriers</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	68	1.9	1.9	1.9
	Occasionally	808	22.6	22.6	24.5
	Often	1607	44.9	44.9	69.4
	Mostly	868	24.3	24.3	93.7
	Always	225	6.3	6.3	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Highly Welcomes and Appreciates my Thoughts and Ideas</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	41	1.1	1.1	1.1
	Occasionally	666	18.6	18.6	19.8
	Often	1816	50.8	50.8	70.6
	Mostly	902	25.2	25.2	95.8
	Always	151	4.2	4.2	100.0
	Total	3576	100.0	100.0	

		<b>I Do Not see my School Principal Except in the Formal Meetings</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	799	22.3	22.3	22.3
	Occasionally	1773	49.6	49.6	71.9
	Often	840	23.5	23.5	95.4
	Mostly	156	4.4	4.4	99.8
	Always	8	.2	.2	100.0
	Total	3576	100.0	100.0	

		<b>I Go Through a Long Path to Communicate with my Principal</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1453	40.6	40.6	40.6
	Occasionally	1236	34.6	34.6	75.2
	Often	663	18.5	18.5	93.7
	Mostly	197	5.5	5.5	99.2
	Always	27	.8	.8	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Takes my Suggestions and Communicates Back to me Using Effective Communication Methods</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	188	5.3	5.3	5.3
	Occasionally	522	14.6	14.6	19.9
	Often	1624	45.4	45.4	65.3
	Mostly	1090	30.5	30.5	95.7
	Always	152	4.3	4.3	100.0
	Total	3576	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2379	66.5	66.5	66.5
	Occasionally	347	9.7	9.7	76.2
	Often	667	18.7	18.7	94.9
	Mostly	169	4.7	4.7	99.6
	Always	14	.4	.4	100.0
	Total	3576	100.0	100.0	

		<b>My Principal is Open and Considerate when I Approach</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	85	2.4	2.4	2.4
	Occasionally	847	23.7	23.7	26.1
	Often	1808	50.6	50.6	76.6
	Mostly	757	21.2	21.2	97.8
	Always	79	2.2	2.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal is Open to Both Positive and Negative Feedback from me</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	30	.8	.8	.8
	Occasionally	832	23.3	23.3	24.1
	Often	1941	54.3	54.3	78.4
	Mostly	746	20.9	20.9	99.2
	Always	27	.8	.8	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Keeps me Informed About New Changes Using Different Methods of Communication</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	36	1.0	1.0	1.0
	Occasionally	998	27.9	27.9	28.9
	Often	1812	50.7	50.7	79.6
	Mostly	694	19.4	19.4	99.0
	Always	36	1.0	1.0	100.0
	Total	3576	100.0	100.0	

		<b>Direct and Continuous Feedback are Given by my Principal</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	54	1.5	1.5	1.5
	Occasionally	1061	29.7	29.7	31.2
	Often	1812	50.7	50.7	81.9
	Mostly	613	17.1	17.1	99.0
	Always	36	1.0	1.0	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Discusses School Issues with me Regularly</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	275	7.7	7.7	7.7
	Occasionally	1527	42.7	42.7	50.4
	Often	1484	41.5	41.5	91.9
	Mostly	283	7.9	7.9	99.8
	Always	7	.2	.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Gives me Clear and Adequate Information and Instructions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	297	8.3	8.3	8.3
	Occasionally	1405	39.3	39.3	47.6
	Often	1389	38.8	38.8	86.4
	Mostly	447	12.5	12.5	98.9
	Always	38	1.1	1.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Gives Report on my Performance and Progress as a Teacher</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	102	2.9	2.9	2.9
	Occasionally	763	21.3	21.3	24.2
	Often	1442	40.3	40.3	64.5
	Mostly	1132	31.7	31.7	96.2
	Always	137	3.8	3.8	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Discusses with me the Expectations from my Work</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	4	.1	.1	.1
	Occasionally	468	13.1	13.1	13.2
	Often	1778	49.7	49.7	62.9
	Mostly	1202	33.6	33.6	96.5
	Always	124	3.5	3.5	100.0
	Total	3576	100.0	100.0	

		<b>My School Principal Uses his or her Free Time (Even After School) to Communicate with me</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	332	9.3	9.3	9.3
	Occasionally	1747	48.9	48.9	58.1
	Often	1048	29.3	29.3	87.4
	Mostly	405	11.3	11.3	98.8
	Always	44	1.2	1.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Encourages me to Talk About any Instructional Problems with him or her</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	18	.5	.5	.5
	Occasionally	563	15.7	15.7	16.2
	Often	1852	51.8	51.8	68.0
	Mostly	1033	28.9	28.9	96.9
	Always	110	3.1	3.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Encourages and Tries to Assure that I Feel Comfortable when Communicating with him or her</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	185	5.2	5.2	5.2
	Occasionally	987	27.6	27.6	32.8
	Often	1252	35.0	35.0	67.8
	Mostly	971	27.2	27.2	94.9
	Always	181	5.1	5.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Provides Enough Information on Job Instructions and Rationale</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	130	3.6	3.6	3.6
	Occasionally	873	24.4	24.4	28.0
	Often	1246	34.8	34.8	62.9
	Mostly	1103	30.8	30.8	93.7
	Always	224	6.3	6.3	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Involves me in Order to Get my Knowledge about a Topic for Decision-Making</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	495	13.8	13.8	13.8
	Occasionally	1798	50.3	50.3	64.1
	Often	808	22.6	22.6	86.7
	Mostly	348	9.7	9.7	96.4
	Always	127	3.6	3.6	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Listens to my Thoughts and Feelings about a Topic to Withstand the Real Issue</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	426	11.9	11.9	11.9
	Occasionally	1277	35.7	35.7	47.6
	Often	985	27.5	27.5	75.2
	Mostly	619	17.3	17.3	92.5
	Always	269	7.5	7.5	100.0
	Total	3576	100.0	100.0	

**My Principal Allows me to Expresses my Candid**

		<b>Judgment During Decision-making Exercise</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	227	6.3	6.3	6.3
	Occasionally	1931	54.0	54.0	60.3
	Often	1002	28.0	28.0	88.4
	Mostly	330	9.2	9.2	97.6
	Always	86	2.4	2.4	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Gives me the Opportunity to Voice my Opinion During Decision-making</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	842	23.5	23.5	23.5
	Occasionally	1733	48.5	48.5	72.0
	Often	715	20.0	20.0	92.0
	Mostly	235	6.6	6.6	98.6
	Always	51	1.4	1.4	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Carries me Along in Each Decision-making Process</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	678	19.0	19.0	19.0
	Occasionally	1610	45.0	45.0	64.0
	Often	942	26.3	26.3	90.3
	Mostly	318	8.9	8.9	99.2
	Always	28	.8	.8	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Allows me in Determining Entertainment and Recreation Activities for the Students</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1487	41.6	41.6	41.6
	Occasionally	1382	38.6	38.6	80.2
	Often	542	15.2	15.2	95.4
	Mostly	162	4.5	4.5	99.9
	Always	3	.1	.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Involves me in Determining Rules and Regulations for the Students</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1655	46.3	46.3	46.3
	Occasionally	1486	41.6	41.6	87.8
	Often	347	9.7	9.7	97.5
	Mostly	86	2.4	2.4	99.9
	Always	2	.1	.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Sees me as Important in the Decision-making Process</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1454	40.7	40.7	40.7
	Occasionally	1274	35.6	35.6	76.3
	Often	600	16.8	16.8	93.1
	Mostly	235	6.6	6.6	99.6
	Always	13	.4	.4	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Makes Sure Goal Setting is a Collective Responsibility</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	371	10.4	10.4	10.4
	Occasionally	1076	30.1	30.1	40.5
	Often	1432	40.0	40.0	80.5
	Mostly	659	18.4	18.4	98.9
	Always	38	1.1	1.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal by Way of Discussion Acquires Collective Opinion and then Makes Decisions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	443	12.4	12.4	12.4
	Occasionally	1084	30.3	30.3	42.7
	Often	1124	31.4	31.4	74.1
	Mostly	787	22.0	22.0	96.1
	Always	138	3.9	3.9	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Seeks Expert Advice from me in Order to Make Decision-making a Successful Process in the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	676	18.9	18.9	18.9
	Occasionally	1089	30.5	30.5	49.4
	Often	1087	30.4	30.4	79.8
	Mostly	644	18.0	18.0	97.8
	Always	80	2.2	2.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal is Opened to Suggestions from Teachers</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1162	32.5	32.5	32.5
	Occasionally	1607	44.9	44.9	77.4
	Often	451	12.6	12.6	90.0
	Mostly	299	8.4	8.4	98.4
	Always	57	1.6	1.6	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Consults Teachers Before Taking Disciplinary Action Against Students Misconduct</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	650	18.2	18.2	18.2
	Occasionally	2689	75.2	75.2	93.4
	Often	168	4.7	4.7	98.1
	Mostly	60	1.7	1.7	99.7
	Always	9	.3	.3	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Consults me Before Taking a Decision that Affects the School</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2382	66.6	66.6	66.6
	Occasionally	913	25.5	25.5	92.1
	Often	228	6.4	6.4	98.5
	Mostly	47	1.3	1.3	99.8
	Always	6	.2	.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Welcomes Personal Initiatives from me</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	182	5.1	5.1	5.1
	Occasionally	421	11.8	11.8	16.9
	Often	2798	78.2	78.2	95.1
	Mostly	165	4.6	4.6	99.7
	Always	10	.3	.3	100.0
Total		3576	100.0	100.0	

		<b>My Principal Welcomes Constructive Criticism from me</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	261	7.4	7.4	7.4
	Occasionally	1063	29.7	29.7	37.1
	Often	1992	55.7	55.7	92.8
	Mostly	248	6.9	6.9	99.7
	Always	12	0.3	0.3	100.0
Total		3576	100.0	100.0	

		<b>My Principal Seeks Complete Knowledge about the Risk Involved (Negative Or Positive) for a Particular Decision</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	154	4.3	4.3	4.3
	Occasionally	1076	30.1	30.1	34.4
	Often	1544	43.2	43.2	77.6
	Mostly	703	19.7	19.7	97.2
	Always	99	2.8	2.8	100.0
Total		3576	100.0	100.0	

		<b>My Principal Operates 'Open Door Policy'</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	27	.8	.8	.8
	Occasionally	1950	54.5	54.5	55.3
	Often	632	17.7	17.7	73.0
	Mostly	860	24.0	24.0	97.0
	Always	107	3.0	3.0	100.0
Total		3576	100.0	100.0	

		<b>My Principal Welcomes Ideas from me Through Brainstorming in Order to Generate, Evaluate and Choose the Best among Alternative Ways of Providing Solution to an Identified Problem</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	20	0.6	0.6	0.6
	Occasionally	678	18.9	18.9	19.5
	Often	1422	39.8	39.8	59.3
	Mostly	963	26.9	26.9	86.2
	Always	493	13.8	13.8	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Generally Makes Snap Decisions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	483	13.5	13.5	13.5
	Occasionally	552	15.4	15.4	28.9
	Often	1653	46.2	46.2	75.2
	Mostly	798	22.3	22.3	97.5
	Always	90	2.5	2.5	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Often Makes Decisions at the Spur of the Moment</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2022	56.5	56.5	56.5
	Occasionally	846	23.7	23.7	80.2
	Often	533	14.9	14.9	95.1
	Mostly	109	3.0	3.0	98.1
	Always	66	1.9	1.9	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Makes Quick Decisions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	92	2.6	2.6	2.6
	Occasionally	547	15.3	15.3	17.9
	Often	2039	57.0	57.0	74.9
	Mostly	748	20.9	20.9	95.8
	Always	150	4.2	4.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Often Makes Impulsive Decisions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	363	10.2	10.2	10.2
	Occasionally	1309	36.6	36.6	46.8
	Often	1316	36.8	36.8	83.6
	Mostly	413	11.5	11.5	95.1
	Always	175	4.9	4.9	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Makes Decision Before Thinking about the Decision-making Process in a Logical Way.</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1417	39.6	39.6	39.6
	Occasionally	1147	32.1	32.1	71.7
	Often	448	12.5	12.5	84.2
	Mostly	436	12.2	12.2	96.4
	Always	128	3.6	3.6	100.0
	Total	3576	100.0	100.0	

		<b>My Principal is not Careful in Making Decisions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2134	59.6	59.6	59.6
	Occasionally	932	26.1	26.1	85.7
	Often	364	10.2	10.2	95.9
	Mostly	121	3.4	3.4	99.3
	Always	25	0.7	0.7	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Avoids Making Important Decisions Until the Pressure is on</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2270	63.5	63.5	63.5
	Occasionally	826	23.1	23.1	86.6
	Often	321	9.0	9.0	95.6
	Mostly	137	3.8	3.8	99.4
	Always	22	0.6	0.6	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Postpones Decision-making Whenever Possible</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2524	70.6	70.6	70.6
	Occasionally	580	16.2	16.2	86.8
	Often	408	11.4	11.4	98.2
	Mostly	58	1.6	1.6	99.8
	Always	6	0.2	0.2	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Often Procrastinates When it Comes to Making Important Decisions</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2238	62.6	62.6	62.6
	Occasionally	1009	28.2	28.2	90.8
	Often	306	8.6	8.6	99.4
	Mostly	19	.5	.5	99.9
	Always	4	.1	.1	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Generally Makes Important Decisions at the Last Minute</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2280	63.8	63.8	63.8
	Occasionally	758	21.2	21.2	85.0
	Often	442	12.4	12.4	97.4
	Mostly	73	2.0	2.0	99.4
	Always	23	0.6	0.6	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Puts Off Making Many Decisions Because Thinking about them Makes him or her Uneasy</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1831	51.2	51.2	51.2
	Occasionally	1384	38.7	38.7	89.9
	Often	282	7.9	7.9	97.8
	Mostly	53	1.5	1.5	99.3
	Always	26	.7	.7	100.0
	Total	3576	100.0	100.0	

		<b>My Principal Lacks Self-Confidence in Decision-making</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2779	77.7	77.7	77.7
	Occasionally	445	12.4	12.4	90.1
	Often	250	7.0	7.0	97.1
	Mostly	87	2.5	2.5	99.6
	Always	15	0.4	0.4	100.0
Total		3576	100.0	100.0	

		<b>My Principal Delegates Someone Else Who Has the Responsibility to Make a Decision if the Risk is Too High</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2579	72.1	72.1	72.1
	Occasionally	444	12.4	12.4	84.5
	Often	425	11.9	11.9	96.4
	Mostly	111	3.1	3.1	99.5
	Always	17	0.5	0.5	100.0
Total		3576	100.0	100.0	

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**Descriptive Statistics**

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	N	Minimum	Maximum	Mean	Std. Deviation
Direct face to face communication with my principal is a common practice in my school	3576	1.00	5.00	2.7587	.92951
My principal listens to me when I discuss issues with him or her	3576	1.00	5.00	3.3708	.77951
I talk freely with my principal without any barriers	3576	1.00	5.00	3.1851	.88640
My principal highly welcomes and appreciates my thoughts and ideas	3576	1.00	5.00	3.1275	.79822

I do not see my school principal except in the formal meetings	3576	1.00	5.00	2.105 4	.80127
I go through a long path to communicate with my principal	3576	1.00	5.00	1.911 9	.93409
My principal takes my suggestions and communicates back to me using effective communication methods	3576	1.00	5.00	3.138 7	.90116
My principal gives me the opportunity to voice my opinion on important school matters	3576	1.00	5.00	1.627 5	.96829
My principal is open and considerate when I approach	3576	1.00	5.00	2.971 5	.79458
My principal is open to both positive and negative feedback from me	3576	1.00	5.00	2.974 3	.71029
My principal keeps me informed about new changes using different methods of communication	3576	1.00	5.00	2.915 0	.73934
Direct and continuous feedback are given by my principal	3576	1.00	5.00	2.864 7	.74204
My principal discusses school issues with me regularly	3576	1.00	5.00	2.502 2	.75762
My principal gives me clear and adequate information and instructions	3576	1.00	5.00	2.587 2	.84997
My Principal gives report on my performance and progress as a teacher	3576	1.00	5.00	3.122 8	.88454

My principal discusses with me the expectations from my work	3576	1.00	5.00	3.272 4	.73222
My school principal uses his or her free time (even after school) to communicate with me	3576	1.00	5.00	2.463 6	.85726
My principal encourages me to talk about any instructional problems with him or her	3576	1.00	5.00	3.182 9	.74578
My principal encourages and tries to assure that I feel comfortable when communicating with him or her	3576	1.00	5.00	2.993 3	.97834
My principal provides enough information on job instructions and rationale	3576	1.00	5.00	3.116 9	.96703
My principal involves me in order to get my knowledge about a topic for decision-making	3576	1.00	5.00	2.388 7	.96043
My principal listens to my thoughts and feelings about a topic to withstand the real issue	3576	1.00	5.00	2.728 2	1.11089
My principal allows me to express my candid judgment during decision-making exercise	3576	1.00	5.00	2.473 4	.83983
My principal gives me the opportunity to voice my opinion during decision-making	3576	1.00	5.00	2.138 7	.89867
My principal carries me along in each decision-	3576	1.00	5.00	2.275 2	.89649

making process

My principal allows me in determining entertainment and recreation activities for the students	3576	1.00	5.00	1.8289	.85268
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My principal involves me in determining rules and regulations for the students	3576	1.00	5.00	1.6840	.74925
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My principal sees me as important in the decision-making process	3576	1.00	5.00	1.9035	.92785
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My principal makes sure goal setting is a collective responsibility	3576	1.00	5.00	2.6971	.92260
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My principal by way of discussion acquires collective opinion and then makes decisions	3576	1.00	5.00	2.7464	1.05313
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My principal seeks expert advice from me in order to make decision-making a successful process in the school	3576	1.00	5.00	2.5422	1.05878
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My principal is opened to suggestions from teachers	3576	1.00	5.00	2.0162	.96383
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My principal consults teachers before taking disciplinary action against students misconduct	3576	1.00	5.00	1.9063	.55662
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My principal consults me before taking a decision that affects the school	3576	1.00	5.00	1.4290	.68673
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My principal welcomes personal initiatives from me	3576	1.00	5.00	2.8831	.87420
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My principal welcomes constructive criticism from me	3576	1.00	5.00	2.659 1	.89403
My principal seeks complete knowledge about the risk involved (negative or positive) for a particular decision	3576	1.00	5.00	2.890 3	.87318
My principal operates 'open door policy'	3576	1.00	5.00	2.489 1	.77761
My principal welcomes ideas from me through brainstorming in order to generate, evaluate and choose the best among alternative ways of providing solution to an identified problem	3576	1.00	5.00	2.987 0	1.07640
My principal generally makes snap decisions	3576	1.00	5.00	2.849 0	.99796
My principal often makes decisions at the spur of the moment	3576	1.00	5.00	1.232 1	.75438
My principal makes quick decisions	3576	1.00	5.00	3.088 6	.79066
My principal often makes impulsive decisions	3576	1.00	5.00	2.514 3	.97830
My principal makes decision before thinking about the decision-making process in a logical way.	3576	1.00	5.00	2.247 4	.97840
My principal is not careful in making decisions	3576	1.00	5.00	1.416 3	.83573
My principal avoids making important decisions until the pressure is on	3576	1.00	5.00	1.273 3	.77073

My principal postpones decision-making whenever possible	3576	1.00	5.00	1.189 2	.75305
My principal often procrastinates when it comes to making important decisions	3576	1.00	5.00	1.473 7	.68256
My principal generally makes important decisions at the last minute	3576	1.00	5.00	1.262 2	.79908
My principal puts off making many decisions because thinking about them makes him or her uneasy	3576	1.00	5.00	1.618 3	.75502
My principal lacks self-confidence in decision-making	3576	1.00	5.00	1.078 1	.76174
My principal delegates someone else who has the responsibility to make a decision if the risk is too high	3576	1.00	5.00	1.139 0	.82082
Valid N (listwise)	3576				

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 <sup>a</sup>	.517	.504	.73665
a. Predictors: (Constant), avoidant decision making, upward communication flow, downward communication flow, decision making participation, decision making consultation, spontaneous decision making				

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	140.220	6	23.370	2.316	.034 <sup>b</sup>
	Residual	2714.515	269	10.091		
	Total	2854.735	275			

a. Dependent Variable: Teachers job commitment

b. Predictors: (Constant), avoidant decision making, upward communication flow, downward communication flow, decision making participation, decision making consultation, spontaneous decision making

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.018	4.097		8.303	.000
	Upward communication flow	-.208	.062	-.172	-2.594	.023
	Downward communication flow	-.245	.057	-.191	-3.199	.002
	Decision making participation	.229	.060	-.186	-2.718	.015
	Decision making consultation	-.077	.076	-.061	-1.010	.313
	Spontaneous decision making	.045	.085	.032	.532	.595
	Avoidant decision making	-.019	.113	-.010	-.166	.868

a. Dependent Variable: Teachers job commitment

## Appendix 2- Instruments (Questionnaires) used for the Study

### Research Questionnaire I

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

Dear Sir or Ma,

#### Request to Participate in a Research

I am a Doctorate Degree Student in the Department of Educational management and I am carrying out a research study on how communication and decision-making affects commitment in schools. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

Yours Faithfully,

The Researcher

#### Section A: Demographic Information of Teachers

**Instruction: Please indicate your opinion about the following statements by checking the scale below. Place an ( 'X' ) mark in the box of your answer.**

1. **Gender:** Male (  ) Female (  )
2. **Age:** 18-38 years (  ) 39-59 years (  ) 60 years and above (  )
3. **Marital Status:** Single (  ) Married (  ) Divorced (  ) Separated (  )
4. **Highest Educational Qualifications:** Bachelors degree (  ) Masters Degree (  )  
Mphil or PhD Degree (  ) Others (please specify) \_\_\_\_\_
5. **Position:** Class Teacher (  ) Head Teacher (  )
6. **Department or Field:** Science (  ) Social Science (  ) Arts (  )
7. **Years of Teaching Experience:** 1-5 years (  ) 6-10 years (  ) 10-15 years (  ) 15 years and above (  )

**Section B: Communication Flow that Principals Adopt** (to be answered by the teachers to avoid biasness in responses)

Instruction: Kindly indicate the level of adopt of principal with each of these statements. Put an ('X') mark in the box of your answer.

**Key: Always (A) – 5 points, Mostly (M) – 4 points, Often (O) – 3 points, Occasionally (OC) – 2points and Never (N) – 1 point**

		5	4	3	2	1
S/N	Items	A	M	O	OC	N
1.	Direct face to face communication with my principal is a common practice in my school					
2.	My principal listens to me when I discuss issues with him/her					
3.	I talk freely with my principal without any barriers					
4.	My principal highly welcomes and appreciates my thoughts and ideas					
5.	I do not see my school principal except in the formal meetings					
6.	I go through a long path to communicate with my principal.					
7.	My principal takes my suggestions and communicates back to me using effective communication methods					
8	My principal gives me the opportunity to voice my opinion on important school matters					
9	My principal is open and considerate when I approach					
10	My principal is open to both positive and negative feedback from me					
11.	My principal keeps me informed about new changes using different methods of communication					
12.	Direct and continuous feedback are given by my principal					
13.	My principal discusses school issues with me regularly					
14.	My principal gives me clear and adequate information and instructions.					
15.	My Principal gives report on my performance and progress as a teacher					
16.	My principal discusses with me the expectations from my work.					
17.	My school principal uses his/ her free time (even after school) to communicate with me					
18	My principal encourages me to talk about any instructional problems with him/her					
19	My principal encourages and tries to assure that I feel comfortable when communicating with him/her					
20	My principal provides enough information on job instructions and rationale					

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499 = Mostly and 4.500-5.000 = Always

**Section C:** Types of Decision-making Style Adopted by Principals (to be answered by teachers to avoid biasness in responses)

Instruction: Please indicate the level of adopt of principal with each of these statements. Kindly place an ('X') mark in the box of your answer.

**Key:** Always (A) – 5 points, Mostly (M) – 4 points, Often (O) – 3 points, Occasionally (OC) – 2points and Never (N) – 1 point

		5	4	3	2
S/N	Items ("My Principal)	A	M	O	OC
1.	involves me in order to get my knowledge about a topic for decision-making				
2.	listens to my thoughts and feelings about a topic to withstand the real issue				
3.	allows me to expresses my candid judgment during decision-making exercise				
4.	gives me the opportunity to voice my opinions during decision-making				
5.	carries me along in each decision-making process				
6.	allows me in determining entertainment and recreation activities for the students				
7	involves in determining rules and regulations for the students				
8	sees me as important in the decision-making process				
9	makes sure goal setting is a collective responsibility				
10.	by way of discussion acquires collective opinion and then makes decisions				
11.	seeks expert advice from me in order to make decision-making a successful process in the school				
12.	is opened to suggestions from teachers				
13.	consults teachers before taking disciplinary action against students misconduct				
14.	consults me before taking a decision that affects the school				
15.	welcomes personal initiatives from me.				
16.	welcomes constructive criticism from me				
17	seeks complete knowledge about the risk involved (negative or positive) for a particular decision				
18	operates 'open door policy'				
19	welcomes ideas from me through brainstorming in order to generate, evaluate and choose the best among alternative ways of providing solution to an identified problem				
20	generally makes snap decisions				
21	often makes decisions at the spur of the moment				
22	makes quick decisions				
23	often makes impulsive decisions				
24	makes decision before thinking about the decision-				

	making process in a logical way.				
<b>25</b>	is not careful in making decisions				
<b>26</b>	avoids making important decisions until the pressure is on				
<b>27</b>	postpones decision-making whenever possible.				
<b>28</b>	often procrastinates when it comes to making important decisions				
<b>29</b>	generally makes important decisions at the last minute				
<b>30</b>	puts off making many decisions because thinking about them makes him/her uneasy				
<b>31</b>	lacks self-confidence in decision-making				
<b>32</b>	delegates someone else who has the responsibility to make a decision if the risk is too high				

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499 = Mostly and 4.500-5.000 = Always

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## Research Questionnaire II

### 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 or Ma,

#### Request to participate in a Research

I am a Doctorate Degree Student in the Department of Educational management and I am carrying out a study on the commitment of in-service teachers in secondary schools. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

Yours Faithfully,

The Researcher

#### Section A: Demographic Information of Principals

**Instruction: Please indicate your opinion about the following statements by checking the scale below. Place an ('X') mark in the box of your answer.**

- 1. Gender:** Male (  ) Female (  )
- 2. Age:** 18-38 years (  ) 39-59 years (  ) 60 years and above (  )
- 3. Marital Status:** Single (  ) Married (  ) Divorced (  ) Separated (  )
- 4. Highest Educational Qualifications:** Bachelors degree (  ) Masters Degree (  ) Mphil or PhD Degree (  ) Others (please specify) \_\_\_\_\_
- 5. Years of Teaching Experience:** 1-5 years (  ) 6-10 years (  ) 10-15 years (  ) 15 years and above (  )

**Section B: Level of Job Commitment of Teachers (to be answered by the teachers' principals or school heads so as to avoid biasness in responses)**

**Instruction: Kindly indicate the level of commitment of teacher with each of these statements. Please answer these questions by putting an ('X') mark in the appropriate box for each item.**

**Key:** Very High Level (VHL) – 6 points, High Level (HL) – 5 points, Moderate Level (ML) – 4 points, Low Level (LL) – 3 points, Very Low Level (VLL) – 2 points and Not At All (NAA) – 1 point

		6	5	4	3	2	1
S/N	Item ("My teachers")	VHL	HL	ML	LL	VLL	NAA
1.	establish an effective learning environment, to allow students reach their targets						
2.	develop plans to improve the quality of instructions						
3.	find it easy to spend extra time in preparing for the class						
4.	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						
5.	are willing to exert efforts on behalf of both low and high achieving students						
6.	enjoy working with students						
7.	have a strong desire to help each student develop his/her full potential						
8	are willing to help each student progress through developmental tasks and programmes commensurate with the student's ability and interest						
9	deliberately plans and designs their lessons in a way that will meet the need of each student in class						
10	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						
11.	believe and accept the goals and values of the school						
12.	are willing to exert effort to act upon the goals of the school						
13.	have a strong desire to maintain membership in the school						
14.	are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward						
15.	are ready to protect and defend the school						
16.	find it easy to cope with school's policies, laws and regulations						
17	are willing to spend time and energy for the school's success						
18.	place the school's interest above personal interest						
19.	readily promotes the school's image						
20.	are faithful to school schedules						
21.	are proud of the teaching profession						
22.	show personal identification with the career and satisfaction as a teacher						
23.	are willing to develop the necessary skills and knowledge and relationships to have a						

	successful career, regardless of the situations within the school						
24.	are active member of local, state, and national professional association of teachers						
25.	readily defend the teaching occupation when necessary						
26	are happy to stay long in the teaching profession						
27	have affective attachment to the teaching profession						
28	engage in refreshers' courses that will help them stay abreast of happenings in the profession.						

**reshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500-5.499 = High Level and 5.500-6.000 = Very High Level

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### Appendix III

#### Pictures of Researcher during administration of the Instruments



Pictures of two sampled schools Researcher visited



Researcher at the two schools above pictured giving the instruments to some participants



Picture of researcher issuing the instrument to a school principal



Picture of researcher issuing and explaining the instrument to school teachers while observing the COVID-19 protocol of facemask and social distancing

## **Bio-data**

### **A. Personal Data**

1. **Full Name:** Yusuf Akinjide Isaac

**Home Address:** Ajikobi house, Elegbo Estate, Yaaye Layout, Oyo State

**E-mail Address:** yakinjideisaac@gmail.com

**Phone Number:** 08034122812

2. **Date and Place of Birth:** 23rd February, 1970 in Oyo State

3. **Nationality:** Nigerian

4. **Name and Address of Next of Kin:** Mrs Yusuf Sarah Funmilola living at Ajikobi house, Elegbo Estate, Yaaye Layout, Oyo State

### **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, Oyo state	PhD (in view)	2018-till date
2) Ekiti State University, Ado-Ekiti, Nigeria	M.Ed	2015
3) University of Ado-Ekiti, Nigeria	B.Ed	2007
4) Osun state college of Education, Ilesa	NCE	1993
5) Olivet Baptist High School, Oyo State	WAEC	1988

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

- 1) Tutor at Oyo state post primary school teaching service commission 2000-till date
- 2) Part time lecturer at Ekiti State University, Ado-Ekiti 2016-till date
- 3) Part time lecturer at Emmanuel Alayande college of Education, Oyo 2014-till date

### **D. Awards and Fellowships (If any):** Nil

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

1. Teachers Registration Council of Nigeria (TRCN)
2. Institute of Information Management (IIM) Africa

### **F. Publications:**

1. **Thesis:** "Communication and Decision-making among secondary school teachers in Oyo state. M.Ed Thesis submitted at Ekiti State University, Ado-Ekiti (2017)"
2. **Book:** Human Resource Management in Nigeria Education System. 1st ed. Oyo State: Adeleke Publishers

3. **Journal:** S. Ileuma & A.I. Yusuf: Roles of Educational Planners in the Promotion of In-service Teacher's Education for Primary School Teachers in Nigeria. East African Scholars Journal of Education, Humanities and Literature ISSN: 2617.443x (Print) &ISSN:2617-7250 (Online) 2021 5(1)
- O. A. Adegun & A. I. Yusuf: Information Dissemination and Decision Making in Secondary Schools in Oyo State. International Journal of Physical and Social Sciences 4(5), 2014, 151-161
- A. I. Yusuf: The Power of Women Education: A Panacea for Progress and Sustainable Development in Nigeria. RAGA Journal of Social Inclusion & Educational Advancement RAGAJSEIA. 2022, 75-83.
4. **Notable scholarly or Professional Accomplishments:** Nil
5. **Major Conferences or Workshops Attended:**
- Harnessing Internet of Things (IOT) for building creativity in Education in the 21<sup>st</sup> Century, 4th Biennial International Conference at the Faculty of Arts and Education (FACAEC), Lead City University (2021)
- The Power of Women Education: A Panacea for Progress and Sustainable Development. 7th Annual International Interdisciplinary Conference in Raising Girl's Ambition (RAGA 2021). Lead City University, Ibadan

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Signature

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Date

### **The University Compliance Certificate**

This is to certify that the thesis by Isaac Akinjide Yusuf 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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Signature

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Date

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