Chapter One

Introduction

1.1 Background to the Study

Teachers' commitment is paramount in universal basic education as it plays a major role in making them to perform their assigned duties diligently. Since teachers' performance is vital for the achievement of universal basic educational goals and objectives, it therefore becomes imperative for school organization and those at the helm of educational affairs to do all that is necessary to ensure that the teachers are committed in a bid to boosting their performance. Teachers' commitment would not only make positive impact on the academic performance of students but overall effectiveness of the universal basic education (UBE) programme.

Universal Basic Education (UBE) is defined as "early childhood care for education comprising of the nine years of formal schooling, adult literacy and non-formal programme and the education of special groups such as nomads, migrants, girl child and women, street children and disabled groups. The Universal Basic Education (UBE) in Nigeria is a nine (9) year basic educational programme launched on the 30th September, 1999 in Sokoto, Sokoto State by the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty. The scope of UBE includes free and compulsory six-year primary education and three years of junior secondary education. The vision and mission is to build numeracy, communication, and life skills that are able to make individuals employable, useful and possessing relevant ethical, moral and civic values[1, 2, 3]. However, commitment of teachers is needed for the vision, mission and objectives of the UBE programme to be achieved.

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Teachers' commitment is their ability to engage, accept, loyal and identify with the universal basic education (UBE), its vision, mission, goals, as well as have a desire to remain teaching in it[4]. It is the degree to which they feel devoted to the UBE. It is their psychological immersion to the UBE through sense of belonging, ownership of its goals and being ready to accept challenges associated with the programme[5]. Universal basic education teachers' commitment is categorized into: commitment to the school of the UBE, commitment to the learners of the UBE and commitment to teaching and their profession in UBE[6].

Teachers' commitment to the school is their belief, and acceptance of the schools' goals and values and desire to remain in the school of the UBE programme. These teachers work harder, see the school's problems as theirs, are less inclined to leave the workplace, and devote more time to relevant activities in order to attain the goals of the school of the UBE[7].Teachers' commitment to the learners of the UBE Programme is their willingness to exert great efforts on behalf of both low and high performing learners, work with them in both curricular and extra-curricular activities with the aim to helping them connect to the school and academic activities. They constantly look for instructional strategies that would help learners understand better and reach their full potentials[8]. UBE teachers' commitment to teaching and profession is their love for teaching, loyalty to their profession, and high interest in engaging in refresher courses that would help them stay abreast of happenings in the profession[7, 8].

Despite the crucial role of teachers' commitment to the UBE, it has been observed by the researcher that some teachers are not commitment to teaching in the UBE, school, and learners of the UBE nor their teaching profession in the UBE in Southwest, Nigeria. Teachers' commitment to the UBE in Southwest, Nigeria seems to be grossly inadequate. This is reflected in form of rampant absenteeism, late coming, failure to assess students'

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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. Subsequently, some of these teachers seem to be only interested in their own success rather than that of the UBE which invariably affects their involvement to provide quality education and their ability in helping students towards academic achievement. Studies have also shown poor teachers' commitment and shortage in the UBE in Southwest, Nigeria[9, 10]. Consequently, the desire and the ultimate goal of UBE seem to be in jeopardy.

The persistent low commitment among teachers towards the UBE in Southwest, Nigeria often appears in the minds of psychologists, educators and researchers as they try to unravel factors that could be the cause. Some researchers reported facilities, teachers' preparedness and work attitude[9, 10]. However, salient factors that may predict commitment of teachers towards the school of the UBE, learners in the UBE, profession and teaching in the UBE and were considered in this study are:- principals' administrative practices and employee benefits. Moreover, literature showed dearth of studies on the influence of the above factors on teachers' commitment towards the UBE programme in Southwest, Nigeria.

Principals' administrative practices are activities performed by principals which improve quality teaching and learning in UBE. It involves principals' use of expert knowledge to coordinate, influence and check teacher's day-today activities towards enhancing their instructional performance in UBE[11]. These practices could therefore affect teachers' commitment to the UBE. A study showed a positive relationship between principals' administrative practices and teachers' job performance in Enugu State[12]. However, a research revealed no significant relationship between principals' administrative strategies

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and teachers' commitment in Delta State public and private secondary schools[13]. Studies are however lacking on principals' administrative practices and teachers' commitment.

Principal's administrative practices are inclusive of - orientation, decision making, communication, delegation of duties, supervision, staff professional development and motivation[14]. Principals' administrative practices include - teacher's involvement in decision making, proper delegation of duties, teachers' welfare provision, maintaining open communication, adequate provision of instructional facilities in schools, supervision, leadership, motivation, coaching, coordinating, staffing, planning, organizing, directing, evaluating and mediator between the school and community to ensure active job performance among teachers in secondary schools[13, 14]. This study however focused on three major administrative practices of principals which are – supervision, involvement of teachers in decision-making and staff development practices.

Supervision involves all efforts by principals directed towards providing leadership to the teachers in the improvement of instructional activities, method of teaching and evaluation of instructions in UBE. It is exercising some degree of control, assigning tasks, directing, guiding, stimulating, improving, refreshing, encouraging, overseeing, monitoring and evaluating UBE teachers to determine whether or not their activities are performed as scheduled or whether progress is made towards the achievement of UBE objectives and deviations are corrected and effected accordingly[15].

Principals' supervision of teachers could be positive or negative and may influence teachers' commitment to the UBE. For instance, a study revealed positive significant relationship between principals' supervisory roles and teachers' job performance in public secondary schools in Ekiti State[16]. Another study showed a high and positive significant influence of principals' supervisory strategies on teachers' effectiveness in public

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secondary schools in Anambra State[17]. Studies were however lacking on the influence of principals' supervision practices on teachers' commitment.

Principals' involvement of teachers in decision-making refers to teachers' participation in critical decisions that directly affect their work as it gives them the opportunity to express their ideas, knowledge and skill in solving school problems[18]. When teachers are allowed to participate in decision making, it would help to improve their level of job satisfaction, commitment, morale, support and inefficiency in the work place. When teachers observe that their comments, suggestions and recommendations are used or put into practice, they feel motivated to do more in order to achieve the UBE objectives. Meanwhile, such teachers view themselves as valued employees rather than a redundant workers[19]. Studies are however lacking on the influence of principals' involvement of teachers in decision-making on teachers' commitment.

Staff development practice is a planned and continuous lifelong process of appraising teachers' performances and identifying their key skills and competence that need development or training to improve their skills and knowledge for better performance in the UBE. It is a sustained collaborative learning process that systematically nourishes the growth of teachers in the UBE through adult learner-centered, and job-embedded processes such as seminars, workshops, conferences etcetera. It focuses on teachers attaining the skills, abilities, and deep understanding needed to improve students' academic achievement. Staff development practices of principals respond to UBE teachers' requirements and improve supervisory competence. Better staff development practices shape teachers with respect to human relations and development which could help to improve their commitment[14, 20].

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Studies have shown that teachers' development programmes significantly impact their job performance in public secondary schools in Abia and Anambra States. Teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work[20, 21]. Another study revealed a significant relationship between principals' staff development and disciplinary practices and teachers' job productivity in Anambra State public secondary schools[22]. Studies are seriously lacking on the influence of principals' staff development practices on teachers' commitment.

Employee benefits include various kinds of non-wage compensation, monetary and non-monetary extrinsic rewards provided to UBE teachers in addition to their regular wages or salaries for the time, efforts and competencies made available by them. These benefits are crucial for attracting, retaining and motivating UBE teachers[23]. The findings of a study showed several effects of teachers' delayed employee benefits on the teaching and learning process, such as poor preparation of lessons, students' poor performance in examinations, the lack of practical learning and study tours, poor classroom attendance, poor teaching methods and classroom management in Cape Coast[24]. However, there are serious lack of studies on the influence of employee benefits on teachers' commitment.

In the context of this study, kinds of employee benefits include: insurance benefits (health, dental, life, motor, and so on), all forms of fringe benefits (allowances, bonuses, housing, car, medical, retirement benefits and etcetera), andall forms of paid time off (sick leave, vacation, maternity, leave of absence, and so on and forth)[25]. Insurance employee benefit is a benefit that makes sure a UBE teacher is well covered by the school management against certain unforeseen circumstances, risk or loss. Examples of insurance benefits include - auto, gap, health or medical, casualty, life, burial, property,

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liability and credit insurances to mention but a few[26]. Although this kind of benefit could boost a teachers' commitment to the goals and objectives of UBE, there are however serious lack of studies on the influence of insurance benefits on teachers' commitment.

Fringe benefit is seen as any form of compensation or total reward package provided by the school organization, other than wages or salaries that are paid for in whole or in part by the employer. It focuses on maintaining or improving the quality of life for teachers and providing a level of protection and financial security for them and their family members[27]. They include perquisite perks such as relocation payments, flexible start dates, sign-on bonuses, use of firm-owned property, medical aid benefits, housing benefits, car allowance or cell phone allowance, tuition reimbursement, clothing allowances and financial planning[27, 28]. These benefits could influence the satisfaction and commitment of UBE teachers.

A study revealed strong significant effect of financial and non-financial rewards on commitment among public secondary school teachers in Ogun State, Nigeria[29, 30]. A research showed significant relationship between institutional emolument/fringe benefits and job effectiveness of lecturers in public tertiary institutions in Cross River State, Nigeria[31]. Search of literature reveals dearth of studies on fringe benefits and teachers' commitment.

Paid time off refers to any period of time that a teacher is paid while taking leave from school work. It is an employment benefit program offered by some schools which let teachers to take off for a particular number of days and still get pay. Generally, paid time off covers planned vacation, illness or personal circumstances. Example of paid time off include – leave of absence, sick leave, maternity leave and so on and forth[32]. Paid time off benefits could influence teachers' commitment in universal basic education. The findings

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of a study showed that educational leave with pay contributed 11% while salary contributed 42% to teachers' commitment in public senior secondary schools in Abia State. Similarly, it was revealed that educational leave with pay and salary significantly contributes to teachers' commitment in the study area[33].

The problem and consequences of UBE teachers' commitment in Southwest, Nigeria cut across all and sundry. When UBE teachers do not teach well, learners will be not thoroughly equipped to compete globally with their counterparts and the goals and objectives of UBE will not be achieved. Low commitment amongst teachers have made some of them to ignore the business of teaching to doing business out of the classroom. There is the need to address these problems in a bid to finding better and lasting solutions. This study therefore sought to examine whether principal administrative practices and employee benefits determine teachers' commitment towards the UBE programme in Southwest, Nigeria. More so, a search of literatures showed paucity of studies on the joint and relative influence of principal administrative practices and employee benefits determine teachers' commitment towards UBE.

1.2 Statement of the Problem

Universal Basic Education (UBE) teachers' commitment to the school, and learners, teaching and their profession helps in the attainment of the goals and objectives of UBE. Committed teachers would prepare, teach and assess students' work on time and take their responsibility as their top most priority in the UBE. However it has been observed that teachers' commitment in Universal Basic Education seems to be grossly inadequate. This is reflected in the 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, negligence in examination malpractice by students, low performances, non-challant

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attitude, low emotional attachment towards the school, students and profession and high turnover intention among others. Low commitment of teachers towards teaching is a cause of serious concern in other words, it's a big deal because it could portray danger for education in the state in that the level of teachers' commitment can determine the achievement of educational goals in schools. 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 administrative practices and employee benefits are extremely important in order to make teachers satisfied and committed to their work for better performance. However, some principals seem to ignore supervision of teachers and organizing training for their development. 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. Also, employee benefits such as insurance, fringe and paid time off benefits seem not to be provided for teachers. There also seem to be delay in giving teachers their benefits accrued to them. Although there are other causes for the low commitment among teachers, principal administrative practices and employee benefits will be taken as upper hand in predicting commitment of teachers. More so, a thorough search of literatures also reveal scarcity of studies on the joint contribution of principal administrative practices and employee benefits on teachers' commitment towards UBE. This study therefore sought to investigate the extent to which principal administrative practices and employee benefits predict commitment of teachers in the UBE in Southwest, Nigeria in a view to closing the identified gap in literature.

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1.3 Aim and Objectives of the Study

The aim of this study was to investigate principal administrative practices and employee benefits as correlates of teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. The objectives were to:

i}access the level of teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria;

ii}identify the level at which principals adopt administrative practices (supervision, involvement of teachers in decision-making and staff development practices) for administration of teachers in universal basic education in Southwest, Nigeria;

iii}identify the level at which employee benefits (insurance benefits, fringe benefits and paid time off benefits) are provided for teachers in universal basic education in Southwest, Nigeria;

iv}investigate the joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria; and

v} establish the relative influence of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria.

1.4 Research Questions

This study provided answers to the following questions:

1. What is the level of teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria?

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2. What is the level at which principals adopt administrative practices (supervision, involvement of teachers in decision-making and staff development practices) for administration of teachers in universal basic education in Southwest, Nigeria?
3. What is the level at which employee benefits (insurance benefits, fringe benefits and paid time off benefits) are provided for teachers in universal basic education in Southwest, Nigeria?

1.5 Hypotheses

The following null assumptions were created and tested at 0.05 level of significance:

$H_0$1: There will be no joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria and

$H_0$2: There will be no significant relative influence of relative influence of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria.

1.6 Significance of the Study

This study should provide great awareness on the research topic. This study would contribute immensely to principals, teachers and government. The study should serve as means of informing the school principals on the importance of administrative practices in

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the universal basic education. This should enable them to make sure there is proper administrative practices such as supervision, involvement of teachers in decision-making and staff development practices in the school in order to enhance teachers' commitment. It would make them to realize the need to involve, consult and allow their teachers to participate in the decision-making process because the decision-making affects the teachers and the entire school members and thus their input would help to make better decisions that they would be a part of.

To the teachers, the findings of the study would create awareness on how administrative practices such as supervision, involvement of teachers in decision-making and staff development practices is affecting their commitment in school. It would also make them understand the role of employee benefits (insurance benefits, fringe benefits and paid time off benefits) on their commitment. The findings should also make them move into action into ensuring that their principals adopt right administrative practices and their employee benefits are provided for them as at when due because they could affect their commitment.

The findings of the study should be of benefit to the government in that it would provide information on the state of principals' administrative practices and employee benefits and how they may be affecting teachers' commitment towards the UBE in Southwest, Nigeria. This should make them swing into action in ensuring that principals are well trained to carry out their administrative practices and employee benefits are not only given to teachers to motivate and encourage them but should be provided for them as at when due without any form of delay.

The study would also provide useful data to researchers and educators who desire to carry out future studies in the subject area. It would also contribute to knowledge on the area of

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principals' administrative practices and employee benefits as correlates of commitment of teachers towards universal basic education (UBE) in Southwest, Nigeria after it must have been published in reputable journals.

1.7 Scope of the Study

The scope of this study basically covered principals' administrative practices and employee benefits as correlates of commitment of teachers towards universal basic education (UBE) in Southwest, Nigeria. The variable scope consisted of two independent or predictor variables and one dependent or criterion variable. The independent variables were – principal administrative practices and employee benefits while the dependent variable was teachers' commitment towards universal basic education (UBE). Principal administrative practices which is the first independent variable was studied based on three major administrative practices of principals which are – supervision, involvement of teachers in decision-making and staff development practices. The second independent variable which is employee benefits was studied using three major benefits which are - insurance benefits, fringe benefits and paid time off benefits. Teachers' commitment towards UBE was studied using measures such as - commitment to the school of the UBE, commitment to the learners of the UBE and commitment to teaching/profession in the UBE.

The geographical scope of the study covered all public junior secondary schools (universal basic education) in Southwest, Nigeria. The population scope consisted of all the public junior secondary school UBE teachers and principals in Southwest, Nigeria. The methodology scope covered descriptive survey research design, questionnaires as instrument for data collection and descriptive and inferential data analysis at 0.05 level of significance.

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1.8 Limitations of the Study

The instruments were distributed during examination period in most of the UBE schools in Southwest, Nigeria. Some of the teachers were reluctant to fill the instruments owing to the fact that they had a lot of work to do as a result of the examinations. They had no time to fill the questionnaire except by plea. Most principals were initially reluctant to also give their permission for the distribution to be carried out. Although this study was extensive in that it was carried out in the entire Southwest, Nigeria, it also has limitation in the generalization of the findings for the entire nation.

1.9 Operational Definition of Terms

The following definitions were defined as used in this study:

Universal Basic Education (UBE): This refers to early childhood care for education comprising of the nine years of formal schooling (six years of primary and three years of junior secondary school) in Southwest, Nigeria.

Teachers' Commitment towards UBE: This refers to the ability of UBE teachers to be loyal, engage, accept, and identify with the universal basic education (UBE) goals, vision, mission, objectives, as well as have a desire to remain teaching in UBE in Southwest, Nigeria. It is categorized into - commitment to the school of the UBE, commitment to the learners of the UBE and commitment to teaching and their profession in UBE.

Teachers' Commitment to the School of the UBE: This refers to teachers' belief, and acceptance of the schools' goals and values and desire to remain in the school of the UBE programme in Southwest, Nigeria.

Teachers' Commitment to the Learners of the UBE: This refers to teachers' willingness to exert great efforts on behalf of both low and high performing learners,

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work with them in both curricular and extra-curricular activities with the aim to helping them connect to the school and academic activities in the UBE in Southwest, Nigeria.

Teachers' Commitment to Teaching/Profession of the UBE: This refers to teachers' love for teaching, loyalty to their profession, and high interest in engaging in refresher courses that would help them stay abreast of happenings in the profession in Southwest, Nigeria.

Principals' Administrative Practices: These refer to activities performed by principals which improve quality teaching and learning in UBE. It involves principals' use of expert knowledge to coordinate, influence and check teacher's day-today activities towards enhancing their instructional performance in UBE in Southwest, Nigeria. These practices - supervision, involvement of teachers in decision-making and staff development practices.

Supervision: This refers to all efforts by principals directed towards assigning tasks, directing, guiding, stimulating, improving, refreshing, encouraging, overseeing, monitoring and evaluating UBE teachers to determine whether or not their activities are performed as scheduled or whether progress is made towards the achievement of UBE objectives and deviations are corrected and effected accordingly in Southwest, Nigeria.

Involvement of Teachers in Decision-Making: This refers to teachers' participation in critical decisions that directly affect their work as it gives them the opportunity to express their ideas, knowledge and skill in solving school problems in Southwest, Nigeria.

Staff Development Practice: This refers to a planned and continuous lifelong process of appraising teachers' performances and identifying their key skills and competence that

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need development or training to improve their skills and knowledge for better performance in the UBE in Southwest, Nigeria.

Employee Benefits: These refer include various kinds of non-wage compensation, monetary and non-monetary extrinsic rewards provided to UBE teachers in addition to their regular wages or salaries for the time, efforts and competencies made available by them in Southwest, Nigeria.. Kinds of employee benefits include: insurance benefits, fringe benefits and paid time off benefits.

Insurance Benefit: This refers to a benefit that makes sure a UBE teacher is well covered by the school management against certain unforeseen circumstances, risk or loss in Southwest, Nigeria.

Fringe Benefit: This refers to any form of compensation or total reward package provided by the school organization, other than wages or salaries that are paid for in whole or in part by the employer in Southwest, Nigeria.

Paid Time Off Benefit: This refers to any period of time that a teacher is paid while taking leave from school work. It is an employment benefit program offered by some schools which let teachers to take off for a particular number of days and still get pay in Southwest, Nigeria.

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Chapter Two

Literature Review

This chapter reviewed several related literatures based on specific concepts, objectives, research questions and hypotheses in the present study. The chapter was organized under the following sub-headings:

2.1 Conceptual Review

2.1.1 Universal Basic Education (UBE)

2.1.2 Commitment

2.1.3 Teachers' Commitment towards Universal Basic Education (UBE)

2.1.4 Administration

2.1.5 Administrative Practices

2.1.6 Administrative Practices of Principals in Universal Basic Education (UBE)

2.1.7 Employee Benefits

2.2 Theoretical Review

2.2.1 Path-Goal Theory of Administration

2.2.2 Herzberg Two Factor Theory (Motivation and Hygiene)

2.3 Review of Empirical Studies

2.3.1 Administrative practices and Teachers' Commitment towards UBE

2.3.1.1 Supervision and Teachers' Commitment towards UBE

2.3.1.2 Involvement of Teachers in Decision-Making and Teachers' Commitment towards UBE

2.3.1.3 Staff Development Practices and Teachers' Commitment towards UBE

2.3.2 Employee Benefits and Teachers' Commitment towards UBE

2.3.2.1 Insurance Benefits and Teachers' Commitment towards UBE

2.3.2.1 Fringe Benefits and Teachers' Commitment towards UBE

2.3.2.1 Paid Time Off Benefits and Teachers' Commitment towards UBE

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

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2.1 Conceptual Review

2.1.1 Universal Basic Education (UBE)

Universal Basic Education (UBE) is defined as "early childhood care for education comprising of the nine years of formal schooling, adult literacy and non-formal programme and the education of special groups such as nomads, migrants, girl child and women, street children and disabled groups. The Universal Basic Education (UBE) in Nigeria is a nine (9) year basic educational programme launched on the 30th September, 1999 in Sokoto, Sokoto State by the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty. It was also aimed as a stimulant to accelerate national development, political consciousness and national integration. Former President of Nigeria, Olusegun Obasanjo flagged UBE in Sokoto, Sokoto State as a strategy for the achievement of Education for All (EFA) and the education related Millenium Development Goals (MDGs)[1, 2].

The UBE bill was signed into law by the former President Obasanjo after its passage by the National Assembly on 26th May, 2004. The UBEA Act makes provision for basic education comprising Early Child Care Education (ECCE), Primary and Junior Secondary Education. Then there is also the non-formal programme which is set to take care of those who dropped out of school. The adoption of this program and many others stemmed from the fact that education system produces nation's manpower needs and also influences its technological development. The Universal Basic Education is therefore saddled with the responsibility of bringing education to the grass root, reducing drastically the incidence of the drop outs from the formal school system, catering for those who for one reason or the other may have uttered their schooling, promotion of consciousness for education among the citizenry and meeting the learning needs of young people[1, 2].

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Universal Basic Education is not a static term that is related to years of schooling or limited to formal schooling; it is a process to be determined by every nation according to its evolutionary development needs. In Nigeria, it is not only academic but skills acquisition inclined as well. Thus the involvement of artisans in the teaching of UBE pupils is essential for the success of UBE programme. The vision of UBE in to ensure nine years of continuous education, in which every child should acquire appropriate and relevant skills and values and be employable in order to contribute his or her quota to National Development. The mission is to serve as a prime energizer of National Movement for the actualization of the nation's Universal Basic Education (UBE) vision, working in concert with all stakeholders, thus mobilizing the Nation's creative energies to ensure that Education For All becomes the Responsibility of all[1, 3].

According to the mission statement, skills like numeracy, communication, and manipulation of life skills are to make individual employable, useful to himself and society at large by possessing relevant ethical, moral and civic values. The scope of UBE is programmes and initiatives for early childhood-care and education, six-year primary education and three years of junior secondary education. It is to make primary and junior secondary education free and compulsory for all children within the target population and also guarantees regular funding from the Federal government for the programme. The major target of the UBE scheme is the removal of cost as a barrier to schooling. However, UBE also stipulates severe penalties for parents or guardians who fail to bring their wards to school. Therefore, it makes basic education not only free, but compulsory in Nigeria[3, 4].

Universal Basic Education programme provides basic education. Basic education, in this respect, involves the provision of infrastructure, continuous and sustainable in-service training for teachers and giving prominence to skills acquisition in primary and secondary education. It ensures that the basic learning needs of children and adolescents are met.

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Basic education as a process encourages close articulation of formal, non-formal and informal approaches to education and structures for the awakening of all round developments of human and capital potentials. Basic education is made free and available to all and sundry, thus emphasizing free access, equity, efficiency, literacy, numeracy and lifelong skills for all. It is therefore a life-long leaning form of education that involves learning to learn, continuing education, mass literacy and adult education[4, 5].

Universal Basic Education (UBE) is conceived to embrace formal education up to age 14 or 15, as well as adult, Normadic and non-formal education including education of the marginalized groups within the Nigerian society. In a clear form, Universal Basic Education (UBE) is a reformed programme in Nigeria's basic education delivery (from primary one, all through to junior secondary school class 3) and is to reinforce the implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory. UBE is also a scheme and process of fulfilling the aim of Education For All (EFA) as endorsed at the World conference on education held in Jomtien in 1990[6].

It was noted that the provision of basic education for all citizens has been a global objective which Nigeria like some other nations set out to achieve through the Universal Basic Education (UBE) programme. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic development in every nation. The scheme is therefore designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's goals and objectives. The goals of the nation are the building of; a free and democratic society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy and a land full of opportunities for all citizens[7].

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Prior to the introduction of the Universal Basic Education (UBE) programme, the existing policy and programme of government for education was found to give rise to distortions, high rate of dropouts, narrow curriculum content and half-baked graduates that did not meet the needs of the society. The UBE scheme was therefore launched to address these problems by providing free, universal and compulsory basic education to all children regardless of sex, age, ethnic or religious inclinations, language or status. It is also to accommodate comprehensive adult literacy programme[7, 8].

The Universal Basic Programme was also introduced to upgrade the availability of education that is qualitative by guaranteeing continuous access to the nine years free and necessary fundamental education for each offspring of school age. The program is additionally intended to decrease the rates of school drop-out (by providing free access) and cause quality education and proficiency in the system[9].

Apart from addressing issues regarding free access, Universal Basic Education (UBE) also tackles the financing challenges in implementing the ambitious target of education for all. Constitutionally, the Federal Government plays no role in primary education, except that it standardizes education across states. The establishment, management and policy setting for primary education are exclusively under the control of the State and Local governments. The Federal Government therefore uses UBE as an entry point for contributing solutions to the issues facing primary education. Specifically, at least 2% of the Consolidated Revenue Fund of the federation is channeled to UBE. A matching funding model was adopted whereby States are required to contribute 50% of any Federal Government contribution to projects for basic education before they can access the Federal Government component. However, only capital projects such as school buildings, facilities and teaching aids are funded under the scheme[10].

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Universal Basic Education is built around three institutional structures: The Universal Basic Education Commission (UBEC) at the federal level, the State Universal Basic Education Board (SUBEB) at the state level and the Local Government Education Authority at the local government level. This structure allows for intergovernmental coordination and financing at the basic level. The effectiveness of the UBE policy is evident in the primary school enrolment trend. A United Nations Development Programme report noted that Nigeria recorded its most impressive progress on MDGs in education performance measured by student enrolment. This progress is due to the momentum built around the education sector through the UBE[9, 10].

The National objectives of Universal Basic Education was stated as follows:

i. Develop in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion;
ii. Provide free, compulsory Universal Basic Education for every Nigerian child of school age;
iii. Reduce drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency;
iv. Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promoting of basic education and
v. Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulation, communicative and life skills as well as the ethical; moral and civil values needed for laying a strong foundation for lifelong learning[2, 9, 10].

It is noted that the specific goals of the Universal Basic Education programme include;

i. Ensuring an un-interrupted access to 9-years formal education by providing free and compulsory Universal Basic Education for every child of school going age;

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ii. Reducing school drop-out rate and improving relevance, quality and efficiency;

iii. Enabling individuals acquire literacy, numeracy, life skills and useful living;

iv. Providing mid-day meals to enhance children's access, retention and completion of the school cycle;

v. Emphasizing on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations;

vi. Disarticulating junior secondary schools from senior secondary schools;

vii. Realigning/Integrating junior secondary education with primary education;

viii. Individualizing teaching methods.

ix. Introducing rudiment of computer literacy;

x. Ensuring appropriate teacher professional development and

xi. Encouraging community ownership of schools including participating in decision making process in schools[11, 12].

The goals of the Universal Basic Education are to universalize access to essential education, induce a favorable learning condition, and minimize the absence of education in Nigeria inside the most limited conceivable time. In this way, Universal Basic Education is the center point of national improvement. The thought behind the Universal Basic Education (UBE) is that toward the finish of nine years of fundamental instruction, each Nigerian kid would have been appropriately prepared to contribute seriously to the improvement and development of his/her prompt society. This should be possible by placing without hesitation the aptitudes gained during the period[12, 13].

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2.1.2 Commitment

Commitment is described as the state or quality of being dedicated to a course or activity. It is that which evokes a strong sense of intention and focus[14]. Commitment is a force that binds an individual to a course of action of relevance to one or more targets. 'Binding' refers to the maintenance of the relationship with the commitment object and is seen as the most important outcome of commitment. Commitment means "sense of being bound intellectually to some portion of the action", which includes relationship of one person to other ones. Thus, committed individuals stick to the object(s) of their commitment[15].

Commitment could also refer to one's level of involvement. Furthermore, it is an obliging power which necessitates that an individual respects the dedication, even despite fluctuating demeanors and impulses. In addition, it is a psychological connection felt by an individual for an organization, which would mirror how much the individual receives attributes or points of view of the organization. It is the individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation. It is also an employee's acceptance of an organization's ambitions and obvious effort to engage with job tasks[16].

Commitment is the ability to identify with a particular organization, its goals, as well as have a desire to remain in it[17]. It is the degree to which a worker feels devoted to an organization or action. It is the psychological immersion of an individual to an assignment or objective through sense of belonging, ownership of goals and being ready to accept challenges[18]. Commitment is promising or giving one's loyalty or money to a specific principle, person, or plan of action. It is viewed as a solid and unwavering commitment to one's beliefs in one's ideals. It refers to one's level of engagement to a

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course, vision, mission or activity. It is a state of mind in which someone accepts a choice or request and makes a concerted effort to carry it out effectively[19].

Commitment reflects a strong adhesion to the values and goals of the organization, by a volition and intention to invest for the benefit of the target and by a strong desire to remain a member. Furthermore, it is the force that stabilizes an individual's behaviour despite circumstances that might have caused him or her to change behaviour. It is a strong force that binds an individual to a course[20]. Commitment is the mental connection of an individual to an organization[21]. Commitment is seen as a person's attachment to an organization, involvement in work, and expression of self-responsibility. It is a psychological state that reflects the relationship between individuals and the organization and implies the decision of individuals to stay in a course or an organization or not[22].

Commitment refers to the ability to cope with any situations in order to pursue career goals with an emotional concept that equates with a set of related jobs in a particular field of occupation[23]. Commitment is defined as a "psychological absorption in work activities" which arises through intrinsically satisfying work. It is the degree to which an individual identifies psychologically with his or her work, the internalization of the values and the importance of work for the person's worth and degree to which one's work performance affects one's self-esteem and self-image. It entails a close relationship between the individuals and the organization they work for. This close relationship ought to commence at the time when an individual is being recruited into an organization and goes on with time up to and including the time when the employee retires. It entails three components – workers' readiness to exert effort on behalf of the organization; workers' acceptance of organizational goals and values; and workers desires to remain with the organization[24].

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Commitment is directly linked to feeling of integration, identification and loyalty to employer as an article of obligation. The specific view of commitment has individuals bound to their place of employment, wanting to stay and compliantly abiding to at least minimal job and organisational requirements, including organisational goals and values. An individual who is committed to a job is possessed with the spirit of willingness, dedication, agreement, and understanding of what the job entails. A committed employee is married to his job in the sense that he or she is bind to his or her goal on-the-job[25, 26].

It was argued that three significant components of commitment is being 'a solid confidence in and acknowledgment of the association's objectives, an ability to apply extensive exertion for the organization, and a clear want to keep up hierarchical involvement. Employee who is committed is possessed with the spirit of willingness, dedication, agreement, and understanding[27]. A group of scholars argued that commitment is an individual's attachment to an organization with which he or she is willing to continue working for different reasons. The commitment of individuals to an organization is essential because it affects their engagement in the organization and contributes to their retention[26, 27]. Commitment exemplifies an individual's relationship with the organization. It is a 'mental state' which has repercussion on the employee's choice whether to or not to maintain his membership in the organization[26, 27].

2.1.3 Teachers' Commitment towards Universal Basic Education (UBE)

Universal basic education teachers' commitment is defined as the willingness of the teachers to invest personal resources into the teaching task and thus remain in the teaching profession. Additionally, universal basic education teachers' commitment is a strong belief in and the acceptance of the schools goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain membership

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within the school. Not only that, universal basic education teachers with powerful commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved in school activities wholeheartedly without compromising standard[26].

Committed universal basic education teachers have passion for what they do. Passion that committed universal basic education teachers have, is caring and learning new things. Passion is motivation and seeking for the new. It is the inclination a teacher shows towards an activity in which he or she invests time and energy. Learning, experiencing new things and passion are closely related to each other. In addition, it was stated that passion is associated with hope commitment, caring and enthusiasm. Passion is a significant factor as it inspires and motivates universal basic education teachers[14, 26].

Universal basic education teachers who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently. Teachers' commitment is the dedication of teaching staff towards their duties in UBE. It expresses the teachers' motivational orientation to the job in which they are engaged. Teachers' commitment is their engagement in statutory obligations in the UBE[26, 28]. It is also defined as the willingness of teaching staff to put their efforts and time in performing their duties as stated in their job description. Teachers who are committed to their job feel passionate about their duties and strive to excel in them[29]. Teachers' commitment is also a physical, psychological and mental attachment to the demands of one's job. It is the state of being loyal and devoted in executing instructional responsibilities in the UBE[30].

Commitment was emphasized as a behaviour that is evident when committed universal basic education teachers enact specific behaviour due to the belief that it is morally correct rather than personally beneficial. It is a state of being in which universal basic

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education teachers are bound by their actions and beliefs that sustain their activities and their own involvement in the school. It is universal basic education teacher's attitude, including affect, belief, and behavioural intention toward his work. It is also regarded as an attitude that reflects feelings of attachment, identification and loyalty to the universal basic education[31].

Universal basic education teacher commitment is viewed as a psychological state that characterise his or her relationship with his or her profession, and has implications for the decision to remain involved with it. It is the emotional bond between the universal basic education teacher and the school. Universal basic education teachers' commitment is regarded as a power or quality needed to approach stress and change. It includes factors such as honesty, responsibility, and tolerance for fallibility[32]. Universal basic education teachers' commitment is the emotional bond universal basic education teachers demonstrate toward their work. Committed universal basic education teachers are affiliated with the school they work for and they invest their time and energy in promoting their school[33].

Universal basic education teachers' commitment is the strength of the teachers' identification with and involvement in the school organization. It can be viewed as the dedication that universal basic education teachers believe or perceive towards particular work and the job they carry out in the school. Universal basic education teacher commitment is an internal force that drives universal basic education teachers to show enhanced job performance[34].

Commitment is a universal basic education teacher's covenant with itself to carry out a task with full of responsibility, caring, and high loyalty to the school where he or she belongs[35]. Commitment of universal basic education teacher also refers to the core set of

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values or beliefs which a universal basic education teacher holds. It is a psychological frame of mind which motivates universal basic education teachers to work towards certain school goals. It is dedication, loyalty and engagement of school teachers to take up the teaching responsibility. It does not refer to a passive type of loyalty where universal basic education teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm and job satisfaction universal basic education teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs[36].

A committed universal basic education teacher reflects certain behavioural characteristics. For such universal basic education teachers, professional development is a top priority; reflects excitement about teaching and learning; connects with learners; shows positive attitude about learners; is perceptive about learners' motives, strengths, needs and situations[37]. Universal basic education teacher's commitment is closely connected to universal basic education teacher's personal values, work performance, ability to innovate, learners' accomplishment, absenteeism, retention, burnout and turn-over. It is enhanced or diminished by factors such as learners' behaviour, parental demands, organizational climate and national education policies[38]. It has also been established that once a universal basic education teacher has a true commitment it is hard to give up on the values that he or she believes in concerning the universal basic education.

Commitment of teachers is a kind of career attitude. It is a state in which a teachers of the universal basic education considers the universal basic education's goals as their own and wishes to remain members of the school, so, they do their best to realize the objectives of the universal basic education[39]. Commitment is a teacher's attitude in identifying his/her involvement in a universal basic education that reflects his or her cognitive, affective and behavioural intentions and attitudes towards the programme. The greater the commitment,

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the greater the loyalty of the teachers to the universal basic education, which leads to being effective in the workplace and become better teachers[40]. Commitment is the teacher's emotional fondness for the universal basic education. It is an expressed action or behaviour that reveals the level at which teachers are bonded to the achievement of goals and objectives of the universal basic education[41].

Commitment is also a force that binds a teacher to a course of action of relevance to a target and can be accompanied by different mindsets that play a role in shaping behaviour within the universal basic education. It is the desire and willingness of teachers to devote themselves to the success of the universal basic education[42]. Teachers' commitment is conceptualized as teachers' acceptance, and engagement in universal basic education activities, and their loyalty to the universal basic education school they teach. Teachers' positive behaviour towards the universal basic education and performing tasks proactively indicate that they have a high level of commitment. These type of teachers will always strive and be motivated to do their best, creatively and proactively, to ensure they can teach effectively and students learn in conducive conditions[43].

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2.1.3.1 Kinds of Teachers' Commitment towards Universal Basic Education

Universal basic education teachers' commitment is categorized into: commitment to the school of the UBE, commitment to the learners of the UBE and commitment to teaching and their profession in UBE[44].

1. **Commitment to the School of the UBE Programme:** Universal basic education teachers' commitment to the school is defined as their belief, and acceptance of the goals and values of the school, and their desire to remain in the school. It is the readiness of universal basic education teachers to accept the goals, policies and programmes of a school. Committed universal basic education teachers are likely

to believe in and act upon the goals of the institution, intend to remain as member of the institution, work harder, are less inclined to leave the workplace, devote more time to relevant activities in order to attain the goals of the school[45]. These universal basic education teachers go beyond what is expected of them in their work. They see the school's problems as theirs[45, 46]. A universal basic education teacher that is committed to school would always be willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward. Their loyalty to the school is unquestionable and their inclination towards attainment of school goals is apparent. They ensure that the goals of UBE programme as stated in the National Policy on Education are achieved in all facets and are committed to both short- and long term goals of the school[46]. A committed universal basic education teacher is always willing to promote and protect school's image and finds it easy to cope with school's policies and laws. He or she is also much less likely to leave his or her work of teaching and less likely to be absent from school[45, 46].

2. **Commitment to the Learners of the UBE Programme:** This refers to the willingness of universal basic education teachers to exert great efforts on behalf of both low and high performing learners. A universal basic education teacher who is committed towards learners is more likely to work with learners in both curricular and extra-curricular activities with the aim to help learners connect to the school and academic activities. They constantly look for instructional strategies that would help learners understand better. They also strive more for better performance and keeps abreast with latest technologies which can be useful in classroom instruction for teaching learning material[45]. These universal basic education teachers have respect for learners and it is noteworthy that they build

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strong relationship with their learners which is a hallmark of great universal basic education teachers[35, 45]. They recognize that learners vary in size, colour, intelligence, background, interest and learning preferences and they are always ready and happy to help these learners progress through developmental tasks and programmes commensurate with their abilities and interests. These universal basic education teachers also enjoy working with learners and have a strong desire to help learners develop to their full potential[45, 46].

3. **Commitment to Teaching and their Profession in the UBE Programme:** Universal basic education teachers' commitment to the profession is defined as their affective attachment to the teaching profession. These universal basic education teachers personally identify with their career as a universal basic education teacher. This makes them to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school. Committed universal basic education teachers become active members of local, state, and national professional association and are always ready to defend the profession at all times[45]. They recognize and are willing to discharge their professional responsibilities to learners, colleagues, administrators, parents and the community[37, 45]. Without love of profession, teaching cannot be conducted effectively. Universal basic education teachers with high level of commitment are in love with teaching. These universal basic education teachers are loyal to their profession and are interested in engaging in refresher courses that would help them stay abreast of happenings in the profession. Commitment to teaching profession allows universal basic education teachers to change their teaching practices to facilitate in the classroom[46]. UBE teachers' commitment is the psychological link between the teachers and their teaching in the UBE

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programme. It is teacher's willingness to provide effective teaching, high levels of enthusiasm, and willingness to devote extra time to students and to participate in the teaching and learning process. It is the advancement of teachers' vocational goals and the drive and commitment associated with achieving these goals. It entails psychological attachment to the job or occupation, which is combined with personal identification and satisfaction as a teacher. It is also seen as the level of teacher involvement and motivation to work and to improve skills, knowledge, and teaching abilities in UBE[47].

2.1.4 Administration

Administration can described as activities of groups cooperating to accomplish common goals. It is a state where a particular individual(s) is in charge of making duties and responsibilities to be performed in an organization or cooperation. This means that a policy is formulated by an individual(s) and discharged to a specific individual or section of the organization for effective enforcement. Therefore, the administration is a process of getting things to work effectively rather than being a section within an organization structure[48].

Administration is conceived as the art of getting things done through people. In a broader sense, it is the process of planning, organizing, leading and controlling the efforts of members of an organization/institution and using all the organizational/institutional goals and objectives. It is the allocation of resources and inputs for the purpose of producing output desired by the customers of an organization so that corporate objectives are accomplished. The interrelated activities and functions of administration include: planning, organization, leadership, control and development[49].

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Administration as the allocation of resources and inputs for the purpose of producing output desired by the customers of an organization so that corporate objectives are accomplished. Administration therefore refers to facilitating planning, organizing, directing and controlling the activities across the school to achieve school success[50]. The English word "administration" has been derived from two Latin words "ad" "ministare" meaning "to minister to" or "to serve" or "to manage". Thus, in simple parlance, administration means the "management of affairs" or looking after people. It is a management process found in all kinds of organization from household to the accomplished common goals, an administrative activity is assumed to have been involved. In other words every group activity involves administration. It is determined action taken in pursuit of conscious purpose. It is the systematic ordering of affairs and the calculated use of resources, aimed at making those things happen which we want to happen and simultaneously preventing developments that fail to square with our intentions[51].

Administration is the marshaling of available labour and materials in order to gain that which is desired at the lowest cost in energy, time and money. It is a variety of component elements which, together in action, produce the result of a defined task done. Administration, primarily, is the direction of people in association to achieve some goal temporarily shared. It is the inclusively process of integrating human efforts so that a desired result is obtained. It was further added that administration is the central power house of the motivational impulsion and spirit which makes an institution drive to fulfill its purpose[50, 51].

Administration is the capacity of coordinating man and often conflicting social energies in a single organism, so adroitly that they operate as a unity. It is a type of cooperative human effort that has a high degree of rationality[51]. Administration is the organization

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and use of men and materials to accomplish a purpose. It is the specialized vocation of managers who have skills of organizing and directing men and materials. It is a determined action taken in pursuit of a conscious purpose[52]. It is the systematic ordering of affairs and the calculated use of resources aimed at making those things happen which one wants to happen and foretelling to the contrary. Thus, administration means a cooperative effort of a group of people in pursuit of a common objective. In the UBE programme, administration involves planning, organizing, monitoring and follow-up to achieve safety and security as well as providing educational, counseling and mental health services to students and achieving intellectual, psychological and physical security[51, 52].

Administration is essentially concerned with the implementation of policies for educational purposes. It was further stated that universal basic education administration is the process of coordinating the use of materials and human resources in education in the implementation of the universal basic education objectives most effectively in terms of the use of resource. Educational administrators include - principals, head teachers, heads of institutions and their colleagues[53]. This study however focused on principals as educational administrators.

2.1.5 Administrative Practices

Administrative practices are viewed as an intervention by a second party aimed at improving the standards of work done[52]. They are actions normally carried out by individuals (managers, administrators) within the organization/institution to achieve organizational goals and objectives. The practices include - proper and effective leadership, discipline, supervision, planning, delegation of duties, monitoring of staff and

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students activities, motivation of staff, establishment of channels of communication between themselves and their staff and identification of problems[49, 50].

Administrative practices is the process of coordinating human, material and time-based resources towards the attainment of pre-determined objectives of an organisation[54]. Administrative practice is also seen as the application of stipulated policies, procedures and principles in coordinating the available human, material and financial resources towards the attainment of set goals and objectives of a firm. It could be seen as the systematic process of managing the available resources to attain predetermined goals. These resources include; human, time, material, and financial. The position of human resources as the personnel in the educational process is very crucial[54, 55].

Administrative practices or strategies are the techniques or approaches adopted by administrative heads to effectively control, stimulate and utilize various resources in a firm or organisation in order to enhance the attainment of the goals and objectives. They are techniques for shaping an organization in the right parts towards the achievement of the goal. Shaping an organization in the right part is achieved through planning, controlling, monitoring, organizing and motivating workers in the organisation. Administrative practices are managerial techniques applied by administrators to observe, guide, control and stimulate workers towards attainment of the predetermined objectives of the organisation[56].

Administrative practices imply provisions of enabling work environment for workers to render effectively in an organisational. It revolves around putting in place an enabling environment for workers to thrive. The provision of administrative practices to workers involve giving supportive instructional supervision, adequate welfare, motivation, effective record keeping, provision of facility and opportunity for professional

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development of workers through in-service education. Administrative support practices have to do with providing for workers' welfare, professional growth, supportive supervision, giving rewards, counseling employees and organizational career planning[57].

2.1.6 Administrative Practices of Principals in Universal Basic Education (UBE)

Principal as the administrative head in the universal basic education n programme at the junior secondary school level is in charge of tasks of planning, controlling and coordinating, which include the management of human, material, financial and time resources aimed at achieving the goals and objectives of UBE. Administrative practices in a school implies all the processes as played by the principals on ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out[50, 58].

Principals' administrative practices are activities performed by principals which improve quality teaching and learning in secondary schools. It involves principals' coordination in checking teacher's day-today activities towards enhancing their instructional performance in school. Administrative practice is the use of expert knowledge and experiences by the principals to oversee and coordinate the process of improving teaching and learning activities in UBE. They are the skills or tools that a principal acquires and uses to influence the subordinate (teachers) for achievement of educational goals[58].

Principals' administrative practice is the primary duties of principal that helps to guide and improve the teacher's performance in disseminating knowledge to the learner during instructions in the classroom. Their administrative practices are very vital in ensuring that teachers carry out their instructional activities for quality instructional delivery in schools. They are entrusted to enhance instructions with their administrative practices and clear a path that would improve teaching-learning processes in UBE. Principals' administrative

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practices are also motivational activities used by the principals in secondary schools in helping the teachers to ensure high productivity or high job performance[59, 60].

Principals' administrative practices is also defined as having to do with provision of teachers' welfare, counselling services, professional growth, supportive supervision, and giving of rewards for performance. It also entails giving supportive instructional supervision, provision of facility adequate welfare, motivation, effective record keeping, and opportunity for professional development through in-service education[61].

Principal administrative practices is viewed as an important management function concerned with obtaining, developing and motivating the human resources (teaching and non-teaching staff) required by universal basic education to achieve its objectives. These practices are geared toward attracting, retaining and developing a team of highly dedicated, committed and motivated workforce that is willing to contribute meaningfully to improve instructional delivery in UBE. It was stated that administrative practices include: orientation, communication decision making, delegation of duties, supervision, staff professional development and motivation[62].

Administrative practices of principals are mechanisms for ensuring an appropriate learning process; be it a degree of control over what is permitted as an education experience, ensuring that the UBE complies with basic requirements, or is accountable to its stakeholders, including funders and students, or has processes in place to enhance the learning process in the UBE. As instructional leaders, principal's administrative tasks may include - supervision, monitoring, assessment, evaluation and dissemination of current information on management and academic techniques to teachers leading to effective teaching and learning process[63].

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2.1.6.1 Kinds of Principal Administrative Practices

Principal's administrative practices are inclusive of - orientation, decision making, communication, delegation of duties, supervision, staff professional development and motivation[50]. It was posited that administrative practices employed by the principals to ensure the effective motivation of teachers for their improved job performance include - recognizing the efforts of the teachers, organizing workshops to update the teacher's knowledge as well as ensuring the use of effective leadership styles[58].

Principals' administrative practices include - teacher's involvement in decision making, proper delegation of duties, teachers' welfare provision, maintaining open communication, adequate provision of instructional facilities in schools, supervision, leadership, motivation, coaching, coordinating, staffing, planning, organizing, directing, evaluating and mediator between the school and community to ensure active job performance among teachers in secondary schools[59, 60]. This study however focused on three major administrative practices of principals which are – supervision, involvement of teachers in decision-making and staff development practices.

1. **Supervision**

The word 'supervision' is made of two words – 'super' and 'vision', meaning superior power to oversee or superintend negatively or positively. Negatively, it means directing, investigating and policing the activities of staff in the UBE programme. Positively, it means guiding, advising and even teaching the teachers the best way to do the work so as to achieve the set targets. Supervision involves all efforts directed towards providing leadership to the teachers in the improvement of instructional activities, method of teaching and evaluation of instructions. It is exercising some degree of control, assigning tasks, directing, guiding, monitoring and evaluating UBE teachers to determine whether

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or not their activities are performed as scheduled or whether progress is made towards the achievement of UBE objectives and deviations are corrected and effected accordingly[64].

Supervision is the interaction between two or more persons towards the improvement of instructional activities in the school system. It is viewed as an activity in which education and training aim at developing science-informed practice which is facilitated through a collaborative interpersonal process. It involves observation, facilitation of supervisee self-assessment, evaluation, feedback and the acquisition of knowledge, and skills by instruction, modeling and mutual problem solving[65].

Supervision is viewed as what principals do with UBE teachers to maintain or change the UBE operation in ways that directly influence the teaching process employed to promote students' learning outcomes. It is the action which renders teachers a specialized help to become more effective in teaching and promote the confidence in less competent teachers. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relation to enhance the quality of teaching and learning within schools and that which promotes the career long development of teachers[66].

Supervision is used as a tool by principals to monitor and guide teachers as they undertake their responsibilities daily to ensure that the curriculum is properly implemented towards the attainment of stated goals and objectives. Supervision creates the awareness of sound education philosophies in teachers and makes them aware of educational policies and reforms in the school system. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction methods of teaching and the evaluation of the instructional activities. When a principal is effective in the supervision of school

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activities, teachers would become competent in the practice of their profession and students may have greater chances of getting the kind of education they need to play their roles in the society[67].

Supervision is the process of directing, overseeing, guiding or making sure that expected standards are met. Supervision in UBE implies the process of ensuring that principles, rules, regulations and methods prescribed for the purpose of implementation and achievement of UBE goals are effectively carried out. It involves the use of expert knowledge and experience to oversee, evaluate and coordinate the processes of improving teaching and learning activities in the school. Supervision could also be seen as an interaction involving an established relationship between and among people. Such interactions are greatly influenced by a predetermined programme of instruction[68].

Principal supervision practices is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing teaching and non-teaching staff with the hope of seeking their cooperation in order for them to be successful in their task of supervision. Furthermore, it is essentially the practice of monitoring the performance of teachers, observing the advantages and disadvantages with the aim of using befitting and good techniques to ameliorate the deficiencies while still improving on the advantages thereby increasing the school standards and achieve UBE goals[69].

Principal supervision also refers to a deliberate effort or attempt at providing professional leadership to teachers and similar personnel within the school system with a view to improving instructions (that is, make teachers and pupils realize the need to make good use of instructional time and for teachers to teach the right curriculum contents), learning and adaptation and use of other educational resources. The principal who provides internal supervision has the responsibility of gathering information regarding students'

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performances, school constraints and environmental challenges needed to be addressed to enhance and improve teaching effectiveness and students' learning[70].

Supervision is a process of stimulating growth and means of encouraging teachers to increase in both administrative and academic performance. It is conceived as a task of improving instruction through regular monitoring and in-service education of teachers. It provides expert assistance to teachers to be more skillful and competent in their respective area of specialization. Principals supervise, guide and direct the instructional activities of teachers in line with the professional conduct. The focus of supervision is to improve classroom management strategies, adhering to curriculum content, shaping the direction and utilization of instructional activities and discipline for effective control measures. It is seen as action for service rendering, creating good human relationship that much reflects on abilities, patterns of interest, emotional make-up and background preparation[71].

It was stated that supervision includes all reasonable efforts made by principals to assist the classroom teachers to improve their competence so that they become self-propelling practitioners in a bid to ensuring favourable setting for effective teaching and learning in the universal basic educational programme[72]. Supervision could help in improving academic performance of students as it aims at enhancing teaching and learning through proper guidance and planning, and devising ways of assisting and improving teachers professionally and thereby helping them to overcome the problems that occur and release their creative abilities so that through them the instructional process is improved and well-articulated. There are many things to supervise. These include the UBE programme and resources, assessment of principals (other head teachers), the teachers, the nonacademic staff, the students, the school plants (facilities and equipment), the school account, the school project and school records[73].

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Principal supervision is a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. It involves the set of activities which are carried out with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives and objectives of the education system[74].

Principal supervision is also viewed as the in-house checks and balances carried out from time to time by the principal in the school directly and continuously with the aim of improving teachers' teaching abilities in the UBE programme. The principal ensures effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. Furthermore, the internal supervisor visits the classroom, examines instructor's resources (lesson notes and other resources); observes the teaching styles, and takes note of classroom cordial relationship between teachers and learners for the purposes of improving teacher performance[75].

It was noted that principals carry out their supervisory roles in the school system by organizing the school time table and seeing the day-to-day operation of the school, managing and maintaining the school building, grounds, equipment and facilities, coordinating the activities and functions of teachers, managing good working conditions for staff and establishing high morale standard among teachers, supervising the extra curricula activities of students and maintaining high standard of conducts and discipline in school both among students and staff[76]. In addition, controlling and supervising the business aspect of school life and managing the finances of school and applying appropriate checks and balances in financial matters, keeping different types of records for the school for example attendance, staff record, school finances, school supplies records of meeting with school boards, log books, register of admission, visitor's book, corporal punishment book, stock book, school diary, schemes of work and school

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timetable, maintaining good school community relationships and participating in community development projects[75, 76].

Effective school supervision by the principal is an administrative practice that is critical to the realization of the outlined objectives of the school. These heads carry out supervision through various supervision practices which includes direct supervision to teachers. The concept of direct supervision as a form of instructional supervision refers to all the measures by the principal to facilitate one-on-one feedback with teachers to enhance instruction and professional capacity[77].

2. Involvement of Teachers in Decision-Making

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[78, 79]. Decision making is "the process of identifying and selecting a course of action to solve a particular problem." It can also be defined as a thought process of selecting a logical choice from the available options in decision making process. Decision making is at the core of planning anything. A plan cannot be said to exist unless a decision - a commitment of resources, direction, or reputation has been made[80].

Involvement in decision making is defined as a special form of delegation in which the teachers gain greater control, greater freedom of choice with respect to bridging the communication gap between the principals and the teachers. It refers to the degree of teachers' involvement in the UBE strategic planning activities[81]. It is a "higher level individual effort of the administrative head (principal) to provide those at the lower levels

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(teachers) with a greater voice in organizational performance and achieving targeted UBE goals. Therefore, teachers' participating in school decision making represents a deliberate change from traditional management in which school administrators (principals) predominantly make decisions regarding functioning in the school system. Involvement of teachers in decision making is a motivational technique and administrative practice used as a means of raising their job satisfaction, which in turn fosters school outcomes[82].

It was opined that involvement in decision making has been considered as an administrative tool to promote commitment aimed at improving teachers' job performance. When teachers are allowed to participate in decision making, it would help to improve their level of job satisfaction, commitment, morale, support and inefficiency in the work place. When teachers observe that their comments, suggestions and recommendations are used or put into practice, they feel motivated to do more in order to achieve the UBE objectives. Meanwhile, such teachers view themselves as valued employees rather than a redundant workers[83].

Involvement of teachers in decision making also refers to their participation in critical decisions that directly affect their work. It gives teachers the opportunity to express their ideas, knowledge and skill in solving school problems with school administrators (principals) through involvement in decision making. Therefore, teachers should be genuinely involved in making decisions in the school regarding all aspects of teaching and learning to include - curriculum, textbooks, scheduling, personnel selection and goal setting[84, 85].

3. Staff Development Practices

Staff professional development practice is an administrative practice that aims to train teachers after completing pre-service studies, by continuously developing knowledge and

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skills of teachers. The aim of staff development is shifting the learning to the actual work field. Staff development practices of principals respond to teachers' requirements and improve supervisory competence. Better staff development practices shape teachers with respect to human relations and development[50].

Staff development practice is the process of appraising teachers' performances and identifying their key skills and competence that need development or training to improve the skills for better performance. It is a sustained collaborative learning process that systematically nourishes the growth of teachers in the UBE through adult learner-centered, and job-embedded processes[86]. It focuses on teachers attaining the skills, abilities, and deep understanding needed to improve students' academic achievement. It is viewed as a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and improve their knowledge, skills and practice, leading to their empowerment, the improvement of the UBE programme, development of their schools and their pupils/students[87].

Staff development practice includes all the techniques utilized in training and re-training the teachers in the school organization which may include encouraging the qualified non-teaching staff to go for in-service training, encouraging teaching staff to go for conference, encouraging the teaching staff to go for workshop, ensuring that the newly recruited staff are mentored and organizing symposium for teaching and non-teaching staff in the school[88]. Staff development practice refers to the aspect in administrative activities, which implies the teachers' training, workshops and seminars in a teaching organization to improve their regular performance in the schools[89].

Staff development practice is a conscious institutional effort particularly in relation to teaching in order to improve the capability of teachers to enable them perform their roles

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effectively. It involves continuous development of teachers that provides the necessary oxygen for teachers in order to survive as educated and trained professionals. It provides the means for teachers to experience continuing education as part of a team of professionals. The term professional development suggests a process which enables teachers become more professional. It was maintained that the term implies a long training, involves theory as a background to practice, has its own code of behaviour and has a high degree of autonomy[90].

Staff development practice is an organizational effort aimed at helping a teacher to acquire basic skills required for the effective execution of the activities of functions for which he/she is hired. It is an effective method of growing the knowledge and skills of teachers in the UBE in order to help teachers teach more effectively. It is the educational process that deals with the art of acquiring skills in the teaching profession. These practices are fundamental in improving teachers' subject mastery, teaching tactics and classroom administration. Furthermore, it guarantees the promotion of professional growth, helps to improve tutorial skills, keeps teachers informed with the latest facts, helps staff meet particular needs, such as curriculum development and orientation, helps in leadership task, helps new teachers to easily adapt to teaching field, helps to encourage common respect among teachers and recognizes the need for modern teaching methods[91].

Staff development practice is also a process of continuous updating of the teacher's knowledge, skills and interests in UBE. It is a means for professional growth, which encourages the extension of teacher educators. It is the ongoing training of practicing teachers, which is typically arranged by UBE boards that employ them. It is therefore done by teachers that have the need to develop and improve on their professional skills for general upgrading of performance ability. It involves principals or school administrators identifying specific areas in teachers' work where the development and

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improvement are needed and how best to effect the improvement within the practical constraints of limited fund and resources. These practices thus help teachers to cope with increasing new trends and innovation in the education system[91].

2.1.7 Employee Benefits

Employee benefits include various kinds of non-wage compensation provided to employees (in this case, universal basic education teachers) in addition to their regular wages or salaries. Examples of these benefits include: all forms of allowances and fringe benefits (housing, car, medical, retirement benefits and etcetera), insurance (health, dental, life, motor, and so on); disability income protection; all forms of paid time off (sick leave, vacation, maternity, leave of absence, and so on and forth); tuition reimbursement, social security, profit sharing, employer student loan contributions to mention but a few[91].

In school settings, employee benefits are monetary and non-monetary extrinsic rewards provided by an employer (either a private school owner or the government) for the time, efforts and competencies made available by the UBE teacher in fulfilling job requirements so as to attain the objectives of the UBE. These benefits are crucial for both employers and teachers regarding attracting, retaining and motivating teachers. Furthermore, employee benefits are regarded as important for UBE teachers since they are one of the main reasons they work. Employee benefits also include claims on goods and services paid to a teacher in the form of money or that which is quickly and easily exchangeable into money. They are simply the total of all rewards or compensation provided to universal basic education teachers in return for their services to the school[92, 93].

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2.1.7.1 Kinds of Employee Benefits

Employee benefits can be broken down into two major kinds. They are monetary and non-monetary benefits.

1) **Monetary Benefits**

Monetary benefits are financial rewards such as pay given to universal basic education teachers in addition to their basic salary or wages as the case maybe. These benefits such as pay provided to teachers is one of most effective and considerable reward[94].

2) **Non-Monetary Benefits**

Non-monetary benefits are the kinds of benefits that are not a part of teacher's pay. Typically, they cost the school little or no money, yet carry important weight. It was put forth that these type of benefits cannot be calculated in terms of money. As schools are beginning to reduce teachers' payments due to economic situation in Nigeria, non-monetary benefits for teachers become extremely imperative. Teachers certainly appreciate more money, but money does not buy happiness, nor engagement and loyalty. Non-monetary benefits instigate and connect teachers in ways that money maybe incapable of doing[95, 96].

Non-monetary benefit is one focused on the needs most universal basic education teachers have, although to a vary degree for attainment, recognition, responsibility and personal growth. It is any benefit a universal basic education teacher gets from an employer or job that is above and beyond the monetary benefit package. These benefits include recognition, promotion, flexibility (flexible schedules) and career development[94]. Non-monetary benefit program in school is provided in appreciation of a great level of

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attainment or performance such as student care or support. It can be seen as an effective tool for compensating teachers in a bid to keeping them[97].

Non-monetary benefits do not involve direct kind of payment of cash in benefiting universal basic education teachers. Non-monetary benefits motivate school teachers but do not affect organizations financially as much as monetary benefits[98]. A list of non-monetary benefits include - praise, feeling of being trusted, autonomy, advancement, work conditions, employer commitment, feeling of serving to a reliable organization and civilized treatment[99]. Non-monetary benefits are classified as tangible benefits, social practices or job-related factors. They are discussed below:

a) **Tangible Non-Monetary Benefits:** This refer to items or services such as desk accessories, coffee mugs, clothing, gift certificates, spa passes, free food or beverage, holiday trips which are provided to teachers by the school. These benefits provide teachers tangible symbols of attainment and they become something physical to show. These benefits are awarded as recognition of a good performance and can often be shown to co-teachers and friends. Offering the teachers things that they value could make them feel that the organization cares about them as valuable human resource.

b) **Social Non-Monetary Benefits:** These type of benefits are related to the relationship of teachers within the school. These benefits have an ensuring role in satisfying certain needs of teachers such as social acceptance and affiliation, self-esteem and self-realization. These kinds of benefits are all means of presenting that the teachers are valued, cared and appreciated by their school management. Examples of these type of benefit include - a letter of commendation or appreciation, public recognition in a meeting, newsletter, bulletin board, teacher of the month award, invitation to coffee or lunch with the school heads and so on.

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c) **Job-Related Non-Monetary Benefits:** These type of benefit are related to job-task issues that can stimulate teachers' motivation. Meaningful job tasks allow teachers to use their knowledge, competencies and some degree of freedom and flexibility in terms of working hours, leading to a teacher being motivated to exert more effort on the work. Examples of these benefits include - involvement in decision-making, growth opportunities such as training programs, promotion, international work trip opportunities, flexible working hours and time-offs[100].

Examples of employee benefits whether monetary or non-monetary include teacher benefit packages such as insurance benefits (life and disability insurance, health insurance), fringe benefits (retirement benefits, medical aid benefits, housing benefits, car allowance or cell phone allowance, bonuses) and paid time off benefit (maternity leave, vacation leave etcetera).

1. **Insurance Benefits**

Insurance is a legal document that permits a teacher, school or state to provide a guarantee of compensation for particular loss, damage, illness, or death in return for payment of a particular premium. It is therefore a means of protection of teachers from financial loss and a form of management or hedge against risk or uncertain loss. The loss may or may not be financial, but it should be measured in financial terms, and would involve something in which the insured has an interest established by possession, ownership, or pre-existing relationship. It is important to note that the school that provides insurance is known as the insurer or insurance carrier while the teacher who gets the insurance is known as the insured or policyholder[101].

During an insurance exercise, the insured (teacher) gets an insurance policy or contract that consists of the conditions and circumstances under which they would be financially

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compensated in case of risk or unforeseen circumstances. If the insured teacher experiences a loss which is potentially covered by the insurance policy, then he or she submits a claim to the insurer for the processing of the claim. Insurance employment benefit is therefore a benefit that makes sure a teacher is well covered by the school management against certain unforeseen circumstances or risk. Examples of insurance include auto, gap, health or medical, casualty, life, burial, property, liability and credit allowances to mention but a few[101].

2. Fringe Benefits

Fringe benefit is seen as any form of compensation provided by the school organization, other than wages or salaries that are paid for in whole or in part by the employer. Fringe benefit is that part of the total reward package provided to the teacher. It focuses on maintaining or improving the quality of life for teachers and providing a level of protection and financial security for them and their family members. These benefits are supplements to wages received by teachers at a cost to the employers[102]. Fringe benefits are forms of indirect compensation given to a teacher or group of teachers as a part of organizational membership. Fringe benefits includes benefits and services, being a part of wage and salary administration, include all expenditure incurred to benefit teachers over and above regular wages and direct monetary incentives related to output[103].

It was emphasized that fringe benefits include packages that supplement the cash employment benefit that universal basic education teachers get. It comprises of health, income protection, savings and retirement programs that gives security for school teachers and their families. They are also seen as particular set of school organisational practices, philosophy, policies and programmes that supports efforts to help teachers attain success at both work and home. Fringe benefits include any variety of programmes

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that provide teacher services and protection programmes. They include perquisite perks such as relocation payments, flexible start dates, sign-on bonuses, use of firm-owned property, medical aid benefits, housing benefits, car allowance or cell phone allowance, tuition reimbursement, clothing allowances and financial planning[104, 105].

3) Paid Time Off

Paid time off refer to any period of time that a teacher is paid while taking leave from school work. It is an employment benefit program offered by some schools which let teachers to take off for a particular number of days and still get pay. Generally, paid time off covers planned vacation, illness or personal circumstances. Unlike more traditional leave plans, paid time off plans do not distinguish teachers' absences from their personal, vacation, or sick days. When teachers get employed, the school determines how many paid time off hours would be given to them annually and a rollover policy if they do not utilize the paid time off hours for the year. In addition, some schools let paid time off hours accumulate for only a year, and unused hours disappear at the end of the year. Other paid time off plans may also accommodate unexpected, unplanned or unforeseen circumstances. Example of paid time off include – leave of absence, sick leave, maternity leave and so on and forth[106, 107].

2.2 Theoretical Review

This study was guided by the following theories:

i. Path-Goal Theory of Administration and

ii. Herzberg's Two Factor Theory (Hygiene and Motivation)

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2.2.1 Path-Goal Theory of Administration

Path-Goal theory of administration was propounded by a theorist in 1971[108]. The theory emphasises that teachers' actions are carried out based on the administrative practices of their principals in the universal basic education. The path-goal theory of administration is a "process in which principals select specific practices of administrating based on his or her beliefs, observations and what he or she feels is best suited to the teachers' needs and the working environment so that they may guide the teachers through their path in the obtainment of their daily work activities (goals and tasks)". This implies that the principal adopts an administrative practice, strategy or behaviour that he or she considers the most appropriate in his/her administration to suit the workers/staff needs and the working environment so as to attract the best action of the staff in the universal basic education. The principal adopts this practice based on his or her beliefs on how teachers should be handled in order to enhance their job commitment and performance[108, 109].

The principal as the school administrator achieves his or her goal by identifying the teaching staff interest, motivating, empowering, and satisfying them. Furthermore, four administrative practices were identified to include - directive, supportive, participative, and achievement-oriented. Directive administration implies that the principal as administrator communicates the UBE goals and expectations to the teachers with the view of keeping them on-the-know. Examples of administrative practices under directive administration include – communication and staff development. Supportive administration entails the principal's ability to be friendly in his/her relationship with the teachers. The principal identifies the teacher needs, works out the best way to satisfy their needs, with the view of using teacher satisfaction as a medium to improve teachers' commitment. Examples of administrative practices under directive administration include – supervision, delegation and staff development practices. Participative administration

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means that the principals give opportunity to teacher for consultation on the organisational issues, by allowing the teacher to contribute to the organisational decisions. Examples of administrative practices under directive administration include – involvement of teachers in decision-making. Achievement oriented administration involves the principal's ability to set the organisational challenging goals for the teacher of the organisation and asking them for improvement on their performance to enhance the organisational productivity[109].

Relevance of the Theory to the Study

This theory supported the influence of administrative practices of principals on commitment of teachers in UBE. Principals as administrators adopt various administrative practices with regards to their beliefs, observations and what they feel is best suited to the teachers' needs and the working environment so that they may guide the teachers through their path in the obtainment of their daily work activities (goals and tasks)". This implies that the principal adopts an administrative practice, strategy or behaviour that he or she considers the most appropriate in his/her administration to suit the teachers' needs and hence improve their commitment. These practices include – supervision, involvement of teachers in decision-making and staff development practices.

2.2.2 Herzberg's Two Factor Theory (Hygiene and Motivation)

Herzberg's Motivation-Hygiene theory, also known as the 'Two-Factor theory was propounded by a theorist in 1967[110]. The core of the theory is how to create satisfied (and motivated) workers (in this case, UBE teachers). Motivation hygiene theory is a foundation for 'good managerial principles'. The theory identified predictors (factors) that lead to job satisfaction and predictors that lead to job dissatisfaction. These predictors are categorized into two different groups – 'hygiene predictors' and 'motivation

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predictors'. The motivation predictors are; attainment, responsibility, nature of work, recognition and career advancement. These are intrinsic predictors, related to work content and contribute to long-term satisfaction which, when they are fulfilled would lead to self-actualization, personal growth and job satisfaction. Whereas the hygiene predictors are extrinsic, and related to work context. They include; policy practices, supervision (technical quality), interpersonal relations (with supervisor) physical working conditions, job security, salary and employee benefits[111].

The theorist argued that the most crucial difference between the motivators and the hygiene predictors is this: The motivator predictors all involve psychological growth; the hygiene predictors involve physical and psychological pain avoidance. In order for the management to create motivated teachers, with great level of commitment and performance, the hygiene predictors should be maintained at a satisfactory 'good' level. Subsequently, the motivational predictors should be available and present in order to instil satisfaction and motivation. This can be done by applying the theory to identify the needs that has to be met, which is done in this study[110].

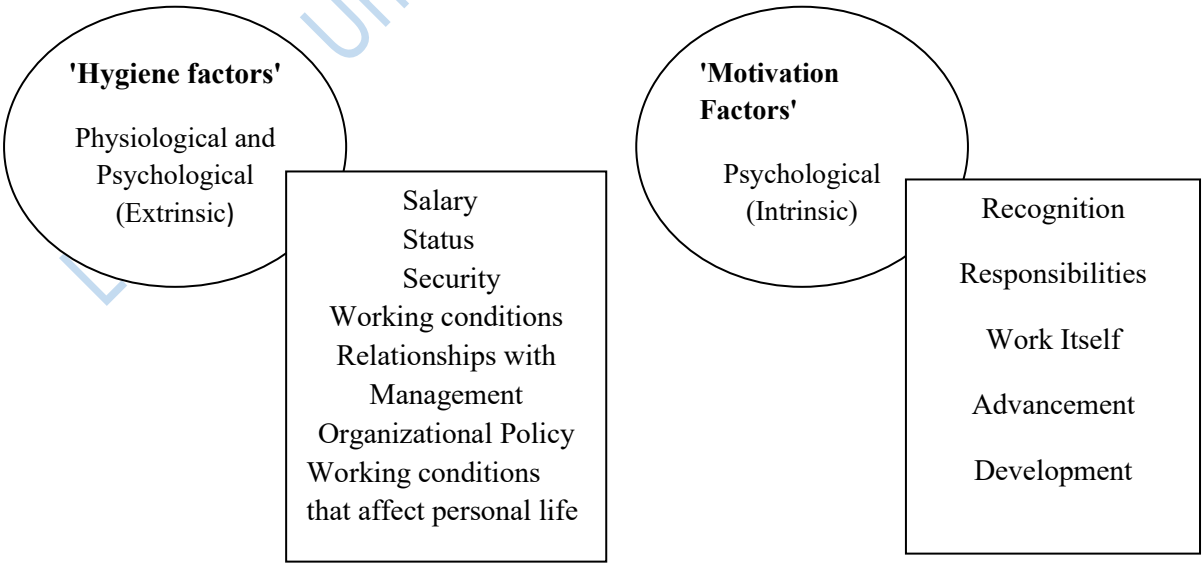


Figure 2.1: Herzberg's Hygiene and Motivation Factors **(**Source[110])

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The theorist's arguments can be specified into three key points: - the conditions which create job satisfaction (motivation) and instil motivation in the workers (school teachers) are separate from those that create job dissatisfaction (hygiene); the school teachers would not automatically be satisfied merely by changing the conditions that cause job dissatisfaction; only the aspects of the content can cause job satisfaction and motivation. The theory explains why salary raise may seem to lead to an increased feeling of satisfaction for poor teachers but not for school teachers who have their basic needs satisfied. When a school teacher is focused on salary and security (hygiene predictors), it would lead to increased expectations that could be very costly for the school management. "More crucial than the predictor of salary is for school managers to increase the intrinsic motivation and long-term job satisfaction for the teacher. This is done by providing "psychological growth opportunities". Thus, long-term satisfaction can only be found in the motivational predictors.

With disregard of cultural differences, there is a tendency which shows that teachers connect satisfaction with the characteristics of the work task (work content) and dissatisfaction with the conditions of how the work tasks are done or carried out. This supports the argument that the teachers' perception of the nature of work and personal development opportunities is central to their motivation. The theory asserts that intrinsic rewards are more crucial to the motivation of teachers than extrinsic rewards. However, the hygiene predictor of salary is debated, as it is suggested that it can increase the intrinsic predictors as well. It was argued that there are contexts where rewards, such as salary do not undermine the intrinsic motivation. It is suggested that salary is regarded by the theory as only a material, and disregards its potential strong symbolic value. This is complex since monetary reward is a recognition of a well performed work. Secondly, salary is closely related to social status. Thirdly, salary is often the only concrete evidence

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for the teacher that he or she has performed well. To interpret monetary reward as something that is only a material is to neglect the fact that money functions as strong symbols.

Conclusively, the predictors of a teacher's life that lead to long-term happiness are the same as those that lead to psychological growth and personal development. "Researchers looking for the causes of happiness should look to the motivator predictors". The basis for this theory of motivation when related to work motivation is that it is hinged on the assumption that humans have certain set of needs which should be satisfied for them to be motivated and committed. The aim is to reach a level where the teacher is allowed to develop and where opportunities for psychological growth are present and possible to attain and where he or she can reach his or her full potential. Motivation is reached by satisfying sets of various needs and by satisfying the hygiene predictors while optimizing the motivational predictors[110, 112]. When the hygiene predictors are maintained at a good level and the motivation predictors are present, the teachers would be satisfied and motivated. This would ultimately lead to commitment and retention as presented below:

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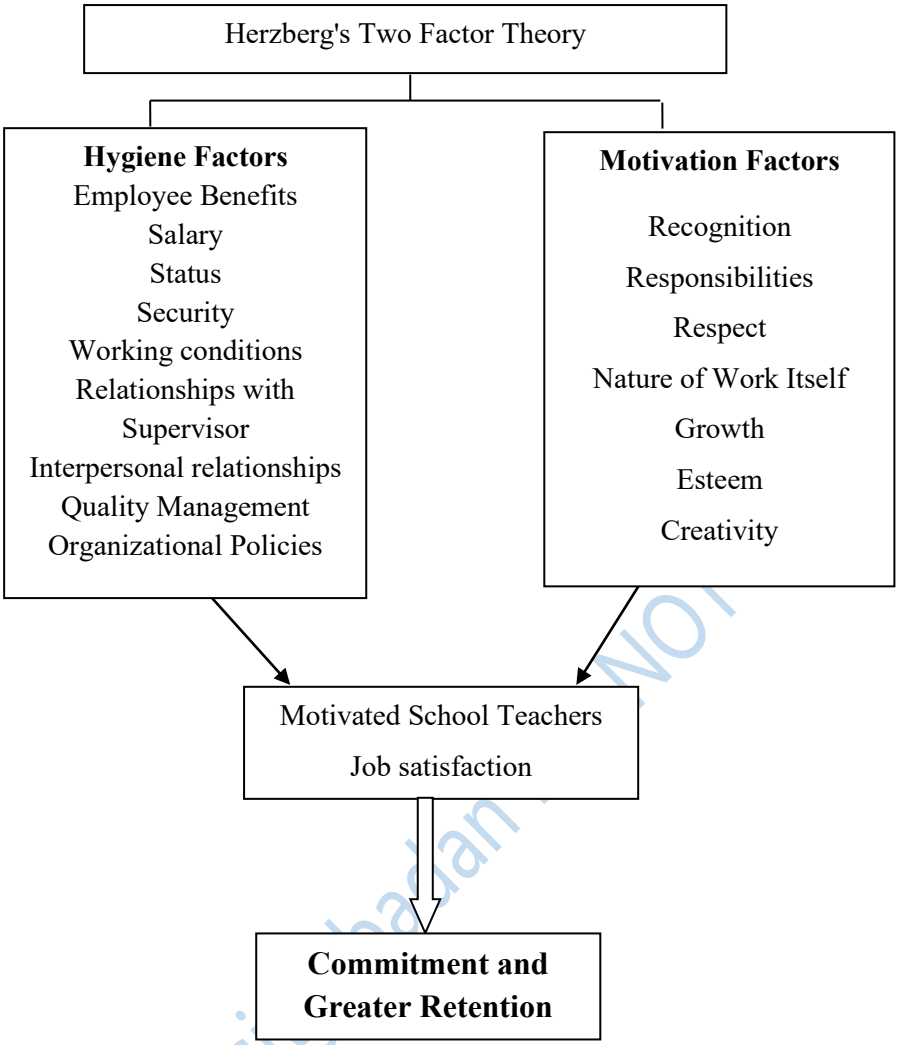


Figure 2.2: Herzberg's Two Factor Theory (source[110])

Relevance of Herzberg's Theory to The Study

This theory rendered support to the influence of employee benefits on teachers' commitment. According to the Herzberg's theory, when the hygiene predictors (that is, extrinsic predictors such as employee benefits) are not maintained at an adequate level, it results to job dissatisfaction which de-motivates the UBE teachers and subsequently affect their commitment. Employee benefit is indeed a primary extrinsic and contextual predictor contributing to dissatisfaction. It is clearly a crucial and necessary predictor which can both lead to motivation and de-motivation of UBE teachers. It can also function as a motivator. Apart from the hygiene predictors, the motivational predictors

(that is, intrinsic predictor) such as attainment, responsibility, work itself, recognition and career advancement are also needed for UBE teachers to be motivated and satisfied. In summary, this theory provided a basis for the influence of both hygiene and motivation predictors such as employee benefits and staff development on UBE teachers' motivation and commitment in schools.

2.1 Review of Empirical Studies

Previous studies related to this present study are examined and discussed under the following sub-headings with the sole aim of identifying gaps in knowledge.

2.3.1 Administrative practices and Teachers' Commitment towards the UBE Programme

A research was undertaken to examine the principals' administrative strategies to enhance teachers' commitment in Delta State public and private secondary schools. Four research questions and four hypotheses guided the study. A descriptive method of ex-post facto research design was adopted with a sample size of four hundred and fourteen (414) public and six hundred and twenty (620) registered private secondary schools in the twenty five (25) Local Government Areas. A validated and reliable questionnaire was the instrument used for data collection. Mean and standard deviation was used to answer the research questions while independent samples t-test was used to test the null hypotheses. The findings of the study revealed amongst others that available administrative strategies to enhance teachers' commitment include - monitoring teachers' activities, maintaining a proper channel of communication, use of committee system in schools, performance appraisal of teachers, teachers' participation in decision making, the delegation of duties, regular staff meeting and motivation of teachers. The study also revealed that there is no significant difference between principals of public and private secondary schools on the available administrative strategies used to enhance teachers' commitment in Delta State;

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that there no significant difference between public and private secondary school principals on administrative strategies commonly used to enhance teachers' commitment in Delta State secondary schools; that there no significant difference between public and private school principals on preferred administrative strategies more positively inclined to enhance teachers' commitment in Delta State secondary schools; and that there was no significant difference between public and private school principals on suggested administrative strategies to enhance teachers' commitment in Delta State secondary schools. It was recommended that school principals should create an environment that will enhance collaborative practice; and when a conducive environment is created in the school and collaborative practice is encouraged, teachers will be committed to their job[29].

An identically related study was examined on the influence of administrative factors on teachers' performance in public secondary school in Anambra State. Two research questions guided the conduct of the study. Two hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study comprised of two thousand, seven hundred (2,700) teachers in Anambra state secondary schools. Sample size for the study was eight hundred and ten (810) teachers drawn from two hundred and fifty six (256) public schools in Anambra state. Out of the six education zones in Anambra state, three educational zones were drawn using simple random sampling technique balloting with replacement. A self-designed instrument titled - "Administrative Factors on Teachers Performance in Public Secondary School in Anambra State Questionnaire" (IAFTPSSASQ) was used for data collection. Data collected were analyzed using standard deviation and mean rating for the research questions and z test for testing the hypotheses. The findings of the study include: Instructional supervision factor influence teacher performance in public secondary schools. Teachers agree to six out of the seven listed items as the factors that influence in-

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adequate motivational factors on teacher performance in public secondary schools. The difference in instructional supervision factor influence teacher performance in public secondary schools Anambra State was significant. The difference in the mean rating of in-adequate motivational factors influence teacher performance in public secondary schools in Anambra State was significant. The study recommended that teachers should be involved in textbook selection. For each subject, competencies to be taught should be specified to guide selection of textbooks. The government should encourage teachers by financing textbook writing by Anambra teachers. Classrooms should be decongested by erecting new buildings in individual schools or establishing more schools in the localities. The present class size which officially stands at thirty five to forty students per class should be enforced. Staff development programs should include training in the rudiments of instructional supervision to endow teachers with the necessary skills to carryout peer supervision. Every new teacher in the field should be under the supervision of a trained experienced and competent colleague for induction purpose. For the first year, the new teacher should be observed at least weekly. Strengths should be encouraged. Weaknesses identified and solutions proposed. Principals should look for ways and means of motivating teachers in their schools. They should not ignore the potential motivating factors of verbal praise and encouragement, teacher of the year awards, free school parties and an effective's staff union[49].

A similar investigation was sought to examine the principals' administrative practices and their effects on teachers' job performance in public secondary schools in Kathiani Sub-County, Machakos County. The objectives of the study were; to examine the effect of principals' supervision practices on teachers job performance in public secondary schools in Kathiani Sub-County, to determine the effect of principals' motivational practices on teachers' job performance in public secondary schools in Kathiani Sub-County, to

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establish the effect of principals' professional development practices on teachers job performance in public secondary schools in Kathiani Sub-County and to assess the effect of principals' delegation of duty practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The target population consisted of thirty two (32) principals and one hundred and seven (107) teachers who were drawn from the thirty two (32) public secondary schools in the Sub-County. The researcher used stratified random sampling to sample the teachers and a census to select all the principals. Questionnaires and interviews were used as data collection instruments in this study. The data collected were thus quantitative and qualitative in nature. Quantitative data was analyzed through descriptive statistics. The descriptive statistics included frequencies and percentages. The quantitative data was presented in form of pie charts, bar graphs and tables. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose. The quantitative and the qualitative results revealed that principal supervision practices, principal motivation practices, principal professional development practices and principal delegation of duties affected teachers' job performance. It was concluded based on the results of the study that principals' administrative practices affect teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. It was therefore recommended amongst others that the County Education Board, who is tasked with the responsibility of ensuring that schools offer quality education to students, should ensure that they allocate an adequate budget to facilitate in-service training for teachers[50].

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An identical study was investigated on the administrative practices of principals and teaching staff job performance in secondary schools in Rivers State, Nigeria. Three research questions and two hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised of two hundred and

eighty seven (287) senior secondary schools having two hundred and eighty seven (287) principals. A sample size of one hundred and fifty (150) principals was drawn using proportionate stratified random sampling technique. The instrument used in this study was a questionnaire. The instrument was validated and the reliability test was done using Cronbach's Alpha method to compute the internal consistency of the items of the instrument, which yielded a reliability index of 0.879. Mean scores and standard deviations were used in answering the research questions; while Pearson's Product Moment Correlation Coefficient was used test the hypotheses. The findings revealed a positive relationship between principals' administrative practices in decision making and teachers' job performance. This result implied that principals' decision making function significantly correlates with teachers' job performance in secondary schools in Rivers State. Based on the findings, the researcher recommended that, Principals of secondary schools should involve teaching staff in decision making practices for their improved job performance and school development[58].

A closely related study on the influence of principals' administrative role on teachers' job performance in Catholic secondary schools, Nasarawa State was conducted. The study was guided by two objectives with corresponding research questions and hypotheses. The research design employed was cross-sectional survey research design. The population of the study consisted of two hundred and thirty two (232) principals and teachers. The sample size of this study was selected using census sampling technique. The sample size consisted of eight (8) principals and two hundred and twenty four (224) teachers from eight (8) Catholic secondary schools. "Teachers' Questionnaire on the Influence of Principals' Administrative Role on Teachers' Job Performance in Catholic Secondary Schools (TQIPARTJPCSS) was used for data collection in Nasarawa State. The questionnaire consisted of eighteen items constructed based on 5-point Likert's scale. The

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instrument yielded 0.880 as the logical validity index. The instrument yielded 0.788 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were used to answer the research questions while t-test statistic was used to test the formulated null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a significant influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa Stat and, there is a significant influence of principals' communication skills on teachers' job performance in Catholic secondary schools in Nasarawa State. It was recommended that there is need for principals to develop series of supervisory strategies such as regular classroom visitation, coaching of newly employed teachers, guiding teachers with teaching deficiencies among others to help teachers acquire the necessary skills needed for effective job performance[59].

Another closely similar study was investigated on principals' administrative practices as predictor of teachers' job performance in public secondary schools in Enugu State. Three research questions and three null hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised eight thousand seven hundred and sixty four (8,764) teachers in two hundred and sixty eight (268) secondary schools in Enugu State. A sample size of six hundred and five (605) teachers was drawn using proportionate stratified random sampling technique. The instruments used for data collection were - Principals' Administrative Practices Questionnaire (PAPQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated and the reliability determined at 0.871, 0.883, 0.880 for principals' administrative practices and 0.885 for teachers' job performance. Linear regression analysis was used to answer the research questions, while t-test associated with linear regression was used to test the hypotheses at a 0.05 level of significance. The findings revealed that, there is a very high

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and positive predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools in Enugu State. The findings equally revealed that, there is a very high and positive predictive power of principals' administrative communication network on teachers' job performance in secondary schools in Enugu State. The findings finally revealed that, there is a very high and positive predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools in Enugu State. Based on the findings of this study, the researcher recommended that, Principals should adopt the administrative practice of delegating duties to teachers for improved job performance and productivity in secondary schools in Enugu State[60].

An identically related study was carried out on the analyses of Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A. The study sought to analyze Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A. Two research questions guided the study. The population comprised all the five hundred and twenty (520) school teachers in Onitsha North L.G.A. of Anambra State. The sample size for the study was one hundred and thirty (130). The instrument for data collection was a questionnaire. It was validated by three (3) experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department from Nnamdi Azikiwe University Awka. The reliability of the instrument was done through test retest and the reliability coefficient was 0.874. The data was analyzed through mean rating. The study revealed among others that Principals use instructional leadership strategies and instructional supervision as administrative strategies in Onitsha North LGA. Based on the findings it was recommended among others that Principals should be given adequate training on instructional leadership so as to bring out the best in their teachers. Also the

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Federal Ministry of Education should make sure that adequate materials are provided for teaching and learning in every school for better performances. And also that those principals should make instructional supervision a routine exercise in their various schools so as to make sure there are no lapses for ineffectiveness in the part of the teacher[63].

A related study was investigated on the principals' administrative performance and teachers' productivity in public senior secondary schools in Port Harcourt Metropolis. Four research question and four hypotheses in line with four objectives guided this study. The study adopted a correlation research design. The population of the study comprised of eight hundred and twenty five (825) Teachers and Vice Principals in Port Harcourt metropolis. The sample size of the study was two hundred and sixty nine (269) respondents from a population of eight hundred and twenty five (825) respondents in thirty five (35) public senior secondary schools in Port Harcourt metropolis was proportionately sampled for this study. The sample size was drawn scientifically by the use of Taro Yamane formula. A Questionnaire titled - "Assessment of Principals Administrative Performance and Teachers' Productivity" is the main instrument for data collection. The questionnaire was divided into two sections - A and B, which are the items for assessment of the extent to which principals' administrative performance contributes to teachers' productivity in public senior Secondary schools in Rivers State. The findings of the study revealed that the respondents accepted that adequate school facilities enables the teacher to do his/her work very well, good school plant facilitates the transfer of information from the teacher to the learner; servicing of machines like computers can promote teachers productivity, adequate laboratories facilities improves the teacher productive capacity, adequate libraries facilities enhances teacher productive capacity, adequate classrooms can contribute to teachers productivity, servicing of

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machines like vehicles/generators can promote teachers productivity and Maintaining the facilities regularly to ensure their longevity enables the teacher to do his/her work are the extent principals' School Plant Facilities Management contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt[68].

A closely similar study was investigated on principals' personnel management techniques for enhancement of staff performance in secondary schools in Awka South LGA. Two research questions were used. The study adopted the descriptive survey design. The population of the study comprised of six hundred and forty eight (648) secondary school teachers in the eighteen (18) secondary schools in Awka South Local Government Area. The sample for the study comprised of two hundred (200) teachers selected through simple random sampling. The instrument for data collection was a researcher-designed questionnaire titled – "Principals' Personnel Management Techniques for Enhancement of Staff Performance (PPMTESPQ)". The instruments were subjected to face and content validation. The reliability was established using Cronbach's Alpha. Mean rating was used for the analysis of the questionnaire items. It was concluded based on the findings of the study that staff development and motivation by principals enhance personnel administration in secondary schools in Awka South LGA in Anambra State. It was recommended among other things that principals should improve on their staff development and motivational techniques in their schools for enhancement of staff performance in Awka South LGA[88].

A closely identical study centred on the influence of principals' administrative strategies on teachers' academic productivity in secondary schools in Rivers State. Four research questions and hypotheses were drawn for the study. The study used descriptive survey design method .The population of the study consisted of fifty six (56) principals and two thousand, six hundred and thirty four (2,634) teachers giving the total population as two

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thousand, six hundred and ninety (2,690) selected from fifty six (56) public senior secondary schools in three local government areas of Rivers State. The sample size of the study comprised of three hundred and forty eight (348) drawn from fifty six (56) public secondary schools. Simple random sampling technique was Taro Yamane. The instrument for this study was questionnaire constructed by the researchers titled – "Principals' Administrative Strategies and Teachers' Academic performance Questionnaire (PASTAPQ)". The questionnaire consisted of twenty (20) structured items, with a Likert type scale of Strongly Disagree (SD) to Strongly Agree (SA). Findings indicated that supervisory, motivation, planning and mentoring strategies promote teachers' academic performance. Based on the findings, it was concluded that teachers' academic performance is enhanced when principals utilized varieties of supervisory strategies such as: motivational, planning and monitoring. In other words, these strategies often generate or project teachers' creative ability in their respective areas of specialization when it is effectively practice. It was therefore recommended that there should be frequent supervision of the teachers for the enhancement of their capacity to carry on their respective academic responsibilities[113].

A similar study was investigated on the extent of principals' managerial effectiveness on record and conflict management for teachers' commitment in public and private secondary schools in Anambra State, Nigeria. The study was guided by two research questions and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised of eight thousand, nine hundred and eighty nine (8,989) respondents – two hundred and sixty three (263) principals and five thousand, two hundred and eighty six (5,286) teachers of public secondary schools and six hundred and eighty six (686) principals and two thousand, seven hundred and fifty four (2,754) teachers of private secondary schools

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in Anambra State, Nigeria. The sample for this study consisted of eight hundred and ninety nine (899) respondents – twenty six (26) principals and five hundred and twenty eight (528) teachers of public secondary schools and sixty nine (69) principals and two hundred and seventy six (276) teachers of private secondary schools drawn using proportionate stratified sampling technique. A researcher-developed questionnaire titled – "Principals' Managerial Effectiveness on Record and Conflict Management for Teachers' Commitment Scale (PMERCMTJCS)" was used for data collection. The instrument was subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach's alpha method was used to establish the reliability of the instrument and the coefficients obtained for clusters B1-B2 of the section B were 0.877 and 0.878 respectively and overall coefficient of 0.878. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses. The findings of the study revealed among others that principals' effectiveness on record management for teachers' commitment in public and private secondary schools in Anambra State is to a high extent. Also, principals' effectiveness on conflict management for teachers' commitment in public and private secondary schools in Anambra State is to a low extent. Furthermore, the results showed that there is no significant difference in the mean ratings of all dimensions of principals' managerial effectiveness for teachers' commitment in public and private secondary schools in Anambra State. Based on the findings, it was recommended among others that the Anambra State Post Primary Schools Services Commission and school proprietors should organize annual training programme on conflict management for principals to enable them acquire skills and knowledge of amicably resolving conflict for improvement of teachers' commitment[114].

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Researchers carried out a similar study on principal's administrative roles and teachers' job effectiveness in public secondary schools in Akwa Ibom State. Quantitative Research Design, using the Correlation Survey Method was employed. Four objectives with corresponding four research questions as well as four hypotheses were used to guide the study. The sample of three hundred and twenty (320) participants was selected from a population of six thousand, nine hundred and seventy eight (6,978). A simple random sampling procedure was used in selecting a sample of the study. A self-design questionnaire titled "Principal's Administrative Role and Teacher Job Effectiveness" was used for data collection. The study was able to find the relationship between the principal's role in instructional supervision, the principal's role in planning, the role of motivation and the role in evaluation. It was recommended that principals in Akwa Ibom State should choose the right kind of supervisory practices which can contribute to better teaching performance; and school development plans and advancement of principal leadership should be included in their preparatory programmes, training and professional development[115].

An identical study was investigated on the relationship between principals' managerial role and teachers' job performance in Ekiti State Secondary Schools. The study examined the level of principals' managerial role and teachers' job performance. The study adopted a descriptive research design of the survey type. The population of the study consisted of all the 7,538 teachers and 203 principals in the public secondary schools in Ekiti State. The sample for this study consisted of 48 principals and 480 teachers selected from 48 public secondary schools using multistage sampling procedure. Two self-designed questionnaire titled "Principal Managerial Roles Questionnaire (PMRQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used to collect relevant data for the study. The face and content validity of the instruments were determined by experts in

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Educational Management. The reliability of the instrument was determined using the test retest method. A co-efficient value of 0.81 was obtained for PMRQ while 0.80 was obtained for TJPQ. The data collected were analysed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significance. The study revealed that the level of principals' managerial roles and teachers' job performance in secondary schools in Ekiti State was moderate. The findings further revealed that there was significant relationship between principals' managerial role and teachers' job performance in public secondary schools in Ekiti State. Based on the findings of the study, it was recommended among others that leadership training programmes should be designed for principals, to enable them gain in-depth knowledge and understanding of human relations strategies. It was also recommended that workshops, seminars, and in-service training should be periodically organized for teachers to bring about improvement on teachers job performance in Ekiti State[116].

Another identical study was examined on administrative roles of principals on teacher's job performance in private secondary schools in Nigeria. The study adopted descriptive survey design. Two research questions and two hypotheses guided the study. The population was three thousand and twenty seven (3,027) participants. One thousand eight hundred and sixteen (1,816) teachers were drawn from Owerri and Orlu Education Zones using simple random sampling techniques. The study adopted a structured questionnaire as instrument for data collection. The instrument was faced validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Mean and standard deviation were adopted, while t-test was used to test the hypothesis. The findings of the study revealed principal's administrative roles in the area of staff personnel administration to enhance teachers' job performance. It was concluded that government should organize trainings to improve principals' administrative roles and teachers' job

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performance. Based on the findings, it was recommended among others that effort should be made by the principals on their responsibilities of ensuring the success of this listed school administration. The principal also desperately need the cooperation of their teaching staff by encourage one another on their various task so as to facilities various task and also to facilitate learning and curriculum development collectively[117].

A closely similar study was also carried out on the relationship between managerial roles of principal and teacher job performance in Ekiti state secondary schools. This study made use of descriptive research of the survey type to carry out its research. The participants in this study included all nine thousand, five hundred and thirty eight (9,538) public secondary school teachers in Ekiti State as well as all two hundred and five (205) principals working in the state's public secondary schools. A multistage sampling procedure was used to choose the participants for the study, and the resulting sample included forty (40) principals and four hundred (400) instructors. Questionnaires titled – "Managerial Roles of Principal Questionnaire (MRPQ)" and the "Teacher Job Performance Questionnaire (TJPQ)" were used for data collection. The questionnaires were subjected to face and content validity. The data was collected and analysed descriptively and inferentially at 0.05 level of significance. The findings revealed that there is significant relationship between motivational role and teacher job performance; significant relationship between communication role and teacher job performance; and significant relationship between supervision role and teacher job performance. It was concluded that the managerial roles of principals like motivational role, communication role and supervision role have impact on teachers' job performance. It was recommended among others that principals should implement incentive programs or recognition systems to acknowledge outstanding performance, encourage two-way communication by seeking

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input from teachers on decision-making processes and involving them in relevant discussions[118].

A closely similar study was undertaken to investigate administrative variables of principals' and job performance in public secondary schools in Anambra and Delta States, Nigeria. Four research questions were raised and answered, while three null hypotheses were formulated and tested to guide the study. Ex-post facto design was employed to carry out the study. The population of the study was seven hundred and three (703) principals in Anambra and Delta States. This population was two hundred and fifty four (254) principals in Anambra State and four hundred and forty nine (449) principals in Delta State public secondary schools. A sample of four hundred and twenty-one (421) principals representing 60% of the target population was sampled using stratified random sampling technique. The instrument utilized for collection of data was a questionnaire titled - "Administrative Variables on Job Performance of Principals Questionnaire (AVJPPQ)". Validity of the instrument was established through judgement of experts and Split Half method was used to establish the reliability. The sets of scores were correlated with Pearson Product Correlational Coefficient (r) test was utilized to score the instrument. The overall reliability coefficient of 0.873 was established. Three hundred and fifty-two (352) copies of the instrument administered were returned (one hundred and thirty three for Anambra State and two hundred and nineteen for Delta State). The research questions were answered with mean rating and standard Deviation while z test was utilized to test the null hypotheses at 0.05 level of significance. Items on the instrument were scored based on the four points scoring scale. Findings in the study signified that level of performance of principals in Anambra and Delta States on influence of administrative variables was low, the administrative variable such as funding, security of school environment and school monitoring influence the performance of principals in

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Anambra and Delta States positively as the ratings of the principals were higher than the criterion level of acceptance. There was no significant difference on the influence of funding, security of school environment and school monitoring of administrative variables of principals and job performance in public secondary schools in Anambra and Delta States. It concluded that administrative variables such as funding, security of school environment, and school monitoring influence positively on job performance of principals in Anambra and Delta States. It was recommended among others in the study that fund should be provided by government to enhance school administration[119].

Another closely identical study was undertaken to ascertain principals' application of administrative strategies for enhancing teachers' job performance in secondary schools in Anambra State. The study was guided by five research questions and five hypotheses which were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised six thousand, six hundred and fifty four (6,654) respondents made up of two hundred and fifty eight (258) principals and six thousand, three hundred and ninety six (6,396) teachers in the two hundred and fifty eight (258) public secondary schools in Anambra State. Proportionate sampling technique was used to sample seven hundred and eight (708) respondents which consisted of thirty nine (39) principals and six hundred and sixty nine (669) teachers. The researcher-developed instrument titled – "Principals' Application of Administrative Strategies Questionnaire (PAASQ)" was used for data collection. Mean and standard deviation were used to analyse the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed among others that the monitoring strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include; observing teachers' classroom instructional delivery, inspecting of teachers' lesson plans and notes, observing teachers' attendance of school

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assemblies and checking of teachers' coverage of scheme of work. Based on the findings, it was recommended among others that State Post Primary school Service Commission should encourage and support principals to participate in international conferences in order to acquaint themselves with knowledge of participatory decision making strategies in the school system outside the shores of Nigeria[120].

An investigation was carried out on principals' management strategies for effective teachers' performance in public senior secondary schools in Anambra State. A descriptive research design was adopted and the population of the study comprised of three thousand, three hundred and ninety five (3,395) teachers in public senior secondary schools in the six education zones identified in Anambra State. From the population, a sample of two hundred and sixty three (263) respondents was randomly drawn from Onitsha and Awka education zones based on simple random sampling by balloting. The instrument for data collection was a researcher-designed questionnaire titled - "Principals' Management Strategies for Teachers' Performance in Secondary Schools Questionnaire (PMSTPSSQ)." The instrument was validated by experts and the reliability coefficient of 0.887 was determined using the Cronbach's Alpha. Mean and standard deviation was used to answer the research questions while z-test statistics were used to test the null hypotheses at 0.05 level of significance. Findings revealed that principals' motivational, supervisory, staff training and development strategies influenced teachers' performance in public senior secondary schools in Anambra State. The study concluded that the principals' management strategies discussed have significantly contributed to teachers' job performance in the administration of public secondary schools in Anambra State. It was therefore recommended that motivation is an integral part of teachers' job performance as such, principals should employ motivational strategies that will meet the needs of teachers to improve their job performance; and principals of public secondary

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schools should adopt appropriate supervisory techniques to continuously ensure effective administrative performance[121].

Another similar investigation was undertaken to assess principals' management practices for quality assurance in secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised of all the two hundred and fifty seven (257) public secondary school principals in Anambra State. All the population were selected as sample size for the study because of the relatively small size of the population of the study. A 21-item questionnaire titled - Assessment of Principals' Resource Management Practices for Quality Assurance Questionnaire (APRMPQAQ)' was the instrument for data collection. The instrument was subjected to face validation by three experts from Faculty of Education, Nnamdi Azikiwe University. Cronbach-alpha method was used to ascertain the reliability of the instrument. The overall coefficient of 0.884 was obtained. Mean was used to answer the research questions, while Z-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study, among others revealed that principals' human and material resources management for quality assurance in secondary schools in Anambra State was low. It also revealed that there was no significant difference in the mean ratings of male and female principals on the extent of their human and material resources management practices for quality assurance in secondary schools in Anambra State. Based on the findings, it was recommended among others that principals should involve the teachers in decision making to improve their participation in achieving school goals. More so, seminars and workshops should be organized for teachers and principals to enhance their managerial practices[122].

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A similar study was examined on the relationship between the teachers' perceptions scores of the principals' managerial strategies and their job performance in public secondary schools in Anambra State. Ten research questions guided the study. Ten hypotheses were tested at 0.05 significant levels. Correlational survey research design was adopted. The study was carried out in Anambra State. The population of the study consisted of six thousand, four hundred and two (6,402) public secondary school teachers, and two hundred and fifty eight (258) principals within the six education zones in the state. Sample size of one thousand and fifty six (1,056) teacher respondents were used using a multi-stage random sampling techniques for the selection. Gender as moderator variable was also adopted for the study. Questionnaires were used for the study as adopted and validated by educational experts. Trial testing of the instruments was determined in Enugu State using Cronbach's alpha and reliability indices of 0.846 and 0.866 were obtained. Data were collected by the researcher within the three selected sample zones. Results from the findings among others revealed; a significant low positive relationships, between the teachers' perceptions scores of the principals' management strategies and their job performance, in the application of motivational strategy, as ascertained by both teacher gender respondents. In contrast; a significant medium positive relationship existed between the key variables, in the implementation of communication strategy as identified by both teacher gender respondents also. Based on the findings, it was recommended among others that regular workshops and seminars on modern motivational strategy at different levels of learning should be organized, to enhance teacher job performance and other managerial practices and leadership skills and qualities, in public secondary schools in Anambra State and beyond[123].

A closely identical study was carried out to determine the principals' application of quality assurance strategies for enhancing administration of secondary schools in Ideato

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North local government area of Imo state. The study was guided by three research questions. The study adopted descriptive survey research design. The population of the study comprised all the thirty four (34) public secondary school principals in Ideato North LGA. The entire population was used. The instrument for data collection was the researcher developed questionnaire titled - ‘‘Principals’ Application of Quality Assurance Strategies for Enhancing School Administration Questionnaire (PAQASESAQ).” The instrument was validated using face and content validity type. The reliability of the instrument was ascertained using Cronbach’s alpha reliability which yielded overall coefficient of 0.894 was obtained. The data for the study was collected with the help of three research assistants. The data generated for the study were analyzed using mean and standard deviation for answering the research questions. The results of the study found among others that there is a high extent of principals’ application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. It also revealed that there is a high extent of principals’ application of staff professional development strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. Based on the findings, it was recommended among others that the teachers should be encouraged and sponsored to participate in workshops, seminars and conference for exchange of ideas and update of their knowledge. This will not only serve as a tool for staff professional development but will also serve as moral boast and incentives to teachers[124].

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An identical study was investigated on the effectiveness of administrative strategies used by secondary school principals in handling disciplinary problems in Anambra State public secondary schools. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population for the study consisted of six thousand, one hundred and eighty

five (6,185) teachers of all public secondary schools in the six Education Zones in Anambra State. A sample of three hundred and sixty (360) teachers was used for the study. Simple random sampling technique was used in two stages for the study. A sixty five-item instrument titled – "Principals' Strategies in Handling Disciplinary Problems Questionnaire (PSHDPQ)" developed by the researcher were used for the study. The instrument was validated by three experts. The reliability of the instruments was determined using Cronbach's Alpha which yielded coefficient of internal consistency of 0.882 and was considered reliable for the study. Data were collected by administering the instrument with the help of six research assistants. Data collected were analyzed with mean and standard deviation for research questions while paired sample t-test statistics was used to test the hypotheses at 0.05 level of significance. The findings revealed that among the administrative strategies by principals that counseling strategy was found to be more efficient in handling disciplinary problems in secondary schools. The study also showed that the communication is significant in handling disciplinary problems in secondary schools. The study concluded that although there is a high level of disciplinary problems in public the secondary schools, but effective administrative strategies of principals help in curbing these problems. Based on the findings, it was recommended among others, that the school authorities alongside the principals should sustain the use of communication and counselling in handling disciplinary problems in Anambra State public secondary schools[125].

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The above empirical studies are all related to this present study on the influence of principal administrative practices on teachers' commitment in UBE. However, thorough examination of the above studies reveal huge scarcity of studies on principal administrative practices on teachers' commitment in UBE. Most previous studies focused more on the influence of principal administrative strategies, techniques and even practices

on teachers' job performance and effectiveness but rarely on teachers' commitment. The objectives, research questions, hypotheses, geographical area and indices of the variables of this present study also differ from the above studies. Previous studies closely similar to the influence of the three major administrative practices of principals – supervision, involvement of teachers in decision-making and staff development practices on UBE teachers' commitment are discussed below:

2.3.1.1 Supervision and Teachers' Commitment in Universal Basic Education (UBE)

A study was investigated on the impact of instructional supervision strategies on teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. Three specific objectives were stated, three research questions raised and three hypotheses were formulated to guide the study. This study adopted the descriptive survey research design. The population of the study was four hundred (400) teachers in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The Taro Yamane formula was used to obtain the sample size of two hundred (200) respondents, while the simple random sampling technique was adopted in selecting the sample for the study. A structured questionnaire titled - "Instructional Supervision Strategies and Teachers Job Performance (ISSTJP)" with a four point rating scale was designed and used data collection. The instrument was validated by the supervisor and two experts in the field of Measurement and Evaluation, while a reliability coefficient value of 0.878 was obtained using the Pearson's Product Moment Correlation. Mean and standard deviation was used to answer the stated research questions, while Z-test Analysis was used to test the formulated hypotheses at 0.05 level of significance. Results revealed that there is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation, micro-teaching and research approach influences teachers' job performance in senior secondary schools in Obio-Akpor Local Government

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Area of Rivers State. It was concluded that instructional supervisory techniques in terms of classroom visitation, micro-teaching and research approach have a significant influence on teacher's job performance. In addition, the job performance of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. It was therefore, recommended among other things that principals should regularly observe teachers' classroom instructional delivery and provide professional guidance and assistance to them were necessary; and that government should provide opportunity for principals to attend conference, workshop seminars and supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and supervision inorder to keep them at par with their foreign counterparts[64].

A closely similar study was assessed on the principals' supervisory roles and teachers' job performance in public secondary schools in Ekiti State. Two objectives with corresponding two research questions and hypotheses were formulated to guide the study. The correlational survey research design was used for the study. A sample size of six hundred and ninety three (693) teachers was selected from a population of six thousand, nine hundred and thirty six (6,936) using the multistage and simple random sampling techniques. The researchers' self-designed questionnaire that consisted of twelve (12) items was used for data collection. The instrument for data collection was titled – "Teachers' Questionnaire on Principals' Instructional Supervisory Roles and Teachers' Job Performance (TQPISRTJP)." The instrument was duly validated and it yielded 0.886 as the index of rational validity. Cronbach's Alpha was employed to determine the reliability of the instrument and it yielded 0.876 as the coefficient of internal consistency. Descriptive statistics of means and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the

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hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between the principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State and there is a significant relationship between the principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State. It was recommended that the Ekiti State Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them acquire the requisite knowledge and skills needed for classroom observation of teachers by identifying their teaching weaknesses and develop strategies for teachers to overcome the weaknesses and perform their job effectively. It was also recommended that the Ekiti State Teaching Service Commission needs to mandate every principal to submit the outcome of the staff evaluation exercise on yearly basis to the commission to ensure that principals undertake the exercise judiciously with a high level of commitment as such effort would help the commission to use the results of the evaluation and organize training programmes to improve the job performance of underperforming teachers[67].

An identical research work was undertaken to investigate the influence of internal supervision of instruction on improving teachers' performance in secondary schools in Edo State. Four research questions and four hypotheses were raised to guide the study. Descriptive survey design was used. From the population of one thousand, one hundred and ten (1,110) teachers, of Edo State, four hundred and forty four (444) teachers were sampled using proportionate stratified random sampling technique. A thirty two (32) item questionnaire was sent to experts for validation and they offered useful suggestions after their review. Data were analyzed using mean, standard deviation, t-test and analysis of variance (ANOVA). Mean and Standard Deviation were used to answer all the research questions posed in the study. Four null hypotheses formulated were tested using t-test and

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ANOVA at 0.05 level of significance. Results revealed that internal supervision of instruction had positive influence on improving teacher performance in Edo State. It further revealed that classroom visitation, observation technique, demonstration technique and evaluation technique had a positive influence on teacher performance in secondary schools in Edo State. In addition, the results showed no significant difference on the influence of internal supervision in improving teacher performance in secondary school based on gender, location, educational qualifications and teaching experience. Based on the findings, it was recommended that: supervisors and principals should endeavour to ensure that classes are regularly visited to enable secondary school teachers to improve more in their performances[75].

A similar study was examined on administrative supervisory strategies in the management of public secondary schools in Anambra State. This study adopted a descriptive survey research design. The population consisted of two hundred and sixty three (263) principals. These principals were made up of one hundred and seven (107) male and one hundred and fifty six (156) female principals. The entire population was used as the sample size; this means, that no sampling technique was used in sample size selection. A nineteen-item structured questionnaire was used for data collection. The questionnaire was subjected to face and content validity and Cronbach's alpha reliability which gave correlation coefficient value of 0.884. The data collected was subjected to descriptive and inferential statistical methods. Results revealed that motivational strategies adopted by principals in management of public secondary schools in Anambra State are provision of welfare packages, making available conducive environment, assisting teachers to solve some personal problems. The personnel management strategies adopted by principals in management of public secondary schools because principals adopt treatment of teachers as individuals rather than just members of a group, expression

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of satisfaction when teachers do their work well. It was recommended that principals should involve teachers in managing the school through thorough supervision by networking the activities of the staff. Principals should ensure effective communication is established with the teachers[126].

Another closely related research was investigated on principals' supervisory strategies as correlate of teachers' effectiveness in public secondary schools in Anambra State. Correlational survey design was adopted for the study. Three research questions and three null hypotheses guided the study. The population of the study was six thousand, four hundred and forty seven (6,447) which comprised all the two hundred and sixty two (262) principals and six thousand, one hundred and eighty five (6,185) teachers in all the two hundred and sixty two (262) public secondary schools in the six education zones of Anambra State (PPSSC, Awka, 2021). The sample of the study was seven hundred and eleven (711) respondents consisting twenty six (26) principals and six hundred and eighty five (685) teachers selected from the population through purposive sampling technique. Two researcher-structured instruments titled "Supervisory Strategies Questionnaire (SSQ)" and Teachers Effectiveness Questionnaire (TEQ)" was used to collect data. The instruments were face validated by three experts drawn from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. Cronbach's Alpha technique was used to determine the internal consistency reliability of the instruments. The research questions were answered using Pearson Product Moment Correlation Coefficient (Pearson r) while the null hypotheses were tested with t-test for correlation. The findings of the study include: that there is a high positive significant correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State; there is a high positive correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in

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Anambra State among others. Based on the findings, the following recommendations were made: that principals should intensify instructional supervision through regular classroom visitation and observation of teachers at least once every week as doing so will enhance teachers' effectiveness in public secondary schools in Anambra State; and government should through Ministry of Education and Post Primary School Service Commission (PPSSC) train all the secondary school administrators/supervisors to be conversant with the use of all supervisory strategies in the supervision of teachers in their various schools[127].

An identically related research work was undertake to examine the significance of supervision in the attainment of the specific objectives of secondary education in Nigeria as indicated in the National Policy on Education. Emphasis was placed on the internal supervisory roles of principals and their impact on teachers' productivity. This is in view of the perceived correlation between principals' approaches to supervision and teachers' productivity. The study used descriptive research of the survey type. The population of the study comprised all public secondary school teachers and students in Badagry Local Government. Simple random sampling technique was used to select one hundred and fifty (150) secondary school teachers and two hundred and forty (240) secondary students in Badagry Local Government. A self-designed instrument titled - "Principals' Instructional Supervisory Practices and Teachers' Productivity Questionnaire (PISPTPQ)" was used for data collection. The reliability of the instrument was established through test-re-test method. The scores obtained were correlated using Pearson Moment Correlation Coefficient. A coefficient of 0.886 obtained for the instrument was considered adequate for the instrument. The data collected were analyzed using frequency and mean scores as descriptive statistics while correlation coefficient was used as the inferential statistic. Results revealed existence of internal measures for instructional supervision in the public

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secondary schools with teachers exhibiting negative perception towards principals' instructional supervisory practices. It also showed that teachers' productivity was high in these public secondary schools but there was no statistically significant relationship between principals' instructional supervisory practices and teachers' productivity. It was concluded based on the results of the study that the negative perception of teachers towards principals' supervisory practices is highly worrisome while the observed high productivity among the teachers is a positive development for secondary education[128].

Similarly, a study was investigated on principal's supervisory strategies for teacher's job performances in Public Senior Secondary Schools in Abia State. The design for the study was descriptive. The population of the study consisted of all the principals and teachers of Senior Secondary Schools in Abia State. The population of the study was two thousand, two hundred and twenty four (2,224) people comprising of two hundred and fifty three (253) principals and one thousand, nine hundred and seventy one (1,971) teachers in two hundred and fifty three (253) public senior secondary schools in Abia State. The sample size for the study was eight hundred and forty-six (846). The drawn sample size was 30% of the entire population. A total of forty nine (49) teachers were drawn from each of the seventeen (17) local government areas of Abia State, using a stratified random sampling technique. The instrument for the study was titled - "Supervisory Strategies and Teacher Performance Questionnaire (PSQMSQ)". The response scale for the questionnaire items was structured using modified Likert type scale of Very High Extent- VHE (4), High Extent- HE (3), Low Extent- LE (2) and Very Low Extent- VLE (1). The instrument was subjected to face and content validity while Cronbach's Alpha was used to estimate the reliability of the instrument. A reliability index of .893 was obtained which showed that the instrument was highly reliable. Out of the eight hundred and forty six (846) copies of questionnaires distributed, eight hundred

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(800) copies representing 95% were duly completed and returned. Descriptive analysis such as mean and standard deviation was used to answer the research questions, while inferential statistics such as t-test statistics was used to test hypotheses at 0.05 significance level. The result showed a significant relationship between principals' supervisory strategies and teachers' job performances in public senior secondary schools in Abia State. It was concluded that supervisory strategies of the principals in other terms refer to his or her job roles to ensure effective job performance of teachers. It was also recommended among others that principals should visit teachers in the classroom during lessons to observe and supervise them for effective teacher job performance[129].

An identical research work was undertaken to assess quality control measures in terms of school supervision on teachers' job performance in universal basic educations in Calabar Educational Zone of Cross River State, Nigeria. One null hypothesis was formulated to guide the study. The sample consisted of four hundred and fifty-nine (459) teachers and one thousand, eight hundred and thirty-six (1,836) pupils selected from primary six class. Two instruments were designed for the collection of data. They were – "Quality Control Measures Questionnaire (QCMQ)" and "Teachers' Job Performance Questionnaire (TJPQ)." Pearson reliability values of the instruments were 0.880 and 0.871 respectively. The data collected were subjected to statistical analysis using One-way Analysis of Variance (ANOVA) and Fisher's protected t-test. The hypothesis was tested at 0.05 level of significance. Findings of the study showed that there is a significant influence of school supervision on teachers' job performance. It was concluded that teachers' job performance could be improved through school supervision. It was recommended among others, that regular school supervision should be undertaken to monitor teachers[130].

A closely related study was investigated on the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in

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Rivers State. A correlational research design was adopted and the population of the study comprised of two hundred and eighty seven (287) principals in public senior secondary schools in Rivers State. The sample for the study comprised of one hundred and eighty (180) public senior secondary school principals in Rivers State drawn using a stratified random sampling technique. The instrument for data collection was a researcher-designed thirty-item questionnaire. Mean and standard deviation were used to answer the research questions while r-ratio was used to test the null hypotheses at 0.05 level of significance. Findings revealed that administrators' pedagogical supervisory skills, effective communication supervisory skills, and problem-solving supervisory skills have a strong and positive relationship with teachers' job performance. It was concluded that skills of supervision significantly influenced teachers' job performance positively. Therefore, if the purpose of instructional supervision is to boost teachers' instructional effectiveness these skills should be utilized by supervisors for the realization of the objectives of teaching and learning in educational institutions. It was therefore recommended among others that school principals should ensure effective supervision of teachers' classroom instruction as this will go a long way to enhancing teaching and learning in schools[131].

A similar study was implemented on principals' instructional supervision and teachers' performance in secondary schools in Danko Wasagu local area of Kebbi state Nigeria. The objectives of the study were to - determine principal instructional supervision; assess teachers' performance; and establish the relationship between principals' instructional supervision and teachers' performance. The descriptive correlational research design was employed. The correlational design was used to find the relationships of the two variables – principals' instructional supervision and teachers' performance. A thirty item questionnaire was designed based on the 4-point Likert scale to obtain primary data from principals and teachers. Frequencies and percentages were calculated for descriptive

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statistics while Pearson's coefficient correlation was used to measure the relationship between variables. Results showed that principals of the secondary schools perform their instructional supervision well and teachers also performed their school responsibilities accordingly. Results also showed a significant relationship between principals' instructional supervision and teachers' performance. The implication of the findings was that principals' instructional supervision occurs through monitoring of teachers' attendance on daily bases, ensuring the professional development of teachers and assisting teachers when they have problems in their lessons. The findings also implied that teachers' performance increase when they fill in their weekly scheme of work on the first day of the term, and prepare the scheme of work using the school curriculum. It was therefore concluded that the principals should intensify more effort in their instructional supervision in terms of inspecting student note books to ascertain the level of coverage of topics and supporting teachers in their lesson, in terms of scheme of work, lesson plan and lesson note as this would help to improve teachers' performance. It was also recommended that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in secondary schools[132].

An identical research work was also investigated on the perceived influence of principals' supervisory techniques on teachers' quality performance in secondary schools in Benue State. Two research questions and two hypotheses guided the study. Descriptive survey design was adopted for the study. The population comprised five thousand, one hundred and ten (5,110) teachers from two hundred and ninety seven (297) public secondary

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schools. A total of two hundred and twenty (220) teachers from twenty (20) public secondary schools was selected using proportionate stratified random sampling technique. A total of 10-item structured questionnaire titled Principals' Supervisory Techniques and Teachers' Quality Performance Questionnaire (PSTQPQ) was used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while chi-square (χ^2) test of goodness-of-fit was used to test the hypotheses at .05 level of significance. The findings showed that principals' classroom observation and workshop supervisory techniques influence teachers' quality performance in secondary schools in Benue state. Based on the findings, it was recommended among others that state Ministries of Education should organize annual conferences to educate secondary school principals to keep them abreast on the various supervisory roles to enhance their management skills in order to ensure higher quality education in secondary schools in Benue State[133].

A similar investigation was implemented on principals' supervisory technique as correlate of teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. Specially, the study examined the influence of principals' supervisory techniques such as classroom visitation, workshops and demonstration techniques on teachers' job performance in public secondary schools. Three (3) research questions and three (3) hypotheses guided the study. The population of the study comprised two thousand nine hundred and thirty (2,930) teachers from ninety six grant-aided secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. A sample of two hundred and ninety-two (292) teachers from fourteen (14) selected secondary schools was used for study. A 15- items structured questionnaire developed by the researchers titled "Principals Supervisory Technique and Teachers' Job Performance Questionnaire (PSTTJPQ)" was used for data collection. A reliability estimate of 0.887

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was established for the instruments. Descriptive statistics of mean and standard deviation was used to answer the research questions while the Chi-square statistical tool was used to test the hypotheses at 0.05 level of significance. The findings revealed that principals' classroom visitation, workshops and demonstration technique significantly influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. Based on the findings of the study, it was recommended amongst others that principals should endeavor to pay adequate attention to classroom visitation and provide professional assistance and guidance were necessary; educational administrators in collaboration with Teachers Service Board (TSB) should regularly organize workshops so as to enhance teachers' job performance in schools; and principals should ensure that efforts are made to make the demonstration techniques genuine and natural so that artificiality could be avoided[134].

The purpose of a similar investigation was to determine the contribution of professional development and instructional supervision to teachers' job performance in Ogun State secondary schools. The study adopted descriptive survey research. The population comprised of teachers in Ogun state public secondary schools with two hundred and eight (208) samples selected through a multi-stage sampling technique. Three adopted questionnaires (Instructional supervision scale, 0.888; Teachers Professional Development scale, 0.882; job performance scale, 0.874) were revalidated and used for data collection. Data collected were analyzed using simple percentage and multiple regression analysis (MRA). Findings showed that there is a significant relationship among the variables of the study (professional development and instructional supervision; professional development and job performance; job performance and instructional supervision). It also showed that professional development and instructional supervision have a joint significant contribution to teachers' job performance in Ogun state secondary

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schools. It also showed a significant relative contribution of professional development and instructional supervision to teachers' job performance. It was concluded that teachers will continue to improve their job performance once they are given the right training and are well-supervised. It was recommended that adequate and timely training should be provided to teachers based on their needs to enhance their job performance[135].

A research work was undertaken on the relationship between principals' supervisory techniques and teachers' job performance in state government-owned secondary schools in Anambra State. The study was guided by two research questions and two null hypotheses were tested at 0.05 level of significance. The correlational survey research design was adopted for the study. The population consisted of six thousand, three hundred and forty two (6,342) teachers in the two hundred and fifty seven (257) state government-owned secondary schools in the State. A sample of six hundred and thirty four (634) teachers was drawn using proportionate stratified random sampling technique. Data were collected using two instruments, namely: "Teachers' Ratings of Principals' Supervisory Techniques Questionnaire (TRPSTQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were validated by three experts. Internal consistency reliability index of 0.875, 0.870, 0.871 and 0.874 were obtained for the four sections of the TRPSTQ while 0.875 was obtained for TJPQ. Data analysis was done using Pearson's correlation analysis for the research questions, while P-value was used to determine the significance of the relationship. The findings revealed among others that there is a very high positive relationship between principals' classroom visitation technique and teachers' job performance; and a substantial positive relationship between principals' workshop technique and teachers' job performance. Based on the findings of the study, it was recommended among others that secondary school principals should always endeavour to make use of supervisory techniques such as: classroom visitation technique

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and workshop technique and others, in order to improve teachers' job performance in secondary schools. With this, principals can effect a sound academic improvement of the students through teachers' effectiveness in instructional delivery[136].

Another similar research work was carried out to investigate the effect of principals' instructional supervision on pedagogical practices of public secondary school teachers in Bauchi state, Nigeria. Specifically, the study aimed to - assess the impact of principals' supervision of teachers' records on teachers' pedagogical practices; establish how principals' monitoring of students' progress affect teachers' pedagogical practices; examine the extent of influence of principals' classroom observation on teachers' pedagogical practices; find out if professional development programmes that principals facilitate influence teachers' pedagogical practices; and identify main challenges of principals' instructional supervision in public secondary schools in Bauchi state. A descriptive survey design was employed for the study. The target population comprised of two hundred and eighty five (285) principals of public secondary schools; three thousand, eight hundred and thirty six (3,836) teachers and thirty seven (37) area education officers in Bauchi South Geopolitical Zone. The sample included twenty nine (29) principals of the selected schools; three hundred and eighty four (384) teachers and seven (7) Area Education Officers, chosen by random sampling technique. Questionnaires were the main tools for data collection from teachers and principals. Similarly, data were collected through interviews with the Area Education Officers and documents checklist. Experts' review and piloting were used to improve the validity of the research instruments. Cronbach's alpha was used to determine the reliability of the instruments. Descriptive and inferential statistics were used to analyze the quantitative data with the aid of SPSS. Thematic approach was used to analyse the qualitative data. Simple linear regression was used to test the null hypothesis at .05 level of significance. The results revealed that

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principals' checking of teachers' records significantly affect their pedagogical practices; principals' monitoring of students' progress significantly influenced pedagogical practices of teachers; principals' classroom visitation significantly influenced teachers' pedagogical practices; professional development programme principals implement was found to have statistically significant influence on teachers' pedagogical practices; many principals did not review students' classwork and assessment records; implementation of school level workshops, peer mentoring programme, review of teachers' documents and classroom observation in public secondary schools was inconsistent; and inadequate funding for supervision activities and principals' lack of supervision skills affected the quality of in-school supervision in public secondary schools. It was concluded that principals' instructional supervision significantly influenced pedagogical practices of teachers in public secondary schools. It was recommended that the State Ministry of Education should organize in-service training for principals to improve their skills of instructional supervision; and principals should intensify supervisory activities to promote instructions and academic achievements[137].

A closely identical study was investigated on the influence of principals' instructional supervision on teachers' performance and motivation in secondary schools in Awka Education Zone. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive research design was adopted for the study. The study was carried out in Awka Education Zone of Anambra State. The population of the study comprised of sixty one (61) principals and one thousand, three hundred and forty five (1,345) teachers in the sixty one (61) secondary schools in the zone. Simple random sampling was used to select twenty (20) schools with twenty principals from Awka Education Zone of Anambra State, fifteen (15) teachers each from the selected schools in Awka Education Zone of Anambra State. A total of three hundred and twenty

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(320) respondents comprising of twenty (20) principals and three hundred (300) teachers were used for the study. The instrument for data collection was a structured questionnaire developed by the researcher which was validated by three experts from the Faculty of Education, Department of Educational Administration and Planning and Measurement and Evaluation of Enugu State University of Science and Technology. The reliability was ascertained through test-re-test method of estimating reliability. The two sets of scores obtained were correlated using the Pearson Product Moment Correlation Coefficient and 0.875 was obtained from the two instruments used for the study while the reliability coefficient for the instrument for the principal and the teachers were 0.871 and 0.872. The data collected were analyzed using mean and t-test for analysis. Findings of the study showed that there is a significant influence of adequate and regular supervision on teachers' motivation and job performance in secondary schools in Awka Education zone. Findings also revealed that there is no significant difference between the mean ratings of principals and teachers on the influence of supervision on teachers' job performance and motivation. It was therefore recommended based on the results of the study that the State Government through the Post Primary School Service Commission (PPSSC) should regularly organize in-service training for stakeholders in education to improve and train them on the need for ensuring timely and consistent instructional supervision in secondary schools[138].

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2.3.1.3 Involvement of Teachers in Decision-Making and Teachers' Commitment in Universal Basic Education (UBE)

A study was done to examine teachers' participation in decision making and its effect to their job performance in private secondary schools in Oredo Local Government Area of Edo State. The study involved descriptive design with a total population of two thousand, five hundred and sixty-eight (2,568) teachers from seventy five (75) registered private

senior secondary schools in Oredo Local Government Area of Edo State. The simple random sampling technique was used to select a total of five hundred and fourteen (514) teachers as sample for the study. The research instrument used for the study was a self-constructed questionnaire. The analysis involved the use of mean and standard deviation for research questions, while the hypotheses were analyzed using Pearson's moment correlational statistic at 0.05 level of significance. The results from the analysis indicated that when teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goal will be easy and when given an opportunity to participate in decision making, indications are that they experience high morale. It was recommended that the teachers should be participating in decision making to enhance their job performance in private secondary school; and also given opportunity for training to gain more experience and confidence as they execute their duties[139].

A similar study was examined on teachers' involvement in decision making and their job performance in secondary schools in Kwara State, Nigeria. Survey design of correlation type was adopted for the study. The population for the study comprised all the three hundred and thirty four (334) Principals and six thousand, nine hundred and thirty nine (6,939) Teachers in the three hundred and thirty four (334) Public Secondary Schools in the sixteen (16) Local Government Areas of Kwara State. A total of five hundred and forty (540) respondents participated in the study. Research instruments titled - "TIDMQ (Teachers' Involvement in Decision Making Questionnaire)" and "TJPQ (Teachers' Job Performance Questionnaire)" were used to collect data for analysis. Descriptive statistic of mean and ranking order were used to answer research questions raised. Findings of the study revealed that the level of teachers' involvement in decision making process was high in secondary schools in Kwara State; the level of teachers' job performance was high

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in secondary schools in Kwara State; and there was a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara State, Nigeria. The study concluded that teachers' involvement in school academic planning influence their level of job performance positively in secondary schools. It was recommended that school administrators should sustain teachers' involvement in decision making, so as to further improve their job performance[140].

Another identically related study was carried out to determine the extent to which principals involve teachers in decision-making for effective secondary school administration. Two research questions were answered and two hypotheses were tested at 0.05 level of significant. It was a descriptive survey. The area of study was Anambra State. A total of six thousand, six hundred and fifty four (6,654) respondents made up of two hundred and fifty eight (258) principals in public secondary schools and six thousand, three hundred and ninety six (6,396) principals in private secondary schools in Anambra State formed the population for the study. The sample for this study consisted of seven hundred and seventy four (774) respondents made up of one hundred and twenty nine (129) principals, and six hundred and forty five (645) teachers. Multi-stage sampling procedure was used to draw seven hundred and seventy four (774) respondents made up of one hundred and twenty nine (129) principals and six hundred and forty five (645) teachers. A questionnaire titled -'Principals' Involvement of Teachers in Decision Making Questionnaire (PITDMQ)' developed by the researchers was used for data collection. The instrument was validated by three experts. Cronbach's alpha was used for test of internal consistency of PITDMQ and the reliability indices obtained for the two clusters were 0.880 and 0.876 respectively. Mean scores and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The findings of the study revealed among others that principals' involvement of teachers in

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decision making on students' and staff affairs is to a great extent. It was also revealed that there is no significant difference in the mean ratings of principals and teachers on the extent of principals' involvement of teachers in decision making on students affairs issues. Based on the findings, it was recommended among others that Ministry of Education should organize regular interactive sessions for principals and teachers to exchange ideas and gain information to improve their collaborative decision makings on students' affairs[141].

Another closely identical study was examined on the effect of participative decision making process on employees' performance in the organization using Zenith Bank Nigeria Plc as a case study. The population of study comprised managers and employees of Zenith Bank PLC. The sample for the study was one hundred and thirty three (133). Out of the one hundred and thirty three (133) questionnaires administered to the participants only one hundred and ten (110) were returned while twenty three (23) were not returned. The study was analyzed using of tables and percentage while the three hypotheses were tested with the aid of ANOVA. The result from the research showed employees' participation in decision making has positive effect on their performance. It was recommended that organizations are inspired to design their firm in such a way that it will boot free flow of decision making in their organization and give room for full involvement of their employee to participate and create efficiency on organizational decision making process. Again, organizations are advised to put more mechanisms that will encourage their workers to come up with better innovative ways of achieving and promoting organizational performance. Every firm is advised to create a direct understanding and notion of the concept of participative decision making to avoid conflicts of interest among the employees and the employer[142].

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Another identical study was examined on professional development, participatory management, and teachers' job performance in public secondary schools in Ogun State, Nigeria. The sample size comprised of five hundred and four (504) participants selected through a multi-stage sampling technique from twelve thousand, seven hundred and forty five (12,745) teachers in two hundred and seventeen (217) public secondary schools. The study was guided by two null hypotheses, tested at 0.05 level of significance. Two researcher-designed instruments namely - Participatory Management and Professional Development Questionnaire (PM/PDQ) and Teachers' Job Performance Scale (TJPS), were used to collect data. The Pearson Product-Moment Correlation statistical tool was used for data analysis. Results showed that teachers' job performance was significantly and positively related to both professional development and participatory management respectively. The study concluded that teachers' job performance could be enhanced through these two management intervention strategies. It was therefore, recommended among other things, that concerned authorities should improve on existing teachers' professional development programmes and encourage participatory management among the teachers[143].

Asimilarstudy was carried out to find out the relationship between teachers' participation in decision-making and their work performance and the factors affecting teachers' participation in decision-making to work performance in secondary schools. Moreover, the study adopted a mixed research approach specifically convergent parallel to collate data from teachers, heads of schools, WEOs, and DEO for secondary schools. Validity and reliability of quantitative instruments were tested through content and appearance whereby 0.882 correlation coefficients were obtained to indicate the instruments were valid and reliable. Likewise, the reliability of qualitative tools was obtained through a triangulation system. Quantitative data were analyzed using descriptive and inferential

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statistics while qualitative data were analyzed through content analysis methods which involved assigning data into themes, categories, and summarization. The findings demonstrated that there is a relationship between teachers' participation in decision making as it increases efficiency, commitment, and accountability and enhances students' performance. Also, the study indicated that teachers' participation in decision-making was affected by inadequate time for participation, financial challenges, facilities, transparency, and lack of leadership training. These factors led to poor academic performance in schools[144].

Another closely identical study was sought to investigate the influence of teachers' participation in decision-making on their job performance. To achieve the purpose of the study, six research questions and six hypotheses were formulated to guide the study. The study adopted a descriptive survey design. The population of the study consisted of three thousand, seven hundred and sixty-five teachers. Three hundred and twenty teachers randomly drawn from eight secondary schools in Bayelsa State constituted the sample. A self-developed questionnaire titled – "Teachers' Participation in Decision-Making and Teachers' Job Performance Questionnaire" were used for data collection. The Questionnaire comprised of seventy seven items. The instrument was validated by experts and corrections made were effected appropriately. The reliability of the instrument was established using Cronbach's Alpha technique. An overall coefficient value of .887 was obtained. Mean and standard deviation were used to answer research questions and independent t-test was used for testing the hypotheses at 0.05 level of significance. The results obtained indicated that teachers' participation in decision-making influence their job performance. Among the six variables investigated, the results revealed that curriculum and instruction, school planning, promotion of school-community relations and making school policies have high influence on teachers' job performance. Teachers'

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participation in budgeting in school indicated low influence on their job performance. It was therefore, recommended that school principals should create conducive environment by adopting leadership style that would encourage teachers' participation on decision-making. This would enhance teachers' job performance consequently administrating to students' high academic achievement[145].

2.3.1.3 Staff Development Practices and Teachers' Commitment in Universal Basic Education (UBE)

A study was implemented on teachers' development and performance in public secondary schools in Rivers State. The study populations consisted of twenty four thousand, seven hundred and ninety three (24,793) teachers while a sample size of four hundred (400) teachers were used for the study using purposive sampling technique was adopted. Out of the four hundred (400) questionnaires that were distributed, three hundred and fifty (350) were duly completed and returned, upon which the analysis was done. The descriptive survey design was used. Three research questions and three research hypotheses were posed. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (PPMC). The instrument was validated by a lecturer in the department of Educational Management, Ignatius Ajuru University of Education. The reliability test of the instrument was done using the Cronbach's Alpha and a value of .885 was obtained. This value implied that the instrument is highly reliable. The results of the study showed that teachers in public secondary schools in Rivers State are hardly trained or developed on their job. It was thus recommended that all stake-holders should ensure teachers are trained, retrained and developed for the purpose of their efficiency[90].

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Similarly, a research work was aimed at determining the relationship between principals' staff development and disciplinary practices and teachers' job productivity in Anambra State public secondary schools. Two research questions were answered, and two hypotheses were tested at 0.05 alpha level. The study adopted correlation research design. Population of the study comprised of two hundred and sixty six (266) principals in the two hundred and sixty six (266) state government public secondary schools in the State. The sample size was seventy eight (78) principals which was drawn using multiple stage sampling procedure. Two self-developed instruments titled – "Staff Development and Disciplinary Practices adopted by Principals (QSDDP)", and "Teachers' Job Productivity Questionnaire (TJPQ)" were validated by three research experts and used to collect data. Cronbach's Alpha method was used to determine the reliability of the instruments and reliability coefficient values of 0.803 and 0.821 were obtained for both instruments respectively. Descriptive and inferential statistics were used for data collection. The results revealed that there is a significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools; and that there is a moderate positive relationship between principals' staff disciplinary practices and teachers' job productivity Anambra State public secondary schools. It was concluded that the positive and significant relationship is indication that principal's continuous utilization of staff development practices and staff disciplinary measures would trigger off continuous improvement in teachers' job productivity in the schools too[146].

A closely identical work was investigated on the impact of staff training and development on teachers' job performance and retention among secondary schools in South-East, Nigeria. Three research questions and three null hypotheses were adopted for the study. Descriptive survey design was employed for the study. The population of the study

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comprised of twenty five thousand, nine hundred and seventy six (25,976) teachers drawn from one thousand, nine hundred and eight (1,908) secondary schools in Abia, Anambra, Ebonyi, Enugu and Imo States, Nigeria. About two thousand, six hundred (2,600) teachers from one hundred and thirteen (113) schools were sampled through stratified random sampling using multi-stage cluster sampling techniques. The instrument for data collection was a structured questionnaire developed by the researchers titled - "Staff Training and Development on Teachers Performance and Retention Questionnaire (STDTPRQ)". The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Pearson Product Moment Correlation Co-efficient Statistics was used to obtain a reliability index of 0.884. Data collected were analyzed using mean and standard deviation. The finding of the study revealed that implementation of personnel policy of training and development enhance teachers' job performance on the job and also significantly contributed to teachers' retention among secondary schools in South East, Nigeria. Based on the finding, it was recommended among others that government across all levels should provide necessary environment for regular and periodic training and retraining of teachers for job productivity and retention among others[147].

A related study was investigated on the influence of staff development programmes on secondary school teachers' job performance in Anambra State, Nigeria. A single hypothesis guided the study. Data were collected using two sets of questionnaires titled – "Staff Development Programme Questionnaire (SDPQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". SDPQ was administered on four hundred and fifty (450) teachers while TJPQ was administered on one thousand eight hundred (1,800) students to assess teachers' job performance. Data collected were analyzed using Independent t-test statistic at 0.05 level of significance. Findings showed that teachers who participated in staff

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development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. It was recommended among others, that principals and the Ministry of Education and State Secondary Education Board in Anambra State should on a regular basis organize training programmes for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation[148].

A closely identical study was also investigated on the influence of staff development programmes on teachers' job performance in Abia State public secondary schools. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was employed to carry out the study. The population for this study comprised three thousand, two hundred and thirty three (3,233) teachers in the three education zones in Abia State. A sample of six hundred and seventy nine (679) teachers were selected for the study through stratified, purposive and simple random sampling techniques. A researchers-developed instrument titled - "Staff Development Questionnaire (SDQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used to collect data for the study. The instruments were duly validated by experts. The reliability of the instrument was determined by test-re-test method using Pearson Product Moment Correlation Statistics and it yielded a reliability coefficient of .882 which was considered highly reliable and suitable for the study. The data collected were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested with the use of paired sample t-test statistics at .05 level of significance. Results showed that open and distant learning programmes, workshops, seminars and conferences significantly influence teachers' job performance to a high extent in Abia State public secondary schools. It was therefore, concluded that teachers'

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open and distant learning programmes, workshops, seminars, and conferences are the staff development programmes that teachers attend that improve their teaching performance. It was recommended among others that there is the need for teachers to go for in-service training programmes like open and distant learning, workshops, seminars, conferences organised by principals since their performance are enhanced through such training programmes[149].

A similar study was carried out to investigate the effects of training on teachers' job performance in teaching technical/engineering-based subjects in public secondary schools. A field survey was carried out among teachers in selected public secondary schools within Lagos Mainland Education District Lagos-State, Nigeria. A simple random sampling technique was employed for this study, and questionnaires were distributed to two hundred (200) school teachers within the selected public secondary schools. Pearson product-moment correlation and t-test statistics were used in analysing the data collected. The study's findings revealed that teachers' training in teaching technical/engineering-based subjects in secondary schools improve job performance and students' academic performance. The findings also showed that the training for technical/engineering-based subjects teachers ensure increased recognition, promotion, higher pay, and a sense of personal satisfaction. It was concluded that government and educational stakeholders should organise and expose technical/engineering base subject teachers to different on-the-job training that will allow them to grow professionally[150].

2.3.2 Employee Benefits and Teachers' Commitment in Universal Basic Education (UBE)

A research explored the impact of teachers' delayed salaries and employee benefits on teaching process in public secondary schools Coast Region. The study mainly utilized the

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qualitative approach. The area of the study was Coast Region involving four public secondary schools in Kibaha Town Council and Kibaha Rural District. Data were collected through questionnaires, documentary review, interviews and focus group discussions. The respondents were selected through both random and purposive sampling in order to collect the data, which were analyzed both qualitatively and quantitatively. The major findings showed several effects of teachers' delayed salaries and employee benefits on the teaching and learning process, such as poor preparation of lessons, students' poor performance in examinations, the lack of practical learning and study tours, poor classroom attendance, poor teaching methods and classroom management. It was thus concluded that teachers' salaries and employee benefits not being paid on time, as evidenced in public secondary schools, has a detrimental effect on the teaching and learning process and examination performance as well as on the delivery of quality education. It was suggested that the Ministry officials, educational planners and policy makers could positively influence teacher motivation through appropriate policy changes and implementation, including mobilizing resources to pay teachers attractive salaries and benefits at the same level as those in other public services, such as medicine, law and engineering. Furthermore, on the part of teachers, they should establish a Board of Trustees, which is free from the interference of politics when negotiating their interests[151].

Another similar research work was done to investigate the impact of compensation, employee benefits on job satisfaction among academic staff in higher education institutions in a South African context. The study employed the quantitative research method to investigate the influence of rewards on talent attraction and retention. An explanatory hypothesis generating approach was employed and a survey research design was employed to collect data through a semi-structured questionnaire. A sample of two hundred and seventy nine (279) academic staff was used for the study. The results

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showed a positive significant influence of compensation on job satisfaction . Moreover, there were no significant effect between benefits and job satisfaction. Therefore, only compensation significantly predicted job satisfaction among academic staff. It was recommended that higher educational institutions must improve their compensation strategy in order to boost workers' dedication that will enable commitment, while efficiently delivering outstanding results as this would improve research outputs skills within the nation[152].

The above empirical studies are all related to this present study on the influence of employee benefits on teachers' commitment in UBE. However, thorough examination of the above studies revealed a huge scarcity of studies on employee benefits on teachers' commitment in UBE. The few previous studies focused more on the influence of employee benefits on teachers' satisfaction and the teaching process not teachers' commitment. The objectives, research questions, hypotheses, geographical area and indices of the variables of this present study also differ from the above studies. Previous studies closely similar to the influence of the three common employee benefits – insurance benefits, fringe benefits and paid time off benefits on UBE teachers' commitment are discussed below:

2.3.2.1 Insurance Benefits and Teachers' Commitment in Universal Basic Education (UBE)

A closely similar study assessed the impact of health insurance on workers' productivity, using Nigerian Bottling Company Plc. as a case study. Primary data was used for the study. This data was collected using a well-structured questionnaire. A sample of one hundred and four (104) participants were sampled out of a population of two hundred and eight (208). The Pearson product moment correlation coefficient was adopted for the data

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analysis. This study revealed that there is a significant relationship between health insurance and worker's productivity. It was also revealed that there exists a negative relationship between risk and uncertainty and health insurance demand. Also there exists a strong positive relationship between product accessibility and health insurance demand. It was recommended, based on the findings, that every worker in an organization must have a defined and accessible health insurance scheme. This is expected to alleviate the problem of risk and uncertainty that is associated with heath care delivery[153].

2.3.2.2 Fringe Benefits and Teachers' Commitment in Universal Basic Education (UBE)

A study was investigated on teachers' fringe benefits as correlate of their job performance in senior secondary schools in Adamawa State. Two research questions and two hypotheses were raised to guide the study. The study adopted correlational survey design. The population of the study consisted of three hundred and thirty seven (337) principals and five thousand, one hundred and twenty eight (5,128) teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of one hundred and sixty six (166) principals and one hundred and sixty six (166) teachers was determined using Taro Yamane's formula. The instrument was a self-developed questionnaire on teachers' fringe benefits and teachers' job performance. The instrument was validated by three experts. The questionnaire was subjected to a pilot study conducted in six senior secondary schools in Adamawa State and reliability coefficient values of 0.894 and 0.892 were obtained using Cronbach's alpha method. The data was collected with the help of four research assistant within the period of 4 weeks. The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation Coefficient (PPMCC). Findings indicated that there is significant relationship between teachers'

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fringe benefits and teachers' job performance in senior secondary schools in Adamawa state. It was concluded that there is a significant relationship between teachers' fringe benefits and teachers' job performance. It was therefore recommended on the basis of the findings that giving teachers' surprise packages is important for their performance[89].

A similar research work examined the impact of fringe benefits on employee job performance in United Bank of Africa (UBA) Plc. The objectives of the study included to: ascertain the relationship between medical insurance and performance of workers of United Bank of Africa Plc; determine the extent overtime pay affects the performance of workers of United Bank of Africa Plc; and examine the effect of annual leave on the performance of workers of United Bank of Africa Plc. The research method adopted was the survey research method. The sources of data used were the primary and secondary sources of data. The population of the study was fifty nine (59) while the sample size of fifty nine (59) was determined by applying the rule governing population and sampling. The major instrument of data collection was the questionnaire. The data collected were presented in tables using frequencies and percentages and analysed using the five point Likert system. The hypotheses were tested using the chi-square distribution formula. The findings included that medical insurance has a positive relationship with performance of workers of United Bank of Africa Plc; overtime pay has a significant effect on the performance of workers of United Bank of Africa Plc; and annual leave has a significant effect on the performance of workers of United Bank of Africa Plc. The researcher concluded that fringe benefits have a positive effect on employee job performance and it was recommended that management of the banking industry should consider medical insurance as it has a positive relationship with performance, management of the banking industry should always reward employees who have stayed beyond the closing time by

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giving them overtime pay and annual leave should be made a priority for workers to make them rejuvenate and perform better[102].

An identical study was examined on the impact of fringe benefits on employee performance using Nasco Group in Jos as a study. The study adopted a descriptive survey research design, while regression method of analysis was used in carrying out the empirical analysis. Findings from the study showed that health protection benefits have a positive and significant impact on employee performance in Nasco group. It showed that the more health protection benefits are provided for employees of Nasco group, the more they work hard at their jobs and their productivity increases. In addition, retirement benefits had a positive and significant influence on employee performance in Nasco group; and lastly, findings from the study revealed that recognition has a significant impact on employee performance in Nasco group. Based on these findings, it was recommended that there is the need for Nasco group to continue the provision of health protection benefits to its employees since it will help them create a sense of loyalty and encourage their productivity in the company. More so, management of Nasco group should review the current retirement package since a good retirement package will attract and retain employees in the public sector and also improve their productivity; and above all, managers of Nasco group need to improvise employee recognition programs for jobs well done, this will motivate employees thus enhancing employee productivity in the private sector[103].

A closely related research work investigated the predictive impacts of welfare packages (fringe benefit) on teachers' job satisfaction and productivity in public senior secondary schools in Lagos State Education District V. A questionnaire titled: Teachers' Welfare Packages, Job Satisfaction and Productivity Questionnaire (TWPJSAPQ) was as instrument for data collection. A sample of two hundred and twenty two (222)

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participants were used for the study. Data collected were analysed using descriptive and inferential statistical techniques. Results revealed that staff training and house allowance have positive but insignificant predictive impact while staff promotion and hazard allowance have negative and insignificant predictors of job satisfaction. On the other hand, the result also showed that promotion allowance has a positive insignificant effect, while staff training, house allowance and hazard allowance all have negative insignificant impact on teachers' job productivity. Staff salary, car loan, study leave and all other forms of leave allowances did not contribute to teachers' job satisfaction and productivity. It was concluded based on the results in the research work that teachers' job satisfaction does not depend on salary, incentives like car loan and study leave, nor leave allowance. This could be due to the fact that no teacher receives salary in arrears. They are either paid promptly or in advance. It was thus recommended on the basis of the findings that the there is need to improve in the provision and accessibility of car loan, study leave and leave allowance to all eligible teachers in order to take job satisfaction and productivity to a higher level. The government should also ensure that quality assurance department efficiently collaborates with salary and welfare units to properly investigate teachers' plight and complaints in all the educational districts in the state so as to raise their commitment[154].

Another closely similar research work examined the relationship between occupational incentives (fringe benefit) and teacher retention in private secondary schools in Akwa-Ibom State, Nigeria. The research work formulated four objectives, research questions and hypotheses. Ex-post facto research design was employed. The population of the research work comprised ten thousand, six hundred and fourteen (10,614) teachers and multi-stage sampling technique was employed to sample seven hundred and eighty four (784) teachers. Data were gathered using two instruments titled: "Occupational Incentives

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Questionnaire (OIQ) and Teacher Retention Questionnaire (TRQ)". Pearson correlation statistic was employed to analyse data and test the hypotheses while internal consistency was determined using Cronbach's Alpha coefficient which gave reliability of .837 and .939 respectively. The result showed that there is a significant relationship between job security and teachers' retention in private secondary schools in Akwa Ibom State. Furthermore, the result showed that there is a significant relationship between remuneration and teachers' retention in private secondary schools. The result also showed a significant relationship between promotion and teachers' retention in private secondary schools in Akwa Ibom State. Furthermore, there was a significant relationship between welfare package and teachers' retention in private secondary schools in Akwa Ibom State. It was recommended based on the findings that private school management in line with the government policy on emoluments should review teachers' salaries, promotion and other fringe benefits for them[155].

An identically related research work was carried in private secondary schools in Buikwe district of Uganda to examine the influence of remuneration (fringe benefit) on teachers' performance. A total of nine hundred (900) participants participated in the research work. Of these, six hundred and fifty (650) were students who assessed their teachers' performance, while two hundred and fifty (250) were teachers, who offered responses on their own remuneration. In addition to filling questionnaires, fifty (50) teachers were subjected to oral interviews. The participants were got from thirteen (13) schools out of the twenty seven (27) private secondary schools in the district. Whereas teachers' remuneration was measured based on the financial and nonfinancial benefits given to teachers by their respective employers, their performance was measured based on the core roles of a teacher, namely teaching, guiding and counselling learners; assessing/marking learners' work; as well as engaging learners in extra-curricular activities. The findings

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were that there is a significant influence of remuneration on teachers' performance in private secondary schools in Buikwe district, Uganda. It was concluded based on the results that since remuneration significantly influences performance, there is need for school founders to appreciate more the efforts of their teachers by attaching more allowances to what their teachers do. This recommendation was directed towards school founders because in private schools the founders are in most cases the ones who determine how to remunerate workers; managers such as head teachers usually dance on the tunes of the institutional founders[156].

A closely identical research work was carried out on retirement benefits and workers' performance in selected organisations in Anambra State. The specific objective was to determine the influence of retirement benefits on workers' commitment on their job. The research work adopted a survey research design, where structured questionnaire to which option were attached was given to the eighty three (83) participants that formed the population of the research work. The mean statistics was employed to answer the research questions while the null hypothesis which stated that retirement benefits have no significant effect on workers' commitment on the job was tested at 0.05 precision level using Pearson product moment correlation. Finding revealed among others that retirement benefits increase worker's commitment on their job in the two selected organisations. The research work therefore recommended on the basis of the findings that human resource managers of organisations should review the current retirement package since a good retirement package will attack and retain workers in their organisations and also improve their performance[157].

Similarly, a related study was examined on teachers' compensation as a correlate of job performance in Ilorin West Local Government Basic Schools, Kwara State. The study adopted a descriptive research design of correlation type. Multi-stage sampling technique

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was used for the study. Random sampling technique was used to sample twenty two out of the sixty four primary schools in Ilorin West Local Government, Kwara State. Proportional sampling technique was used to select three hundred and fifty one (351) out of the two thousand, eight hundred and eighty two (2,882) teachers in these schools using Krejcie and Morgan (1970) table for sample size determination. Purposive sampling technique was used to select twenty two (22) head teachers and forty four (44) assistant head teachers to assess teachers' job performance. Two researcher-designed questionnaires with reliability coefficients of 0.871 and 0.883 were used to collect data. Pearson product-moment correlation statistics was used to test the hypotheses generated. The results showed that there is a significant relationship between teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State. It was concluded that, adequate provision of compensation would assist in achieving effective teachers' job performance in Ilorin West Local government Basic Schools, Kwara State. Based on the findings, it was recommended that there is need for Kwara State Government to ensure adequate and timely provision of compensation to basic school teachers, to make them exhibit good attitudes which would lead to performing their job effectively[158].

Another closely related study was carried out on teachers' remuneration and performance of schools under UPE system in Uganda particularly in kayunga district. The purpose of the study was to establish the relationship between the variables. The objectives of the study were to - establish the impact of teachers' remuneration on performance; examine the relationship between teachers' level of motivation and performance; and examine the effect of teachers' fringe benefits and nature of working conditions on performance of schools under UPE system in Kayunga district. Analytical and correlation designs were used in the course of the study. Quantitative data was gathered in order to establish the

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relationship between the independent and dependent variables. The data was collected from a total population of fifty respondents including teachers, deputy head teachers and head teachers. Data was presented in a tabular form with frequencies and percentages for singular classifications of responses. A statistical package for social sciences (SPSS) was used to establish the relationship between remuneration and performance. Findings on establishing the relationship between teachers' remuneration and performance of schools under UPE system revealed a strong and positive relationship between teachers' remuneration and performance of schools under UPE system. Similarly, findings on examining the relationship between teachers' level of motivation and performance of schools under UPE system revealed a strong and positive relationship. Study findings also revealed that teachers' fringe benefits and nature of working conditions greatly affects performance of schools under UPE system. It was recommended that the government or management should put up strategies to ensure that teachers' salaries, wages and other allowances are adequate and satisfactory so that teachers can be able to provide individualized attention to their students, avoid absenteeism and strictly follow the policies and regulations of educational system for improved performance to be achieved in schools under UPE system. Finally the government or management should appreciate the significant relationship between the variables to ensure continued success and survival[159].

An identical research work was aimed at the effects of financial rewards on commitment among public secondary school teachers in Ogun State, Nigeria. The sample consisted of seven hundred and fifty (750) public secondary school teachers drawn from the three senatorial districts of Ogun State. A structured questionnaire was used to elicit information on socio-demographic characteristics and types of financial rewards available to public secondary school teachers in Ogun State. The data collected were analyzed

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using frequency counts and percentages. The hypothesis stipulated was analyzed using Pearson product moment. Results revealed that prompt payment of teachers' salaries induce higher commitment to teaching, public school teachers were not satisfied with the government remuneration and there is a positive and strong relationship between financial rewards and teachers' commitment. It was concluded that there is significant relationship between financial rewards and teachers' commitment. It was recommended that the government should provide a special salary structure for government secondary school teachers like their counterparts in other professions since they are disputably the most significant group of professionals for any nation's economy[160].

Another similar study was examined on the relationship between non-financial rewards and teachers commitment in the educational sector in Ogun State, Nigeria. A survey was conducted on public secondary school teachers to examine the relationship between non-financial rewards (promotion, study leave and sponsorship, provision of long service awards) and teachers' commitment. A sample of seven hundred and fifty (750) full-time teachers was drawn. Thirty schools were randomly selected across the three senatorial districts of Ogun State. A structured questionnaire was used to elicit information on socio-demographic characteristics and types of non-financial rewards available to public secondary school teachers in Ogun State. Pearson Product Moment Correlation was used to test the relationship between non-financial and teachers' commitment. The result showed that non-financial rewards are a strong determinant of commitment for the teachers in the state public secondary schools. It was therefore recommended that government and other relevant stakeholders in the educational sector are to reward teachers adequately by making use of non-financial rewards[161].

A similar investigation was implemented on prompt payment of salaries and fringe benefits as determinants of teachers' productivity in public Secondary Schools of Calabar

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South Local Government Area of Cross River State, Nigeria. The method of data collection was a twenty-item questionnaire on the four point modified rating scale. A sample of one hundred and sixteen (116) respondents was used in the study and the reliability index of the instrument was .880 using the Cronbach's Alpha Reliability method. The statistical tool for data analysis was the simple linear regression at 0.05 level of significance. The result of the study showed that prompt payment of salaries does not significantly predict teachers' productivity; and that there is a significant prediction of fringe benefits on teachers' productivity. Based on the findings, it was recommended that the government in order to boost the morale and performance of teachers should ensure regular payment of fringe benefits as it has been found as a factor influencing their job productivity[162].

Another closely similar study was implemented to examine the influence of fringe benefits on worker loyalty in the context of university teachers. The research work sample consisted of hundred (100) university teachers who were randomly selected from both private and public universities situated in Khulna city of Bangladesh. Data were collected through a self-administered questionnaire survey. To test the research work hypotheses, data were analyzed employing correlation and multiple regression analysis tools. Results of correlation analysis reveal that fringe benefits (insurance and retirement benefits, payments for time not worked, education and development opportunities, flexible working hours, and worker welfare benefits) are positively related to worker loyalty. Regression statistics shows that moderate percent variance of worker loyalty can be explained by the fringe benefits. The research work findings also indicate that flexible working hours has the most significant contribution in explaining worker loyalty among the university faculty members employed in Khulna city of Bangladesh[163].

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An identical study was aimed at examining the relationship between institutional emolument/fringe benefits and job effectiveness of lecturers in public tertiary institutions in Cross River State, Nigeria. The ex-post facto research design was adopted for the study. One hypothesis was formulated and tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The population of the study consisted of one thousand, seven hundred and forty four (1,744) lecturers from four public institutions in Cross River State (University of Calabar, Cross River University of Technology, Federal College of Education Obudu and Cross River State College of Education, Akamkpa). The sample was arrived at using the stratified random sampling technique. The sample size of the study stood at six hundred and ten (610) lecturers, and one thousand, eight hundred and thirty (1,830) students from the four institutions were purposively selected to respond to items that measures lecturers' job effectiveness. The questionnaire formed the major instruments used for data collection for the study. To ensure the reliability of the instruments, a split half method of reliability was adopted. The reliability produced the value of 0.875 and 0.883 respectively. Results showed a significant relationship between emoluments/fringe benefits and job effectiveness of lecturers. It was recommended among others that, university teachers deserve their wages/salaries, so managements should endeavor to pay lecturers wages equitable with their counterparts in the world, this would motive them to work[164].

A related study was examined on reward mechanisms as predictors of teacher commitment in public senior secondary schools in Rivers State, Nigeria. The study was guided by three objectives, three research questions and three null hypotheses. The study adopted a correlation survey research design. The population of the study consisted of six thousand, eight hundred and ninety three (6,893) teachers from two hundred and ninety one (291) public senior secondary schools in Rivers State. A sample size of one thousand,

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three hundred and seventy eight (1,378) teachers was used. The instruments for data collection were questionnaires titled – "Reward Mechanisms Scale (RMS)" and "Teachers' Commitment Scale (TCS)". The instruments were validated and reliability coefficients of 0.880 and 0.887 were obtained for both instruments respectively using Cronbach's alpha. Research questions were answered using simple regression, while the hypotheses were tested with t-test associated with simple regression at 0.05 level of significance. The findings of the study revealed that promotion, work-life balance and remuneration predict teachers' commitment in public senior secondary schools in Rivers State to a very low extent. Based on the findings, it was recommended among others that government should ensure that teachers are promoted at when due to boost their commitment. Also, the federal and state government through appropriate agencies should promulgate laws that will improve work-life schedule and activities of teachers. Where such law exist, efforts should be made to ensure proper implementation of it to create a good work-life balance.

2.3.2.3 Paid Time Off and Teachers' Commitment in Universal Basic Education (UBE)

A research work was investigated on educational leave with pay and salary as correlates of teachers' commitment in public senior secondary schools in Abia State. Two research questions as well as two hypotheses were formulated to guide the study. Design used for the study was correlation while the population of the study consisted of five hundred and fifty (550) vice principals in two hundred and seventy five (275) public senior secondary schools in Abia State out of which two hundred and seventy five (275) vice- principals in one hundred and thirty eight (138) public senior secondary schools in Abia State were selected as sample for the study using proportionate stratified random sampling technique. The instruments used for data collection for the study was a sixteen item

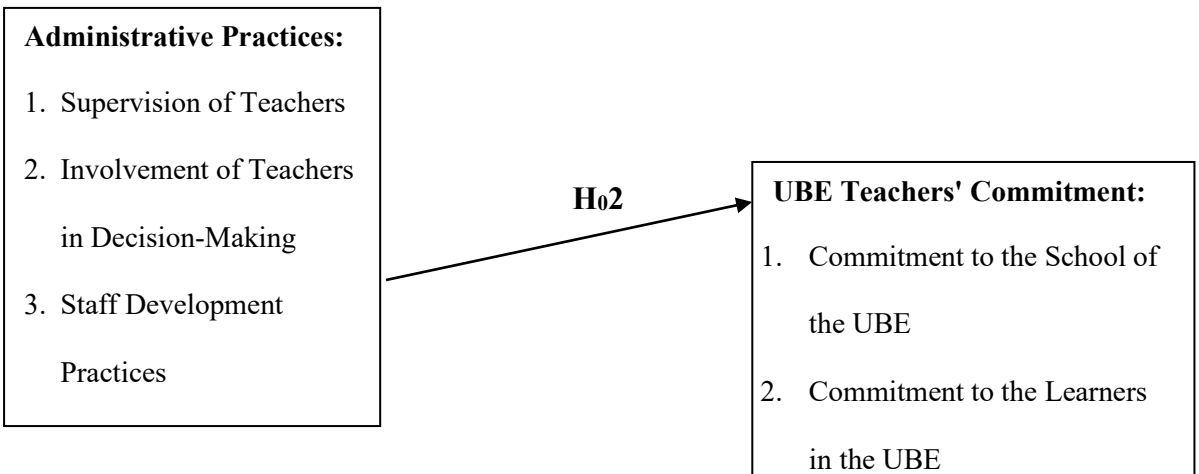
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questionnaire titled - 'Education Leave with Pay and Salary Questionnaire (ELPSQ)' and a fifteen item questionnaire titled - 'Teachers' Commitment Questionnaire (TCQ)'. The questionnaires were validated by three experts in the Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt. Similarly, Cronbach's alpha was used to ascertain the reliability of the questionnaires and coefficients values of 0.881 and 0.884 were obtained both questionnaires respectively. Simple regression was used to answer the research questions raised while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance. The findings of the study showed that educational leave with pay contributed 11% while salary contributed 42% to teachers' commitment in public senior secondary schools in Abia State. Similarly, it was revealed that educational leave with pay and salary significantly contributes to teachers' commitment in the study area. It was recommended that salaries should be paid on time to encourage teachers' commitment to duty in these schools[166].

2.4 Conceptual Model

The conceptual model for this study showed the relationship amongst three variables. These variables included two independent variables (principal administrative practices and employee benefits) and one dependent variable (teachers' commitment) as depicted in figure 2.3:

Independent Variables **Dependent Variable**



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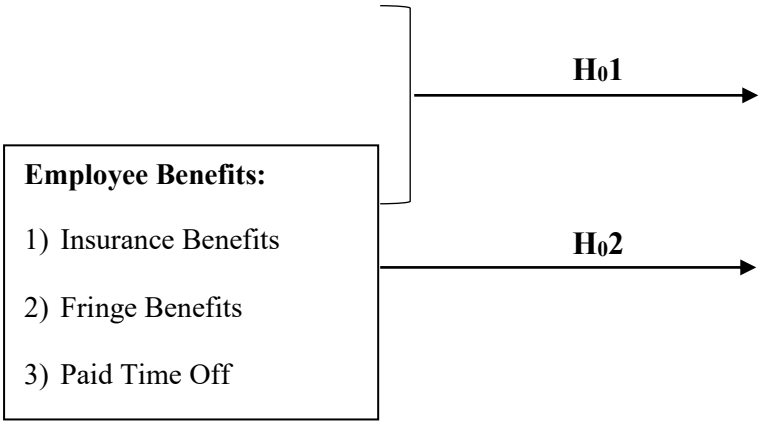


Figure 2.3: Conceptual Model (Source: L. T. Oyesola, 2023)

The figure above showed the relationship amongst the variables of the study. The first and last arrows depict the relative influence of the two independent variables (principal administrative practices and employee benefits) on teachers' commitment which make up the hypothesis two of this study. The second or middle arrow depict the joint contribution of the two independent variables (principal administrative practices and employee benefits) on UBE teachers' commitment which makes up the hypothesis one of this study. The first independent variable which is principal administrative practices was examined using three major practices which are – supervision, involvement of teachers in decision-making and staff development practices. The second independent variable which is employee benefits was examined using three kinds of benefits which are – insurance benefits, fringe benefits and paid time off benefits. The dependent variable for the study which is UBE teachers' commitment was examined using three indicators of commitment which are – Commitment to the school of the UBE, commitment to the learners in the UBE and commitment to teaching and profession in the UBE.

Model Specification

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The model which specifies that teachers' commitment is significantly influenced by the principal administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) is formulated as follow:

$Y\ (TC) = \alpha 0 + \alpha 1S + \alpha 2ITDM + \alpha 3SDP + \alpha 4IB + \alpha 5FB + \alpha PTOB + U$

Where;

The a priori expectation is $\alpha 1, \alpha 2, \alpha 3, \alpha 4, \alpha 5, \alpha 6 > 0$.

TC = Teachers' Commitment,

S = Supervision,

ITDM = Involvement of Teachers in Decision-Making,

SDP = Staff Development Practices,

IB = Insurance Benefits,

FB = Fringe Benefits,

PTOB = Paid Time Off Benefits,

U = Error Term

α = Intercept

$\alpha 1 - \alpha 6$ = Coefficient of the Independent Variables.

Note, all variables are in their natural logarithm form.

The decision to test the hypothesis of the study is as follows: If the p-value of the coefficient is less than 5% (0.05), the null hypothesis is rejected and otherwise it will be accepted.

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2.5 Summary of Gaps in Literature Reviewed

This chapter reviewed several literatures related to this present study under three major sub-headings which bare – conceptual review, theoretical review or framework and empirical review. The conceptual model showing the relationship among the variables of

the study was also shown. The conceptual review gave rich and deep insights into useful concepts/variables of the study such as administrative practices, supervision, involvement of teachers in decision-making, staff development practices, employee benefits, insurance benefits, fringe benefits, paid time off benefits and teachers' commitment.

Under the theoretical review, two important theories were employed. The first is the "Path Goal Theory. Path-Goal theory of administration was proposed by a theorist in 1971[108]. The theory emphasises that teachers' actions are carried out based on the administrative practices of their principals in the universal basic education. The path-goal theory of administration is a "process in which principals select specific practices of administrating based on his or her beliefs, observations and what he or she feels is best suited to the teachers' needs and the working environment so that they may guide the teachers through their path in the obtainment of their daily work activities (goals and tasks)". The second theory is Herzberg's Motivation-Hygiene theory, also known as the 'Two-Factor theory propounded by a theorist in 1967[110]. The core of the theory is how to create satisfied (and motivated) workers (in this case, UBE teachers). The theory identified predictors (factors) that lead to job satisfaction and predictors that lead to job dissatisfaction. These predictors are categorized into two different groups – 'hygiene predictors' and 'motivation predictors'. The motivation predictors are; attainment, responsibility, nature of work, recognition and career advancement. These are intrinsic predictors, related to work content and contribute to long-term satisfaction which, when they are fulfilled would lead to self-actualization, personal growth and job satisfaction. Whereas the hygiene predictors are extrinsic, and related to work context. They include; policy practices, supervision (technical quality), interpersonal relations (with supervisor) physical working conditions, job security, salary and employee benefits.

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The empirical review discussed previous studies related to the study. Two major sub-headings were used. The first sub-heading discussed various prior studies related to the influence of administrative practices (supervision, involvement of teachers in decision-making and staff development practices) on UBE teachers' commitment. However, a thorough observation of the previous studies revealed a dearth of studies on the influence of principals' administrative practices on UBE teachers' commitment. Most previous studies focused more on the influence of principal administrative strategies, techniques and even practices on teachers' job performance and effectiveness but rarely on teachers' commitment. The objectives, research questions, hypotheses, geographical area and indices of the variables of this present study also differ from the above studies. The second sub-heading discussed various previous studies related to the influence of employee benefits (insurance benefits, fringe benefits and paid time off benefits) on UBE teachers' commitment. Also, a thorough examination of the above studies reveal huge scarcity of studies on employee benefits on teachers' commitment in UBE. The few previous studies focused more on the influence of employee benefits on teachers' satisfaction and the teaching process not teachers' commitment. The objectives, research questions, hypotheses, geographical area and indices of the variables of this present study also differed from the above studies. Furthermore, there are also huge scarcity of studies on the joint contribution of principals' administrative practices and employee benefits on UBE teachers' commitment. These dearth of studies provide a huge gap in literature that this study intended to address.

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Chapter Three

Methodology

This chapter presents the methodology that were employed in the conduct of this study. It included - the research design, population of the study, sample and sampling procedure, description of research instruments, validity of the instruments, reliability of the instruments, method data collection and method of data analysis.

3.1 Research Design

The descriptive survey research design was employed for this study. This design was considered appropriate as it enables the researcher to describe the characteristics of the population of the study without any form of manipulation (alteration) of the variables (independent and dependent variables).

3.2 Population of the Study

The population of the study consisted of all the school teachers and students in all the public junior secondary schools (three years of junior secondary school in universal basic education programme) in Southwest, Nigeria. Public junior secondary school was used because it is a crucial stage in the Universal Basic Education (UBE) Programme which is a nine year programme that consists of six years of primary and three years of junior secondary school education. The total number of public junior secondary schools in Southwest, Nigeria is two thousand, three hundred and ninety eight (2,398) as at the year 2023. These schools are distributed across the three (3) existing senatorial districts in each of the Southwest States (Lagos, Ogun, Oyo, Osun, Ekiti and Ondo). There are two thousand, three hundred and ninety eight (2,398) principals and fifty four thousand, eight hundred and seventy (54,870) teachers respectively in all the public junior secondary

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schools in Southwest, Nigeria. The statistics of the numbers of public junior secondary schools, principals and teachers is shown in table 3.1:

Table 3.1: Population of the Study (N = 2,398 Principals and 54,870 UBE Junior Teachers)

S/N	Southwest States	Senatorial Districts	Number of Public Junior Secondary schools	Number of Public Junior Secondary school Principals	Number of Public Junior Secondary schools Teachers		TOTAL
					Male	Female	
1.	**Lagos**	Lagos Central	83	83	779	810	1,589
		Lagos East	97	97	967	1,379	2,346
		Lagos West	173	173	1,961	2,972	4,933
		Sub-Total	**353**	**353**	**3,707**	**5,161**	**8,868**
2.	**Ogun**	Ogun Central	120	120	1,764	3,413	5,177
		Ogun East	155	155	1,968	2,841	4,809
		Ogun West	127	127	1,415	1,619	3,034
		Sub-Total	**402**	**402**	**5,147**	**7,878**	**13,020**
3.	**Oyo**	Oyo Central	244	244	2,333	3,085	5,418
		Oyo North	174	174	1,825	1,344	3,169
		Oyo South	213	213	2,200	3,765	5,965
		Sub-Total	**631**	**631**	**4,158**	**8,194**	**12,352**
4.	**Osun**	Osun Central	118	118	888	1,530	2,418
		Osun East	167	167	616	890	1,506
		Osun West	124	124	721	724	1,445
		Sub-Total	**409**	**409**	**2,225**	**3,144**	**5,369**
5.	**Ekiti**	Ekiti Central	170	170	890	1,993	2,883
		Ekiti East	61	61	824	1,229	2,053
		Ekiti North	69	69	859	909	1,768
		Sub-Total	**300**	**300**	**2,573**	**4,131**	**6,704**
6.	**Ondo**	Ondo Central	105	105	1,409	3,020	4,429
		Ondo North	89	89	1,109	951	2,060
		Ondo South	109	109	1,329	734	2,063
		Sub-Total	**303**	**303**	**3,847**	**4,705**	**8552**
		Grand Total	**2,398**	**2,398**	**21,657**	**33,213**	**54,870**

Source[1]

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3.3 Sample and Sampling Procedure

Multi-stage sampling procedure was used to select the respondents for the study. At stage one, the stratified random sampling technique was used to select three states out of the total of six states in the Southwest part of Nigeria. The stratified sampling is used when the population has distinct features. In this case, it becomes necessary for the researcher to put the groups into distinct strata (a stratum is a group of persons or elements with identical features). In table 3.1, the states are arranged in a descending manner from states that are more deep seated to those that are less deep seated in the Southwest region of Nigeria. Three groups of twos are coined out of the above six states on the basis of their proximity or being alternate to each other within the Southwest region of Nigeria. These groups or strata were: "Lagos and Ogun States", "Oyo and Osun States", "Ekiti and Ondo States". This grouping or stratification was to ensure that each group or component of the population is adequately represented in the research sample. After these states have been stratified, the random sampling technique was then applied to select one state in each group to make up a sample of three states. For this study, Lagos, Oyo and Ekiti States were selected. The chosen states with their respective senatorial districts, number of public junior secondary schools, and teachers are shown in table 3.2:

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Table 3.2: Sample Number of Southwest States (N = 3)

S/N	Southwest States	Senatorial Districts	Number of Public Junior Secondary schools	Number of Public Junior Secondary school Principals	Number of Public Junior Secondary schools Teachers		TOTAL
					Male	Female	
1.	**Lagos**	Lagos Central	83	83	779	810	1,589
		Lagos East	97	97	967	1,379	2,346
		Lagos West	173	173	1,961	2,972	4,933
		Sub-Total	**353**	**353**	**3,707**	**5,161**	**8,868**
2.	**Oyo**	Oyo Central	244	244	2,333	3,085	5,418
		Oyo North	174	174	1,825	1,344	3,169
		Oyo South	213	213	2,200	3,765	5,965
		Sub-Total	**631**	**631**	**4,158**	**8,194**	**12,352**
3.	**Ekiti**	Ekiti Central	170	170	890	1,993	2,883
		Ekiti East	61	61	824	1,229	2,053
		Ekiti North	69	69	859	909	1,768
		Sub-Total	**300**	**300**	**2,573**	**4,131**	**6,704**
		Grand Total	**1,284**	**1,284**	**10,438**	**17,486**	**27,924**

Source: Stratified Random Sampling Technique

Table 3.2 shows that the number of public junior secondary schools in the three sampled southwest states is one thousand, two hundred and eighty four (1,284); number of public junior secondary school principals is also one thousand, two hundred and eighty four (1,284) and the number of public junior secondary school teachers is twenty seven thousand, nine hundred and twenty four (27,924) comprising of ten thousand, four hundred and thirty eight (10,438) males and seventeen thousand, four hundred and eighty six (17,486) female teachers. At the stage two, the Yamane sampling formula was used to select a sample number of public junior secondary schools and principals for the study.

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The Yamane sampling formula is shown below[2]:

$$n = \frac{N}{1 + N\,(e)^2}$$

Where n is the sample size,

N is the population size, and

e is the level of significance (0.05).

Using the Yamane sampling formula, the sample number of public junior secondary schools and principals is shown in table 3.3:

Table 3.3: Sample number of public junior secondary schools and Principals (n = 911)

S/N	Southwest States	Senatorial Districts	Number of Public Junior Secondary schools	Sample Number of Public Junior Secondary schools	Number of Public Junior Secondary school Principals	Sample Number of Public Junior Secondary school Principals
1.	**Lagos**	Lagos Central	83	69	83	69
		Lagos East	97	78	97	78
		Lagos West	173	121	173	121
		Sub-Total	**353**	**268**	**353**	**268**
2.	**Oyo**	Oyo Central	244	152	244	152
		Oyo North	174	121	174	121
		Oyo South	213	139	213	139
		Sub-Total	**631**	**412**	**631**	**412**
3.	**Ekiti**	Ekiti Central	170	119	170	119
		Ekiti East	61	53	61	53
		Ekiti North	69	59	69	59
		Sub-Total	**300**	**231**	**300**	**231**
		Grand Total	**1,284**	**911**	**1,284**	**911**

Source: Yamane Sample Size Determination Formula[2]

Table 3.3 shows that the number of public junior secondary schools in the three sampled southwest states is nine hundred and eleven one thousand, two hundred and eighty four (1,284). It also shows the number of public junior secondary schools in the three sampled

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southwest states to be nine hundred and eleven one thousand, two hundred and eighty four (1,284). At the stage three which involves selection of public junior secondary school teachers, the proportionate to size sampling technique was used to select 10% of the total number of twenty seven thousand, nine hundred and twenty four (27,924) in the sampled Southwest States to make a sample size of three thousand and thirteen (3,013) teachers as shown in table 3.4:

Table 3.4: Sample Number of UBE junior secondary school Teachers (n = 3,013)

S/N	Southwest States	Senatorial Districts	Number of Public Junior Secondary schools Teachers		TOTAL	Number of Public Junior Secondary schools Teachers		TOTAL
			Male	Female		Male	Female	
1.	**Lagos**	Lagos Central	779	810	1,589	78	81	159
		Lagos East	967	1,379	2,346	97	138	235
		Lagos West	1,961	2,972	4,933	196	297	493
		Sub-Total	**3,707**	**5,161**	**8,868**	**371**	**516**	**887**
2.	**Oyo**	Oyo Central	2,333	3,085	5,418	233	309	542
		Oyo North	1,825	1,344	3,169	183	134	317
		Oyo South	2,200	3,765	5,965	220	377	597
		Sub-Total	**4,158**	**8,194**	**12,352**	**636**	**820**	**1,456**
3.	**Ekiti**	Ekiti Central	890	1,993	2,883	89	199	288
		Ekiti East	824	1,229	2,053	82	123	205
		Ekiti North	859	909	1,768	86	91	177
		Sub-Total	**2,573**	**4,131**	**6,704**	**257**	**413**	**670**
		Grand Total	**10,438**	**17,486**	**27,924**	**1,264**	**1,749**	**3,013**

Source: Proportionate to Size Sampling Technique

Table 3.4 shows that the number of public junior secondary school (UBE) teachers in the three sampled southwest states is three thousand and thirteen (3,013) comprising of one thousand, two hundred and sixty four (1,264) males and one thousand, seven hundred and forty nine (1,749) females.

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3.4 Description of Research Instruments

Two self-developed questionnaires was used to collect data for the study. The first questionnaire titled –"Teachers' Commitment Questionnaire (TCQ)" was used to elicit responses from the principals.The second questionnaire titled – "Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ)" was used to elicit responses from the UBE teachers.

3.4.1 Teachers' Commitment Questionnaire (TCQ)

This questionnaire was divided into two (2) sections (A and B) and each of the sections was well structured:

Section A was constructed to elicit responses on the bio-data or demographic characteristics of the principals. It included items such as principals' gender, age, highest educational qualification and years of teaching experience.

Section Bwas constructed to elicit responses on the level of teachers' commitment in universal basic education in Southwest, Nigeria. This section consisted of eighteen (18) items of which six (6) of the items each related to teachers' commitment to the school, teachers' commitment to the students and teachers' commitment to the teaching/profession. The rating scale was as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; Disagree (D) = 1.

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3.4.2 Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ)

This questionnaire was divided into three (3) sections (A, B, and C) and each of the section was well structured.

Section A was constructed to elicit responses on the bio-data or demographic characteristics of the teachers. It included items such as teachers' gender, age, highest educational qualification and years of teaching experience.

Section Bwas constructed to elicit responses on the level at which principals adopt administrative practices for administrating teachers in universal basic education in Southwest, Nigeria. Principal administrative practices include - supervision, involvement of teachers in decision-making and staff development practices. This section consisted of eighteen (18) items of which six (6) of the items each relate to supervision, involvement of teachers in decision-making and staff development practices. The rating scale was as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; Disagree (D) = 1.

Section C was constructed to elicit responses on the level at which employee benefits are provided for teachers in universal basic education in Southwest, Nigeria. Employee benefits include - insurance benefits, fringe benefits and paid time off benefits. This section consisted of fifteen (15) items of which five (5) of the items each relate to insurance benefits, fringe benefits and paid time off benefits. The rating scale was as follows: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1.

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3.5 Validity of the Instruments

Content and face validity type was used to validate the instruments. This type validity was done to ensure that items evaluated on the instruments are in fact representative and adequate to measure a particular construct[3]. The copies of the instruments were shown to authoritative sources (two experts) in the field of test and measurement and educational management at Lead City University, Ibadan, Oyo State. The instruments were also shown to the researcher's supervisor to scrutinize and/orcorrect. Corrections and modifications made on the instruments were properlydone or effected before making the final copy for field work.

3.6 Reliability of the Instruments

The reliability of an instrument is done to determine the internal consistency and stability of the responses to the items on the instruments[4]. For the purpose of this study, the Cronbach's alpha reliability method was used to ascertain the reliability of the instruments. A pilot study was therefore carried out involving twenty (20) public junior secondary school principals and forty (40) public junior secondary school teachers from Oyo State. These principals and teachers were not selected for the final study. The questionnaires retrieved from the twenty principals and forty teachers were coded and entered into the Statistical Package for Social Science (SPSS) version 26 and Cronbach's Alpha reliability method was employed to estimate the reliability coefficient of the instruments for the pilot study. The reliability coefficient values of .876 and .805 were obtained for TCQ and PAPEBQ respectively. The values meant that the instruments are reliable and useful for the final or main study.

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3.7 Method of Data Collection

The research instruments were made into several copies and administered on the selected sample number of principals and teachers in the public junior secondary schools in the sampled Southwest States (Lagos, Oyo and Ekiti) with the help of three (3) research assistants who were thoroughly trained by the researcher to ensure a high rate of return. The researcher was also involved in the distribution of the instruments.

3.8 Method of Data Analysis

Data collected from the field work survey were analysed using descriptive and inferential statistical techniques via Statistical Package for Social Science (SPSS) version 29. Descriptive statistics like frequencies and percentage were used for the bio-data of the respondents. Descriptive statistics like frequencies and percentage, mean and standard deviation (SD) were used to answer the research questions while inferential statistic such as multiple regression analysis was used to test Hypothesis one ($H_0$1) and two ($H_0$2) at 0.05 level of significance.

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Endnotes

[1.] Post Primary Education Profile for Southwest States, Nigeria (2023)

[2.] T. Yamane, *Statistics, An Introductory Analysis*, Harper and Row: New York, (2nd ed.), 1967, 8. ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf

[3.] S. Shafie, F. A. Majid, S. M. Damio& T.S. Hoon, *Evaluation on The Face and Content Validity of a Soft Skills Transfer of Training Instrument*, **International Journal of Academic Research in Business and Social Sciences**, 10(10), 2020, 1054–1065. DOI:10.6007/IJARBSS/v10-i10/8267

[4.] Z. Gizaw, A. W. Yalew, B. D. Bitew, J. Lee & M. Bisesi, *Development and Validation of Questionnaire to Assess Exposure of Children to Enteric Infections in the Rural Northwest Ethiopia,***Scientifc Reports**, 12(6740), 2022, 1-11.https://doi.org/10.1038/s41598-022-10811-x

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Chapter Four

Results and Discussion of Findings

The purpose of this research was to investigate principal administrative practices and employee benefits as correlates of teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. In this chapter, data collected primarily from instruments such as questionnaires distributed to the respondents during the fieldwork were analysed using descriptive and inferential statistics and are presented and interpreted on the basis of the following sub-headings:

4.1 Instrument Response Rate

4.2 Frequency Distribution of Demographic Characteristics of the Sampled Population

4.3 Answer to Research Questions

4.4 Test of Hypotheses

4.5 Discussion of Findings

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4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

Title of Questionnaire	Number Distributed	Number Retrieved	Number Valid	Response Rate
"Teachers' Commitment Questionnaire (TCQ)"	911	908	901	98.9%
"Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ)"	3,013	3004	2998	99.5%

Source: Fieldwork, 2024

Two researcher-constructed questionnaires titled – "Teachers' Commitment Questionnaire (TCQ)" and "Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ)" were produced into to several copies and distributed to nine hundred and eleven (911) public junior secondary school principals and three thousand and thirteen (3,013) teachers respectively both personally and the help of three research assistants for a period of four weeks in the three chosen Southwest States (Lagos, Oyo and Ekiti States). Out of the nine hundred and eleven (911) "Teachers' Commitment Questionnaire (TCQ)" distributed to the principals, nine hundred and eight were retrieved, and nine hundred and one (901) were valid and used for the study. This produced a high response rate of 98.9%. Also, Out of the three thousand and thirteen (3,013) "Principal Administrative Practices and Employee Benefit Questionnaire (PAPEBQ)" distributed to teachers, three thousand and four (3,004) were retrieved while two thousand, nine hundred and ninety eight (2,998) were found to be valid. This also produced a high response rate of 99.5% as shown in table 4.1.

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4.2 Frequency Distribution of Demographic Characteristics of Sampled Population

Table 4.2: Frequency Distribution of Demographic Characteristics of Principals (n = 911)

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Male	400	43.9
	Female	511	56.1
Age	31-40 years	62	6.8
	41-50 years	398	43.7
	51 years and above	451	49.5
HighestEducational Qualification	Bachelor's degree	160	17.6
	PGD	102	11.2
	Master's degree	369	40.5
	MPhil/PhD degree	280	30.7
Years of Educational Experience	8-14 years	195	21.4
	15-21 years	357	39.2
	22-28 years	245	26.9
	28 years and above	114	12.5

Source: Fieldwork, 2024

Table 4.2 showed that 43.9% of the principals are males while 56.1% are females. This shows more females or women in principalship in public junior secondary schools in Southwest, Nigeria than males or men. This could be as a result of women's keen interest in teaching compared to their male counterpart. Furthermore, majority (49.5%) of the principals are 51 years of age and above which means that most of them are above mid-age. This is followed by 43.7% who are within 41-50 years of age. Only 6.8% of the principals are within 31-40 years of age. Most of the principals (40.5%) have Master's degree which is followed by 30.7% who have MPhil/PhD degree. However, 17.6% of them have bachelor's degree while 11.2% have a post graduate diploma. This results suggest that most principals in the public junior secondary schools are post graduates

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which is very good for principalship and administration. Lastly, a major portion of the principals, 357 (39.3%) have 15-21 years of educational experience. This is followed by 245 (26.9%) who have within 22-28 years of educational experience. However, 21.4% of them have within 8-14 years of experience whereas just 12.5% have 28 years of experience and above. This finding implies that majority of the principals have above 15 years of educational experience which is good. This could mean that they are well experienced in principalship.

Table 4.3: Frequency Distribution of Demographic Characteristics of Teachers (n = 2998)

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Male	1247	41.6
	Female	1751	58.4
Age	21-30 years	218	7.3
	31-40 years	695	23.2
	41-50 years	1362	45.4
	51 years and above	723	24.1
HighestEducational Qualification	NCE	308	10.3
	Bachelor's degree	1426	47.6
	PGD	557	18.6
	Master's degree	529	17.6
	MPhil/PhD degree	178	5.9
Years of Teaching Experience	1-7 years	524	17.5
	8-14 years	855	28.5
	15-21 years	637	21.2
	22-28 years	563	18.8
	28 years and above	419	14.0

Source: Fieldwork, 2024

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Table 4.3 showed that 41.6% of the teachers are males while 58.4% are females. This shows more females or women in teaching profession in public junior secondary schools in Southwest, Nigeria than males or men. This could be as a result of women's keen interest in teaching compared to their male counterpart. Furthermore, majority (45.4%) of the teachers are within 41-50 years of age which is followed by 24.1% who are 51 years of age and above which is immediately followed 23.2% of the teachers who are within 31-40 years of age. Only 7.3% of the teachers are within 21-30 years of age. This result implies that many of the teachers are in their mid-age which may suggest maturity in area of teaching. Most of the teachers (47.6%) have Bachelor's degree which is followed by 18.6% with Post Graduate Diploma (PGD) immediately followed by 17.6% who have Master's degree. 10.3% of the teachers have National Certificate of Education (NCE) whereas just 5.9% of them have MPhil/PhD degree. This result suggests that most of the teachers are university graduates and post graduates which is good. Lastly, a major portion of the teachers, 855 (28.5%) have 8-14 years of teaching experience. This is followed by 637 (21.2%) who have within 15-21 years of teaching experience. However, 18.8% of them have within 22-28 years of experience, 17.5% have 1-7 years of teaching experience and very few of the teachers, 419 (14.0%) have 28 years of teaching experience and above. This finding implies that majority of the teachers have above 8 years of teaching experience which is also good for a junior secondary school teacher.

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4.3 Answer to Research Questions

Research Question One: What is the level of teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria?

Table 4.4: Level of Teachers' Commitment to the School in UBE in Southwest, Nigeria (n = 911)

S/N	**Items** (My Teachers)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	believe and accept the goals and values of the school	210 (23.1%)	306 (33.6%)	208 (22.8%)	187 (20.5%)	2.592	.740
2	are willing to exert effort to act upon the goals of the school	198 (21.7%)	308 (33.8%)	225 (24.7%)	180 (19.8%)	2.575	.761
3	have a strong desire to maintain membership in the school	96 (10.5%)	247 (27.1%)	368 (40.4%)	200 (22.0%)	2.262	.843
4	are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward	200 (22.0%)	270 (29.6%)	271 (29.7%)	170 (18.7%)	2.549	.792
5	are ready to protect and defend the school	220 (24.1%)	317 (34.8%)	202 (22.2%)	172 (18.9%)	2.642	.701
6	find it easy to cope with school's policies, laws and regulations	287 (31.5%)	216 (23.7%)	195 (21.4%)	213 (23.4%)	2.633	.716
Indicator Mean = 2.500; Weighted Mean = 2.542; S.D = .759; Final Decision = Agreed (High Level)							

Source: Field Work, 2025

KEY: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2; Strongly Disagreed (SD) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation

***Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Low Level); 1.751-2.500 = Disagreed (Low Level); 2.501-3.250 = Agreed (High Level); 3.251 - 4.000 = Strongly Agreed (Very High Level)

Table 4.4 displayed the level of teachers' commitment to the school in universal basic education in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The four Likert rating scale of strongly disagree (1) to strongly agree (4) was used. Six (6) positive items

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were used to answer the level of teachers' commitment to the school. This study's findings showed that the principals "agreed" that their teachers believe and accept the goals and values of the school ($\bar{x}$ = 2.592), are willing to exert effort to act upon the goals of the school ($\bar{x}$ = 2.575), are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward ($\bar{x}$ = 2.549), are ready to protect and defend the school ($\bar{x}$ = 2.642), and find it easy to cope with school's policies, laws and regulations ($\bar{x}$ = 2.633). The principals "disagreed" that their teachers have a strong desire to maintain membership in the school ($\bar{x}$ = 2.262), which implies that their teachers will readily leave the school especially if or when they find better option or alternative. The weighted mean ($\bar{x}$ = 2.542) and standard deviation (.759) indicated a high level of teachers' commitment to the school in universal basic education in Southwest, Nigeria as generally "agreed" by their principals.

Table 4.5: Level of Teachers' Commitment to the Students in UBE in Southwest, Nigeria (n = 911)

S/N	**Items** (My Teachers)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	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	256 (28.1%)	234 (25.7%)	239 (26.2%)	182 (20.0%)	2.619	.752
2	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	197 (21.6%)	304 (33.4%)	239 (26.2%)	171 (18.8%)	2.578	.760
3	are willing to exert efforts on behalf of both low and high achieving students	158 (17.3%)	296 (32.5%)	210 (23.1%)	247 (27.1%)	2.401	.880
4	enjoy working with students	212 (23.3%)	267 (29.3%)	230 (25.2%)	202 (22.2%)	2.537	.823
5	have a strong desire to help each student develop his or her full potential	219 (23.0%)	251 (27.6%)	225 (24.7%)	216 (23.7%)	2.519	.851

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6	find it easy to spend extra time in preparing for the class	228 (25.0%)	249 (27.3%)	233 (25.6%)	201 (22.1%)	2.553	.792

Indicator Mean = 2.500; Weighted Mean = 2.535; S.D = .810; Final Decision = Agreed (High Level)

Source: Field Work, 2025

KEY: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2; Strongly Disagreed (SD) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation
***Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Low Level); 1.751-2.500 = Disagreed (Low Level); 2.501-3.250 = Agreed (High Level); 3.251 - 4.000 = Strongly Agreed (Very High Level)

Table 4.5 displayed the level of teachers' commitment to the students in universal basic education in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The four Likert rating scale of strongly disagree (1) to strongly agree (4) was used. Six (6) positive items were used to answer the level of teachers' commitment to the students. This study's findings showed that the principals "agreed" that their teachersare willing to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities ($\bar{x}$ = 2.592), 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($\bar{x}$ = 2.575), enjoy working with students ($\bar{x}$ = 2.549), have a strong desire to help each student develop his or her full potential ($\bar{x}$ = 2.642), and find it easy to spend extra time in preparing for the class ($\bar{x}$ = 2.633). The principals "disagreed" that their teachers are willing to exert efforts on behalf of both low and high achieving students ($\bar{x}$ = 2.262). The weighted mean ($\bar{x}$ = 2.535) and standard deviation (.810) indicated a high level of teachers' commitment to the students in universal basic education in Southwest, Nigeria as generally "agreed" by their principals.

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Table 4.6: Level of Teachers' Commitment to the Teaching Profession in UBE in Southwest, Nigeria (n = 911)

S/N	**Items** (My Teachers)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	loves teaching in the UBE	196 (21.5%)	224 (24.6%)	257 (28.2%)	234 (25.7%)	2.419	.828
2	are proud of the teaching profession	213 (23.4%)	255 (28.0%)	240 (26.3%)	203 (22.3%)	2.525	.792
3	readily defend the teaching occupation when necessary	224 (24.6%)	288 (31.6%)	203 (22.3%)	196 (21.5%)	2.593	.718
4	are happy to stay long in the teaching profession	206 (22.6%)	241 (26.5%)	238 (26.1%)	226 (24.8%)	2.469	.812
5	have affective attachment to the teaching profession	182 (20.0%)	231 (25.4%)	260 (28.5%)	238 (26.1%)	2.392	.870
6	engage in refreshers' courses that will help them stay abreast of happenings in the profession	185 (20.3%)	212 (23.3%)	254 (27.9%)	260 (28.5%)	2.353	.887

Indicator Mean = 2.500; Weighted Mean = 2.459; S.D = .818; Final Decision = Disagreed (Low Level)

Source: Field Work, 2025

KEY: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2; Strongly Disagreed (SD) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation

***Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Low Level); 1.751-2.500 = Disagreed (Low Level); 2.501-3.250 = Agreed (High Level); 3.251 - 4.000 = Strongly Agreed (Very High Level)

Table 4.6 displayed the level of teachers' commitment to the teaching profession in universal basic education in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The four Likert rating scale of strongly disagree (1) to strongly agree (4) was used. Six (6) positive items were used to answer the level of teachers' commitment to the teaching profession. This study's findings showed that the principals "disagreed" that their teachersloves teaching in the UBE ($\bar{x}$ = 2.419), are happy to stay long in the teaching profession ($\bar{x}$ = 2.469), have affective attachment to the teaching profession ($\bar{x}$ = 2.392), and engage in refreshers' courses that will help them stay abreast of happenings in the profession ($\bar{x}$ = 2.353). However, the principals "agreed" that their teachers are proud of the teaching

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profession ($\bar{x}$ = 2.525) and readily defend the teaching occupation when necessary ($\bar{x}$ = 2.593).The weighted mean ($\bar{x}$ = 2.459) and standard deviation (.818) indicated a low level of teachers' commitment to the teaching profession in universal basic education in Southwest, Nigeria as generally "disagreed" by their principals. The answer to research question one is that teachers have high level of commitment to the school and students but low level of commitment to the teaching/profession in universal basic education in Southwest, Nigeria.

Research Question Two: What is the level at which principals adopt administrative practices (supervision, involvement of teachers in decision-making and staff development practices) for administration of teachers in universal basic education in Southwest, Nigeria?

Table 4.7: Level at Which Principals Adopt Supervision Practices for Administration of Teachers in UBE in Southwest, Nigeria (n = 2,998)

S/N	**Items** (My School Principal)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	engages in routine classroom visitation to improve on teachers delivery of instruction	890 (29.7%)	795 (26.5%)	567 (18.9%)	746 (24.9%)	2.610	.726
2	uses constructive criticism to correct teacher's lapses on delivery of instruction	807 (26.9%)	771 (25.7%)	600 (20.0%)	820 (27.4%)	2.522	.791
3	checks teachers lesson notes to make sure they are up to date	601 (20.0%)	934 (31.2%)	893 (29.8%)	570 (19.0%)	2.522	.790
4	takes regular attendance of teachers' activities in the classroom to ensure teachers' commitment	688 (22.9%)	899 (30.0%)	784 (26.2%)	627 (20.9%)	2.550	.761
5	demonstrates new methods of delivering of instructions to the teachers	670 (22.3%)	1001 (33.4%)	821 (27.4%)	508 (16.9%)	2.613	.713
6	evaluates the outcome of instructional activities	958 (32.0%)	624 (20.8%)	580 (19.3%)	836 (27.9%)	2.568	.732

Indicator Mean = 2.500; Weighted Mean = 2.564; S.D = .752; Final Decision = Agreed (High Level)

Source: Field Work, 2025; KEY: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2; Strongly Disagreed (SD) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation; ***Threshold:** mean value of 1.000-1.750 =

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Strongly Disagreed (Very Low Level); 1.751-2.500 = Disagreed (Low Level); 2.501-3.250 = Agreed (High Level); 3.251 - 4.000 = Strongly Agreed (Very High Level)

Table 4.7 displayed the level at which principals adopt administrative practices such as supervision for administration of teachers in UBE in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The four Likert rating scale of strongly disagree (1) to strongly agree (4) was used. Six (6) positive items were used to answer the level at which principals adopt supervision practice for administration of teachers. This study's findings showed that the teachers "agreed" that their principals engage in routine classroom visitation to improve on teachers delivery of instruction ($\overline{x}$ = 2.592), use constructive criticism to correct teachers' lapses on delivery of instruction ($\overline{x}$ = 2.592), check teachers' lesson notes to make sure they are up to date ($\overline{x}$ = 2.592), take regular attendance of teachers' activities in the classroom to ensure their commitment ($\overline{x}$ = 2.592), demonstrate new methods of delivering of instructions to the teachers ($\overline{x}$ = 2.592), and evaluate the outcome of instructional activities ($\overline{x}$ = 2.592). The weighted mean ($\overline{x}$ = 2.564) and standard deviation (.752) indicated a high level of adoption of supervision practices for administration of teachers in UBE in Southwest, Nigeria.

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Table 4.8: Level at Which Principals Adopt the Practice of Involving Teachers in Decision-making for Administration of Teachers in UBE in Southwest, Nigeria (n = 2,998)

S/N	**Items** (My School Principal)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	adequately includes teachers in the school's governance activities such as budgeting process, supervision duties, drawing up the school calendar of events, duty allocation processes among others	587 (19.6%)	795 (26.5%)	867 (28.9%)	749 (25.0%)	2.407	.801
2	allows teachers to participate in school curriculum planning	599 (20.0%)	757 (25.3%)	921 (30.7%)	721 (24.0%)	2.412	.791
3	allows the teachers the chance to participate in designing work methods and objectives	788 (26.3%)	896 (29.9%)	702 (23.4%)	612 (20.4%)	2.620	.705
4	allows the teachers the opportunity to use their initiative and make contribution	851 (28.4%)	997 (33.3%)	649 (21.6%)	501 (16.7%)	2.733	.638
5	makes adequate consultations with the teachers before making key decisions in the school	792 (26.4%)	901 (30.1%)	698 (23.3%)	607 (20.2%)	2.626	.693
6	ensures teachers are adequately represented in the schools' decision making organs such as PTA etcetera	735 (24.5%)	800 (26.7%)	695 (23.2%)	768 (25.6%)	2.501	.771
Indicator Mean = 2.500; Weighted Mean = 2.550; S.D = .733; Final Decision = Agreed (High Level)							

Source: Field Work, 2025

KEY: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2; Strongly Disagreed (SD) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation

***Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Low Level); 1.751-2.500 = Disagreed (Low Level); 2.501-3.250 = Agreed (High Level); 3.251 - 4.000 = Strongly Agreed (Very High Level)

Table 4.8 displayed the level at which principals adopt administrative practices such as involvement of teachers in decision-making for administration of teachers in UBE in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The four Likert rating scale of strongly disagree (1) to strongly agree (4) was used. Six (6) positive items were used to answer the level at which principals adopt the practice of involving teachers in decision-making for administration of teachers. This study's findings showed that the teachers "disagreed" that their principals adequately include them in the schools' governance activities such as

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budgeting process, supervision duties, drawing up the calendar of events, duty allocation processes among others ($\bar{x}$ = 2.407), and allow teachers to participate in school curriculum planning ($\bar{x}$ = 2.412). The teachers however "agreed" that their principals (administrators) allow teachers the chance to participate in designing work methods and objectives ($\bar{x}$ = 2.620), allows the teachers the opportunity to use their initiative and make contribution ($\bar{x}$ = 2.733), makes adequate consultations with the teachers before making key decisions in the school ($\bar{x}$ = 2.626) and ensures teachers are adequately represented in the schools' decision making organs such as PTA etcetera ($\bar{x}$ = 2.501). The weighted mean ($\bar{x}$ = 2.550) and standard deviation (.733) indicated a high level of adoption of the practice of involving teachers in decision-making for administration of teachers in UBE in Southwest, Nigeria.

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Table 4.9: Level at Which Principals Adopt Staff Development Practices for Administration of Teachers in UBE in Southwest, Nigeria (n = 2,998)

S/N	**Items** (My School Principal)	**SA**	**A**	**D**	**SD**	$\bar{x}$	**Std. Dev.**
1	identifies the specific areas requiring retraining for teachers	532 (17.7%)	714 (23.8%)	982 (32.8%)	770 (25.7%)	2.336	.861
2	organizes in-service courses for teachers to attend	441 (14.7%)	626 (20.9%)	998 (33.3%)	933 (31.1%)	2.192	.910
3	mentors teachers to improve in their profession	544 (18.1%)	630 (21.0%)	976 (32.6%)	848 (28.3%)	2.290	.891
4	ensures seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises	578 (19.3%)	601 (20.0%)	853 (28.5%)	966 (32.2%)	2.336	.859
5	allows teachers to attend conferences in their area of profession	600 (20.0%)	721 (24.0%)	869 (29.0%)	808 (27.0%)	2.371	.843
6	creates meetings and study groups for teachers to help them improve in their knowledge and skills	580 (19.3%)	702 (23.4%)	850 (28.4%)	866 (28.9%)	2.332	.860

Indicator Mean = 2.500; Weighted Mean = 2.310 ; S.D = .871; Final Decision = Disagreed (Low Level)

Source: Field Work, 2025

KEY: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2; Strongly Disagreed (SD) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation
***Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Low Level); 1.751-2.500 = Disagreed (Low Level); 2.501-3.250 = Agreed (High Level); 3.251 - 4.000 = Strongly Agreed (Very High Level)

Table 4.9 displayed the level at which principals adopt administrative practices such as staff development practices for administration of teachers in UBE in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The four Likert rating scale of strongly disagree (1) to strongly agree (4) was used. Six (6) positive items were used to answer the level at which principals adopt staff development practices for administration for teachers. This study's findings showed that the teachers "disagreed" that their principals identify the specific areas requiring retraining for teachers ($\bar{x}$ = 2.336), organize in-service courses for teachers to attend ($\bar{x}$ = 2.192), mentor teachers to improve in their profession ($\bar{x}$ = 2.290), ensure

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seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises ($\bar{x}$ = 2.336), allow teachers to attend conferences in their area of profession ($\bar{x}$ = 2.371), and create meetings and study groups for teachers to help them improve in their knowledge and skills ($\bar{x}$ = 2.332). The weighted mean ($\bar{x}$ = 2.310) and standard deviation (.871) indicated a low level of adoption of the staff development practices for administration of teachers in UBE in Southwest, Nigeria. The answer to research question two is that the level at which principals adopt administrative practices is high for supervision and involvement of teachers in decision-making but low for staff development practices for administration of teachers in universal basic education in Southwest, Nigeria.

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Research Question Three: What is the level at which employee benefits (insurance benefits, fringe benefits and paid time off benefits) are provided for teachers in universal basic education in Southwest, Nigeria?

Table 4.10: Level at Which Insurance Benefits are Provided for Teachers in UBE in Southwest, Nigeria (n = 2,998)

S/N	**Items** (Level at which I am provided)	VHL	HL	LL	VLL	$\bar{x}$	Std. Dev.
1	Health/Medical Insurance	423 (14.1%)	681 (22.7%)	995 (33.2%)	899 (30.0%)	2.209	.921
2	Life Insurance	390 (13.0%)	563 (18.8%)	1047 (34.9%)	998 (33.3%)	2.115	.943
3	Motor Insurance	356 (11.8%)	524 (17.5%)	1205 (40.2%)	913 (30.5%)	2.108	.954
4	Property Insurance	263 (8.8%)	367 (12.2%)	1005 (33.5%)	1363 (45.5%)	1.843	.991
5	Liability Insurance	300 (10.0%)	462 (15.4%)	1183 (39.5%)	1053 (35.1%)	2.003	.971

Indicator Mean = 2.500; Weighted Mean = 2.056; S.D = .956; Final Decision = Low Level

Source: Field Work, 2025

KEY: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation
***Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.10 displayed the level at which insurance benefits are provided for teachers in UBE in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The rating scale of very low level (1) to very high level (4) was used. Five (5) positive items were used to answer the level at which insurance benefits are provided for teachers. This study's findings showed that the teachers are provided health/medical insurance ($\bar{x}$ = 2.209), life insurance ($\bar{x}$ = 2.115), motor insurance ($\bar{x}$ = 2.108), property insurance ($\bar{x}$ = 1.843) and liability insurance ($\bar{x}$ = 2.003) at a "low level". The weighted mean ($\bar{x}$ = 2.056) and standard deviation (.956) indicated a low level of provision of insurance benefits for teachers in UBE in Southwest, Nigeria.

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Table 4.11: Level at Which Fringe Benefits are Provided for Teachers in UBE in Southwest, Nigeria (n = 2,998)

S/N	**Items** (Level at which I am provided)	VHL	HL	LL	VLL	$\bar{x}$	Std. Dev.
1	Compensation	572 (19.1%)	995 (33.2%)	721 (24.0%)	710 (23.7%)	2.477	.782
2	Leave Bonuses	601 (20.0%)	964 (32.2%)	871 (29.1%)	562 (18.7%)	2.535	.738
3	Housing Allowance	511 (17.0%)	998 (33.3%)	743 (24.8%)	746 (24.9%)	2.426	.811
4	Car Allowance	630 (21.0%)	863 (28.8%)	791 (26.4%)	714 (23.8%)	2.470	.786
5	Pension Scheme	896 (29.9%)	1502 (50.1%)	324 (10.8%)	276 (9.2%)	3.009	.637

Indicator Mean = 2.500; Weighted Mean = 2.583; S.D = .751; Final Decision = High Level

Source: Field Work, 2025

KEY: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation
***Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.11 displayed the level at which fringe benefits are provided for teachers in UBE in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The rating scale of very low level (1) to very high level (4) was used. Five (5) positive items were used to answer the level at which fringe benefits are provided for teachers. This study's findings showed that the teachers are provided compensation ($\bar{x}$ = 2.477), housing allowance ($\bar{x}$ = 2.426), and car allowance ($\bar{x}$ = 2.470) at a "low level". The teachers are however provided leave bonuses ($\bar{x}$ = 2.535) and pension scheme ($\bar{x}$ = 3.009) at a high level. The weighted mean ($\bar{x}$ = 2.583) and standard deviation (.751) indicated a high level of provision of fringe benefits for teachers in UBE in Southwest, Nigeria.

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Table 4.12: Level at Which Paid Time Off Benefits are Provided for Teachers in UBE in Southwest, Nigeria

S/N	**Items** (Level at which I am provided)	n	VHL	HL	LL	VLL	$\bar{x}$	Std. Dev.
1	Vacation Leave	2998	728 (24.3%)	905 (30.2%)	715 (23.8%)	650 (21.7%)	2.571	.702
2	Sick Leave	2998	776 (25.9%)	993 (33.1%)	677 (22.6%)	552 (18.4%)	2.665	.651
3	Maternity Leave	1501 (married female teachers only)	641 (42.7%)	759 (50.6%)	47 (3.1%)	54 (3.6%)	3.324	.619
4	Leave of Absence	2998	741 (24.7%)	933 (31.1%)	647 (21.6%)	677 (22.6%)	2.580	.683
5	In-service Training	2998	798 (26.6%)	937 (31.3%)	589 (19.6%)	674 (22.5%)	2.620	.671
	Indicator Mean = 2.500; Weighted Mean = 2.752; S.D = .665; Final Decision = High Level							

Source: Field Work, 2025

KEY: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1; $\bar{x}$ = Mean; Std. Dev. = Standard Deviation
***Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.12 displayed the level at which Paid Time Off benefits are provided for teachers in UBE in Southwest, Nigeria. Descriptive statistics such as the mean, standard deviation, frequency and percentages were used to answer the question. The rating scale of very low level (1) to very high level (4) was used. Five (5) positive items were used to answer the level at which Paid Time Off benefits are provided for teachers. This study's findings showed that the teachers are provided vacation leave ($\bar{x}$ = 2.571), sick leave ($\bar{x}$ = 2.665), leave of absence ($\bar{x}$ = 2.580) and In-service training ($\bar{x}$ = 2.620) all with pay at a high level. The female married teachers who have gone through maternity are provided maternity leave ($\bar{x}$ = 3.324) with pay at a very high level. The weighted mean ($\bar{x}$ = 2.752) and standard deviation (.665) indicated a high level of provision of Paid Time Off

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benefits for teachers in UBE in Southwest, Nigeria. The answer to research question three is that the level at which employee benefits are provided for teachers in universal basic education in Southwest, Nigeria is low for insurance benefits but high for fringe benefits and paid time off benefits.

4.4 Test of Hypotheses

$H_0$1: There will be no joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria

Table 4.13: Multiple Regression Analysis and Model Summary for joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	325.818	6	54.303	4.928	.001*	Significant
	Residual	9961.968	904	11.020			
	Total	10287.786	910				

Model Summary

R = .179
R Square = .032
Adjusted R Square = .026
Standard Error of the Estimate = 3.31964

Dependent Variable: Teachers Commitment to UBE
Predictors: (Constant), involvement of teachers in decision-making, fringe benefits, paid time off benefits, insurance benefits, staff development practices, supervision
*_Anova value is significant at P<0.05_*
Field Work, 2025

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Table 4.13 showed that there exists a significant joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria ($F_{6, 904} = 4.928$, *P<0.05*). This result showed that the model is a very good fit of the data. The null hypothesis which states that there is no significant joint contribution of principals' administrative practices and employee benefits to teachers' commitment in universal basic education in Southwest, Nigeria was rejected. The alternate hypothesis was thus accepted.

In the model summary (R = .179; RSquare = .032; Adjusted RSquare = .026), the R value, also known as the multiple corr elation coefficient, shows the strength and direction of the linear relationship between the dependent variable (teachers' commitment) and all independent variables (principals' administrative practices and employee benefits) taken together. It usually ranges from 0 to 1, with higher values indicating a stronger relationship. Thus the R value of 0.179 indicates a good relationship between the variables. The positive sign of "R" means that as the independent variables increase, the dependent variable tends to increase. The R-squared indicates the proportion of the total variance in the dependent variable (teachers' commitment) that is explained by the independent variables (principals' administrative practices and employee benefits) in the model. Thus, the R-square value of .032 shows that 3.2% proportion of variance in teachers' commitment can be explained by principals' administrative practices and employee benefits.

However, the adjusted R square value Contribution Shows the amount of variances Joint Contribution that gives a more accurate report. The adjusted R square value of .026 indicates that the predictors (principals' administrative practices and employee benefits)

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explain 2.6% variation in teachers' commitment in in universal basic education in Southwest, Nigeria. Therefore, the other 97.4% could be caused by errors or predictors other than those included in the model 1.

$H_0$2: There will be no significant relative influence of relative influence of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria

Table 4.14: Coefficients of Multiple Regression Analysis for therelative influence of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Standard Error	Beta		
1	(Constant)	54.021	2.147		25.161	.000
	Supervision	.193	.082	.081	2.354	.033*
	Involvement of teachers in decision-making	.206	.077	.094	2.675	.021*
	Staff Development Practices	.184	.085	.072	2.165	.038*
	Insurance Benefits	-.137	.084	-.060	-1.631	.099
	Fringe Benefits	.297	.078	.152	3.808	.003*
	Paid Time Off Benefits	.262	.081	.137	3.235	.008*

Dependent Variable: Teachers Commitment to UBE

*t-value significant at ***P<0.05***

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Source: Fieldwork, 2024

Table 4.14 showed that the beta (β) standardized coefficients and t- values for 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) all have significant relative influence on teachers' commitment to universal basic education (UBE) at $P<0.05$. This finding means that supervision, involvement of teachers in decision-making, staff development practices, fringe benefits and paid time off benefits add significant relative contribution to explaining the variability in teachers' commitment to UBE.

The beta (β) standardized coefficient and t- value for Insurance Benefits (β = -.060; t = -1.631; Sig. = .099) do not have a significant relative influence on teachers' commitment to universal basic education (UBE) at $P>0.05$. This result could suggest that insurance benefits do not add any significant contribution to explaining the variability in teachers' commitment to UBE. The beta (β) standardized coefficient values also indicate the strength of influence of each predictor on the dependent variable (teachers' commitment to UBE). Based on the beta (β) standardized coefficient values, fringe benefits (β = .152) has a greater relative influence on teachers' commitment to the UBE followed by paid time off benefits (β = .137), involvement of teachers in decision-making (β = .094) and supervision (β = .081). Staff development practices (β = .072) has the least significant relative influence on teachers' commitment. This finding is useful for educational stakeholders as they will know which predictors to give more attention to in enhancing teachers' commitment in the UBE program.

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Lastly, the positive (+) unstandardized coefficient (B) value showed that holding other variables constant, a unit increase in supervision, involvement of teachers in decision-making, staff development practices, fringe benefits and paid time off benefits would result to an increase in teachers' commitment to UBE by 0.193, 0.206, 0.184, 0.297 and 0.262 respectively. The general form of the equation ($Y= \beta_0+ \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 +\varepsilon$) to predict teachers' commitment to UBE from supervision, involvement of teachers in decision-making, staff development practices, insurance benefits, fringe benefits and paid time off benefits is:

Predicted teachers' commitment (Y) = 54.021 + (.193 x supervision) + (.206 x involvement of teachers in decision-making) + (.184 x staff development practices) - (.137 x insurance benefits) + (.297 x fringe benefits) + (.262 x paid time off benefits).

4.5 Discussion of Findings

This research work was carried out to investigate principal administrative practices and employee benefits as correlates of teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. Principal administrative practices was determined using indices such as: supervision, involvement of teachers in decision-making and staff development practices. Employee Benefits was determined using benefits such as insurance benefits, fringe benefits and paid time off benefits. However, teachers' commitment towards Universal Basic Education (UBE) was ascertained using measures such as teachers' commitment to the school, students and teaching/profession. In discussing the findings of the study, prior studies similar or closely related to this study's findings on the variables and relationship among the variables are juxtaposed and/or contrasted.

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4.5.1 Demographic Information

Frequency distribution of demographic characteristics of principals revealed that 43.9% are males while 56.1% are females. Furthermore, majority (49.5%) of them are 51 years of age and above whereas the less of them (6.8%) are within 31-40 years of age. Most of the principals (40.5%) have Master's degree and 30.7% have MPhil/PhD degree. However, 17.6% have bachelor's degree while 11.2% have a post graduate diploma. Lastly, a major portion of the principals, 357 (39.3%) have 15-21 years of educational experience whereas very few (12.5%) have 28 years of experience and above. This result completely disagrees with the study on "Gender and Educational Qualification as Correlates of Principals' Performance in the Management of Senior Secondary Schools in Rivers State" which revealed that most principals are males, have Bachelor's degree and are less than 55 years of age[1]. The differences observed in the results could be because they were both conducted in different geo-political zones of the country.

The findings partially disagree with that of a study which revealed that most principals in Oyo State, Southwest Nigeria are males, within 45 to 57 years of age having Post graduate degrees[2]. The differences observed in the result could be that this current study was conducted in the entire Southwest while the former study was carried out in only Oyo State. The findings almost completely agree with that of a work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed that majority of the principals are females, within 40-58 years of age, have Bachelor's degree and within 22-28 years of teaching experience[3]. Although both studies were carried out in Southwest, Nigeria, the differences could be that they were carried out in two different years (the former was conducted in year 2022 while the latter in year 2024) and two different schools (the

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former was carried out in senior secondary schools whereas the latter was conducted in public junior secondary school in UBE).

Frequency distribution of demographic characteristics of teachers revealed that 41.6% of them are males while 58.4% are females. Majority (45.4%) of the teachers are within 41-50 years of age whereas very few of them (7.3%) are within 21-30 years of age. Most of the teachers (47.6%) have Bachelor's degree which is followed by 18.6% with Post Graduate Diploma (PGD) immediately followed by 17.6% who have Master's degree. Only 10.3% of them have National Certificate of Education (NCE) and just 5.9% have MPhil/PhD degree. A major portion of the teachers, 855 (28.5%) have 8-14 years of teaching experience while very few of them, 419 (14.0%) have 28 years of teaching experience and above. This finding is supported by the work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed that majority of the teachers are females, within 21-39 years of age, have Bachelor's degree and within 8-14 years of teaching experience[3]. The similarities could be that they were both carried out in Southwest Nigeria and in secondary school sector.

The result is in consonance with the work on "Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria" which also noted that most teachers are females, have first degree (Bachelors) and above 10 years of educational experience[4]. This result corroborates that of a study on "Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest, Nigeria" which also showed that majority of teachers are females, have Bachelor's degree, above 10 years of teaching experience and above 40 years of age[5]. These results are similar with the present study because they were probably both carried out in Southwest Nigeria.

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4.5.2 Teachers' Commitment to the UBE

Research question one which is - What is the level of teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria? Revealed that teachers have high level of commitment to the school and students but low level of commitment to the teaching/profession.This finding partially aligns with a work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed low level of teachers' commitment to the school, students and profession[3]. Although both studies were carried out in Southwest, Nigeria, the differences could be that they were carried out in two different years (the former was conducted in year 2022 while the latter in year 2024) and two different schools (the former was carried out in senior secondary schools whereas the latter was conducted in public junior secondary school in UBE). This finding however do not corroborate that of a work on "Demographic Indices as Predictor of Science Teachers' Job Commitment in Secondary Schools in Ogun State, Nigeria" which showed poor commitment of teachers to the school, students and profession[6]. The differences observed in both studies could be that the former was carried out only among science teachers and in Ogun state whereas the latter was carried out on all the teachers and in the entire Southwest, Nigeria.

This study's finding almost completely disagree with that of a work on "Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria" which revealed that the commitment of teachers to the teaching profession, to teaching and learning and commitment to school was generally low in Osun State secondary schools[7]. The differences observed in both studies could be that the former was carried out in the year 2019 and only in Osun State whereas the latter was conducted in the year 2024 and in the entire Southwest region. This study's findings almost completely agree with the work on

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"Job Commitment as a Correlate of Teachers' Productivity in Public Primary Schools in South West, Nigeria" which revealed high level of teachers' commitment to the school, students and profession[8]. The similarities could be that they were both carried out in UBE in Southwest Nigeria. However, the little differences could that the former was carried out in the primary school sector whereas the latter was done in the junior secondary school segment. This finding is almost completely supported by the work on "Analysis of Secondary Schools Teachers' Commitment in Kwara State, Nigeria" which showed that teachers' commitment to school in areas of class attendance and preparation of lesson were always good (very high) while their commitment to students in areas of extracurricular activities, students discipline and students' assessment were found to be moderately good (high)[9]. The difference observed in both studies could be that the former was carried out in the year 2020 and only in Kwara State whereas the latter was conducted in the year 2024 and in the entire Southwest region.

4.5.3 Principals' Administrative Practices

Research question two which is - What is the level at which principals adopt administrative practices (supervision, involvement of teachers in decision-making and staff development practices) for administration of teachers in universal basic education in Southwest, Nigeria? Revealed that the level at which principals adopt administrative practices is high for supervision and involvement of teachers in decision-making but low for staff development practices for administration of teachers. The findings is supported by the work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed low level of principals' motivational strategies in areas of in-service training but high in consultation of teachers in decision-making[3]. Both findings are somewhat similar because they were both carried out in Southwest, Nigeria.

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This result is partially supported by the work on "Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria" which showed a high level of principals' administrative strategies in areas of involving teachers in decision making, delegation of duties, open communication and staff development practices in the secondary schools[10]. Perhaps, the differences in both studies could be differences in the geographical areas they were carried out. The former was carried out in Enugu in South east Nigeria whereas the latter was done in Southwest Nigeria.

This study's result is in consonance with that of a work on "Principals' Administrative Roles and Teachers' Instructional Task Performance as Correlates of Secondary School Effectiveness in Southwest Nigeria" which revealed a high level of Principals' Administrative Roles in areas of supervision, staff motivation, school facilities maintainance and participation of teachers in decision-making processes[11]. Similarities observed in both studies could be that they were both carried out in Southwest Nigeria and in secondary schools. This study's findings almost completely disagrees with the work on "Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Osun State" which showed high level of adoption of administrative strategies in areas of committee system, mentoring (staff development), team work, delegation of duties and participatory management[12]. The differences in the results could be that the former study was carried out in only Osun state whereas the present study was conducted in the entire Southwest, Nigeria.

4.5.4 Employee Benefits

Research question three which is - What is the level at which employee benefits (insurance benefits, fringe benefits and paid time off benefits) are provided for teachers in

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universal basic education in Southwest, Nigeria? Revealed that the level at which employee benefits are provided for teachers is low for insurance benefits but high for fringe benefits and paid time off benefits. The findings is not supported by the work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed poor or low level of principals' motivational strategies in areas of incentives such as remuneration, bonuses, allowances and various employee benefits[3]. Although both studies were carried out in Southwest region of Nigeria, they were carried out in two different segments of secondary school education. The former was carried out in senior secondary school whereas the latter was conducted in junior secondary schools in UBE.

This study's finding partially agrees with the work on "School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria" which revealed a high level of support services such as library support, health bonuses and insurance, incentives and mentoring services[13]. The differences in the results could be that the former study was carried out in only Ogun state whereas the present study was conducted in the entire Southwest, Nigeria. This result does not align with that of a work on "Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria" which revealed that teachers receive low level of fringe, insurance and paid time off benefits[14]. Although both studies were carried out in Southwest region of Nigeria, they were carried out in two different educational sector. The former was carried out in primary school whereas the latter was conducted in junior secondary schools in UBE.

4.5.5 Relationship between Principals' Administrative Practices, Employee Benefits and Teachers' Commitment to UBE

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The analysis of hypothesis one showed a significant joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria. The findings is supported by the work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed joint contribution of in-service training, consultation of teachers in decision-making and incentives (fringe benefits, bonuses and allowances) on teachers' job satisfaction and commitment[3]. The similarities in both findings could be that they were both carried out in secondary schools in Southwest Nigeria.

This result is supported by the work on "Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria" which showed a high positive significant relationship existing between principals' administrative strategies in decision making, delegation of duties, open communication and staff welfare and teachers' job performance in secondary schools[10]. The similarities in both findings could be that they were both carried out in secondary schools in Nigeria although in various geographical areas. This result is in consonance with that of a work on "Principals' Administrative Roles and Teachers' Instructional Task Performance as Correlates of Secondary School Effectiveness in Southwest Nigeria" which revealed a significant joint contribution of principals' administrative roles and staff motivation on teachers' instructional task performance[11]. The similarities in both findings could be that they were both carried out in secondary schools in Southwest Nigeria.

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This finding also aligns with the work on "Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Osun State" which showed joint significant influence of principals' administrative strategies in areas of committee system, mentoring (staff development), team work, delegation of duties and participatory management on teachers' job performance[12]. The similarities in both findings could be that they were both carried out in secondary schools in States in Southwest Nigeria. This finding somehow agrees with the work on "School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria" which revealed a significant joint contribution of principal administrative skills and school support services to teacher job commitment[13]. The similarities in both findings could be that they were both carried out in secondary schools in States in Southwest Nigeria.

This finding is in line with that of a work on "Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria" which revealed a significant joint influence of employee benefits on teachers' job satisfaction[14]. The similarities in both findings could be that they were both carried out in schools in Southwest Nigeria. This result is also in consonance with that of a work on "Principals' administrative practices for effective teachers' job performance in public senior secondary schools in Rivers State" which revealed that principal's administrative practices, such as instructional supervision, transformational leadership styles, and effective communication, significantly enhanced teachers' job performance in the schools[15]. The similarities in both findings could be that they were both carried out in secondary schools in Nigeria. This result partially agrees with a work which revealed a weak significant correlation between Principals' Managerial Practices as Predictor of

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Teacher Effectiveness in Public Senior Secondary Schools in Ogun-East Senatorial District, Nigeria[16].

The analysis of hypothesis two revealed that supervision, involvement of teachers in decision-making, staff development practices, fringe benefits and paid time off benefits except insurance benefits all have significant relative influence on teachers' commitment to universal basic education (UBE) at $P<0.05$. The findings is partially supported by the work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria" which showed relative influence of in-service training, consultation of teachers in decision-making and incentives (fringe benefits, bonuses and allowances) on teachers' job satisfaction and commitment[3]. The little differences in both findings could be that the former was carried out in senior secondary schools in Southwest Nigeria whereas this present study was done in junior secondary schools in UBE.

This result is supported by the work on "Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria" which showed a high positive relative significant influence of teachers' involvement in decision making, professional development and staff welfare on teachers' job performance in secondary schools[10]. The similarities in both findings could be that they were both carried out in secondary schools in States in Nigeria although in two different geo-political zone. This result is in alignment with the work on "Principals' Administrative Roles and Teachers' Instructional Task Performance as Correlates of Secondary School Effectiveness in Southwest Nigeria" which revealed a significant relative contribution of principals' supervision role, school facilities maintainance, participation of teachers in decision-making processes and staff

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motivation, on teachers' instructional task performance[11]. The similarities in both findings could be that they were both carried out in secondary schools in Southwest, Nigeria.

This findings aligns with the work on "Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Osun State" which showed significant relative influence of committee system, mentoring (staff development), team work, delegation of duties and participatory management (participation in decision-making) on teachers' job performance[12]. The similarities in both findings could be that they were both carried out in secondary schools in States in Southwest, Nigeria. This finding somewhat agrees with the work on "School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria" which revealed a significant relative influence of principals' supervisory, communication and staff development skills and library, and health incentives and mentoring services on teacher job commitment[13]. The similarities in both findings could be that they were both carried out in secondary schools in States in Southwest, Nigeria.

This result almost completely disagrees with the work on "Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria" which revealed that only fringe and insurance benefits had relative significant influence on teachers' job satisfaction. Paid time off had no significant relative influence on teachers' job satisfaction[14]. The differences observed in both findings could be that the former was carried out in public primary school whereas the latter was conducted in public junior secondary schools in UBE. This finding aligns with that of a work on "Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria" which revealed significant relative influence of administrative practices of principals in areas of supervision and involvement of teachers in decision-making, on teachers' job performance in Rivers state[17]. The similarities in both findings

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could be that they were both carried out in secondary schools in States in Nigeria although in two different geo-political zone.

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Chapter Five

Summary, Conclusion and Recommendations

This chapter shows the summary of findings, and provides conclusion and recommendations based on the findings. It also provides the conceptual, empirical and theoretical contribution to knowledge and suggested area for further studies on the subject area.

5.1 Summary of Findings

This research work was carried out to examine principal administrative practices and employee benefits as correlates of teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. Summary of the demographic characteristics of principals showed that 43.9% are males while 56.1% are females. Also, a major portion of them (49.5%) are 51 years of age and above. Most of them (40.5%) have Master's degree and a major portion of the principals (39.3%) have 15-21 years of educational experience. Summary of the demographic characteristics of teachers showed that 41.6% are males while 58.4% are females. Majority (45.4%) are within 41-50 years of age. Most of the teachers (47.6%) have Bachelor's degree and a major portion of them (28.5%) have 8-14 years of teaching experience.

The answer to research question one is that teachers have high level of commitment to the school ($\bar{x}$ = 2.542) and students ($\bar{x}$ = 2.535) but low level of commitment to the teaching/profession ($\bar{x}$ = 2.459) in universal basic education in Southwest, Nigeria. The answer to research question two is that the level at which principals adopt administrative practices is high for supervision ($\bar{x}$ = 2.564) and involvement of teachers in decision-making ($\bar{x}$ = 2.550) but low for staff development practices ($\bar{x}$ = 2.310) for administration of teachers in universal basic education in Southwest, Nigeria. The answer to research

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question three is that the level at which employee benefits are provided for teachers in universal basic education in Southwest, Nigeria is low for insurance benefits ($\bar{x}$ = 2.056) but high for fringe benefits ($\bar{x}$ = 2.583) and paid time off benefits ($\bar{x}$ = 2.752).

Analysis of hypothesis one showed that there exists a significant joint contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria ($F_{6, 904}$ = 4.928, *P<0.05*). Analysis of hypothesis two showed that the beta (β) standardized coefficients and t- values for 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) all have significant relative influence on teachers' commitment to universal basic education (UBE) at *P<0.05*. The beta (β) standardized coefficient and t- value for Insurance Benefits (β = -.060; t = -1.631; Sig. = .099) do not have a significant relative influence on teachers' commitment to universal basic education (UBE) at *P>0.05*.

5.2 Conclusion

On the basis of the summary of findings, it can be generally concluded that principals' administrative practices and employee benefits significantly influence teachers' commitment in universal basic education in Southwest, Nigeria. Specifically, it can be concluded that principals' high level of adoption of supervision and involvement of teachers in decision-making practices and low level of adoption of staff development practices and high provision of fringe and paid time off benefits and low provision of

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insurance benefits could be responsible for the high level of teachers' commitment to the school and students but low level of commitment to the teaching profession.

5.3 Recommendations

On the basis of this study's findings, the researcher proposes the following recommendations:

1. Efforts should be made specifically to understanding why teachers still have low level of commitment to the teaching profession. This should be done with the sole aim of treating the situation urgently and ensuring that teachers stay loyal to their profession and not seek alternatives outside the profession so as to reduce attrition rate of teachers. Lesser number of teachers in the profession will hinder the progress of universal basic education in the Southwest region and nation.
2. In this study, the commitment of teachers to the school and students was high. However, efforts should still be made to ensuring that teachers' level of commitment to the UBE schools and students improve from a high level to a very high level to ensure greater performance and productivity of the teachers. This will help in the achievement of the goals, objectives, mission and vision of Universal Basic Education in Southwest, Nigeria.
3. Principals should be encouraged to improve their level of supervision and involvement of teachers in decision-making and management from a high level to a much higher level as this is needed for thorough administration of teachers in UBE. They should also do all they can to ensure that they drastically seek and improve staff development through seminars, workshops, conferences, mentorship and overall education. Whatever the principals need to ensure they improve their administrative practices in areas of supervision, participatory management and

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staff development should be provided to them by the government and various educational stakeholders so they can improve their administrative practices and invariable improve teachers' commitment.

4. The level at which fringe and paid time off benefits are provided to teachers should be improved from high level to a very high level by the government. Attention should be specifically given to improving the low level of provision of insurance benefits for teachers. Improvement in the provision of fringe and paid time off benefits will invariable improve teachers' commitment to the school, students and teaching profession.

5.4 Contribution to Knowledge

This research has added to knowledge conceptually, empirically and theoretically by addressing various gaps in literature.

i. Conceptual Contribution

Various concepts and constructs were used and discussed in this study. They included administrative practices, supervision, involvement of teachers in decision-making, staff development practices, employee benefits, insurance benefits, fringe benefits, paid time off benefit, teachers' commitment to the school, students and teaching/profession and universal basic education. Some previous studies failed to thoroughly demystify the above concepts and variables as they were done in this present study. Hence, this study has contributed to knowledge by providing a better insights and clarification of the above concepts than the way they were used and discussed in prior studies.

ii. Empirical Contribution

Previous empirical studies showed that there are dearth of scholarly works on the level of teachers' commitment to the school, students and profession in universal basic education

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in Southwest, Nigeria. A thorough examination of the previous studies revealed huge scarcity of works on principal administrative practices (supervision, involvement of teachers in decision-making and staff development practices) on teachers' commitment in UBE. Most previous studies focused more on the influence of principal administrative strategies, techniques and even practices on teachers' job performance and effectiveness but rarely on teachers' commitment.

Also, a thorough examination of the above studies revealed huge scarcity of studies on employee benefits (insurance benefits, fringe benefits and paid time off benefits) on teachers' commitment in UBE. The few previous studies focused more on the influence of employee benefits on teachers' satisfaction and the teaching process not teachers' commitment. This study therefore contributes to empirical knowledge by revealing that there exists a significant joint and relative contribution of principals' administrative practices (supervision, involvement of teachers in decision-making and staff development practices) and employee benefits (insurance benefits, fringe benefits and paid time off benefits) to teachers' commitment (to the school, students and teaching/profession) in universal basic education in Southwest, Nigeria.

iii. Theoretical Contribution

This study was anchored on Path-Goal theory of administration was proposed by a theorist in 1971. This theory supports the influence of administrative practices of principals on commitment of teachers in UBE. Principals as administrators adopt various administrative practices with regards to their beliefs, observations and what they feel is best suited to the teachers' needs and the working environment so that they may guide the teachers through their path in the obtainment of their daily work activities (goals and tasks)". This implies that the principal adopts an administrative practice, strategy or behaviour that he or she considers the most appropriate in his/her administration to suit

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the teachers' needs and hence improve their commitment. These practices include – supervision, involvement of teachers in decision-making and staff development practices.

This study was also anchored on Herzberg's Motivation-Hygiene theory, also known as the 'Two-Factor theory was propounded by a theorist in 1967. This theory renders support to the influence of employee benefits on teachers' commitment. According to the Herzberg's theory, when the hygiene predictors (that is, extrinsic predictors such as employee benefits) are not maintained at an adequate level, it result to job dissatisfaction which de-motivates the UBE teachers and invariably affects their commitment. Employee benefit is indeed a primary extrinsic and contextual predictor contributing to dissatisfaction. It is clearly a crucial and necessary predictor which can both lead to motivation and de-motivation of UBE teachers. It can also function as a motivator. Apart from the hygiene predictors, the motivational predictors (that is, intrinsic predictor) such as attainment, responsibility, work itself, recognition and career advancement are also needed for UBE teachers to be motivated and satisfied. In summary, the theory provides a basis for the influence of both hygiene and motivation predictors such as employee benefits and staff development on UBE teachers' motivation and commitment in schools.

This study has thus contributed theoretically by providing useful and relevant application of Path-Goal theory of administration andHerzberg's Motivation-Hygiene theory to the study on "principal administrative practices and employee benefits as correlates of teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria" other than the way they were used in previous studies. Many closely related studies in the past did not use the theory to support the influence of these independent variables (principal administrative practices and employee benefits) on the dependent variable (teachers' commitment towards Universal Basic Education (UBE).

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5.5 Suggested Areas of Further Research

In further studies, qualitative research approach which involve the use of in-depth interviews, case studies and focus group discussions can be adopted to provide qualitative information on the research topic. Mixed study research design can therefore be used in further study. The demographic characteristics of the teachers could be considered as moderating variables in further studies. This will help to ascertain if there exists significant moderating influence of teachers' age, gender, years of educational experience, and academic qualifications on their commitment to UBE or the relationship between the independent variables (principal administrative practices and employee benefits) and the dependent variable (teachers' commitment towards Universal Basic Education).

Other sectors within Universal Basic Education such as primary or elementary school can be used in further studies. More indices of principal administrative practices and employee benefits could be used in further studies. Mediating or intervening variables may be used in further studies to show if principal administrative practices and employee benefits influence teachers' commitment towards Universal Basic Education through another variable (s).

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Statistical Report

Post Primary Education Profile for Southwest States, Nigeria (2023)

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Appendices

Appendix I: Research Instruments

Research Questionnaire I

Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

Dear Respondent,

I am a student of the above named university. I am carrying out a research on administrative practices of principals and benefits on commitment of teachers in public junior secondary schools in the UBE in Southwest, Nigeria. Please take a few minutes of your time to answer the following questions. Your voluntary assistance will be highly appreciated. Thank you.

SECTION A: Demographic Information: Tick (√) in the box appropriate to your response **(to be answered by principals)**

1. **Gender:** Male [ ] Female [ ]
2. **Age:** 21 – 30 years [ ] 31 – 40 years [ ] 41 – 50 years [ ] 51 years and above [ ]
3. **Highest Educational Qualification:** NCE [ ] OND [ ] HND [ ] Bachelor's degree [ ] Master's degree [ ] MPhil [ ] PhD [ ] Others (Please specify)_____
4. **Years of Teaching Experience:** 1-7 years [ ] 8– 14 years [ ] 15 – 21 years [ ] 22-28 years [ ] 28 years and above [ ]

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SECTION B: Teachers Commitment towards the UBE

Please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√) SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD=Strongly Disagree (1)

S/N	Items (My teachers)	SA 4	A 3	D 2	SD 1
	Commitment to the School				
1	believe and accept the goals and values of the school				
2	are willing to exert effort to act upon the goals of the school				
3	have a strong desire to maintain membership in the school				
4	are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward				
5	are ready to protect and defend the school				
6	find it easy to cope with school's policies, laws and regulations				
	Commitment to the Learners				
7	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				
8	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				
9	are willing to exert efforts on behalf of both low and high achieving students				
10	enjoy working with students				
11	have a strong desire to help each student develop his or her full potential				
12	find it easy to spend extra time in preparing for the class				
	Commitment to Teaching and their Profession				
13	loves teaching in the UBE				
14	are proud of the teaching profession				
15	readily defend the teaching occupation when necessary				
16	are happy to stay long in the teaching profession				
17	have affective attachment to the teaching profession				
18	engage in refreshers' courses that will help them stay abreast of happenings in the profession.				

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Research Questionnaire II

Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

Dear Respondent,

I am a student of the above named university. I am carrying out a research on administrative practices of principals and benefits on commitment of teachers in public junior secondary schools in the UBE in Southwest, Nigeria. Please take a few minutes of your time to answer the following questions. Your voluntary assistance will be highly appreciated. Thank you.

SECTION A: Demographic Information: Tick (√) in the box appropriate to your response **(to be answered by teachers)**

1. **Gender:** Male [ ] Female [ ]
2. **Age:** 21 – 30 years [ ] 31 – 40 years [ ] 41 – 50 years [ ] 51 years and above [ ]
3. **Highest Educational Qualification:** NCE [ ] OND [ ] HND [ ] Bachelor's degree [ ] Master's degree [ ] MPhil [ ] PhD [ ] Others (Please specify)_____
4. **Years of Teaching Experience:** 1-7 years [ ] 8– 14 years [ ] 15 – 21 years [ ] 22-28 years [ ] 28 years and above [ ]

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SECTION B: Administrative Practices

Please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√) SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD=Strongly Disagree (1)

S/N	Items (My School Principal)	SA 4	A 3	D 2	SD 1
	Supervision				
1	engages in routine classroom visitation to improve on teachers delivery of instruction				
2	uses constructive criticism to correct teacher's lapses on delivery of instruction				
3	checks teachers lesson notes to make sure they are up to date				
4	takes regular attendance of teacher's activities in the classroom to ensure teacher commitment				
5	demonstrate new methods of delivering of instructions to the teachers				
6	evaluates the outcome of instructional activities				
	Involvement in Decision-Making				
7	adequately include teachers in the school's governance activities such as budgeting process, supervision duties, drawing up the school calendar of events, duty allocation processes among others				
8	allows teachers to participate in school curriculum planning				
9	allows the teachers the chance to participate in designing work methods and objectives				
10	allows the teachers the opportunity to use their initiative and make contribution				
11	makes adequate consultations with the teachers before making key decisions in the school				
12	ensures teachers are adequately represented in the schools' decision making organs such as PTA etcetera				
	Staff Development Practices				
13	identifies the specific areas requiring retraining for teachers				
14	organizes in-service courses for teachers to attend				
15	mentors teachers to improve in their profession				
16	ensures seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises				
17	allows teachers to attend conferences in their area of profession				
18	creates meetings and study groups for teachers to help them improve in their knowledge and skills				

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SECTION C: Employee Benefit

Please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√)Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1.

S/N	Items (Level at which I am provided)	VHL 4	HL 3	LL 2	VLL 1
	Insurance Benefits				
1	Health/Medical Insurance				
2	Life Insurance				
3	Motor Insurance				
4	Property Insurance				
5	Liability Insurance				
	Fringe Benefits				
6	Compensation				
7	Leave Bonuses				
8	Housing Allowance				
9	Car Allowance				
10	Pension Scheme				
	Paid Time Off Benefits				
12	Vacation Leave				
13	Sick Leave				
14	Maternity Leave				
15	Leave of Absence				
16	In-service Training				

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Appendix II: SPSS Computation Data

Gender of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	400	43.9	43.9	43.9
	Female	511	56.1	56.1	100.0
	Total	911	100.0	100.0	

Age of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40 years	62	6.8	6.8	6.8
	41-50 years	398	43.7	43.7	50.5
	51 years and above	451	49.5	49.5	100.0
	Total	911	100.0	100.0	

Highest Educational Qualifications of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	160	17.6	17.6	17.6
	PGD	102	11.2	11.2	28.8
	Master's degree	369	40.5	40.5	69.3
	MPhil/PhD degree	280	30.7	30.7	100.0
	Total	911	100.0	100.0	

Years of Experience of Principals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8-14 years	195	21.4	21.4	21.4
	15-21 years	357	39.2	39.2	60.6
	22-28 years	245	26.9	26.9	87.5
	28 years and above	114	12.5	12.5	100.0
	Total	911	100.0	100.0	

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My Teachers believe and accept the goals and values of the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	187	20.5	20.5	20.5
	Disagree	208	22.8	22.8	43.3
	Agree	306	33.6	33.6	76.9
	Strongly Agree	210	23.1	23.1	100.0
	Total	911	100.0	100.0	

My Teachers are willing to exert effort to act upon the goals of the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	180	19.8	19.8	19.8
	Disagree	225	24.7	24.7	44.5
	Agree	308	33.8	33.8	78.3
	Strongly Agree	198	21.7	21.7	100.0
	Total	911	100.0	100.0	

My Teachers have a strong desire to maintain membership in the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	200	22.0	22.0	22.0
	Disagree	368	40.4	40.4	62.4
	Agree	247	27.1	27.1	89.5
	Strongly Agree	96	10.5	10.5	100.0
	Total	911	100.0	100.0	

My Teachers are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	170	18.7	18.7	18.7
	Disagree	271	29.7	29.7	48.4
	Agree	270	29.6	29.6	78.0
	Strongly Agree	200	22.0	22.0	100.0
	Total	911	100.0	100.0	

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My Teachers are ready to protect and defend the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	172	18.9	18.9	18.9
	Disagree	202	22.2	22.2	41.1
	Agree	317	34.8	34.8	75.9
	Strongly Agree	220	24.1	24.1	100.0
	Total	911	100.0	100.0	

My Teachers find it easy to cope with school's policies, laws and regulations					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	213	23.4	23.4	23.4
	Disagree	195	21.4	21.4	44.8
	Agree	216	23.7	23.7	68.5
	Strongly Agree	287	31.5	31.5	100.0
	Total	911	100.0	100.0	

My Teachers 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					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	182	20.0	20.0	20.0
	Disagree	239	26.2	26.2	46.2
	Agree	234	25.7	25.7	71.9
	Strongly Agree	256	28.1	28.1	100.0
	Total	911	100.0	100.0	

My Teachers 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					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	172	18.8	18.8	18.8
	Disagree	239	26.2	26.2	45.0
	Agree	304	33.4	33.4	78.4
	Strongly Agree	197	21.6	21.6	100.0
	Total	911	100.0	100.0	

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My Teachers are willing to exert efforts on behalf of both low and high achieving students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	247	27.1	27.1	27.1
	Disagree	210	23.1	23.1	50.2
	Agree	296	32.5	32.5	82.7
	Strongly Agree	158	17.3	17.3	100.0
	Total	911	100.0	100.0	

My Teachers enjoy working with students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	202	22.2	22.2	22.2
	Disagree	230	25.2	25.2	47.4
	Agree	267	29.3	29.3	76.7
	Strongly Agree	212	23.3	23.3	100.0
	Total	911	100.0	100.0	

My Teachers have a strong desire to help each student develop his or her full potential					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	216	23.7	23.7	23.7
	Disagree	225	24.7	24.7	48.4
	Agree	251	27.6	27.6	76.0
	Strongly Agree	219	23.0	23.0	100.0
	Total	911	100.0	100.0	

My Teachers find it easy to spend extra time in preparing for the class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	201	22.1	22.1	22.1
	Disagree	233	25.6	25.6	47.7
	Agree	249	27.3	27.3	75.0
	Strongly Agree	228	25.0	25.0	100.0
	Total	911	100.0	100.0	

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My Teachers loves teaching in the UBE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	234	25.7	25.7	25.7
	Disagree	257	28.2	28.2	53.9
	Agree	224	24.6	24.6	78.5
	Strongly Agree	196	21.5	21.5	100.0
	Total	911	100.0	100.0	

My Teachers are proud of the teaching profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	203	22.3	22.3	22.3
	Disagree	240	26.3	26.3	48.6
	Agree	255	28.0	28.0	76.6
	Strongly Agree	213	23.4	23.4	100.0
	Total	911	100.0	100.0	

My Teachers readily defend the teaching occupation when necessary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	196	21.5	21.5	21.5
	Disagree	203	22.3	22.3	43.8
	Agree	288	31.6	31.6	75.4
	Strongly Agree	224	24.6	24.6	100.0
	Total	911	100.0	100.0	

My Teachers are happy to stay long in the teaching profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	226	24.8	24.8	24.8
	Disagree	238	26.1	26.1	50.9
	Agree	241	26.5	26.5	77.4
	Strongly Agree	206	22.6	22.6	100.0
	Total	911	100.0	100.0	

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My Teachers have affective attachment to the teaching profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	238	26.1	26.1	26.1
	Disagree	260	28.5	28.5	54.6
	Agree	231	25.4	25.4	80.0
	Strongly Agree	182	20.0	20.0	100.0
	Total	911	100.0	100.0	

My Teachers engage in refreshers' courses that will help them stay abreast of happenings in the profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	260	28.5	28.5	28.5
	Disagree	254	27.9	27.9	56.4
	Agree	212	23.3	23.3	79.7
	Strongly Agree	185	20.3	20.3	100.0
	Total	911	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My Teachers believe and accept the goals and values of the school	911	1.00	4.00	2.5922	.74045
My Teachers are willing to exert effort to act upon the goals of the school	911	1.00	4.00	2.5751	.76101
My Teachers have a strong desire to maintain membership in the school	911	1.00	4.00	2.2621	.84309
My Teachers are willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward	911	1.00	4.00	2.5494	.79229

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My Teachers are ready to protect and defend the school	911	1.00	4.00	2.6423	.70133
My Teachers find it easy to cope with school's policies, laws and regulations	911	1.00	4.00	2.6330	.71624
My Teachers 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	911	1.00	4.00	2.6193	.75217
My Teachers 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	911	1.00	4.00	2.5783	.76022
My Teachers are willing to exert efforts on behalf of both low and high achieving students	911	1.00	4.00	2.4016	.88047
My Teachers enjoy working with students	911	1.00	4.00	2.5371	.82319
My Teachers have a strong desire to help each student develop his or her full potential	911	1.00	4.00	2.5190	.85108
My Teachers find it easy to spend extra time in preparing for the class	911	1.00	4.00	2.5534	.79229
My Teachers loves teaching in the UBE	911	1.00	4.00	2.4194	.82812

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My Teachers are proud of the teaching profession	911	1.00	4.00	2.5252	.79248
My Teachers readily defend the teaching occupation when necessary	911	1.00	4.00	2.5933	.71812
My Teachers are happy to stay long in the teaching profession	911	1.00	4.00	2.4694	.81231
My Teachers have affective attachment to the teaching profession	911	1.00	4.00	2.3924	.87044
My Teachers engage in refreshers' courses that will help them stay abreast of happenings in the profession	911	1.00	4.00	2.3533	.88721
Valid N (listwise)	911				

Gender of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1247	41.6	41.6	41.6
	Female	1751	58.4	58.4	100.0
	Total	2998	100.0	100.0	

Age of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	218	7.3	7.3	7.3
	31-40 years	695	23.2	23.2	30.5
	41-50 years	1362	45.4	45.4	75.9
	51 years and above	723	24.1	24.1	100.0
	Total	2998	100.0	100.0	

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Highest Educational Qualifications of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	308	10.3	10.3	10.3
	Bachelor's degree	1426	47.6	47.6	57.9
	PGD	557	18.6	18.6	76.5
	Master's degree	529	17.6	17.6	94.1
	MPhil/PhD degree	178	5.9	5.9	100.0
	Total	2998	100.0	100.0	

Years of Teaching Experience of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-7 years	524	17.5	17.5	17.5
	8-14 years	855	28.5	28.5	46.0
	15-21 years	637	21.2	21.2	67.2
	22-28 years	563	18.8	18.8	86.0
	28 years and above	419	14.0	14.0	100.0
	Total	2998	100.0	100.0	

My School Principalengages in routine classroom visitation to improve on teachers delivery of instruction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	746	24.9	24.9	24.9
	Disagree	567	18.9	18.9	43.8
	Agree	795	26.5	26.5	70.3
	Strongly Agree	890	29.7	29.7	100.0
	Total	2998	100.0	100.0	

My School Principaluses constructive criticism to correct teacher‘s lapses on delivery of instruction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	820	27.4	27.4	27.4
	Disagree	600	20.0	20.0	47.4
	Agree	771	25.7	25.7	73.1
	Strongly Agree	807	26.9	26.9	100.0
	Total	2998	100.0	100.0	

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My School Principalchecks teachers lesson notes to make sure they are up to date					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	570	19.0	19.0	19.0
	Disagree	893	29.8	29.8	48.8
	Agree	934	31.2	31.2	80.0
	Strongly Agree	601	20.0	20.0	100.0
	Total	2998	100.0	100.0	

My School Principaltakes regular attendance of teachers' activities in the classroom to ensure teachers' commitment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	627	20.9	20.9	20.9
	Disagree	784	26.2	26.2	47.1
	Agree	899	30.0	30.0	77.1
	Strongly Agree	688	22.9	22.9	100.0
	Total	2998	100.0	100.0	

My School Principaldemonstrates new methods of delivering of instructions to the teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	508	16.9	16.9	16.9
	Disagree	821	27.4	27.4	44.3
	Agree	1001	33.4	33.4	77.7
	Strongly Agree	670	22.3	22.3	100.0
	Total	2998	100.0	100.0	

My School Principal evaluates the outcome of instructional activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	836	27.9	27.9	27.9
	Disagree	580	19.3	19.3	47.2
	Agree	624	20.8	20.8	68.0
	Strongly Agree	958	32.0	32.0	100.0
	Total	2998	100.0	100.0	

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My School Principal adequately includes teachers in the school's governance activities such as budgeting process, supervision duties, drawing up the school calendar of events, duty allocation processes among others					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	749	25.0	25.0	25.0
	Disagree	867	28.9	28.9	53.9
	Agree	795	26.5	26.5	80.4
	Strongly Agree	587	19.6	19.6	100.0
	Total	2998	100.0	100.0	

My School Principal allows teachers to participate in school curriculum planning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	721	24.0	24.0	24.0
	Disagree	921	30.7	30.7	54.7
	Agree	757	25.3	25.3	80.0
	Strongly Agree	599	20.0	20.0	100.0
	Total	2998	100.0	100.0	

My School Principal allows the teachers the chance to participate in designing work methods and objectives					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	612	20.4	20.4	20.4
	Disagree	702	23.4	23.4	43.8
	Agree	896	29.9	29.9	73.7
	Strongly Agree	788	26.3	26.3	100.0
	Total	2998	100.0	100.0	

My School Principal allows the teachers the opportunity to use their initiative and make contribution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	501	16.7	16.7	16.7
	Disagree	649	21.6	21.6	38.3
	Agree	997	33.3	33.3	71.6
	Strongly Agree	851	28.4	28.4	100.0
	Total	2998	100.0	100.0	

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My School Principal makes adequate consultations with the teachers before making key decisions in the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	607	20.2	20.2	20.2
	Disagree	698	23.3	23.3	43.5
	Agree	901	30.1	30.1	73.6
	Strongly Agree	792	26.4	26.4	100.0
	Total	2998	100.0	100.0	

My School Principal ensures teachers are adequately represented in the schools' decision making organs such as PTA etcetera					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	768	25.6	25.6	25.6
	Disagree	695	23.2	23.2	48.8
	Agree	800	26.7	26.7	75.5
	Strongly Agree	735	24.5	24.5	100.0
	Total	2998	100.0	100.0	

My School Principal identifies the specific areas requiring retraining for teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	770	25.7	25.7	25.7
	Disagree	982	32.8	32.8	58.5
	Agree	714	23.8	23.8	82.3
	Strongly Agree	532	17.7	17.7	100.0
	Total	2998	100.0	100.0	

My School Principal organizes in-service courses for teachers to attend					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	933	31.1	31.1	31.1
	Disagree	998	33.3	33.3	64.4
	Agree	626	20.9	20.9	85.3
	Strongly Agree	441	14.7	14.7	100.0
	Total	2998	100.0	100.0	

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My School Principal mentors teachers to improve in their profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	848	28.3	28.3	28.3
	Disagree	976	32.6	32.6	60.9
	Agree	630	21.0	21.0	81.9
	Strongly Agree	544	18.1	18.1	100.0
	Total	2998	100.0	100.0	

My School Principal ensures seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	966	32.2	32.2	32.2
	Disagree	853	28.5	28.5	60.7
	Agree	601	20.0	20.0	80.7
	Strongly Agree	578	19.3	19.3	100.0
	Total	2998	100.0	100.0	

My School Principal allows teachers to attend conferences in their area of profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	808	27.0	27.0	27.0
	Disagree	869	29.0	29.0	56.0
	Agree	721	24.0	24.0	80.0
	Strongly Agree	600	20.0	20.0	100.0
	Total	2998	100.0	100.0	

My School Principal creates meetings and study groups for teachers to help them improve in their knowledge and skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	866	28.9	28.9	28.9
	Disagree	850	28.4	28.4	57.3
	Agree	702	23.4	23.4	80.7
	Strongly Agree	580	19.3	19.3	100.0
	Total	2998	100.0	100.0	

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Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My school principal engages in routine classroom visitation to improve on teachers delivery of instruction	2998	1.00	4.00	2.6103	.72637
My school principal uses constructive criticism to correct teacher‘s lapses on delivery of instruction	2998	1.00	4.00	2.5221	.79134
My school principal checks teachers lesson notes to make sure they are up to date	2998	1.00	4.00	2.5224	.79001
My school principal takes regular attendance of teachers’ activities in the classroom to ensure teachers’ commitment	2998	1.00	4.00	2.5500	.76101
My school principal demonstrates new methods of delivering of instructions to the teachers	2998	1.00	4.00	2.6132	.71324
My school principal evaluates the outcome of instructional activities	2998	1.00	4.00	2.5681	.73216
My school principal adequately includes teachers in the school’s governance activities such as budgeting process, supervision duties, drawing up the school calendar of events, duty allocation processes among others	2998	1.00	4.00	2.4072	.80131

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My school principal allows teachers to participate in school curriculum planning	2998	1.00	4.00	2.4124	.79109
My school principal allows the teachers the chance to participate in designing work methods and objectives	2998	1.00	4.00	2.6204	.70521
My school principal allows the teachers the opportunity to use their initiative and make contribution	2998	1.00	4.00	2.7331	.63809
My school principal makes adequate consultations with the teachers before making key decisions in the school	2998	1.00	4.00	2.6261	.69333
My school principal ensures teachers are adequately represented in the schools' decision making organs such as PTA etcetera	2998	1.00	4.00	2.5014	.77131
My school principal identifies the specific areas requiring retraining for teachers	2998	1.00	4.00	2.3361	.86108
organizes in-service My school principal courses for teachers to attend	2998	1.00	4.00	2.1923	.91023
My school principal mentors teachers to improve in their profession	2998	1.00	4.00	2.2901	.89135

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My school principal ensures seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises	2998	1.00	4.00	2.3361	.85940
My school principal allows teachers to attend conferences in their area of profession	2998	1.00	4.00	2.3713	.84309
My school principal creates meetings and study groups for teachers to help them improve in their knowledge and skills	2998	1.00	4.00	2.3321	.86032
Valid N (listwise)	2998				

Level at which I am provided Health/Medical Insurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	899	30.0	30.0	30.0
	Low Level	995	33.2	33.2	63.2
	High Level	682	22.7	22.7	85.9
	Very High Level	423	14.1	14.1	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Life Insurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	998	33.3	33.3	33.3
	Low Level	1047	34.9	34.9	68.2
	High Level	563	18.8	18.8	87.0
	Very High Level	390	13.0	13.0	100.0
	Total	2998	100.0	100.0	

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Level at which I am provided Motor Insurance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	913	30.5	30.5	30.5
	Low Level	1205	40.2	40.2	70.7
	High Level	524	17.5	17.5	88.2
	Very High Level	356	11.8	11.8	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Property Insurance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	1363	45.5	45.5	45.5
	Low Level	1005	33.5	33.5	79.0
	High Level	367	12.2	12.2	91.2
	Very High Level	263	8.8	8.8	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Liability Insurance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	1053	35.1	35.1	35.1
	Low Level	1183	39.5	39.5	74.6
	High Level	462	15.4	15.4	90.0
	Very High Level	300	10.0	10.0	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Compensation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	710	23.7	23.7	23.7
	Low Level	721	24.0	24.0	47.7
	High Level	995	33.2	33.2	80.9
	Very High Level	572	19.1	19.1	100.0
	Total	2998	100.0	100.0	

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Level at which I am provided Leave Bonuses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	562	18.7	18.7	18.7
	Low Level	871	29.1	29.1	47.8
	High Level	964	32.2	32.2	80.0
	Very High Level	601	20.0	20.0	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Housing Allowance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	746	24.9	24.9	24.9
	Low Level	743	24.8	24.8	49.7
	High Level	998	33.3	33.3	83.0
	Very High Level	511	17.0	17.0	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Car Allowance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	714	23.8	23.8	23.8
	Low Level	791	26.4	26.4	50.2
	High Level	863	28.8	28.8	79.0
	Very High Level	630	21.0	21.0	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Pension Scheme					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	276	9.2	9.2	9.2
	Low Level	324	10.8	10.8	20.0
	High Level	1502	50.1	50.1	70.1
	Very High Level	896	29.9	29.9	100.0
	Total	2998	100.0	100.0	

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Level at which I am providedVacation Leave					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	650	21.7	21.7	21.7
	Low Level	715	23.8	23.8	45.5
	High Level	905	30.2	30.2	75.7
	Very High Level	728	24.3	24.3	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Sick Leave					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	552	18.4	18.4	18.4
	Low Level	677	22.6	22.6	41.0
	High Level	993	33.1	33.1	74.1
	Very High Level	776	25.9	25.9	100.0
	Total	2998	100.0	100.0	

Level at which I am provided Maternity Leave					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	54	3.6	3.6	3.6
	Low Level	47	3.1	3.1	6.7
	High Level	759	50.6	50.6	57.3
	Very High Level	641	42.7	42.7	100.0
	Total	1501	100.0	100.0	

Level at which I am provided Leave of Absence					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	677	22.6	22.6	22.6
	Low Level	647	21.6	21.6	44.2
	High Level	933	31.1	31.1	75.3
	Very High Level	741	24.7	24.7	100.0
	Total	2998	100.0	100.0	

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Level at which I am provided In-service Training					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	674	22.5	22.5	22.5
	Low Level	589	19.6	19.6	42.1
	High Level	937	31.3	31.3	73.4
	Very High Level	798	26.6	26.6	100.0
	Total	2998	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Level at which I am provided Health/Medical Insurance	2998	1.00	4.00	2.2093	.92123
Level at which I am provided Life Insurance	2998	1.00	4.00	2.1154	.94321
Level at which I am provided Motor Insurance	2998	1.00	4.00	2.1080	.95445
Level at which I am provided Property Insurance	2998	1.00	4.00	1.8434	.99129
Level at which I am provided Liability Insurance	2998	1.00	4.00	2.0031	.97108
Level at which I am providedCompensation	2998	1.00	4.00	2.4773	.78233
Level at which I am provided Leave Bonuses	2998	1.00	4.00	2.5353	.73845
Level at which I am providedHousing Allowance	2998	1.00	4.00	2.4261	.81148
Level at which I am providedCar Allowance	2998	1.00	4.00	2.4700	.78627

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Level at which I am provided Pension Scheme	2998	1.00	4.00	3.0092	.63705
Level at which I am providedVacation Leave	2998	1.00	4.00	2.5713	.70243
Level at which I am providedSick Leave	2998	1.00	4.00	2.6654	.65112
Level at which I am provided Maternity Leave	1501	1.00	4.00	3.3243	.61931
Level at which I am providedLeave of Absence	2998	1.00	4.00	2.5801	.68309
Level at which I am provided In-service Training	2998	1.00	4.00	2.6202	.67117
Valid N (listwise)	1501				

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	involvement of teachers in decision-making, fringe benefits, paid time off benefits, insurance benefits, staff development practices, supervision[b]	.	Enter

a. Dependent Variable: Teachers Commitment to UBE
b. All requested variables entered.

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Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.179[a]	.032	.026	3.31964	.799

a. Predictors: (Constant), involvement of teachers in decision-making, fringe benefits, paid time off benefits, insurance benefits, staff development practices, supervision

b. Dependent Variable: Teachers Commitment to UBE

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	325.818	6	54.303	4.928	.001[b]
	Residual	9961.968	904	11.020		
	Total	10287.786	910			

a. Dependent Variable: Teachers Commitment to UBE

b. Predictors: (Constant), involvement of teachers in decision-making, fringe benefits, paid time off benefits, insurance benefits, staff development practices, supervision

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	54.021	2.147		25.161	.000
	Supervision	.193	.082	.081	2.354	.033
	Involvement of teachers in decision-making	.206	.077	.094	2.675	.021
	Staff Development Practices	.184	.085	.072	2.165	.038
	Insurance Benefits	-.137	.084	-.060	-1.631	.099
	Fringe Benefits	.297	.078	.152	3.808	.003
	Paid Time Off Benefits	.262	.081	.137	3.235	.008

a. Dependent Variable: Teachers Commitment to UBE

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Appendix III: Picture of Researcher in the Field Administering Instruments






FIRST BAPTIST
MODEL NURSERY AND
PRIMARY SCHOOL
(LIGHT & FAITH)
ADJACENT CAC COMPREHENSIVE,
ILAWE ROAD, ADO EKITI
CRECHE, KG 1-2,
NUR 1-2 AND PRY 1-5
• Conducive Learning Environment
MODEL NURSERY &
PRIMARY SCHOOL
FIRST BAPTIST
ADO - EKITI
Light & Faith




CACCHS
ADO-EKITI
CITY & GOOD TROUD
MODERN MEN'S STAY







Biodata

A. Personal data

1. Full Name: LAMIDI, Taofeek Oyesola

HomeAddress: Are-Ago, Ojegbolu Layout, Sabo, Oyo

E-mail Address:lamiditaofeeklto@gmail.com/

Phone number:08035619252

2. Date and Place of Birth: August 18, 1978, Oyo

3. Nationality: Nigerian

4. Name and Address of Next of Kin:

B. Educational Background

Institutions Attended	**Date**
Lead City University, Ibadan	2019 - 2021
University of Ibadan, Ibadan, Oyo State.	2005 – 2008
St. Andrew's College of Education, Oyo, Oyo State	1997 – 2001
Oranyan Grammar School, Oyo, Oyo State.	1987 – 1993
Isale-Oyo Commercial Secondary School, Isale-Oyo	1995 – 1996

Academic and Professional Qualifications with Dates

Masters of Education in Educational Management	2021
Bachelor of Arts Education Degree in Education (Management/Mathematics) 2:2	2008
Certificate in Computer Training	2005
Nigeria Certificate in Education (Economics/Math)	2001
West African School Certificate	1996

C. Working Experience with Dates

Work Place	**Date**
Oyo State Primary Education Board (Teaching)	2005
Oyo State Independent Electoral Commission (Electoral Officer)	2007–2011
Oyo State Primary School Education Board (LGBEA Secretary)	2012 – 2015
Irepodun Araromi Community Primary School, Oyo	2015 – 2017

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D. Awards and Fellowships (If any):

Commended by the Dean, School of Education, Federal College of Education (Special), Oyo for Satisfactory Compilation, Computation and Presentation of School of Education's Final year results for NCE III	-	2018
Commended by the Head of Department, General Studies Education, School of Education, Federal College of Education (Special), Oyo for Satisfactory Preparation of Results and the Presentation of Final Year Result.	-	2017 – 2018

E. Membership of Academic Professional Bodies:

Member: Teachers Registration Council of Nigeria (TRCN – OY/P/36497)

Member: Colleges of Education Academic Staff Union (COEASU)

F. Publications:

Lamidi, T. O., Sabitu, K. A. & Adeleye, O. J. (2018). Impact of instructional resources on the teaching and learning of Mathematics to pupils in Primary Schools in Oyo Metropolis. *Journal of Physical Education and Research, 22* (2), 24375 – 24383.

Lamidi, T. O., Ayoade, A. A. & Farayola, P. I. (2019). Dynamics and stability analysis of part switching in politics of Nigeria: A Mathematical Approach. *Daffodi International University Journal of Science and Technology*, 14(1).

Lamidi, T. O.& Okeke, G. C. (2021). Assessment of the use of internet for problem-solving by Secondary School Teachers in AFijio Local Government Area, Oyo State. *Journal of General Studies Education, 3(1),* 36-44.

Ileuma, S. &**Lamidi T. O.** (2021). System management as predictor of universal basic education goal achievement in Oyo State. *Academy of Socio Science Journal 7* (9), 1946 – 1953.

Sabitu, K. A. , Odebode, A. O., **Lamidi, T. O.**& Ezekiel, O. O. (2022) Effect of metacognition approach on students' academic achievement and retention in Mathematics. *International Research Journal of Science Technology*, Education and Management. *2* (3), 01-07.

Sabitu K. A., Odebode A. O., **Lamidi, T. O.**& Ezekiel, O. O. (2022). Psychosocial factor of classroom environment and cognitive styles as correlates of students' academic achievement in mathematics. *Current Research in Statistics & Mathematics. 1* (1). 01-06.

Sabitu K. A., &**Lamidi, T. O. (2022).** Effect of structured and guided investigation technics on interest of college students in Mathematics in Nigeria. *The Colloquium – A Multi-disciplinary Thematic Policy Journal, 10* (1), 83 – 92.

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Ajao, T.A., &**Lamidi, T.O. (2022).** Bio – Mathematics: An innovative concept for reducing diabetes mellitus in a COVID 19 Era. *International Journal of Special and General Education, 20*, 141 – 146.

Ajao, T.A., **Lamidi, T.O.**& Salaudeen, K.T. (2022). Effect of class size and school location on senior secondary school students academic performance in Oyo East Local Government, Oyo State, Nigeria. *Mathematical Association of Nigeria* (MAN). (In press)

Lamidi, T. O. (2023). Mathematics education evaluation for sustainable development in Nigeria. A paper presented at the International Multi – disciplinary Conference of the Education Dialogue Association (EDUDIA), held at University of Professional Studies (UPSA), Ghana, between 24th – 28th July. (In press)

Abiina, F.A., Sabitu, K.A. &**Lamidi, T.O.** (2021). The impact of technological tools on the teaching and learning of Mathematics in Oyo metropolis, Oyo State, Nigeria. *COEASU Erudite Journal 3* (1). 108-117.

Lamidi, T. O.& Sabitu, K. A. (2018). Effects of audio visual stimulation on learning of Mathematics in Primary Schools in Oyo State. A case study of Oyo Metropolitan City. In T. A. O. Oladimeji, O. F. Fatiloro & F. I. Akinsowon (Eds.), *Topics in General Studies Education (*pp. 98 – 102) Oyo: Grace Ville Publishers.

Lamidi, T. O.& Akintobi, O. J. (2018). Strategies of teaching Mathematics to learning with hearing impairment in Nigeria educational system. In T. A. O. Oladimeji, O. F. Fatiloro & F. I. Akinsowon (Eds.). *Topics in General Studies Education* (pp. 189–196) Oyo: Grace Ville Publishers.

Lamidi, T. O. (2019). Emerging issues in Mathematics education as a teaching profession: Way Forward. In R. A. Kehinde & M. A. Adesewo (Eds), *The Quest for Restructuring the Nigerian Nation.* (pp. 24-36). Oyo.

Lamidi, T. O. (2022). Planning and supervision as determinants for achievement of Universal Basic Education Goals in Oyo State Emmanuel Alayande College of Education Book of Reading in Honour of Dr. R. A. Adefabi, (pp. 81 – 92). Graceville Publisher Mokola Ibadan

Sabitu, K. A., Ezekiel, O. O. &**Lamidi, T. O. (2023).** Impact of locally improvised instructional materials on secondary school students' academic performance in Geometry in Oyo State, Nigeria. The UNIFIERS. (in press).

4. Notable scholarly or Professional Accomplishments: Nil

5. Major Conferences/Workshops Attended:

Lamidi, T. O. (2018). Mathematics and Nigeria economy beyond oil. A paper presented at the 55th Annual National Conference of the Mathematics Association of Nigeria held at MAN National Secretariat, Kuhali, Abuja, Nigeria between 26th – 31st August.

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Lamidi, T. O. (2019). Restructuring teacher education towards achieving 2030. Education Agenda for sustainable development in Nigeria. A paper presented at the 10th National Conference of Colleges of Education Academic Staff Union (COEASU) South West Zone held at Tim – Obani Hall, Federal College of Education (Special), Oyo between 11th – 13th November.

Lamidi, T. O. (2019). Trending issues in teacher education for national development in the 21st Century. A paper presented at the Biennial National Conference and Award Presentation held at the School of Education, Federal College of Education (Special), Oyo between 13th - 16th February.

Lamidi, T.O. (2021). School related indices as predictors of academic Achievement in Mathematics in college of education, South West, Nigeria. A paper presented at 1st International Conference, of the School of General Studies, Federal Polytechnic Offa, kwara State, Nigeria, held at Stella Obasanjo Lecture Theatre Hall between 16th –18th, November.

Odebode, A.O., Ezekiel O.O. &**Lamidi, T.O**. (2022). Assessment of explicit strategy of academic achievement of students with orthopaedic impairment in Geometry in Oyo State. A paper presented at 58th Annual National Conference of the Mathematical Association of Nigeria (M.A.N) held at Federal University of Agriculture, Abeokuta, Ogun State, Nigeria between 28th – 2nd September.

Lamidi, T. O. (2023). Perception of Mathematics Students on the place of Mathematics in the fight against insecurity in Nigeria. A Paper Presented at the 1st International Conference of the School of General Studies Education held at new Economics Hall, Federal College of Education (Special), Oyo, Oyo State, between 13th – 17th February.

Attended a Workshop on Professional Competencies for Academic Staff, held at Tim Obani Hall, Federal College of Education (Special), Oyo, on Monday, 26th February, 2018.

Attended a Workshop on Sustaining Quality and Equitable Special Needs Education Through Stakeholders Collaboration in Federal College of Education (Special), Oyo, held at National Resource Centre for the Disabled (NRCD), Federal College of Education (Special), Oyo, between 7th – 11th May, 2018.

Attended a Seminar/Workshop on Digital Job Creation for Youths, organized by Nigeria Communication Commission (NCC) held at University of Ibadan, 12th May, 2023

5. **Date and Signature:** 1/5/2025

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The University Compliance Certification

This is to certify that the thesis by **Lamidi Taofeek OYESOLA** with matriculation number LCU/PG/001017 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

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Signature _____ Date _____

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