School Climate, Principal Managerial Style and Teachers' Organisational Commitment for Sustainable Education in South-West Nigeria

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Abstract

This study examined the influence of school climate, principal managerial style and teachers' organisational commitment to sustainable education in Southwest Nigeria. A descriptive survey research design will be adopted in the study, the population of the study consist of all 58,489teachers and2,826 principals in2,826 senior secondary schools in south-west Nigeria. The sample size for this study was 1,080 teachers of public secondary schools in Southwestern Nigeria, selected through a multi-stage sampling procedure. One structured validated and reliable (r0.82) questionnaire titled School Climate, Managerial Styles and Organisational Commitment Questionnaire was used for data collection. Descriptive statistics was used to analyze the demographic characteristics of respondents and answer research questions. In contrast, inferential statistics of multiple regression analysis wasused to test hypotheses at a 0.05 level of significance.The status of the school organisational commitment in secondary schools in south-west, Nigeria is high with a grand mean of (3.2), and they can be categorised under three organisational commitment domains, affective, continuance and normative, the school conditional status is high while democratic managerial stylet is adopted by principals in southwest public secondary school with the weighted mean of ($\bar{x}$ =3.34), although transformational managerial style is high with ($\bar{x}$= 3.33) while autocratic, managerial style is least but used by the principals with weighted mean of ($\bar{x}$= 3.1). School climate and principal managerial styles statistically significantly predict teachers' organisational commitment, ($F_{(2, 992)}$ = 1.495, $P<0.05$), and were relatively significant. The researcher concludes that Both factors significantly influence teachers' emotional, cognitive, and behavioral attachment to the school, ultimately impacting their dedication to sustainable education. Based on the findings the researchers recommendamong others that principals adopt a good managerial style, help educational policymakers to put in place educational policies that will put the school climate in good condition, and provide adequate structure for the security of lives and property of both teachers and student in public secondary schools enhance teacher's organisational commitment for sustainable education in south-west Nigeria.

Key Words: School Climate, Managerial Style, Teachers Organisational Commitment, Secondary School

Introduction

Organisational commitment is an expressed action or behaviour that reveals the level at which employees are bonded to the achievement of goals and objectives of the working place. Teachers are among the employees in a school. In a school organization, teachers carry out responsibilities such as planning lesson notes, delivery of lessons, monitoring, evaluation providing regular feedback on students'performance, utilization and improvisationofinstructionalmaterials,keepingrecordsanddisciplining students (Ayeni 2017). However, when teachers are not committed to their school organization, they do not effectively perform their responsibilities to the school.Education plays a vital role in economic and sustainable development, and is therefore, likely to manifest in a country where education is seen as an instrument par excellence to improve the lives of the citizens. Education catalysis sustainable development, in any society, therefore, school climate is a vital factor without which any nation cannot experience sustainable development for the benefit of the citizens.

Organisational commitment of teachers is the relative strength of teachers' identification with and involvement in a school characterized by three factors - a strong belief in and acceptance of the school organization's goals and values; a willingness to exert considerable effort on behalf of the school and a strong desire to maintain membership in the school (Peretomode & Bello 2018). Organizational commitment of teachers can be conceptualized as a three-dimensional model: - affective, normative and continuance organizational commitment (Allen 2016)Affective commitment is teachers'affective attachment to the profession or occupation, which is associated with personal identification and satisfaction as a teacher (Okotoni& Akinwale 2019). It has been observed that some teachers are no longer identifying and involved with school activities. There is reduced absenteeism, turnover, reduced support to school administrative heads and excitement to deliver instructions to teachers which often results in classroom ineffectiveness.

Normative commitment derives from a perceived obligation to maintain membership, which is grounded in a sense of morality (Alsiewi 2016). It however seems that some teachers especially those in south-western are not normatively committed. Thus, they feel a very low obligation to stay regardless of the investment the school may have made in them. They seem to

be morally disconnected from their school. They come to school late, miss their lesson periods and give students their work to do. Continuance of organisational commitment refers to the benefits of remaining within the organization because of the fewer work opportunities outside the organization and the perceived costs of leaving the current organization would be higher (Al-Jabari & Ghazzawi 2019). It is also being observed that teachers are underestimating the associated costs of leaving the school. Some of the school teachers remain in the profession not out of commitment but because of a lack of job opportunities in other sectors.

In recent times, teachers' organizational commitment in schools has been an issue of discussion due to the reason that the expected results from education or schools are not effectively produced. A researcher has attributed the decline in teachers' organizational commitment to personal variables such as age, gender, experience and educational background (Mukti & George 2018) Others stated motivational factors, and job satisfaction(Olurotimi & Abdulrauf 2015). However, though the variables are possibilities but may not fully explain the problems inherent in teachers' organizational commitment, other probable factors are: school climate and the managerial styles of principals.

School climate is the quality of the school surrounding or the school environment that is familiar to the members of the school (Wang & Degol 2016). There are different dimensions of school climate. This study will focus on safety, principal-teacher relationships and basic school infrastructures.Safety refers to physical safety (e.g., reduced violence and aggression), social and emotional safety (for instance, lack of cases of bullying or cyberbullying), and the fairness and consistency of school rules (Cote-Lussier & Fitzpatrick 2016). Principal-teacher relationship refers to the quality and consistency of relationships between teachers and principals.Basic school infrastructures refer to the availability of resources, physical facilities and the quality of the school's physical environment.

Managerial style on the other hand is the general way a manager behaves towards her or his subordinates to attain the objectives of an institution (Tauccana & Tamasilaa 2016) Principal managerial style is the manner and approach of providing direction, implementing a plan, and motivating people to achieve common goals. There are varieties of managerial styles. This study will focus on autocratic, democratic and transformational managerial styles.The autocratic

managerial style is characterized by the principal's control over all decisions and little input from group members (Chukwusa 2019). Democratic managerial style is based on the principle of involving others in the running of the organization.It involves others in the decision-making process, they determine what to do and how to go about it. Using this style does not mean that the manager is weak rather it promotes innovation and creativity because a manager is not expected to know everything and that is why different knowledge and skills are employed for the achievement of organisational goals.

(Kilicoglu 2018). Transformational managerial style is a style in which managers (principals) encourage, inspire and motivate employees (teachers) to innovate and create change that will help grow and shape the future success of the school organization (Sadia and Aman 2018).

It has been espoused that the most important component of the educational system is the teacher. As observed in the southwest region of Nigeria, some teachers are non-participative in school activities (Adegbola 2019). They sell goods and other products in the school and oftentimes send their pupils to collect payments for the sold goods. Teaching becomes secondary or sideline. Another observed factor is organisational climate. Conflicts between school administrators and teachers and among teachers themselves are often not resolved (Olukayode 2019). The poor managerial styles, no freedom of expression and no consultations especially on planning and decision-making tend to create friction among secondary school teachers.

The combination of school climate indicators in terms of adequate provision of school safety principal-teacher relationship, and basic infrastructures would go a long way in improving organizational commitment among public secondary school teachers also, managerial styles inform autocratic, democratic and transformational managerial styles could be adequately significant in promoting teacher commitment in public secondary schools the combination of the two variable is expected to bring a high level of organizational commitment among secondary school teachers. Is against this background that the researcher investigates the influence of school climate, managerial style and teacher commitment in building sustainable education in Southwest Nigeria

Statement of the Problem

The seeming persistent low level of organisational commitment among teachers is alarming and calls for urgent attention in the southwestern part of Nigeria. Despite the government's effort to improve education quality, many schools in the region continue to face challenges such as low teacher morale, high teacher turnover, and low-level academic performance of students in the school. These challenges can significantly hinder the achievement of sustainable education goals, it has been observed that the commitment of staff in any organisation constitutes one of the issues that affect the success and development of such organization in which the school system is not left out. Previous empirical studies on organisational commitment focused on staff participative management, work motivation, staff utilization, organisational culture and work environment. However, a thorough search of the literature confirms that much work has not been done on school climate and principal managerial style on the organisational commitment of teachers. Also, many research studies have been done on organizational commitment which has not categorized the different levels of commitment as it is in organisational commitment which this study will investigateIt is expedient that teacher organisational commitment issues are not overlooked but be addressed by educational administrators To this end, this study investigated the extent to which school climate and principals managerial styles influence teachers organizational commitment for sustainable education inSouthwest Nigeria.

Objectives of the Study

The main objective of this study is to investigate the influence of school climate, managerial style and organizational commitmentfor sustainable educationamong public secondary school teachers in south-west Nigeria. Specifically, the study is set out to:

1. Ascertain the organizational commitment domain that teachers can be categorized for sustainable education in public secondary schools inSouth-West, Nigeria

2. investigate the combined influence of school climate and principal managerial styles on organisational commitment for sustainable education among teachers in public secondary schools in South-West, Nigeria;

3. examine the relative influence of school climate and principal managerial styles on organizational commitment to sustainable education among teachers in public secondary schools in South-West, Nigeria;

Research Question

Based on the stated objectives one research questions was answered in this paper:

1. What is the organizational commitment domain that teachers can be categorized in public secondary schools inSouth-West, Nigeria?

Hypotheses

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

H_{01}: There will be no significant joint influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organizational commitment (affective, normative and continuance) among teachers in public secondary schools in South-West, Nigeria;

H_{02}: There will be no significant relative influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organizational commitment (affective, normative and continuance) among teachers in public secondary schools in South-West, Nigeria

METHODOLOGY

The study adopted a descriptive survey research design.The population for the study covered school principals and teachers in all the public secondary schools in the six (6) States in Southwestern Nigeria (Lagos, Ogun, Ekiti, Ondo, Osun and Oyo States). The total number of public secondary schools in Southwestern Nigeria is 2,826. Thereare 58,489 teachers in public secondary schools in the Southwest geo-28 political zone of Nigeria.The sample size for this study was 1,079 teachers of public secondary schools in Southwestern Nigeria. The sample for the study was selected through a multi-stage sampling procedure.One structured Questionnaire

designed by the researcher titled "School Climate, Managerial Styles and Organisational Commitment Questionnaire (SCMSOCQ)"was used to obtain the needed data for the research. Itis divided into six (6) sections (A, B, C, D, E, F and G) and consists of structured items. It was responded to by the teachers.The face and content validity of the instrument was ensured. By giving the drafted copies of the instruments to expert in measurement and evaluation for corrections.The researcher conducted a pilot test by selecting 70 respondents from Lagos state which is not part of the sample to determine the reliability of the instruments. In this work, Cronbach's alpha was used to determine the reliability of the items on the instruments. The Alpha values for the instruments isr 0.82.Data collected were analyzed using descriptive and inferential statistics of regression analysis at a 0.05 level of significance.

Presentation of Results

Research Question One: What is the organisational commitment domain that teachers can be categorized in public secondary schools in southwest, Nigeria?

Table 1**: Descriptive Analysis Showing the Affective Organisational Commitment Domain among Secondary School Teachers inSouthwest, Nigeria.**

A. Affective	Always(A)		Often(O)		Sometimes(S)		Not at all(NAA)			
Items (I)	**Freq**	**Per (%)**	**Freq**	**Per (%)**	**Freq**	**Per (%)**	**Freq**	**Per (%)**	**Mean**	**SD**
1. Associate with the school.	418	42.1	427	43.1	129	13.0	18	1.8	3.26	0.748
2. Emotionally attached to the school	500	50.4	377	38.1	61	6.1	54	5.4	3.33	0.820
3. Agree with all the goals and values of the	374	37.7	507	51.1	84	8.5	27	2.7	3.24	0.0717

school		
Weighted Mean		3.28

Source: *Field Survey 2021*

Decision Rule: Weighted mean< 2.50 means **Low**: 2.50 to 2.99 means **Moderate** :> 3.00 mean **High**

Table1 reveals that the level of affective organizational commitment among publicsecondary school teachers in south-western Nigeria is high with a weighted mean of (3. 28). The table revealed that teachers areemotionallyattached to the school, having the highest mean of ($\overline{x}$ = 3.33).). This means that secondary school teachers in south-western, Nigeria are attached to their profession which is associated with personal identification and satisfaction as a teacher. Also, they associate with the school ($\overline{x}$ = 3.33), Also they agree with all the goals and values of the school with the lowest value of ($\overline{x}$ = 3.24). The calculated mean from Table 1for the three items presented a weighted mean of (3.28). This implies that affective organisational commitment among secondary school teachers in south-west, Nigeria is high. Hence, the majority of secondary school teachers fall in the domain of affective organizational commitment.

Table 2**: Descriptive Analysis Showing the Normative Organisational Commitment Domain among PublicSecondary School Teachers in Southwest, Nigeria.**

B.	Normative	Always(A)		Often(O)		Sometimes(S)		Not at all(NAA)			
S/N	Items	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Mean	SD
1	Remain in the school based on what the school offers	321	32.4	384	38.6	209	21.1	78	7.9	2.96	0.921
2	Stay in the school because of my needs	463	46.7	440	44.4	71	7.2	18	1.8	3..36	0.695
3	Work as a teacher because there are no	342	24.4	530	53.4	169	17.1	51	5.1	2.97	0.789

better opportunities outside		
Weighted Mean		3.01

Source: *Field Survey 2024*

Table 2 reveals the level of normative organizational commitment among public secondary school teachers in south-west, Nigeria, the table reveals that teachers stay in school because of their needs with the highest ($\overline{x} = 3.36$), work as a teacher because there are no better opportunities to outside($\overline{x} = 2.97$ this indicates they are morally disconnected from the school. Teachers remain in the school because of what the school offers ($\overline{x} = 2.96$). The mean of the three items revealed a weighted mean = 3.01 which implies that normative organisational commitment among southwest secondary school teachers is High.

Table 3: **Descriptive Analysis Showing the Continuance Organisational Commitment Domain among Public Secondary School Teachers in Southwest, Nigeria**

C.	Continuance	Always(A)		Often(O)		Sometimes(S)		Not at all(NAA)			
S/N	Items	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Mean	SD
1	Remain in the school because it is morally right to do so	304	30.6	466	47.0	166	16.7	56	5.6	3.03	0.836
2	Performs my duties out of a sense of obligation	429	43.2	400	40.3	128	12.9	35	3.5	3.23	0.806
3	Finish my job first despite having other commitments	435	43.9	484	48.8	57	5.7	16	1.6	3.35	0.663
	Weighted Mean									3.20	

Source: *Field Survey 2024*

Table 3 reveals the continuance of organisational commitment among secondary school teachers in the southwest, of Nigeria, is high. The result shows that teachers in south-west, Nigeria, Secondary Schools finish their job first despite having other commitments ($\bar{x}$ = 3.53). This implies that south-west, Nigeria,takes their primary assignments seriously and as a priority. Also, the teacher performs their duties out of a sense of obligation ($\bar{x}$ = 3.23) which indicates that teachers carry out their primary assignment out of a sense of obligation which may be because of a lack of job opportunities in other sectors. The lowest percentage was ($\bar{x}$ =3.03) which reveals teachers insouthwest, Nigeria, and secondary schools remain in the school because it is morally right. With a weighted mean of ($\bar{x}$ =3.20) the level of continuance organisational commitment among public junior secondary school teachers in the southwest, of Nigeria, is high. Since the grand mean of the three domains of organizational commitment of the teachers is (3.2) this implies that the status of the school organisational commitment in secondaryschools in south-west, Nigeria, is high, and theycan be categorized under three organizational commitment domains, affective, continuance and normative.

Testing of Hypotheses

Hypothesis One: There will be no significant combined influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organizational commitment (continuance, affective and normative) among teachers in public secondary schools in southwest Nigeria

Table 4**: Regression Analysis Showing the Combine Influence of School Climate and Principal Managerial Styles on Organisational Commitment among Teachers in Public Junior Secondary Schools in Oyo State, Nigeria.**

Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	797.487	2	159.497	1.495	0.000[b]
	Residual	9815.013	992	106.685		
	Total	**10612.500**	**994**			

Model summary

Model	I
R	.274[a]
R Square	.075
Adjusted R Square	.025
Std. The error of the Estimate of	10.329

Source: *Field Survey 2021*

Table 4 shows thecombined influence of school climate and principal managerial styles on organisational commitment, the result reveals F-test in the above table tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict teachers' organisational commitment, ($F_{(2, 992)} = 1.495$, $P<0.05$) the regression model is a good fit for the data thus the null hypothesis is rejected. The result presents the value of R, R^2 (Model summary) and ANOVA Table. The result from the table revealed a multiple correlation of 0.90 between independent and dependent variables, This implies that independent variables could influence teachers' organizational commitment to some extent and R^2 of 0.75 is an indication that independent variables (school climate and principal managerial style.) accounted for 75% of the total variance observed in the dependent variables(organizational commitment) leaving the remaining 25% to other factors that were not considered in the study.In other words, the table shows there is a significant combined influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organizational commitment (continuance, affective and normative) among teachers in public secondary schools in southwest Nigeria.

Hypothesis Two: There will be no significant relative influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organizational commitment (continuance, affective and normative) among teachers in public secondary schools in southwest, Nigeria

Table 5: **Regression Analysis Showing Relative Influence of School Climate and Principal Managerial Styles on Organisational Commitment among Teachers in Public Junior Secondary Schools in Southwest, Nigeria.**

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	82,670	14.443		5.724	0.000
	Safety	2.197	0.080	0.447	23.482	0.000
	Principal-Teacher relationship	2.052	0.093	0.434	31.556	0.000
	Basic school infrastructures	2.154	0.055	0.105	2.080	0.000
	Autocratic styles	0.123	0.015	0.258	1.068	0.000
	Democratic styles	3.223	0.117	0.035	4.879	0.000
	Transformational styles	3.032	0.109	0.361	30.844	0.000

a. Dependent Variable: Organisational commitment

Source: *Field Survey 2021*

Table 5 reports the Unstandardized Coefficients (B) Standardized Coefficient (beta weight) and p values of each independent variable. The result revealed that all of the independent variables safety made the highest contribution to teachers organisational commitment (β = (0.447, t = 23.7482, p < 0.05), followed by Principal- teacher relationship (β=0.434,t =31.556,p<0.05,)Transformational style(β =0.361,=30,844, p < 0.05), Democratic (β = 0.035, t =4.879, P<0.05), Basic infrastructure β = 0.105,t =2.080, p<0.05) and Autocratic(β = 0.258,t =1.068,p<0.05). All the independent variables were relatively significant. The result revealed that for a unit change in safety, principal-teacher relationship, transformational style, democratic style, basic infrastructures, and autocratic style leads to a corresponding 0.447,0.434,0.361,0.035,0.105, and.0.258 in teachers' organizational commitment. To determine the predictors that may not be useful in the model, the t-values of Table 5 that are less than 2.0 in magnitude indicate that the predictors are not significant. Five out of the Six predictor variables above have t-values greater than 2. This shows that the five variables are strong predictors of teachers' organisational commitment. Thus there is a relative contribution of safety, principal-teacher relationship, basic school infrastructures democratic style and transformational style whereas the relative contribution of autocratic style was significant but not a strong predictor of teachers' organisational commitment. Hence hypothesis 2 was rejected.

Discussion of findings

The finding from research question one shows that the organisational commitment domain that teachers can be categorised in public secondary schools in South-West, Nigeria. Results obtained showed that secondary school teachers in southwest Nigeria belong to three domains of organisational commitment, affective domain ($\overline{x}$ = 3.28),continuance domain ($\overline{x}$ = 3.1) and

normative organisational commitment ($\bar{x} = 3.20$). Since the grand mean of the three domains of organisational commitment of the teachers is (3.2) this implies that the status of the school organisational commitment in secondary schools in the south-west, Nigeria, is high, and they can be categorised under three organizational commitment domains, affective, continuance and normative. This negates the findings of Oredein & A. A, Ebo (2021) the study discovered that public secondary school teachers have a high level of continuous organisational commitment, moderate affective organizational commitment, and low normative organisational commitment. A study that negates the result posits that public secondary teachers had poor affective, countenance, and normative commitment (Akinwale & Okotoni, 2019)

Hypothesis one stated that there will be no significant combined influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organizational commitment (continuance, affective and normative) among teachers in public secondary schools in southwest Nigeria. The result presents the value of R, R^2 (Model summary) and ANOVA Table. The result from the table revealed a multiple correlation of 0.90 between independent and dependent variables, This implies that independent variables could influence teacher's organizational commitment to some extent and R^2 of 0.75 is an indication that independent variables (school climate and principal managerial style.) accounted for 75% of the total variance observed in the dependent variables(organizational commitment) leaving the remaining 25% to other factors that were not considered in the study. In other words, the table shows there is a significant combined influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organisational commitment (continuance, affective and normative)

among teachers in public secondary schools in southwest Nigeria. This is in line with Sudheep& Narayanaswamy (2016) the correlation result revealed a positive significant relationship between secondary school teachers' leadership behaviour and organisational commitment, as well as a 'to test result revealing that teachers who reported better organisational commitment received better leadership from their school heads. School principals must be supportive and motivated to staff members thereby enhancing the organsational commitment of teachers.The school heads should show respect for their teachers and should also be fair in their behaviour towards them. Also Omodan.,. kolawole & Fakunle (2016) found out that the school climate has a significant impact on teacher commitment and organisational performance

Hypothesis Two states that there will be no significant relative influence of school climate (safety, principal-teacher relationship, and basic school infrastructures) and principal managerial styles (autocratic styles, democratic styles, and transformational styles) on organisational commitment (continuance, affective and normative) among teachers in public secondary schools in the southwest, Nigeria. The result revealed that for a unit change in safety, principal-teacher relationship, transformational style, democratic style, basic infrastructures, and autocratic style leads to a corresponding 0.447,0.434,0.361,0.035,0.105, and.0.258   in teachers' organisational commitment. To determine the predictors that may not be useful in the model, the t-values of Table 4.3.4 that are less than 2.0 in magnitude indicate that the predictors are not significant. Five out of the Six predictor variables above have t-values greater than 2. This shows that the five variables are strong predictors of teachers' organisational commitment. Thus there is a relative contribution of safety, principal-teacher relationship, basic school infrastructures democratic style and transformational style whereas the relative contribution of autocratic style was significant but not a strong predictor of teachers' organisational commitment. Hence

hypothesis 2 was rejected In support of this finding Ivase, (2019) found that a safe school environment enhances adequate background for teachers' job performance and advancement of positive attitudes. Teachers connected with the school (that is, exhibit that feeling of being safe, and as well want to be managed well by the school administrators, and hence happy to do their job, and develop that citizenship behaviour) encounter less misery and take part in their work with utmost proficiency. Cilek (2019) reported that School principals must be supportive and motivated to staff members thereby enhancing the organisational commitment of teachers.

Conclusion

The findings of this study underscore the critical role of school climate and principal managerial style in shaping teachers' organisational commitment. Both factors significantly influence teachers' emotional, cognitive, and behavioral attachment to the school, ultimately impacting their dedication to sustainable education. A positive school climate characterized by trust, respect, and support fosters a sense of belonging among teachers, enhancing their commitment. Additionally, a principal's managerial style, characterized by, participation, vision, friendliness, inspiration, and empowerment, can significantly boost teachers' organisational commitment

Recommendation

Based on the findings, by implementing these recommendations, schools can create a more supportive and empowering environment for teachers, fostering greater organisational commitment and ultimately contributing to the sustainability of education.

1. Schools should actively cultivate a positive and supportive school climate. This involves fostering a sense of community, encouraging open communication, establishing a zero-tolerance policy for violence and harassment and promoting respect for all stakeholders.

2. Government should implement training programs for principals to adopt effective managerial styles that foster teacher's commitment.

3. Providing ongoing professional development opportunities can enhance teachers' skills, boost their morale, and strengthen their commitment to the school.

4. Encourage Teacher Involvement: Involve teachers in decision-making processes to promote a sense of ownership and empowerment.

5. Recognize and Reward Teacher Contributions: Acknowledge and reward teachers' hard work and achievements to reinforce their commitment.

6. Address Teacher Concerns and Needs: Create open channels for teachers to express their concerns and needs, and take proactive steps to address them.

7. Principals should encourage a culture of continuous learning and improvement to keep teachers motivated and engaged.

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