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ORGANIZATIONAL CULTURE AS A DETERMINANT OF PRINCIPAL'S COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study examined organizational culture as a determinant of principal's commitment in public secondary schools in Rivers State. Four (4) research questions and four (4) null hypotheses were formulated to guide the study. Correlational design was adopted and the population of the study consists of 276 principals in the public secondary schools in Rivers State. The sample of the study is 162 principals determined through a stratified random sampling technique. The sample was composed of 93 (57%) were male and 70(43%) were female. The instruments for the study were a self designed questionnaires tagged "Organizational Culture Questionnaire (OCQ) and Principal Commitment Questionnaire (PCQ) with reliability coefficient of 0.86, and 0.88 respectively. Mean score and rank order was used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses. It was revealed that to a high extent, clan culture, adhocratic, and hierarchy culture influence principals' commitment in public secondary schools in Rivers State. It however concluded that organizational culture can be constantly created, changed, and splintered to ensure principals' commitment and hence recommended that the principal should be committed to create a school environment that supports teamwork, mentorship, flexibility, discretion, internal focus and integration to ensure that teachers and students have the opportunity to develop, grow and have sense of belonging which can boast high rate of employees' commitment.

Keywords: Organizational Culture, Principal's Commitment, secondary Schools.

Introduction

Members of an organisation are guided by a common set of values and beliefs as they interact with one other and with the outside world. Research shows that culture is critical to all organisations, both public and commercial, regardless of their size or sector. According to Wang, et al. (2013), an organization's success is linked to its culture, which motivates employees to achieve the organization's objectives. He also underlined the need of management paying attention to the culture of a business in order to create and maintain a competitive edge over competitors. Employees' drive to achieve educational goals is stoked by the work environment at educational institutions. Principals are in charge of setting the tone for the culture they want to cultivate in their schools. As educational leaders, principals communicate with teachers and students, while also ensuring that the school is safe and secure. Teachers and students may help administrators by using the methods and practises for developing a positive school culture. According to studies on organisational culture, a successful company is one that cultivates a community that motivates its people to strive for quality growth through implementing change (Jerald, n.d.). This change has the ability to encourage workers to think outside the box and come up with unique solutions to issues. Leaders must be aware of the importance of culture in a company. It has been argued that organisational culture is a major component in advancing teaching and learning in classrooms (Wang, et al., 2014). Teachers and students thrive in a supportive learning environment that is shaped by the administrators. As a result, the principal has the power to influence and influence the culture of the school (Horton Jr., 2018). The ethic of caring has grown more important to today's leaders, according to the majority of them, who draw inspiration from a variety of leadership approaches. Community may be built inside a school by leaders who are positive in outlook, sensitive, devoted, persuading, successful, and inspiring. It is important for school principals to be forceful instructional leaders who continuously reflect on learning and reinforce the significance of teachers and academic accomplishment. To succeed, they must be excellent role models with a well defined purpose. Collective decision making and a continuous workforce development campaign are used by administrators who want to transform their organization's culture. These initiatives will have a beneficial impact on a school's culture and help students attain their full potential (Maxwell, et al., 2017). The culture and regular regulations that control the day-to-day operations of the school must be constructed and reshaped if schools are to be more effective. The principal's influence on the school's level of success may be seen in the quality of the school's organisational culture. Teacher engagement in a school's "clan culture," where mentoring and collaboration are emphasised, as well as much-

needed discretion; internal emphasis on and integration of the school are examples of this. Educators have recently begun to pay more attention to school culture and how it affects student achievement. When it comes to sustaining high levels of productivity, Melvin (2015) says that the company's culture plays an important influence in the organization's performance. Cultural norms are a result of long-term interactions between members of an organization's workforce and reflect the group's overall way of life. When it comes to corporate culture and strategy, the success or failure of a particular method relies on both the internal and external variables. When it comes to cultural preservation, context is everything. A school's organisational culture varies based on the faith with which it is connected, especially in secondary schools. The role of the principle is to ensure that the culture of the school is maintained and developed in a certain direction by their actions and activities as well as their management style that incorporates the leadership structure. The school's hierarchical culture provides order and predictability. Adocratic school culture has a strong internal emphasis and integration of key ideals. These schools offer a core principle that encourages instructors and students to be creative and inventive thinkers. There is a strong sense among parents, teachers, administrators and students that their schools have always had something unique about them that is difficult to describe, as pointed out by Raudys (2018). It is impossible for a school culture to emerge out of a vacuum, which is why the majority of schools have adopted a competitive culture and made a firm commitment to it in order to enhance the quality of their educational services. The principal is devoted to initiatives that encourage competitiveness among students and instructors inside and across the school, in keeping with the market culture. The competitive culture dictates that the only way to know how far they've come is to be in the lead. When it comes to delivering high-quality services, the principal is dedicated to making sure their school is at the front of the pack. As a result, the school's sense of mission, traditions, and rituals, as well as its size and internal structures, all play a role in shaping its culture. In comparison, little research has been done on the impact of organisational culture on teacher performance in other organisations. Organizational culture and how it affects the level of dedication of the principal has received little or no attention. The research's goal is to establish a relationship between the various forms of organisational culture and their impact on the performance of principals by performing a correlational study.

Statement of the Problem

The culture of a school is inseparable from it, as it is from any other organisation. The school's organisational culture reveals the distinct separation between it and other organisations. A

good culture encourages the attainment of organisational objectives, while a bad culture may impede the attainment of same goals. Organizational cultures are formed via deliberate efforts to develop an organisational norm that is purposeful, pragmatic, distinctive, and methodical in its creation and definition. An ideal school should have a culture that values hard effort, teamwork, open communication, creative problem-solving, and a fair amount of healthy competition. There should be a strong culture in the secondary school to support secondary educational aims and objectives. However, data has demonstrated that the institution lacks a culture that promotes the delivery of high-quality instruction. The opposite is true: Teachers and students alike are amenable to the idea of elevating one's own interests above those of the institution. While it is anticipated that a conventional school would have a professional staff dedicated to providing high-quality instruction, many schools now allow students to engage in disruptive behaviours like tardiness and truancy, and instructors are often observed focusing more on selling than teaching. Having a school culture that discourages students from committing to their education and diminishes the school's role as a place of learning is detrimental to the student's academic achievement. Principals and government agencies have worked together to guarantee that a standard that defines school culture is maintained by tightening up oversight and approving schools that have met its requirements via personal effort and government authorities. When it comes to school culture, however, the school is more interested in sabotaging any attempt to improve it. School principals could not be as dedicated if these trends persist, since commitment is dependent on the collaboration of others. Hence, this backdrop is what in form the need to investigate organizational culture as a determinant principal's commitment in public secondary schools in Rivers State.

Aims and Objectives

The aim of the study is to investigate organizational culture as a determinant of principal's commitment in public secondary schools in Rivers State, but specifically, the study would:

1. Find out the extent clan culture influence principals' commitment in public secondary schools in Rivers State.

2. Examine the extent adhocratic culture influence principals' commitment in public secondary schools in Rivers State.

3. Determine the extent hierarchy culture influence principals' commitment in public secondary schools in Rivers State.

Research Questions

1. To what extent does clan culture influence principals' commitment in public secondary schools in Rivers State?

2. To what extent does adhocratic culture influence principals' commitment in public secondary schools in Rivers State?

3. To what extent does hierarchy culture influence principals' commitment in public secondary schools in Rivers State?

Hypotheses

1. There is no significance relationship between clan culture and principals' commitment in public secondary schools in Rivers State.

2. There is no significance relationship between adhocratic culture and principals' commitment in public secondary schools in Rivers State.

3. There is no significance relationship between hierarchy culture and principals' commitment in public secondary schools in Rivers State.

Theoretical Framework

This theory is based on McGregor Theory X and Theory Y developed in 1960 in his book titled "The Human Side of Enterprise". According to McGregor, Theory X employees' detest work, have little ambition, and are unwilling to take responsibility. Managers with this assumption motivate their people using a rigid "carrot and stick" approach, which rewards good performance and punishes poor performance. The principal who successfully handle theory X employees are committed to task accomplishment by employees by ensuring that they use sanctions. This type of principals' creates or support market and hierarchy culture. Where there is competition through setting timeline and target to be accomplished. While Theory Y employees are self-motivated and enjoy the challenge of work. Managers with this assumption have a more collaborative relationship with their people, and motivate them by allowing them to work on their own initiative, giving them responsibility, and empowering them to make decisions. This implies that there is sense of clan culture where there is team work. Hence, the principal considers members of the school, especially the teachers as team members who must pull together their effort to ensure that the aims and

objectives of the schools are achieved. The principal are committed for ensuring that there a clear channel of communication and members of the school, especially the teachers are given the opportunity to be creative in performing their duties. This culture firmly aligns with the Theory Y. Hence; principals are committed to make sure that working conditions are favourable and appropriate.

Methodology

The research is designed in a correlational, since the study's objective is to establish a link between two variables. The study population is comprised of all public secondary schools in Rivers State's 23 Local Government Areas. The school is composed of 276 secondary school principals in Rivers State. Through a stratified random sampling technique, a sample of 163 which is 59% of the population was obtained using Taro Yamane. 93 (57%) of the sample were male, while 70 (43%) were female. The research used self-designed questionnaires labeled the "Organizational Culture Questionnaire (OCQ) and the Principal Commitment Questionnaire (PCQ), which had a reliability value of 0.86 and 0.88, respectively. However, before the reliability coefficient was determined, the instrument was content and face validated by two experts from the Department of Educational Management and another from the Department of Test and Measurement. SPSS Version 25 was utilised to answer the research questions, while Pearson Product Moment Correlation Coefficient was employed to evaluate the hypotheses. Mean Scores and Rank Order were used to answer the research questions.

Results

Answer to Research Questions

Research question 1: To what extent does clan culture influence principals' commitment in public secondary schools in Rivers State?

Table 1: *Mean score of clan culture and principals' commitment.*

S/N	Items Clan Culture and Principals' Commitment	Male Principals (93) $\overline{x}_1$	Female Principals (70) $\overline{x}_2$	Mean Set	Rank Order	Remarks
1.	The principal is committed to promoting team work by giving way for participation of teachers.	2.53	2.68	2.60	4th	HE

2.	As a principal I am committed to mentoring teachers in to ensure effective service delivery.	2.43	2.58	2.51	5nd	HE
3.	I encourage high employees' engagement by ensuring that their inputs are considered accordingly.	2.64	2.82	2.73	3rd	HE
4.	As a principal I ensure free flow of information by ensuring that I open up channels of communication and operate open door policy.	2.85	2.98	2.92	1th	HE
5.	I am action oriented principal and I embrace change and consider a flexible work environment.	2.72	2.89	2.80	2st	HE
	Grand Mean	**2.63**	**2.79**	**2.71**		

Legends
VHE = Very High Extent, **HE** = High Extent, **LE** = Low Extent, **VLE** = Very Low Extent

Table 1 shows the mean responses of the respondents the extent clan culture influence principals' commitment in public secondary schools in Rivers State. The table further revealed a higher mean against the mean criterion set at 2.5, which shows positive responses. The mean set shows an average mean of 2.716 which is also higher than the criterion mean of 2.5, hence all the items shows that to a High Extent (HE) clan culture influence principals' commitment in public secondary schools in Rivers State.

Research question 2: To what extent does adhocratic culture influence principals' commitment in public secondary schools in Rivers State?

Table 2: *Mean score of adhocratic culture and principals' commitment.*

S/N	Items *Adhocratic culture and principals' commitment*	Male Principals (93) $\bar{x}_1$	Female Principals (70) $\bar{x}_2$	Mean Set	Rank Order	Remarks
1.	As a principal, am very committed to promoting flexible work schedule and use of discretion in among school employees.	2.54	2.53	2.53	4th	HE
2.	As a principal I am committed to promoting a culture that enhances creativity and innovativeness.	3.13	3.02	3.07	1nd	VHE
3.	I value individuality and uniqueness of each employee and help them develop those skills to ensure quality instructional service delivery.	2.85	2.58	2.72	3rd	HE

4.	As a principal I appraise new ideas than achievement of routine task with conventional skills.	2.69	2.34	2.52	5th	HE
5.	I create platform for sharing new ideas with school employees by organizing meetings and report channels.	2.93	3.02	2.97	2nd	HE
	Grand Mean	**2.83**	**2.70**	**2.76**		

Table 2 shows the mean responses, rank order and remark of the responses on the extent adhocratic culture influence principals' commitment in public secondary schools in Rivers State. The set mean show responses that indicate that to a High Extent (HE), adhocratic culture influence principals' commitment in public secondary schools in Rivers State.

Research question 3: To what extent does hierarchy culture influence principals' commitment in public secondary schools in Rivers State?

Table 3: Mean score of hierarchy culture and principals' commitment.

S/N	Items *Hierarchy culture and principals' commitment*	Male Principals (93) $\overline{x}_1$	Female Principals (70) $\overline{x}_2$	Mean Set	Rank Order	Remarks
1.	I ensure there is stability and control in the school by sticking to organizational structure.	2.69	3.02	2.85	2nd	HE
2.	I value when things are done right than taking risk in the pursuit for creativity.	3.12	3.13	3.13	1st	VHE
3.	I encourage adherence to rigid school practices that promote professional behaviour.	2.58	2.54	2.56	3rd	HE
4.	As a principal, I am committed to ensuring that school objectives override employees' objectives.	2.65	2.42	2.53	5th	HE
5.	As a principal, I insist that things are done only in an approved or conventional manner.	2.59	2.51	2.55	4th	HE
	Grand Mean	**2.73**	**2.72**	**2.72**		

Table 3 shows the mean score, rank order and remark on the extent hierarchy culture influence principals' commitment in public secondary schools in Rivers State. All the mean score of the items exceeds the criterion mean of 2.5. Considering the mean set of 2.728, it was revealed that to a High Extent (HE) extent hierarchy culture influence principals' commitment in public secondary schools in Rivers State

Test of Hypotheses

Table 6: Relationship Between Clan Culture Influence Principals' Commitment In Public Secondary Schools in Rivers State

		CC	PC
Clan Culture	Pearson Correlation	1	.782**
	Sig. (2-tailed)		.000
	N	162	162
Principal Commitment	Pearson Correlation	.782**	1
	Sig. (2-tailed)	.000	
	N	162	162

**. Correlation is significant at the 0.01 level (2-tailed).

From Tables 6, the null hypothesis 1 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.782**. Consequently there is significant relationship between clan culture and principals' commitment in public secondary schools in Rivers State.

Table 7: Relationship between adhocratic culture influence principals' commitment in public secondary schools in Rivers State

		AC	PC
Adhocratic Culture	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	162	162
Principal Commitment	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	162	162

**. Correlation is significant at the 0.01 level (2-tailed)

Table 8: Relationship between hierarchy culture influence principals' commitment in public secondary schools in Rivers State

		HC	PC
Hierarchy Culture	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000
	N	162	162

Principals' Commitment	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.000	
	N	162	162

**. Correlation is significant at the 0.01 level (2-tailed).

From Tables 7, the null hypothesis 2 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.803**. Consequently there is significant relationship between adhocratic culture and principals' commitment in public secondary schools in Rivers State.

From Tables 8, the null hypothesis 2 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.768**. However, it can be stated alternately that there is significant relationship between hierarchy culture and principals' commitment in public secondary schools in Rivers.

Summary of Findings

The research discovered that clan culture, adhocratic culture, and hierarchical culture all had a significant impact on principals' commitment in public secondary schools in Rivers State. However, the research discovered that market culture had a significant impact on principals' commitment in public secondary schools in Rivers State. On building a connection between the various organisational cultures, notably clan, adhocratic, hierarchical, and market. Rather than adopting the null hypothesis, the research found a substantial and positive association between clan, adhocratic, hierarchy culture and principals' commitment in public secondary schools in Rivers State.

Discussion of Findings

After analysing the data, responding to research questions, and testing hypotheses, the study concluded that clan culture, adhocratic culture, and hierarchical culture all had a significant impact on principals' commitment in public secondary schools in Rivers State. For example, the findings on clan culture revealed that principals are committed to promoting teamwork by allowing teachers to participate; they also revealed that principals are committed to mentoring teachers in order to ensure effective service delivery; and they encourage high employee engagement by ensuring that their input is considered appropriately; they also revealed that

principals ensure free flow of information by opening channels of communication and operating in an open manner. These results are consistent with the basic qualities of clan culture, which emphasises collaboration, adaptability, and employee involvement (Cameron, & Quinn, 2011) According to the report, adhocratic culture and hierarchical principals are devoted to fostering flexible work schedules and the exercise of discretion by school personnel. Additionally, it was discovered that principals are committed to fostering an environment that fosters creativity and innovation, values the individuality and uniqueness of each employee, and assists them in developing the skills necessary to ensure the delivery of high-quality instructional services, values new ideas over completing routine tasks with conventional skills, and provides a platform for sharing new ideas with school employees through meetings and report channels. These findings are also substantially related with adhocratic organisational culture qualities such as creativity, innovation, results, and adaptability (Cameron, & Quinn, 2011, Shafer, 2018) The study on hierarchy culture also revealed that there is stability and control in the school by adhering to the organisational structure, principal, and encouraging adherence to rigid school practises that promote professional behaviour, insisting on things being done in an approved or conventional manner, and committed to ensuring that school objectives take precedence over employee objectives. These results are consistent with (Horton Jr., 2018)'s perspective on hierarchical culture, which promotes tight adherence to organisational structure. As a result, principals' responses indicate that they choose a standard method of doing their duties with less risk. Cameron et al., 2011) However, the research discovered that market culture had a significant impact on principals' commitment in public secondary schools in Rivers State. According to these findings, the study concluded that principals should foster employees' competitive mindsets by encouraging healthy comparisons with other schools, ensure employees' effort is harnessed by ensuring they complete routine tasks, maintain a separation of employee and leadership, emphasise the necessity and importance of meeting quotas, reaching targets, and achieving results, and assign positions with an objective that aligns with the secondary metric.

Recommendations

Based on the finding and conclusion, the study therefore recommends that:

1. The principal should be committed to create a school environment that supports teamwork, mentorship, flexibility, discretion, internal focus and integration to ensure that teachers and students have the opportunity to develop, grow and have sense of belonging. This can boast high rate of employees' engagement.

2. The principal should be committed to innovative ideas from teachers and other school employees and be open to take minimal risk associated with changes by focusing on flexibility and discretion to take decisions. The principals can also achieve this by creating an external locus of control, considering different perspectives in solving problems.

3. The principal should focus on predetermined school structure and stability as a mean to sustain control on activities in school through supervision. Hence the principal should ensure that things are done right in school at all cost so as to avoid litigation due to negligence or violation of laws guiding school operations.

Conclusion

While there is widespread agreement that organizational cultures do exist and that they are a key driver in shaping organizational behaviors, pinpointing an exact definition of the concept is a difficult undertaking. An absolute definition would allow not only for a more rigorous study of organizational culture, but also increase the understanding of how it influences other organizational outcomes such as productivity, employee engagement, and commitment. One thing is undoubtedly known about culture: It is constantly being created, changed, and splintered to ensure the success of the organization.

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