CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the process of facilitating learning, or the accumulation of knowledge, skills, beliefs, values, and habits. Education plays the role of reinforcing the development of good and quality citizens for the nation's social, cultural, and economic growth. It enhances the pursuit of national values and aspirations for the pivot of educational excellence. To achieve these goals as prescribed in the national policy on education, good teaching practices of teachers under the administration at different levels of leadership in the Nigerian educational system.

Teachers are fundamental and crucial players in enhancing school effectiveness because they are the ones who have direct contact with the learners during the teaching and learning process. They ensure that students through the high-quality practices have great academic achievements in the schools. Since teaching practices are associated with numerous specialized happenings within the school, it is fundamental for teachers to be committed to the improvement of student's outcomes. Teachers need to give full concentration to the required activities. Moreover, committed teachers are enthusiastic players in refining the academic achievement of students especially in the teaching of agricultural science. Beyond academic achievement, the commitment of an agricultural science teacher could inspire the leaners so they could have the desire to venture in to farming and curb the issues associated with food in the country.

Teacher job commitment describes a teacher's devotion, emotional investment, and involvement in their profession, and educational setting. It stands for the amount of time, effort, and energy that a teacher is prepared to devote to both his teaching responsibilities and assistance students success. Agricultural science teachers who are devoted to their work usually exhibit

high degrees of responsibility, zeal, and perseverance. These characteristics refer to the full involvement and participation of teachers to fully bring out their capacity, skills, knowledge, and resources to the businesses of a school with the aim of facilitating the achievement of the stated goal and objectives. This includes their commitment to the students, the school, and the teaching profession. Thus, the agricultural science teacher job commitment denotes the degree to which teachers are dedicated to their work and committed to their students' learning. Since it directly affects student outcomes, school performance, and teacher retention, agriculture teacher job commitment is crucial to the success of education. Teachers who exhibit high levels of commitment are typically more motivated, engaged, and content with their work. Additionally, they are more likely to support the growth of a positive school climate and give students meaningful learning opportunities (Bentea & Anghelache, 2015).

Job commitment has dimensions which talks about the different aspects or forms of attachment that employees, including teachers, have toward their job. These dimensions represent the various ways individuals may feel committed to their work. The most commonly recognized dimensions of job commitment include affective, continuance, normative, professional, cultural and collegial commitment.

Affective commitment mentions the emotional attachment that employees have to their organization or job. It is characterized by feelings of identification with, involvement in, and loyalty to the organization. Employees with high affective commitment stay with the organization because they want to, as they feel emotionally connected to their role (Meyer & Allen, 2015). This type of commitment is often associated with job satisfaction and positive work attitudes. A teacher who feels emotionally attached to their school and takes pride in being part of the institution, contribute to its success and mission.

Continuance commitment is based on the perceived costs of leaving the organization. Employees remain with their organization because they have to, due to the high personal or financial cost of leaving (Meyer & Allen, 2015). This could include factors such as the loss of benefits, career advancement, or lack of alternative job opportunities. In the school context, a teacher who stays in a school because they are close to retirement and leaving might negatively impact their pension, or because there are no other teaching positions available nearby is practicing continuance commitment.

Normative commitment denotes an employee's sense of obligation to remain with their organization. Employees with high normative commitment stay because they feel they should, based on a sense of loyalty or moral duty (Meyer & Allen, 2015). This can stem from a feeling that the organization has invested in their professional development or because of personal values. This is applicable to a teacher who stays at a school because they feel it is their duty to help students, especially if the school has invested in their training or supported them during difficult times.

Professional commitment speaks of an individual's dedication to their profession or career, rather than a specific organization. Employees with strong professional commitment feel loyalty to their field of work and strive for continuous improvement and career development (Chang, 2014). A teacher, who is committed to the teaching profession as a whole, seeks to improve their skills, mentors new teachers, and contributes to the overall advancement of the educational field.

Occupational commitment is similar to professional commitment but emphasizes an individual's attachment to their particular occupation or job role. It represents the extent to which individuals are committed to performing well in their current job. Within the classroom, he

continuously seeks ways to engage students and improve learning outcomes. In the context of teaching, a unique dimension is the commitment teachers have to their students. This dimension refers to the dedication to fostering students' academic and personal growth. Teachers with high commitment to students often invest extra time and effort to ensure their students succeed (Lee, Zhang, & Yin, 2020). They take extra hours to teaching students after school or provide additional resources to help students who are struggling.

The commitment of teachers is dynamic and subject to the influence of a range of internal and external factors. A teacher's level of commitment is shaped internally by a variety of factors, including personal motivation, professional identity, and job satisfaction Teacher commitment is largely influenced by external factors such as opportunities for professional development, peer collaboration, support from school leadership, and a supportive school environment (Collie, Shapka, & Perry, 2016). Educational leadership is a vital component in the educational system that sees to the teacher’s commitment in a school.

Leadership in education discusses the process of guiding, directing, and influencing the actions of teachers, staff, and students towards achieving the goals and objectives of an educational institution. Effective educational leadership is crucial to the success of any educational endeavour, as it plays a pivotal role in shaping the learning environment, promoting teacher development, and enhancing student outcomes. By providing vision, support, and accountability, educational leaders can inspire and motivate teachers to deliver high-quality instruction, foster a positive school culture, and create an environment conducive to students learning and achievement. Moreover, educational leadership is critical in navigating the complexities of educational reform, managing resources, and building partnerships with stakeholders to ensure that schools remain relevant and responsive to the needs of their

communities (Robinson, Lloyd, & Rowe 2017). As such, educational leadership is not only essential for the success of individual schools but also for the broader education system as a whole. Among other educational leadership, instructional leadership stands out with its unique characteristics.

Instructional leadership is a construct that has evolved over time, encompasses the principal's role in promoting teaching and learning, including activities such as classroom observations, feedback, and professional development support. By engaging in these activities, principals demonstrate their commitment to teaching and learning. Effective instructional leaders set clear goals, provides feedback to foster a positive school culture, promote teacher collaboration and teamwork, support teacher professional growth and development, encourage data-driven instruction and assessment and manage school resources to achieve its goals. By doing so, principals can create an environment that promotes teaching and learning, leading to student academic achievement and school success (Aderibigbe, 2017). This then implies that all the happenings in the school depend on the quality of leadership deployed by the leaders in charge of the school.

Instructional leadership is a vital component of effective school management, focusing on improving teaching and learning practices to enhance student outcomes. It involves school leaders working closely with teachers to design and implement instructional strategies, provide feedback, and continuously evaluate and improve teaching practices. This collaborative approach fosters a culture of continuous improvement, innovation, and shared responsibility, ultimately promoting student success. Instructional leadership is not limited to administrative tasks but rather emphasizes the importance of teacher professional development, data-driven decision making, and a student-centred approach. By empowering teachers to take ownership of their

professional growth and development, instructional leaders create a supportive environment that encourages innovation, creativity, and risk-taking. This, in turn, positively impacts teacher motivation, student engagement, and overall academic achievement. Effective instructional leaders possess a deep understanding of curriculum, instruction, and assessment, enabling them to provide guidance and support to teachers. By focusing on instructional leadership, school leaders can create a learning community dedicated to continuous improvement and student success. Instructional leadership has a significant impact on student outcomes, emphasizing the importance of this leadership approach in schools looking at instructional supervision, communication style, and resources management.

Instructional supervision is an essential dimension of instructional leadership which entails supervising and assessing teachers' methods to guarantee efficient instruction and learning objectives. Sustaining high teaching standards requires a culture of accountability and improvement, which is fostered by effective instructional supervision (Hallinger, 2018). Through supervision, principals can help teachers grow professionally and become more engaged in their work by identifying their needs, giving them constructive criticism, and providing focused support. Teachers are more likely to stick with their schools if they feel guided and supported (Louis, Leithwood, Wahlstrom, & Anderson, 2016). In Edo South Senatorial District, where issues like insufficient teaching resources could be present, good instructional supervision is even more important. This is done by a unique communication style.

Effective communication style is an essential component of instructional leadership. Building a positive school culture that fosters cooperation, trust, and common goals is possible for principals who communicate with teachers in a courteous, clear, and open manner. The effectiveness of communication occurs between school administrators and teachers (Bogler,

2017). The way a principal communicates with teachers can either strengthen or weaken their sense of recognition and support. A teacher-centred environment is produced by principals who actively listen to their concerns, offer prompt feedback, and facilitate an inclusive decision-making process. As a result, teachers are encouraged to devote more time to their work (Robinson, Lloyd, & Rowe, 2015).

Resources management is a role of a principal ensuring the appropriate teaching materials such as textbooks, technology and other instructional resources are available and accessible to teachers and students. Proper resources management involve not only acquiring necessary materials but also ensuring they are appropriately distributed, well-maintained, and effectively used in the classrooms. When a principal excel in this role, he or she creates an environment where teachers can deliver high quality lessons, enhancing overall learning experience for students. Effective resources management also includes creating physical and organisational structures for teaching, which allows teachers to focus on their instructional duties instead of being hindered by lack of essentials resources.

Statement of the Problem

Several studies have established that instructional leadership plays a critical role in improving teachers' effectiveness and commitment in secondary schools. Existing research indicates that principals' instructional supervision, communication style, and resource management can influence teachers' motivation, instructional delivery, and professional engagement. Despite these documented contributions, empirical evidence on how instructional leadership styles specifically predict agricultural science teachers' job commitment remains limited.

In Nigeria, agricultural education is a compulsory subject at the secondary school level, yet challenges such as low agricultural productivity, food scarcity, and rising costs of agricultural

produce persist. These challenges raise concerns about the effectiveness and commitment of agricultural science teachers, particularly within public secondary schools. Although studies have examined instructional leadership and teacher commitment generally, there is scarcity of context-specific evidence linking principals' instructional leadership styles to agricultural science teachers' job commitment in Edo South Senatorial District.

Therefore, it remains uncertain the extent to which principals' instructional leadership styles, particularly instructional supervision, communication style, and management of instructional resources predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District, Nigeria. This gap in knowledge necessitates an empirical investigation to provide insights for educational leadership and agricultural education improvement.

Purpose of the Study

The purpose of this study is to investigate the relationship between principal's instructional leadership and teacher job commitment in public secondary schools in Edo South Senatorial district.

Specifically, this study seeks to:

1. Identify the level of principal instructional leadership in public secondary schools in Edo South Senatorial District.
2. Assess the level of agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.
3. Examine the extent to which principals' instructional supervision predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.

4. Examine the extent to which principals' communication style predict agricultural science teachers job commitment public secondary schools in Edo South Senatorial District.
5. Examine the extent to which principals' resources management predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.
6. Examine the extent to which instructional leadership predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.

Research Questions

The following research questions were raised in this study:

1. What is the level of principal instructional leadership in public secondary schools in Edo South Senatorial District?
2. What is the level of agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District?
3. To what extent does principals' instructional supervision predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District?
4. To what extent does principals' communication style predict agricultural science teachers Job commitment public secondary schools in Edo South Senatorial District?
5. To what extent does principals' resources management predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District?

6. To what extent does principals' instructional leadership predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District?

Hypotheses

The following research hypotheses were formulated and tested at 0.05 alpha level of significance.

1. There is no significant difference in level of instructional leadership by principal in public secondary schools in Edo South Senatorial District.
2. There is no significant difference in level of job commitment by agricultural science teachers' in public secondary schools in Edo South Senatorial District.
3. Principals' instructional supervision does not significantly predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.
4. Principals' communication style does not significantly predict agricultural science teachers Job commitment public secondary schools in Edo South Senatorial District.
5. Principals' resources management does not significantly predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.
6. Principals' instructional leadership does not significantly predict agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial District.

Significance of the Study

The findings of this study will be beneficial to educators, policymakers, future researchers, principals and agriculture teachers.

The findings of this study will benefited to educators as it will provide them with a deeper understanding of the impact of principal's instructional leadership on agriculture teacher job

commitment. This knowledge can help educators identify effective leadership practices that promote teacher motivation and retention, ultimately leading to improved student outcomes. Policymakers will benefit from this study as it will inform policies and practices aimed at improving teacher working conditions and school leadership. By understanding the relationship between principal's instructional leadership and agriculture teacher job commitment, policymakers can develop targeted interventions to support agriculture teachers and principals.

Policy makers will benefit from the findings of this study because it will provide for them insight into the critical role of instructional leadership in enhancing agriculture teachers job commitment, which is essential for improving student outcome. Policy makers could also use the information to develop and implement policies that support principals' development as instructional leaders such as providing training and resources for the principals to improve their instructional leadership skills.

Future researchers will benefit from this study as it will contribute to the existing body of knowledge on instructional leadership and agriculture teacher commitment. This study will provide new insights and perspectives on the complex relationships between principal leadership, teacher commitment, and student achievement.

Principals will benefit from this study as it will provide them with practical strategies to improve agriculture teacher job commitment and retention. By understanding the impact of their instructional leadership on teachers, principals can adjust their leadership practices to create a more supportive and motivating work environment. Teachers of agriculture will benefit from this study as it will highlight the importance of their commitment and motivation in achieving student success. By understanding the factors that promote their job commitment, agriculture teachers

can take an active role in creating a positive and productive work environment that benefits both themselves and their students.

Teachers of agriculture will also benefit from this study because they will understand how principals' behaviour and actions can influence their motivation and dedication to their work. Additionally, the study's recommendation can inform professional development programs for agriculture teachers, focusing on skills and competencies needed to work effectively. Principals can thus develop strong instructional leadership by emphasising good communication and collaborative approach to improve learning in schools.

Scope of the Study

This study covered the Principals' instructional leadership as a predictor of teachers' job commitment in public secondary schools in Edo South Senatorial District. The participants covered principals and agricultural science teachers within the Senatorial District. The study examined key elements of instructional leadership such as instructional supervision, communication style and resources management while excluding private schools and non-agricultural science teachers.

Definition of Terms

Agricultural Science Teacher: teacher with specific training or qualifications in agricultural education.

Instructional leadership: it has to do with leadership that supports the development teaching and learning.

Instructional supervision: is a collaborative process that helps teachers improve their teaching and learning practices

Principal communication style: task-oriented and shaped by their role as a school leader

Principal leadership style: this refers to the various ways, manners, or approaches by which. It could be autocratic, democratic, and transformational.

Public Secondary Schools: schools that are public funded and controlled.

Resource Management: availability and accessibility of teaching materials in the agricultural science classrooms and laboratories.

Teachers job commitment: a teacher's mental state and level of dedication to their profession and school.

CHAPTER TWO

LITERATURE REVIEW

This chapter will review the related literature which is relevant to the study. The chapter is further organised under the following subheadings: conceptual framework, theoretical framework, empirical review, and summary of literature review.

Conceptual Framework

This section provides a review of the basic variables and elements of the study.

Independent Variable **Dependent Variable**

Instructional Leadership Style **Teacher Job Commitment**

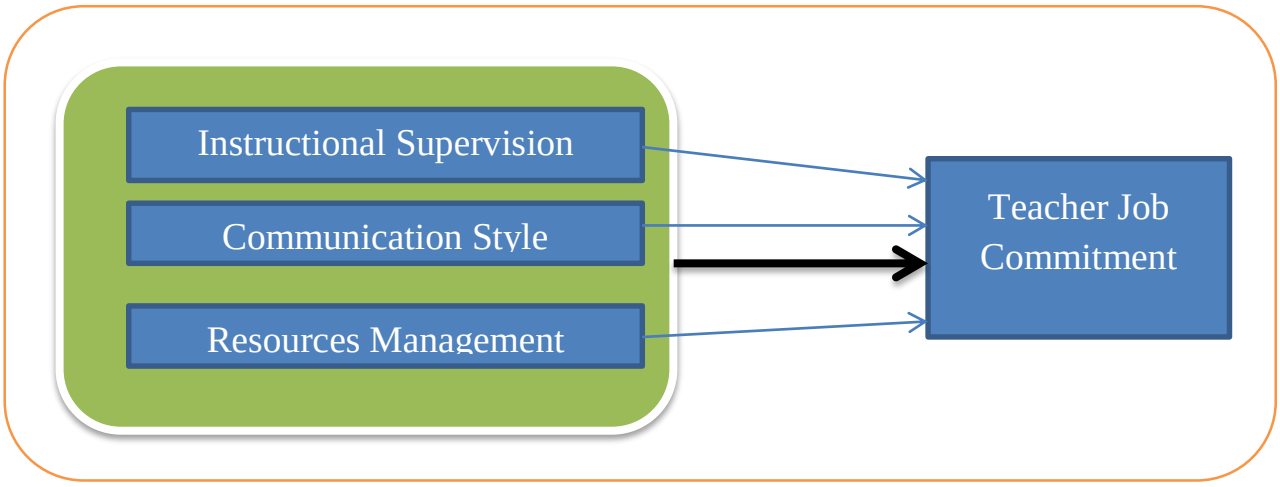


Figure 1: Illustration of the conceptual framework
Source: developed by the researcher in 2025

The diagram above unveils the relationship between the independent and dependent variables of the study. The relationship among instructional leaders and teacher job commitment is multifaceted, encompassing numerous key dimensions. Instructional supervision performs an essential function in this dynamic by presenting optimistic comments and fostering continuous development, which can similarly deepen teachers' investment of their career. Also, the principals' communication style appreciably impacts this relationship; open, transparent, and

supportive communication fosters consider and encourages teachers to interact with their paintings. Lastly, resources management also includes creating physical and organisational structures for teaching which allows teachers to focus on their instructional duties instead of being hindered by lack of essentials resources. Together, those dimensions of instructional leadership make contributions to an intensified sense of job commitment amongst agriculture teachers, in the central end to build a thriving educational environment.

The Concept of Instructional Leadership

Instructional leadership represents the actions and behaviours that school administrators, especially principals, display with the goal of enhancing teaching and learning in the classroom. It entails establishing precise academic objectives, overseeing educational enterprises, and cultivating a supportive learning environment in schools to support excellent instruction and enhanced student achievement (Nguyen, Ng, & Mohamed 2020). Moreover, instructional leadership is a particular kind of leadership used in educational environments with the goal of enhancing learning and teaching outcomes. The three main focuses of instructional leaders are student achievement, curriculum development, and teaching. Hallinger (2015) stated that the foundation of instructional leadership is the idea that leaders' instruction directly affects student learning through effective leadership. Clear academic goals, lesson plan monitoring, teaching methodology evaluation, and cultivating a learning-cantered school culture are the main focuses of instructional leaders.

Instructional leadership is a construct that has evolved over time, encompasses the principal's role in promoting teaching and learning, including activities such as classroom observations, feedback, and professional development support. Effective instructional leaders set clear goals, provides feedback to foster a positive school culture, promote teacher collaboration

and teamwork, support teacher professional growth and development, encourage data-driven instruction and assessment and manage school resources to achieve its goals. By doing so, principals can create an environment that promotes teaching and learning, leading to student academic achievement and school success (Aderibigbe, 2017). This then implies that all the happenings in the school depend on the quality of leadership deployed by the leaders in charge of the school.

Instructional leadership is not limited to administrative tasks but rather emphasizes the importance of teacher professional development, data-driven decision making, and a student-centred approach. By empowering teachers to take ownership of their professional growth and development, instructional leaders create a supportive environment that encourages innovation, creativity, and risk-taking. This, in turn, positively impacts teacher motivation, student engagement, and overall academic achievement. Effective instructional leaders possess a deep understanding of curriculum, instruction, and assessment, enabling them to provide guidance and support to teachers. By focusing on instructional leadership, school leaders can create a learning community dedicated to continuous improvement and student success. Instructional leadership has a significant impact on student outcomes, emphasizing the importance of this leadership approach in schools looking at instructional supervision, communication style, and resources management.

Murphy (2016) highlights how important it is for instructional leaders to manage the curriculum, foster a supportive school environment, and develop a vision for learning. These leaders collaborate closely with teachers to help them advance their careers and make sure that their methods suit the needs of their students. The development of a professional learning community within the school depends heavily on this cooperative approach. Furthermore, in the

context of educational outcomes, Robinson, Lloyd, and Rowe (2018) contend that instructional leadership is more successful than transformational leadership. According to their research, there is a greater likelihood of a positive impact on student achievement for instructional leaders who work directly with the instructional core curriculum, teaching, and assessment. Thus, it makes the educational system student cantered for a better students' academic achievement.

Effective instructional leadership involves more than just administrative tasks; it also requires a strong commitment to developing and enhancing high-quality instruction and ensuring that schools are environments that support student learning. They represent the dimension of instructional leadership which will be discussed in the following paragraphs starting from instructional supervision.

Instructional Supervision

Instructional supervision describes the procedures and methods principals and other school administrators use to monitor, direct, and improve the performance of their teachers. Its objectives are to raise the standard of instruction and guarantee that the methods used by teachers are in line with the institution's overarching educational objectives (Glickman, Gordon, & Ross-Gordon, 2014, p.42). With an emphasis on teaching improvement for improved student outcomes, instructional supervision is both a leadership role and a developmental process (Sergiovanni & Starratt, 2014, p. 56).

Instructional supervision encompasses a set of activities peculiar to the field of education. Glickman, Gordon, & Ross-Gordon, (2014, p. 23) defined it as the set of activities carried out by supervisors to observe and influence teacher behaviour in a way that improves classroom instruction and ultimately, student learning. Supervisors and teachers engage in both formal and informal interactions as part of this process, which aims to build a collaborative relationship with

a focus on professional development, reflective practice, and feedback. The main goal is to support teachers' professional development, which will enhance their effectiveness as teachers and, consequently, improve the learning outcomes for students.

Activities like teacher evaluations, feedback systems, and classroom observations are all part of instructional supervision, which aims to give educators constructive support and direction for their work (Sergiovanni & Starratt, 2014, p.54). These components are meant to create an atmosphere where instruction is constantly improved and enhanced, with the principal or instructional leader serving as both an advisor and an assessor.

An essential part of instructional supervision is classroom observations. Supervisors can learn about a teacher's teaching strategies, classroom administration, and student involvement through direct observation (Glickman, Gordon, & Ross-Gordon 2014, p. 12). In order to gain a genuine understanding of the teacher's instructional strengths and areas for development, observations can be planned or unplanned. A supervisor who observes well can provide teachers focused targeted feedback to help them improve their teaching methods (Sergiovanni & Starratt, 2014). As a link between professional development and observation, feedback is an essential component of instructional supervision. Glickman, Gordon, & Ross-Gordon, (2014), state that constructive criticism should be directed toward assisting teachers in self-reflection and promoting development. Good feedback helps teachers make improvements that will increase their effectiveness as teachers by addressing both their areas of strength and growth. Additionally, it is essential for fostering cooperation and trust between supervisors and teachers.

The process of evaluating a teacher entails determining their overall effectiveness using predetermined standards. This covers elements like professional development initiatives, classroom management, student learning outcomes, and instructional delivery (Sergiovanni &

Starratt, 2014). Usually more formal than observations, evaluations are used to inform choices about teacher tenure, professional development, and pay. In addition to ensuring accountability, the purpose of evaluation in instructional supervision is to pinpoint areas in which teachers can improve their effectiveness by receiving additional support (Glickman, Gordon, & Ross-Gordon, 2014).

Communication Style in Instructional Leadership

Communication is the process by which individuals, groups, or organizations exchange ideas, information, or messages using a shared set of signs, symbols, or behaviours (Berger, 2014; Ekman, 2014; Guffey, 2014). Clarity, accuracy, timeliness, relevance, active listening, and nonverbal communication are some of the essential components of effective communication. The use of succinct, clear language to communicate ideas is referred to as clarity (Guffey, 2014). According to Krugman (2014), accuracy guarantees that the information being conveyed is accurate and trustworthy. According to Luthans (2015), relevance refers to the appropriateness and significance of the content being communicated to the audience. Delivering messages at the appropriate time is referred to as being timely (Munter, 2014). Receiving messages with interest and attention is known as active listening (Beebe, 2017).

Facial expressions, tone, body language, and other non-linguistic cues are examples of nonverbal communication (Ekman, 2017). The significance of communication in leadership, principally instructional leadership; where leaders must foster clear, open, and transparent communication to improve school performance and student outcomes. Effective communication in this context is multifaceted, involving not only the dissemination of information but also active listening, feedback mechanisms, and relationship-building among various stakeholders, including teachers, students, and the broader community.

There are many different ways to communicate in instructional leadership, including written, digital, nonverbal, and spoken communication. In verbal communication, instructional leaders can interact directly with teachers and students through in-person meetings, staff conversations, and classroom discussions. Others' perceptions and interpretations of messages are greatly influenced by nonverbal cues like body language, tone of voice, and facial expressions (Louis, Leithwood, Wahlstrom, & Anderson, 2016).

Written communication is just as significant, especially in the current digital era. Instructional leaders frequently use emails, reports, newsletters, and memos as effective means of information dissemination. Furthermore, social media and other digital platforms have emerged as important communication avenues, giving leaders the chance to interact with a larger audience that includes the community and parents (Harris, 2015). It could be difficult for instructional leaders to make sure that everything they write is understandable, succinct, and available to all parties.

Another essential element of good communication in instructional leadership is feedback. Instructional leaders can assess the success of their communication and make necessary adjustments by using feedback. Instructional leaders need to create regular feedback loops where staff members and teachers can voice their concerns, ideas, and insights for improvement, as Hallinger (2015) highlights. Through constructive criticism, instructional practices are improved through this two-way communication, which promotes a culture of continuous improvement.

Secondary School Resources Management

Resources management by school principal is a critical aspect of instructional leadership. Resources management allocation, utilization and optimization of financial, material, human, and time resources are essential to support teaching and learning. An effective management of resources most likely makes teachers feel supported motivated and committed to their Jobs.

Financial resources allocation as principals' responsibility in the school is essential. School funds must be strategically managed to procure instructional materials, facilitate teachers professional development and maintain school infrastructure. Leithwood, Harris, & Hopkins, (2020, p. 45) are of the opinion that financial resources adequately allocated stimulate better teaching and learning experiences, especially when classroom supplies are available. This creates a supportive work environment. Similarly, Adeyemo & Ogunleye (2017, p. 89) found that inadequate financial support leads to teacher dissatisfaction and attrition, particularly in underfunded public schools

Material resources management is another aspect of the management role of the principal in the school. According to Hallinger and Heck (2018, p. 78). The delivery of education is directly impacted by the accessibility of textbooks, lab supplies, and ICT facilities. Schools with adequate learning resources reported improved teacher engagement and student achievement, On the other hand, Uche & Nnamdi (2021, p. 56) observed that teachers are forced to improvise due to a shortage of teaching tools, which raises stress levels.

Human resources management is another management role of the principal that requires effective teacher deployment and professional development. According to Harris & Jones (2019, p. 33). The principals make investments in collaborative planning, workload balancing, and mentoring programs foster a positive school climate, Furthermore, Ofoegbu, Clark, and Osagie (2016, p. 112) observed that teachers in schools with strong leadership support exhibit greater loyalty and willingness to contribute beyond their formal roles.

In contemporary educational settings, where teachers face ever-increasing demands that extend far beyond classroom instruction, the strategic allocation and protection of time resources has emerged as a key determinant of professional satisfaction and retention. A poor time

management practices at the organizational level contribute directly to teacher burnout, a phenomenon characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment.

Bush, (2020, p. 102) call it "time poverty" referring to loss of time due to ineffective scheduling procedures instructors' available teaching and excessive administrative duties. Teachers report having to compromise the quality of their lesson plans, cut back on personalised student feedback, and limit professional development opportunities as a result of this temporal shortage. The cumulative effect of these compromises leads to a destructive cycle of frustration.

Conversely, Hallinger & Heck's (2018, p. 78) found that the transformative potential of conscious time resource management is shown by high-performing schools. Effective principals use a set of evidence-based tactics to maximise temporal resources. These include the adoption of digital automation for administrative activities, the creation of protected instructional blocks free from interruptions, and the application of lean meeting procedures that emphasise focussed agendas and strict time restrictions. Schools that employ these treatments consistently report quantifiable gains in a variety of areas related to the performance and well-being of teachers.

Practically, time recovery enables teachers to devote more time to their primary duties of lesson planning, teaching, and evaluation. Working in a time-conscious setting psychologically conveys organisational respect for teachers' personal boundaries and professional knowledge. When this psychological agreement is upheld by careful workload management and scheduling, it creates the kind of professional fulfilment.

The Concept of Job Commitment

Commitment is essentially the allegiance and attachment to an establishment. It is an individual’s attraction and attachment to the organisation. It represents the socio-psychological

bond that individual has with the establishment's goals and values. Commitment is the ability to identify with the goals and desire to remain in a particular establishment. It is the attachment of an individual to an organisation, participation in work, and expression of self-obligation. Furthermore, commitment is a psychological state that reflects the relationship between a person and an establishment and implies the person's decision to remain in an organisation. (Peng & Li, 2021)

Commitment is promising or giving an unwavering obligation to a person's belief in someone's ideal. In general, commitment is one's level of engagement in an organisation. It is a state of mind in which someone accepts a choice or request and makes an intensive effort to carry it out successfully. Commitment is the mental connection of a person to an organisation. (H.M. Aziz., B.J. Othman., B. Gardi., S.A. Ahmed., B.Y. Sabir., N.B. Ismael., P.A. Hamza., S. Sorguli., B.J. Ali & G. 2021) it is the degree to which an individual feel devoted to a course or action. (D. N. Ikyanyon & I.A. Agber, 2020). It is a psychological state or force that binds an individual to an organisation or a course of action that is of importance to a particular target (J. Reetta, 2018). Various forces that could compel a person to committed actions include likeness to it (affective bonding), the feeling of obligation about it (normative conformity), and having good reasons towards it (rational choice) (N.J. Allen, 2016).

Commitment is also regarded as an individual's passionate connection to, recognisable proof with, and contribution to an association (Damit, A. Harun, Martin, Othman, & Ahmad, 2019). It is described as a person's ability to add to his or her objectives or to that of an establishment (Anwar & Climis, 2017). Commitment is characterized by the eagerness of socially performing artists to give their vitality and reliability to social frameworks, the connection of identity frameworks to social relations that are seen as self-expressive (K. Anwar

& G.H. Qadir, 2017). According to Anwar & Louis, (2017), commitment is concerned with labourers' connection to or support in the organisation in which they are employed. It is important since it figures out of workers are liable to leave their work or not.

The psychological bond or allegiance workers have for their employer and the establishment are termed job commitment. It affects their commitment to the organization's objectives, desire to stick around, and general level of role engagement. Understanding the elements that affect employee commitment, such as work-life balance, organizational culture, leadership styles, and job satisfaction has become increasingly important in job commitment (Meyer & Allen, 2016). The significance of job commitment for organizational success lies in its impact on employee productivity, retention, and performance. Job commitment has affective, normative, continuance and professional dimensions and will be discussed in the following paragraphs.

Affective Commitment

Affective Commitment is an idea inside ordered mind study that refers to an individual's connection, recognizable proof, and inclusion with their association. This type of Commitment is viewed as the best kind of leadership responsibility, as it depends on a veritable craving to stay with an establishment. Employees are more likely to form strong emotional bond with an organization that values their contributions and cares about their well-being, so perceived organizational support (POS) is a significant antecedent. According to Kurtessis, Eisenberger, R., Ford, Buffardi, Stewart, & Adis (2015), POS is straightforwardly connected with expanded degrees of feeling Committed. Employees are more likely to show loyalty and commitment when they feel supported. Job satisfaction is another important factor. Affective commitment tends to be higher among employees who are satisfied with their jobs. Meyer & Maltin (2015) highlight

that fulfilment with work jobs, the workplace, and vocation open doors all add to a feeling of responsibility. Fulfilled personnel's are all the more sincerely put resources into their associations and, thus, are more dedicated.

Employees who have a high affective commitment are less likely to leave their employer, resulting in greater stability. Meyer, Morin, & Vandenberghe (2015), observed that affective commitment is a strong predictor of employee retention, support this assertion. Affective commitment is linked to higher job performance and reduces turnover. Leaders who are sincerely dedicated to their association are bound to blow away their work prerequisites, participating in hierarchical citizenship ways of behaving. This positive connection between emotional Commitment and occupation execution is featured in a meta-examination by Meyer, Stanley, & Vandenberg (2017), which shows that feeling of responsibility reliably, predicts better execution levels. Positive organizational behaviours like increased cooperation and lower levels of workplace conflict are also aided by affective commitment. According to Jiang, Lepak, Hu, & Baer (2017), employees who have a strong affective commitment are more likely to align their goals with those of the organization, which results in a more harmonious and productive work environment. Suggestions for Associations cultivating full of feeling responsibility among leaders is significant for making long haul progress.

Affective commitment can be significantly increased by employing strategies that increase job satisfaction, provide support, and encourage positive leadership styles. Associations that focus on these techniques frequently see further developed representative commitment, lower turnover, and better generally execution. In instructive settings, for instance, teachers with high emotional Commitment are bound to be devoted to their understudies and the school's main goal, prompting further developed understudy results and a more certain school environment

(Product & Kitsantas, 2014). Likewise, in professional workplaces, organizations that put resources into workers prosperity and create a steady work culture are bound to encounter upgraded responsibility and achievement (Ng & Feldman, 2014). Emotional Commitment is an essential part of leadership responsibility that absolutely impacts personnel's ways of behaving and authoritative results.

The aspect of organizational commitment that reflects an employee's estimation of the costs associated with leaving their employer is known as continuity commitment. It stands in contrast to normative commitment, which is motivated by a sense of obligation, and affective commitment, which is based on emotional attachment. Predecessors of continued Commitment are fundamentally affected by the apparent outflow of leaving an organization, which can be influenced by a few elements.

The absence of alternative employment opportunities is one significant factor. Representatives who see fewer open doors somewhere else are bound to serious areas of strength to show Commitment, as leaving their position could bring about joblessness or less ideal work. Wasti (2016) notes that employee' perceptions of external job markets play a crucial role in determining their level of continuance commitment. The extent to which an employee has invested in their current employer is yet another significant antecedent. This can incorporate time, exertion, monetary venture, and individual penances. Kooij, Jansen, Dikkers, & De Lange (2014) state how collected work benefits, like annuities and rank, add to more significant levels of continuation responsibility as representatives measure the possible misfortunes of leaving.

Monetary commitments and individual conditions likewise essentially impact duration responsibility. For instance, employees who have mortgages, dependents, or other financial obligations may believe that they cannot afford to leave their current position, resulting in a

greater commitment to staying with the company. Meyer, Morin, and Vandenberghe (2015) propose that monetary contemplations are especially pertinent with regard to financial vulnerability, where the apparent gamble of joblessness is increased. It frequently results in contradictory outcomes for both organizations and their workforce. From one viewpoint, high-duration responsibility will result in general lower turnover expectations, as workers are hesitant to leave because of the apparent expenses related to such a move (Meyer, Stanley, & Vandenberghe, 2015). This strength can be helpful for associations, particularly those with high preparation and enrolment costs. However, commitment is frequently linked to lower levels of job satisfaction and performance. Workers who stay with an association due to legitimate needs, as opposed to wants, might feel separated, prompting lower levels of occupation fulfilment and efficiency.

Caesens, Stinglhamber, and Luypaert (2014) found that while continuance Commitment might forestall turnover, it doesn't encourage positive work perspectives and may try and add to work burnout and stress. Additionally, employees who have a high level of commitment may be resistant to organizational change. Because of the high costs of leaving, these employees may be less open to new ideas or organizational shifts. This obstruction can smother authoritative development and transformation, particularly in unique enterprises where change is fundamental for endurance (Giauque, Anderfuhren-Biget, and Varone, 2013). The dual nature of continuance commitment is critical for businesses and suggests associations understanding.

While it might assist with holding workers, dependence on continuation commitment alone can prompt a separate labour force. As a result, organizations ought to try to strike a balance by encouraging continuance commitment in addition to affective and normative commitment. Strategies that increase job satisfaction, provide opportunities for advancement,

and enhance overall organizational support can accomplish this. According to Ng & Feldman (2014), investing in employee development and creating a supportive work environment can shift the balance from continuance to affective commitment, resulting in increased engagement and job performance in addition to retention. Employee retention is significantly impacted by continuity commitment, but its effects on job satisfaction and performance are complex. While it effectively cuts down on turnover, it can also lower engagement and make people less willing to change. Associations ought to zero in on fostering a far-reaching responsibility methodology that incorporates emotional and regulating obligations to make a more persuaded and useful labour force.

Normative Commitment

Normative commitment refers to a representative's awareness of others' expectations to stay with their organisation. Instead of emotional attachment or perceived costs, this kind of commitment is motivated by a sense of duty or moral obligation. Due to cultural, familial, or societal expectations, employees with high normative commitment believe they should stay with their company. This writing survey investigates the key forerunners, results, and ramifications of regulating Commitment. What makes normative commitment proud employees' development of normative commitment is influenced by several factors. Socialization within an organization is one significant antecedent. Employees are more likely to develop a sense of loyalty and obligation to the organization when organizations effectively socialize employees through programs, mentorship, and communication of organizational values. According to Meyer, Stanley, & Parfyonova (2015), viable socialization processes assist with teaching a feeling of obligation in workers, which improves regularizing responsibility. Another predecessor is social standards and values. Workers from societies that emphasize dependability, obligation, and

aggregate liability are bound to areas of strength to foster responsibility. For instance, workers in communist societies, where the gathering is focused on individual inclinations, may feel a more grounded awareness of others' expectations of their bosses. Wasti (2016) proposes that social setting assumes a vital part in moulding, and regulating responsibility, with personnel in communist social orders showing more significant levels of this kind of Commitment.

The normative commitment is also influenced by investments made in employees by organizations. At the point when associations give critical preparation, improvement, and different assets to representatives, they might feel a feeling of responsibility to reimburse the association by staying steadfast. Ng & Feldman (2014) examine how interests in worker improvement can make a mental agreement, where representatives feel an ethical obligation to remain in view of the association's commitments to their own proficient development. The results of normative commitment in organizations can benefit both the employer and the employee with a variety of outcomes. One of the positive results is diminished turnover aims. Workers with high regularizing responsibility are less inclined to leave their company, as they feel an ethical commitment to remain. This can prompt more prominent hierarchical steadiness, especially in ventures where worker maintenance is basic. Meyer, Stanley & Vandenberg (2015) affirm that regularizing responsibility is a serious area of strength for worker maintenance.

However, normative commitment can also result in negative outcomes, particularly if affective commitment is absent. Employee engagement and job satisfaction may suffer for those who stay with an organization primarily out of obligation. They might feel caught in their positions, prompting pressure, burnout, and diminished execution. This peculiarity is examined by Giauque, Anderfuhren-Biget, & Varone (2016), who found that personnel’s with high regularizing commitment have however, low emotional commitment and are bound to encounter

work-related pressure and disappointment. Regularizing responsibility can likewise impact worker conduct in the working environment. personnel's who feel areas of strength for commitment might be bound to consent to hierarchical standards and strategies, regardless of whether they can't help contradicting them. While this can prompt a more agreeable workplace, it can likewise restrict inventiveness and development, as personnel's might be less ready to rock the boat (Meyer & Maltin, 2015). Businesses are therefore to cultivate a workforce that is both committed and motivated which is essential to comprehend normative commitment.

While standardizing Commitment can diminish turnover, companies ought to be careful about depending exclusively on this sort of responsibility. Procedures that join regularizing Commitment with emotional responsibility by encouraging a positive workplace and guaranteeing position fulfilment can prompt better generally speaking results for the two personnel and the association. For example, schools can improve regularizing responsibility by putting resources into teacher advancement and imparting the school's qualities and mission. In any case, they ought to likewise guarantee that personnel are sincerely drawn in with their work and feel by and by put resources into the school's prosperity (Ng & Feldman, 2014). Better job performance, lower employee turnover, and higher levels of overall commitment are all possible outcomes of this balanced approach. Employees' sense of duty and obligation to their organization is reflected in normative commitment, which is an important component of organizational commitment. While it can really decrease turnover, it might likewise prompt lower work fulfilment and commitment on the off-chance that not balance with different types of responsibility. Associations ought to expect to encourage a far-reaching responsibility system that incorporates emotional and regularizing obligation to make an unwavering, inspired, and high-performing labour force.

Professional Commitment

An individual's commitment and loyalty to their profession or career, as well as their identification with professional values, norms, and objectives is referred to as professional commitment. This kind of commitment is focused on the profession itself and extends beyond the boundaries of a particular organization. Precursors of expert commitment one of the essential precursors of expert responsibility is proficient character development. People who unequivocally relate to their calling are bound to show elevated degrees of expert responsibility. Proficient character is formed by instruction, preparation, and socialization inside the profession. Govaerts, Kyndt, and Dochy (2014) stress that constant professional turns of events and a solid expert character cultivate a more profound obligation to the calling. The alignment of personal and professional values is another significant antecedent.

A person is more likely to develop a strong sense of professional commitment when their personal beliefs and values align with those of their profession. According to Tschannen-Moran & Gareis (2015), the significance of value in enhancing professional commitment among teachers is essential; this alignment gives them a sense of purpose and meaning in their work. Strong expert conditions likewise assume an essential part in cultivating proficient responsibility. Admittance to assets, potential open doors for development and acknowledgment inside the calling add to more elevated levels of responsibility. Ng & Feldman (2014) affirmed that experts who see their workplace as steady and helpful for their expert development are bound to create and keep serious areas of strength for their calling. Professional Commitment's Effects Proficient responsibility is related to a few positive results for people and their callings. One of the main results is expanded work fulfilment. Professionals who are committed to their careers are more likely to find work that is fulfilling and in line with their long-term objectives, resulting in

greater job satisfaction. According to an analysis conducted by Meyer, Stanley, and Vandenberghe (2014), there is a positive correlation between professional commitment and job satisfaction across various professions. Additionally, improved job performance frequently follows professional commitment.

Professionals who are fully committed are more likely to engage in on-going education, seek out new challenges, and strive for professional excellence in their work. Meyer, Stanley, and Parfyonova (2012) establish that professionals with high levels of commitment are more likely to exhibit superior job performance. Their research highlights this commitment to professional growth and excellence. Reduced intentions to leave one's job are another important outcome of professional commitment. Even when faced with organizational difficulties or job dissatisfaction, professionals who are committed to their careers are less likely to leave. According to Giauque, Anderfuhren-Biget, & Varone (2014), this stability is beneficial to the individual as well as the profession because it helps maintain a stable and knowledgeable workforce while also lowering the costs associated with employee turnover.

Implications for Businesses and Industries

Understanding proficient responsibilities are fundamental for associations and expert bodies trying to hold and propel their individuals. Organizations should focus on creating environments that encourage professional development, provide opportunities for continuing learning, and align organizational goals with professional values in order to increase professional commitment. Tschannen-Moran & Gareis (2015), suggest that teachers' commitment to the profession can be significantly increased by fostering a strong sense of professional identity and providing opportunities for professional development. Likewise, in medical care, associations that help continuous expert training and give a cooperative workplace are bound to hold

committed medical care experts (Govaerts, Kyndt, & Dochy 2014). Proficient responsibility is a basic part of vocation achievement and occupation fulfilment. By getting it and cultivating the precursors of expert responsibility, like proficient personality, esteem arrangement, and strong conditions, associations and expert bodies can improve work fulfilment, execution, and maintenance among experts. These change people as well as reinforce the callings they are focused on.

Professional Commitment

Professional commitment symbolizes a singular's devotion to their picked calling and the continuous quest for profession related objectives. This type of responsibility is portrayed by the degree to which people relate to their vocation, are propelled to make vocation progress, and mean to stay in their calling long haul. Employee behaviour, job performance, and organizational outcomes are significantly impacted by career commitment. One of the essential forerunners of profession responsibility is vocation fulfilment. Workers who experience fulfilment in their vocation are bound to be focused on their calling. According to Blau's (2014) research, career and job satisfaction are significant predictors of career commitment. People are more likely to invest in their career development and remain committed to their professional goals when they find their work to be meaningful and fulfilling. Workplace and hierarchical help likewise assume a critical part in moulding profession responsibility.

An individual's commitment to their career can be enhanced by a supportive work environment that provides opportunities for professional growth, development, and advancement. Ng & Feldman (2014) accentuate the significance of authoritative help in encouraging profession responsibility. Principals who see that their schools put resources into their vocation improvement are bound to stay focused on their calling. Individual qualities like

self-adequacy, strength, and individual qualities are additionally significant determinants of vocation responsibility. Higher levels of self-efficacy and resilience make it easier for people to overcome obstacles in their careers and stay committed to achieving their professional goals. Kim & Beehr (2018) also attest that individual qualities lined up with proficient objectives further reinforce vocation responsibility, as people are bound to endure in professions that reverberate with their centre convictions and goals. Results of Vocation Responsibility

There are numerous advantages to career commitment for both individuals and organizations. One critical result is improved work execution. Representatives who are focused on their professions are bound to take part in their work, exhibit more elevated levels of occupation execution, and contribute emphatically to hierarchical achievement. Meyer, Stanley, & Vandenberghe (2015) observed that vocation responsibility is emphatically connected with work execution, as people who are committed to their calling are more persuaded to succeed in their jobs. Reduced intentions to leave one's job are another important outcome of career commitment. Even in the face of difficulties or job dissatisfaction, people who are committed to their careers are less likely to leave. Lee, Carswell, & Allen (2016) show that vocation responsibility is areas of strength for an of diminished turnover goals, as committed people are bound to remain in their calling and look for answers for beat profession related impediments. Professional growth and career success also benefit from career commitment. Continuous education, the pursuit of career advancement opportunities, and long-term career success are more likely for those who are committed to their careers.

As committed individuals are proactive in managing their career trajectories, Akkermans, Brenninkmeijer, Huibers, and Blonk (2015) highlights the role of career commitment in driving professional development and career success. For associations, cultivating vocation

responsibility among workers is fundamental for making long haul progress. By giving vocation advancement amazing open doors, offering strong workplaces, and adjusting authoritative objectives to representatives' profession desires, associations can improve profession responsibility and advantage from expanded work execution, diminished turnover, and more prominent hierarchical unwaveringness.

In instructive settings, cultivating profession responsibility among educators and executives can prompt superior showing quality, improved understudy results, and more prominent institutional strength. According to Tschannen-Moran & Gareis (2015), teachers who are committed to their careers are more likely to invest in their professional development, work with colleagues, and make positive contributions to the school community. Essentially, in the corporate area, associations that focus on profession responsibility can fabricate a more drawn in and useful labour force. By supporting representatives' profession goals, giving open doors to headway, and establishing a positive workplace, associations can encourage long haul vocation responsibility and make feasible progress (Ng & Feldman, 2014). Vocation responsibility is a basic consider individual and hierarchical achievement, impacting position execution, turnover expectations, and expert turn of events. Associations that focus on and cultivate vocation responsibility through strong practices and improvement potential open doors can make a more dedicated, drew in, and effective labour force.

Organizational Commitment

Organizational commitment denotes the psychological attachment and loyalty that an employee feels towards their organization. It encompasses the employee’s willingness to remain a part of the organization, their belief in its goals and values, and their readiness to exert effort on its behalf. The primary antecedents of organizational commitment are job satisfaction. Research

consistently shows that employees who are satisfied with their job roles, work environment, and relationships with colleagues are more likely to develop strong organizational commitment. Meyer, Morin, & Vandenberghe (2015) found that job satisfaction is a significant predictor of organizational commitment, highlighting the role of positive work experiences in fostering commitment.

Another important antecedent is perceived organizational support (POS). When employees feel that their organization values their contributions and cares about their well-being, they are more likely to reciprocate with higher levels of commitment. Kurtessis, Eisenberger, Ford, Buffardi, Stewart, & Adis. (2017) confirmed the positive relationship between POS and organizational commitment, emphasizing the importance of supportive work environments.

Leadership style also plays a crucial role in shaping organizational commitment. Transformational leadership, characterized by inspiring and motivating employees through a shared vision and personal support is particularly effective in enhancing organizational commitment. Caesens, Stinglhamber, & Luypaert (2014) showed that employees led by transformational leaders are more likely to be committed to their organizations, due to the alignment of personal and organizational goals.

Organizational commitment is associated with several positive outcomes, both for employees and organizations. One of the most notable outcomes is reduced turnover intentions. Committed employees are less likely to leave their organization, which helps reduce turnover rates and the associated costs. This relationship is supported by the work of Meyer, Stanley, and Vandenberghe (2015) who found that organizational commitment is a strong predictor of employee retention. In addition to reducing turnover, organizational commitment is linked to higher job performance. Employees who are committed to their organization are more motivated

to achieve organizational goals and are more likely to engage in discretionary behaviours that contribute to organizational success. Meyer and Maltin (2015) discuss how organizational commitment enhances job performance by fostering a sense of purpose and dedication among employees.

Organizational commitment also contributes to positive organizational behaviours. Committed employees are more likely to exhibit organizational citizenship behaviours (OCBs), such as helping colleagues and going beyond their job requirements. These behaviours are crucial for creating a collaborative and productive work environment. Meyer, Stanley, & Parfyonova (2014) highlight the link between organizational commitment and OCBs, emphasizing the role of commitment in fostering a positive workplace culture. For organizations, fostering organizational commitment is essential for achieving long-term success. Strategies to enhance organizational commitment include improving job satisfaction, providing support, and promoting positive leadership styles. Organizations that prioritize these strategies often see improved employee engagement, lower turnover, and better overall performance.

Ware & Kitsantas (2014) suggest that fostering organizational commitment among teachers can lead to better student outcomes and a more positive school climate. Similarly, in corporate environments, companies that invest in employee well-being and create a supportive work culture are more likely to experience enhanced organizational commitment and success (Ng & Feldman, 2014). Understanding the factors contributing to and resulting from organizational commitment allows organizations to implement strategies that foster strong emotional bonds between employees and the organization, leading to better overall outcomes.

Collegial Commitment

Collegial commitment speaks of an individual's dedication to working collaboratively with colleagues in a professional environment. This type of commitment emphasizes teamwork, shared responsibilities, and a collective effort toward common goals. Collegial commitment is particularly important in professions where collaboration and mutual support are essential for achieving organizational success. Collegial commitment is strongly influenced by the organizational culture and climate. A workplace that fosters a culture of collaboration, mutual respect, and shared values encourages employees to develop a strong commitment to their colleagues. Bukhari & Kamal (2014) found that organizational culture plays a significant role in promoting collegiality among employees. When employees perceive that their organization values teamwork and cooperation, they are more likely to commit to their colleagues.

Leaders who promote a collaborative environment and encourage team-based approaches are more likely to foster collegial commitment among their staff. Transformational and participative leadership styles, in particular, have been associated with higher levels of collegial commitment. Mencl, Wefald, & van Ittersum (2016) suggest that leaders who involve employees in decision-making and value their input can significantly enhance collegial commitment.

Workplace relationships also play a crucial role in developing collegial commitment. Positive interpersonal relationships among colleagues, characterized by trust, respect, and open communication are essential for fostering a sense of collegiality. Day & Tosey (2014) indicate that the quality of relationships among co-workers directly impacts their commitment to each other, as strong, supportive relationships encourage a collaborative work environment.

Collegial commitment has several positive outcomes for both employees and organizations. One of the primary outcomes is improved job performance. When employees are

committed to their colleagues, they are more likely to collaborate effectively, share knowledge, and work towards common goals, leading to higher levels of job performance. Cheng, Yen, and Chen (2015) found that collegial commitment is positively correlated with job performance, as employees who work well together tend to achieve better results. In addition to enhancing performance, collegial commitment contributes to higher job satisfaction. Employees who feel connected to and supported by their colleagues are more likely to experience job satisfaction. Judge & Kammeyer-Mueller (2014), highlight the positive relationship between collegial commitment and job satisfaction. When employees enjoy working with their colleagues and feel part of a team, they are more satisfied with their jobs overall.

Collegial commitment also leads to lower turnover intentions. Employees who are committed to their colleagues are less likely to leave the organization, as they value their workplace relationships and the collaborative environment. This outcome is particularly important in industries where teamwork is critical to success. Podsakoff, MacKenzie, & Podsakoff (2016) indicates that collegial commitment is a significant factor in reducing turnover intentions, as employees who are part of a cohesive team are more likely to stay with the organization.

Organizations that wish to enhance collegial commitment among their employees should focus on creating a supportive and collaborative work environment. This can be achieved by promoting a culture of teamwork, encouraging open communication, and providing opportunities for employees to build positive relationships with their colleagues.

In educational settings, fostering collegial commitment among teachers can lead to a more collaborative school environment, ultimately benefiting student outcomes. Teachers who are committed to working together are more likely to share resources, support each other, and

collaborate on teaching strategies, leading to improved educational experiences for students (Tschannen-Moran & Gareis, 2015). Similarly, in corporate environments, organizations that prioritise collegial commitment are more likely to see enhanced team performance, greater innovation, and improved employee retention. By investing in team-building activities, promoting collaborative projects, and recognizing the contributions of team members, organizations can strengthen collegial commitment and, in turn, achieve better organizational outcomes (Cheng, Yen, & Chen 2015).

Collegial commitment is a crucial aspect of organizational success, as it enhances job performance, job satisfaction, and employee retention. By understanding the factors that contribute to collegial commitment and implementing strategies to foster a collaborative work environment, organizations can create a more engaged and committed workforce.

Collegial responsibility alludes to a singular's commitment to working cooperatively with partners in an expert climate. Teamwork, shared responsibilities, and a collective effort toward common objectives are emphasized in this type of commitment. Collegial responsibility is especially significant in callings where coordinated effort and shared help are fundamental for making authoritative progress. Factors That Influence Collegial Commitment Collegial responsibility is firmly affected by the authoritative culture and environment. Employees are more likely to develop a strong commitment to their coworkers in a workplace where there is a culture of collaboration, respect for one another, and shared values. Bukhari & Kamal (2014) found that hierarchical culture assumes a huge part in advancing collegiality among representatives.

Collegial commitment among employees is more likely to be fostered by leaders who encourage teamwork and a collaborative atmosphere. Higher levels of collegial commitment

have been linked, in particular, to transformational and participative leadership styles. Mencl, Wefald, and Ittersum (2016) proposes that pioneers who include workers in direction and worth their feedback can essentially improve collegial responsibility. Work environment connections likewise assume a critical part in creating collegial responsibility. For fostering a sense of collegiality, interpersonal relationships between co-workers that are characterized by trust, respect, and open communication are necessary. According to Day & Tosey (2014), the degree to which co-workers' relationships with one another are of a high quality has a direct impact on their commitment to one another. This is due to the fact that supportive relationships foster an environment at work that fosters collaboration. Results of teamwork and commitment collegial responsibility has a few positive results for the two representatives and associations. One of the essential results is further developed work execution.

Collegial commitment was found to be positively correlated with job performance in a study by Cheng, Yen, & Chen (2015). This is because employees who collaborate well tend to get better results. As well as improving execution, collegial responsibility adds to higher work fulfilment. Representatives who feel associated with and upheld by their partners are bound to encounter work fulfilment. This is supported by Judge and Kammeyer-Mueller's (2014) study, which demonstrates a positive connection between job satisfaction and collegial commitment. Employees are more satisfied with their jobs overall when they enjoy working with their co-workers and feel like they are a part of a team. Intentions to leave the team are also lower when colleagues are committed.

In instructive settings, for instance, encouraging collegial responsibility among educators can prompt a more cooperative school climate, at last helping understudy results. According to Tschannen-Moran & Gareis (2015), improved educational experiences for students are the result

of teachers who are committed to working together. These teachers are more likely to share resources, provide support to one another, and collaborate on teaching strategies. Likewise, in professional workplaces, associations that focus on collegial responsibility are bound to see upgraded group execution, more prominent advancement, and further developed worker maintenance. By putting resources into group building exercises, advancing cooperative tasks, and perceiving the commitments of colleagues, associations can reinforce collegial responsibility and, thusly, accomplish better hierarchical results (Cheng, Yen, & Chen, 2015).

This commitment goes beyond the workplace and places an emphasis on civic engagement, social responsibility, and the well-being of the community as a whole. Community involvement is becoming more and more recognized as a crucial component of Corporate Social Responsibility (CSR) and is linked to both individual and organizational outcomes in organizational contexts.

Employees are frequently instilled with a sense of community commitment by businesses that actively engage in CSR practices. CSR activities that are in line with the personal values of employees can significantly increase their commitment to the community, according to Aguinis and Glavas (2019). At the point when associations support makes that matter their workers, it cultivates a culture of social obligation and local area commitment. Employees are inspired to make contributions to the community by leaders who act in an ethical manner and are committed to the well-being of society.

Collegial commitment is also strongly influenced by organizational culture. A culture that values social obligation and local area commitment urges representatives to foster areas of strength for the local area. Ellemers, De Gilder, & Haslam (2014), affirmed that when associations coordinate local area arranged values into their centre practices, workers are bound

to embrace these qualities and effectively partake in local area related exercises. Results of local area responsibility local area responsibility has a few positive results for the two people and associations. According Rupp, Shao, Thornton, & Skarlicki (2014), companies that are known for their involvement in the community have a competitive advantage because external stakeholders view them favourably. According to Glavas (2016) employees who participate in community service or corporate social responsibility (CSR) activities at work report higher levels of job satisfaction and a stronger sense of belonging to the company.

This contributes to the community's overall well-being. Gond, Igalens, Swaen, & El Akremi (2017) states that organizations that participate in community-oriented activities help solve social problems and build communities that are stronger and more resilient. With regards to instruction, for instance, encouraging collegial responsibility among teachers and managers can prompt more grounded school-local area connections, further developed understudy results, and a more certain school climate.

Factors Affecting Job Commitment

Agriculture teacher job commitment is influenced by various factors, including teacher motivation, job satisfaction, school culture and the type of operational leadership adopted by the Principal. High levels of teacher job commitment have been linked to improved student outcomes, increased teacher retention, and enhanced school reputation. It refers to the extent to which teachers are dedicated, invested, and motivated to perform their jobs effectively (Aderibigbe, 2017). This dedication is evident in the emotional attachment teachers have towards their work, students, and the school.

Investment is another critical aspect of teacher job commitment. Committed teachers are willing to put in extra effort, time, and resources to achieve educational goals (Bogler & Somech,

2015). They continuously seek professional development opportunities to enhance their teaching skills and stay updated on best practices. This investment in their craft enables them to design engaging lessons, adapt to changing circumstances, and address individual students' needs displaying high resourcefulness and professionalism.

Teacher job commitment is then a strong predictor of student achievement and school success. Committed teachers improve student academic performance; enhance student motivation and engagement (Eduwen, 2016). These outcomes are critical for student growth, academic accomplishment, and overall school effectiveness. Equally, low teacher job commitment can have negative consequences, including decreased student achievement, increased student disengagement, poor teacher-student relationships, negative school culture, and teacher burnout and turnover (Somech & Bogler, 2015)

Agricultural Science

Agricultural science is a multidisciplinary subject that combines biological, environmental, and economic sciences to give students information and abilities relevant to agriculture and related fields (Williams, 2025 p.3). The objectives of this course are to prepare students for professions in agriculture and industry, encourage sustainable practices, and cultivate agricultural literacy. The secondary level agricultural science curriculum includes a number of topics, such as soil science, agricultural economics, crop and animal production, and environmental management. For example, horticultural methods, postharvest technologies, animal production and management, the science and business of agriculture, and the relationship between agriculture and the environment are all included in the syllabus outlined by the Caribbean Examinations Council (CXC, 2025, p. 2). The goal of these all-encompassing programs is to give students both theoretical understanding and real-world capabilities.

Laboratory experiments, fieldwork, and project-based learning are examples of experiential learning strategies that are essential to the effective teaching of agricultural science. Programs for school-based agricultural education (SBAE) place a strong emphasis on the value of practical experiences in order to improve student comprehension and engagement. Roberts & Ball (2009, p. 85) highlight that SBAE teachers play a crucial role in motivating students and preparing them for agricultural careers through practical applications of classroom knowledge. Agricultural Literacy and Student Outcomes Agricultural literacy, defined as the understanding of the food and fibre system, is a key outcome of secondary Agricultural Science education. Pupils with higher agricultural literacy are better equipped to make educated judgements on agriculture and its impact on society. Meischen & Trexler's (2003, p. 45) highlighted that the need for curriculum that cover the whole agricultural value chain, which shows that many students lack thorough understanding of agricultural processes beyond basic production.

The efficient teaching of agricultural science in secondary schools is hindered by a number of issues. These include a lack of trained teachers, restricted access to contemporary facilities, and insufficient money and the school leadership. For instance, graduates lack the necessary skills for agricultural self-reliance as a result of the reduction in hands-on agricultural activities in schools (Wambua, & Konyango 2018, p. 119). Additionally, the focus on hands-on learning experiences has diminished as a result of the change towards examination-oriented teaching.

Opportunities for job advancement are intimately related to agricultural science education. Programs such as the Future Farmers of America (FFA) give children the chance to participate in leadership exercises, contests, and volunteer work, which improves their personal development and prepares them for the workforce. Involvement in these programs enhances

academic achievement and sparks students' interest in jobs in agriculture (Lundry, Ramsey& Edward, 2015, p. 73). The necessity to update agricultural science curricula to address modern issues like food security, climate change, and technology breakthroughs is becoming more widely acknowledged on a global scale. To increase the relevance and inclusion of agricultural education, several nations have used creative strategies, such as the incorporation of gender-sensitive practices and information and communication technologies (ICTs) (Salm, Ghimire, & Upreti, 2018, p. 105).

Theoretical Framework

Two theories are used for this study they include instructional leadership theory (ILT) and commitment to the profession theory (CPT).

Instructional Leadership Theory (ILT)

Instructional leadership theory is a style of educational leadership that places a strong emphasis on the principal's proactive involvement in directing and enhancing the teaching and learning process. ILT puts the principal at the forefront of instructional decision-making and teacher development, in contrast to traditional leadership approaches that concentrate primarily on administrative tasks. This puts the principal's attention on educational outcomes. The theory, which was first presented by Hallinger and Murphy in 1985, has had a big impact on how school leaders are perceived and applied, especially in terms of how they emphasize instruction to raise student achievement.

Fundamentally, Instructional Leadership Theory posits that school administrators, especially principals, have a primary duty to mould the learning environment in a way that promotes student success. This entails establishing high academic standards, being actively involved in monitoring teaching methods, and cultivating a friendly and cooperative school climate. As learning facilitators, instructional leaders collaborate closely with teachers to

enhance teaching strategies, track students' advancement, and establish a supportive learning environment.

Significance and Utilization

The theory of instructional leadership is especially pertinent when discussing reform and improvement in education. The theory contends that principals have a major impact on student outcomes and the quality of instruction through their leadership. Studies have indicated that schools with effective instructional leaders typically have more cohesive school environments, higher student achievement, and better teacher performance.

The emphasis that ILT places on the active participation of school administrators in the teaching process is one of its key advantages. It is recommended that principals take on more than just administrative responsibilities and actively participate in determining the school's instructional strategies. This entails conducting routine classroom observations, giving teachers feedback, and making sure that professional development opportunities complement the educational objectives of the institution. Principals serve as both leaders and instructional coaches in this way, assisting in the professional development of teachers and guaranteeing that the curriculum is still efficient and adaptable to the needs of the students.

Application of Instructional Leadership Theory to this Study

Instructional Leadership Theory (ILT), this theory is ideal for the study “principal’s instructional leadership as a predictor of teachers' job commitment in public secondary schools in Edo South Senatorial District”. ILT focuses on how important school principals are in influencing teachers' instructional strategies and, in turn, the entire learning environment. According to the theory, principals not only serve as administrative leaders but also as

instructional leaders, directly influencing the calibre of instruction through goal-setting, support for teachers, and the development of a supportive school environment (Hallinger, 2005).

ILT is relevant to the research topic because it emphasizes how teachers' performance and dedication are directly impacted by principals' leadership actions. As stated by Murphy and Hallinger (1985), principals who actively engage in instructional leadership positively impact teachers' sense of efficacy, motivation, and job satisfaction, which are key components of job commitment. By fostering professional development, providing feedback, and creating a supportive environment, instructional leaders can enhance teachers' emotional and professional investment in their roles.

Given that job commitment is could be influenced by the leadership style of principals, ILT provides a relevant framework for examining how principals' behaviours and decisions influence teachers' attachment to their jobs. Studies by Hallinger (2005) have shown that when principals provide clear instructional guidance and support, teachers are more likely to be engaged and committed to their professional responsibilities, aligning directly with the objectives of this research topic.

Commitment to the Profession Theory (CPT) Vallerand, (1997)

Commitment to the Profession Theory (CPT) investigates the various types of motivation that can stimulate individuals in their professions. The premise of the theory is that both intrinsic and extrinsic motivations influence a person's commitment to their profession. Intrinsic motivation comes from doing something for the pleasure and satisfaction it brings on its own. When an individual finds the work itself rewarding, regardless of any external rewards, they are intrinsically motivated. For instance, if a teacher finds personal fulfilment in instructing students, developing meaningful learning opportunities, and fostering student development, they may be

intrinsically motivated. Extrinsic motivation involves engaging in an activity for the purpose of achieving an external goal or reward, such as a salary, status, recognition, or job security, rather than the activity itself. Because of rewards like better pay or promotions, teachers may work longer hours or take on more responsibilities.

According to Vallerand's theory, people who find a balance or alignment between their intrinsic and extrinsic motivations are committed to their profession. They are more likely to feel long-term commitment to their profession when these motivations are in sync. When people find personal meaning and purpose in their work, they experience "high levels of job satisfaction." This is caused by intrinsic motivation. People who have a strong sense of purpose and personal fulfilment in their work are more likely to exhibit this type of motivation. While extrinsic motivation can be effective in driving certain behaviours (such as productivity and goal achievement), it may not result in long-term commitment or satisfaction if it is the primary driver. If employees believe they are only working for external rewards (such as salary or recognition) without experiencing intrinsic satisfaction, they may experience burnout or disengagement. When both intrinsic and extrinsic motivations are present and effectively aligned, one experiences "balanced commitment." Professionals are more likely to remain committed to their profession if they not only receive adequate recognition or rewards but also feel personally engaged in their work (extrinsic motivation).

Application of the Theory to the Study

Teachers are more likely to remain committed to their profession even in challenging times like economic hardship or professional stress if they have a balanced motivation, or the feeling that they are both intrinsically fulfilled in their work and externally rewarded. By aligning the school environment's intrinsic and extrinsic motivators, principals can aid in

achieving this equilibrium. Principals can increase their teachers' commitment to the school and the profession by recognizing and aligning their professional development requirements with the school's vision.

According to Vallerand's theory, teachers' commitment to their profession may be affected by the extent to which their professional needs are met. It is possible to increase teacher commitment and reduce turnover rates when principals' instructional leadership addresses the needs of agricultural teachers (such as providing opportunities for personal and professional growth, recognizing accomplishments, and ensuring an equitable workload). Teachers' dedication to their profession becomes even more important in the context of the Edo South Senatorial District, where agriculture plays a crucial role in food security. Better strategies for "improving teacher retention" and "enhancing agricultural education," which are crucial to alleviating food scarcity and hunger in the region, can be developed by understanding how principals' instructional leadership practices affect teachers' intrinsic and extrinsic motivation. Principals can implement professional development programs that provide agricultural teachers with up-to-date knowledge of agricultural sciences, innovative teaching methods, and sustainable farming innovations, fostering the teachers' intrinsic motivations.

Empirical Review

Level of Instructional Leadership

Mihreteab (2014) led a study on “instructional leadership effectiveness of secondary school principals and its challenges in Mekkele town of Tigray region”. The study took place in Ethiopia, Jimma University. The study employed a descriptive survey method, which is supplemented by qualitative research. The study was carried out in proportional allocation to give equal chance for all Schools of the town and followed by lottery method to select five

(55%) secondary schools of Mekelle town. Then, 174 teachers were selected using simple random sampling techniques. 5 principals, 10 vice principals, 45 department and 25 PTA members were included in the study by using census to collect large data. Questionnaire was the main instrument of data collection. Interview and group discussion were also utilized to triangulate the data collected through the questionnaire. Percentage and ANOVA was employed to analyse the quantitative data, while qualitative data which was obtained through open ended questions, interview and group discussion were analysed using narration. The results of the study revealed that, the effectiveness of principals in the areas of motivating teachers, creating conducive climate, implementing and improving curriculum were below average. On the other hand, the role of the school principals in the areas of school based supervision and delegation was moderately effective. Regarding personal qualities and skills, principals do not have much qualities and skills. Availability of qualified teachers, work load to principals, population size of students, imposing of too much guidance and order from higher authorities, overlapping of authority, confusion of tasks, political interference in the schools by the government and conflict with some teachers and some of the challenges that face the school principals.

Mbua (2023) did an investigation study on the Effectiveness of Instructional School Leadership in Public Secondary Schools in Buea, Cameroon. The study employed a nonexperimental descriptive-correlation research design. The sample included 450 respondents (50 principals, vice principals and 400 teachers). Forty (40) teachers from each school were obtained using the stratified and simple random sampling methods, and the principals and vice principals of the sampled schools were automatically used as respondents. This research study utilized the Principal Instructional Management Rating Scale (PIMRS) survey for teachers to evaluate the public secondary school principal's instructional leadership capacity. The data

collected were analysed by calculating the percentage, Mean and Pearson r Correlation. The study found a significant relationship between teacher's perceptions of principals' instructional leadership towards defining school mission (r-cal=3.444, $p<0.05$). There was significant relationship between teachers' perception of principals instructional leadership towards managing instructional program (r -cal=3.321, $p<0.05$). There was a significant relationship between teachers' perception of principals instructional leadership towards developing school-learning climate (rcal=3.134, $p<0.05$).

Dereje (2019) conducted a study on "Instructional Leadership Practice and Challenges of School Principals in Governmental Secondary Schools of Sidama Zone. The study was conducted in Ethiopia. The researcher employed mixed research approach both for data gathering and analysis. In Sidama Zone there are 36 Woreda and 3 administrative towns of which nine woredas and one administrative town were selected as sample using simple random sampling technique. Afterwards 100 teachers and 63 school leaders were taken as participants using simple random and comprehensive sampling techniques respectively. Two tools, namely: questionnaire and semi- structured interview were used to gather data. Accordingly, it was explored that the practice of school principals as instructional leaders in managing curriculum, providing support, improving the overall teaching learning process, monitoring and evaluating students' progress, and working on inclusive education was low or medium. Moreover, most respondents believed that school principals were not assertive, open to new ideas, energetic, and motivated; they did not provide an immediate feedback for teachers; they lack self-esteem and analytical ability, and they didn't work with stakeholders to have common vision in their institutions. Low skill and capacity of school principals also greatly affected the overall instructional leadership effectiveness of school principals. Furthermore, the result of the study

indicated that school teachers and principals were not satisfied with the existing school climates. In general, the school principals failed to practice the expected instructional leadership roles. To improve the efficiency of the schools and ensure quality of secondary education the schools should be guided by professional instructional leaders, and professional development strategies need to be designed.

Logatus, Mabagala & Malingum (2021) led a study on "Perceptions and Practices of Heads of Schools' Instructional Leadership in Public Secondary Schools in Biharamulo District, Tanzania. A concurrent triangulation design using a sample of 75 was used. Data were collected using questionnaires for teachers, Focus Group Discussions (FGDs) for heads of schools and interviews for district secondary education officers. The quantitative data from questionnaires was analysed using descriptive statistics while the qualitative data from interviews and FGDs were analysed through thematic techniques. The study found that heads of schools perceived instructional leadership in terms of showing right direction about the teaching and learning process, ensuring the presence of teaching and learning resources and enhancing teachers' teaching capacity. The study also found that heads of schools practiced instructional leadership in terms of supervising preparation of schemes of work and lesson plans, providing teaching and learning resources, promoting programme development, and in some occasion's visiting teachers in classrooms. Furthermore, the study revealed that heads of schools' instructional leadership is affected by lack of financial support, lack of training, teachers' negligence, and heavy workload.

Chiedozie & Akinfolarin (2017) piloted a study on principals' application of instructional leadership practices for secondary school effectiveness in Oyo State, Nigeria. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study comprised 8,701 which were made

of 969 principals and 7,732 teachers in public secondary school principals in Oyo State. Proportionate Stratified sampling technique was used to draw 871 respondents which were made up of 97 principals and 774 teachers. Two versions of an 18 items questionnaire titled ‘‘Principals’ Application of Instructional Leadership Practices Questionnaire (PAILPQI)’’ and PAILPQII’’ respectively’’ were used as the instrument for data collection. The instruments were subjected to face validation by three experts; two in Department of Educational Management and Policy and the other in Measurement and Evaluation from the Department of Educational Foundations, all from Nnamdi Azikiwe University. The Cronbach alpha was used to ascertain the reliability of the instruments which yielded the index value of 0.82 and 0.76 for PAILPQI and PAILPQII respectively. Mean and standard deviation were used to answer the research questions, while z-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that there is no significant difference in the mean rating of principals and teachers on principals’ application of instructional supervision practices for secondary school effectiveness in secondary schools in Oyo State.

Level of Teachers’ Job Commitment

Hamza, Olaolu & Oba (2024) carried out a study on Assessment of Teachers’ Job Commitment in Public Senior Secondary Schools in Sokoto State, Nigeria. The population of this study comprised all the 447 school principals in the 447 public secondary schools in Sokoto State. A proportionate sampling technique was used to select 217 school principals in the 217 public secondary schools in Sokoto State using Research Advisor 2006. The school principals selected were stratified based on gender, academic qualifications and length of service. A descriptive survey was conducted with 183 school principals from 447 schools. The researcher's instrument titled Assessment of Teachers' Job Commitment Questionnaire (ATJCQ) was used to

collect data. Descriptive statistics was used to analyse the data collected for this study. The study reveals that teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria is moderate. The average mean is 2.97 on the appropriate use of instructional materials, 2.99 on punctuality, and 2.83 on classroom management. Dimensions used have influenced the job commitment of teachers in public senior secondary schools in Sokoto State, Nigeria.

Akinwale, & Okotoni, (2019) did a study on "Assessment of job commitment of secondary school teachers in Osun State, Nigeria. The study employed survey research design. The study population consisted of 6,922 secondary school teachers and 466 principals in Osun State while the sample for the study consisted of 720 teachers and 36 principals. Two validated instruments were used for the study, namely; Teachers' Job Commitment Questionnaire for Teachers (TJCQT) and Teachers' Job Commitment Questionnaire for Principals (TJCQP). Three research questions were raised in line with the objectives of the study. The research questions were answered using percentages. The results showed that the commitment of teachers in Osun State to the teaching profession, to teaching and learning and commitment to school was generally low in secondary schools in the State.

Kumar, Naik & Singh (2013) "Teacher Commitment of Government and Private Higher Secondary School: A Study" the study was conducted in India. All the teachers working in the higher secondary schools of Kota District of Rajasthan formed the population of the study. In order to collect the data for the present study 20 higher sec. schools were selected through stratified random sampling techniques. Out of these 20 higher Sec. Schools 10 are government and 10 are private schools. A sample size of 100 Government and Private Higher Secondary Level Teachers was selected and taken up for the study. Teacher Commitment Inventory (NTCI) prepared by the Dr. (Mrs.) Noorjehan N.Ganihar is used for the study. The researcher has used t-

test to find out the differences between private and government school on teachers commitment and its different dimension. It is found that there is no significant difference in different dimensions of Teachers Commitment among Government and Private higher secondary level teacher, but as a whole on teachers' commitment, there is significant difference.

Bett (2021) professional commitment of public secondary school teachers in Trans-Nzoia West sub-county, Kenya. Based on the theory of good policy, effective medium theory, and the theory of Teleologism and Deontologism. Descriptive and correlational research designs were used with stratified random sampling. Cluster sampling technique was employed where all the 109 teachers from 10 randomly selected county schools, 58 teachers from the extra-county school and 67 teachers from the national schools who were present during the time of data collection participated in the study. 192 questionnaires were returned giving a response rate of 82%. Data were analysed using descriptive statistics, t-test for independent samples, Mann-Whitney U test, one-way analysis of variance, Pearson product-moment correlation coefficient, and multiple regression analysis. Findings were: Public secondary school teachers were positive towards their professional commitment, have positive belief about student learning and value system, tend to have a positive attitude towards teaching profession, and rated their school culture as excellent with means of 3.67, 3.46, 3.72 and 3.98, respectively. Female and younger teachers, those who have served between 6 to 10 years, and who hold bachelor's degrees are more committed to the teaching profession with p-values less than 0.05 (0.000). There is a significant direct relationship between teachers' professional commitment and their attitudes towards teaching profession, beliefs about student learning, value system, and their evaluation of the school culture accounting for 83.6% of the variance in professional commitment.

Ikupa, Admiraal, & Saab (2019) investigated on Student-teachers' commitment to teaching and intentions to enter the teaching profession in Tanzania. All registered student-teachers from all years of study were invited to participate, (n = 4,952 students); where of these 3,246 student-teachers (33% females, 67% males) agreed to participate. Participants included student-teachers commencing their first, second, and third year of study (September 2015), as well as those completing their third year (May 2014, two months before graduation). Student-teachers (n = 3,246) from one University College in Tanzania completed a Commitment-to-Teaching questionnaire. Bandura's Social-Cognitive Theory was used to explain the findings. Differences in student-teachers' commitment were explained by personal characteristics (i.e., student-teachers' sense of self-efficacy), environmental factors (i.e., perceived influence of significant others and school conditions), and learning experiences (i.e., student-teachers' attitudes towards the teaching profession, their teaching subjects, and satisfaction with the teacher education programme). Implications for practice and for research on student-teachers' commitment to teaching are discussed.

Principals' Instructional Leadership as a Predictor of Teachers' Job Commitment

Sarıkaya & Erdoğan (2016) investigated on the relationship between the instructional leadership behaviours of high school principals and teachers' perceptions of organizational commitment and to test the extent to which instructional leadership behaviours predict organizational commitment in Turkey. The study is designed in relational method. The population comprised of secondary school teachers working at public schools located in the European side of Istanbul in 2014-2015 school year. The sampling of the study consists of 441 voluntary teachers from 28 different schools selected by means of simple random sampling method. The data of the study were collected through "School Principals' Instructional

Leadership Questionnaire" developed by Şişman (1997) and "Organizational Commitment Scale" developed by Balay (2000). Whether the distribution of the collected data is normal or not was tested using histogram, Q-Q graphs and coefficient of skewness and kurtosis. As the distribution was found to be normal, parametric tests were used. The relationship between instructional leadership behaviours and organizational commitment was analysed with Pearson-product moment correlation analysis and the extent to which instructional behaviours predict organizational commitment was investigated with multiple linear regression analysis. The findings of the study revealed that the principals most display instructional leadership behaviours involved in the dimension of setting and sharing of school goals and least display the instructional leadership behaviours encompassed by the dimension of supporting and developing teachers. The organizational commitment of the teachers was found to be little at "compliance" dimension and to be medium at "identification" and "internalization" dimensions. As for the adaptation dimension, negative correlation was found between the principals' instructional leadership behaviours and the teachers' organizational commitment and for identification and internalization dimensions, positive and significant correlation was found between the principals' instructional leadership behaviours and the teachers' organizational commitment. It was also found that the "establishment of a well-organized instructional environment and climate" dimension of instructional leadership behaviours significantly predicts the sub dimensions of organizational commitment.

Ariansyah (2021) investigated on The Relationship between Instructional Leadership and teacher commitment to Organizational Climate and Teacher Job Satisfaction at TK Strawberry Banjarmasin Utara, Indonesia. Using quantitative research with a research sample of 105 kindergarten teachers in TK Strawberry who were randomly selected. The results showed that

there was a significant relationship between instructional leadership and work commitment of 0.197. There is a significant relationship between instructional leadership and organizational climate of 0.981. There is a significant relationship between instructional leadership and job satisfaction of 0.4041. There is a significant relationship between organizational climate and work commitment of 0.784. There is a significant relationship between job satisfaction and work commitment of 0.188. There is a significant relationship between instructional leadership and teacher work commitment to the organizational climate of 0.769. There is a significant relationship between instructional leadership and teacher work commitment to job satisfaction of 0.382. The conclusion from the results of this study is that learning leadership, teacher commitment, organizational climate, and job satisfaction have high significant values.

Lisna Qadarsih, Aslamiah & Sulaiman (2023) analysed the relationship between the Headmaster's Instructional Leadership, Job Satisfaction, Work Commitment and Performance of Elementary School teachers in South Banjarmasin District, Banjarmasin City, Indonesia. The method used in this research is cross sectional using a path analysis model to analyse the pattern of relationships between variables. The study population consisted of 309 teachers from 59 elementary schools in South Banjarmasin District, Banjarmasin City, and 174 respondents were taken as the research sample using the Probability Simple Random Sampling technique. Data collection used a questionnaire instrument and data analysis used descriptive analysis, classic assumption test, and hypothesis testing and path analysis. The results of the analysis of the regression coefficient value of the headmaster's instructional leadership behaviour variable and performance, job satisfaction variables and performance, work commitment variables and performance, variable headmaster instructional leadership and commitment, variable job satisfaction and work commitment, variable headmaster instructional leadership and performance

through work commitment and variable job satisfaction with performance through commitment. This study concludes that the variables of Headmaster Instructional Leadership, Job Satisfaction, Work Commitment and Performance of Elementary School teachers in South Banjarmasin District, Banjarmasin City are all included in the high category. There is a partial direct relationship between the headmaster's instructional leadership, job satisfaction, and work commitment and teacher performance. There is an indirect relationship between the headmaster's instructional leadership and job satisfaction and performance through work commitment at Elementary School South Banjarmasin District, Banjarmasin City.

Skelto (2019) researched on "Principal instructional leadership practices are related to elementary teachers' organizational commitment Louisiana, America. Quantitative data were collected through an online survey from kindergarten through fifth grade teachers in a southern state. The survey respondents were full time regular education classroom teachers who had been teaching for at least one year under their current principal. There were 182 respondents who completed the entire survey and whose data were statistically analysed. The 75 survey questions that were statistically analysed measured teacher's perceptions of principal instructional leadership and self-reported organizational commitment of teachers with a Likert scale, as well as demographic variables. There were three hypotheses tested, with three hypotheses rejected. All responses were anonymous. The findings were as follows: (a) teachers rated principals highest on the instructional leadership function of framing and communicating school goals, (b) teachers reported greater levels of organizational commitment when principals communicated school goals, and (c) years of teaching experience, school context, school size, or grade level teaching did not affect organizational commitment of teachers. School leaders can benefit from

the data by developing a better understanding of what instructional leadership practices influence teachers' organizational commitment.

Instructional Supervision as a Predictor of Teachers' Commitment

Almustapha & Dahiru (2022) carried out a study on "Exploring The Relationship Between School Supervision And Teachers' Commitment In Zamfara State" The purpose of this study is to determine the relationship between School Supervision and Teachers' Commitment in Public Secondary Schools of Gusau Local Government Area, Zamfara State, Nigeria. A correlational survey design was employed to carry out the research. The population of the study consisted of 367 teachers in the 28 Public Secondary Schools in Gusau LGA. 190 teachers and 19 schools were randomly sampled using Krejcie and Morgan's table of determining sample size. Two instruments were adopted for the data collection from the respondents in the study. The collected data were analysed using Pearson Product Moment Correlation. The study variables were found to have a correlation coefficient of 0.532 ($r=0.532$, $p<0.05$). The study revealed that school supervision and teachers' commitment in public secondary schools in Zamfara State are significantly correlated.

Ngong & Mufua (2019) conducted a study on "Instructional Supervision by Principals: An Appraisal from the Perspective of Teachers Job Performance in Some Selected Secondary Schools in Boyo Division" This study took place at Boyo Division, North-West Region Cameroon. The sample had 30 respondents as principals and 274 as teachers. Data collected was by the use of two sets of questionnaires: one for the principals and one for the teachers. The data collected was analyzed using the SPSS version 22.0 from a close Likert-type scale. The findings were presented using frequencies, means, standard deviations, percentages, tables and bar-charts. The study established that the supervisory practices used by principals in secondary schools

included classroom visitations, provision of research facilities, etc. The study also established that the teachers feel instructional supervisory practices to a certain extent are ineffective, though there are some which bore great fruits such as improvement on their professional competences.

Sapal, Lumapenet, & Salik (2023) did a study on “Instructional Supervision towards Teachers' Commitment and Behavioural Competencies” This study utilized descriptive-correlational and phenomenological research designs. A survey questionnaire was disseminated to one hundred (100) elementary school teachers of 63 Barangays under the Special Geographical Area of Mbhte-Barmm in Philippine which were chosen using quota sampling. Results revealed that the extent of instructional supervisions of the administrators on the aspect of observation, orientation, training, monitoring, and evaluation were indicated as outstanding. On the level of teachers' behavioural competencies on the aspects of self-management, professionalism and ethics, result focus, teamwork, and service orientation, it is reflected as always and often for innovation. Meanwhile, teachers were found to be highly committed to their teaching and profession and they reflected commitment to their students. The result also revealed that the instructional supervision of the school heads has association with teachers' behavioural competence and commitment.

Arojojoye (2022) investigated on “Principals’ Leadership Styles and Instructional Supervision as Determinants of Secondary School Teachers’ Job Commitment in Oyo State” the study was conducted in Nigeria. Four research questions and two hypotheses were formulated. Descriptive survey research design was employed. Study population comprised of all public secondary school principals (625) and teachers (14,508) of which 160 principals and 2076 teachers were sampled using multi-stage sampling technique. Interview and Questionnaires titled - "Principals' Leadership Styles and Instructional Supervision Questionnaire (α= .881)" and

"Teachers' Job Commitment Questionnaire (α = .831)" were used. Data was analysed using descriptive and inferential statistical methods. Results revealed low level of teachers' commitment to the school ($\overline{x}$=2.430), student ($\overline{x}$=2.473) and profession ($\overline{x}$=2.377); autocratic ($\overline{x}$=2.524) and laissez-faire ($\overline{x}$=2.562) except democratic ($\overline{x}$=2.454) leadership styles are mostly employed by the principals and instructional supervision ($\overline{x}$=2.421) in areas of classroom visitation ($\overline{x}$=2.309) and workshop/seminar ($\overline{x}$=2.346) is done at a little frequent level. Hypotheses showed a significant combined influence of principals' leadership styles and instructional supervision on teachers' job commitment in public secondary schools in Oyo State ($F_{3, 156} = 2.780$; Significance = .012; $P<0.05$). It also showed that autocratic (Beta= -.109; t = -2.159) and laissez-faire leadership styles (Beta = -.120; t = -2.557), classroom visitation/observation (Beta = .116; t = 2.494) and workshop/seminar supervision processes (Beta = .122; t = -2.573) are relatively significant at $P<0.05$.

Principal Communication Style as a Predictor of Teachers' Job Commitment

Adeleke, (2014) "Principals' Communication Styles and Teachers' Job Commitment in Secondary Schools in Osun State, Nigeria". A correlational survey research design was used for the study. The study population consisted of 6,922 secondary school teachers and 466 principals in the State, while the sample for the study consisted of 720 teachers and 36 principals. Two instruments were used for the study, namely; Principals' Communication Styles Questionnaire (PCSQ) and Teachers' Job Commitment Questionnaire (TJCQ). The hypotheses formulated were tested at 0.05 level of significance. Data were analysed using frequency counts, percentages, and Pearson's Product Moment Correlation. The results indicated that aggressive communication style was negatively related to teachers' job commitment to school and positively related to teachers' commitment to teaching and learning, but had no significant

relationship with teachers' commitment to the teaching profession. There was also positive relationship between open communication style and teachers' commitment to school, negative relationship to teachers' commitment to teaching and learning, but no relationship with teachers' commitment to the teaching profession.

Senimetu & Akinjide (2022) did an investigation on "Principal Communication Flow as a Predictor of Job Commitment among Teachers in Public Secondary Schools in Oyo State, Nigeria". This study adopted a descriptive survey research design. The population comprised of all the principals (625) and male and female teachers (14,508) in all the public secondary schools in Oyo State, Nigeria. Multi-stage sampling consisting of systematic random sampling, total enumeration technique and Taro Yamane sampling formula techniques were used to select a sample of the 276 principals and 3,576 teachers. Two self-constructed questionnaires titled "Principals' Communication Flow Questionnaire (PCFQ)" and "Teachers' Job Commitment Questionnaire (TJCQ) were used for data collection. Face and content validity was used to validate the questionnaires. Test-retest method was used to determine the reliability of the instrument. Reliability coefficient values of 0.85 and 0.81 were obtained for both questionnaires respectively using Pearson product moment correlation. These values indicated that the questionnaires were reliable. The questionnaires were produced and administered both personally and with the help of research assistants. Data collected were analysed using descriptive and inferential statistical analysis. Research questions were answered using mean and standard deviation while hypotheses were tested using multiple regression at 0.05 level of significance. Results showed that principals upward ($\bar{x}$= 2.717) and downward ($\bar{x}$= 2.902) communication flow is satisfactory and teachers' job commitment to the students ($\bar{x}$= 3.131), school ($\bar{x}$= 3.212) and profession ($\bar{x}$= 3.224) is low. Results showed significant joint contribution

of principal communication flow (upward and downward flow) on teachers' job commitment (F6, 269 = 2.316,

Nobile & Bilgin (2022) researched on "A Structural Model to Explain Influences of Organisational Communication on the Organisational Commitment of Primary School Staff". The research took place in Australia. Of 4082 surveys distributed, 1575 useable surveys were returned (response rate = 39%). The sample was an acceptable representation of the general population of primary school staff in Australia in terms of gender. Data for other demographics could not be obtained from national statistics or all the various educational authorities. A full description of the development of the OCPSQ is found elsewhere, but it is important to note that the subscales emerging from it have high reported reliabilities (Cronbach α reliabilities ranging from 0.72 to 0.91). Means, standard deviations and inter-correlations among variables and Anova were used. The results of the EFA for the OCPSQ items. The Maximum likelihood extraction procedure was used to ensure optimised estimates of factor loadings from a large sample and an oblimin rotation was used in anticipation of intercorrelations between aspects of communication. The Kaiser–Meyer–Olkin statistic for sampling adequacy was high (KMO = 0.97) which, according to Hutcheson and Sofoniou, would indicate a 'marvellous' result.

Asi (2014) The effect of interpersonal communication, organizational culture, job satisfaction, and achievement motivation to organizational commitment of state high school teacher in the district humbang hasundutan, north sumatera, indonesia. The study population was State high school teacher as many as 354 people. A sample of 150 people was taken by using proportional random sampling technique. The research instrument was a questionnaire with Likert scale developed by making synthetic variables of these theories to be measured, defining the construct of the variables, developing dimension and indicator variables, making lattice

instrument grid, specifying the amount or the parameter range that moves in a continuum, and writing instrument items that can form a statement or question. The research data were processed and analysed with path analysis. Analysis of this pathway begins with the test requirement analysis including tests of normality, homogeneity, and linearity and regression significance. The analysis showed no direct influence of interpersonal communication on job satisfaction of teacher with path coefficients of 0,747, the direct influence of interpersonal communication on organizational commitment of teachers with path coefficients of 0,259, the direct influence of organizational culture on achievement motivation with path coefficients of 0,901, then, there is a direct effect of organizational culture on the organizational commitment of teachers with path coefficients of 0,233, the direct effect of job satisfaction on organizational commitment of teachers with path coefficients of 0,213, and the direct influence of achievement motivation on the organizational commitment of teachers with the path coefficients for 0,251. With these findings, it can be concluded that the more effective interpersonal communication, organizational culture, job satisfaction and high achievement motivation, the higher the interpersonal communication teacher at senior high school (SMA) Humbang Hasundutan district.

Osagie & Osaluwense (2025) investigated on "leadership strategy and academic success in Nigeria" the population of the study was 1200 secondary school teachers across Edo and Lagos state, Nigeria. A quantitative cross-sectional survey was used. Data were collected using a structured questionnaire assessing principals' practices (classroom visit, communication style) and teachers' outcome (retention, burnout). The research employed descriptive statistics (mean, SD) to summarise leadership trends and multiple regression analysis to test the predictive relationship, controlling for the school type (private/public) and teachers' experience. Findings

revealed that weekly classroom visit by the principal has a 15% higher teacher retention rate ($\beta = 0.18$, $p < 0.01$) while open communication significantly reduce burnout ($\beta = -0.23$, $p < 0.05$).

Principal Resources Management as a Predictor of Teachers' Job Commitment

Ifeanyichukwu & Eboatu (2021) conducted a study on "appraisal principals' management practices for quality assurance in secondary schools in Anambra State". Two research questions guided the study and two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised all the 257 public secondary school principals in Anambra State. No sampling was done due to the relatively small size of the population of the study. A 21-item questionnaire titled Assessment of Principals Resource "Management Practices for Quality Assurance Questionnaire (APRMPQAQ) was the instrument for data collection. The instrument was subjected to face validation by three experts from Faculty of Education, Nnamdi Azikiwe University. Cronbach-alpha method was used to ascertain the reliability of the instrument. The overall coefficient of 0.84 was obtained. Mean was used to answer the research questions, while Z-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study, among others revealed that principals‟ human and material resources management for quality assurance in secondary schools in Anambra State was low. It also revealed that there was no significant difference in the mean ratings of male and female principals on the extent of their human and material resources management practices for quality assurance in secondary schools in Anambra State

Kinyua & Muchanje. (2023) did a survey on "Principals human resource management practices and their influence on secondary school student national examination achievement in kiambu county, kenya" The study employed a descriptive survey research methodology. Principals and teachers from Kiambu County's, 303 secondary schools 227 public and 76 private

were the study's target population. A total of 30 secondary schools were included in the study. The 303 schools were assigned to their respective sub-counties, and the 30 secondary schools were chosen at random. Principals and teachers were chosen with care. When gathering focused data, this strategy was used to pick a typical group in a population. The study used a questionnaire to gather primary data. The questionnaire had questions that addressed issues related to the study's objectives. This study made use of content validity. Before any fictitious test can be carried out, the quality of all measuring items must be confirmed, which is the aim of content validity. With the supervisor's assistance, the research instrument was created, and it was made sure that it is connected to the study objectives. The correlation co-efficient was computed using Cronbach's Coefficient alpha to determine the degree of consistency in responses acquired by the instrument each time it was administered. The study's data was quantitatively analysed. The information gathered was entered and analysed using SPSS. The mean and standard deviation were produced using the descriptive statistics tool in SPSS and displayed as tables, frequencies, and percentages. To demonstrate the strength of the relationship between staff development, performance management, pay management, and participation in decision making, correlation analysis was utilized. The study found that that teacher's opportunities for high-quality professional development lead to effective instructional practices which improve student academic achievement. The study concluded that that that remuneration affects the performance of teachers, improves teacher's productivity and efficiency which has an overall effect on student academic achievement and remuneration of teachers in terms of salary, allowances and motivations contributes in the way teachers perform in school and this affects student academic achievement.

Chioma and Ikediugwu (2023) studied on "Analysis of principals' managerial effectiveness for teachers' job commitment in public and private secondary schools in Anambra State, Nigeria. Three research questions and three null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study comprised 8,989 respondents (263 principals and 5,286 teachers) of public and (686 principals and 2,754 teachers) of private secondary schools in Anambra State. The sample for this study consisted of 899 respondents (26 principals and 528 teachers) of public and (69 principals and 276 teachers) of private secondary schools drawn from 8,989 respondents (263 principals and 5,286 teachers) of public and (686 principals and 2,754 teachers) of private secondary schools using proportionate stratified sampling technique. A researcher-developed questionnaire titled ''Principals' Managerial Effectiveness for Teachers' Job Commitment Scale (PMETJCS)'' was used for data collection. The instrument was validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instrument which yielded coefficients of 0.81, 0.79 and 0.76 for clusters B1-B3 with an overall coefficient of 0.79 obtained from single administration of 30 copies of the questionnaire to principals and teachers of public and private secondary schools in Enugu State. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses at .05 alpha levels. The findings of the study revealed among others that principals' effectiveness on motivation, communication and discipline for teachers' job commitment in public and private secondary schools in Anambra State were to a high extent. Also, there is no significant difference in the mean ratings of all dimensions of principals' managerial

effectiveness for teachers' job commitment in public and private secondary schools in Anambra State.

Okaforcha & Okeke, (2019) did an investigation on the Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State, Nigeria. The study was guided by two research questions and two hypotheses. The descriptive survey research design was adopted for the study. All the public and private secondary schools in the six education zones in Anambra state were covered. The population of the study comprised 11,925 respondents made up of 608 principals and 11,318 teachers. The sample for this study comprised 3,576 respondents made of 76 principals and 1,733 teachers in public and 105 principals and 1,662 teachers in private secondary schools in Anambra State respectively. The instrument for data collection was researchers-developed questionnaire made up of two versions: one for principals and one for teachers. The face and content validity of the instrument was established by three experts. Cronbach alpha method was used to obtain co-efficients of 0.82, and 0.81 respectively for each of the two versions of the instrument. The researchers collected the data from the respondents. Respectively, mean ratings and t-test were used to answer the research questions and test the hypotheses at 0.05 level of significance. Findings revealed that public secondary school principals and teachers indicated very low extent of the conduct of induction and orientation for teachers' job involvement while the principals and teachers in private secondary schools indicated great extent of the conduct of induction and orientation for teachers' job involvement in their schools.

Onyali & Chigozie (2024) conducted a study on Principals' human resource management practices as correlates of teachers' job engagement in public secondary schools in Enugu State. The study was guided by four research questions and four hypotheses which were tested at 0.05

level of significance. The study adopted a correlation design. The population of the study comprised 8,805 teachers in the 291 public secondary schools in Enugu State. The sample size for this study consisted of 750 public secondary school teachers. The proportionate stratified sampling technique was used in this study. A researcher-developed instruments titled Principals' Human Resource Management Practices (QPHRMP)" and Questionnaire on Teachers' Job Engagement" (QTJE) was used for data collection, it was validated by three experts, who are lecturers in Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha was used to determine the reliability co-efficient for QPHRMP and QTJE were 0.78 and 0.82 obtained respectively. The researchers together with eight research assistants collected data for the study using on-the spot technique and 97% return rate was recorded. Data analysis was done using the Pearson Product Moment Correlation Co-efficient to answer the research questions and linear regression analysis to test the hypotheses. The findings of this study revealed among others that there is a strong positive relationship between principals' monitoring practices and teachers' job engagement. The findings also indicates that principals' practices of involving teachers in decision-making contribute to improving teachers' job engagement, but it is not the sole factor.

Summary of the Literature Review

Several important themes are covered in the literature on the relationship between instructional leadership by principals and agriculture teachers' commitment to their jobs in public secondary schools in the Edo South Senatorial District. First, instructional supervision is another determinant of agriculture teacher commitment. Classroom visitation workshop and coaching have done in the process enhance the teacher's performance in classroom management, lesson delivery, teacher self-efficacy, principal-teachers teamwork and the students' academic

performance. An effective instructional supervision has an overall impact of the implementation of the desired goals of the school.

Another important factor in determining agriculture teacher commitment is communication style of the principal. Effective communicators are transparent, personable, and sensitive to the needs of their teachers. As a result, they are more likely to foster a culture of trust and loyalty among their employees. Regular, constructive communication makes teachers feel heard and supported, which increases their job commitment to their schools. Having a supportive communication style is crucial to fostering a productive workplace where educators feel appreciated.

Resources management is another role of a principal ensuring the appropriate teaching materials such as textbooks, technology and other instructional resources are available and accessible to teachers and students. Proper resources management involve not only acquiring necessary materials but also ensuring they are appropriately distributed, well-maintained, and effectively used in the classrooms. When a principal excel in this role, he or she creates an environment where teachers can deliver high quality lessons, enhancing overall learning experience for students. Effective resources management also includes creating physical and organisational structures for teaching, which allows teachers to focus on their instructional duties instead of being hindered by lack of essentials resources.

The literature highlights several empirical reviews on crucial leadership elements that affect teachers' job commitment, including instructional supervision, communication, and resources management. To gain a better understanding of the distinct educational dynamics of the area, more localized research is still required to examine how these variables interact in the context of the Edo South Senatorial District.

The limited investigation of these factors' precise interactions in the Nigerian context, notably in the Edo South Senatorial District, represents a research gap, though. Although studies conducted worldwide point to the significance of these leadership practices, there is a dearth of localized data on how the educational, social, and cultural structures of this area may specifically affect the dynamics between agriculture teacher commitment and instructional leadership. Furthermore, there is lack of knowledge regarding the particular ways in which collaboration and communication techniques affect job commitment in this senatorial district's public secondary schools. Filling in these gaps could lead to a more thorough understanding of how, in this particular context, the leadership of principals directly impacts teacher commitment.

CHAPTER THREE

METHODOLOGY

In this chapter, the researcher discusses the methods and the procedures used to collect data for the study and the method of data analysis of the responses of the subjects of the study. These include the following subheadings: research design, population of the study, sample and sampling technique; research instrument; validity of the instrument; reliability of the instrument; method of data collection; and method of data analysis.

Research Design

The study adopted a descriptive survey research design. This descriptive survey design is appropriate when the aim is to collect data from a large population to describe their characteristics or explore relationships among variables (Creswell 2014). This design is suitable for examining the relationship between instructional leadership and teachers' job commitment.

Population of the Study

The population for the study is 185 agricultural science teachers and 124 principals. It consisted of all agricultural science teachers and principals in public secondary schools in the Edo South Senatorial District (Federal Ministry of Education, 2024) highlighted in the table below

S/N	Local Government in Edo South Senatorial District	Population of principal	Population of Agriculture teachers
1	Oredo	13	38
2	Ovia South East	14	23
3	Ovia North East	23	18
4	Ikpoba Okha	22	42

5	Egor	12	27
6	Orhionmwon	24	16
7	Uhunwonde	16	21
	Total	**124**	**185**

Table1: Population of the study

Source: Post Primary Education Board (2024)

Sample and Sampling Technique

Due to the manageable seize of population of study, a total enumeration (census) method was adopted. This allows the researcher to include all participants (principals and agricultural science teacher) in the study thereby avoiding sampling bias and ensuring full representation.

Research Instrument

Two structured questionnaire were used as the primary instrument for data collection. The questionnaires consisted of two main sections: Section A: Demographic information. Section B: Items measuring instructional leadership having agriculture teachers as respondents and teacher commitment having principals as respondents. Instructional leadership was assessed using dimensions such as instructional supervision, professional development, and support for teaching, Teacher commitment was measured through items on commitment to the school, students, and the profession (Meyer & Allen, 1997). A Likert scale ranging from 1 (Very Loe extent) to 5 (Very High Extent) will be used for this section.

Validity of the Instrument

The instruments was developed by the researcher and scrutinised by the supervisor to ensure that it measured what it is intended to measure and also ensure that all aspects of the independent variables were covered. This was also presented to three experts in the Department

of Education, Benson Idahosa University, one from measurement and evaluation and others from educational administration and planning, who made some input to the instrument. Their suggestions was collated and incorporated in the final draft that was approved by the supervisor, this was done in order to ensure that the instrument meet the conditions of face and content validity.

Reliability of the Instrument

The reliability of the questionnaires was determined using the Cronbach's Alpha method to test internal consistency. The instrument was pilot tested with thirty (30) teachers of agriculture from schools outside the sample of the study. The data collected was analysed using Cronbach Alpha statistics which yielded a coefficient of .852 for agriculture teachers and .905 for principals. These coefficient values indicated the instrument was dependable and could be used in carrying out the study.

Method of Data Collection

The data collection process involved the researcher seeking approval from relevant educational authorities, such as the Ministry of Education and school administrators in Edo South Senatorial District, to conduct the study. The researcher with the help of 4 field assistants; distributed the questionnaires to principals and agriculture teachers at their schools. Each participant received instructions on how to complete the questionnaire. The respondents were given some time to respond, allowing them adequate time to reflect on the questions and same for the principals. After some times, the researcher collected the completed questionnaires. This method ensures that data is collected effectively, allowing for a comprehensive analysis of the relationship between principal instructional leadership and teachers job commitment.

Method of Data Analysis

The data were analysed using both descriptive and inferential statistics: Descriptive Statistics: Frequencies, percentages, means, and standard deviations were used to summarize the demographic data and responses from the teachers (Pallant, 2016). Pearson's correlation coefficient was used to examine the relationship between instructional leadership and teacher commitment (Cohen, 2017). Regression analysis was employed to determine the extent to which the dimensions of principals' instructional leadership predict teachers' job commitment on a five scale, (1) being the lower limit and (5) the upper limit. A significance level of $p < 0.05$ will be used to test the hypotheses.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter presents the summary of the analysis of the data collected from the respondents drawn from the area of study. 308 questionnaires out of the 309 questionnaire (124 of principals and 184 of agricultural science teachers) which was administered were retrieved and used for the analysis while 1 was missing. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Analysis of Data

Research Question 1

What is the level of principal instructional leadership in public secondary schools in Edo South Senatorial District?

The descriptive Statistics of the level of principal instructional leadership in public secondary schools in Edo South Senatorial District is presented in table 1

Table 1: Summary of the Descriptive Statistics of the Level of Principal Instructional Leadership (PIL) on a 5 - Point Scale in Public Secondary Schools in Edo South Senatorial District

SN	Item	N	Mean	SD	Remark
PIS		184	3.4946	.9750	M
1	Regularly come to class for observation and assessment of teaching				
2	Reviews lesson plan making sure it aligns with the curriculur	184	3.3424	.9450	M
3	Provides feedback after classroom observation	184	3.0598	1.035	M
4	Monitor students' performance	184	3.0815	1.029	M
5	Helps to improve instruction	184	2.9783	1.071	M
PCS		184	3.1902	1.092	M
1	Maintain an open communication in clear manner				
2	provides useful feedback on instructional practices	184	3.1685	.9517	M

3	Regularly informed about important school activities and cha	184	3.0978	.8816	M
4	Listens to teachers' concern and act on them.	184	3.0707	.9697	M
5	Has the ability to communicate in a friendly manner.	184	3.1087	1.023	M
PRM 1	Instructional materials are made available when needed.	184	2.9185	1.044	M
2	Ensures proper maintenance of teaching resources.	184	2.9674	.9632	M
3	Access to teaching aids and facilities.	184	2.9783	.9578	M
4	Resources are fairly distributed among departments	184	2.8207	.9668	M
5	Involve staff in decision making about resources allocation	184	2.8207	1.123	M
	Aggregate	184	3.0732	1.001	M

Key: PIS = Instructional supervision, PCS: Principal communication style, PRM: Principal resource management, M = Moderate

Table 1 statistics showed that the descriptive Statistics of the item mean response of principals' instructional leadership on a 5 – point scale in public secondary schools in Edo South Senatorial District ranges from 3.63 to 4.15. Thus the aggregate item mean value is 3.07. The standard deviation ranges from .945 to 1.12 This implies that the level of principal instructional leadership in public secondary schools in Edo South Senatorial District is moderate on a five - point response scale.

Research Question 2

What is the level of agriculture teachers' job commitment in public secondary schools in Edo South Senatorial District?

The summary of the descriptive statistics of teachers' job commitment in public secondary schools in Edo South Senatorial District is presented in table 2

Table 2: Summary of the Descriptive Statistics of the Level of Teachers' Job Commitment on a 5 –Point Scale in Public Secondary Schools in Edo South Senatorial District

SN	Teachers' Job Commitment	N	Sum	Mean	SD	Remark
1	Sense of belonging to the school community	124	501.00	4.0403	.7145	High
2	Go above assign duties to support students or colleagues	124	505.00	4.0726	.7563	High
3	A sense of passion and enjoyment for teaching.	124	508.00	4.0968	.7904	High
4	Share the school's vision and values	124	486.00	3.9194	.7714	High
5	Demonstrate behaviours that reflect the school's culture and values	124	505.00	4.0726	.7454	High
6	Promote the school and its programs to others.	124	509.00	4.1048	.7737	High
7	Dedicated to staying up-to-date with the latest developments in the subject area.	124	530.00	4.2742	.7792	High
	Aggregate	124	506.2857	4.0829	.7616	High

Table 2 showed that the descriptive statistics of the scores of teachers' job commitment in public secondary schools in Edo South Senatorial District ranges from 486 to 530 points. Thus the mean response of the 124 respondents ranges from 3.92 to 4.27. The aggregate mean is 4.08. This implies that the level of teachers' job commitment in public secondary schools in Edo South Senatorial District is high being closer to the upper limit (5).

Research Question 3

To what extent does principals' instructional supervision predict teachers' job commitment in public secondary schools in Edo South Senatorial District?

The summary of the regression analysis of principals' instructional supervision as predictor of teachers' job commitment in public secondary schools in Edo South Senatorial District is presented in table 3

Table 3: Regression Analysis of principals' Instructional Supervision (PIS) as Predictor of Teachers' Job Commitment in Public Secondary Schools in Edo South Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	.131	.017	.012	3.58734	1.7%	Very Low

Table 4 showed that the regression coefficient of the extent to which principals' instructional supervision predicts teachers' job commitment in public secondary schools in Edo South Senatorial District is .131. Thus the coefficient of determination is 1.7 %. This means that the extent to which principals' instructional supervision predicts teachers' job commitment in public secondary schools in Edo South Senatorial District is 1.7 %. This is very low because it is closer to zero than the median

Research Question 4

To what extent does principals' communication style predict teachers Job commitment public secondary schools in Edo South Senatorial District?

The summary of the regression analysis of principals' communication style as predictor of teachers Job commitment in public secondary schools in Edo South Senatorial District is presented in table 5

Table 4: Summary of the Partial Regression Analysis of Principals' Communication Style (PCS) as Predictor of Teachers Job Commitment in Public Secondary Schools in Edo South Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	.162	.026	.021	3.70837	2.6%	Very Low

Table 5 showed that the regression coefficient of principals' communication style as predictor of teachers Job commitment in public secondary schools in Edo South Senatorial District is .162 The coefficients of determination is 2.6 % . This means that the extent to which principals'

communication style predicts teachers Job commitment in public secondary schools in Edo South Senatorial District is 2.6 %. This is very low since it is closer to zero than the median

Research Question 5

To what extent does principals' resources management predict teachers' job commitment in public secondary schools in Edo South Senatorial District?

The summary of the regression analysis of principals' resources management as predictor of teachers' job commitment in public secondary schools in Edo South Senatorial District is presented in table 6

Table 5: Summary of the Partial Regression Analysis of Principals' Resources Management (PRM) as Predictor of Teachers' Job Commitment in Public Secondary Schools in Edo South Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	.142	.020	.015	4.19176	2%	Very Low

Table 6 statistics showed that the regression coefficient of principals' resources management as predictor of teachers' job commitment in public secondary schools in Edo South Senatorial District is .142 the coefficient of determination is 2 %. This means that the extent to which principals' resources management predicts teachers' job commitment in public secondary schools in Edo South Senatorial District is 2 %. This is very low because it is closer to zero than the median

Research Question 6

What is the extent to which principals' instructional leadership predict teachers' job commitment in public secondary schools in Edo South Senatorial District?

The summary of the extent to which instructional leadership predict teachers' job commitment in public secondary schools in Edo South Senatorial District is presented in table 3

Table 6: Regression Analysis of Principals' Instructional Leadership as Predictor of the Teachers' Job Commitment in Public Secondary Schools in Edo South Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	. 195	.038	.030	3.1146	3.8%	Very Low

Table 3 showed that the regression coefficient of the extent to which principals' instructional leadership predict teachers' job commitment in public secondary schools in Edo South Senatorial District is .195 representing 3.8% coefficient of determination. This showed that extent to which instructional leadership predicts teachers' job commitment in public secondary schools in Edo South Senatorial District is 3.8% which is closer to zero than the median, is thus considered very low.

Testing of the Hypotheses

The summary of the test of the hypotheses is presented in the following section

Hypothesis 1

The level of instructional leadership by principal in public secondary schools is not significant in Edo South Senatorial District

The summary of the one sample t-test of the level of principals' instructional leadership in public secondary schools is not significant in Edo South Senatorial District is presented in table 7

Table 7: Summary of One Sample t- test of the Mean Value of the Level of Principals Instructional leadership in Public Secondary Schools is not Significant in Edo South Senatorial District

SN	Item	Mean diff	t	df	Sig.	Decision
PIS						
1	Regularly come to class for observation and assessment	2.49	34.703	183	.000	Reject Ho
2	Reviews lesson plan making sure it aligns with the curriculum	2.34	33.622	183	.000	Reject Ho

3	Provides feedback after classroom observation	2.05	26.974	183	.000	Reject Ho
4	Monitor students' performance	2.08	27.439	183	.000	Reject Ho
5	Helps to improve instruction	1.98	25.05	183	.000	Reject Ho
PCS						
1	Maintain an open communication in clear manner	2.19	27.199	183	.000	Reject Ho
2	Provides useful feedback on instructional practices	2.17	30.905	183	.000	Reject Ho
3	Regularly informed about important school activitie and changes.	2.10	32.277	183	.000	Reject Ho
4	Listens to teachers' concern and act on them.	2.07	28.965	183	.000	Reject Ho
5	Has the ability to communicate in a friendly manne	2.11	27.938	183	.000	Reject Ho
PRM						
1	Instructional materials are made available when nee	1.92	24.907	183	.000	Reject Ho
2	Ensures proper maintenance of teaching resources.	1.97	27.705	183	.000	Reject Ho
3	Access to teaching aids and facilities.	1.98	28.014	183	.000	Reject Ho
4	Resources are fairly distributed among departments	1.82	25.542	183	.000	Reject Ho
5	Involve staff in decision making about resources allocation	1.82	21.978	183	.000	Reject Ho

Key: PIS = Instructional supervision, PCS: Principal communication style, PRM: Principal resource management, M = Moderate. Test value =1

Table 7 statistics showed that the mean difference between the levels of principals' instructional leadership in public secondary schools is significant in Edo South Senatorial District and the test value ranges from 1.82 to 2.49. The t-values range from 21.98 to 34.70 and they are significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This means that the mean level of principals' instructional leadership in public secondary schools is significant in Edo South Senatorial District is significant at 0.05 alpha level.

Hypothesis 2

The level of teachers' job commitment in public secondary schools is not significant in Edo South Senatorial District.

The summary of the one sample t-test of the level of teachers' job commitment in public secondary schools is not significant in Edo South Senatorial District is presented in table 8

Table 8: Summary of One Sample t- test of the Mean Value of the Level of Teachers' Job Commitment (TJC) in Public Secondary Schools is not Significant in Edo South Senatorial District

SN	Items	Mean difference	t	df	Sig. (2-tailed)	Decision
1	Sense of belonging to the school community	3.0403	47.382	123	.000	Reject Ho
2	Go above assign duties to support students or colleagues	3.0726	45.242	123	.000	Reject Ho
3	A sense of passion and enjoyment for teaching.	3.0968	43.630	123	.000	Reject Ho
4	Share the school's vision and values	2.9194	42.142	123	.000	Reject Ho
5	Demonstrate behaviours that reflect the school's culture and values	3.0726	45.899	123	.000	Reject Ho
6	Promote the school and its programs to others.	3.1049	44.684	123	.000	Reject Ho
7	Dedicated to staying up-to-date with the latest developments in the subject area.	3.2742	46.792	123	.000	Reject Ho

Test value = 1

Table 8 statistics showed that the mean different between the test value and the level of teachers' job commitment in public secondary schools in Edo South Senatorial District ranges from 2.92 to 3.27. The t –values range from 42.14 to 47.38 and they are significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This means that the mean values of the levels of teachers' job commitment in public secondary schools is significant in Edo South Senatorial District are significant.

Hypothesis 3

Principals' instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District.

The summary of the regression analysis of the extent to which principals' instructional supervision predict teachers' job commitment in public secondary schools in Edo South Senatorial District is presented in table 9

Table 9: Regression Analysis of Principals' Instructional Supervision (PIS) as Predictor of Teachers' Job commitment in Public Secondary Schools in Edo South Senatorial District

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	26.948	1.602		16.821	.000	1.072	.303[b]	Don't reject Ho
PIS	.085	.082	.093	1.035	.303			

Table 9 statistics showed that, principals' instructional supervision has coefficients of .093 with t value of 1.035. The model fit has F statistics of 1.072 with probability level of.303. Thus the null hypothesis is retained at 0.05. The implication is that the model of principals' instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District

Hypothesis 4

Principals' communication style does not significantly predict teachers Job commitment public secondary schools in Edo South Senatorial District.

The summary of the regression analysis of the model of the extent to which Principals' communication style predict the teachers Job commitment public secondary schools in Edo South Senatorial District is presented in table 10

Table 10: Regression Analysis of Principals' communication style (PCS) as Predictor of the teachers Job commitment public secondary schools in Edo South Senatorial District.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	F	Sig	Decision

	B	Std. Error	Beta					
(Constant)	28.469	1.869		15.230	.000	.004	.952	Don't reject Ho
PCS	.005	.090	.005	.060	.952			

Table 10 statistics showed that, Principals' communication style has coefficient of .005 with t value of .060. The model fit has F statistics of .004 with probability level of 952. Thus the null hypothesis is retained at 0.05. The implication is that the model of principals' communication style does not significantly predict teachers Job commitment public secondary schools in Edo South Senatorial District.

Hypothesis 5

Principals' resources management does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District.

The summary of the regression analysis of the model of the extent to which Principals' resources management predicts teachers' job commitment in public secondary school in Edo South Senatorial District is presented in table 11

Table 11: Regression Analysis of Principals' Resources Management (PRM) as Predictor of Teachers' Job Commitment in Public Secondary School Students in Edo South Senatorial District.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	29.441	1.571		18.739	.000	.310	.579	Don't reject Ho
PRM	-.044	.078	-.050	-.557	.579			

Table 11 statistics showed that, principals' resources management coefficient of -.050 with t value of -.557. The model fit has F statistics of .310 with probability level of .579. Thus the null

hypothesis is retained at 0.05. The implication is that the model of principals' resources management does not significantly predict teachers' job commitment in public secondary school in Edo South Senatorial District.

Hypothesis 6

Principals' instructional leadership does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District.

The summary of the regression analysis of the extent to which instructional leadership predict teachers' job commitment in public secondary schools in Edo South Senatorial District is presented in table 12

Table 12: Regression Analysis of the Extent to which Instructional Leadership Predict Teachers' Job Commitment in Public Secondary Schools in Edo South Senatorial District

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	24.704	1.789		13.808	.000	4.812	.030	Reject Ho
VAR00001	.188	.086	.195	2.194	030			

Table 12 statistics showed the extent to which instructional leadership predict teachers' job commitment has coefficient of .195with t value of 2.194. The model fit has F statistics of 4.812 with probability level of .030. Thus the null hypothesis is rejected at 0.05. The implication is that instructional leadership significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District

Summary of Findings

1. The finding showed that the level of principals' instructional leadership is moderate; also, the t-values range from 21.98 to 34.70 and they are significant at .000 probability level. Thus, the null hypothesis is rejected at 0.05 alpha levels. This implies that the level

of principals' instructional leadership in public secondary schools is significant in Edo South Senatorial District is significant at 0.05 alpha level.

2. The mean difference between the levels of teachers' job commitment public secondary school in Edo South Senatorial District ranges from 3.92 to 4.27 on a five point scale with an aggregate of 4.1 which implies that the level of agricultural science teachers' job commitment is high. Also, the t-value range from 42.14 to 47.38 and are significant at .000 probability level. This implies that the level of teachers' job commitment in public secondary school in Edo South Senatorial District is significant at 0.05 alpha levels.
3. This study showed that the extent to which principals' instructional supervision predicts teachers' job commitment in public secondary schools in Edo South Senatorial District is 1.7% which is very low. The regression analysis reveal standardised coefficient of 0.093 with a t-value of 1.035, and the overall fit was not significant (F=1.072, P=.303). Therefore, the null hypothesis is retained at 0.05 significance level, indicating that principals instructional supervision is not a significant predictor of teachers' job commitment in Edo South Senatorial District.
4. The study showed that the extent to which of principals' model communication style predicts teachers' job commitment in public secondary schools in Edo South Senatorial District is 2.6% which is very low. The standardized coefficient is 0.005 with a t-value of 0.060. The F-value is 0.004 with a corresponding probability level of 0.952. This indicates that principals' communication style does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District at the 0.05 level of significance.

5. The study showed that the extent to which principals' resource management predicts the level of teachers' job commitment in public secondary schools in Edo South Senatorial District is 2% which is very low. Also, the standardized coefficient is -0.05 with a t-value of –0.557. The F-value is 0.310 with a corresponding probability level of 0.579. This means that principals' resource management does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District at the 0.05 level of significance.
6. The study showed that the extent to which principals' instructional leadership predicts teachers' job commitment in public secondary school in Edo South Senatorial District is 0.195, which is very low. The t-value is 2.194 and the F value is 4.812. This implies that principals' instructional leadership significantly predict teachers' job commitment at 0.05 alpha levels in Edo south senatorial district.

Discussion of Results

The first finding indicates a moderate difference in levels of instructional leadership among principals and the null hypothesis is rightly rejected. This implies that instructional leadership practices are significantly present in the public secondary schools in Edo South Senatorial District. This might be due to the encouragement from the state government and the impetus given to them by the immediate past Government of Edo state, as they recognise the place of secondary education, equipping it with recent technologies. This finding is consistent with that of Mbua (2023) found there is a significant relationship between teacher's perceptions of principals' instructional leadership towards defining school mission, highlighting the importance of leadership in educational settings based on perceptions. Similarly, Osagie and Osalumense (2025) demonstrated that the strategies of like classroom visits, enhanced

communication style positively impact academic success, underlining the effectiveness of instructional leadership. However, Mihreteab (2014) have contrary finding; his study revealed that, the effectiveness of principals in the areas of motivating teachers, creating conducive climate, implementing and improving curriculum were below average. On the other hand, the role of the school principals in the areas of school based supervision and delegation was moderately effective. Regarding personal qualities and skills, principals do not have much qualities and skills. Availability of qualified teachers, work load to principals, population size of students, imposing of too much guidance and order from higher authorities, overlapping of authority, confusion of tasks, political interference in the schools by the government and conflict with some teachers and some of the challenges that face the school principals.

The second finding revealed that the level of agricultural science teachers' job commitment in public secondary schools in Edo South Senatorial district is high. It also indicates that the level of teachers' Job commitment is significant. This suggests that, teachers exhibit a high degree of commitment to their professional responsibilities. This outcome might be because of the prestige and value added to the Edo state education by the immediate past Government. This outcome aligns with prior studies that have reported moderate level of commitment in similar contexts. For instance, a research by Oyedeji (2017) found that teacher's commitment levels are often influenced by factors such as leadership quality, motivation, and resources availability. Similarly, Adeyemi (2014) noted that while teachers may demonstrate commitment to their roles, systematic challenges can impact the dept of their commitment. The moderate commitment observed may be attributed to various factors, including the effectiveness of instructional leadership practices, job satisfaction and working conditions. It accentuates the

importance of exploring how principals' instructional leadership can further enhance the teachers' commitment.

The third finding of the study showed that principal instructional supervision does not significantly predict teachers' job commitment. The very low predictive power of instructional supervision on teachers' job commitment in the study may be attributed to cultural institutional or systemic factors within Edo South Senatorial District. This finding align with that of Sukarmin and Sin (2022) where they conducted a research in Junior High schools and of Surakarta Indonasia that indicated that both principals instructional supervision and teachers organisational commitment were at moderate levels. This suggests that instructional supervision alone may not strongly influence Teachers' job commitment. Moreover, Ngong Gaius Mufua (2019) conducted a study with the topic "Instructional Supervision by Principals: An Appraisal from the Perspective of Teachers Job Performance in Some Selected Secondary Schools in Boyo Division" This study took place at Boyo Division, North-West Region Cameroon. The study established that the supervisory practices used by principals in secondary schools included classroom visitations, provision of research facilities. The study also established that the teachers feel instructional supervisory practices to a certain extent are ineffective, though there are some which bore great fruits such as improvement on their professional competences. However, this finding is in contrast to the findings of Sapal, Lumapenet, & Salik (2023) which discovered that teachers are positively impacted by good instructional supervision when it is cooperative and non-threatening. Atebe and Olalekan (2020), however, discovered that supervision in many Nigerian schools is frequently restricted to reviewing attendance and lesson notes, which might not encourage greater teacher dedication. Thus, the manner in which supervision is implemented is more important than its existence.

The fourth finding revealed that principals' communication style does not significantly predict teachers' Job commitment within the context of Edo South Senatorial District of Nigeria. Its predictive power also is very low. This may be due to personal differences aggravated by the current economic crises, financial hardship and inflations; policy framework or cultural dynamics which could influence the effectiveness of communications. This finding align with that of a study conducted by Price (2014) which showed that principal- teacher interaction, including communication, had a minimal impact on teachers' commitment. Suggesting that, other factors may play more substantial role in influencing the teachers' commitment. However, Chike, Agu & Ekweogu (2024) conducted a study in Anambra State Nigeria and found that principals' assertive communication style significantly predicted teachers' Job commitment. Their study indicated that assertive communication positively influenced commitment while aggressive communication had a week predictive value. The discrepancy between the above study and this research findings could be attributed to differences in communication styles employed by principals while assertive communication foster openness and mutual respect, aggressive or passive style may hinder effective communication and consequently, teachers' commitment.

The fifth finding of this study showed that principals' resources management does not significantly predict agriculture teachers' job commitment in public secondary school in Edo South Senatorial District, this because of the very low predictive power. This suggests that in the context of this study how principals manage a resource does not meaningfully influence agriculture teachers' commitment to their roles. The negligible predictive value implies that principals' resources management practices may not directly influence teachers' job commitment. This suggests that other factors such as leadership style, interpersonal relationships,

and organisational culture might play a more significant role in shaping teachers commitment level. The finding also underscores the importance of a comprehensive leadership approach that goes beyond resources management. Principals may focus more on fostering positive school climate, providing professional development opportunities, and engaging in effective communication to enhance teachers' commitment. The finding may reflect specific contextual factors within Edo South Senatorial District, such as resources availability, policy framework or cultural dynamics which could influence the effectiveness of resources management practices. The contextual circumstances of the Nigerian public education system could also be the cause of this discrepancy. This finding aligns with the finding of Ifeanyichukwu & Eboatu (2021) which conducted a study with the topic: appraisal principals' management practices for quality assurance in secondary schools in Anambra State. The findings of the study, among others revealed that principals‟ human and material resources management for quality assurance in secondary schools in Anambra State was low. It also revealed that there was no significant difference in the mean ratings of male and female principals on the extent of their human and material resources management practices for quality assurance in secondary schools in Anambra State. The study contradicts the claims made by Chioma, & Ikediugwu (2023) who highlighted that fair distribution of school resources is essential to improving learning environments and, in turn, encouraging teachers' dedication to their jobs. They contend that efficient resource management by school administrators fosters an environment that facilitates the delivery of instruction, lessens teacher annoyance, and strengthens organisational loyalty.

The final finding of the study indicated that principals' instructional leadership in public secondary schools in Edo South Senatorial District significantly predict teachers' Job commitment, although with a modest effect seize. This might be because of the collaborative and

friendly nature of instructional leadership which is encouraged by the ministry of education both at the federal and state level for a conducive school climate. The findings align with the recent research emphasizing the pivotal role of instructional leadership in enhancing teachers' commitment and professional development. For instance, Nopi Ariansyah (2021) found that principals' instructional leadership significantly predicts teachers' professional growth, highlighting the importance of leadership in educational settings. Similarly, Osagie and Osalumense (2025) demonstrated that the strategies of like classroom visits, enhanced communication style positively impact academic success, underlining the effectiveness of instructional leadership. This finding is in contrast with the findings of Mwangi (2014) who did a study in Nakuru country Kenya, on the relationship between leadership style and teacher's commitment and performance. The finding of the study indicated that while certain leadership styles positively influenced teachers' commitment and performance, others had limited or no significant impact. Additionally, a study by Marshall (2014) found that biographical variable moderate the relationship between principal leadership style and teachers' commitment, suggest that the effectiveness of instructional leadership may vary based on contextual factors. The findings therefore positive impact of instructional leadership on teachers' commitment, it is essential to consider contextual factors and recognise that the effectiveness of such leadership may vary across different settings.

CHAPTER FIVE:
SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated principals' instructional leadership as a predictor of teachers' job commitment in public secondary schools in Edo South Senatorial District, Nigeria. The specific objectives of the study was to determine if principals instructional supervision, principals communication style and principals resources management predict teachers job commitment in Edo South Senatorial District Nigeria. The research questions include:

1. What is the level of principal instructional leadership in public secondary schools in Edo South Senatorial District?
2. What is the level of teachers' job commitment in public secondary schools in Edo South Senatorial District?
3. To what extent does principals' instructional leadership predict teachers' job commitment in public secondary schools in Edo South Senatorial District?
4. To what extent does principals' instructional supervision predict teachers' job commitment in public secondary schools in Edo South Senatorial District?
5. To what extent does principals' communication style predict teachers Job commitment public secondary schools in Edo South Senatorial District?
6. To what extent does principals' resources management predict teachers' job commitment in public secondary schools in Edo South Senatorial District?

The hypotheses formulated were as follows:

1. There is no significant difference in level of instructional leadership by principal in public secondary schools in Edo South Senatorial District.

2. There is no significant level of job commitment by teachers' in public secondary schools in Edo South Senatorial District.
3. Principals' instructional leadership does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District.
4. Principals' instructional supervision does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District.
5. Principals' communication style does not significantly predict teachers Job commitment public secondary schools in Edo South Senatorial District.
6. Principals' resources management does not significantly predict teachers' job commitment in public secondary schools in Edo South Senatorial District.

The design of the study was a descriptive research design and the population of the study was 124 principals and 185 agriculture teachers in Edo South Senatorial District Nigeria, Making a total of 309 respondents, one of the questionnaires got missing in the process. No sampling technique was adopted in this study, since the population of the study is of manageable size. The research instruments used were two questionnaires. The data were analysed using both descriptive and inferential statistics: Descriptive Statistics: Frequencies, percentages, means, and standard deviations.

Educational Implication

The results of this study have several important educational implications for school leadership, teacher retention, and policy development in public secondary schools in Edo South Senatorial District. Firstly, while overall instructional leadership significantly predicts teachers' job commitment, individual components such as instructional supervision, communication style, and resource management do not have significant effects when considered separately. This

underscores the need for principals to adopt a holistic and integrated leadership approach, balancing these dimensions synergistically rather than in isolation. Consequently, professional development programs for principals should emphasize leadership effectiveness, transformational skills, strategic thinking, and instructional collaboration, rather than just technical compliance. The high level of teachers' commitment observed reflects a strong professional culture that educational leaders and policymakers must sustain by fostering supportive work environments, recognizing teachers' efforts, and promoting their involvement in decision-making. Furthermore, the findings suggest a need to rethink principal evaluation metrics, moving beyond checklist-style assessments to more comprehensive evaluations that consider principals' influence on school culture, collaboration, and staff morale. At the policy level, there is a clear call for leadership frameworks that are context-specific, evidence-informed, and promote distributed leadership and collective responsibility over top-down management. Finally, this study highlights the importance of on-going, contextual research into leadership practices to better understand and address the local cultural and organizational factors that impact how principals' leadership affects teachers' commitment, ensuring leadership models remain relevant and effective within their specific environments.

Contribution to Knowledge

This study complements to existing knowledge as it challenges the widespread assumption of teachers indifference in public secondary schools, showing that teachers motivation remain strong when conditions are favourable. It contributes to leadership literature as it highlights the ineffectiveness of not viewing instructional leadership from a holistic perspective to enhance teachers' commitment particularly that of agricultural science teacher. It also provides localised evidences, fills a research gap often overlooked in studies that generalise

findings from other regions to Nigeria context. The mixt-method approach offers a useful framework for the future research on instructional leadership and staff commitment, while it's practical insight support policy reforms in leadership training, school governance and principals' accountability. The overall study enhances theories of instructional leadership and teachers' commitment within the sub-Sahara education.

Conclusion

Based on the findings of the study, it was concluded that principals' instructional leadership significantly predict teachers' job commitment in Edo south Senatorial District, Nigeria. Its individual dimensions namely – instructional supervision, communication style and resources management do not show significant predictive power when analysed separately. Thus, teachers in Edo South Senatorial District respond more to the overall leadership climate rather than focussing on isolated leadership behaviours. It also highlights the necessity for a comprehensive collaborative leadership.

Basically, it appears a holistic approach to principals' leadership is more effective in fostering teachers' commitment. The absence of significant predictive relationship at the sub dimensional level points to the importance of the application of all leadership activities. The teachers may perceive leadership not through individual acts of supervision or communication style but through that overall instructional and relational atmosphere created by the school leader.

The findings highlight the need for the principal to adopt participative, integrative and relationship oriented strategies. Therefore, principals can create a school environment that support professional collaboration, encourages trust and mutual respect, and align leadership

efforts with professional and emotional needs of agriculture teachers as it enhances their commitment.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. The ministry of education and teacher training institutions should revise leadership development curricula to include practical modules on integrated leadership practices so as to see to it that all dimensions of instructional leadership are learned.
2. School leaders should implement recognition programmes, collaborative decision making structures, and teachers' empowerment initiatives to reinforce motivation and retain committed teachers.
3. The State Ministry of Education should adopt performance evaluation model that assess principals' effectiveness in fostering commitment, trust and instructional excellence not just procedural compliance.
4. School systems should promote distributed leadership model where teachers are actively involved in school planning, instructional decisions and resources allocation fostering shared ownership of school goals.
5. Educational policy makers should design leadership policies and programmes that reflect the unique needs, challenges, and cultural context of schools in in Edo South, including rural-urban disparities.
6. Educational authorities should invest in regular school based research, surveys and feedback mechanisms to track the effectiveness of leadership practices and their impact on teacher moral and performance.

Suggestions for Further Studies

From the findings of this study, the following suggestions are made are made for further investigation:

1. This study should be replicated in other Senatorial Districts and in other State as this study is limited to Edo South Senatorial District,
2. Furthermore, the methodologies and variables utilised in this study could be resurveyed by other researchers in other to validate the findings of this study.

REFERENCES

Aderibigbe, A. (2017) advancing teacher leadership in public secondary school in Lagos, Nigeria, *The international journal of educational organisation and leadership* 24(1) 1-15

Aguinis, H., & Glavas, A. (2019) On corporate social responsibility, sense making, and the search for meaningfulness through work. *Journal of Management*, 45(3), 1057-1086.

Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R. W. B. (2015). Competencies for the contemporary career: Development and preliminary validation of the career competencies questionnaire. *Journal of Career Development*, 40(3), 245-267.

Anwar K. & G.H. Qadir, (2017) A Study of the Relationship between Work Engagement and Job Satisfaction in Private Companies in Kurdistan, *International Journal of Advanced Engineering, Management and Science.* 3(12), 1102-1110.

Anwar K. & R. Climis, (2017) Analysing the Relationship between Types of Advertisement and Customer Choice: A Study of Retailer Stores in Erbil. *The International Journal of Accounting and Business Society*, 25(2), 43-52.

Anwar K. & R. Louis, (2017) Factors Affecting Students' Anxiety in Language Learning: A Study of Private Universities in Erbil, Kurdistan, *International Journal of Social Sciences & Educational Studies*. 4(3), 160-174.

Aziz. H.M., B.J. Othman., B. Gardi., S.A. Ahmed., B.Y. Sabir., N.B. Ismael., P.A. (2017) Organizational Performance: Evidence from a Cement Manufacturing Company in 90 Secondary Schools in Rivers State, *International Journal of Innovative Education Research. 9*(1), 50-56.

Beebe, S. A. (2017). *Interpersonal communication: Relating to others* (2nd ed., Vol. 1, pp. 1-234). Routledge.

Bentea, C. C., & Anghelache, V. (2015) Teachers' professional identity: A content analysis. Procedia - *Social and Behavioural Sciences*, 180 (3), 1661–1667.

Berger, A. A. (2014). Theories of communication: An introduction (Vol. 3, pp. 1-345). Sage Publications.

Blau, G. (2014). Testing the relationship of career commitment to professional commitment and organizational commitment. *Journal of Vocational Behaviour*, 44(2), 214-232.

Bogler, R., & Somech, A. (2017) The relationship between principal's leadership style and teacher morale. *Journal of Educational Administration*, 55(6), 692-707.

Bukhari, Z. U., & Kamal, A. (2014). Perceived organizational support, its predictors and outcomes: A meta-analysis of recent literature. *Management Research Review*, 37(11), 1248-1266.

Bush, T. (2020). *Leadership and management in education.* Sage Publications.

Caesens, G., Stinglhamber, F., & Luypaert, G. (2014). The impact of work engagement and workaholism on well-being: The role of work-related social support. *Career Development International,* 19(7), 813-835.

Caribbean Examinations Council (CXC). (2025). Agricultural Science Syllabus. Retrieved from https://www.cxc.org/subject/agricultural-science-cape

Chang, Y. (2014). Occupational commitment and job satisfaction of university foodservice employees. *Journal of Foodservice Business Research*, 17(4), 303–316.

Cheng, C., Yen, C., & Chen, L. (2015). Transformational leadership and job performance: The mediating role of organizational commitment. *Public Personnel Management*, 44(4), 354-377.

Choudhury S. & V. K. Chechi, (2021) A Review of the Relationship Between Teacher Commitment through Job Satisfaction in Secondary Schools, *International Journal for Innovative Research in Multidisciplinary Field* 5(3), 88-92

Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2014) School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180-213

Cohen, L., Manion, L., & Morrison, K. (2018) *Research methods in education* (8th ed.) Routledge.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2016) School climate and social emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology,* 108(8), 1189–1204.

Creswell, J. W. (2014) Research design: *Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

Damit D. H. D. A.., A. Harun., D. Martin., B. Othman., & H. Ahmad, (2019) What Makes a Non-Muslim Purchase Halal Food in a Muslim Country? An Application of Theory of Planned Behaviour, *Management Science Letters*, 9(12), 2029-2038.

Day, C., & Tosey, P. (2014) Beyond transmission: Learning to be a reflective educator. *Educational Research Review*, 13(1), 1-12.

Eckman, E. W. (2014) Co-principals: Characteristics of dual leadership teams. *NASSP Bulletin*, 98(1), 23-52.

Ellemers, N., De Gilder, D., & Haslam, S. A. (2014) Motivating individuals and groups at work: A social identity perspective on leadership and group performance. *Academy of Management Annals*, 8(1), 135-174.

Giauque, D., Anderfuhren-Biget, S., & Varone, F. (2014) HRM practices, intrinsic motivators, and organizational performance in the public sector. *Public Personnel Management*, 42(2), 123-150.

Glavas, A. (2016). Corporate social responsibility and organizational psychology: An integrative review. *Frontiers in Psychology*, 7(2), 144

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014) *Supervision and instructional leadership: A developmental approach* (9th ed.). Pearson Education.

Gond, J.-P., Igalens, J., Swaen, V., & El Akremi, A. (2017) The human resources contribution to responsible leadership: Exploring a microfoundational approach. *Journal of Business Ethics*, 141(1), 115-130.

Govaerts, N., Kyndt, E., & Dochy, F. (2014) Influence of learning and working climate on the retention of talented employees. *Journal of Workplace Learning*, 26(5), 344-358.

Guffey, M. E. (2014). Business communication: Process and product *Cengage Learning.* 7(1), 1-456.

Hallinger, P. (2015) Assessing instructional leadership with the Principal Instructional Management Rating Scale, *Springer International Publishing* 4(3), 221-239

Hallinger, P. (2018) Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5-24.

Hallinger, P., & Heck, R. H. (2014) Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 34 (5), 1-18.

Hallinger, P., & Heck, R. H. (2018) Collaborative leadership and school improvement: Understanding the impact on resource allocation. *International Journal of Leadership in Education, 21*(3), 75-89.

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behaviour of principals. *The Elementary School Journal*, 86(2), 217-247.

Hallinger, P., & Murphy, J. (1985) Assessing the instructional management behaviour of principals. *The Elementary School Journal, 86*(2), 217-247.

Harris, A., & Jones, M. (2017) Leading Futures: Global perspectives on educational leadership. *Educational Management Administration & Leadership*, 45(3), 301-310.

Harris, A., & Jones, M. (2019) Teacher leadership and sustainable school funding: Lessons from high-performing schools. *School Leadership & Management, 39*(2), 123-136.

Ikyanyon D. N. & I.A. Agber, (2020) Examining the Effect of Employee Commitment on 90 Nigeria, *European Scientific Journal*. *16*(22), 78-94.

Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2017) How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of Management Journal*, 55(6), 1264-1294.

Judge, T. A., & Kammeyer-Mueller, J. D. (2014) Job attitudes. *Annual Review of Psychology*, 65(1), 341-367.

Kim, Y., & Beehr, T. A. (2018) Can empowering leaders affect subordinates' well-being and careers because they encourage subordinates' job crafting behaviours? *Journal of Leadership & Organizational Studies*, 25(2), 184-196.

Kooij, D. T. A. M., Jansen, P. G. W., Dikkers, J. S. E., & De Lange, A. H. (2014) Managing aging workers: A mixed methods study on bundles of HR practices for aging workers. *International Journal of Human Resource Management*, 25(15), 2192-2212.

Krugman, P. (2014). Economics 3(2), pp. 1-567). *Worth Publishers*.

Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2015) Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 41(5), 1856-1885.

Kyule, A., Wambua, M., & Konyango, J. (2018) A literature review perspective of the challenges facing secondary school agriculture training: A reflection of the entry handicaps in the 21st-century agricultural higher education training in Kenya. *Proud Pen*. Retrieved from https://www.proudpen.com/book/global-higher-education-in-the-21st-century/a-literature-review-perspective-of-the-challenges-facing-secondary-school-agriculture-training-a-reflection-of-the-entry-handicaps-in-the-21st-century-agricultural-higher-education-training-in-kenya/

Lee, C., Carswell, J. J., & Allen, N. J. (2016) A meta-analytic review of occupational commitment: Relations with person- and work-related variables. *Journal of Applied Psychology*, 85(5), 799-811.

Lee, J. C.-K., Zhang, Z., & Yin, H. (2020) A multilevel analysis of the impact of a professional learning community, collegial trust, self-efficacy, and job satisfaction on commitment to change in Hong Kong primary schools, *Educational Management Administration & Leadership*, 48(5), 883–905.

Leithwood, K., Harris, A., & Hopkins, D. (2020) Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.

Leithwood, K., Harris, A., & Hopkins, D. (2020) The impact of school financial management on teacher commitment: A meta-analysis. *Educational Administration Quarterly, 56*(1), 40-58.

Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2016) Learning from leadership: Investigating the links to improved student learning. *The Wallace Foundation.*

Lundry, J., Ramsey, J., & Edwards, M. (2015) School-based agricultural education teachers' interest in and confidence for preparing students to compete in career development events. *Journal of Agricultural Education*, 56(3), 73–91.

Luthans, F. (2015) *Organizational behaviour: An evidence-based approach* (13th ed., Vol. 1, pp. 1-678). Routledge.

Meischen, D. L., & Trexler, C. J. (2013) Rural elementary students' understanding of science and agricultural education benchmarks related to meat and livestock. *Journal of Agricultural Education*, 44(1), 43–55.

Mencl, J., Wefald, A. J., & van Ittersum, K. W. (2016) Transformational leader attributes: Interpersonal skills, engagement, and commitment. *Journal of Leadership & Organizational Studies*, 23(2), 203-214.

Meyer, J. P., & Allen, N. J. (2015). A three-component conceptualization of organizational commitment, *Human Resource Management Review*, 1(1), 61-89

Meyer, J. P., & Maltin, E. R. (2015) Employee commitment and well-being: A critical review, theoretical framework and research agenda. *Journal of Vocational Behaviour*, 88(1), 74-91.

Meyer, J. P., Morin, A. J. S., & Vandenberghe, C. (2015) Dual commitment to organization and supervisor: A person-centered approach. *Journal of Vocational Behaviour*, 88(2), 56-72.

Meyer, J. P., Stanley, D. J., & Parfyonova, N. M. (2014) Employee commitment in context: The nature and implication of commitment profiles. *Journal of Vocational Behaviour*, 80(1), 1-16.

Meyer, J. P., Stanley, D. J., & Vandenberg, R. J. (2014) Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behaviour*, 80(2), 225-245.

Meyer, J. P., Stanley, D. J., & Vandenberghe, C. (2015) A dual process model of organizational commitment: Job satisfaction and organizational support as antecedents. *Journal of Vocational Behaviour*, 65(2), 355-374.

Munter, M. (2015) *Guide to managerial communication: Effective business communication* (10th ed., Vol. 2, pp. 1-890). Prentice Hall.

Ng, T. W. H., & Feldman, D. C. (2014) Career and professional development in the context of the organization, *Journal of Management*, 40(2), 431-439

Ng, T. W. H., & Feldman, D. C. (2014) Employee voice behaviour: A meta-analytic test of the conservation of resources framework. *Journal of Organizational Behaviour*, 35(4), 462-488.

Ng, T. W. H., & Feldman, D. C. (2014) The relationship of age with job attitudes: A meta-analysis. *Personnel Psychology*, 63(1), 25-57.

Nguyen, D., Ng, D., & Mohamed, S. (2020) Instructional leadership practices in Singapore. *Journal of Educational Administration*, 58(1), 70–90.

Ofoegbu, F. I., Clark, A. M., & Osagie, R. O. (2016) Resource availability and teachers' job commitment in Nigerian secondary schools. *African Educational Research Journal, 4*(3), 110-118.

Onaolapo. T. M., D. G. Olajiga & A.A. Onaolapo, (2019) *Responding to Teachers' Transformational Leadership Style on Teachers Job Commitment in Public Senior the Changes to their Individual Components*, Unpublished Thesis submitted to Helsinki

Pallant, J. (2016) SPSS *survival manual* (6th ed.) McGraw-Hill Education.

Peng L. & Z. Li, (2021) Psychological Contract, Organizational Commitment, and Knowledge Innovation: A Perspective of Open Innovation, *Problems and Perspectives in Management.* 19(2), 418-432.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2016) The relative influence of different components of organizational commitment on behaviour over time. *Journal of Organizational Behaviour*, 37(7), 973-993.

Reetta, J. (2018) Employee Commitment, how it can be influenced by the Recruitment and Induction Processes of Organizations and what Employees experience to be the Source *Innovative Research in Multidisciplinary Field. 5*(3), 2019, 88-92.

Roberts, T. G., & Ball, A. L. (2009) Secondary agricultural science as content and context for teaching. *Journal of Agricultural Education*, 50(1), 85–98.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2015) The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 51(5), 635-674.

Rupp, D. E., Shao, R., Thornton, M. A., & Skarlicki, D. P. (2014) Applicants' and employees' reactions to corporate social responsibility: The moderating effects of first-party justice perceptions and moral identity. *Personnel Psychology*, 66(4), 895-933.

Salm, M., Ghimire, R., & Upreti, B. R. (2018) Agricultural high school curriculum in Afghanistan: Gender-sensitive approaches to promote student performance. *International Journal of Agricultural Education and Extension, 24(2),* 105–117.

Sergiovanni, T. J., & Starratt, R. J. (2014) *Supervision: A redefinition* (9th ed.). McGraw-Hill Education.

Tschannen-Moran, M., & Gareis, C. R. (2015) Principals, trust, and cultivating vibrant schools. *Journal of Educational Administration*, 53(1), 22-38.

Uche, C. M., & Nnamdi, E. S. (2021). Impact of school resources on teacher effectiveness in public schools. *International Journal of Educational Development, 84*, 55-60.

Vallerand, R. J. (1997) Toward a hierarchical model of intrinsic and extrinsic motivation. *Advances in Experimental Social Psychology*, 29(3), 271-360.

Ware, H., & Kitsantas, A. (2014) Teacher and collective efficacy beliefs as predictors of professional commitment. *Journal of Educational Research*, 107(5), 319-328.

Wasti, S. A. (2016). *Commitment profiles: The configurationally approach to commitment*. In J. P. Meyer (Ed.), *Handbook of employee commitment* (pp. 105-122) Edward Elgar Publishing

Williams, J. O. (2015). *Introduction to agricultural science*. Lagos, Nigeria: Greenfield Publishers.

APPENDIX A

QUESTIONNAIRE

(TEACHERS)

PRINCIPALS' INSTRUCTIONAL LEADERSHIP AS A PREDICTOR OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOL IN EDO SOUTH SENATORIAL DISTRICT, NIGERIA

Dear respondent,
Kindly respond to these items provided in the column, as your objective and sincere answers are needed in this regard. The questionnaire is purely for research. No answer is either right or wrong. Thank you.

Principal Level of Instructional Leadership
Instruction
Please indicate the extent to which you agree with the following. KEY: VH= Very High, H= High, M= Moderate L= Low, VL=Very Low

	Instructional Supervision	**VHE**	**HE**	**M**	**LE**	**VLE**
1	The principal regularly come to class for observation and assessment of my teaching effectiveness					
2	The principal review my lesson plan making sure it aligns with the curriculum.					
3	The principal provide feedback after classroom observation					
4	The principal monitor students' performance in agriculture					
5	The principal helps me to improve instruction					

	Principals' Communication style	**VHE**	**HE**	**M**	**LE**	**VLE**
1	The principal maintain an open communication in clear and manner					
2	The principal provides useful feedback on instructional practices					
3	I am regularly informed about important school activities and changes.					
4	The principal listens to teachers' concern and act on them.					
5	The principal has the ability to communicate in a friendly manner.					

	Principal Resources Management	**VHE**	**HE**	**M**	**LE**	**VLE**
1	Instructional materials are made available when needed.					
2	The principal ensures proper maintenance of teaching resources.					
3	I have access to teaching aids and facilities that enhance instruction.					
4	Resources are fairly distributed among departments and teachers					
5	The principal involve staff in decision making about resources allocation					

QUESTIONNAIRE

(PRINCIPALS' QUESTIONNAIRE)

PRINCIPALS' INSTRUCTIONAL LEADERSHIP AS A PREDICTOR OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOL IN EDO SOUTH SENATORIAL DISTRICT, NIGERIA

Dear respondent,

Kindly respond to these items provided in the column, as your objective and sincere answers are needed in this regard. The questionnaire is purely for research. No answer is either right or wrong. Thank you.

Instruction

Please kindly rate the level of your agriculture teachers' commitment with the following items in the table below.

KEY: VHE =Very High Extent, HE=High Extent, M=Moderate, LE= Low Extent VLE=Very Low Extent

S/N	**Teachers commitment**	**VHE**	**HE**	**M**	**LE**	**VLE**
1.	Sense of belonging to the school community					
2.	Go above assign duties to support students or colleagues					
3.	A sense of passion and enjoyment for teaching.					
4.	Share the school's vision and values					
5.	Demonstrate behaviours that reflect the school's culture and values.					
6.	Promote the school and its programs to others.					
7.	Dedicated to staying up-to-date with the latest developments in the subject area.					

APPENDIX B

RELIABILITY RESULT

```
RELIABILITY
  /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007
VAR00008 VAR00009
    VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015
  /SCALE('Teachers Questionnaire') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=VARIANCE.
```

Reliability

Scale: Teachers Questionnaire

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.853	.852	15

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.9000	.60743	30
VAR00002	4.0667	.82768	30
VAR00003	3.7667	1.13512	30
VAR00004	3.9333	.94443	30
VAR00005	3.7000	.91539	30
VAR00006	4.0000	.52523	30
VAR00007	4.2333	.72793	30
VAR00008	4.0667	.90719	30
VAR00009	4.0667	.73968	30
VAR00010	4.0000	.78784	30
VAR00011	4.1667	.59209	30
VAR00012	4.1000	.92289	30
VAR00013	3.8667	.86037	30
VAR00014	4.0333	.55605	30
VAR00015	4.1333	.77608	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.657	.276	1.289	1.013	4.671	.052	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
120.1000	112.300	10.59717	30

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007
  /SCALE('Principals Questionnaire') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=VARIANCE.
```

75

Reliability

[DataSet1]

Scale: Principals Questionnaire

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.897	.905	7

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.8000	.80516	30
VAR00002	3.8667	1.10589	30
VAR00003	4.0333	.66868	30
VAR00004	3.6667	.99424	30
VAR00005	3.7667	.89763	30
VAR00006	4.1667	.83391	30
VAR00007	3.9000	1.02889	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.994	.447	1.771	1.324	3.961	.118	7

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
77.3333	143.678	11.98658	7