

# Effect of Educational Leadership Effectiveness on Lecturers' Involvement in Decision Making in Tertiary Institutions in North Eastern Nigeria

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## Abstract

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The study investigated the effect of educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria for 2030 development agenda and the African economy. Null hypothesis guides the study. A survey research design was employed for the study, the population of 3,001 that comprised of 376 administrators and 2,625 lecturers. The sample size of the study was 497 made up of 202 administrators and 295 lecturers using the multistage sampling procedure. The instruments used for the study were questionnaires developed by the researcher titled: Educational Leadership Effectiveness Questionnaire (ELEQ) and lecturers' involvement in decision making Questionnaire (LIDMQ). The reliability of the research instruments was determined using Cronbach Alpha. The Cronbach Alpha reliability coefficient of the instruments was established as  $r = 0.91$  and  $r = 0.86$  respectively. The data collected were analyzed using Regression Statistics to test the null hypothesis at 0.05 level of significance. The study revealed that the beta coefficients for each of the five administrators' educational leadership effectiveness constructs was significant predictors of overall lecturers' involvement in decision making (i.e. administrators' planning effectiveness (APE) ( $\beta = .045$ ,  $P = 0.000$ ), administrators' organizing effectiveness (AOE) ( $\beta = .745$ ,  $P = 0.000$ ), administrators' coordinating effectiveness (ACoE) ( $\beta = -.020$ ,  $P = 0.015$ ), administrators' directing effectiveness (ADE) ( $\beta = -.303$ ,  $P = 0.000$ ) and administrators' controlling effectiveness (ACE) ( $\beta = .361$ ,  $P = 0.000$ ). It was inferred that the effect of administrators' educational leadership effectiveness on lecturers' involvement in decision making was positive/negative and significant. The study established that out of the five constructs of administrators' educational leadership effectiveness status given above: the three constructs APE, AOE and ACE exhibited significant positive effect on lecturers' involvement in decision making, while the one construct ACoE exhibited no significant negative effect on lecturers' involvement in decision making and the other construct ADE exhibited significant negative effect on lecturers' involvement in decision making and collectively explained 72% in prediction. Therefore, administrators in those Colleges of Education should improve their present planning effectiveness, organizing effectiveness, coordinating effectiveness, directing effectiveness, and controlling effectiveness on lecturers' involvement in decision making. Based on the findings, it was recommended that administrators in those Colleges of Education should improve their educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria for the smooth running of the Colleges of Education system for 2030 development agenda and the African economy.

**Keywords:** *Educational Leadership, Management, Effectiveness, Administrators, Planning, Organizing, Coordinating, Directing, Controlling, Lecturers Involvement and Decision Making*

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### **Background to the Study**

Educational leadership refers to school leadership. Leadership refers to the principle of administration to lead, plan, organize, coordinate; control, monitor progress and make needed changes by administrators in Colleges of Education. Management refers to control, utilization and maintenance by administrators in Colleges of Education. Planning refers to the function of management of systematically making decisions about the goals to be achieved and activities or actions needed to achieve those goals that an individual, a group, a work unit, or the overall College of Education will pursue in the future. Organizing refers to the management function of assembling and coordinating human, financial, physical, information and other resources needed to achieve College of Education goals. Coordinating refers to the management function of organizing various departments so as to enable them to work together effectively in College of Education. Directing refers to the management function that involves the administrators' efforts to stimulate high performance by staff and includes leading, motivating and communicating with staff, individually and in groups in Colleges of Education. Controlling refers to the management function of monitoring progress and making needed changes to make sure that the Colleges of Education goals are achieved.

Effectiveness can be defined as the extent to which set goals and objectives of a College of Education are accomplished in relation to quality, quantity, equity and instructional quality. Effective Colleges of Education are found where students progress further than might be expected from considerations of their initial intake (Dapshima, 2018). Some indices attributed to effective educational leadership and management functions of Colleges of Education include: shared vision and goals; emphasis on teaching and learning; professional leadership; all-round high expectations; community-school partnership, a climate of staff and students' involvement, and planning (Bassey and Akpan, 2010).

Administrator refers to Provosts, Registrars, Deans, and various Heads of Department in Colleges of Education. Planning is the function of management that involves determining the best course of action for achieving the objectives of the Colleges of Education defined by the governing body. It requires administrators to be aware of environmental conditions facing their colleges of education, the capacity and capability of the Colleges of Education, and to forecast future conditions and trends. There are many different types of plans and planning (Dapshima, 2018).

Strategic planning involves analyzing competitive opportunities and threats, as well as the strengths and weaknesses of the College of Education, and then determining how to position the college of education to best achieve its objectives. Strategic planning has a long time frame and is the link between governance and management with a shared responsibility to develop the 'right strategy' to ethically achieve the College of Education's objectives. Tactical planning is intermediate-range planning that is designed to develop relatively concrete and specific means to implement the strategic plan. Operational planning is short-range planning that is designed to develop specific action steps that support the strategic and tactical plans. Project and program planning is short

to medium term focused on achieving the objectives the project or program has been created to deliver (Onifade in Dapshima, 2020).

Organizing involves developing College of Education structure (hierarchy, divisions, departments, etc.) and allocating human and other resources to ensure the accomplishment of the Colleges of Education objectives and implementation of its strategic plan. The structure of the College of Education is the framework within which effort is coordinated and is shaped by the ethical and cultural requirements of the governing body. It involves the design of individual jobs within the College of Education and striking a balance between the need for worker and management specialization and the need for people to have jobs that entail variety and autonomy. Many jobs are now designed based on such principles as job enrichment and teamwork. The management framework needs to support the needs of the governance framework, and be accountable to the governing body for the actions and achievements of the College of Education (Judge & Piccolo in Dapshima, 2020). Coordination is inherent in the other aspects of management and is primarily focused on organization of the different elements of the organization, or an activity, so as to enable them to work together effectively (Sosik, Potosky and Jung in Dapshima, 2020). Directing is the function of management that involves providing direction and leadership to lower level administrators and workers so that there are aware of their obligations, and are willing to carry them out efficiently and effectively (Bass, Avoilio, Jung and Berson in Dapshima and Gana, 2019).

Leading involves influencing others toward the attainment of College of Education objectives. Effective leading requires the administrator to motivate subordinates, communicate effectively, and use his/her power and authority judiciously. If administrators are effective leaders, their subordinates will be enthusiastic about exerting effort toward the attainment of the objectives (Dapshima, 2020).

Controlling is the function of management that an administrator must receive feedback about a process in order to analyze any deviations from the plan and make necessary adjustments to correct negative deviations and prevent future deviations. Controlling consists of three basic steps, plus the requirement to provide assurance that the controlling process is functioning effectively: Establishing the plan or required performance standards; Comparing actual performance against the required standards at appropriate intervals and; Taking corrective or preventative action when necessary; Providing assurance to the College of Education's governing body that all levels of management and staff are held accountable for their actions and are performing and conforming to the Colleges of Education objectives and governing principles (Antonakis, Avolio and Sivasubramaniam in Dapshima, 2020).

Involvement helps lecturers gain a wider view of the College of Education. Through training, development opportunities, and information sharing, lecturers can acquire the conceptual skills needed to become effective administrators or top executives. It also increases the commitment of lecturers to the College of Education and the decisions they make (Dapshima, 2018). Creativity and innovation are two important benefits of

participative management. By allowing a diverse group of lecturers to have input into decisions, the College of Education benefits from the synergy that comes from a wider choice of options. When all lecturers, instead of just administrators or executives, are given the opportunity to participate, the chances is increased that a valid and unique idea will be suggested (Helms in Dapshima, 2018).

Decision making can be defined as choosing between alternatives. It can be regarded as an outcome of mental processes (cognitive processes: memory, thinking, evaluation) leading to the selection of a course of action among several alternatives. Decision making involves mapping the likely consequences of decisions, working out the importance of individual factors, and choosing the best course of action to take. In the decision making process, the decision maker's actions are guided by a goal. Each of the several alternative courses of action is linked to various outcomes. Information is available on the alternatives, on the value of each outcome relative to the goal. The decision maker chooses an alternative on the basis of his/her evaluation of the information (Moorhead and Griffin in Dapshima and Gana, 2019).

There are four levels of decisions making in a College of Education. According to Beardwell and Claydon in Dapshima, (2018), these levels are: strategic decisions, tactical decisions, operational decisions and policies. Strategic decisions are broad decisions about a firm's direction and its relations with the outside world. These decisions establish organizational objectives and impose frameworks for controlling the colleges of education activities. They include decisions on issues such as what to produce and how the college of education will finance its operations. These decisions are usually made by senior level management (Erkutlu in Dapshima and Gana, 2019). Tactical decisions are concerned with implementation of strategic decisions. They include decisions on issues such as the acquisition and deployment of resources, allocation of duties and specification of secondary objectives, monitoring performance and reporting to higher levels of authority (Beardwell and Claydon in Dapshima, 2018). Operational decisions on the other hand are concerned with minor administrative matters such as lengths of production runs, shift rosters, stock levels and so on. They focus on the day-to-day activities of the College of Education (Northouse in Dapshima and Gana, 2019). The fourth level of decision making is policies. Florence (2011) defines policies as a set ground rules and criteria to be applied when taking decisions related to a particular function or activity. Policies therefore exist to restrict the scope and nature of decisions concerning a specific issue, for example, internal promotion. Policies facilitate the coordination of diverse operations and ensure that all decisions made are compatible with the overall aims of the College of Education (Florence, 2011). It is against this background that this study is to investigate the effect of educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria for 2030 development agenda and the African economy.

### **Statement of the Problem**

Due to lack of good educational leadership effectiveness and ineffective style of administration, a lot of programmes or activities are not carried out in Colleges of

Education in terms of provision of grant for research and publications, neglect of personnel welfare, lack of adequate planning, organizing, coordinating, directing and controlling of resources as well as poor vision for the College of Education. The available scarce educational resources are not being prudently used due to poor management functions by the leaders of the Colleges of Education. The Colleges of Education environment is full of dilapidated buildings equipped with outdated laboratories facilities and equipment due to lack of planning, organizing, directing, coordinating and controlling.

The lack of adequate educational leadership functions on infrastructures in Colleges of Education has posed a serious setback in the achievement of education goals. In Colleges of Education where there is no adequate planning, organizing directing, coordinating and control of classrooms, resource rooms, staff rooms, laboratory facilities, computers and the like; proper teaching and learning cannot be effective and efficient. In view of the above stated problems coupled with the fact that lack of effective educational leadership functions on lecturers' involvement in decision making will setback the goals and objectives of Colleges of Education in North Eastern Nigeria for 2030 development agenda and the African economy at large. This study was designed to determine the effect of educational leadership effectiveness on lecturers' involvement in decision making in College of Education in North Eastern Nigeria for 2030 development agenda and the African economy.

### **Purpose of the Study**

The main purpose of this study is to investigate the effect of educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria for 2030 development agenda and the African economy. .

### **Hypothesis**

The null hypothesis was tested at 0.05 level of significance:

**H<sub>0</sub>:** There is no significant effect of educational leadership effectiveness on Lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria.

### **Methodology**

The study employed a survey method in which relevant data were collected from the respondents by the use of questionnaire. In this study multistage sampling, stratified, purposive and simple random sampling techniques were used to select the sample. In the first stage, the Colleges were stratified according to types (federal and state). Six Colleges of Education: three federal-owned and three states-owned Colleges of Education were selected to take care of the federal and state ownership. At the second stage, purposive sampling technique was used to select the administrators (202) (i.e. all the administrator: Provosts, Registrars, Deans and various Heads of Departments in six Colleges of Education). At the third stage, simple random sampling technique was used to select the lecturers. In simple random sampling, 20% of the population of lecturers (295) was considered as the sample size. Owojori (2008), maintains that a sample size that is not less

than 10% of the study population is a good representative of the population. North Eastern Nigeria has 13 Colleges of Education; 10 state Colleges of Education and three federal Colleges of Education, out of them six Colleges of Education are selected namely; College of Education, Hong, Adamawa State, Federal College of Education, Yola, Adamawa State; College of Education, Billiri, Gombe State, Federal College of Education (Technical), Gombe, Gombe State; and Colleges of Education, Gashua, Yobe State, Federal College of Education (Technical), Potiskum, Yobe State. These are the study areas. These Colleges have sample size of administrators 33, 37; 35, 31; and 35, 31 respectively and sample size of lecturers 50, 50; 42, 59; and 45, 48 respectively. In North East Zone of Nigeria only three states are selected having both federal and state Colleges of Education; these are Adamawa, Gombe and Yobe states. These are the study area.

### **Instrumentation**

Two instruments were used in collecting data: The instruments were self developed questionnaire entitled: Educational Leadership Effectiveness Questionnaire (ELEQ) and Lecturers Involvement in Decision Making Questionnaire (LIDMQ) for administrators and lecturers. The questionnaire consisted of items that were structured. The structured type requires checking an item from a list of suggested responses. The ELEQ has five sections A, B, C, D and E. Section A contains 8 items aimed at eliciting responses on the administrators' planning effectiveness. Section B also contains 8 items concerned with administrators' organizing effectiveness. Section C contains 8 items concerned with administrators' coordinating effectiveness. Section D contains 8 items which deals with administrators' directing effectiveness. Section E contains 8 items concerned with administrators' controlling effectiveness. The LIDMQ has five sections A, B, C, D and E. Section A contains 8 items concerned with the level of lecturers' involvement in decision making in planning effectiveness. Section B contains 8 items which deals with level of lecturers' involvement in decision making in organizing effectiveness.

Section C contains 8 items concerned with the level of lecturers' involvement in decision making in coordinating effectiveness. Section D contains 8 items concerned with the level of lecturers' involvement in decision making in directing effectiveness. Section E contains 8 items which deals with level of lecturers' involvement in decision making in controlling effectiveness. The categories of responses were provided with 5 point rating Likert-type scale as given on weight, thus: Very Highly Effective (VHE) = 5; Highly Effective (HE) = 4; Moderately Effective (ME) = 3; Slightly Effective (SE) = 2; and Ineffective (I) = 1 respectively. The 5 points rating Likert-type scale above was used for the instrument on Educational Leadership Effectiveness Questionnaire (ELEQ) and another 5 points rating Likert-type scale as given on weight, thus: Very Highly Involved (VHI) = 5; Highly Involved (HI) = 4; Moderately Involved (MI) = 3; Lowly Involved (LI) = 2; and Very Lowly Involved (VLI) = 1 respectively. The above rating scale was used for the instrument on Lecturers' Involvement in Decision Making Questionnaire (LIDMQ). The copies of questionnaire were given out for face and content validity to four experts. The reliability of the research instruments was determined using Cronbach Alpha. The Cronbach Alpha reliability coefficient of the instruments was established as  $r = 0.91$  and  $r = 0.86$  respectively.

**Results**

**Hypothesis:** Regression analysis of administrators' educational leadership effectiveness on lecturers' involvement in decision making in colleges of education in North Eastern Nigeria.

Data relevant to Hypothesis for the six sampled Colleges of Education are presented in table 1 and 2.

**Table 1:** Regression Analysis of Administrators' Educational Leadership Effectiveness on Lecturers' Involvement in Decision Making in Colleges of Education in North Eastern Nigeria.

ANOVA<sup>b</sup>

Model		Multiple R	R Square	Adjusted R Square	Sum of Squares	df	Mean Square	F-Ratio	Sig.
1	Regression	.745 <sup>a</sup>	.722*	.722	571.250	5	144.250	1.084	.000 <sup>a</sup>
	Residual				10.036	491	.020		
	Total				604.270	496			

\*Significant, p < 0.05

a. Predictors: (Constant) APE, AOE, ACoE, ADE, ACE

b. Dependent Variable: LIDME

Table 1 shows that the model has significant F-ratio (1.084) and possesses a high coefficient of determination ( $R^2 = 0.72$ ) implying that approximately 72% of the variation in lecturers' involvement in decision making was explained by the five independent variables in this model.

**Table 2:** Regression Coefficients

	Standardized Coefficients		df	F	Sig.
	Beta	Std. Error			
Administrators' Planning Effectiveness (APE)	.046	.016	2	7.471	.000
Administrators' Organizing Effectiveness (AOE)	.745	.015	2	1.026	.000
Administrators' Coordinating Effectiveness (ACoE)	-.020	.006	1	3.369	.015
Administrators' Directing Effectiveness (ADE)	-.302	.106	4	18.136	.000
Administrators' Controlling Effectiveness (ACE)	.361	.084	3	19.625	.000

Dependent Variable: LIDM

Table 2 shows that the beta coefficients for each of the five administrators' educational leadership effectiveness constructs was significant predictors of overall lecturers' involvement in decision making (i.e.  $\beta = .046$ ,  $p = 0.00$ ;  $\beta = .745$ ,  $p = 0.000$ ;  $\beta = -.020$ ,  $p =$

0.015;  $\beta = -.302$ ,  $p = 0.000$ ;  $\beta = .361$ ;  $p = 0.000$ ) in this model. It can be inferred that the effect of administrators' educational leadership effectiveness on lecturers' involvement in decision making was positive/negative and significant. This does not only threaten the lecturers' involvement in decision making but also the commitment, motivation and engagement of lecturers in Colleges of Education in North Eastern Nigeria for 2030 development agenda and the African economy.

Table 2 shows the regression analysis recorded the effects of items of administrators' educational leadership effectiveness on lecturers' involvement in decision making. The five constructs of administrators' educational leadership effectiveness status: administrators' planning effectiveness (APE) ( $\beta = .046$ ,  $P = 0.000$ ), administrators' organizing effectiveness (AOE) ( $\beta = .745$ ,  $P = 0.000$ ), administrators' coordinating effectiveness (ACoE) ( $\beta = -.020$ ,  $P = 0.015$ ), administrators' directing effectiveness (ADE) ( $\beta = -.302$ ,  $P = 0.000$ ) and administrators' controlling effectiveness (ACE) ( $\beta = .361$ ,  $P = 0.000$ ). The three constructs APE, AOE and ACE exhibited significant positive effect on lecturers' involvement in decision making, while the one construct ACoE exhibited no significant negative effect on lecturers' involvement in decision making and the other construct ADE exhibited significant negative effect on lecturers' involvement in decision making and collectively explained 72% in prediction. Table 2 provided support for the Ho test result which indicated that the status of administrators' educational leadership effectiveness have significant positive effect on lecturers' involvement in decision making on three constructs (i.e. APE, AOE and ACE). Also have no significant negative effect on lecturers' involvement in decision making on one construct (i.e. ACoE) and have significant negative effect on lecturers' involvement in decision making on the other construct (i.e. ADE).

### **Discussion of Findings**

The findings of the study were discussed in relation to hypothesis raised on administrators' educational leadership effectiveness on lecturers' involvement in decision making in colleges of education in North Eastern Nigeria for 2030 development agenda and the African economy. Based on the hypothesis tested, the result shows that the model have significant F-ratio (1.084) and possesses a high coefficient of determination ( $R^2 = 0.72$ ) implying that approximately 72% of the variation in lecturers' involvement in decision making was explained by the five independent variables in this model. And also the beta coefficients for each of the five administrators' educational leadership effectiveness constructs was significant predictors of overall lecturers' involvement in decision making (i.e.  $\beta = .046$ ,  $p = 0.00$ ;  $\beta = .745$ ,  $p = 0.000$ ;  $\beta = -.020$ ,  $p = 0.015$ ;  $\beta = -.302$ ,  $p = 0.000$ ;  $\beta = .361$ ;  $p = 0.000$ ) in this model. It can be inferred that the effect of administrators' educational leadership effectiveness on lecturers' involvement in decision making was positive/negative and significant. This does not only threaten the lecturers' involvement in decision making but also the commitment, motivation and engagement of lecturers in Colleges of Education in North Eastern Nigeria for 2030 development agenda and the African economy at large.



The finding of this study was in concurred with Khan, Jam, Akbar, Khan and Hijazi (2011), who noted that result of job involvement and affective commitment confirmed significant relationship between job involvement and affective commitment ( $\beta = 0.59, p < 0.001$ ). Results show that job involvement has significantly positive relationship with continuous commitment ( $\beta = 0.33, p < 0.001$ ). Regression result regarding job involvement and normative commitment shows job involvement is significant positive relationship with normative commitment ( $\beta = 0.56, p < 0.001$ ).

As Issah, Abubakari and Wuptiga (2016), pointed out that result from the multiple regressions analysis recorded the effects of items of school facilities status on teacher stress. The six constructs of academic facility status: classrooms in the school ( $\beta = 0.265, P = 0.000$ ), enough sanitary facilities ( $\beta = 0.255, P = 0.000$ ), well resource instructional learning material ( $\beta = 0.243, P = 0.000$ ), well equip laboratories ( $\beta = 0.222, P = 0.000$ ), well equip library ( $\beta = 0.238, P = 0.000$ ), and enough offices for academic staff ( $\beta = 0.180, P = 0.000$ ) exhibited significant positive effect on teacher stress and collectively explained 47% in prediction.

The findings also in agreement with Bharathi and Raj (2016), who revealed that job involvement was positively and significantly related to the work conditions ( $r = 0.23, p < 0.01; \beta = 0.29, p = 0.001$ ), organizational commitment ( $r = 0.32, p < 0.01; \beta = 0.21, p = 0.001$ ), and the interpersonal relationship ( $r = 0.37, p < 0.01; \beta = 0.22, p = 0.001$ ), and regression model ( $R^2 = 0.190$ ) implying that approximately 19% of the variation in job involvement was explained by the three independent variables (i.e. work conditions, organizational commitment and interpersonal relationship) in this model .

## **Conclusion**

The study established the fact that approximately 72% of the variation in lecturers' involvement in decision making was explained by the five independent variables of administrators' educational leadership effectiveness. It can be inferred that the effect of administrators' educational leadership effectiveness on lecturers' involvement in decision making was positive/negative and significant. Therefore, the administrators' educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria should be enhanced for the smooth running of the Colleges of Education system for 2030 development agenda and the African economy at large.

## **Recommendations**

The findings of this study made the following recommendations to government, ministries of education, tertiary institutions regulatory bodies and policies makers for action:

- i. The North Eastern States Government should improve the administrators' educational leadership effectiveness on lecturers' involvement in decision making in colleges of education in North Eastern Nigeria. As it inferred that the effect of administrators' educational leadership effectiveness on lecturers involvement in decision making was positive/negative and significant. This does not only threaten the lecturers'

involvement in decision making but also the commitment, motivation and engagement of lecturers in colleges of education for 2030 development agenda and the African economy.

ii. The North Eastern States Ministries of Education should improve their supervision and management of administrators' educational leadership effectiveness on lecturers' involvement in decision making in colleges of education in North Eastern Nigeria.. As it inferred that the effect of administrators' educational leadership effectiveness on lecturers involvement in decision making was positive/negative and significant. This does not only threaten the lecturers' involvement in decision making but also the commitment, motivation and engagement of lecturers in colleges of education for 2030 development agenda and the African economy.

iii. The tertiary institutions regulatory bodies should monitor the accredited Colleges of Education to ensure effective administrators' educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria.. As it inferred that the effect of administrators' educational leadership effectiveness on lecturers involvement in decision making was positive/negative and significant. This does not only threaten the lecturers' involvement in decision making but also the commitment, motivation and engagement of lecturers in colleges of education for 2030 development agenda and the African economy.

iv. Policy makers should change their policy to ensure proper administrators educational leadership effectiveness on lecturers' involvement in decision making in Colleges of Education in North Eastern Nigeria. As it inferred that the effect of administrators' educational leadership effectiveness on lecturers involvement in decision making was positive/negative and significant. This does not only threaten the lecturers' involvement in decision making but also the commitment, motivation and engagement of lecturers in colleges of education for 2030 development agenda and the African economy.

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