

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

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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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Date

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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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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 54,870 teachers and 2,398 principals. 3013 teachers and 911 principals were sampled using multi-stage procedure. Teachers' Commitment Questionnaire (TCQ) ($\alpha = .876$), and Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ) ($\alpha = .805$) were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed high level of teachers' commitment to the school ($\bar{x} = 2.542$) and students ($\bar{x} = 2.535$) but low commitment to teaching/profession ($\bar{x} = 2.459$). Principals highly adopt supervision ($\bar{x} = 2.564$) and involvement of teachers in decision-making ($\bar{x} = 2.550$) for teachers' administration. Fringe benefits ($\bar{x} = 2.583$) and paid time off benefits ($\bar{x} = 2.752$) are highly provided for teachers whereas there is low level of provision of insurance benefits ($\bar{x} = 2.056$). Principals' administrative practices and employee benefits jointly contribute significantly to teachers' commitment to UBE ($F_{6, 904} = 4.928, P < 0.05$). Supervision ($\beta = .081; t = 2.354; sig. = .033$), involvement of teachers in decision-making ($\beta = .094; t = 2.675; sig. = .021$), staff development practices ($\beta = .072; t = 2.165; sig. = .038$), fringe benefits ($\beta = .152; t = 3.808; sig. = .003$) and paid time off benefits ($\beta = .137; t = 3.235; Sig. = .008$) except insurance benefits ($\beta = -.060; t = -1.631; Sig. = .099$) 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

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