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ORGANISATIONAL CULTURE AS A DETERMINANT OF WORKERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

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ABSTRACT

This study examined organisational culture as a determinant of workers' job commitment in public secondary schools in Ogun State. The study adopted an ex-post facto design approach. The population consists of all workers (teaching and non-teaching staff) in secondary schools in Ogun State, Nigeria. A multi-stage random sampling technique was adopted where five (5) public secondary schools (comprising of both junior and senior) were randomly selected from each of the local government areas from twenty (20) local government areas in Ogun State, making a total of ten (10) secondary schools were selected for the study. Stratified random sampling technique was used in selecting ten (10) workers (teaching and non-teaching) from each junior and secondary schools respectively, making a total number of twenty (20) workers from each of the selected ten (10) secondary schools. A total number of 200 workers was selected for the study. The instrument used for this study is a questionnaire which is sub-divided into three sections. Section A was used to collect information on personal characteristics of the respondents while Section B contained Workers Organisational Commitment Scale which was designed to measure workers' job commitment. Section C contained Organisational Climate Index (OCI) and was used to measure organisational culture. Data was analyzed using regression and T-test analysis at 0.05 level of significance. Findings revealed that organisational culture has significant relationship with public secondary school workers' job commitment and that there was no significant difference in public secondary school workers' job commitment between senior and junior school employees. It is concluded that organisational culture determines job commitment of public secondary school employees in Ogun State. Based on the findings, it is therefore recommended that motivation strategies should adopted to improve teachers' salaries and promotions. Teachers should positively change their attitudes to work and view their job as more of a call than a profession.

Keywords: Organisational culture, Public secondary school, Workers, Job commitment, Ogun State,
Nigeria

INTRODUCTION

Organisation is perceived as a system that consciously co-ordinates the activities of two or more persons and influences their

behaviours. The school as an organisation is established with certain aims and objectives which it has to achieve (Irfan & Marzuki, 2018). In order for these aims and objec-

tives to be achieved, organisational culture and teachers' commitment are very important factors that must be emphasized. Organisational culture is seen as a great force and social glue that hold organizational members together, which is then transmitted to incoming employees that determines the overall performance of the organization as well as the commitment of the employees (Monga, Monga, Mahajan and Monga, 2015).

Organisational culture has been defined in various ways by scholars as the perceived subjective effect of the formal system, the informal styles of managers and other important environmental factors that impact the attitudes, beliefs, values and motivation of people who work in a particular organisation, personality of an organisation, the atmosphere of the work place, including a complex mixture of norms, values, expectations, policies and procedures that influence individual and group patterns of behaviour (Morcos, 2018). He asserts that organisational culture marks out the successful companies out from all the rest. It can be a powerful, competitive advantage. The organisations' culture is always distinct, but the big gainers, most of the time are organisations that make culture a priority.

Organizational culture is also seen as the collective effect of the common beliefs, behaviours, and values of the people within a company. Those norms within any organization regulate how employees perform and serve customers, how they co-operate with each other, whether they feel motivated to meet goals, and if they are sincerely into the company's overall mission. How are employees getting their work done? Independently or collaboratively? Do employees feel inspired, committed, and engaged, or

annoyed, overworked, and underappreciated? (Groysberg, Lee, Price & Cheng, 2018). Organisational culture could also be referred to as the working condition among superordinates (school heads) and subordinates (teachers) in a bid to achieve the aims and objectives of the school system. This study also perceives organisational culture as school climate and are regarded as one of the factors that contribute to the tone in schools, and attitudes of staff and students toward their schools. Brown, Melian, Solow, Chheng & Parker (2015) are of the opinion that when we talk about organisational culture, we are talking about the employee experience, the internal view. What do the employees think? What is it like, to work here? How can the leadership keep them engaged, loyal, and devoted? Organisational culture, the employee experience, is a steady setting for every organisation's daily operations. It does not matter if the organisations develop a high-quality product or plan a killer kick-off meeting, if there is an underlying attitude of unpleasantness, resentment, or boredom, the long-term outlook for the organisation will not be good. Organisation culture is the filter through which everything else happens. Meanwhile creating a positive employee experience is a universal goal, but there is more than one way to get there. And the lines between functions and duties are often blurred.

As for schools, culture is a necessary link between organisational structure, workers' attitudes to work, behaviour and job commitment. The study by Panagiotis, Alexandros & George (2014) revealed a negative correlation between motivation level and hierarchy culture, whereas there was positive correlation between motivation and clan culture. Alvi, Hanif, Adil, Ahmed & Vveinhardt (2014) conducted a study and found out that supportive and bureaucratic cultures signifi-

cantly influence employee commitment and job satisfaction, while innovative culture had no effect on employee commitment and job satisfaction.

Moreover, organisational culture is the set of important assumptions, often unstated that members of an organization share in common. There are two major assumptions in common; beliefs and values. Beliefs are assumptions about reality and are derived and reinforced by experience. Values are assumptions about ideals that are desirable and worth striving for. When beliefs and values are shared in an organisation, they create a corporate culture (Wanjiku & Aguioma, 2014). Organisational culture therefore refers to a set of commonly experienced stable characteristics of an organisation which constitutes the uniqueness that constitute and differentiates it from others. Organisational culture has been defined as the specific collection of values and norms that are shared by people and groups in an organisation. Organisational values are beliefs and ideas about what kind of goals members of an organisation should pursue and ideas about the appropriate kinds or standards of behaviour organisational members should use to achieve these goals. Organisational values, organisational norms, guidelines, or expectations are developed to prescribe appropriate kinds of behaviour by employees in particular situations and control the behaviour of organisational members towards one another (Agwu, 2014)

While justifying the link between organisational culture and job commitment, Hadian (2017) asserts that organisational commitment refers to an attitude that should be owned by every employee to show loyalty to the organisation in which they work. Basically, organisational commitment is closely

related to the psychological aspects in the acceptance and confidence in the values and goals of the organisation is raised through a desire to maintain membership in the organisation. To instill loyalty so highly committed employees, should enter the environment since the beginning of the new organisation, employees are introduced to the vision, mission, goals, target values, and commitment to the organisation. In essence, some definitions of organisational commitment of several experts in the above has almost the same emphasis on the individual processes (employees) in identifying himself with the values, rules, and organisational objectives. In addition, organisational commitment implies as something more than just a passive loyalty to the organisation, in other words implies organisational commitment employee relationship with the company or organisation actively. Because employees who demonstrate a high commitment to have the desire to provide power and responsibility in contributing to the welfare and success of the organisation where she worked.

PROBLEM STATEMENT

In Nigeria, the public perception of workers in the public secondary school setting is sometimes negative. The general public sees workers in public secondary school system as people with less ambition and never to do well. Graduates searching for career hardly consider working in a public secondary school setting on their priority list. They tend to settle for such jobs as the last option after all other options might have failed to materialize. It is therefore questionable whether such workers will ever be committed to working on such jobs. This study therefore examined organizational culture as a determinant of public secondary school workers' job commitment in Ogun State, Nigeria considering the perception of the public who sees

public secondary school workers as people with low self-esteem and in low-income group.

Research objectives

The specific objectives of the study are to:

1. To determine the relationship between organisational culture and job commitment of workers in public secondary schools in Ogun State.
2. To determine if there is any difference in the job commitment of male and female workers of public secondary schools in Ogun
3. To determine if there is any significant difference in public secondary school workers' job commitment between junior and senior secondary schools in Ogun State.

Research hypotheses

Based on the objectives of the study, the following hypotheses were tested for their significance:

1. There is no significant relationship between organisational culture and job commitment of public secondary school workers in Ogun State.
2. There is no significant difference in the job commitment of male and female public secondary school workers in Ogun State.
3. There is no significant difference in public secondary school workers' job commitment between junior and senior secondary schools in Ogun State.

RESEARCH METHODOLOGY

Design

The study employed the ex-post-facto research design, because the researcher was only interested in finding the influence of the independent variable and the dependent

variable without necessarily manipulating it in any form.

Participants

The population consists of all workers (teaching and non-teaching staff) in public secondary schools in Ogun State, Nigeria. A multi-stage random sampling technique was adopted in selecting the sample. Where five (5) public secondary schools (comprising both junior and senior levels) were randomly selected from each of the five local government areas from twenty (20) local government areas of Ogun State, making a total number of ten (10) secondary schools selected for the study. Stratified random sampling technique was used in selecting ten (10) workers (teaching and non-teaching) from junior secondary schools and ten (10) workers (teaching and non-teaching) from senior secondary schools, making a total number of twenty (20) workers from each of the selected ten (10) secondary schools and giving a total of 200 workers used in this study.

Instrument

The instrument used for this study is questionnaire which is sub-divided into three sections.

Section A: demographical information

This section of the questionnaire elicits demographic information about the respondents, such as sex, category of school, years of working experience, highest qualification.

Section B: workers' organisational commitment

This instrument was designed to measure workers' job commitment. This section contains 28 items which were divided into 4 dimensions. The first dimension consists of 9 items (1-9) that examined workers' commitment towards school. The second dimension, with 6 items (10-16) examined workers' commitment towards their tasks. The

third dimension looked at workers' commitment towards the teaching profession and the school environment and contained 6 items (17–22). The last dimension with 6 items (23–28) was designed to examine workers' commitment towards teamwork. 5-point Likert scale was used with 5 to denote 'very high' and 1 as 'very low.'

Section C: Organisational culture scale

The Organisational Culture Scale (OCS) was designed to measure organisational culture, which contains 27 items to assess school climate and school transparency. There are 4 dimensions which measure collaborative leadership, workers' professional behaviour, work pressure and institutional transparency. The instrument used 4-point Likert scale that denotes 1- 'seldom occurs' to 4- 'very often occurs'.

Test re-test reliability technique was adopted to measure the degree of consistency of

the instrument which was ascertained at 0.82 Cronbach alpha.

Data collection procedure and analysis

The questionnaire instrument was administered in all the selected schools, after seeking permission. All the 200 copies were retrieved. The researchers personally administered the instrument to the participants. The data was analyzed using Regression and T-test analysis, where regression analysis was used in testing hypothesis one and T-test statistical analysis was used in testing Hypotheses two and three. The results were tested at 0.05 level of significance.

RESULTS

Hypothesis One: There is no significant relationship between organisational culture and job commitment of public secondary school workers in Ogun State.

Table 1: Regression analysis of organisational culture on workers' job commitment

Model	ANOVA ^a				
	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	966.115	1	483.115	.138	.000 ^b
Residual	40.354	198	20.838		
Total	40.320	199			
R = 0.054 ^a					
R ² = 0.003					
Adj. R ² = 0.018					

Dependent Variable: Workers' Job Commitment
 b. Predictors: (Constant), Organisational Culture

Source: Field Survey, 2018

The result in Table 1 shows that organisational culture and secondary school workers' job commitment yielded a coefficient of regressions (R) of 0.054 and a regression square of 0.003. This shows that 0.3% of the total variance of secondary school workers' job commitment is accounted for by organisational culture. The table also indicates that the analysis of variance of the regression data produced an F-ratio value of

0.138, significant at 0.05 level. This means that organisational culture has significant relationship on secondary school workers' job commitment.

Hypothesis Two: There is no significant difference in the job commitment of male and female public secondary school workers in Ogun State.

Table 2: T-test analysis showing significant difference in the job commitment of male and female public secondary school workers

Sex	N	Mean	Std	Df	T	Sig	Remarks
Male	132	23.5769	.90213	198	.028	0.867	Not Significant
Female	68	23.5417	.93153				

Source: Field Survey, 2018

The result in Table 2 shows that a non-significant outcome ($t = .028, P > 0.05$) was recorded. This outcome implied that there was no significant difference in the job commitment of male and female public secondary school workers in Ogun State. The mean score (23.57) recorded by male workers is not significantly different from the mean score (23.54) recorded by female workers at 0.05 level of significance. The

difference is not statistically significant. Hence, there was no significant difference in the job commitment of male and female public secondary school workers in Ogun State.

Hypothesis Three: There is no significant difference in public secondary school workers' job commitment between junior and senior secondary schools in Ogun State.

Table 3: T-test analysis showing difference in public secondary school workers' job commitment between senior and junior secondary schools

Variables	N	Mean	Std	Df	t	Sig	Remarks
Senior School	100	82.44	6.12	19	0.2	1.96	Not Significant
Junior School	10	82.63	6.52	8			
	0						

Source: Field Survey, 2018

The result in Table 3 shows that a non-significant outcome ($t= 0.2$, $P> 0.05$) was recorded. This outcome implied that there was no significant difference of public secondary school workers' job commitment between senior and junior schools. The mean score (82.44) recorded by senior school is not significantly different from the mean score (82.63) recorded by junior school at 0.05 level of significance. The difference is not statistically significant. Hence, there is no significant difference in public secondary school workers' job commitment between senior and junior secondary schools.

DISCUSSION

The study as shown in table 1 indicated that there is significant relationship between organisational culture and public secondary school workers' job commitment in Ogun State. This conforms to the findings of Othman & Kasuma (2017) where it was revealed that moderate level of association between school climate and teachers' commitment exists. This study also goes in line with Hamdy, Aziz & Rizkallah (2015) who in their study affirmed that organisational environment should be conducive for trust which makes the staff feel that their organization is prepared to take challenges and is ready to experience and invest in innovative ideas.

Tables 2 and 3 further confirmed that gender among secondary school workers and the school level (be it junior or senior) do not have any significant effect on workers' commitment to their jobs. This also implies that whether a worker is working at public junior or senior secondary school does not make a difference in their commitment, what matters is the administrative competence of the school leadership and availabil-

ity of facilities to work within the school system. Hadian (2017) found out that organizational culture has significant effects on organisational commitment of workers and this in turn contributed to the public service quality. This finding suggested that employees who are highly committed to their organization more easily accept and adhere to the organizational goals and objectives.

Besides, Alharbi, Al-Matari, Yusoff & BtMat (2016) state that an individual is committed to an organization not because of a general positive feeling but because of extraneous interests such as pensions and family concerns. There are few situations that can lead to high commitment among employees. Firstly is when the employees believe in the mission and values of their organization. Secondly is when they are mutually ready to apply their devoted effort in the attainment of their organizational goals.

CONCLUSION

In conclusion, it was deduced that organizational culture has a significant influence on public secondary school workers' job commitment in Ogun State. This study also concluded that there is no significant influence of organizational culture on male and female secondary school workers' job commitment in Ogun State. Finally, it was also revealed that, there is no significant difference in public secondary school workers' job commitment between senior and junior secondary schools. Thus, this finding shows that public secondary school workers are more likely to be committed to a school when they feel the help and support of other workers. Collaboration can help workers experience the rewards of working in a secondary school setting. Interaction with colleagues can provide a sense of professionalism to help workers overcome the sense of isola-

tionism and to build the spirit of togetherness.

Public secondary school workers perform their duties with a high level of enthusiasm. Teachers and [non](#)-teaching staff respect the professional competence of their colleagues and interact with other workers. Committed workers exercise professional judgment and go the extra mile to show commitment to the performance of their job. Furthermore, the findings suggest that the organizational culture of a school has little effect on secondary school workers' commitment.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations are here by stated.

Motivation strategies should be adopted to improve public secondary [school](#) workers' salaries. Public secondary school workers need to positively change their attitudes, mindset and consider work more as a call to duty than a mere profession because when learners are discouraged a whole nation feels the impact. Public secondary school workers should be dedicated to their work and create pleasure in their work. Public school management should create an organisational culture that will set a standard or serve as guidelines for role modelling for their workers. There should be a good rapport between all the stakeholders in public educational organisations to improve the commitment of the workforce or workers of the organisations. The need to establish a positive organizational culture is quite significant. Research on school effectiveness supports the importance of a positive school environment, often referred to as the climate of a school, where effective teaching and learning do occur. Public school man-

agers should maintain and create a favourable culture in secondary school system in order to enhance better workers' commitment. The public school principal as the school administrator should monitor regularly, control, direct and guide teachers' work and motivate them by providing physical facilities and other materials for them to work dedicatedly within the school system. The state government should not relent in her [efforts](#) in organising seminars and workshops for the public school heads and other categories of workers to ensure effective utilization of both physical and human facilities in school.

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