

## PRINCIPALS' DECISION-MAKING AS PREDICTORS OF JOB COMMITMENT AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN OYO STATE, NIGERIA

BY

**Akinjide Isaac Yusuf: Department of Educational Management, Faculty of Arts & Education, Lead City University, Oyo State; E-mail of author: yakinjideisaac@gmail.com**

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**Ileuma Senimetu (PhD): Department of Educational Management, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State; E-mail of corresponding Author: ileumaesther@gmail.com**

### Abstract

*This study investigated Principals' decision-making on teachers' job commitment in public secondary schools in Oyo state. Two 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' Decision Making Questionnaire (PDMQ) and Teachers' Job Commitment Questionnaire (TJCQ) were used. Test-re-test reliability estimation gave high values of 0.86 and 0.81 respectively. Demographic characteristics, research questions and hypotheses were analyzed and tested using descriptive and inferential statistical methods. Results showed that principals' decision-making in public school ( $\bar{x} = 2.235$ ) is fair. However, they do not avoid decision-making ( $\bar{x} = 1.290$ ). Results also showed teachers' job commitment in public school ( $\bar{x} = 3.131$ ) is low. Results showed significant joint contribution of principal decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment ( $F_{7, 269} = 2.316, P < 0.05$ ). However, principals' decision-making participation (Beta =  $-.186$ ;  $t = -2.718$ ; significance =  $.015$ ) had significant negative prediction on teachers' job commitment. It was therefore recommended amongst others that principals enhance the decision-making styles in the schools for improved teachers' commitment.*

**Keywords: Principals, Decision-making, Teachers and Job commitment**

### Introduction

Teachers are needed assets that play a huge role in the achievement of goals and objectives in the educational sector and their commitment play a major role in how they perform their duties as teachers (Alsiewi, Omar & Agil, 2014). Teachers' commitment is a strong belief in and the acceptance of school's goals and values, their willingness to exert effort, invest personal resources into teaching task and remain teaching profession (Yildiz, 2017). In the same vein, Sharma (2019) explains that teachers' commitment is usually determined by examining their commitment to the school, the students they teach and the teaching profession they belong. According to Ogunyemi & Ayodele (2014) noted that it has however 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 and 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 (Adegbola, 2019). 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. 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 (Oladosu & Adenike, 2015).

Decision-making refers to the process of selecting the most suitable choice from among the probable alternatives to the solution of a problem in order to attain goals and objectives (Shorouk & Abdurashed, 2018). Principals as school managers are in charge of the decision-making in a school which involved several styles of decision-making (Olcum & Titrek, 2016). They include but not limited to - participation decision-making, decision-making consultation, spontaneous and avoidant decision-making. Ayoro & Onyeike (2020) and Ugurlu, (2013) noted that school administrators' decision-making styles influence teachers' job satisfaction. Principals' decision making strategies and participation in decision-making influence teachers' productivity in secondary schools. Principals' Decision Making Styles and involvement in decision-making impacts on Teachers Performance in secondary schools (Zita & Igbaseimokumo, 2019). (Ayeni, 2018) on his study discussed on the joint influence of principals' decision-making

(participation decision-making, decision-making consultation, spontaneous and avoidant decision-making on teachers' job commitment.

### **Statement of the Problem**

Teachers' commitment has been observed to be grossly inadequate in public secondary schools in Oyo State. 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. Similarly, it also influences negative perception of all stakeholders towards the schools as a whole. Consequently, the desire and the ultimate goal of education in secondary schools seem to be in jeopardy. To avoid or overcome this, steps must be taken to ensure that the teachers are committed to their job. In every school of learning in any country, proper principal decision-making are extremely important in order to make teachers satisfied and committed to their work for better performance. However, some principals try to avoid making decisions, manipulate their teachers' minds and control them under the umbrella of leadership and collaboration. Teachers are also often neglected in the decision-making process and even when they are involved and consulted, the decisions are not properly evaluated and implemented. Although there are other causes for the low job commitment among teachers, principal decision-making will be taken as upper hand in predicting job commitment of teachers. Moreover, a search of literatures also reveal scarcity of studies on the joint influence of principal decision-making on teachers' job commitment hence the gap for this study.

### **Purpose of the Study**

This study aimed to investigate principals' decision-making as predictors of teachers' job commitment in public secondary schools in Oyo state, Nigeria. The objectives were to:

- i. examine the level of job commitment of teachers in public secondary schools in Oyo state, Nigeria;
- ii. examine the status of decision-making (decision-making participation, decision-making consultation, spontaneous decision-making and avoidant decision-making) adopted by principals in public secondary schools in Oyo state, Nigeria?
- iii. investigate the significant joint contribution of principals' 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;
- iv. investigate the significant relative influence of principal 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.

### **Research Questions**

Based on the stated objectives, only one research question was answered in this study:

1. What is the level of job commitment of teachers in public secondary schools in Oyo state, Nigeria?
2. What are the status of decision-making (decision-making participation, decision-making consultation, spontaneous decision-making and avoidant decision-making) adopted by principals in public secondary schools in Oyo state, Nigeria?

### **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 decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment in public secondary schools in Oyo state, Nigeria.

H<sub>02</sub>: There will be no significant relative influence of principal decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment in public secondary schools in Oyo state, Nigeria.

### **Methodology**

This study adopted a descriptive survey research design. The population of this study comprised of all the principals (625) and male and female teachers (14,508) in all the public secondary schools in Oyo State, Nigeria. Multi-stage sampling consisting of systematic random sampling, total enumeration technique and Taro Yamane sampling formula techniques were used to select a sample of the 276 principals and 3,576 teachers. Two self-constructed questionnaires titled "Principals' Decision-Making Questionnaire (PDMQ)"

and "Teachers' Job Commitment Questionnaire (TJCQ) were used for data collection. Face and content validity was used to validate the questionnaires. Test-re-test method was used to determine the reliability of the instrument. Reliability coefficient values of 0.86 and 0.81 were obtained for both questionnaires respectively using Pearson product moment correlation. These values indicated that the questionnaires were reliable. The questionnaires were produced and administered both personally and with the help of research assistants. Data collected were analyzed using descriptive and inferential statistical analysis. Research question was answered using mean and standard deviation while hypotheses were tested using multiple regression at 0.05 level of significance.

### Answer to Research Questions

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

**Table 1**

Level of job commitment of teachers in public secondary schools in Oyo state, Nigeria

S/N	Item (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/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	276	2	5	94	95	72	8	3.080	0.92	Low level

	help each student progress through developmental tasks and programmes commensurate with the student's ability and interest		0.7%	1.8%	34.1%	34.4%	26.1%	2.9%			
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 3 shows that teachers' job commitment to the students is low that is, poor in public secondary schools in Oyo state, Nigeria (weighted  $\bar{x}$  = 3.131).

**Research Question 2:** What are the status of decision-making (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 2:** Decision-making participation adopted by principals in public secondary schools in Oyo state, Nigeria

S/N	Item (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	3576	269	619	985	1277	426	2.728	1.11	Often

	thoughts and feelings about a topic to withstand the real issue		7.5%	17.3%	27.5%	35.7%	11.9%			
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
<b>Weighted mean score (<math>\bar{x}</math>) = 2.235 (0.91); 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 5 shows that participation decision making is occasionally adopted by the principals in public secondary schools in Oyo state, Nigeria (weighted  $\bar{x}$  = 2.235).

### Test of Hypotheses

H<sub>01</sub>: There will be no significant joint contribution of principal decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment in public secondary schools in Oyo state, Nigeria.

**Table 3: Model Summary and Coefficients of Multiple Regression Analysis**

ANOVA							
Model		Sum of Squares	Df	Mean Square	F	P-Value	Decision
1	Regression	140.220	7	23.370	2.316	.034	Significant
	Residual	2714.515	269	10.091			

Total 2854.736 276

**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, decision making participation, decision making consultation, spontaneous decision making

**Source: Fieldwork, 2021**

*F-value is significant at 0.05\**

Table 3 shows that the Anova value ( $F_{7, 269} = 2.316, P < 0.05$ ) is significant which means that the regression model is a good fit of the data. This suggests that principal decision-making (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 indicates a good correlation between the predictor variables and the criterion (dependent variable). The adjusted  $R^2$  value of .504 shows that 50.4% variation in teachers' job commitment (dependent variable) could be explained by the predictor variable (principal decision-making). The remaining 49.6% could be due to other factors that were not considered in the study. An  $R^2$  value greater than 0.5 means that the model is effective enough to determine the relationship. In this case, the value is 0.517, which is also good. 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 decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment in public secondary schools in Oyo state, Nigeria.

**Table 4: Coefficients of Multiple Regression Analysis**

Coefficients		Unstandardized		Standardized	T	Significant value
Model		B	Standard Error	Beta		
1	(Constant)	34.018	4.097		8.303	.000
	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 decision making participation is significant at 0.05\**

Table 4 reveals that the beta coefficient ( $\beta$ ) and t- values for decision-making participation (Beta = -.186; t = -2.718; Significance = .015) is 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  $P > 0.05$ . This results imply that only 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 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 decision-making participation have a negative relationship with teachers' job commitment as depicted by their negative B values of -.229.

### Discussion

This research investigated decision-making as predictors of job commitment among teachers in public secondary schools in Oyo state, Nigeria. Findings from research question one revealed that teachers' job commitment ( $\bar{x}=3.131$ ) 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 (Akinwale & Okotoni 2019). Yildiz (2017) also agreed with the above accession. Findings from research question two showed that decision-making by principals ( $\bar{x}=2.235$ ) is fair (that is occasionally done). The finding is in accordance with Ayeni (2018) who noted in 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 (Shorouk & Abdurashed, 2018). 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.

Findings from hypothesis one (Ho1) revealed a significant joint contribution of principal decision-making (participation, consultation, spontaneous and avoidant decision-making) on teachers' job commitment in public secondary schools in Oyo state, Nigeria ( $F_{6, 269} = 2.316, P<0.05$ ). The finding is supported by (Zita & Igbaseimokumo, 2019) whose study was 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. Findings from hypothesis two (Ho2) revealed that the beta coefficient ( $\beta$ ) and t- values for decision-making participation (Beta = -.186; t = -2.718; significance = .015) is relatively significant at  $P<0.05$ . Ugurlu, (2013) also revealed a significant relationship between participation in decision-making and teachers' productivity in Mission Secondary schools in Delta State.

### Conclusion

It could be concluded that the occasional or fair level of decision-making participation could be responsible for the low job commitment of teachers in public secondary schools in Oyo state.

### Recommendations

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

1. Low job commitment of the teachers towards the student was observed. 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.
2. Principals are to allow teachers participate more in the decision-making process and also seek their advice/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.

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