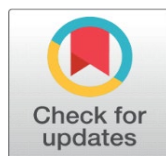
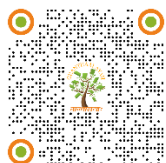


SCHOOL CLIMATE, PRINCIPAL MANAGERIAL STYLES AND ORGANISATIONAL COMMITMENT AMONG JUNIOR SECONDARY SCHOOL TEACHERS IN OYO STATE, NIGERIA

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ABSTRACT

This study seeks to investigate the influence of school climate and principal managerial styles on organisational commitment in public junior secondary schools in Oyo State, Nigeria. A descriptive research design survey type was adopted in this study. Three research questions were raised and answered, while two hypotheses were formulated and tested at a 0.05 per cent level of significance. The population consisted of 604 principals and 14,508 teachers from public junior secondary schools in Oyo state. The multistage sampling procedure uses the Simple Random Sampling technique to select 316 principals and 2,960 teachers. A mixed method of two validated questionnaires, SCMSOCQ ($\alpha = 0.87$), MSPQ ($\alpha = 0.89$), and Key Informant Interview (KII) were used to collect data. The descriptive statistics of mean and percentages were used to analyse the demographic variables while inferential statistics of Factorial ANOVA were used to test hypotheses at a 0.05 level of significance. Discourse analysis was used for the interview. The result revealed that the transformational managerial style is mostly adopted by principals (weighted mean=3.38). Also, there is no interaction between school climate, and principal managerial styles but both are significant to organizational commitment ($P < 0.05$). Based on the findings the study concludes that school climate and principal managerial styles can influence organisational commitment among public junior secondary school teachers in Oyo State. However, based on the results, recommendations were made to improve school climate and principals' managerial styles that will enhance organisational commitment domain among public junior secondary school teachers in Oyo State.

Keywords: Organisational Commitment, School Climate, Principal Managerial Styles, Junior Secondary School, Teachers

1. INTRODUCTION

Organisational commitment is the employee's emotional fondness for the working place. It is an expressed action or behaviour that reveals the level at which employees are bonded to the achievement of goals and objectives of the working place. Organizational commitment, according to [Nadim et al. \(2016\)](#) is defined as an

employee's recognition of and participation in a particular organization, characterized by the employee's unwavering belief in the organization's goals and principles, as well as his persistent willingness to make all necessary efforts to preserve it. Organisational commitment among teachers is defined as a teacher's readiness to devote personal resources to the teaching task to stay in the profession. It is also defined as a strong belief in and acceptance of the school's goals and ideals, as well as a readiness to put out significant work on behalf of the school and a strong desire to remain a part of the school [Tiwari \(2019\)](#)

Teachers who are highly committed perceive their activities as vital to the school. Feeling this way, they believe that any danger to the school may impact their performance as well [Akinwale and Okotoni \(2019\)](#) The teaching profession, on daily basis, becomes more demanding and dynamic in nature and reflects the contemporary expectations of all the stakeholders in education such as the students, parents, colleagues, community, and government. [Adewusi \(2018\)](#) stated that "just like organisational commitment, teacher commitment varies and is multi-dimensional in terms of commitment to the teaching profession itself, students, the school, teacher engagement, career continuance, and school management". No doubt, a wider dimension of teacher commitment is indispensable, as teachers are most likely going to act or perform differently on account of the facets of the profession or organisational exigency to which they are committed. It is believed that for a school to record any meaningful organisational success, teachers should be willing to perform their duties efficiently and effectively.

Low levels of commitment among teachers adversely affect learner achievements. [Peretomode and Bello \(2018\)](#) noted that organisational commitment among public secondary school teachers is sacrosanct if educational goals and objectives were achieved. This is because organisational commitment is a psychological state that characterizes the teachers' relationship with the organisation and has implications for the decision to continue membership in the organisation. High quality of education and the achievement of educational goals and objectives of any educational institution may be impossible without committed teachers. [Akinwale and Okotoni \(2019\)](#) posited that teachers' organisational commitment can be categorised into a three-dimensional domain, with each dimension describing a core aspect of organisational commitment. They are affective, normative, and continuance commitments.

Affective commitment is defined as the strength of a teacher's identification with and involvement

in a particular school organisation [Grego-Planer \(2019\)](#). Affective commitment is reported to be the most powerful of organisational commitment as it is based on intrinsic, rather than, extrinsic motivation. Affective commitment develops when a teacher becomes involved in recognising the value-relevance of or derives his/her identity from the school organisation [Alrowwad et al. \(2020\)](#)

Normative commitment refers to a teacher's moral view that staying in the school organisation is the correct and moral thing to do [Grego-Planer \(2019\)](#). Teachers with a high level of normative commitment feel that they ought to remain with the school. Normative commitment develops when teachers internalise the norms of the school through socialisation and receive benefits that induce them to feel the need to reciprocate or accept the terms of a psychological contract [Yousef \(2017\)](#). This can be the result of the process of internalisation teachers undergo before or after joining the school [Alrowwad et al. \(2020\)](#)

Continuance commitment develops when a teacher recognises that he or she stands to lose investment in the school organisation or realises that no alternatives

exist other than remaining in the school organisation. These investments include physical, cognitive, and emotional investments such as salary and benefits, retirement plans, skills, social relationships, and lost opportunities. Another classification of investments made in the school includes financial investments such as pay, benefits, job security, and retirement money; and non-financial investments such as status and friendship with colleagues [Alrowwad et al. \(2020\)](#)

Teacher commitment, in whatever form, is an important component in determining teacher outcomes. Less dedicated teachers make fewer plans to increase the quality of their instruction [Aslamiah \(2019\)](#) Teachers' lower levels of commitment may create a problem that harms the educational organisation and causes teachers to be less efficient in their professional performance [Suharto et al. \(2019\)](#) Furthermore, even when students demonstrate bad attitudes or hard behaviour, commitment motivates teachers to seek out better teaching approaches, and enhanced student involvement, effort, achievement, and self-confidence are all good outcomes of increased teacher commitment [Suharto et al. \(2019\)](#)

Unfortunately, many teachers today seem not to appear to have a genuine enthusiasm for their vocation. They appear to be drawn to teaching not because they are invested in the profession or enjoy it, but because they are unable to find work elsewhere [Renthlei and Malsawmi \(2015\)](#) Similarly, those who have been in the profession for a long time appear to have lost their enthusiasm for what they do, as seen by the quality of their work and their attitude in the workplace [Jahan \(2017\)](#). They make fewer plans to participate in professional development activities, which are required for them to improve their teaching quality. As a result, the organisation's mission of providing high-quality education is jeopardised. [Munir and Iqbal \(2018\)](#) have attributed the decline in teachers' organisational commitment to personal variables such as age, gender, experience, and educational background. However, though the variables are possibilities but may not fully explain the problems inherent in organisational commitment among teachers, other probable factors are school climate and principal managerial styles.

School climate represents the feeling of a school that staff members and learners attribute to its setting or environment over a particular time; such feelings depict the levels of comfort that individuals experience in the school environment. It was further argued that feelings about the environment could determine commitment, depending on what people understand concerning the school environment itself [Adewusi \(2018\)](#) School climate reflects how members of the school community experience the school, including interpersonal relationships, teacher, and other staff practices, and organisational arrangements [Gemmafle et al. \(2018\)](#) School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection, and support and engagement [Chirkina and Khavenson \(2018\)](#). From experience, some schools feel friendly, inviting, and supportive while others feel unfriendly, unwelcoming, and even unsafe. School climate reflects the norms, goals, values, interpersonal relationships, teaching, learning, and management practices, as well as the organisational structures that comprise school life. [Adriano et al. \(2019\)](#) stated that it is possible to conclude that climate expresses the environment or personality of the school, and it is associated with the behaviours of the teachers, students, and other members and stockholders of the educational institutions. Furthermore, the elements that comprise a school's climate are extensive and complex. As a result, some researchers have identified the following factors to influence school climate. They are the number and quality of interactions between students and students, students' and teachers' perception of their school environment, or the school's personality,

environmental factors (such as the physical buildings and classrooms, and materials used for instruction), academic performance, feelings of safeness and school size and feelings of trust and respect for students and teachers. This study will however focus on safety, principal-teacher relationship, and basic school infrastructures.

Safety refers to physical safety (that is; less violence and aggressiveness), social and emotional safety (that is; fewer instances of bullying or cyberbullying), and the justice and consistency of school policies. Some instructors are not only subjected to physical, social, emotional, and intellectual aggression, but also to unsafe conditions that might have a severe impact on their teaching-learning capacity. Teachers in dangerous school environments are more likely to be harmed, become involved in gang fights, and have enthusiastic anxiety. To sustain order and discipline in a healthy school climate, students must feel physically and emotionally safe, as well as have clear and consistent regulations [Warner and Heindel \(2017\)](#)

Principal-teacher relationship which is another dimension of school climate refers to the quality and consistency of relationships between teachers and principals. It has to do with how much teachers and school-heads support, trust, respect, and care for each other. It also includes connectedness in the school and allocation of instructional resources are all part of basic school infrastructure. In a relationship, there is respect for diversity. Respect for diversity refers to treating teachers of any ethnicity, gender, sexual orientation, or religious affiliation equally. It also means cultivating awareness and appreciation for other cultures in school, shared decision making; common planning opportunities, and diversity [Omodan et al. \(2016\)](#). Basic school infrastructure refers to the availability of material resources, facilities, and the quality of the physical environment, such as the adequacy of technology and instructional materials (including textbooks), building maintenance and quality, and class size, which are all examples of basic school infrastructure.

The principal managerial style is an attempt at influencing the activities of followers through a communication process towards the attainment of the targeted goals of a school. A principal managerial style is a manner and approach to providing direction, implementing plans, and motivating people. In general, it is the way by which a manager uses power to influence or lead other people to achieve common goals [Yahaya and Enrahim \(2016\)](#) Principal managerial styles are valuable for the success of any secondary school because through these a school manager who is usually the principal fosters the commitment of members towards the school. The principal inspires teachers to enhance their performance [Secong et al. \(2016\)](#) For effective management, a school head needs to adopt a managerial style to enable members to have satisfaction and a belief that the manager will lead them towards achieving their destination [Secong et al. \(2016\)](#) Scholars have identified varieties of managerial styles. They include authoritative or autocratic, participative, or democratic, and delegate or free reign. others identified are team managerial style, transformational, transactional, strategic, laissez-fair, facilitative, charismatic, cross-cultural, coaching, and visionary types of managerial styles in organisations. This study will however focus on autocratic, democratic, and transformational managerial styles.

The autocratic managerial style is characterised by the principal's control over all decisions and little input from group members. The autocratic manager never allows staff decisions, and the manager is usually very far from the staff. It is a leadership that is imposed on an organisation, and it is sometimes referred to as coercive or authoritative managership [Mayowa-Adebara and Aina \(2016\)](#) Decision-making is done by autocratic managers; however, inputs from staff may be sought in the process, but hardly taken into consideration [Ejimabo \(2015\)](#) This is because

such leaders are benevolent autocrats. The researcher has observed that some principals seem to be autocratic in the sense that they make choices based on their own ideas and judgments and rarely accept advice from teachers. Such a leader employs absolute, authoritarian control over staff. School principals in this category call for teachers' meetings to answer questions and make announcements. Under this atmosphere, teachers may likely not be committed, resulting in poor motivation, low morale, and resistance to setting goals

The democratic managerial style also known as the participative managerial style is based on the principle of involving others in the running of the organisation. It involves others in the decision-making process, they determine what to do and how to go about it. Using this style does not mean that the manager is weak rather it promotes innovation and creativity because a manager is not expected to know everything and that is why different knowledge and skills are employed for the achievement of organisational goals [Akpoviro et al. \(2018\)](#) opined that although the leader maintains final authority, subordinates' input and consultation are highly valued as it involves a system of shared decision-making and open communication. It has been observed in schools that democratic school managers decentralise authority and decision-making. Decision-making is not unilateral because it arises from consultation with staff and participation by the subordinates. Because not all ideas are created equal, and not all employees are capable of assessing or deciding on ideas, the democratic managerial style encourages some well-known ideas such as justice and equality but does not particularly advocate originality or innovation.

Transformational managerial style is a managerial style in which managers encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future success of the organisation. These managers always inspire and motivate their workforce without micromanaging, and trust trained employees to take authority over decisions in the assigned jobs. In other words, the transformational managerial style motivates others to do their assigned jobs freely. This style helps a school manager to reach organisational goals more easily [Sadia and Aman \(2018\)](#). It increases the level of job satisfaction and organisational commitment of the teachers as a result of motivating teachers and paying close attention to them.

In conclusion, commitment is not mere compliance with an assigned professional commitment to their functions in the school organisation. It reflects the personal interpretation of work experience among teachers. It is also believed that commitment is a significant factor in the improvement of school outcomes, especially students' academic achievement [Hoque and Awang \(2019\)](#). Hence, the present study tries to find out the organisational commitment among teachers as influenced by school climate and principal managerial style in junior secondary schools in Oyo State, Nigeria.

1.1. STATEMENT OF THE PROBLEM

The recent variation in organisational commitment among secondary school teachers is becoming alarming and calls for urgent attention in Oyo State, Nigeria. The researcher has observed that teachers fall into any of the three categories of organisational commitment that is: affective, normative, and continuance. This has somehow been reflecting in so many ways; the method of teaching, attitudes towards teaching, absenteeism at school, giving flimsy excuses for absence from duty, job avoidance, lack of team spirit, poor leader-subordinate relationships (grudges here and there), and morale imbalance to mention a few. However, these variances in teachers' behaviour may be due to so many reasons ranging from school

climate, principal managerial styles, fear of not getting another job and the need to satisfy the cost of living among others. In the 19s, secondary school teachers were known to belong to affective domains of organisational commitment when teachers teach without stress and are happy with teaching-learning activities. Previous empirical studies on organisational commitment focused on staff participative management, and work motivation to mention a few [Aslamiah \(2019\)](#) [Santiago \(2019\)](#) [Adewusi \(2018\)](#) However, a thorough search of literature confirms that little work has been done on school climate and principal managerial styles on the organisational commitment of teachers in public secondary schools in Oyo State. It is expedient that teacher organisational commitment issues are not overlooked but be addressed by educational administrators since junior secondary school is the first stage of secondary education, where school climate and managerial style may go a long way in enhancing the organisational commitment of teachers in junior secondary school. To this end, this study will investigate the extent to which school climate and principals' managerial styles influence organisational commitment among public junior secondary school teachers in Oyo State, Nigeria. In this regard, the objectives of the study are to:

- 1) identify the organisational commitment domains that teachers can be categorised in public secondary schools in Oyo State, Nigeria.
- 2) identify the most adopted managerial styles used by school principals in public junior secondary schools in Oyo State, Nigeria.
- 3) ascertain the combined influence of school climate and principal managerial styles on organisational commitment and among teachers in public junior secondary schools in Oyo State, Nigeria.
- 4) determine the relative influence of school climate and principal managerial styles on organisational commitment and among teachers in public junior secondary schools in Oyo State, Nigeria.
- 5) examine the interaction effect of school climate and principal managerial styles on organisational commitment and among teachers in public junior secondary schools in Oyo State, Nigeria

2. RESEARCH QUESTIONS

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

- 1) What is the organisational commitment domain that teachers can be categorised in public secondary schools in Oyo State, Nigeria?
- 2) What is the most adopted managerial style used by principals in public junior secondary schools in Oyo State, Nigeria?

2.1. HYPOTHESES

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

Ho1: There will be no significant combined influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic style, democratic style, and transformational style) on organizational commitment (affective, normative, and continuance) among teacher in public junior secondary schools in Oyo State, Nigeria.

Ho2: There will be no significant relative influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic style, democratic style, and transformational style) on organizational commitment (affective, normative, and continuance) among teacher in public junior secondary schools in Oyo State, Nigeria.

Ho3: There will be no interactive effect of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic style, democratic style, and transformational style) on organizational commitment (affective, normative, and continuance) among teacher in public junior secondary schools in Oyo State, Nigeria.

3. METHODOLOGY

A descriptive survey research design (Mixed method) was adopted in the study. The population of this study consisted of all teachers in the public secondary schools in Oyo state. The total number of public secondary schools in Oyo state as of the year 2021 is 604. Multistage sampling procedures were used to select the sample size of 316 public secondary schools, 2,960 public secondary school teachers and 316 public secondary school principals. A two structured Questionnaires designed by the researcher titled "School Climate, Managerial styles, and Organisational Commitment Questionnaire (SCMSOCQ)" and "Managerial Styles of Principals Questionnaire (MSPQ)" was used to obtain the needed data for the research. A structured interview consisting of 4 questions on variables considered in the study was used to obtain an opinion from the respondents (principals) based on the research questions raised for the study.

3.1. QUESTIONNAIRE RETURN/RESPONSE RATES

Teachers were given two thousand nine hundred and sixty (2,960) copies of the structured questionnaire to fill out. 264 (84%) and 2,795 (94%) copies of the questionnaire for principals and teachers were retrieved respectively. Sixteen per cent and six per cent of the copies of the questionnaire were not retrieved, and some copies of the questionnaire were not properly filled. Out of three hundred and sixteen (316) principals, hundred and forty-nine (149) were interviewed which indicated a 47% response rate but 60 opinions were randomly selected and analysed

4. RESULTS

Research Question 1: What is the organisational commitment domain that teachers can be categorised in public secondary schools in Oyo State, Nigeria?

Figure 1

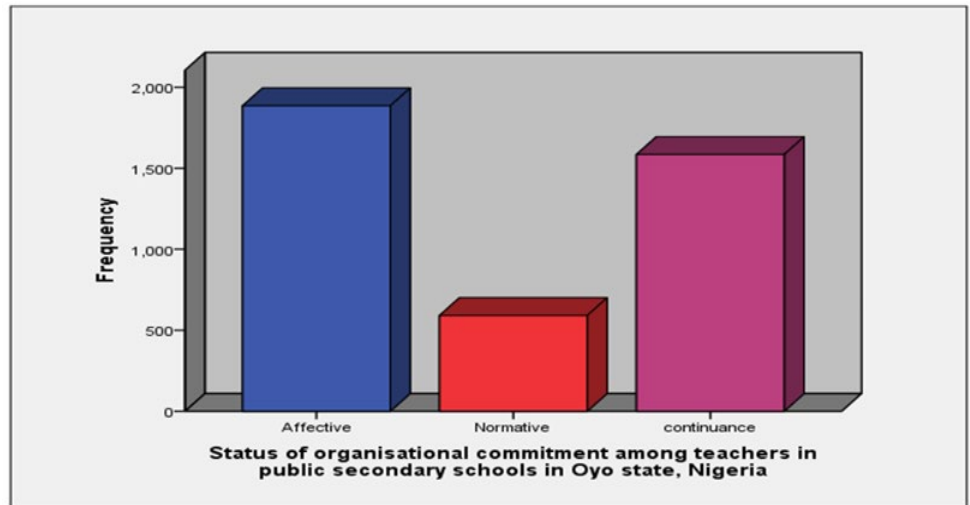


Figure 1 Bar Chart Showing the Status of Organisational Commitment among Public Secondary School Teachers in Oyo State

Source: Field Survey 2021

Based on the findings shown in Figure 1 it can be concluded that the majority of the public secondary school teachers in Oyo State fall under the affective domain of the organizational commitment, followed by continuance organisational commitment while normative organisational commitment is low. This means that the majority of teachers in Oyo State's public junior secondary schools are attached to the profession because of personal identification and regular payment of salary by the state government and they considered the benefits of remaining in the organisation because of the fewer job opportunities that exist outside the organisation. This justifies the moderate status of organisational commitment among the teachers.

Research Question 2: What is the most adopted managerial style used by principals in public junior secondary schools in Oyo state, Nigeria?

Table 1

Table 1 Descriptive Analysis Showing the Result of Autocratic Style used by Principals in Public Junior Secondary Schools in Oyo state

A.		Autocratic style									
		Always(A)		Often(O)		Sometimes (S)		Not at all (NAA)		Mean	SD
S/N	Items	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)		
1	Is conscious of his position	1941	69.4	562	20.1	176	6.3	116	4.2	3.55	0.79
2	Is bossy	624	22.3	536	19.2	602	21.5	1033	37	2.27	1.18
3	Dictates how teachers should work	647	23.1	670	24	793	28.4	685	24.5	2.46	1.1
4	Takes decision making alone	526	18.8	457	16.4	806	28.8	1006	36	2.18	1.12
5	Demands strict adherence to school rules and regulations	1445	51.7	670	24	520	18.6	160	5.7	3.22	0.94
Weighted Mean										2.74	

Source: Field Survey 2021

Table 1 shows the result of the autocratic managerial style used by principals in public Junior Secondary Schools in Oyo state. The table depicts that Principals in Oyo state Public Junior secondary schools are conscious of their position as the head of the school with the highest percentage of (69.4%) and ($\bar{x} = 3.55$) and also demand strict adherence to school rules and regulations with the percentage of (51.7%) and ($\bar{x} = 3.22$), Principal takes the lead by dictating how teachers should work with the percentage of (23.1%) and ($\bar{x} = 2.46$), Some principals are bossy has (22.3%) and ($\bar{x} = 2.27$) while principal takes decision making alone has the least value of percentage (18.8%) and ($\bar{x} = 2.18$). The items used to measure autocratic managerial style revealed a weighted mean of ($\bar{x} = 2.74$) which implies that the use of autocratic managerial style by principals in Oyo state public junior secondary school is low despite being conscious of their position as the head of the school.

Table 2

Table 2 Descriptive Analysis Showing the Result of Democratic Managerial Style used by Principals in Public Junior Secondary Schools in Oyo state											
B. Democratic styles											
S/N	Items	Always (A)		Often (O)		Sometimes (S)		Not at all (NAA)		Mean	SD
		Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)		
1	Allows participation in decision-making process	1393.0	49.8	754.0	27.0	532.0	19.0	116.0	4.2	3.23	0.90
2	Sees his position in terms of responsibilities rather than status	1537.0	55.0	672.0	24.0	456.0	16.3	130.0	4.7	3.29	0.90
3	Allows opinions of his teachers	1507.0	53.9	736.0	26.3	428.0	15.3	124.0	4.4	3.30	0.88
4	Recognizes and praises good performance and inputs from teachers	1730.0	61.9	653.0	23.4	324.0	11.6	88.0	3.1	3.44	0.82
5	Encourages friendship and good relationships among teachers	1692.0	60.5	791.0	28.3	240.0	8.6	72.0	2.6	3.47	0.76
Weighted Mean									3.35		

Source: Field Survey 2021

Table 2 depicts the democratic managerial styles used by principals in public junior secondary schools in Oyo state. The result reveals principals in Oyo State junior secondary schools recognises and praises good performance and input from teachers with the highest percentage of (61.9%) and ($\bar{x} = 3.44$), Principals encourages friendship and good relationship among teachers in the school which yielded a percentage of (60.5%) and ($\bar{x} = 3.44$), Principal sees their position as responsibilities rather than status and welcome the opinions of teachers in the school has (55.0%) and ($\bar{x} = 3.39$) and (53.9%) ($\bar{x} = 3.30$) respectively while principals allow participation in the decision-making process has the least percentage of (49.8%) and ($\bar{x} = 3.23$). The weighted mean of all items used in measuring principal democratic managerial style in Oyo state junior secondary school has a weighted mean of 3.35 and since it is higher than 3.00 this implies that democratic managerial styles used by principals in public junior secondary schools in Oyo state is high and this will enhance participation, creativity, and innovation in the running of the organisation.

Table 3**Table 3 Descriptive Analysis Showing the Result of Transformational Managerial Style Used by Principals in Public Junior Secondary Schools in Oyo state**

C. Transformational styles											
S/N	Items	Always (A)		Often (O)		Sometimes (S)		Not at all (NA)		Mean	SD
		Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)		
1	Seeks ways to inspire teachers to be committed to the vision/goals of the school	1596.0	57.1	871.0	31.2	226.0	8.1	102.0	3.6	3.42	0.79
2	Challenges teachers to be a problem-solver	1523.0	54.5	933.0	33.4	262.0	9.4	77.0	2.8	3.40	0.77
3	Allows coaching and mentoring in order to develop management capacity of teachers	1462.0	52.3	904.0	32.3	305.0	10.9	124.0	4.4	3.33	0.84
4	Listens, recognizes, and accepts teachers' individual differences	1507.0	53.9	933.0	33.4	252.0	9.0	103.0	3.7	3.38	0.80
5	Delegates and monitors tasks given to teachers to ensure their development	1532.0	54.7	900.0	32.2	254.0	9.1	109.0	3.9	3.38	0.81
Weighted Mean										3.38	

Source: Field Survey 2021

Table 3 shows the transformational managerial styles used by principals in public junior secondary schools in Oyo state. The teachers revealed that principals in Oyo state junior secondary schools in Oyo State seek ways to inspire teachers to be committed to the vision/ goals of the schools with the highest \bar{x} = 3.42, and principal delegates and monitor tasks are given to teachers to ensure their development with mean of \bar{x} = 3.38. The teachers also revealed that principals challenges teachers to be problem solvers with \bar{x} 3.40 and listen, recognise, and accept teacher individual differences in the school with \bar{x} = 3,38 while principal allows coaching and mentoring in order to develop the management capacity of teachers has the least means of \bar{x} = 3.33. The weighted mean of all items used in measuring Principal transformational managerial style in Oyo state junior secondary school revealed a weighted mean of 3.38 and since it is higher than 3.00 this implies that transformational managerial styles used by principals in public junior secondary schools in Oyo state are high. This indicates principal encourages, inspires, and motivates employees to innovate and create change that will grow and shape the future of the school and increase the level of organisational commitment of the teacher. The result further revealed that the transformational managerial style is mostly adopted by principals in Oyo state public junior secondary schools. This is explained in Figure 2 below:

Figure 2

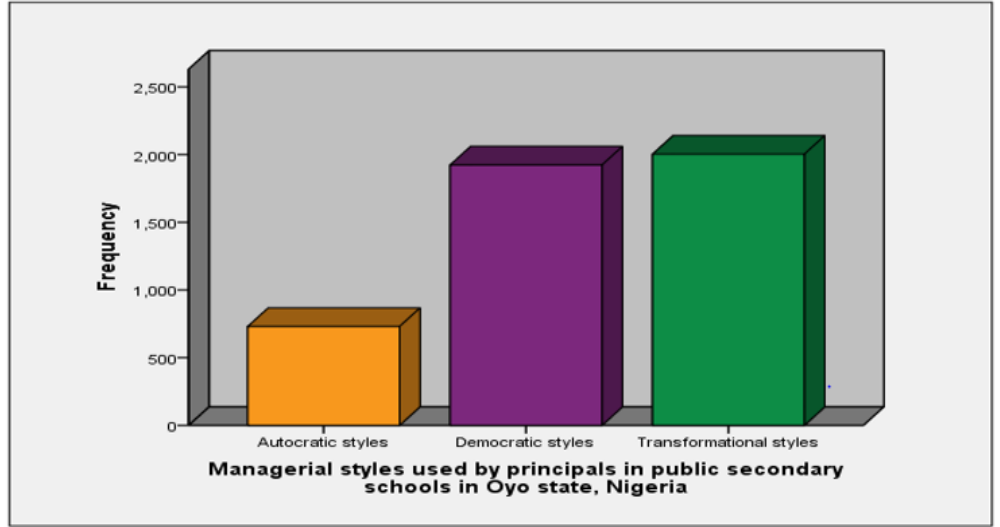


Figure 2 A Bar Chart Showing the Managerial Styles Adopted by Principal in Public Junior Secondary School in Oyo State

Source: Field Survey 2021

Based on the findings shown in [Table 1](#), [Table 2](#), [Table 3](#) and [Figure 1](#) it can be concluded that the most adopted principal managerial leadership style is the transformational leadership style in public junior secondary schools in Oyo State, followed by the democratic leadership style while the autocratic leadership style is low. This means that the majority of principals in Oyo State's public junior secondary schools are transformational leaders because such principals seek ways to inspire teachers to be more committed to the work, delegating and monitoring tasks given to teachers to ensure development and efficiency. This justifies the most adopted leadership style among the principals.

5. HYPOTHESES

Ho1: There will be no significant combined influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic style, democratic style, and transformational style) on organizational commitment (affective, normative, and continuance) among teacher in public junior secondary schools in Oyo State, Nigeria.

Table 4

Table 4 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.947 ^a	0.896	0.896	88.20054

a. Predictors: (Constant), Principal managerial styles (autocratic styles, democratic styles and transformational styles, School climate (safety, principal-teacher relationship, and basic school infrastructures)

[Table 4](#) above shows the “R” column represents the value of R, the multiple correlation coefficient. R can be considered to be one measure of the quality of the dependent variable. A value of 0.947 in the table above indicates a good level of prediction. The “R Square” column represents the R² value also called the coefficient

of determination, which is the proportion of variance in the independent variable that can be explained by the independent variables. We can see from our value of 0.896 that our independent variables explain 89.6% of the variability of our dependent variable.

Table 5

Table 5 Analysis of Variance (ANOVA ^a)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	187129914	2	93564957	12027.371	0.000 ^b
	Residual	21719906	2792	7779.336		
	Total	208849820	2794			

a. Dependent Variable: Organisational commitment among teachers in public secondary schools in Oyo State, Nigeria

b. Predictors: (Constant), Principal managerial styles (autocratic styles, democratic styles and transformational styles, School climate (safety, principal-teacher relationship and basic school infrastructures)

Table 5 above shows the F-ratio in the ANOVA table above tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable, $F(2, 2792) = 12027.371, P < 0.05$ that is, the regression model is a good fit for the data.

Ho2: There will be no significant relative influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic style, democratic style, and transformational style) on organizational commitment (affective, normative, and continuance) among teacher in public junior secondary schools in Oyo State, Nigeria.

Table 6

Table 6 Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	452.816	10.346		43.766	0
	School climate (safety, principal-teacher relationship, and basic school infrastructures)	3.98	0.04	0.601	98.413	0
	Principal managerial styles (autocratic styles, democratic styles, and transformational styles)	2.506	0.021	0.732	120	0

a. Dependent Variable: Organisational commitment among teachers in public secondary schools in Oyo State, Nigeria

Table 6 above reveals the relative influence of the independent variables on the dependent variable. The t-value and corresponding P-value are in the “t” and “sig.” columns in Table 6 above, respectively, the tests tell us that school climate $P < 0.05$ and principal managerial styles $P < 0.05$ are significant. The two variables (explanatory variables) are more useful in the model. In other words, school climate and principal managerial styles in the model add a substantial contribution to explaining organisational commitment among teachers in public secondary schools in Oyo State, Nigeria.

Ho3: There will be no interactive effect of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic style, democratic style, and transformational style) on organizational commitment (affective, normative, and continuance) among teachers in public junior secondary schools in Oyo State, Nigeria.

Figure 3

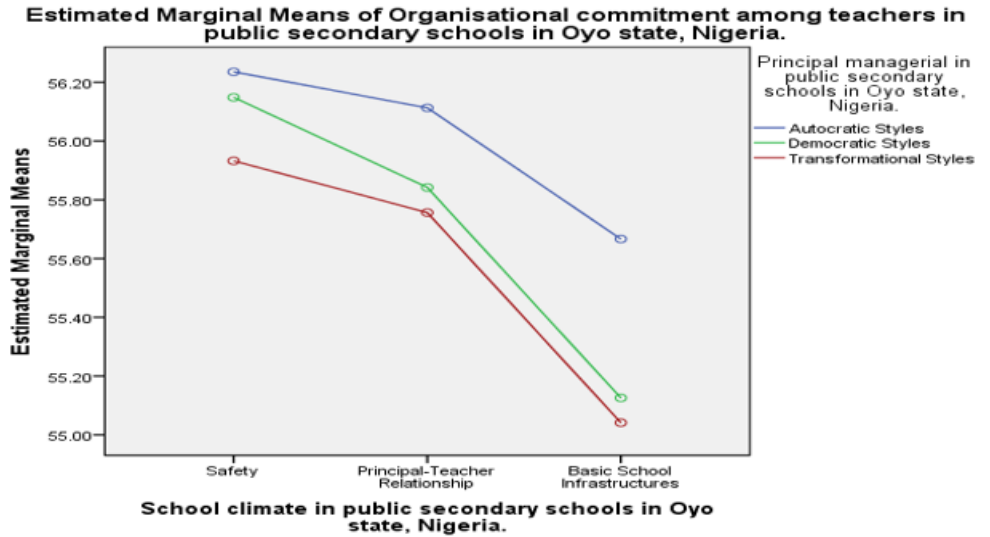


Figure 3 Estimated Marginal Error Means of Teacher Organisational Commitment Showing the Interaction of School Climate and Principal Managerial styles

Source: Field Survey 2021

Figure 3 above depicts that there were no interactions between school climate and principal managerial styles, but both have a significant influence on teachers’ organisational commitment. This indicates that the interaction of the two independent variables that is school climate and principal managerial styles may not influence the dependent variable (organisational commitment) but the two can make a high contribution to organisational commitment domains that public junior secondary school teachers can belong to. Hence, null hypothesis 3 is accepted.

6. DISCUSSION OF FINDINGS

Research question two examined the managerial styles used by principals in public junior secondary schools in Oyo state. The findings revealed that the use of autocratic managerial style by principals in Oyo state public junior secondary school is low despite being conscious of their position as the head of the school, the democratic managerial style used by the principal is high and this will enhance participation, creativity, and innovation in the running of the organisation while the transformational managerial style was mostly adopted by principals in public junior secondary schools in Oyo State. This indicates principals encourage, inspire, and motivate teachers to innovate and create change that will grow and shape the future of the school. This is in line with a study that transformational leadership style is a critical aspect in ensuring teachers' job satisfaction and school commitment Al-Ahmadi (2021) As a result, transformational management is linked to an effective managerial style and the ability to influence teachers' perceptions and motivation, resulting in job satisfaction. Because there was a significant association between transformational management and teachers' job satisfaction and commitment, it is

appropriate for principals to use it for the successful and smooth operation of schools. In this regard, the school's management structure should allow the principal to transfer authority and opportunity to other administrators and senior teachers to make choices at the school level [Jeyasushma et al. \(2017\)](#). [Al-Mahdy et al. \(2016\)](#) also mentioned that using a transformational leadership style improves teachers' commitment. The hypothesis which stated that there will be no significant interaction of school climate and principal managerial styles on organisational and among teachers in public junior secondary schools in Oyo State, Nigeria was accepted. The result revealed that there were no interactions between school climate and principal managerial styles, but both have a significant influence on teachers' organisational commitment. The implication is that organisational commitment of teachers in public junior secondary schools to a great extent is not determined by school climate and principal managerial styles, but both can significantly influence the organisational commitment domain that teachers can belong in schools. The result of this study did not corroborate with the result of a study that organisational climate had no statistically significant impact on teacher morale and commitment [Gemnafle et al. \(2018\)](#) Similarly, the results from this study align with the research that revealed that there is a significant positive correlation between school climate and teachers' job commitment [Cohen et al. \(2015\)](#)

7. QUALITATIVE ANALYSIS

The Principal reveals that most teachers in Oyo state Junior Secondary School belong to the three domains of organisational commitment (affective, normative, and continuance), but the majority of them fall in the category of affective domain, the driving force behind the commitment of public junior secondary school teachers in Oyo State, the driving forces are the principal's managerial style and prompt payment of salary and allowances on every 25th of every month by the Governor of the State. The principal reveals that the status of the majority of school climate in Oyo State junior secondary schools is in a fairly good (moderate) condition in terms of safety, principal-teacher relationship, and basic infrastructure, Lastly, the principal reveals that the democratic managerial style is mostly used by the principals, but they apply transformational and autocratic styles on contingent situations in the school.

8. CONCLUSION

Based on the study's findings, it can be concluded that:

School climate and principal managerial styles significantly influence teachers' organisational commitment in public junior secondary schools, so school administrators should focus on improving school climate and managerial style so that junior secondary school teachers show more commitment. since both made the greatest contribution to teachers' organisational commitment and are reliable predictors of teachers' organisational commitment in the school, lastly it is concluded that the school climate and principal managerial style may not interact but influence organisational commitment of teachers in public junior secondary school in Oyo state.

9. RECOMMENDATIONS

- 1) Government should organise a time-to-time seminars on principal managerial styles on each of the domains of teacher organisational

- commitment, to provide understanding and assistance to school principals, coordinators, and supervisors to deal with the problematic aspect of managerial styles
- 2) All educational stakeholders should create a conducive school climate in terms of basic infrastructure and safety where individuals feel safe and supported physically, intellectually, psychologically, and socially to enhance teachers' organisational commitment since school climate plays an important role in the success of teaching and learning activities in the school.
 - 3) Good managerial styles should be adopted by the principals to maintain good and consistent relationship with the teacher because teachers feel committed to school when principal act as transformational leader.

CONFLICT OF INTERESTS

None.

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