

SchoolsecORGANIZATIONAL CLIMATE AND TEACHERS' JOB COMMITMENT IN ANAMBRA STATE PUBLIC SECONDARY SCHOOLS.

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Abstract

The study examined the relationship between organizational climate and teachers' job commitment in Anambra State public secondary school. Two research questions and two hypotheses guided the study. Correlation research design was adopted for the study. The population comprised all the 6598 teachers in the 267 public secondary school in all the six education zones of Anambra State. Multistage sampling technique was used to sample 501 respondents from four zones in Anambra state. Two structured questionnaire titled 'Organizational Climate Questionnaire (OCQ) and Teachers Job Commitment Questionnaire (TJCQ) were used for data collection. Face and content validity of the instruments were done by experts. Cronbach Alpha was used in determining the reliability coefficients of the instruments which yielded an overall coefficient index of 0.86. Data collected for the study were analyzed using Pearson's product moment correlation coefficient for research question while t-test of significance of Pearson was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed that there is a low positive and significant relationship between closed organizational climate and teachers' job commitment and a high positive and significant relationship between open organizational climate and teachers' job commitment. Based on the findings the study recommended that principals' should create a supportive and motivating climate by fostering collaboration, providing professional development and recognizing teachers efforts.

Keyword: Organizational Climate, Teachers' Job Commitment, Public Secondary Schools.

Introduction

Education globally is a channel for transmitting information, cultures, values and improving national development of a country. Education is the key to national development which unlocks the economic potentials of the nation, and provides basis for transformation (Aluwong, 2013; Osegbue, 2019) This objective can only be attained when the components of educational system are in good condition as well as the level of dedication and commitment of teachers.

Obineli (2013) described commitment in job as a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target). Commitment of teachers determine to a large extent the quality of teaching and learning

outcomes. Teachers job commitment is the emotional bond between the teachers and the school (Okaforcha et al ,2024).It 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 the school till the closing hour, willingness to help students to learn and regularity in school. Committed teachers works harder, demonstrate stronger affiliation to their school and show a desire to carry out the task of teaching (Odoh, 2021; Osegbue, et al. 2018). Teachers who are committed invest their time and energy in promoting their school and creating an effective learning environment that will enhance the achievement of school goals and objectives. Ohamobi et al (2024) emphasized that for school to be successful it requires continous commitment on the part of the teachers. In the context of this study teachers' jobs commitment is the teachers passion for his job and the zeal to showcase their knowledge, skills and expertise in pursuing school goal

In Anambra state teachers' job commitment seems not encouraging, this could be as a result of teachers' absenteeism to school, poor lesson delivery, students not properly engaged and poor environment where the learning takes place. Teachers' job commitment is a key factor in a school success, it could have either positive or negative impact depending on the organizational climate.

Organizational climate is a multi-dimensional concept that includes physical, academic and social dimension. Organizational climate is the prevailing atmosphere or environment within an organization which is shaped by the collective perception, attitude and behavior of its member (Ohamobi & Ekwe 2024). It is a shared perception of the work environment and it reflects the organization values, beliefs and expectations. It is the personality of an organization that distinguish one organization from another. In a school system where organizational climate is conducive, it will allow them to put in their best in executing the teaching and learning activity. This is in line with the views of Ezinine and Ughamadu(2021) who opined that organizational climate is the behavioural pattern, structure, norms, values and tradition of a colleague that distinguishes it from other organizations. It is pertinent to point out that effective educational managers must foster an good organizational climate in other to lay a solid foundation for the institution (Osegbue, 2021). Organizational climate is the relationship that exist in a working environment which control, coordinate and motivate teachers to achieve school goals. Organizational climate is an aggregate measure of school's characteristics such as relationship between parents, teachers and administration as well as the physical facilities on ground (Dike & Eric, 2019). However, organizational climate in the context of this study can be seen as values, culture and behavior that prevail in a workplace and perception of the people in that setting.

So many scholars have different ideas on the classification of organizational climate Halp and Crost in Anju et al.(2020) classified organizational climate into two open climate and closed climate. Olibie, et al. (2018), Njoku and Modebelu (2019) outlined organizational climate to include open, close, autonomous, controlled, paternal and familiar climate. In this study organizational climate that was discussed includes: closed and open climate.

Closed climate represent opposite of open climate where teachers lacked commitment and lacked team work. In closed climate there exist lack of respect on the part of the principal (Amadi, 2019). Principal are unresponsive, inconsiderate, unsupportive and exposing teachers to unnecessary frustration, dissatisfaction, as well as impeding harmonious and conducive environment which promotes low productivity. Similarly Onyeukwu (2022) emphasized that a

closed climate is characterized as a climate where the principal and teachers do not work towards the achievement of educational goals or personal need satisfaction. This study sees closed climate as a climate that lacked teamwork, support, motivation, recognition, adequate communication, respect for one another and the zeal to accomplish a task.

Open climate is characterized by cooperative intimacy, mutual interaction and concern for one another. It reflects a climate where the principal (school administrator), teachers and students are accessible and willing to contribute their effort towards achieving school objectives. Ayoro and Onyeike (2020) submitted that open climate reflects principals and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. Open climate in a typical school system is an environment where principal motivates and encourage teachers collective work and respectfully give the teachers the freedom to execute the job in the best way they can, there exist fair play and justice at all time. Similarly, Odoh (2021) described open climate as a climate characterized by teachers' relations that are professional, supportive, friendly and committed to the education of students. In the context of this study open climate is the climate where the principal listens and accept teachers' idea, gives genuine motivation and respect the competence of teachers.

From the foregoing, it has been observed that organizational climate in school depends on principals who are at the helms of the affairs of secondary schools and their relationship with the teachers, other staff, parents, stakeholders and students. Therefore, there is need to ascertain the particular school climate that relates to teachers' job commitment and it is against this backdrop, that the study examined the relationship between organizational climate and teachers' job commitment in Anambra State public secondary schools.

Statement of the problem

Job commitment is a serious issue in every organization. Environment where teaching and learning takes place requires absolute commitment on the part of the teachers. In Anambra state, teachers appears less committed to their work due to their reporting to school late, absenteeism, not engaging students properly, poor lesson delivery, marketing products during school hour. Moreover, there seems to be hostile, unhealthy, unmotivating and unfavorable climate which could result to conflict and lacks on teachers job commitment. The organizational climate where teachers perform the job of preparing prospective students with knowledge, skills for future is a factor for national development and it is against this backdrop that this study sought to examine the relationship between organizational climate and teachers' job commitment in Anambra state public secondary school.

Purpose of the study

The general purpose of this study was to investigate organizational climate as correlate of teachers' job Commitment in Anambra state secondary schools. Specifically, the study sought to:

1. find out the relationship between closed climate and teachers' job commitment in Anambra state public secondary schools
2. examine relationship between open climate and teachers' job commitment in Anambra state public secondary school.

Research questions

The following research question guided the study.

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1. what is the relationship between closed climate and teachers' job commitment in Anambra state public secondary schools.
2. What is the relationship between open climate and teachers' job commitment in Anambra state public secondary schools.

Hypotheses

The following hypothesis were tested at 0.05 level of significance

1. Closed climate do not significantly relate to teachers' job commitment in Anambra state secondary schools.
2. Open climate do not significantly relate to teachers' job commitment in Anambra state public secondary schools.

Method

The study adopted correlational research design. Correlational design seeks to establish the relationship between two or more variables as well as indicated the direction and magnitude of the relationship between the variables (Nworgu,2015).The population of the study comprised all the 6598 teachers in the 267 public secondary schools in Anambra state. Out of the six education zone in Anambra state, simple random sampling technique was used to select four zones, stratified sampling was use to select 10% of teachers in each strata and simple random sample was finally used to sample 501 respondents. The instrument for data collection was researcher made question titled. Organizational climate questionnaire (OCQ) and teachers' job commitment questionnaire (TJCQ). Section A contains the personal information while Section B contain two clusters ie 20 items, 10 items each with response format structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). Face and content validity of the instrument was established by 3 experts .T Cronbach alpha was used to determine the reliability of the instrument which yielded an overall coefficient index of 0.86. The instrument was administered with the help of 4 research assistance who were briefed on the method of administering and collection of data. Out of 501 copies of questionnaire administered 488 (80%) of the questionnaire were correctly completed while (20%) were either misplaced or not correctly filled. Pearson product moment correlation was used to answer the researcher question while test of significance of pearson (r) was used to test the null hypothesis at 0.05 level of significance. Therefore, when the p-value is equal or less than significant value of 0.05 the null hypothesis was rejected but if p-value is greater than the significant value of 0.05 the null hypothesis was not rejected but accepted.

Results

Research question1: what is the relationship between closed organizational climate and teachers job commitment in Anambra state public secondary schools.

Table1

Pearson(r) correlation between closed organizational climate and teachers' job commitment in Anambra state public secondary schools .

Variables	N	Closed Climate	Teachers' Job Commitment	Remark
Closed Organizational Climate	488	1.00	0.213	Low Positive Relationship

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Teachers' Job Commitment	488	0.213	1.00	
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(0.213) = Low Positive Relationship

Table 1 showed the relationship between closed organizational climate and teachers' job commitment yielded 0.213 which indicated a very low positive relationship. This indicated that there was a low positive relationship between closed organization climate and teachers' job commitment in Anambra state public secondary schools.

Research question 2: what is the relationship between open organizational climate and teachers' job commitment in Anambra state secondary schools.

Pearson (r) correlation between open organizational climate and teachers' job commitment in Anambra state public secondary schools.

Variables	N	OpenClimate	Teachers' Job Commitment	Remark
Open Organizational Climate	488	1.00	0.676	high Positive Relationship
Teachers' Job Commitment	488	0.676	1.00	

(0.676) = High Positive Relationship

Table 2 showed that the relationship between open organizational climate and teachers' job commitment was 0.68 which means that there was a high positive relationship between open organizational climate and teachers' job commitment in Anambra state public secondary schools.

Hypotheses

Hypothesis 1: closed organizational climate do not significantly relate to teachers' job commitment in Anambra state public secondary schools.

Table 3

Test of significance of correlation between closed organizational climate and teachers' job commitment in Anambra state public secondary schools .

Variable	N	r	r ²	p-value	Remark
Close organisationl climate	488		0.213	0.045	not significant
Teachers' job commitment	488			0.187	

Teachers' job commitment	488			
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correlation is not significant at the 0.05 level (2-tailed)

Table 3 showed that the correlation between closed organizational climate and teachers' job commitment was 0.213 and p-value of 0.187 was greater than 0.05 level of significant. Therefore the null hypothesis was not rejected but accepted that the relationship between closed organizational climate and teachers' job commitment in Anambra State public secondary school was not significant.

Hypothesis 2: Open organizational climate do not significantly relate to teachers' job commitment in Anambra state public secondary schools.

Table 4

Table 2: Test of significant of correlation (r) between open organizational climate and teachers' job commitment in Anambra state public secondary schools.

Variables	N	r	r ²	p-value	Remark
Open organizational Climate	488		0.676	0.457	0.000
Teachers' job commitment	488				significant

correlation is significant at the 0.05 level (2-tailed)

Table 2 showed that the correlation between open organizational climate and teachers' job commitment yielded 0.676 with a p-value of 0.000 which was less than 0.05 level of significant. Therefore the null hypothesis was rejected since the P value was less than the criterion value. This indicated that there is a significant relationship between open organizational climate and teachers' job commitment in Anambra state public secondary schools.

Discussion of the findings

The result of research question one revealed that the relationship between closed organizational climate and teachers' job commitment indicated a low positive relationship. This implied that closed organizational climate shows attributes such as high disengagement among staff, lack of adequate supervision, poor communication and low productivity which makes teachers to be frustrated, pathetic, dissatisfied, intolerant, breed distrust and no respect for school administrator and fellow teachers. Supporting the ideas of Dike and Eric (2019) that when a school climate is closed or not conducive for undertaking a major change effort, it is likely that the school improvement process which may be in the form of innovation is aborted. Closed climate can jeopardize the smooth running of activity in the school and also productivity which will intense affect the realization of school objectives. Teachers with low level of commitment are less faithful to the school, views themselves as outsiders and are more concerned with personal success than with the success of the school as a whole (Okaforcha et al, 2024). This agreed with Nwogbo et al (2021) that negative or closed school climate can prevent optimal learning and development.

The result of the test for significance of correlation (r) for hypothesis (1) showed that there is significant difference between closed organizational climate and teachers' job commitment in Anambra state public secondary schools. Therefore the null hypothesis was accepted meaning that when there is closed organizational climate teachers' appears not committed to their job.

The result of the research question 2 revealed that the relationship between open organizational climate and teachers' job commitment showed a very high positive relationship. This indicated that provision of open climate will make teachers to be committed to their job supporting the views of Iwuoha and Ohia (2020) that a favourable school climate will provide the structure within which teachers, students, principals, stakeholders and parents can function cooperatively and constructively. Similarly Ohamobi and Nwosu (2024) made it clear that when individuals are satisfied their job performance increase, they tend to be more committed Therefore, provision of open climate will ensure dedication, commitment and realization of school objectives.

The result of the significance of correlation (r) for hypothesis (2) revealed that there is a significant difference between open organizational climate and teachers' job commitment in Anambra State public secondary school. The null hypothesis was rejected. This showed that open climate leads to teachers' job commitment. Therefore provision should be made to encourage open climate in the school

Conclusion

Based on the outcome of the study it was concluded that teachers' job commitment depends on organizational climate. Closed organizational climate breeds conflict, acrimony, distrust, disrespect which affects the peace and harmony of the school which intense affect the realization of school objectives while Open climate on the otherhand encourages peace and tranquility, interpersonal relations, boost moral and contributes in fostering teachers' job commitment

Recommendations

Based on the findings, the following recommendations were made:

- 1) Principals should encourage teachers to participate in school-wide decision, committees and leadership roles to increase their sense of investment and commitment teachers.
- 2) Principals should create a supportive and motivating climate by fostering collaboration, providing professional development programme and recognizing teachers effort.

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