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Article

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PRINCIPAL ADMINISTRATIVE PRACTICES AND TEACHERS' COMMITMENT TOWARDS UNIVERSAL BASIC EDUCATION (UBE) IN SOUTHWEST, NIGERIA

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Abstract

This study investigated principal administrative practices and teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. Two research questions and two hypotheses were raised. Descriptive research design was employed. Population included 54,870 teachers and 2,398 principals. 3013 teachers and 911 principals were sampled using multi-stage procedure. Teachers' Commitment Questionnaire (TCQ) ($\alpha = .876$), and Principal Administrative Practices Questionnaire (PAPQ) ($\alpha = .805$) were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed high level of teachers' commitment to the school ($\bar{x} = 2.542$) and students ($\bar{x} = 2.535$) but low commitment to teaching/profession ($\bar{x} = 2.459$). Principals highly adopt supervision ($\bar{x} = 2.564$) and involvement of teachers in decision-making ($\bar{x} = 2.550$) for teachers' administration. In conclusion, principals' administrative practices significantly influence teachers' commitment in universal basic education. It was recommended among others that attention should be given to improving teachers' commitment by organising mentorship meetings to improve principals' administrative practices.

Keywords: Principals Administrative Practices, Teachers' Commitment, UBE

Introduction

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.

Universal Basic Education (UBE) is defined as "early childhood care and 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 persons. 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 (Asuk, 2023; Lawal et al., 2024). However, commitment of teachers is needed for the vision, mission and objectives of the UBE programme to be attained. 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 (Akanbiemu, 2021). 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 (Shu, 2022). 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 (Moraal et al., 2024). Teachers' commitment to the learners of the UBE 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 (Ogunjide & Odeleye, 2022). UBE teachers' commitment to teaching and profession is their love for teaching, and high interest in engaging in refresher courses that would help them stay abreast of happenings in the profession (Moraal et al., 2024; Ogunjide & Odeleye, 2022).

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. This is reflected in 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, need, and satisfaction, negligence in examination malpractice by students and low performances among others. Studies have also shown poor teachers' commitment and shortage in the UBE in Southwest, Nigeria (Ekundayo & Akinsuroju, 2022; Ojeniyi & Adegbesan, 2021). 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 (Ekundayo & Akinsuroju, 2022; Ojeniyi & Adegbesan, 2021). However, a salient factor that may predict commitment of teachers towards the UBE and considered in this study is principals' administrative practices.

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-to-day activities towards enhancing their instructional performance in UBE (Igoni, 2020). These practices could affect teachers' commitment to the UBE. A study showed a positive relationship between principals' administrative practices and teachers' job performance in Enugu State (Oguejiofor, 2023). However, another research revealed no significant relationship between principals' administrative strategies and teachers' commitment in Delta State public and private secondary schools (Onafowope et al., 2023). Studies are however not sufficient sprincipals' administrative practices and teachers' commitment. Within the context of this study, principal's administrative practices include supervision, involvement of teachers in decision-making and staff development practices (Mbithe, 2022). 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 (Ateb et al., 2021).

Principals' supervision of teachers could be high or low 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 UBE junior secondary schools in Ekiti State (Gladys et al., 2021). Another study showed a high and positive significant influence of principals' supervisory strategies on teachers' effectiveness in UBE junior secondary schools in Anambra State (Ozioma & Ezeala, 2022). 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 (Shikokoti et al., 2023). When teachers are allowed to participate in decision making, it could help to improve their level of job satisfaction, commitment, morale, support and inefficiency in the work place (Bahtilla & Hui, 2021). Studies are however scarce 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. 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 (Chukwueze, 2021; Mbithe, 2022).

Studies have shown that teachers' development programmes significantly impact their job performance in UBE junior 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 (Chikwado & Nwuba, 2021; Chukwueze, 2021). Another study revealed a significant relationship between principals' staff development and disciplinary practices and teachers' job productivity in Anambra State UBE junior secondary schools (Unachukwu & Orji, 2021). Studies are seriously lacking on the influence of principals' staff development practices on teachers' commitment. In a bid to closing the identified empirical gaps in knowledge and literature, this study examined the impact of principals' administrative practices on teachers' commitment to the UBE.

Statement of the Problem

It has been observed that teachers' commitment in Universal Basic Education in Southwest, Nigeria seems to be grossly inadequate. This is reflected in the form of late coming, failure to assess students' work in time, part-time teaching in more than two schools to top up their salary, low performances, 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 region. 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 are extremely important in order to make teachers satisfied and committed to their duties. 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. This study therefore sought to investigate the extent to which principal administrative practices predict commitment of teachers in the UBE in Southwest, Nigeria.

Purpose of the Study

The primary purpose of this research was to examine principal administrative practices and teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. The specific purposes were to;

- i. ascertain 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;

Research Questions

This study answered the following questions:

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

Significance of the Study

This study would 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 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. 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. The findings would also make them move into action into ensuring that their principals adopt right administrative practices. The findings of the study would make the government swing into action in ensuring that principals are well trained to carry out their administrative practices. The study would also provide useful data to researchers and educators who desire to carry out future studies in the subject area.

Scope of the Study

The geographical scope of the study covered all UBE junior secondary schools (universal basic education) in Southwest, Nigeria. The population scope consisted of all the UBE 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. The variable scope of this study consisted of one independent variable which is 'principal administrative practices' and one dependent variable which is teachers' commitment towards universal basic education (UBE). Principal administrative practices was studied using supervision practice, practice of involvement of teachers in decision-making and staff development practice. 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.

Literature Review

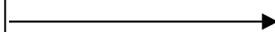
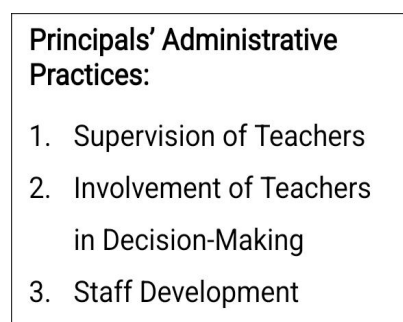
Theoretical Underpinning

Path-Goal theory of administration was propounded by House in 1971 (House, 1971). 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 attainment 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 (House, 1971; Northouse, 2018). In the context of this research, these practices include – supervision, involvement of teachers in decision-making and staff development practices.

Conceptual Framework

The conceptual model shows the relationship between principals' administrative practices and teachers' commitment to the UBE as depicted in figure 2.1:

Independent Variable



Dependent Variable

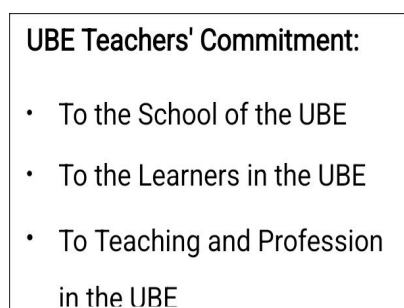


Figure 2.1: Conceptual Model (**Source:** Researcher, 2024)

Methodology

The descriptive survey research design was adopted for this study. The population consisted of 2,398 principals and 54,870 teachers in all 2,398 UBE junior secondary schools in Southwest, Nigeria. A multi-stage sampling procedure comprising of stratified random sampling technique, Yamane (Slovin) sample size determination technique and proportionate to size sampling technique were used to select 911 UBE junior secondary schools, 911 UBE junior secondary school principals and 3,013 UBE junior secondary school teachers. Data were collected primarily through the use of two self-constructed questionnaires titled: "Teachers' Commitment Questionnaire (TCQ)" and "Principal Administrative Practices Questionnaire (PAPQ)".

Teachers' Commitment Questionnaire (TCQ) consisted of a section used to elicit responses on the level of UBE teachers' commitment. The rating scale was Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; and Disagree (D) = 1. Principal Administrative

Practices Questionnaire (PAPQ) also consisted of a section used to elicit responses on the level at which principals adopt administrative practices (supervision, involvement of teachers in decision-making and staff development practices) for administering teachers in UBE. The rating scale was Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; and Disagree (D) = 1.

The questionnaires were subjected to face and content validity type while Cronbach's alpha reliability method was used to ascertain the reliability of the instruments. Coefficient reliability values of .876 and .805 were obtained for Teachers' Commitment Questionnaire (TCQ) and Principal Administrative Practices Questionnaire (PAPQ) respectively. These values were reliable. Teachers' Commitment Questionnaire (TCQ) was administered on 911 principals but 901 were retrieved and valid. Also, Principal Administrative Practices Questionnaire (PAPQ) was administered on 3013 teachers but 2998 were returned and valid. Bio-data of the respondents were presented using frequency counts and percentages. Research questions were answered using frequency, percentages, mean, and standard deviation while multiple regression was used to analyse the hypotheses one and two at 0.05 level of significance.

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.

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 4.1: 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: Fieldwork, 2024

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)

In table 4.3, 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 4.3: 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
Highest Educational 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

Table 4.2: 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
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: Fieldwork, 2024

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)

In table 4.4, 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.

Table 4.3: 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: Fieldwork, 2024

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)

In table 4.5, 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 4.4: 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: Fieldwork, 2024

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)

In table 4.6, the weighted mean (\bar{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.

Table 4.5: 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: Fieldwork, 2024

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)

In table 4.8, 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.

Table 4.6: 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: Fieldwork, 2024

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)

In table 4.9, 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.

Discussion of Findings

This research work study investigated principal administrative practices and teachers' commitment towards Universal Basic Education (UBE) in Southwest, Nigeria. Research question 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 that of Ogunjide and Odeleye (2022) which showed low level of teachers' commitment to the school, students and profession in public secondary schools in South-west, Nigeria. This study's finding almost completely disagree with that of Akinwale and Okotoni (2019) which revealed that the

commitment of teachers to the teaching profession, teaching and learning and to the school was generally low in Osun State secondary schools. This finding is almost completely supported by that of Lawal (2020) 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) in secondary schools in Kwara State, Nigeria.

Research question two 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. This findings is supported by that of Ogunjide and Odeleye (2022) which showed low level of principals' motivational strategies in areas of in-service training but high in consultation of teachers in decision-making in public secondary schools in South-west, Nigeria. This result is partially supported by that of Eze et al. (2023) 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 public secondary schools in Obollo-Afor Education Zone of Enugu State, Nigeria. This study's result is in consonance with that of Adegun and Animashaun (2022) 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 in secondary school schools, Southwest Nigeria. This study's findings almost completely disagrees with that of Bamikole et al. (2024) 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 in secondary schools in Osun State.

Conclusion

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

Recommendations

- i. Efforts should be made specifically to understanding why teachers still have low level of commitment to the teaching profession. This should be done by organising indoor meetings for teachers and administrators to discuss and pour out their thoughts and reasons for low commitment among them.
- ii. 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 can be done by increasing various incentives that would motivate teachers to be more loyal to the school and their students.
- iii. 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 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.

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