Principal Administrative Practices and Employee Benefits as Correlates of Teachers' Commitment towards Universal Basic Education (UBE) in Southwest, Nigeria

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Being a PhD Thesis submitted to the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

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

2025

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Certification

This is to certify that **LAMIDI, Taofeek Oyesola** with the matriculation number **LCU/PG/001017**carried out this research work titled: '**Principal Administrative Practices and Employee Benefits as Correlates of Teachers' Commitment towards Universal Basic Education (UBE) in Southwest, Nigeria'** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy in Education Degree (PhD) in Educational Management and that this has not been previously submitted.

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Dedication

This work is dedicated to Almighty Allah and to the following members of my family- Abdulhammed Zainab Adewumi ,Abdulhammed Abiodun Abdulzobur, Abdulhammed Abdulmuiz Opeyemi, Abdulhammed Sofiyat Kanyinsola and Abdulhammed Mazidat Monisola.

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Acknowledgement

My honest and sincere gratitude goes to my supervisor -Professor Senimetu Ileuma for her sincere concern, drive and encouragement to continue and complete a work of this magnitude. I pray that God Almighty will bless and continue to reward you ma. My sincere gratitude also goes to the librarians who also rendered support in helping me obtain useful information for my research. I say a big thank you. Words cannot express my gratitude to the Head of Department of Arts and Social Science Education, Lead City University – Dr. Oluyomi Pitan for her profound guidance and leadership. Special thanks to the meticulous Professor Afolakemi Oredein, who is also the provost of the Post Graduate College, Lead City University, Ibadan, for her quality leadership and contribution to this thesis.

To all my lecturers and professors at the department of arts and social science education, faculty of Arts and Education,Lead City University, Ibadan, Oyo State - Professor Donald Odeleye, Professor P. O. Yara, Professor Eseza.Akiror Ewat, Dr. Mojirade Ayantunji, Dr. Monilola Oyetade, Dr. Sabina Obi, Dr. Ukamaka Akuche, Dr. Olabisi Killian, Dr. Toyin Oyedeji, Dr. Monilola Oyetade, Dr. Christiana Sam-Kayode, and Dr. Omobola Gambo, I say a big thank you for your immense contribution in vetting, scrutinizing and contributing to the improvement of this research work. My sincere gratitude goes to you all. Lastly, I want to specially appreciate my family, my wife –Abdulhammed Zainab and my children –Abdulhammed Abdulzobur, Abdulhammed Abdulmuiz, Abdulhammed Sofiyat and Abdulhammed Mazidat for their support, understanding and encouragement during the course of this work. However, “even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.”

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Abstract

This study investigated principal administrative practices and employee benefits as correlates of teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. Search of literature shows scarcity of studies on joint contribution of the above predictors on teachers' commitment to UBE. Three research questions and two hypotheses were raised. Descriptive research design was employed. Population included 54,870teachersand 2,398 principals. 3013 teachers and 911 principals were sampled using multi-stage procedure. Teachers' Commitment Questionnaire (TCQ)(α = .876)", and Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ)(α = .805)"were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed high level of teachers' commitment to the school ($\overline{x}$ = 2.542) and students ($\overline{x}$ = 2.535) but low commitment to teaching/profession ($\overline{x}$ = 2.459). Principals highly adopt supervision ($\overline{x}$ = 2.564) and involvement of teachers in decision-making ($\overline{x}$ = 2.550) for teachers' administration. Fringe benefits ($\overline{x}$ = 2.583) and paid time off benefits ($\overline{x}$ = 2.752) are highly provided for teachers whereas there is low level of provision of insurance benefits ($\overline{x}$ = 2.056). Principals' administrative practices and employee benefits jointly contribute significantly to teachers' commitment to UBE ($F_{6, 904}$ = 4.928, *P<0.05*).Supervision (β = .081; t = 2.354; sig. = .033), involvement of teachers in decision-making (β = .094; t = 2.675; sig. = .021), staff development practices (β = .072; t = 2.165; sig. = .038), fringe benefits (β = .152; t = 3.808; sig. = .003) and paid time off benefits (β = .137; t = 3.235; Sig. = .008) except insurance benefits (β = -.060; t = -1.631; Sig. = .099)all have significant relative influence on teachers' commitment to universal basic education at *P<0.05*.In conclusion, principals' administrative practices and employee benefits significantly influence teachers' commitment in universal basic education. It was recommended among others that attention should be given to improving teachers' commitment by ensuring better administrative practices and more provision of employee benefits.

Keywords: Principals Administrative Practices, Employee Benefits, Teachers' Commitment

Word Count: 300

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