

**Innovative Administrative Strategies And Job Commitment Among Teachers In Public Secondary Schools In Calabar Municipality, Cross River State, Nigeria.**

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**Abstract**

This study investigated the relationship between Innovative Administrative Strategies and Job Commitment among Teachers in Public Secondary Schools in Calabar Municipality, Cross River State, Nigeria. Specifically, the study aimed at ascertaining the relationship between digital communication strategy, empowering leadership strategy, supervisory strategy and job commitment among teachers. Three research questions and three null hypotheses guided the study. The study adopted the survey research design. The population comprised 838 teachers found in 16 public secondary schools in Calabar Municipality. The purposive sampling technique was used to select a total of 272 teachers representing 30% respondents as sample for the study. The instrument for data collection was a questionnaire tagged ‘Innovative Administrative Strategies and Job Commitment among Teachers Questionnaire (IASJCTQ)’. Cronbach alpha reliability method was used to determine the internal consistency of the instrument and its reliability analysis produced coefficients of .71, .80, .85 & .88, respectively. Pearson Product Moment correlation was used for the data analysis. The hypotheses were tested at .05 level of significance. The results of the study revealed a significant positive relationship between innovative administrative strategies in terms of digital communication strategy, empowering leadership strategy, supervisory strategy and job commitment among teachers. The study concluded that there was a statistically significant relationship between innovative administrative strategies and job commitment among teachers in secondary schools in Calabar municipality area of Cross River State, Nigeria. The study recommended, among others, that principals should learn innovative ways to handle the daily administrative responsibilities with a view to motivate and enhance the job commitment of teachers for effective instructional delivery in schools.

**Keywords: Innovation, Empowerment, Leadership, Job, Commitment.**

**Introduction**

Secondary schools are educational institutions students attended after primary school and before proceeding to tertiary institution. The Federal Republic of Nigeria (FRN, 2013) established secondary schools to develop sound and intelligent minds, fit and relevant for the 21st century. They are established also to prepare students for the world of work and the building of human capital for capacity development in Nigeria. Teachers are key human resources needed for the effective functioning of secondary school education in Nigeria (Obona & Etete, 2019). Thus, teachers' job commitment is crucial for the attainment of the goals of secondary school system.

Job commitment in the context of this study is the full involvement and participation of teachers' in the affairs of an organization with the intention of facilitating the attainment of set goals. It is the willingness of teachers to work towards the academic accomplishment of the students (Onukwu, 2020). Teachers' job commitment in the view of Crosswell (2006 as cited in Obasi, 2018) is used to describe desirable attributes of a teacher which could be viewed as the attachment or engagement of teachers in the school. Obasi, (2018) stated that teachers' commitment is evident when they carry out their duties diligently in the school as regards to the administrative task and teaching-learning activities. It becomes imperative for the principals to employ innovative leadership techniques that would engender high teachers' commitment since highly motivated teachers would always perform at the peak of the ability (Ukpong, Mbong & Ekanem, 2018). Porter, et al (1974) cited in Onukwu (2020) considered job commitment in three different forms: the desire to remain in an organization; willingness to exert considerable efforts on its behalf; and belief in and acceptance of its goals and values.

Similarly, Meyer and Allen (1990) investigated job commitment under three vital models: affective commitment, normative commitment, and continuance commitment. Affective commitment is the emotional attachment that motivates an employee to stay and participate in an organization. It allows a teacher to engage in school activities and enjoy being a member. Continuance commitment is when an employee stays primarily because they have no better options. For a teacher, this means staying in the job despite not enjoying it or having limited alternatives. Normative commitment is when an employee feels a sense of duty to remain in an organization. In a school setting, a teacher with this commitment feels they owe it to the school. These three dimensions of commitment interactively influence teachers' behaviour. Meyer and Allen (1997) emphasized the importance of considering these dimensions together in understanding the relationship between employees and their organization.

Teachers are indispensable significant factors for motivating and imparting knowledge to the learners at each level of education (Ekpoh & Eza, 2015). They play crucial roles in ascertaining whether the desired educational goals have been achieved (Sule, Ameh & Egbai, 2015). Hence, their commitment is critical in determining school effectiveness since committed teachers are willing to make needed sacrifices to achieve the school vision and goals (Selamat, Nordin & Adnam, 2012). The researchers further explained it is important to enhance organizational commitment because an employee who demonstrates strong commitment will be engaged in positive work behaviour such as low level of absenteeism, tardiness, and turnover. This enhances in organizational effectiveness and goal attainment. Teachers' commitment is a *Sin-qua-non* to the achievement of educational goals in that, the entire school curriculum is implemented by them and hence their performance determines to a large extent which the school system attains (Ukpong, et al, 2018). This emphasized the role of teachers as vital instruments in the success path of any school system.

Specifically, the job commitment of teachers can be measured in terms of their readiness to make needed sacrifices as reflected in; punctuality to school and classroom, lesson preparation and presentations, meeting attendance, conduct of assembly, classroom management and involvement in students' disciplinary conduct. Teachers' job commitment could also be assessed from their willingness to carry out job functions, promptness in task delivery, dedication to duty and desire for personal growth among others. Teachers' commitment has been a worrying issue in secondary schools and Calabar municipality where it was observed that many teachers especially those in public secondary schools display gross unprofessional attitude toward the job, students, and profession. For instance, many teachers do not report to duty as often as expected. Some students complain of high degree of absenteeism, poor lesson delivery, loiter during official hours and extortion, among others. The situation seems to make it impossible for quality teaching and learning to triumph. This has affected students' performances in both internal and external examinations, as Fehintola (2015) noted that students' exam results do not meet expectations despite government and parental investments. These negative attitudes and habits are indications of poor teachers' commitment.

The overall development and success of any institution depends to a large extent on the type of management strategies adopted by the administrator as the chief executives. In the secondary school system, principals are important stakeholders that utilized the support of the teachers' and

enhance their job commitment towards achieving set educational goals. This study, however, proposes that principals' innovative administrative strategies may contribute to teachers' job commitment. Principals' innovative administrative strategies are new initiatives, practices adopted by school principals to ensure efficient school management and administration. Mezieobi (2006) and Omemu (2017) defined it as the application of behavioural principles that are effective in bringing about an ideal academic system. They ensure that the system is able to deliver the best possible instruction for every child in order to achieve targeted objectives. This may include fostering a collaborative work environment, providing professional development opportunities, introducing new teaching methods, promoting teacher autonomy, effective delegation, discipline, planning, monitoring of staff activities, and motivation of staff (Ngeripaka, Nkporbu & Acheya, 2019). This paper however focuses on dimensions such as; digital communication strategy, empowering leadership strategy and supervisory strategy.

### **Digital communication strategy**

Effective communication plays a crucial role in engaging employees, and digital communication refers to exchanging information through digital technology. The digital communication strategy in educational management means using digital devices to introduce change. It involves the use of communication tools such as teleconference, video-conference and electrical mails. Good communication channel would aid attainment of organizational goals in the school system (Okon, Ekaette & Ameh, 2015), as it enables speedy communication, fast sharing of ideas, and easy transfer of information. Indeed, the introduction of ICT in education will be helpful in improving the professional efficiency of school administrators'. Ibrahim (2006) cited in Ayeni and Akinola (2020). The author opined that the utilization of modern digital communication tools in the day-to-day conversation in the school will help to close the communication gap between principals and teachers and strengthen collaboration for improved productivity in secondary schools.

Virtual communication and its impact on the relationship between leaders and followers is a new area of research (Adnan, Abdullah, Isaac, & Mutahar, 2019; Salter, Green, Duncan, Berre, & Torti, 2010 as cited in Berkovich & Hassan, 2023). Leaders, decision makers, and change agents use communication to search information effectively, communicate visions to enhance an organization's future (Arlestig, 2008). Communication is an important administrative strategy and the most frequently tool used by principals' to interact with subordinates. The use of

computers, web technologies, internet, intranet, and networks offer many possibilities for enhanced service delivery.

A study conducted by Sarayani, Mirinejad and Keivani (2014) on the relationship between Information and communication technology and organizational commitment among the hospital nurses. The study adopted a correlation descriptive research method. The sample of the study were 117 nurses in hospitals which were randomly chosen. The result showed a correlation between Information and communication technology and organizational commitment. Also, Okon, Ekaette and Ameh (2015) conducted a study to investigate the relationship between information and communication technology (ICT) utilization and principals' administrative effectiveness in public secondary schools in Akwa Ibom State, Nigeria. Two hypotheses were formulated to guide the study. Ex-post facto research design was adopted for the research. The population of the study comprised all the 348 public secondary school principals and vice principals in Akwa Ibom State, Nigeria. A sample of two hundred and fifty-five (255) principals was drawn from eighty-five (85) public secondary schools through purposive sampling technique. The results of the analysis revealed a significant relationship between ICT usage in the communication process and principals' administrative effectiveness.

In another study, Fashiku (2016) examined the influence of leaders' communication pattern on lecturers' job performance in Kwara State Colleges of Education, Nigeria, the results of the investigation revealed a significant relationship between leaders' communication pattern and lecturers' job performance. The study concluded that leaders' pattern of communication significantly enhanced lecturers performance in Kwara State Colleges of Education. It recommended that leaders should as much as possible engage in a democratic communication pattern in order to facilitate the attainment of the stated aims and objectives of the institutions.

### **Empowering leadership strategy**

Empowering followers is crucial in every organization, including educational institutions. Due to the increasing complexities school administrators' face in managing and leading the school system, they cannot succeed alone. Leadership strategy of principals can make or mar their relationship with the staff and students in the school. Empowering leadership strategy is an innovative management approach that involves leaders sharing power and responsibilities with subordinates. Empowerment leadership is viewed as a form of "super leadership" (Knezovic & Musrati, 2018; Liu, 2015), where leaders guide employees towards self-management. As schools

become more complex, administrators face challenges in managing all responsibilities alone. By empowering teachers, principals can foster a dedicated workforce and effectively achieve school goals with reduced stress. When these innovative strategies are properly adopted, they could greatly enhance teachers' job effectiveness.

Empowering leadership strategy emerged from teacher empowerment (Çelik & Konan, 2020). It is the ability of the leader to empower the subordinates and to influence them, which can be done by delegating task, supporting task performance, consulting before decision-making, and regular mentoring (Amundsen & Martinsen, 2014; Knezovic & Musrati, 2018). Muhammad and Hussain (2020) affirmed that empowering leadership is one important factor that enhances teachers' commitment to the job. Therefore, principals' empowering leadership strategy will result in more teachers' job effectiveness in the school.

Sagnak (2012) carried out a study aimed at investigating the relationship among empowering leadership, teachers' innovative behavior and innovative climate in elementary schools. Two hypotheses guided the study. The survey model was used in the study. Leadership Empowerment Behaviour Scale was used for data collection. The participants consisted of 710 teachers and 55 principals randomly selected from 55 elementary schools in the centre of Nigde and its districts. Pearson correlation coefficient and regression analysis were used for the data analysis. Results showed that principals' leadership empowerment behaviour was a significant predictor of teachers' innovative behaviour and innovative climate.

In a related development, Balye, Özcan and Yıldız (2017) in their study investigated the mediating role of organizational commitment on the relationship between principals' empowering leadership and teachers' job performance in Turkey. The study employed a cross-sectional design, one of the quantitative methods. Data were collected through the "Empowering Leadership Behaviours Scale", "Organizational Commitment Scale" and "Job Performance Scale". The sample consisted of 324 teachers working in different cities in Turkey. The findings indicated that empowering leadership is positively associated with teachers' job performance and organizational commitment.

### **Supervisory strategy**

Principals' supervisory strategy involves the ability of the principal to monitor and control all the activities of the school, thus ensuring that everything runs according to plans. It requires to be

planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school (Nnebedum & Akinfolarin, 2017). Ofuase, Daka and Mbaba (2021) opined that teachers who are supervised by principals develop trust for their principal and improve their commitment to work as they know that they can count on their principals for direction and assistance, when in need. This creates an enthusiasm that motivates them to take different challenges and tasks, no matter their level of experience.

Nzabonimpa (2011) in his study examined the influence of secondary school head teachers' general and instructional supervisory practices on teachers' work performance. The study findings revealed that to some teacher participants, supervision is non-existent in secondary schools. Some of them have been teaching for more than a decade, but they have never been supervised by the head teacher in the classroom. The research findings likewise indicate a moderate correlation between secondary school head teacher's supervisory practices and teacher's work performance. Robert-Okah (2014) remarked that supervision may be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their cooperation in order for them to become successful in task given to them. Mecgley (2015) is of the view that the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. Ogba and Igu (2014) stressed that supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. If teachers are always being supervised, they will be committed to their job. It is no gain to say that, the fear of supervisors is the beginning of commitment to teachers.

However, even though it seems that much has been done already, there are still several gaps in the literature that the study filled. It was observed that some studies were conducted outside Cross River State and the study area particularly. Other studies were conducted outside educational settings like hospitals. Therefore, the result of those studies might not be fully applicable to secondary education context in Nigeria, Cross River State, and Calabar Municipality in particular. This study focused on innovative administrative strategies and job commitment among teachers' in public secondary schools in Calabar municipality, Cross River

State, Nigeria, to add to the existing body of knowledge. So far, no other study on these variables was found to be conducted in the study area.

### **Statement of the problem**

Teachers in secondary schools are expected to be in the school on time, prepare lesson notes, teach students, and evaluate students performance during and at the end of term. They are expected to show full commitment to the job they applied for and are paid to do. Sadly, their job commitment has been an issue of major concern to parents and other concerned stakeholder. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline has been observed among some teachers. This behaviour constitutes a big problem to the attainment of educational goals in secondary schools. It appears that majority of the teachers are not emotionally attached or morally obligated to the norms and values of the school system not to talk about the noble teaching profession.

The Government of Cross River Sate had invested so much in the area of providing basic infrastructure, training of teachers and had also improved in the area of payment of teacher's monthly salary. Additionally, more secondary school teachers were also employed through the M-power scheme. These laudable efforts have not yielded any appreciable result. The researchers are curious and want to know whether adoption of innovative administrative strategies will solve the observed problem of poor job commitment among teachers'? This has led to the question: what is the relationship between innovative administrative strategies and job commitment among teachers' in public secondary schools in Calabar municipality of Cross River State, Nigeria.

### **Purpose of the Study**

This study was conducted to find out the relationship between innovative administrative strategies and job commitment among teachers' in public secondary schools in Calabar municipality of Cross River State, Nigeria. Specifically, the study aimed at determining whether there was a relationship between:

1. Digital communication strategy and job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State.
2. Empowering leadership strategy and job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State.

3. Supervisory strategy and job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State.

### **Research questions**

1. To what extent does digital communication strategy relate to job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State?
2. How does empowering leadership strategy relates to job commitment among in public secondary schools in Calabar Municipality, Cross River State?
3. To what extent does supervisory strategy relate to job commitment among in public secondary schools in Calabar Municipality, Cross River State?

### **Research hypotheses**

1. There is no significant relationship between digital communication strategy and job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State.
2. Empowering leadership strategy does not significantly relate to job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State.
3. There is no significant relationship between supervisory strategy and job commitment teachers' in public secondary schools in Calabar Municipality, Cross River State.

### **Research Methodology**

The research design adopted for this study was survey design because the study involved the use of a representative sample from a population and the drawing of inferences based on analysis of available data. The study was conducted in the Calabar municipality area of Cross River State.

### **Population and sampling technique**

The population comprised all 16 public secondary schools and 778 teachers in Calabar Municipality (Planning, Research and Statistics, Secondary Education Board, Calabar, Cross River State, 2023). The purposive sampling technique was used to select a total of 272 representing 30% respondents as sample for the study. Teachers in the schools were used to access the innovative administrative strategies of the principals in the sampled schools.

### **The Instrument for Data Collection**

Data were collected using a questionnaire prepared by the researchers, following a review of the literature. The questionnaire was entitled: "Innovative Administrative Strategies and Job Commitment among Teachers Questionnaire (IASJCTQ). The IASJCTQ was structured into two

sections. Responses to Section A were used to determine the demographic characteristics of the respondents. Answers to Section B provided information on the Innovative Administrative Strategies and Job Commitment among Teachers. All the items in section B were placed on a Likert-type scale with four possible responses. Response options ranged from Strongly Agree to Strongly Disagree. The validity of the instrument was determined by three psychometric and two planning specialists from the University of Calabar. The experts evaluated the instrument for both face and content validity. Each of these academics separately provided their observations. The items that were deemed extraneous were removed. Those requiring revisions were modified, while those that were considered relevant were kept. The researchers were guided in the preparation of the final draft as a result of the suggestions. With the use of the Cronbach alpha reliability method, internal consistency of the instrument was determined. For digital communication strategy, empowering leadership strategy, supervisory strategy, and job commitment among teachers, the reliability analysis produced coefficients of .71 .80, 85& .88, respectively.

### **Data Collection and Analysis**

In collecting data for the study, the researchers visited the secondary schools with copies of the questionnaire. After obtaining permission and consent to administer the questionnaire on respondents, the researchers with the aid of five research assistants who were educated on the objectives and techniques of the study, administered copies of the instrument to the targeted audience. An explicit explanation was provided in the questionnaire regarding the filling of the instruments to avoid any problem that may arise from misunderstanding. Upon completion, completed copies of the questionnaire were retrieved after two days from the respondents. In preparing the data collected for statistical analysis, a coding schedule was designed. Items in Section B of the questionnaire were coded for each variable based on the responses pattern. The scoring was as follows: Strongly Agree (SA) = 4 marks, agree (A) = 3 marks, Disagree (D) = 2 marks and Strongly Disagree (SD) = 1 mark for all positively written questions. The researchers decided to reverse the points awarded for items that were deemed to be negative. Data collected for the study were analysed using Pearson product moment correlation statistical analysis at .05 levels of significance with the aid of SPSS version 26.

### **Result of the Study**

The result of this study is presented in the following tables.

**Hypothesis one:** There is no significant relationship between digital communication strategy and job commitment among teachers’ in public secondary schools in Calabar Municipality, Cross River State.

**Table 1:** Pearson Product moment correlation analysis of the relationship between digital communication strategy and job commitment among teachers’ (N=272)

Variable	n	$\bar{x}$	SD	df	r-value	Sig.
Digital Communication Strategy	272	13.75	2.005			
Job commitment among teachers'		13.55	1.977	270	.616**	.000

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The result of the table above showed that digital communication strategy statistically relate to job commitment among teachers' represented by  $r = 0.616^{**}$ . It shows a positively significant high relationship or  $p\text{-value} = 0.000$  which is less than  $\alpha = 0.05$ . This implies that digital communication strategy could greatly enhance job commitment among teachers'.

**Hypothesis two:** Empowering leadership strategy does not significantly relate to job commitment among teachers’ in public secondary schools in Calabar Municipality, Cross River State.

**Table 2:** Pearson Product moment correlation analysis of the relationship between empowering leadership strategy and job commitment among teachers’ (N=272)

Variable	n	$\bar{x}$	SD	df	r-value	P- value
Empowering Leadership Strategy	272	14.03	1.651			
Job commitment among teachers'		13.55	1.977	270	.540**	.000

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The result of the above table revealed that empowering leadership strategy statistically relate to job commitment among teachers' represented by  $r=0.540^{**}$  in the table. This shows a positively moderate significant relationship or  $p\text{-value} = 0.000$  which is less than  $\alpha = 0.05$ . This implies that empowering leadership strategy could enhance job commitment among teachers'.

**Hypothesis three:** There is no significant relationship between supervisory strategy and job commitment teachers' in public secondary schools in Calabar Municipality, Cross River State.

**Table 3:** Pearson Product moment correlation analysis of the relationship between supervisory strategy and job commitment among teachers' (N=272)

Variable	n	$\bar{x}$	SD	df	r-value	P- value
Supervisory Strategy	272	13.90	2.119			
Job commitment among teachers'		13.55	1.977	270	.664**	.000

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The result of the table above revealed a statistically significant high correlation between supervisory strategy and job commitment among teachers' as represented by  $r=0.540^{**}$  in the table. This shows a positively high significant relationship or  $p\text{-value} = 0.000$  which is less than

alpha = 0.05. This implies that supervisory strategy could enhance job commitment among teachers'.

### **Discussion**

Hypothesis one stated There is no significant relationship between digital communication strategy and job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State. The null hypothesis was rejected, while the alternate hypothesis was retained. Digital communication was shown to have a significant relationship with job commitment among teachers in this research. This discovery does not come as a surprise because the introduction of ICT in education has proved helpful in improving the professional efficiency of school administrators. The use of computers, web technologies, internet, intranet, and networks offer many possibilities for enhanced service delivery.

Furthermore, it supports the use of diverse communication channels and media to pass information across to all concerned and ensuring to receive feedback where necessary. Good communication channel would aid attainment of organizational goals in the school system (Okon, Ekaette & Ameh, 2015), as it enables speedy communication, fast sharing of ideas, and easy transfer of information. This is in line with the opinion of Akinola (2020). The utilization of modern digital communication tools in the day-to-day conversation in the school will help to close the communication gap between principals and teachers and strengthen collaboration for improved productivity in secondary schools. The finding in agreement with that of Sarayani, Mirinejad and Keivani (2014) who examined the relationship between Information and communication technology and organizational commitment among the hospital nurses. The study adopted a correlation descriptive research method. The sample of the study were 117 nurses in hospitals which were randomly chosen. The result showed a correlation between Information and communication technology and organizational commitment.

The result of hypotheses two stated that empowering leadership strategy does not significantly relate to job commitment among teachers' in public secondary schools in Calabar Municipality, Cross River State. The null hypothesis was rejected while the alternate hypothesis was retained. The findings are in other giving the fact that school administrators `face increasing complexity in managing and leading the school system and they cannot succeed alone. Thus, sharing power and responsibilities with subordinates will guide employees towards self-management. By empowering teachers, principals can foster a dedicated workforce and effectively achieve school

goals with reduced stress. When these innovative strategies are properly adopted they could greatly enhance teachers' job commitment and effectiveness. The finding supports the affirmation of Muhammad and Hussain (2020) that empowering leadership is one important factor that enhances teachers' commitment to the job.

Similarly, the finding is in agreement with the conclusion of Sagnak (2012) carried out a study aimed at investigating the relationship among empowering leadership, teachers' innovative behaviour and innovative climate in elementary schools. Two hypotheses guided the study. The survey model was used in the study. Leadership Empowerment Behaviour Scale was used for data collection. The participants consisted of 710 teachers and 55 principals randomly selected from 55 elementary schools in the centre of Nigde and its districts. Results showed that principals' leadership empowerment behaviour was a significant predictor of teachers' innovative behaviour and innovative climate. It also in tandem with the findings of Balye, Özcan and Yıldız (2017) who investigated the mediating role of organizational commitment on the relationship between principals' empowering leadership and teachers' job performance in Turkey. The study employed a cross-sectional design, one of the quantitative methods. Data were collected through the "Empowering Leadership Behaviours Scale", "Organizational Commitment Scale" and "Job Performance Scale". The sample consisted of 324 teachers working in different cities in Turkey. The findings indicated that empowering leadership is positively associated with teachers' job performance and organizational commitment.

The result of hypotheses three stated that there is no significant relationship between supervisory strategy and job commitment teachers' in public secondary schools in Calabar Municipality, Cross River State. The null hypothesis was rejected while the alternate hypothesis was retained. This result may be due to the efficient and continuous monitoring of instructional processes by principals with the aim of improving teaching/learning situations for students. Teachers who are supervised by principals develop trust for their principal and improve their commitment to work as they know that they can count on their principals for direction and assistance, when in need. This creates an enthusiasm that motivates them to take different challenges and tasks no matter their level of experience (Ofuase, Daka & Mbaba, 2021). This is further supported by the findings of Nzabonimpa (2011) who in his study examined the influence of secondary school head teachers' general and instructional supervisory practices on teachers' work performance. The study findings revealed that to some teacher participants, supervision is non-existent in

secondary schools. Some of them have been teaching for more than a decade, but they have never been supervised by the head teacher in the classroom. The research findings likewise indicate a moderate correlation between secondary school head teacher's supervisory practices and teacher's work performance.

Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. The finding is in agreement with the views of Mecgley (2015) that the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. It is also in line with the conclusion of Ogba and Igu (2014) that supervision is one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools because if teachers are always being supervised, they will be committed to their job.

### **Conclusion**

Based on the results of the findings, it was concluded that there is a significant positive relationship between innovative administrative strategies in terms of digital communication strategy, empowering leadership strategy, supervisory strategy and job commitment among teachers'. This suggests that the utilization of innovative administrative strategies by the principal can significantly enhance job commitment among teachers' in terms of punctuality, attendance to classes, notes writing, and record keeping among others. Thus, there is a statistically significant relationship between innovative administrative strategies and job commitment among teachers' in secondary schools in Calabar municipality area of Cross River State, Nigeria.

### **Recommendations**

Based on the findings, recommendations were made to include:

1. Cross River State government in collaboration with the state ministry of education should constantly organize leadership training programmes for principals. This will equip them with the necessary skills that enable them employ effective leadership strategies that would aid teacher's commitment in their school.
2. Principals should learn innovative ways to handle the daily administrative responsibilities with a view to motivate and enhance the job commitment of teachers' for effective instructional delivery in schools.

3. School principals' should improve their supervisory strategy through planned and systematic monitoring of subordinates and providing professional guidance and assistance to them to ensure the efficient attainment of school goals.

### **Limitations and Future Researches**

The study is also limited due to its narrow scope on a single local government area in a state in Nigeria. It is, therefore, recommended that large-scale future studies on related areas be conducted to validate and supplement this study's findings.

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