



Administrative strategies of public secondary school principals for enhanced teachers' commitment in delta state

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Abstract

This study assessed the administrative strategies employed by public secondary school principals for promoting teachers' commitment in Delta State. Three research questions guided the study. The study adopted a descriptive survey research design. Population of the study consisted of all the four hundred and forty-eight (448) public secondary school principals and thirteen thousand, two hundred and eighty-six (13,286) teachers in Delta State. The sample of this study consisted of 224 principals and 664 teachers selected from the entire population using the stratified random sampling technique. A 32-item research questionnaire titled: "Principals' Administrative Strategies for Promoting Teacher Commitment Questionnaire (PASPTCQ)" was the main instrument for data collection. This research instrument was validated by two experts from the Department of Educational Management and Policy, and one expert from the area of Measurement and Evaluation, Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instrument was determined through a pilot test sampling 15 principals from fifteen (15) secondary schools. The scores obtained from the pilot testing were collated and measured using the Cronbach Alpha method and a reliability index of 0.73 was obtained. Data collected were analyzed using mean scores and standard deviation. Findings of the study revealed among others certain administrative strategies employed by principals for promoting teachers commitment. It was further found that the secondary school principals did not effectively employ majority of the investigated administrative strategies in order to promote teachers commitment. Based on the findings, recommendations made, include that Delta State government in collaboration with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes for principals to equip them with the necessary skills that can enable them employ effective instructional leadership strategies that would enhance teachers' commitment in their schools. The secondary school principals should employ various instructional supervision strategies that will promote teachers commitment for effective instructional delivery in schools.

Keywords: administrative strategies, public secondary school principals, teachers' commitment, delta state

Introduction

Secondary schools are educational institutions which have been established for building human potentials for capacity development in Nigeria. The secondary schools all over the country are among institutions for educating people. They are academic citadel of learning which also prepares students for the world of work through the acquisition of practical life skills. The Federal Republic of Nigeria (FRN, 2013) ^[7] describes secondary schools as institutions responsible for developing sound intelligent learning societies, fit and relevant for the 21st century. Secondary education therefore, prepares individuals for higher education. Given the responsibilities of secondary schools, they have been set up to achieve certain objectives which include providing the Nigerian citizens with opportunity for education of a higher level, irrespective of one's gender, social status, religious or ethnic affiliations. Secondary education offers diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles. It provides trained manpower in the applied sciences, technology and commerce at sub-professional grades; and provides entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development, etc. (FRN, 2013) ^[7]. The objectives of

secondary education cannot be achieved if the schools are not highly governed with effective leadership that promote leadership.

In the secondary school system, the principals are important stakeholders that run the daily affairs of the school. The principal ensures that teachers execute their task with utmost performance in order to achieve educational goals. For this to happen, teachers must be highly committed to their duties, which depend on the administrative leadership strategies employed by the principals. Principals administrative strategies can be described as the application of behavioural principles and discipline that are effective to bring about ideal academic system in the area of getting the right people to become teachers, developing them into effective instructors, ensuring that the system is able to deliver the best possible instruction for every child in order to achieve targeted objectives (Mezieobi 2006; Omemu, 2017) ^[9, 14]. On the other hand teachers' commitment according to Crosswell (2006) ^[6] is usually used to describe desirable attributes of a teacher which could be viewed as the attachment or engagement of teachers in the school. However, teachers' commitment is evident when they carry out their duties diligently in the school as regards to the administrative task and teaching-learning activities. Chike-Okoli (2007) ^[5] described the

principal as one who controls the human and material resources of the school. He or she occupies the top of administrative ladder in any secondary school. The principal as an instructional leader is responsible for matters concerning the implementation of the school curriculum, and sees to the smooth running of the school in order to achieve high productivity from the staff, in terms of effective teaching and learning. The task in the school setting is directed towards producing well-educated boys and girls through the efficient and effective leadership strategies of the principal who coordinates all school activities to ensure productivity and the achievement of tasks. The principal is expected to provide teachers with sound instructional leadership, supportive staff-personnel services, thorough and supportive instructional supervision, effective communication system where teachers are actively involved in decision making, and actively participate in planning and evaluating the instructional programmes (Chike-Okoli, 2007) ^[5]. Akomolafe (2012) ^[3], Abdulrahman (2014) ^[1], Omemu (2017) ^[14] and Pandey (2017) ^[15] identified the following as principals' administrative strategies necessary for teachers' commitment as adopting varieties of instructional leadership strategies, teacher evaluation, monitoring and supervision strategies, staff-personnel strategies, student-personnel strategies, utilizing various organizing, planning, coordinating and budgeting strategies, among others. Additionally, the instructional leadership roles of principals include setting clear goals, managing the curriculum, monitoring lesson plans, and evaluating teachers. A skilled principal can ensure better academic supervision of the teachers with quality feedback to enable them to learn better strategies of classroom management (Akomolafe, 2012; Omemu, 2017; Enyi cited in Omemu, 2017) ^[3, 14].

Pandey (2017) ^[15] stated that research has shown that to ensure a positive result of staff development, the school climate must contain trust, mutual respect and a willingness to work collaboratively. An effective principal makes sure that all the stakeholders of education are informed and involved for the successful running of the educational organization. Such principal establishes a school climate that promotes excellence in education, gender fairness for staff, students, parents and the community. The principal maintains and improves services of the staff by satisfying their personal needs (Omemu, 2017) ^[14]. Ogunu (2000) ^[12] also pointed out some administrative leadership roles of the principal to include among others providing overall leadership, coordination and continuing evaluation for the improvement of educational programmes, seeing to the welfare of staff and students; accounting for the success, safety and development of staff and students in the school; supervising both teachers' and students' activities; providing leadership in curricular development; and providing instructional leadership. Generally, it is obvious that the most important role of the principal is that of improving educational programmes by providing a climate of efficiency employing different strategies. Udeozor (2004) ^[16] opined that the principal in executing his administrative functions must apply different strategies which are embedded in all administrative activities of planning, organizing, staffing, directing, coordinating, controlling, reporting, communication and budgeting. In all

circumstances, the fundamental principles of management which include division of work, authority and responsibility, unity of command, unity of direction, supremacy of organizational goals, specialization, initiative, order, among others, must come to play (Udeozor, 2004) ^[16]. It has however been clearly established by most scholars like Ogunu (2000) ^[12], Okumbe (2001), Udeozor (2004) ^[16], Chike-Okoli (2007) ^[5], Nzoka and Orodho (2014) ^[11], that the management of secondary schools involves the application of certain administrative principles and strategies in designing, developing and effecting resources towards achievement of educational goals. This also has great impact on teachers' commitment. Croninger and Lee cited in Nzoka and Orodho (2014) ^[11] reported that the degree of dedication to work and interaction with the students reported by parents and teachers is dependent on school leadership. Evidence shows that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive student relationships are efficient in promoting a range of academic and social outcomes reflecting students' engagement and high teachers' commitment (Nzoka & Orodho, 2014) ^[11]. The World Bank cited in Nzoka and Orodho (2014) ^[11] posited that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than abundance of the available resources. The ability of schools to improve teaching and learning is strongly influenced by the quality of leadership provided by the principal. Majority of the principals in a country like Kenya undergo management course at Kenya Management Institute (KEMI) to improve on their management skills (Republic of Kenya cited in Nzoka & Orodho, 2014) ^[11].

On the contrary, UNICEF (2000) study in Latin America cited in Nzoka and Orodho (2014) ^[11] reported that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition due to leadership problems and poor teacher commitment than those whose schools were well-equipped as a result of good leadership coupled with high level of teachers commitment (Willms, 2000) ^[17]. A glance at secondary schools in Delta State showcases a situation where most of the secondary schools are in bad state, while a few of them are in good condition. This situation remains worrisome for the researcher including other stakeholders in the secondary school system in Delta State. Sometimes the schools in bad state are heavily represented with bad governance from leadership and low teacher commitment. For those in good state, their leadership is sound and effective with high level of teacher commitment. This is evident in the studies of Carron and Chau (1996) ^[4]; Achoka (2007) ^[2]; and Mobegi, Ondigi and Oburu (2010) ^[10] found that teachers absenteeism, poor performance of teachers and students, teachers' ineffectiveness in preparing lesson plan on time, teachers going to class without lesson plans, corruption found among teachers, is a resultant effect of bad management. In Nzoka and Orodho (2014) ^[11] study, teachers reported that the principals hardly monitored the teaching and learning process in their respective schools. It was evident across the schools sampled that there was inconsistent instructional supervision and monitoring of students' learning through consistent and

more practical assessment procedures which could have contributed to poor student performance. It was also evident that monitoring of curriculum instruction by principals was erratic in most schools to ensure schools meet their targets. Guidance and counseling strategies were not uncoordinated and effective and the schools lacked basic health facilities to cater for both staff and students. All these findings were attributed to poor management by the leadership which suggests that principals lacked appropriate knowledge, abilities and skills to manage the schools better (Nzoka & Orodho, 2014) ^[11]. Achoka study cited in Nzoka and Orodho (2014) stated that for change to take place in the school, the principal should be an advisor to students, teacher and the community. The principal should provide best school climate to entice teachers to build strong commitment in school by avoiding violence, threats, hatred, indiscipline, frustration and witch hunting of teachers.

Mobegi, Ondigi and Oburu cited in Nzoka and Orodho (2010) further noted that principals should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. Kiruma (2004) ^[8] in her study of secondary school strikes explains that discipline in schools is a function of the school administration. It depends on the principals administrative, supervisory, and organizational leadership abilities and styles/strategies, since he bears the general responsibility of clarifying the school purpose and philosophy. Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student needs, and this in reality is not too far from leadership effectiveness (Carron & Chau cited in Nzoka & Orodho, 2014) ^[11]. Therefore, a situation whereby principals fail to adopt effective administrative strategies in managing the schools, this might affect teacher commitment. Many of the teachers in such situation will not give best performances while executing their primary duty and students who are always at the receiving end suffer the consequences. The poor situation of many public secondary schools in Delta State which are matters of school administration and teacher commitment seems to make it impossible for quality teaching and learning to triumph. This situation which has created a lot of difficulties towards realization of quality education has also created a gap which must be filled by the present study. The need towards determining administrative strategies employed by public secondary school principals for promoting teachers' commitment in Delta State is therefore the problem of the study.

Purpose of the Study

This study aimed at finding out administrative strategies employed by public secondary school principals for promoting teachers' commitment in Delta State. Specifically, the study sought to determine:

1. Instructional leadership strategies employed by public secondary school principals for promoting teachers' commitment in Delta State.
2. Instructional supervision strategies employed by public secondary school principals for promoting teachers' commitment in Delta State.
3. Staff-personnel strategies employed by public secondary

school principals for promoting teachers' commitment in Delta State.

Research Questions

The following research questions guided the study:

1. What are the instructional leadership strategies employed by public secondary school principals for promoting teachers' commitment in Delta State?
2. What are the instructional supervision employed by public secondary school principals for promoting teachers' commitment in Delta State?
3. What are the staff-personnel strategies employed by public secondary school principals for promoting teachers' commitment in Delta State?

Method

The study adopted a descriptive survey research design. Population of the study consisted of all the four hundred and forty-eight (448) public secondary school principals and thirteen thousand, two hundred and eighty-six (13,286) teachers in Delta State (IT Unit in Planning, Research and Statistics Department, Delta State Post Primary Education Board - PPEB, 2018). The choice of choosing only principals and teachers as population of the study is because the principals are the administrative heads of the school, who supervise teachers' activities by employing various strategies that will enhance teachers' commitment. On the other hand, teachers are one of the important stakeholders in the school that determines the direction of teaching and learning activities in the school through their performance. They are also in a better position to describe the principals' administrative leadership strategies. Therefore, the responses of both parties will provide facts that will be useful for drawing inferences in the study. The sample size of this study consisted of 224 principals and 664 teachers selected from the entire population using the stratified random sampling technique. To draw this sample, the principals' and teachers including their schools were stratified according to the Local Government Areas in Delta State and selections were made. The principals including the public secondary schools were selected at fifty percent (50%), while the teachers were selected at five percent (5%). A 32-item questionnaire titled: "Principals' Administrative Strategies Promoting Teachers' Commitment Questionnaire (PASPTCQ)" was the main instrument for data collection. The instrument was organized in three clusters and structured on a 4 point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for answering research questions. This research instrument was validated by two experts from the Department of Educational Management and Policy, and one expert from the Department of Educational Foundations (Measurement and Evaluation expert), Faculty of Education, Nnamdi Azikiwe University, Awka. The content validity of the instrument was determined by the three experts. Corrections made on the instrument by the experts in terms of sentence construction and double barrel items were incorporated before the final printing of the instrument. Reliability of the instrument was determined through a pilot test sampling 15 principals from fifteen (15) secondary schools. The scores obtained from the pilot testing were collated and measured

using the Cronbach Alpha method and thereafter an internal consistency reliability of 0.73 was obtained which indicated that the instrument was fit to collect the necessary data for the study. Data collected from the respondents were analyzed

using mean scores and standard deviation. The decision rule was that any mean that rated above the bench mark of 2.50 was accepted, while the mean score that rated below 2.50 was not accepted.

Results

Table 1: Mean scores and SD of Respondents on Instructional Leadership Strategies employed by Public Secondary School Principals for promoting Teachers' Commitment in Delta State. {N = 888 (224 principals and 664 teachers)}

S/N	Instructional leadership strategies employed by principals for teachers' commitment	Principals		Decision	Teachers		Decision
		Mean	SD		Mean	SD	
1	Teachers are largely incorporated in evaluating all facts of the educational process directly related to instructions	2.24	1.04	Disagree	2.33	1.10	Disagree
2	Teachers are actively engaged in preparation of annual budgets in order to improve instructions in school	2.23	0.98	Disagree	2.34	1.07	Disagree
3	Individual subject teachers participate in selection of school textbooks and materials in order to aid their commitment in teaching	2.52	1.07	Agree	2.52	1.09	Agree
4	Teachers actively participate in school curriculum planning and design at all times	2.40	1.00	Disagree	2.36	1.08	Disagree
5	The school objectives are clearly communicated to teachers at all times in order to improve educational programmes in the school	2.60	1.13	Agree	2.40	1.13	Disagree
6	Functions are rotationally delegated to all the teachers in the school to establish positive climate that will promote high teacher productivity	2.57	1.10	Agree	2.58	1.05	Agree
7	Teachers are regularly assigned to keep proper records as a way of improving instructional programmes	2.55	1.08	Agree	2.56	1.08	Agree
8	Teachers are always encouraged to offer their suggestions freely so as to be involved and committed in all school activities	2.46	1.08	Disagree	2.35	1.09	Disagree
9	Teachers opinions are sought at all the decision making process in order to proffer solutions to problems as they come up in the school	2.36	1.08	Disagree	2.26	1.06	Disagree
10	Adequate resources are always provided for teachers to promote effective teaching and learning in the school	2.33	1.08	Disagree	2.32	1.07	Disagree
11	Principals show exemplary leadership in punctuality to school daily in order to aid teachers commitment	2.53	1.10	Agree	2.58	1.13	Agree
Overall mean score and SD =		2.43	1.08	Disagree	2.42	1.09	Disagree

Analysis of the result in Table 1 shows that items 3,5,6,7 and 11 of the principals' responses rated above the acceptable mean score of 2.50 in agreement with the statements. The rest of the items 1,2,4,8,9 and 10 of the principals responses rated below the acceptable mean score of 2.50 in disagreement with the statements. Meanwhile, items 3,6,7 and 11 of the teachers responses rated above 2.50 of the acceptable mean score in

agreement with the statements. The rest of items 1,2,4,5,8,9 and 10 of the teachers responses rated below 2.50 of the acceptable mean score in disagreement with the statements. The overall mean scores of 2.43 and 2.42 of the principals and teachers responses to all the statements respectively revealed that they negatively reacted to majority of the statements.

Table 2: Mean scores and SD of Respondents on Instructional Supervision Strategies employed by Public Secondary School Principals for promoting Teachers' Commitment in Delta State. {N = 888 (224 principals and 664 teachers)}

S/N	Instructional supervision strategies employed by principals for teachers' commitment	Principals		Decision	Teachers		Decision
		Mean	SD		Mean	SD	
12	All teachers activities are always monitored in order to aid their commitment towards effective instructional delivery	2.28	1.05	Disagree	2.37	1.06	Disagree
13	Constant classroom visitations are paid to teachers in order to observe their teaching methodologies	2.37	1.07	Disagree	2.22	1.06	Disagree
14	Constructive criticisms are used in order to correct teachers while supervising the classroom instructions	2.53	1.12	Agree	2.29	1.08	Disagree
15	Teachers are frequently encouraged to conduct continuous revisions of the lessons taught in the classroom in order to meet students needs	2.50	1.09	Agree	2.53	1.13	Agree
16	Teachers lesson notes are regularly supervised to ensure that they meet up to the standard that will promote teaching and learning	2.49	1.10	Disagree	2.39	1.11	Disagree
17	Different supervisory techniques are constantly used to promote teachers commitment in their daily teaching task	2.40	1.04	Disagree	2.35	1.04	Disagree
18	Demonstrative teaching is highly utilized as a way of improving instructions in the classroom	2.42	1.07	Disagree	2.48	1.08	Disagree
19	Regular classroom attendance of teachers is constantly taken to ensure their commitment to their job	2.34	1.04	Disagree	2.27	1.09	Disagree
Overall mean score and SD =		2.42	1.08	Disagree	2.36	1.09	Disagree

Analysis of the result in Table 2 shows that only items 14 and 15 of the principals responses rated above the acceptable mean score of 2.50 in agreement with the statements. The rest of items 12, 13, 16, 17, 18 and 19 of the principals responses rated below the acceptable mean score of 2.50 in disagreement with the statements. Meanwhile, that of the teachers responses of only item 15 rated above 2.50 of the acceptable mean score

in agreement with the statements. The rest of items 12, 13, 14, 16, 17, 18 and 19 of the teachers responses rated below 2.50 are in disagreement with the statements. The overall mean scores of 2.42 and 2.36 of both the principals and teachers responses to all the statements respectively indicated negative reactions to majority of the statements.

Table 3: Mean scores and SD of Respondents on Staff-Personnel Strategies employed by Public Secondary School Principals for promoting Teachers' Commitment in Delta State. {N = 888 (224 principals and 664 teachers)}

S/N	Staff-Personnel strategies employed by principals for teachers' commitment	Principals		Decision	Teachers		Decision
		Mean	SD		Mean	SD	
20	Good human relationships are constantly established with teachers to aid their commitment	2.70	1.09	Agree	2.34	1.10	Disagree
21	Various network channels that will efficiently promote teacher collaboration for improved performances have been adequately established in the school	2.39	1.01	Disagree	2.40	1.10	Disagree
22	Orientation exercises are frequently organized for newly employed teachers whenever they are been posted to the school	2.22	1.06	Disagree	2.44	1.10	Disagree
23	Welfare packages that will promote teachers commitment on the job are being provided in the school	2.38	1.12	Disagree	2.44	1.11	Disagree
24	Teachers are highly encouraged to constantly participate in in-service training programmes for their continual professional development	2.52	1.11	Agree	2.46	1.10	Disagree
25	Teachers are always assigned duties based on their specialization and expertise	2.29	1.09	Disagree	2.40	1.10	Disagree
26	Teachers are constantly communicated to using effective communication channels	2.51	1.16	Agree	2.46	1.12	Disagree
27	Reports against teachers misconducts are investigated thoroughly before meting out sanctions	2.57	1.13	Agree	2.45	1.14	Disagree
28	All staff are treated equally with fairness without reservations	2.62	1.08	Agree	2.34	1.10	Disagree
29	Teachers are constantly motivated using various means as a way of improving their services in order to promote their commitment	2.41	1.09	Disagree	2.41	1.12	Disagree
30	Financial assistance is rendered to teachers when the need arises to satisfy their personal needs	2.40	1.10	Disagree	2.36	1.07	Disagree
31	Various on-the-job training programmes like job rotation, workshops, mentorship, etc, are used to promote teachers professional growth	2.04	1.04	Disagree	2.33	1.13	Disagree
32	Facts about staff are gathered in terms of their professional attributes together with their interest so as to place them on the job rightly	2.63	1.07	Agree	2.59	1.09	Agree
Overall mean score and SD =		2.44	1.10	Disagree	2.42	1.11	Disagree

Analysis of the result in Table 3 revealed that items 20, 24, 26 to 28 and 32 of the principals responses rated above the acceptable mean score of 2.50 in agreement with the statements. The rest of the items from 21 to 23, 25 and 29 to 31 of the principals' responses rated below the acceptable mean score of 2.50 in disagreement with the statements. Meanwhile, items 20 to 31 of the teachers responses rated below 2.50 of the acceptable mean score in disagreement with the statements; except for only item 32 of the teachers responses which rated above 2.50 of the acceptable mean score in agreement with the statement. The overall mean scores of 2.44 and 2.42 of both principals and teachers responses to all the statements respectively showed negative reactions to majority of the statements.

Discussion of Findings

Findings of the study generally revealed the administrative strategies at the disposal of the public secondary school principals for enhanced teacher commitment, although many of these administrative strategies were not effectively employed by the public secondary school principals to aid teachers commitment in their schools. Further indications from one of the findings of this study showed the instructional leadership strategies employed by principals for promoting teachers commitment. Both the principals and teachers

attested to the fact that principals employed strategies that would enable individual subject teachers participate in selection of school textbooks and materials in order to aid their commitment in teaching. The principals and teachers also indicated that: the school objectives were clearly communicated to teachers at all times in order to improve educational programmes in the school; functions were rotationally delegated to all the teachers in the school to establish positive climate that will promote high teacher productivity; teachers were regularly assigned to keep proper records as a way of improving instructional programmes; and principals showcased exemplary leadership in punctuality to school daily in order to aid teachers commitment. However, the secondary school principals as attested by some of the principals and teachers were not effective in employing most instructional leadership strategies in certain areas. This included: actively engaging teachers in the preparation of annual budgets in order to improve instructions in schools, actively engaging teachers to participate in school curriculum planning and design at all times, always encouraging teachers to offer their suggestions freely so as to be involved and committed in all school activities, seeking teachers opinions at all the decision making process in order to proffer solutions to problems as they come up in the school. Always providing adequate resources for teachers to promote effective teaching

and learning in the school. This finding concurs with Akomolafe (2012) ^[3] study which found that there was high level of administrative effectiveness in private secondary schools but moderate level in public schools. The study also revealed a significant relationship between administrative effectiveness and teacher commitment. The extent to which administrative effectiveness could enhance teachers and students' discipline during the teaching-learning processes cannot be over emphasized. Principals' effectiveness in instructional leadership which is part of administrative strategies was therefore an important factor in raising the level of teachers commitment. It is worthy of note, that administrative effectiveness of principals in instructional leadership is a prerequisite to teachers commitment, performance, efficiency, productivity, school discipline and success (Akomolafe, 2012) ^[3]. Pandey (2017) ^[15] confirmed that principals now need to be administratively effective for the improved performance of all in the school including the teachers and students.

Another finding revealed that instructional supervision strategies employed by principals in schools. Both the principals and teachers attested to the fact that teachers were frequently encouraged to conduct continuous revision of the lessons taught in the classroom in order to meet students needs. In certain areas of instructional supervision, the principals were found wanting and did not employ effective strategies, like devising means to ensure that all teachers activities were always monitored in order to aid their commitment towards effective instructional delivery; ensuring that constant classroom visitation were made to teachers in order to observe their teaching methodologies; using constructive criticisms in order to correct teachers while supervising them classroom instructions; making sure that teachers lesson notes are regularly supervised to ensure that they meet up to the standard that will promote teaching and learning; employing different supervisory techniques constantly to promote teachers commitment in their daily teaching task; ensuring that demonstrative teaching is highly utilized as a way of improving instructions in the classroom; and ensuring that regular classroom attendance of teachers is constantly taken to ensure their commitment to their job. This finding is in agreement with the studies of Carron and Chau (1996) ^[4], Achoka (2007) ^[2], and Nzoka and Orodho (2014) ^[11] which found that teachers' absenteeism, poor performance of teachers and students, teachers' ineffectiveness in preparing lesson plan on time, teachers going to class without lesson plans, are the resultant effect of bad management. Nzoka and Orodho (2014) ^[11] asserted that teachers reported that the principals hardly monitored the teaching and learning process in their respective schools. It was evident across the schools sampled that there was inconsistent instructional supervision and monitoring of student learning through consistent and more practical assessment procedures which could have contributed to poor student performance. It was also evident that monitoring of curriculum instruction by principals was erratic in most schools to ensure the schools meet their targets. All these findings were attributed to poor management by the leadership which suggests that principals lacked appropriate knowledge, abilities and skills to manage the schools better (Nzoka & Orodho, 2014) ^[11]. These scholars further attested

that principals should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. The study of Kiruma (2004) ^[8] in her study of secondary school strikes explains that discipline in schools is a function of the school administration. It depends on the principals' administrative, supervisory, and organizational leadership abilities and strategies, since it is the principals' general responsibility of clarifying the school purpose and philosophy. Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student needs, and this in reality is not too far from leadership effectiveness (Carron & Chau cited in Nzoka & Orodho, 2014) ^[11]. Notwithstanding, Crosswell (2006) ^[6] reported that teachers instructional commitment is determined through their quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention, organisational "health" of the school, and student attitudes and learning outcomes. Committed teachers are concerned with the development of their students and they cultivate students' curiosity and interest in learning. Pandey (2017) ^[15] confirmed that principals also need to apply effective supervisory techniques for the improved performance of all students in the classroom. It was also further discovered from another finding that the principals employed certain staff-personnel strategies for promoting teacher commitment although this was restricted to a certain area of gathering facts about staff in terms of their professional attributes together with their interest so as to place them on the job rightly. However, the principals did not employ majority of the staff-personnel strategies as attested by most of the principals and teachers. Both the principals and teachers disagreed to the following that: various network channels which efficiently promote teacher collaboration for improved performance have been adequately established in the school; orientation exercises were frequently organized for newly employed teachers whenever they are posted to the schools, welfare packages that will promote teachers commitment on the job were being provided in the school; teachers were always assigned duties based on their specialization and expertise; teachers were constantly motivated using various means as a way of improving their services in order to promote their commitment; financial assistance were rendered to teachers when the need arises to satisfy their personal needs; and various on-the-job training programmes like job rotation, workshops, mentorship, etc, were used to promote teachers professional growth. The teachers were further discontented with the principals' consent to the statements that good human relationships were constantly established with teachers to aid their commitment; teachers were highly encouraged to constantly participate in in-service training programmes for their continual professional development; teachers were constantly communicated to using effective communication channels; reports against teachers misconducts were investigated thoroughly before meting out sanctions; and that all staff were treated equally with fairness without reservations. This finding is not in tandem with Nzoka and Orodho (2014) ^[11] study which found that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive student relationships

are efficient in promoting a range of academic and social outcomes reflecting students' engagement and high teachers' commitment. Croninger and Lee study cited in Nzoka and Orodho (2014) ^[11] found that the degree of teacher caring, dedication to work and interaction with the students reported by parents and teachers is dependent on school leadership. Based on all these findings, it is important that secondary school principals employ effective administrative strategies in order to improve teachers' commitment. A school where teachers are highly committed to work is always successful in meeting up with instructional objectives.

Conclusion

Principals are one of the important human resource that implement educational goals. For any school to attain its instructional objectives, it is dependent on the principal who handles the affairs of the school by ensuring that teachers are highly committed to their duties. The principal achieves this by employing various administrative strategies in managing staff. It is based on this benchmark that the present study revealed administrative strategies employed by secondary school principals for promoting teachers commitment. Failure for the principals to employ effective administrative strategies in managing the affairs of teachers can affect their attitude and commitment to work in order to accomplish educational goals. Priority interest must be given to administrative strategies employed by principals for teachers' commitment by stakeholders in the secondary education system in Delta State for the realization of educational goals and improving students academic performances. In essence, from the findings of this study recommendations were proffered.

Recommendations

Among the recommendations made include that:

1. Delta State government in collaboration with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes for principals to equip them with the necessary skills that enable them employ effective instructional leadership strategies that would aid teachers commitment in their school they
2. The secondary school principals should employ various instructional supervision strategies that will promote teachers commitment for effective instructional delivery in schools.
3. Secondary school principals should establish good staff relationships that will promote teachers commitment in the school by employing effective staff-personnel strategies.

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