



**ADMINISTRATIVE STRATEGIES TO ENHANCE
TEACHERS' COMMITMENT IN DELTA STATE PUBLIC
AND PRIVATE SECONDARY SCHOOLS IN NIGERIA**

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Abstract:

This study examined the 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 414 public and 620 registered private secondary schools in the 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; 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. The study recommended that School

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principals should create an environment that will enhance collaborative practice. When a conducive environment is created in the school and collaborative practice is encouraged teachers will be committed to their job.

Keywords: administrative strategies; teachers' commitment; public secondary schools; private secondary schools

1. Introduction

Education is the process by which students acquire the relevant knowledge, skills, and values which will help in the development of the intellect and character of individuals for self-reliance and responsible citizenship in a country like Nigeria. Secondary school is that sector of the education pyramid that usually comes immediately after primary education and before tertiary education. It is at this stage of education that students are prepared for university, polytechnics, monotechnics or colleges of education. Secondary schools last for six years, broken into two distinct parts that are perfectly correlated with the groundwork of the first three years Junior Secondary School (J.S.S) and dovetail into the next three years of Senior Secondary School (S.S.S). The aims and objectives of secondary education show that the future of any nation depends to a large extent on the quality of education it provides for its citizens.

At the hub of secondary education be it public or private is the principal who supervises and facilitates the daily administration of the school. Duties of principals include creating a conducive teaching/learning environment, regular evaluation of teachers' performance, ensuring that discipline is maintained in the school environment, ensuring punctuality of teachers to work, ensuring that students are being taught and inspecting teachers' lesson notes, to mention but a few. However, principals are assisted by teachers and other supporting staff in the school. Thus, principals need teachers to be committed to the job, but this will depend on the administrative strategies employed by school principals.

Teachers see their commitment as part of their professional identity, it defines them and their work and they get fulfilment from this, (Arul Deepa, 2016). Elliott and Crosswell, (2001) stated that the word, 'commitment' is used to distinguish those teachers who are caring, dedicated and who take the job seriously from other teachers who put their own interests first. It should be noted that commitment to teaching is part of a teacher's affective or emotional reaction to their experience in a school setting. It can be seen to be part of a learned behaviour or attitude associated with the professional behaviour of teachers. From these affective reactions to the school setting, teachers make decisions about their level of willingness to personally invest in that particular setting or particular group of students.

Teachers' commitment according to this study was viewed as an investment in a particular career, in this case, teaching. It is also the willingness an individual enacts in investing personal resources in the teaching task. Commitment is a sense of fidelity and

adherence. The sense of belonging at the core of the commitment concept causes a kind of connection between organization and individuals and makes individuals gather around a common value, aim and culture.

Some teachers often limit their commitment and their engagement with the school, as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teachers' commitment has been found to be a critical predictor of teachers' work performance, absenteeism, burnout and turnover, as well as having an important influence on students' achievement, and attitudes toward school (Tsui & Cheng, 2009). For teachers to be committed to the job, there are lots of strategies that could be employed by school principals in order to have a grip on the whole school and consequently improve its academic performance. These range from the monitoring of teachers' activities, the use of a committee system in schools, performance appraisal, participatory decision-making, a delegation of duties and regular staff meetings.

Poor monitoring of teachers' activities and poor performance appraisal of teachers is often said to result in poor instructional delivery in schools. This is the reason why Ayeni and Akinfolarin (2014) noted that to enhance teachers' commitment; principals are required to improve administrative strategies in schools. This can be done by setting a clear vision for the school, adequate job analysis and work plan, regular staff meetings, a delegation of duties, effective monitoring of teachers, involvement of teachers in decision making and a committee system.

When principals provide leadership in the school system, this exerts a variety of influences on teachers, students and the entire school community. The choice of any managerial practice adopted by any school principal may be premised on the quest to bring about improvement towards the attainment of educational goals and objectives, but some administrative strategies that could lead to the achievement of school objectives perhaps have not been provided by many school principals.

The use of a set of administrative strategies by principals is informed by the fact that principals are to bring all round development into the school, in order to enhance teachers' commitment. They must be able to adopt some administrative strategies and also evaluate their teachers in order to ascertain the strengths and weaknesses of the instructional delivery system in the school. However, gaps in the principals' administrative strategies will no doubt cause set-back in the teaching-learning process, (Ayodele, Buari, and Oguntuase, 2016).

There is also a growing concern in society about the realization of secondary education objectives perhaps due to the observation that some principals have not been using some administrative strategies that could facilitate or enhance teachers' commitment. There is a greater challenge for the principals partly because of existing gaps and inadequacies in their leadership and supervisory duties. Ayodele, et al, (2016) noted that principals should demonstrate certain strategies to move the school forward and make teachers committed to the job because of the numerous problems the schools are now facing which are too complex and too big for a principal to cope with.

2. Statement of the Problem

There is a growing concern in society that some principals have been found wanting in their task of administration of the school and its resources, including the teachers. Perhaps, this is due to inadequate strategies employed by some principals, which could jeopardize the commitment of teachers to the educational system. Studies have shown that some of these inadequacies in the area of principals' administrative strategies are: inappropriate supervision, poor human relations with teachers, poor remunerations and motivation of staff, lack of teamwork between the principal and the staff, financial constraints, excessive workload, job insecurity and poor working environment or poor working conditions.

Teachers' commitment has also been identified as one of the critical factors in the success and future of the educational system. The absence of commitment on the part of the teachers has been seen as an explanation for a variety of ills, among which are absenteeism, irregularities in the classroom and indiscipline among teachers. The above does not give room for collaboration between the principals and the teachers, and the adverse effect of this is on the students. Hence, the question the study attempts to answer is: what are the administrative strategies to enhance teachers' commitment in Delta State public and private secondary schools? This question along with other specific questions will guide this study.

2.1 Research Questions

The following research questions were raised to guide this study:

- 1) What are the available administrative strategies to enhance teachers' commitment in Delta State public and private secondary schools?
- 2) What administrative strategies are commonly used by principals to enhance teachers' commitment in Delta State public and private secondary schools?
- 3) What administrative strategies are more positively inclined to enhance teachers' commitment in Delta State public and private secondary schools?
- 4) What suggested administrative strategies can principals adopt to enhance teachers' commitment in Delta State public and private secondary schools?

2.2 Hypotheses

The following hypotheses were formulated from the raised research questions.

- 1) 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.
- 2) There is no significant difference between public and private principals on administrative strategies commonly used to enhance teachers' commitment in Delta State public secondary schools.

- 3) There is no significant difference between public and private principals on preferred administrative strategies more positively inclined to enhance teachers' commitment in Delta State public secondary schools.
- 4) There is no significant difference between public and private principals on suggested administrative strategies to enhance teachers' commitment in Delta State private secondary schools.

3. Theoretical Framework

This study is based on administrative theory as proposed by Henri Fayol (1841–1925). Fayol believed that by focusing on managerial practices he could minimize misunderstandings and increase efficiency in organizations. He enlightened managers on how to accomplish their managerial duties, and the practices in which they should engage.

Henri Fayol tried to abstract certain universal principles by which an organization should be structured and operated. Henri Fayol's work was complementary to F. W. Taylor's scientific principles. Fayol observed that all the activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration. These can also be seen as: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de corps. Three principles were highly emphasized by this theorist. They are:

- **Division of Labour:** Each employee performing a specialized function.
- **Unity of Command:** Each employee reporting to only one superior.
- **Coordinating:** The harmonious integration of the different aspects of an organization. is

Span of supervision the number of subordinates reporting to one manager or supervisor, the hierarchical arrangement of functions and authority, and the subordination of individuals to institutional authority.

The administrative theory is related to the present study because it focuses on how the entire organization should be structured and managed to improve performance in that secondary school is not left out. This can be achieved when the school principal empowers teachers to perform their duties when teachers are part of the decision-making in the school.

4. Methods

This study is a descriptive survey adopting the ex-post-facto design. The population of the study consists of all 1034 principals in public and private secondary schools. As at the time of this study, Delta State has 414 public and 620 registered private secondary schools in the 25 Local Government Areas. The sample for this study is 516, drawn from the

population of the study, which is 50% of the principals in Delta State public and private secondary schools. The sampling procedure employed a stratified random sampling technique. This was done by sampling 145, which is 50% of respondents from a population of 290 in Delta North, senatorial district, 136 which is 50% of respondents from a population of 273 in Delta Central senatorial district and 235 which is 50% of respondents from a population of 471 in Delta South senatorial district. The results were combined to form a sample of 516.

The instrument for this study is the researcher's self-developed questionnaire titled "Principal Administrative Strategies and Teachers' Commitment Questionnaire (PASTCQ). It is divided into two sections; A and B. Section A contains information on respondents' demographic data while section B has four main parts. B(i) focused on available administrative strategies with eight (8) items, B(ii) focused on administrative strategies commonly used by principals with eight items (8), B(iii) focused on administrative strategies more positively inclined to enhance teachers' commitment with eight (8) items while, B(iv) focused on suggested administrative strategies for a principal with ten (10) items making it a total of 36 items. Each sub-scale has four options and respondents are expected to tick (✓) one. The options are Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. The instrument was given to experts to ascertain whether or not the instrument would measure what it is supposed to measure. Amendments were made on spelling errors, grammatical errors as well as the addition of new items. The experts' comments, suggestions and recommendations were considered to improve the instrument and were found appropriate. Thus, it was validated through face validity. To ensure that the instrument measured considerably and consistently what it intended to measure, it was subjected to a split-half reliability test using 20 secondary schools principals in Oyo State, a state outside the area of study. The instrument was administered to respondents, after which the items were divided into two odd and even items, using Pearson Product Moment Correlation and a co-efficient of 0.58 was obtained. However, Spearman Brown's formula was used to step up the test and a co-efficient of 0.73 was obtained which showed a high-reliability index.

The research instrument was administered to respondents at the All-Nigeria Confederation of Principals of Secondary Schools (ANCOPPSS) meeting. The researcher administered the instrument to the principals with the help of research assistants. This is to facilitate the quick retrieval of the research instrument. The responses from the respondents were carefully converted into mean scores and standard deviation for the purpose of description and answering the research questions while t-test statistics was employed to test the hypotheses at 0.05 level of significance. For the research questions, a mean score of 2.50 and above was accepted as the indicative agreement, any score below this was said to disagree.

5. Results

Research Question 1: What are the available administrative strategies to enhance teachers' commitment in Delta State public and private secondary schools?

Table 1: Mean Score Analysis on Available Administrative Strategies to Enhance Teachers' Commitment

S/N	Available Administrative Strategies to Enhance Teachers' Commitment	Mean	SD	Decision
1	Monitoring of teachers' activities	3.17	0.79	+
2	Maintaining proper channel of communication	3.27	0.82	+
3	Use of committee system in schools	3.09	0.77	+
4	Performance appraisal of teachers	3.57	0.89	+
5	Teachers' participation in decision making	3.15	0.79	+
6	Delegation of duties	3.34	0.84	+
7	Regular staff meeting	3.08	0.77	+
8	Motivation of teachers	3.13	0.78	+

Keys: + = Agreed; - = Disagreed

Data in Table 1 shows mean score analysis on available administrative strategies to enhance teachers' commitment. Respondents agreed on all the items. Specifically, respondents agreed with mean scores of 3.17, 3.27, 3.07, 3.57, 3.15, 3.34, 3.08 and 3.13 on monitoring of 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. Thus, school principals have identified these as available administrative strategies to enhance teachers' commitment.

Research Question 2: What administrative strategies are commonly used by principals to enhance teachers' commitment in Delta state public and private secondary schools?

Table 2: Mean Score Analysis on Commonly Used Administrative Strategies to Enhance Teachers' Commitment

S/N	Commonly Used Administrative Strategies to Enhance Teachers' Commitment	Mean	SD	Decision
1	Monitoring of teachers' activities	3.33	0.83	+
2	Maintaining proper channel of communication	3.23	0.81	+
3	Use of committee system in schools	2.21	0.43	-
4	Performance appraisal of teachers	2.47	0.48	-
5	Teachers' participation in decision making	3.23	0.81	+
6	Delegation of duties	3.22	0.81	+
7	Regular staff meeting	2.59	0.52	+
8	Motivation of teachers	3.24	0.81	+

Keys: + = Agreed; - = Disagreed

Data in Table 2 shows mean score analysis on commonly used administrative strategies to enhance teachers' commitment. The result of the study shows that respondents agreed on monitoring teachers' activities, maintaining a proper channel of communication, teachers' participation in decision-making, the delegation of duties, regular staff meetings and motivation of teachers with mean scores of 3.33, 3.23, 3.23, 3.22, 2.59 and 3.24 respectively. However, respondents disagreed on the use of the committee system in schools and the performance appraisal of teachers with mean scores of 2.21 and 2.47 respectively.

It is obvious here that the commonly used administrative strategies to enhance teachers' commitment by principals are monitoring of teachers' activities, maintaining a proper channel of communication, teachers' participation in decision-making, the delegation of duties, regular staff meetings and motivation of teachers.

Research Question 3: What administrative strategies are more positively inclined to enhance teachers' commitment in Delta State public and private secondary schools?

Table 3: Mean Score Analysis on Positively Inclined Administrative Strategies to Enhance Teachers' Commitment

S/N	Positively Inclined Administrative Strategies to Enhance Teachers' Commitment	Mean	SD	Decision
1	Monitoring of teachers' activities	3.29	0.82	+
2	Maintaining proper channel of communication	2.24	0.56	-
3	Use of committee system in schools	2.33	0.58	-
4	Performance appraisal of teachers	3.10	0.78	+
5	Teachers' participation in decision making	3.46	0.87	+
6	Delegation of duties	3.17	0.79	+
7	Regular staff meeting	2.55	0.64	+
8	Motivation of teachers	3.16	0.79	+

Keys: + = Agreed; - = Disagreed

Data in Table 3 shows mean score analysis on positively inclined administrative strategies to enhance teachers' commitment. Respondents agreed on monitoring of teachers' activities, performance appraisal of teachers, teachers' participation in decision-making, the delegation of duties, regular staff meetings and motivation of teachers with mean scores of 3.29, 3.10, 3.46, 3.17, 2.55 and 3.16 respectively. Respondents disagreed on maintaining a proper channel of communication and use of a committee system in schools with mean scores of 2.24 and 2.33 respectively.

Thus, Principals agree that monitoring of teachers' activities, performance appraisal of teachers, teachers' participation in decision-making, the delegation of duties, regular staff meetings and motivation of teachers will enhance teachers' commitment positively.

Research Question 4: What suggested administrative strategies can principals adopt to enhance teachers' commitment in Delta State public and private secondary schools?

Table 4: Mean Score Analysis on Suggested Administrative Strategies to Enhance Teachers' Commitment

S/N	Suggested Administrative Strategies to Enhance Teachers' commitment	Mean	SD	Decision
1	Create an environment that will enhance collaborative practice	3.23	0.81	+
2	Place teachers in situations where they can learn from each other	3.20	0.80	+
3	Take regular attendance of teachers	3.18	0.79	+
4	Accept the worth of each teacher	1.83	0.46	-
5	Delegation of duty to capable teachers	3.22	0.81	+
6	Collaborate with teachers in school management	3.45	0.86	+
7	Set objectives for teachers to achieve	3.38	0.85	+
8	Seek feedback from the teacher	2.44	0.61	-
9	Reinforce teachers' efforts through recommendation	3.28	0.82	+
10	Deal with teacher's truancy	3.23	0.81	+

Keys: + = Agreed; - = Disagreed

Data in Table 4 shows mean score analysis on suggested administrative strategies to enhance teachers' commitment. Respondents agree on creating an environment that will enhance collaborative practice, placing teachers in situations where they can learn from each other, taking regular attendance of teachers, the delegation of duty to capable teachers, collaborating with teachers in school management, setting objectives for teachers to achieve, reinforcing teachers' effort through recommendation and dealing with teacher's truancy with mean scores of 3.23, 3.20, 3.18, 3.22, 3.45, 3.38, 3.28 and 3.23 respectively. Respondents disagree with mean scores of 1.83 and 2.44 on accepting the worth of each teacher and seeking feedback from the teacher.

Consequently, principals suggest here that to enhance teachers' commitment, there is a need to create an environment that will enhance collaborative practice, place teachers in situations where they can learn from each other, take regular attendance of teachers, the delegation of duty to capable teachers, collaborate with teachers in school management, set objectives for teachers to achieve, reinforce teachers' effort through recommendation and deal with teacher's truancy.

Hypothesis 1: 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.

Table 5: t-test Summary of Difference Between Principals of Public and Private Secondary Schools on the Available Administrative Strategies Used to Enhance Teachers' Commitment

Variables	N	Mean	df	Level of Sign.	t-Cal.	t-Critical	Decision
Public School Principals	229	3.20	514	0.05	0.71	±1.96	Not Significant
Private School Principals	287	3.24					

Data in Table 5 shows a t-test summary of difference between principals of public and private secondary schools on the available administrative strategies used to enhance teachers' commitment. The result of the study revealed that the t-calculated value of 0.71

is less than the t-critical value of ± 1.96 with a Df of 514 at a 0.05 level of significance. This implies that the hypothesis stated 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 was retained.

Hypothesis 2: There is no significant difference between public and private school principals on administrative strategies commonly used to enhance teachers' commitment in Delta State secondary schools.

Table 6: t-test Summary of Difference Between Public and Private School Principals on Administrative Strategies Commonly Used to Enhance Teachers' Commitment

Variables	N	Mean	df	Level of Sign.	t-Cal.	t-Critical	Decision
Public School Principals	229	2.91	514	0.05	0.82	± 1.96	Not Significant
Private School Principals	287	2.97					

Data in Table 6 shows a t-test summary of difference between public and private principals on administrative strategies commonly used to enhance teachers' commitment. The result of the study revealed that the t-calculated value of 0.82 is less than the t-critical value of ± 1.96 with a df of 514 at a 0.05 level of significance. This implies that the hypothesis states that there is no significant difference between public and private secondary school principals on administrative strategies commonly used to enhance teachers' commitment in Delta State was retained.

Hypothesis 3: There is no significant difference between public and private principals on preferred administrative strategies more positively inclined to enhance teachers' commitment in Delta State secondary schools.

Table 7: t-test Summary of Difference Between Public and Private Principals on Preferred Administrative Strategies More Positively Inclined to Enhance Teachers' Commitment

Variables	N	Mean	df	Level of Sign.	t-Cal.	t-Critical	Decision
Public School Principals	229	2.74	514	0.05	0.49	± 1.96	Not Significant
Private School Principals	287	2.96					

Data in Table 7 shows a t-test summary of difference between public and private principals on preferred administrative strategies more positively inclined to enhance teachers' commitment. The result of the study revealed that the t-calculated value of 0.49 is less than the t-critical value of ± 1.96 with a Df of 514 at a 0.05 level of significance. This implies that the hypothesis states that there is no significant difference between public and private principals on preferred administrative strategies more positively inclined to enhance teachers' commitment in Delta State secondary schools was retained.

Hypothesis 4: There was no significant difference between public and private secondary school principals on suggested administrative strategies to enhance teachers' commitment in Delta State secondary schools.

Table 8: t-test Summary of Difference Between Public and Private Secondary School Principals on Suggested Administrative Strategies to Enhance Teachers' Commitment

Variables	N	Mean	df	Level of Sign.	t-Cal.	t-Critical	Decision
Public School Principals	229	2.96	514	0.05	0.53	±1.96	Not Significant
Private School Principals	287	3.12					

Data in Table 8 shows a t-test summary of difference between public and private principals on suggested administrative strategies to enhance teachers' commitment. The result of the study revealed that the t-calculated value of 0.53 is less than the t-critical value of ±1.96 with a Df of 514 at a 0.05 level of significance. This implies that the hypothesis stated that there is no significant difference between public and private secondary school principals on suggested administrative strategies to enhance teachers' commitment in Delta State secondary schools were retained.

6. Discussion

Principals of public and private secondary schools in Delta State identified monitoring of teachers' activities, maintaining a proper channel of communication, use of a committee system in schools, performance appraisal of teachers, teachers' participation in decision-making, the delegation of duties, regular staff meeting and motivation of teachers as the available administrative strategies to enhance teachers' commitment. In supporting this finding, Teschke (1996) puts forth some points such as monitoring of teachers' activities, teachers' participation in decision-making, and motivation of teachers for principals to follow. The author opines further that principals should assist teachers in maximizing their strengths, as well as develop collegiality and be proactive in the pursuit of the school's vision to help teachers get more committed. In supporting the finding also, Terry (2000) stated that principals should allow their teachers the freedom to be creative and take risks, this will enable teachers to be committed to their job. The finding is supported by Whitaker (2003) who holds that teachers should be placed in situations where they can learn from other teachers. This aligns with the work of Leithwood and Riehl (2003) on building a collaborative process when they state that to enhance performance in their schools, leaders provide opportunities for staff to participate in decision-making about issues that affect them.

It has been revealed by public and private secondary school principals that the commonly used administrative strategies to enhance teachers' commitment by principals include monitoring of teachers' activities, maintaining a proper channel of communication, teachers' participation in decision-making, the delegation of duties, regular staff meeting and motivation of teachers. The finding is in line with Ayeni and Akinfolarin (2014) who noted that to improve students' academic performance;

principals are required to improve administrative strategies in schools. This can be done by setting a clear vision for the school, adequate job analysis and work plan, regular staff meetings, the delegation of duties, effective monitoring of teachers, involvement of teachers in decision making and a committee system. The finding is also in line with Ayodele, Buari and Oguntuase, (2016) who revealed that monitoring of teachers' activities, to use of a committee system in schools, performance appraisal, participatory decision-making, the delegation of duties and regular staff meetings.

Positively inclined administrative strategies to enhance teachers' commitment are monitoring of teachers' activities, performance appraisal of teachers, teachers' participation in decision-making, the delegation of duties, regular staff meeting and motivation of teachers. The finding agrees with Stiggins and Duke (2008) who identified that school administrators are of the opinion that transformational administrative strategy is positively inclined in making teachers committed to their job. The finding also agrees with Glickman (2010) who identified that school administrators stated that essentialism, experimentalism and existentialism positively incline teachers to be committed to their job. The finding also agreed with Jepkoech, Muriel, and Ogoti (2015) who established free communication, the delegation of authority, the enhancement of school culture and raising the school motivation level as positive incline administrative strategies to enhance teachers' commitment.

Principals of public and private secondary schools suggested that there is a need to create an environment that will enhance collaborative practice, place teachers in situations where they can learn from each other, take regular attendance of teachers, the delegation of duty to capable teachers, collaborate with teachers in school management, set objectives for teachers to achieve, reinforce teachers' effort through recommendation and deal with teacher's truancy in order to enhance teachers' commitment. This finding supports Edmonds (1979) who suggested hierarchical administrative strategies which are powerful tools for the principal to use to improve the teachers' commitment. This finding is also in line with Austin (1979) who suggests that an administratively effective school principal who promotes or enhances teachers' commitment needs to provide a climate that stimulates ideas and facilitates the exchange of ideas with colleagues.

This finding supports Townsend (1997), who suggested that school principals should adopt teamwork as an administrative strategy to make teachers committed. This finding agrees with Cotton (2003) who suggested that head teachers should adopt appropriate administrative strategies such as cordial relationships, free communication policy, support of needy students and understanding of staff members with these, teachers will be committed to their job. This finding is in line with Akomolafe (2012) who suggested that school principals should adopt administrative strategies such as staff motivation, improve their skills of time management and ensure supervision of assignments given to their teachers. This finding is in support of Jepkoech, Muriel, and Ogoti (2015) who recommended that free and open-door communication strategy should be reinforced in all secondary schools as an administrative strategy. This finding agrees with Ayodele, Buari, and Oguntuase (2016) who suggested that principals should be

committed to changing organizational culture from the traditional patterns of hierarchical structure to participatory management in order to improve the effectiveness of participatory decision-making in the school system.

7. Conclusion and Recommendations

This study has shown how expedient and necessary it is for secondary school principals to employ strategies which will enhance the commitment of teachers. This is so since, according to the study, school principals in Delta State identified monitoring of teachers' activities, maintaining a proper channel of communication, use of a committee system in schools, performance appraisal of teachers, teachers' participation in decision making, the delegation of duties, regular staff meeting and motivation of teachers as available administrative strategies to enhance teachers' commitment. But the commonly used and positively inclined administrative strategies to enhance teachers' commitment by principals are monitoring of teachers' activities, teachers' participation in decision-making, the delegation of duties, regular staff meetings and motivation of teachers.

Consequently, this study concludes by affirming the need for secondary school principals to create an environment that will enhance collaborative practice, place teachers in situations where they can learn from each other, take regular attendance of teachers, the delegation of duty to capable teachers, collaborate with teachers in school management, set objectives for teachers to achieve, reinforce teachers' effort through recommendation and deal with teacher's truancy in order to make teachers committed.

The study holds that if these strategies are effectively put in place, the positive impact on the educational system will not only be felt in Delta State secondary schools but will also provide a good example for other States in the nation.

From the findings of this study, the researcher recommends the following:

- 1) Collaborative environment: School principals should create an environment that will enhance collaborative practice. When a conducive environment is created in the school and collaborative practice is encouraged teachers will be committed to their job.
- 2) Making teachers learn from one another: There is a need for principals to place teachers in situations where they can learn from each other. This, to a great extent, will make teachers learn new ideas from each other and will enhance their commitment.
- 3) Taking of Regular Attendance: Most teachers are not punctual to work, academic functions or meetings. Thus, there is a need for school principals to take regular attendance of teachers. This will create a sense of responsibility in the teachers and thus enhance their commitment.
- 4) Setting Clear Objectives: Most teachers shy away from duties; school principals should set objectives for teachers to achieve. This can be done by delegating duties and responsibilities to teachers. The more they exhibit responsibility for these duties the more committed they will be to their job.

- 5) Encouragement through recommendation: There is a need to reinforce teachers' efforts through recommendation by the school principal. This will help other teachers emulate and improve on their job, thus being committed.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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