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**SCHOOL SUPPORT SERVICES, PRINCIPAL ADMINISTRATIVE SKILLS AND
TEACHER JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN
OGUN STATE, NIGERIA**

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Abstract

This study investigated school support services, principal administrative skills and teacher job commitment in public secondary schools in Ogun State, Nigeria. The descriptive survey research design was adopted for the study. The population consisted of 3,587 teachers that were in 473 public secondary schools in Ogun State. The sample size for the study was 300 (teachers) respondents. Four hypotheses were formulated and tested. A self-structured questionnaire titled School Support Services, Principal Administrative Skills, Teacher Job Commitment Questionnaire (0.76). The data collected was analysed using inferential statistics of Pearson Product Moment Correlation and Multiple Regression analysis at 0.05 level of significance. The results showed significant relationship between school support services (library, health and mentoring) and teacher job commitment (library $r= 0.410$, $P<0.05$, health/medical $r=0.447$, $P<0.05$ and mentoring $r=0.177$, $P<0.05$). There was significant relationship between principal administrative skills (supervisory and communication skills) and teacher job commitment (supervisory skill $r= 0.308$, $P<0.05$, and communication skills $r=0.341$, $P<0.05$). There was significant relative contribution of school support services and principal administrative skills to teachers job commitment ($\beta = (0.425)$, $t(298) = 7.799$, $p<0.05$, $\beta = (0.298)$, $t(298) = 2.789$, $p<0.05$) and there was significant joint contribution of principal administrative skills and school support services to teacher job commitment ($R= 0.459$, $(F_{(2,282)} = 37.577$, $P = 0.000)$. Based on these findings, the study concluded that school support services and principal administrative skills are potent variables that could enhance or mar teacher job commitment. Therefore, the study recommended that teacher job commitment can be facilitated through school support services and high level of principals' administrative skills.

Keywords: *School support services, principal administrative skills, teacher job commitment, library, mentoring*

Introduction

Teacher commitment is a significant factor for the realisation of secondary school education goals and objectives. Secondary education could be regarded as a bridge that links the primary and higher education of learning. Building a solid educational bridge that can uphold and transit students to the next level of educational career cannot be achieved without effective teacher commitment in secondary schools. Teacher commitment to secondary education which is the bridge that links primary and tertiary education together plays a significant role in achieving educational goals and objectives (Atanda, 2021). Job commitment refers to an individual's attraction and attachment to the work and the organisation (Okotoni and Akinwale, 2019). It also refers to the socio-psychological bonding of an individual to his group, work, organisation, goals and values or to his occupation and profession. In this study, commitment is seen as the involvement of teachers to the schools' goals like personal businesses such that they get so attached, as to sacrifice personal resources for the schools' success if need be. This is measured in terms of commitment to teaching profession (affective) and career (continuance).

Teachers' professional commitment seems generally considered as the most important resource in the education sector. The National Policy on Education of Nigeria (FGN, 2004) recognizes that the quality of education and its products cannot rise above the quality of its teachers. In order to prepare students with sufficient knowledge, attitude, and skills to face the rapidly changing world as well as to fulfill the aspiration of nation-building, the relevance of teachers, their quality, and professional commitment seems very significant. Teachers' professional commitment furthermore, is among the most important indices of teacher commitment. The teaching profession is principled with discipline as an important aspect for teachers' professional accountability which demands good behaviour inside and outside the classroom. Teachers' code of conduct, for example, requires teachers to be responsible to students under their care, the community in which they live, the profession, the employer, and the state. In secondary schools, teachers are entrusted with effective teaching and learning

processes and compliance to the professional code of ethics and conduct. However, there seems to be evidence of unethical issues among teachers today. Issues like corruption, sexual abuse and assaults, examination leakage, unfairness to students, selling teaching materials, ghost teachers, fighting, drunkenness, absenteeism, private tuition, unethical dressing codes, sexual misconduct amongst many others are seriously the issues of the day among teachers (Peretomode and Bello, 2018). Teachers' disciplinary issues relating to professional misconduct in schools seem not to be given much attention among secondary school administrators and these have resulted in a low commitment of teachers.

Career commitment is one of the indicators of teachers' commitment in secondary schools. Career commitment is also known as continual commitment of teachers. This could be seen as the ability of teachers to associate themselves with the profession as well as the willingness to remain in the teaching profession. It seems some teachers find it difficult to be identified with their career job. Some do not like to reveal their identity as teachers, while some are doing the job as an alternative to nothing. Some teacher seem not to attend classes regularly, write lesson notes, use instructional materials and get involved in other extracurricular activities of the school. These attitudes and the more could have been attributed to the poor commitment of teachers in Ogun State. It is pertinent to mention that teachers' poor commitment sometimes results in lateness to work, absenteeism, poor classroom management, and lack of cooperation with school management. To corroborate this, Mohammed, Edu and Etoh (2020) claimed that commitment in secondary schools in Mityana District was in a sorry state for several years and this was reflected in different forms of rampant absenteeism, late coming, failure to assess students' work, leaving the school before the official closing time, being redundant while at work, teachers' loss of sense of belonging, teachers passivity and failure to cover the syllabus on time.

The low commitment of teachers seems to have reflected on the dwindling performance of secondary school students in the external examinations. The WAEC results analysis for the years 2014, 2015, 2016, 2017, and 2018 revealed the following statistics of the performance of Ogun State secondary school students as shown in table 1.

Table 1: Percentage and Position of Students who Obtained Credit Passes in Five Subjects including English and Mathematics in WASSE Examinations in Ogun State

| Year | Total candidates | Number of candidates with 5 credits including English Language and Mathematics | Percentage | National Rank |
|------|------------------|--|------------|---------------|
| 2014 | 70,474 | 18,974 | 26.92 | 18 |
| 2015 | 75,994 | 25,006 | 32.89 | 20 |
| 2016 | 84,886 | 44,848 | 52.80 | 19 |
| 2017 | 92,526 | 50,095 | 54.14 | 19 |
| 2018 | 91,754 | 47,432 | 51.69 | 19 |
| 2019 | 90,543 | 38,543 | 32.89 | 21 |
| 2020 | 87,765 | 42,512 | 42.32 | 20 |
| 2021 | 92,432 | 38,987 | 43.54 | 21 |

Sources: (2014-2018 WAEC Statistics: Ministry of Education; Ogun State, 2018)

Table 1 revealed that the state attained 18th position in the year 2014, 19th in the year 2016- 2018 and 20th in the year 2015 and 2020 respectively while the state still moved to 21st position in the year 2021 which is not encouraging as the State never attained 1st to 5th positions in the country within eight years which is an indication that the performance of secondary school students in the state is not encouraging which could be linked to the gross ineffectiveness of teachers in public secondary schools in Ogun State.

The persistent increase in the ineffectiveness of teachers in secondary school could lead to a fall in academic performance of secondary school students, increase in staff turnover, reduction in the number of students that would transit to higher institutions of their choice which could negatively affect the achievement of the objectives of secondary education. Researchers such as Fakomogbon, Bada and Omiola (2012), Jato, Ogunniyi and Olubiyo (2014) have worked on principals' communication styles, career choice, and school library resources as variables that could improve teachers' commitment in secondary schools but the problem seems to persist; therefore, this

study intends to investigate school support services and principal administrative practices as variables that could improve teachers' commitment in public secondary schools in Ogun State.

School support services provided in the secondary schools could go a long way in boosting teachers' job commitment. The school support services can be described as necessary services expected to be provided by the school, government, and education stakeholders for effective job commitment and service delivery of teachers in secondary schools. Library services, medical/health services and mentoring services are the school support services indices that would be addressed in this study.

Library service is one of the school support services that could improve teachers' commitment in secondary schools. The library can play central and sensitive roles in the actualisation of educational objectives through teachers' job commitment because it hosts enormous resources -published or unpublished, audio-visual and electronic resources managed by a professional for teaching, learning, research, and recreation. Ogunshola (2008) opined that the development of education is synonymous with the development of the library and library services. Therefore, library services are very relevant to the achievement of effective teacher job commitment in public secondary schools. The well-stocked libraries would enhance teacher job commitment in secondary schools as teachers would not need to be stressed for them to access relevant and updated textbooks and other reading materials to form their lesson notes. Teachers could also use the library in their leisure time to read and make other career consultations for effective commitment to the teaching profession in secondary schools.

Library services are seen as social institutions that are created to increase knowledge, preserve cultural heritage, and provide information to different users (Benard and Dulle, 2014). Yule (2014) and Salman, Mostert and Mugwisi (2014) noted that the availability of books and other non-books helps to improve students' academic success in schools. The utilization of school library information resources is a key determinant in the provision of effective library services in schools. In support of the foregoing, Bhatt (2013) found that the provision of successful library services is based on the satisfaction level of its users with relevant library information resources, library

staff, and user-centric library services for the effective job commitment of teachers in secondary schools.

Health/Medical services provision is another indicator of school support services expected to be provided by the administrators to enhance teacher commitment in secondary schools. Health is an essential service that every living human bargains for and seems to be the prerequisite determinant of teachers' job commitment, be it academic, social and economic dimensions of school. The development of health promotion structure which has led to the establishment of school health programme is connected to the attention and application of the principles of Ottawa charter in schools (Clift and Jensen, 2005). School health programme emphasizes the relationship between health and education which Health for All and Education for All goals of the United Nations were distinctly reflected as the stronghold of the Ottawa charter (WHO, 2020). This implies creating an environment in schools and in basic education programmes in which teachers would be committed and able to discharge their responsibility by providing adequate health services for them in the school system.

Mentoring services by the school administrators seems pertinent for effective commitment of teachers in secondary schools. The place of mentoring services in schools cannot be overemphasized especially with the daily demanding activities of teachers, expansion in the enrolment of students in schools, growing needs of youths in Nigeria, the continual unrest in schools and the repeated changes in the educational system (Bolu-Steve and Oredugba, 2017). Principals' involvement with teachers, therefore, can be a significant factor in retaining teachers and in inspiring the passion that keeps beginning teachers from dropping out (Smith and Ingersoll, 2004). Principals are expected to lay a good example for their staff in terms of promptness to school and class, participating in the school co-curricular activities and lots more. Rendering such services by principals could impress some teachers and improve their commitment to school, career and the teaching profession.

Principal Administrative Skill is a variable in this study that appears to be connected to effective commitment of teachers in public secondary schools. The principal as the head of secondary school serves as an intermediary between the staff and secondary school education authorities, so they are liable to possess some requisite skills that

facilitate their headship and improve the level of commitment of their staff in secondary schools. In this study, principal administrative skills are qualities that help principals complete tasks related to managing a school; this might involve communication skill, time management skills, supervisory skill, organization skills and lots more. For the purpose of this study, supervisory and communication skills would be considered as the indices of administrative skills of a principal as they seems to be more connected and germane to achieving effective teacher commitment in secondary schools.

There are several instructional supervisory techniques. Iloh, Nwaham, Igbiniedion and Ogogor (2016) listed the varieties of supervision skills that can improve teachers' commitment to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. Demonstration of these skills among school administrators could improve teacher commitment in secondary schools as supervisory skills possessed by the school administrators determine to a certain extent the commitment of teachers to their teaching career. Similarly, communication skills of the school administrators are essential to achieve teacher commitment in school.

Communication skill is another indicator of principal administrative skills that could improve teachers' commitment in secondary schools. Communication in schools takes place between and among principals, teaching and non-teaching staff, students as well as other stakeholders. The goals of schools are shared by the principals, who are the main managers of secondary schools, with relevant individuals within the school system through communication. It could therefore be said that without good and effective communication skill, the achievement of teacher commitment in a school may be a mirage. The effective communication between principals and staff in a school system could bring a kind of good interaction and effective commitment among staff. This is because every administrative functions and activities in a school involves some forms of direct or indirect communication. Whether planning and organising or leading and monitoring, school administrators communicate with and through other people. This implies that principal's communication skills and styles affect both personnel and schools' effectiveness (Obilor, 2020). Any school administrator that lacks good communication skills may find

it difficult to disseminate new innovation, school policies instruction and decisions to the staff which could bring about ineffectiveness of teachers in the school.

School support services and principal administrative skills, if properly provided for in the administration of public secondary schools, could bring about effective teachers' commitment. In a situation whereby adequate school support services were not provided and principals appear not to have administrative skills in the school system, it may bring about increased ineffective commitment among teachers. It is against this backdrop the researchers investigate school support services, principal administrative skills and teacher job commitment in public secondary schools in Ogun State, Nigeria.

Statement of the Problem

Ineffective teacher job commitment has been an issue in the secondary school education system, which was observed in forms of ineffective professional and career commitment of teachers. Some teachers do not want to be recognised as teachers, they disobey the teaching ethics and not complying with rules and regulations guiding teaching as a profession while some have no passion for the profession. Some teachers also not effective in their teaching career as they do not come to school regularly, they are not punctual to school and classes, taking the teaching career with levity. Persistent increase in ineffective teacher commitment could discourage other people from choosing teaching as a profession and increase poor academic performance of students as they are at the receiving end of the teachers' ineffectiveness, thus achieving the aims and objectives of secondary education may be impossible.

Variables such as principals' communication styles, career choice, school library resources and staff motivation have been worked on in relation to teachers' commitment but the problem of ineffective teachers' commitment still persists. However, there seems to be dearth of literature on school support services and principal administrative skills and it appears not to be given adequate attention as variables that could bring effective teachers' commitment in secondary schools which is the gap this research fills by investigating school support services, principal administrative skills and teacher job commitment in public secondary schools in Ogun State, Nigeria.

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- i. There is no significant relationship between school support services (library services, medical services and mentoring services) and teacher job commitment in public secondary schools in Ogun State, Nigeria.
- ii. There is no significant relationship between principal administrative skills (supervisory and communication skills) and teacher job commitment in public secondary schools in Ogun State, Nigeria.
- iii. There is no significant relative contributions of school support services and principal administrative skills to teacher job commitment in public secondary schools in Ogun State, Nigeria.
- iv. There is no significant joint contribution of school support services and principal administrative skills to teacher job commitment in public secondary schools in Ogun State, Nigeria.

Methodology

The study adopted the descriptive survey research design. The design was considered appropriate for the study because it would provide the strategy for obtaining and describing existing conditions in the study without any manipulation. The population for this study consisted of 13,587 teachers that are in 473 public secondary schools in Ogun State, Nigeria. The state has 20 Local Government Areas with three Senatorial Districts.

The sample size for the study was 300 (teachers) respondents. It was selected through multi-stage procedure. The first stage was sampling of senatorial districts and simple random sampling technique was used to select two senatorial districts (Ogun West and Ogun Central) out of the three senatorial districts in the state. The second stage involved the selection of local government areas and proportionate to size sampling technique was used to select 30% of the local government areas in the sampled senatorial districts, making 6 local government areas. The third stage involved the selection of schools and 10% of the schools were randomly selected using proportionate to size sampling technique, making 15 schools that were sampled. At the last stage which is selection of teachers,

disproportionate to size sampling technique was used to select 20 teachers each in each school sampled making 300 teachers that were selected for the study.

The instrument for this study was Questionnaire. The instrument was titled School Support Services, Principal Administrative Skills, Teacher Job Commitment Questionnaire (SSSPASTJCQ), designed to elicit responses from teachers. The instrument contains two sections. Section A contains items that were used to get background information of the respondents and section B contains three different scales on students' support services, principal administrative skills and teacher job commitment. The instrument contained 44 items. The instrument was trial tested outside the sample of the study. The data collected was subjected to Cronbach Alpha test. The reliability result yielded 0.76 reliability coefficient. Out of the 300 copies of the instruments administered, only 298 were filled and returned representing 99.3% rate of return. The data collected was analysed using Pearson Product Moment Correlation and multiple regression analysis 0.05 level of significance.

Result and Discussion

Hypothesis 1: There is no significant relationship between school support services (library services, medical services and mentoring services) and teacher job commitment in public secondary schools in Ogun State, Nigeria.

Table 2: Relationship between School Support Services (library services, medical services and mentoring services) and Teacher Job Commitment in Ogun State

| | | Teacher job commitment1 | Library services | Medical /health service | Mentoring service |
|------------------------|---------------------|-------------------------|------------------|-------------------------|-------------------|
| Teachers' commitment | Pearson Correlation | 1.000 | | | |
| | Sig. (2-tailed) | | | | |
| | N | 298 | | | |
| Library services | Pearson Correlation | 0.410** | 1.000 | | |
| | Sig. (2-tailed) | .000 | | | |
| | N | 298 | 298 | | |
| Medical health service | Pearson Correlation | 0.448** | .538** | 1.000 | |
| | Sig. (2-tailed) | .000 | .000 | | |
| | N | 298 | 298 | 298 | |
| Mentoring service | Pearson Correlation | 0.177** | .210** | .266** | 1.000 |
| | Sig. (2-tailed) | .002 | .000 | .000 | |
| | N | 298 | 298 | 298 | 298 |
| Mean | | 19.8725 | 14.1980 | 12.5067 | 17.0470 |
| Std. Dv | | 3.16608 | 3.59167 | 3.16679 | 4.51236 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 showed the relationship between school support services (library services, medical services and mentoring services) and teacher job commitment in public secondary schools. It was revealed that there is significant relationship between school support services (school library, health/medical and mentoring) and teacher job commitment (library $r = 0.410$, $P < 0.05$, Health and Health/medical $r = 0.447$, $P < 0.05$ and mentoring $r = 0.177$, $P < 0.05$). This implies that there is positive significant relationship between school support services (library service, health /medical and mentoring) and job commitment in public

secondary schools. This depicted that availability and effective utilization of school support services would bring a tremendous improve on the level of teachers commitment in secondary schools. The null hypothesis is hereby rejected at 0.05 level of significance.

Hypothesis 2: There is no significant relationship between principal administrative skills (supervisory and communication skills) and teacher job commitment in public secondary schools in Ogun State, Nigeria.

Table 3: Relationship between Principal Administrative Skills (supervisory and communication skills) and Teacher Job Commitment in Public Secondary Schools in Ogun State

| | | Teacher Job Commitment | Super visory Skills | Communica tion Skills |
|----------------------|---------------------|------------------------|---------------------|-----------------------|
| Teacher commitment | Pearson Correlation | 1.000 | | |
| | Sig. (2-tailed) | | | |
| | N | 298 | | |
| Supervisory skill | Pearson Correlation | 0.308 | 1.000 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 292 | 292 | |
| Communicati on skill | Pearson Correlation | 0.341** | .546** | 1.000 |
| | Sig. (2-tailed) | .000 | .000 | |
| | N | 298 | 292 | |
| Mean | | 19.8725 | 17.3836 | 20.0638 |
| Std.Dev | | 3.16608 | 2.14991 | 2.51848 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 showed the relationship between principal administrative skills (supervisory and communication skills) and teacher job commitment in public secondary schools. It was depicted that there is significant relationship between principal administrative skills (supervisory and

communication skills) and teacher job commitment (supervisory skill $r=0.308$, $P<0.05$ and communication skills $r=0.341$, $P<0.05$). This implies that there is significant positive relationship between administrative skills (supervisory and communication skills) and job commitment in public secondary schools. This shows that the more the principals possess and demonstrate administrative skills (supervisory and communication skills), the more the increase in the level of teacher job commitment in secondary schools. The null hypothesis is hereby rejected at 0.05 level of significance.

Hypothesis 3: There is no significant relative contribution of school support services and principal administrative skills to teacher job commitment in public secondary schools in Ogun State, Nigeria.

Table 4: Multiple regression showing relative contributions of school support services and principal administrative skills to teacher job commitment in public secondary schools in Ogun State

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 19.203 | 4.189 | | 4.584 | .000 |
| 1 School support services | .413 | .053 | .425 | 7.799 | .000 |
| Principal administrative skills | .195 | .109 | .298 | 2.789 | .001 |

a. Dependent Variable: Teacher job commitment

Table 4 indicated that the Unstandardized Coefficients (B) and Standardized Coefficients (beta weight), t, and p values of each independent variable contributed to the dependent variable. The result revealed that from the two independent variables, school support services made the highest contribution to teacher job commitment $\beta = (0.425)$, $t(298) = 7.799$, $p<0.05$ which was significant, followed by principal administrative skills $\beta = (0.298)$, $t(298) = 2.789$, $p<0.05$ which

was also significant. The result revealed that for a unit change in school support services and principal administrative skills, there is corresponding 42.5%, and 29.7 % increase in teacher job commitment. To determine the predictors that may not be useful in the model, the t-values of Table 4.9 that are less than 2.0 in magnitude indicated that the predictor is not significant. The two predictor variables (school support services and principal administrative skills) have their t-values greater than 2 (7.799 and 2.789). This shows that the two variables are strong predictors of teacher job commitment in public secondary schools. Thus, there is significant relative contribution of school support services and principal administrative skills to teacher job commitment. The null hypothesis is hereby rejected at 0.05 level of significance.

Hypothesis 4: There is no significant joint contribution of school support services and principal administrative skills to teacher job commitment in public secondary schools in Ogun State, Nigeria.

Table 5: Multiple Regression Analysis Showing Joint Contributions of School Support Services and Principal Administrative Skills to Teacher Job Commitment in Public Secondary Schools in Ogun State

| Model | | Sum of squares | Df | Mean Square | F | Sig. |
|----------------------------|------------|----------------|-------------------|-------------|--------|-------------------|
| 1 | Regression | 4126.519 | 2 | 2063.260 | 37.577 | .000 ^b |
| | Residual | 15483.775 | 282 | 54.907 | | |
| | Total | 19610.295 | 284 | | | |
| Model Summary | | | | | | |
| Model | | | 1 | | | |
| R | | | .459 ^a | | | |
| R Square | | | .210 | | | |
| Adjusted R Square | | | .205 | | | |
| Std. Error of the Estimate | | | 7.40993 | | | |

a. Dependent Variable: Teacher job commitment

b. Predictors: (Constant), principal administrative skills, School support services

Table 5 showed the contributions of support services and principal administrative skills to teacher job commitment. The result presents

the value of R , R^2 (model summary) and ANOVA Table. The result from the table revealed multiple correlation of $R = 0.459$ between independent variables (principal administrative skills, School support services) and dependent variable (Teacher job commitment), this implied that independent variables had joint relationship with teacher job commitment and R^2 of 0.210 indicated that independent variables (principal administrative skills, School support services) accounted for 21.0% of the total variance observed in dependent variable (Teacher job commitment) leaving the remaining 79.0% to other factors that was not considered in the study. Table 4.10 equally showed that the combination of all the independent variables also allowed reliable prediction of teacher job commitment ($F_{(2,282)} = 37.577$, $P = 0.000$). Hence, there was significant joint contribution of principal administrative skills and school support services to teacher job commitment. The null hypothesis which says there is no significant joint contribution of school support services and principal administrative skills to teacher job commitment was hereby rejected at 0.05 level of significance.

On the relationship between school support services (library services, medical services and mentoring services) and teachers' commitment in public secondary schools, it was found out that there was significant relationship between school support services (school library, health/medical and mentoring) and teachers commitment. This implied that there was positive significant relationship between school support services (library service, health/medical service and mentoring) and job commitment in public secondary schools. This depicted that availability and effective utilization of school support services would bring a tremendous improvement on the level of teachers' commitment in secondary schools. The result corroborated the findings that stated there is a lot of evidence that there is an optimistic link between teachers' commitment and the active use of the support system (Kaur & Kaur, 2014). Also, the result corroborated the findings of Choudhry, Gujjar and Hafez (2008) that support services are provided to meet the needs of the teachers and available to a great extent in secondary schools. This includes, among other things, tips for study skills, professional choices, accommodation, part-time jobs, individual growth, health problems, benefits, and economic adversities. Services are available to discourse essentials or problems that may

permit scholars to focus on education. In the same vein, the result supported the findings of Strong (2013) that revealed that the presence of the school support services improved the teachers' commitment. Similarly, Stone, Ramsden and Pattern (2011) found that there was a relationship between school support services and teachers' commitment. Their study found a high correlation between library usage and teachers' job commitment in schools. A high correlation was achieved because of the teachers' access to library materials which aided their learning. He noted that since the library was synonymous to teachers' academic success, its provision should not be undermined. Furthermore, there are studies on library services which were conducted in Africa, which substantiated the findings of the preceding studies.

The study also found significant relationship between principal administrative skills (supervisory and communication skills) and teachers commitment in public secondary schools. This shows that the more the principals possess and demonstrate administrative skills (supervisory and communication skills) the more increase in the level of teachers' commitment in secondary schools. The result is in consonance with the findings of Mohammed, Edu and Etoh (2020) that found out that principals' administrative competence has positively weak significant influence on students' academic performance. The findings also showed that there was insignificant relationship between principals' educational qualification and principals' administrative competence. Principals should be a supporting criteria, among others, for selection and measure of administrative competence. More so, the result supported the findings of Ayodele, Buari and Oguntuase (2016) that argued that the use of a set of administrative skills by principals is informed by the fact that principals are to bring all-round development into the school, in order to improve teachers' job commitment.

On the contributions of support services and principal administrative skills to teachers' job commitment, the result revealed multiple correlation between the independent variables (principal administrative skills, school support services) and dependent variable (Teacher job commitment). This implies that independent variables could influence teachers' job commitment to some extent and which is an indication that independent variables (principal administrative skills, school support services) accounted for greater percentage of the total

variance observed in dependent variable (Teacher job commitment) leaving the remaining percentage to other factors that was not considered in the study.

The combination of all the independent variables also allowed reliable prediction of teacher job commitment. Hence, there is significant contribution of principal administrative skills and school support services to teacher job commitment. The result is in consonance with the findings of Levinson, Kohi, Baltag and Ross (2019) that stressed that teachers who were committed to duties and demonstrate an utmost level of zeal to work are punctual to school, have full knowledge of the content of the subjects they teach and get lesson plan ready before teaching. This was as a result of availability of school support services and principal administrative skills demonstrated by the school administrators.

The duty of ensuring that effective teaching and learning takes place lies with the principals who employ various instructional supervisory techniques to stimulate teachers to undertake their teaching jobs diligently. Supervision creates the awareness of sound education philosophies in teachers and makes them to be aware of educational policies and reforms in the school system. Also, the study supported the findings of Oguejiofor (2018) that found out that both principal skills and school support services such as library and mentoring are essential factors that could improve teacher job commitment.

Conclusion

This study established that school support services and principal administrative skills are potent variables that can enhance teacher job commitment. Health/Medical services had the highest significant contribution to teacher job commitment followed by library and mentoring services respectively. In addition, communication skills as one of the indices of principal administrative skills had the higher significant contribution to teacher job commitment followed by supervisory skills.

Recommendations

Based on the findings of the study, the researchers recommended the following:

- I. Teacher job commitment should be encouraged and advised to be sustained in the schools as it was found to be high in secondary schools.
- II. The availability of school support services should be encouraged in secondary schools.
- III. School principals should be encouraged to maintain a high level of administrative skills in secondary schools.

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