

## ORGANIZATIONAL CULTURE AS CORRELATE OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

**Prof. Zita Obi & Ekwe, Ngozika Ijeoma**

Department of Educational Foundations

Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam

### Abstract

The study examined organizational culture as correlate of teachers' job commitment in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 7248 teachers in public secondary schools in six Education Zones in Anambra State. The sample size for the study was 580 teachers drawn from the population of the study. Multi-stage sampling procedure was used for the study. The instruments for data collection were researchers-structured questionnaire titled: Organizational Culture Questionnaire (OCQ), and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were validated by three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.77 for OCQ and TJCQ is 0.85. The data were analyzed using Pearson Product Moment Correlation Coefficient. The study revealed that employees' empowerment ( $r = 0.435$ ;  $p < 0.050$ ), and professional development ( $r = 0.837$ ;  $p < 0.001$ ) have positive and significant relationship with teachers' job commitment in public secondary schools in Anambra State. The study concluded that organizational culture has positive and significant relationship with teachers' job commitment in public secondary schools in Anambra State. The study recommended that management should strengthen employee empowerment initiatives to enhance teachers' commitment and effectiveness. This can involve establishing clear guidelines for involvement in school governance to promote higher levels of job commitment.

**Keyword:** *Organizational Culture, Professional Development, Employees' Empowerment, Teachers' Job Commitment*

## Introduction

Education is a veritable tool for nation building and national development. It is not only an important learning process and mechanism that leads to the development of the community but also assists to enhance the development of the nation. It is important to note that education would equip individuals with capacities to confront problems and changing situations; awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful. These would not be effective without the help of teachers who play pivotal role in promoting learning and professional growth of learners. Agogbua (2024) noted that one of the policy objectives of education is to raise the quality of education at all levels in order to make the products of the system more useful to the society and to maintain education as one of the prime engines for development. However, teachers' commitment to their job is one of the determinant factors to how fast these education objectives would be achieved (Ayele, 2014).

Commitment is simply an expression of performance through identification, involvement and loyalty to the organization. It requires voluntary participation to support attainment of organizational ends and interests. In the view of Onukwu et al. (2020), commitment refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. Commitment in the workplace has the

potential to influence organizational effectiveness and efficiency. In the view of Akinwale and Okotoni (2019), commitment is simply an expression of performance through identification, involvement and loyalty to the organization. Job commitment is considered the full involvement and participation in the affairs of an organization with the intention of facilitating the attainment of desired objectives (Odoh, 2021). Teachers' job commitment is the dedication and involvement of teaching staff in their duties in the school.

Teachers' job commitment as stated by Afolakemi and Adeyemi (2021) is the level of enthusiasm for tasks assigned to teaching staff in the school. Teachers' commitment to their job could be determined by their proper execution of basic tasks and additional responsibilities assigned by the management, active involvement in school functions, punctuality to work, remaining in school till the closing hour, willingness to help students to learn and regularity in school. Odoh (2021) noted that committed teachers work harder, demonstrate stronger affiliation to their schools and show a desire to carry out the task of teaching. Committed teachers are the most important resource that a school should have to achieve greater and better results and also impact students' academic performance. Kuncoro and Dardiri (2017) noted that some factors that affect commitment of employees in an organization include; unsuitable performance goals that are too high, unclear performance plans, lack of role clarity, confusion about priorities or targets, poor working conditions and

environment, problems related to equipment and working groups, improper leadership and other environmental obstacles. Kuncoro and Dardiri further explained that the overall commitment of employees to their organization is dependent on their perceived organizational culture.

Organizational culture is the set of ideas and assumptions about organization's operation. In other words, it is about the norms, values and beliefs that employees and management in an organization share. Davoren (2013) stated that organizational culture is the beliefs, values, rituals and symbols that govern the operating style of the people within an organization. Tahniah et al. (2021) described organizational culture as way of thought, a way of working, a way of handling employees in the execution of their respective duties. The authors maintained that success is the product of organizational cultural values, indicating that performance is often a representation of current cultural values. In today's business environment, organizational culture is used as a powerful tool that portrays the many facets of a workplace as well as to quantify the way a business functions. Nyongesa in Omenyi and Emengini (2020), explained that organizational culture is the specific collection of values and norms that are shared by people and groups in an organization and that controls the way they interact with each other and with stakeholders outside the organization. Omenyi and Emengini held the view that culture of every organization differs from one organization to another,

because it is usually developed in the long period of time.

Organizational culture serves four functions by giving members a sense of identity, increasing their commitment, reinforcing organizational values, and acting as a control mechanism for shaping behaviour. Collaborating this, Groysberg et al. (2018) posited that organizational culture has a lot to do with the collective effect of the common beliefs, behaviours, and values of the people within an organization. Those norms within any organization regulate how their employees perform, how they co-operate with each other, whether they feel motivated to meet goals and if they are sincerely into the organization's overall mission. Furthermore, organizational culture exposes how employees get their work done either independently or collaboratively and also emphasizes on if employees feel inspired, committed, and engaged, or annoyed, overworked, and underappreciated in the course of carrying out their assigned tasks (Thompson et al., 2022). Zemke (2022) listed different elements of organizational culture that are critical to the growth and development of every organization to include leadership, value, work environment, employee empowerment, effective communication and professional development. Therefore, within the context of this study, the researchers focused on these aspects of organizational culture; employee empowerment, and professional development.

Employees' empowerment is a process of giving authority to the employees to make necessary important decisions on their own about their day to day activities. Empowered employees are expected to perform their work more effectively and efficiently than non-empowered employees. Empowerment as defined in Ledesma and Joyas (2015) referred to the choices of the organization and the manager to transfer responsibilities and power, to mobilize and develop employees in order to maximize performance and job satisfaction. Surekha and Vandana (2016) noted that employees' empowerment have received recognition in management circles because it is one of the fundamental elements of managerial and organizational effectiveness that increase when power and control are shared in the organization. Empowerment is a multidimensional concept, a network of ideas, actions, and practices and at the same time a mechanism of interaction and activation aiming at empowering and developing employees.

Employees' empowerment is directly related to traditional concepts that surround management such as the concepts of assignment and delegation of power, employees' participation, development and motivation as well as commitment to the organization (Lee & Nie, 2014). An indispensable condition for the development and improvement of teachers is their professional empowerment, that is, the ability of the teachers to be involved in making decisions regarding school life and general educational policy. Empowerment as it

concerns teachers refers to the opportunities given to teachers for freedom of choice, responsibility, personal and professional development, and effective participation in decision-making (Jing, 2019). Teachers' empowerment plays a key role in the school unit through creating a positive climate of co-operation and communication, interaction and development of personal autonomy, responsibility and self-sufficiency (Avidov-Ungar et al., 2014). In turn, this contributes to ensuring an environment that supports continuous professional development, thereby encouraging teachers to grow in their roles.

Professional development is an innovative management strategy that leads to the attainment of organizational goals. It is the activities that develop a person's skills, knowledge, expertise, and other characteristics as an employee. It is a continuum of learning and support activities designed to prepare individuals for work. Oviawe et al. (2016) stated that professional development can be made available through external expertise in the form of courses, workshops, or formal qualification programmes through collaboration between various stakeholders in an organization. Peretomode and Dinzei (2019) noted that professional development aids ongoing skill development, understanding of the most recent technological developments, and assisting staff in becoming comfortable with technology and realizing its full potential. The authors also maintained that continuous professional development forces organizations to be proactive and forward-

thinking in order to attract and retain good employees and improve their organization's reputation.

Continuous professional development is a learning process resulting from a meaningful interaction and eventually leading to changes in employees' professional proactive behaviour and in their thinking about practice. Prasetya et al. (2017) defined professional development as a continuous process of improving the skills, knowledge and intelligence of staff members through participation in training and development programmes, such as workshops, seminars and conference. In school organization, the development enhances the existing professional skills, knowledge, competences and abilities of staff members, as well as improves their institutional practices. The role of professional development is considered crucial and has a significant impact on the remaining dimensions of teachers' growth (Samara, 2015).

To ensure sustainable professional development and growth of employees, it becomes imperative that the school organizational culture be improved by the school management to ensure increased teachers' job commitment. In Anambra State public secondary schools, there is a noticeable lack of commitment among some teachers, resulting in minimal involvement in school activities. Visible signs of lack of teachers' commitment to their primary assignment include poor preparation of lesson notes, uninteresting mode of classroom lesson delivery, absenteeism and unsatisfactory approach to handling students'

academic matters. The researchers observed that the persistent drop in some teachers' commitment to their job has continued to raise concern among stakeholders in education. Could these situations be attributed to poor school organizational culture? It could be a result of lack of teachers' empowerment or professional development. It is important to address issues of poor commitment among some teachers in public secondary schools in Anambra State so as to improve on the quality outcome. It is against this background that the study examined organizational culture as correlate of teachers' job commitment in public secondary schools in Anambra State.

### Research Questions

This study was guided by the following research questions:

1. What is relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State?
2. What is the relationship between professional development and teachers' job commitment in public secondary schools in Anambra State?

### Hypotheses

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

1. There is no significant relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State.



2. There is no significant relationship between professional development and teachers' job commitment in public secondary schools in Anambra State.

## Method

The study adopted correlational research design. The study was carried in Anambra State. The population of the study comprised 7,248 teachers in 267 public secondary schools in the six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2024). The sample size comprised 580 teachers drawn from the population of the study. Multi-stage sampling procedure was used in drawing the sample. The instruments for data collection were Organizational Culture Questionnaire (OCQ), and Teachers' Job Commitment Questionnaire (TJCQ). The instrument has two sections, A and B. Section 'A' 'Organizational Culture Questionnaire (OCQ)' has two Clusters 'A-B'. Cluster 'A' elicits information on employee empowerment with 10-item statements; while Cluster 'B' elicits information on professional development with 10-item

statement. All the clusters were weighted on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). Section 'B' Teachers' Job Commitment Questionnaire (TJCQ)' administered to teachers was also **structured** by the researchers with 20-item statements that elicit information on teachers' job commitment on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The reliability of the instrument was ascertained through a pilot test on 20 teachers from public secondary schools in Enugu State. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.72 for employee empowerment, 0.82 for employee development, and 0.85 for Teachers' Job Commitment Questionnaire. Out of 580 copies of the questionnaire administered to teachers, 551 (95%) of them were correctly completed and returned, while 29(5%) were either misplaced or not correctly filled. Pearson Product Moment Correlation Coefficient was used to answer research questions 1 to 2 with hypotheses 1 to 2 at 0.05 level of significance.

## Results

**Research Question 1:** What is relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State?

**Table 1:** Summary of Pearson Product Moment Correlation on the Relationship Between Employee Empowerment and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	Employees' Empowerment	Teachers' Job Commitment	Remarks
Employees' Empowerment	551	1.00	.435**	Positive Relationship
Teachers' Job Commitment	551	.435**	1.00	

The summary result of Pearson Product-Moment Correlation Coefficient on Table 1 revealed that there is a moderate relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State. The result showed a positive correlation coefficient value of 0.435, indicating a positive relationship between employees' empowerment and teachers' job commitment. This suggested that the level of teachers' job commitment is dependent on their empowerment. The more teachers are empowered, the more efficient and committed they become on the job. In other words, a unit increase in employees' empowerment leads to 0.435 (43.5%) increase in teachers' job commitment in public secondary schools in Anambra State.

**Research Question 2:** What is the relationship between professional development and teachers' job commitment in public secondary schools in Anambra State?

**Table 2:** Summary of Pearson Product Moment Correlation on the Relationship Between Professional Development and Teachers' Job Commitment in Public Secondary Schools in

Variables	N	Professional Development	Teachers' Job Commitment	Remarks
Professional Development	551	1.00	.837**	Positive Relationship
Teachers' Job Commitment	551	.837**	1.00	

Anambra State

The summary result of Pearson Product-Moment Correlation Coefficient on Table 2 revealed that there is a very high relationship between professional development and teachers' job commitment in public secondary schools in Anambra State. The result showed a positive correlation coefficient value of 0.837, indicating a very high positive relationship between professional development and teachers' job commitment. This suggested that the more teachers are professionally developed, the more committed they become on the job. In other words, a unit

increase in professional development leads to 0.837 (83.7%) increase in teachers' job commitment in public secondary schools in Anambra State.

**Hypothesis One:** There is no significant relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State.

**Table 3:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Employees' Empowerment and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	Employees' Empowerment	Teachers' job commitment	p-value	Remarks
Employees' Empowerment	551	1.00	.435**		
Teachers' job commitment	551	.435**	1.00		
<b>Pearson r-value</b>				<b>.050</b>	<b>Moderate</b>

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed the significant relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State with p-value = 0.050. Since p-value (0.050) is not greater than 0.05, the study rejected the null hypothesis that there is no significant relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State.

**Hypothesis Two:** There is no significant relationship between professional development and teachers' job commitment in public secondary schools in Anambra State

**Table 4:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Professional Development and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	Professional Development	Teachers' Job Commitment	p-value	Remarks
<b>Professional Development</b>	551	1.00	.837**		
<b>Teachers' Job Commitment</b>	551	.837**	1.00		
<b>Pearson r-value</b>				<b>.001</b>	<b>Very High</b>



The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed the significant relationship between professional development and teachers' job commitment in public secondary schools in Anambra State with  $p\text{-value} = 0.001$ . Since  $p\text{-value} (.001)$  is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between professional development and teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between professional development and teachers' job commitment in public secondary schools in Anambra State. Thus, there is a very high significant relationship between professional development and teachers' job commitment in public secondary schools in Anambra State.

## Discussion

Findings on the relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State revealed that there is a moderate positive relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State. The findings also showed that there is significant relationship between employees' empowerment and teachers' job commitment in public secondary schools in Anambra State. The findings of the study is in agreement with the finding of Obi (2023) that employee empowerment positively and significantly relates to teachers' job commitment in secondary schools. The finding is also in agreement with the findings of Hidayah et al. (2018) and Imron et al. (2020). These studies showed that teachers' empowerment positively and significantly relate to teachers' job commitment in schools. In a similar study, Arnup and Bowels (2016) agreed with the finding of this study as they posited that teachers feel validated in their ideas when they are given responsibility to make final decisions. When employees are

given a voice and an opportunity to provide input, they feel more invested in their work and are more likely to be satisfied with their job. It is important to note that every forward looking organization should focus on employees' empowerment for the sustenance, productivity and general growth of the organization. Therefore, it is important for school management to invest in empowering their teachers. By doing so, schools can foster a sense of job commitment among the teachers, leading to better educational outcomes for students. The similarities in these findings suggest a consistent link between employees' empowerment and teachers' job commitment within the context of secondary schools.

Findings on the relationship between professional development and teachers' job commitment in public secondary schools in Anambra State revealed that there exists a very high positive relationship between professional development and teachers' job commitment in public secondary schools in Anambra State. The findings also showed that there is significant relationship between professional development and teachers' job commitment in public secondary schools in

Anambra State. The findings of the study is in agreement with the findings of Ebele and Osokoya (2016) who found a positive correlation between professional development and job commitment among primary school teachers. The findings also agreed with the findings of Cheng and Kong (2022), and Aydin and Kokkinos (2020). These studies confirmed that a positive relationship exists between professional development opportunities and teachers' job commitment. The similarities in the findings suggest a consistent and strong link between teachers' professional development and teachers' job commitment within the context of public secondary schools. In school organization, the development enhances the existing professional skills, knowledge, competences and abilities of staff members, as well as improves their institutional practices. Improving the quality of human resources requires awareness and willingness of employees to improve their professionalism.

## Conclusion

Organizational culture has shown to be important for the process of ensuring quality teaching and learning and overall productivity especially for teachers in public

secondary schools. Therefore, it is important for school management to support teachers by empowering them and making provision for professional development opportunities. Therefore, the study concluded that there is a positive relationship between organizational culture and teachers' job commitment in public secondary schools in Anambra State.

## Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. School management should strengthen employee empowerment initiatives to enhance teachers' commitment and effectiveness. This can involve establishing clear guidelines for involvement in school governance to promote higher levels of job commitment.
2. Principals in public secondary schools should continue to expose their teachers to different professional development opportunities through in-service training, conferences, seminars and workshops so as to improve their teaching skills.

## REFERENCES

Agogbua, V. U. (2024). Conflict management skills as correlate of teaching partnership in public secondary schools in Anambra State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 6(1), 64-71.

Akinwale, A.S. & Okotoni, C. A. (2019) Assessment of job commitment of secondary school teachers in Osun State, Nigeria. *International Journal of Social Sciences*, 4 (3), 153- 157.

- Avidov-Ungar, O., Friedman, I. & Olshtain, E. (2014). Empowerment amongst teachers holding leadership positions. *Teachers and Teaching*, 20(6), 704-720.
- Ayele, D. (2014). Teachers' job satisfaction and commitment in general secondary schools of Hadiya Zone, in Southern Nation Nationality and people of Regional State. *Unpublished Thesis*, Submitted to Department of Educational Planning and Management, Jimma University, Ethiopia.
- Ebele, N. C., & Osokoya, I. E. (2016). Professional development and job commitment of primary school teachers in South-Eastern, Nigeria. *International Journal of Education and Development using Information and Communication Technology*, 11(3), 232-243.
- Emengini, B., Omenyi, A & Nwankwo, C. (2020). Organizational culture as correlate of teachers' job performance and attitude to work in secondary schools in Anambra State Nigeria. *OGIRISI: A New Journal of African Studies*. 16, 29-61.
- Hidayah, T., & Tobing, D. S. K. (2018). The influence of job satisfaction, motivation, and organizational commitment to employee performance. *International Journal of Scientific and Technology Research*, 7(7), 122-127.
- Imron, A., Wiyono, B. B., Hadi, S., Gunawan, I., Abbas, A., Saputra, B. R., & Perdana, D. B. (2020). Teacher Professional Development to Increase Teacher Commitment in the Era of the Asean Economic Community. Paper presented at the 2nd Early Childhood and Primary Childhood Education (ECPE 2020): Atlantis Press doi:<https://dx.doi.org/10.2991/assehr.k.201112.059>
- Jing, L. (2019). The influence of teacher empowerment on teacher intention to leave: an exploratory analysis. *Unpublished Dissertation in Educational Leadership*, Submitted to the Pennsylvania State University.
- Kuncoro, T. & Dardiri, A. (2017). Teacher performance and work environment in the instructional process in vocational school. *AIP Conference Proceedings*, 1-9.
- Lee, A. N. & Nie, Y. (2014). Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowerment behaviour, psychological empowerment and work-related outcomes. *Teaching and Teacher Education*, 41, 67-69.

- Odoh, J. K. (2021). Relationship between school climates and teachers job commitment in public secondary schools in Ebonyi State. *Unizik Journal of Educational Research and Policy Studies*, 7(1), 479-502.
- Prasetia, I., Sri, M., & Dewi, R. (2020). The effect of transformational leadership and academic optimism culture on teacher empowerment and motivation along its impact on the effectiveness of Medan State junior high school. *IJLRES - International Journal on Language, Research and Education Studies*, 4(2), 276-290.
- Peretomode, V.F. & Dinzei, M. M. (2019). Professional development needs of public and private secondary school principals in Delta State, Nigeria. *International Journal of Educational Administration*, 1(1), 7-21.
- Samara, E. (2015). The professional development of secondary education teachers and the role of the school unit in the professional development of teachers. Theoretical and empirical approach (*Unpublished Master Thesis*), Hellenic Open University.
- Tahniah, A., Fitria, H. & Wahidy, A. (2021). The influence of organization culture on teacher performance of elementary school. *Jurnal Penelitian Guru Indonesia*, 6(1), 164-167.
- Thompson, C. C., Unachukwu, G. O., Obiekwe, K. K. & Amony, C. B. (2022). Relationship between school organizational culture and teachers' task performance in secondary schools in Anambra State, Nigeria. *International Journal of Educational Research*, 5(7), 01-09.
- Zemke, A. (2022). What are the critical elements of organizational culture? Retrieved from [beehivepr.biz/elements-of-organization](https://beehivepr.biz/elements-of-organization)