

*Research Article*

## **Determinants of Organizational Culture for Promoting Teachers Job Commitment in Public Secondary Schools in Rivers State**

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### **Abstract**

This paper critically examines the determinants of organizational culture that influence the promotion of teachers' job commitment in public secondary schools in Rivers State, Nigeria. Teachers' job commitment reflected in their dedication, emotional attachment, and loyalty to the teaching profession is central to achieving educational quality and effectiveness. However, sustaining such commitment in Nigerian public schools remains a significant challenge due to institutional, motivational, and administrative shortcomings. This position paper underscores the role of organizational culture as a strategic tool in fostering a motivated and committed teaching workforce. The study identifies and discusses key determinants of organizational culture that promote job commitment among teachers, including leadership style, communication patterns, shared vision and values, reward and recognition systems, and opportunities for professional development. It argues that when these cultural elements are positive and consistently implemented, they foster a supportive school climate that enhances teacher satisfaction, performance, and retention. The paper explores the existing gaps in public secondary schools in Rivers State, such as poor leadership practices, lack of recognition structures, inadequate communication, and limited professional development opportunities. It highlights the need for school administrators to deliberately cultivate a value-driven and inclusive culture that aligns institutional goals with teacher expectations and well-being. The paper concludes with practical suggestions for fostering teacher commitment through strategic leadership, continuous capacity building, and institutional support systems. Ultimately, it positions organizational culture as a critical determinant in enhancing teachers' job commitment and strengthening educational delivery in public secondary schools in Rivers State.

Keywords: Organizational Culture, Teachers Job Commitment, Public Secondary Schools.

### **1. Introduction**

Education is universally acknowledged as the bedrock of national development, societal transformation, and individual empowerment. It involves the systematic transmission of knowledge, skills, values, and attitudes necessary for individuals to contribute meaningfully to their communities and the nation at large. Through education, societies groom responsible citizens, foster innovation, and preserve cultural heritage. In this regard, the importance of teachers cannot be overstated. Teachers are central figures in the educational process as they directly influence students' academic success and holistic development. Their level of commitment significantly determines the effectiveness and sustainability of the education system.

Teachers' job commitment refers to the emotional, psychological, and professional attachment a teacher has to their role, school, and the broader educational mission. It is demonstrated through dedication to teaching, enthusiasm for student progress, willingness to participate in school activities, and readiness to adapt to institutional changes (Okoro, 2019). In

public secondary schools, especially in a dynamic and challenging educational environment like that of Rivers State, sustaining teachers' job commitment requires more than just policy directives or remuneration packages. The internal environment of the school particularly the organizational culture plays a decisive role in shaping teachers' attitudes, behaviors, and sense of professional fulfillment.

Organizational culture comprises the shared beliefs, practices, values, and norms that guide behavior and interactions within an institution. In the school setting, it reflects the ethos of the institution and significantly influences how teachers perceive their roles and respond to institutional demands (Nwankwo, 2022). A school with a healthy organizational culture can inspire greater commitment from its teachers, while a toxic or indifferent culture can diminish motivation and morale. Several determinants shape the nature and strength of a school's organizational culture and, by extension, influence teachers' job commitment. These include leadership style, communication patterns, shared vision and values, reward and recognition systems, and professional development opportunities.

Leadership is one of the most influential determinants of organizational culture in schools. The manner in which principals and administrators lead impacts the general tone of the school environment and sets the pace for interaction, accountability, and professional growth. A transformational leadership style, characterized by encouragement, vision sharing, and participatory decision-making, promotes an inclusive and motivating culture where teachers feel valued and supported (Ijeoma, 2020). When leaders are approachable, respectful, and transparent in their dealings, teachers are more likely to align themselves with school goals and display a high level of commitment. Conversely, autocratic or neglectful leadership breeds disengagement and resistance. Thus, the leadership style adopted in public secondary schools in Rivers State plays a central role in shaping teachers' attitudes and commitment to their professional responsibilities.

Effective communication within a school setting is essential for building trust, clarifying expectations, and promoting collaboration. Organizational culture thrives on how information is disseminated, how feedback is received, and how decisions are explained. Schools that foster open, respectful, and two-way communication between administrators and teachers create a climate where everyone feels informed and involved. When teachers are kept in the loop regarding school decisions and are allowed to express their opinions, they develop a sense of ownership and belonging (Adewale, 2021). On the other hand, poor communication breeds misunderstanding, suspicion, and disengagement. In the context of public secondary schools in Rivers State, strengthening internal communication can greatly enhance teachers' commitment by reinforcing clarity, reducing conflict, and boosting morale.

Another key determinant of organizational culture is the presence of a clearly defined and collectively embraced vision and set of values. When schools articulate a compelling vision that aligns with the aspirations of teachers and the broader goals of education, it becomes easier to galvanize commitment and unify efforts. A shared vision creates a strong sense of direction, purpose, and unity, which motivates teachers to commit themselves wholeheartedly to their tasks (Chinelo, 2022). Similarly, when values such as integrity, respect, equity, and excellence are not only stated but practiced, teachers are more likely to integrate these values into their professional conduct. In public secondary schools in Rivers State, promoting a shared vision and modeling core values can build a cohesive culture that supports collective effort, resilience, and long-term commitment among teachers.

Recognition and appreciation are powerful motivators that influence organizational culture and employee commitment. In the school environment, acknowledging teachers' contributions whether through verbal praise, awards, promotions, or other forms of recognition serves as a validation of their efforts and reinforces their professional identity. Reward systems do not necessarily have to be monetary; symbolic gestures such as certificates, public appreciation, or letters of commendation can be equally impactful (Onyema, 2020). When teachers perceive that their work is valued and celebrated, they are more likely to remain

dedicated, enthusiastic, and willing to exceed expectations. In Rivers State's public secondary schools, implementing fair and consistent recognition practices can greatly enhance teacher morale and promote a culture of excellence and loyalty.

Finally, opportunities for continuous learning and career advancement are vital in shaping a productive organizational culture. Professional development enables teachers to update their knowledge, improve instructional practices, and stay abreast of educational innovations. Schools that invest in workshops, training programs, mentoring, and academic sponsorships send a strong message that they are committed to the growth and welfare of their teachers (Adesina, 2021). This sense of institutional support boosts teachers' self-confidence, professional competence, and willingness to remain in the teaching profession. In public secondary schools in Rivers State, a culture that emphasizes lifelong learning and professional improvement can nurture a motivated and committed teaching workforce.

Several scholars have investigated the interplay between organizational culture and teachers' job commitment, highlighting how the internal dynamics of school environments influence teachers' willingness to remain in the profession and perform their duties effectively.

For instance, Chukwu (2020) conducted a study on Organizational Culture and Teacher Commitment in Public Secondary Schools in Anambra State. The findings revealed that positive organizational culture elements such as supportive leadership, collaborative work environments, and regular staff recognition significantly enhanced teachers' affective and normative commitment. Chukwu emphasized that when school environments foster mutual respect and recognition, teachers are more likely to align with the institutional goals and demonstrate long-term commitment. However, the study was limited in scope as it focused mainly on the general aspects of organizational culture without isolating specific determinants such as communication patterns, professional development, and shared vision.

Similarly, Ibrahim (2021) examined Leadership Influence on Teachers' Commitment in Northern Nigerian Public Secondary Schools. The study found that transformational leadership positively impacts teachers' job satisfaction and commitment. Ibrahim argued that the leadership approach adopted by school heads plays a defining role in shaping school culture and influencing teachers' attitudes towards work. While this study provided useful insights into leadership as a determinant of organizational culture, it paid little attention to other critical factors such as reward systems and professional development, which also shape teachers' work commitment.

Despite the contributions of these and other studies, several gaps and problems persist in the literature and practice, especially within the context of Rivers State. First, there is a limited body of localized research focusing on how specific determinants of organizational culture influence teachers' job commitment in public secondary schools in the state. Most existing studies either approach organizational culture broadly or are conducted in other geopolitical regions, which limits the contextual relevance of their findings. Second, persistent issues such as high teacher attrition, low morale, irregular attendance, and lack of professional zeal continue to plague public secondary schools in Rivers State. These challenges point to deeper cultural and administrative problems that remain underexplored. Additionally, while school administrators and education stakeholders emphasize improved teacher performance, there is often insufficient attention paid to the internal organizational factors that sustain such performance. For example, anecdotal evidence suggests that many public schools in Rivers State operate in cultures characterized by poor communication, inadequate recognition of teacher efforts, limited professional development, and authoritarian leadership conditions that can undermine commitment. Yet, there is little empirical data detailing how these specific factors influence teachers' job behavior.

Therefore, this study seeks to fill these gaps by critically examining the determinants of organizational culture namely leadership style, communication patterns, shared vision and values, reward and recognition systems, and professional development opportunities and their role in promoting teachers' job commitment in public secondary schools in Rivers State. By

focusing on these specific determinants, the study intends to provide empirical evidence that can guide school management, policymakers, and stakeholders in creating an enabling school culture that fosters teacher dedication and improves educational outcomes.

## **2. Conceptual Clarifications**

### **Concept of Organizational Culture**

Organizational culture is a critical construct in educational management, particularly in understanding how the internal environment of schools shapes the behavior and commitment of teachers. It refers to the collective values, beliefs, norms, and practices that define how members of an organization interact, solve problems, and pursue institutional goals. In the context of secondary education, organizational culture provides a framework within which teachers operate, influencing their motivation, commitment, and professional disposition (Adelakun, 2021).

According to Ezeokoli (2020), organizational culture in schools encompasses the unwritten rules and shared understandings that guide teachers' relationships with administrators, students, and their peers. These cultural elements are often reflected in school traditions, leadership behavior, communication patterns, and approaches to conflict resolution. When the culture is inclusive, participatory, and development-oriented, it tends to promote harmony, job satisfaction, and commitment among teachers. Conversely, when the culture is rigid, authoritarian, or neglectful, it often leads to reduced motivation and increased turnover.

Organizational culture is generally expressed in how decisions are made, how recognition is administered, and how teachers are supported in carrying out their responsibilities. Nduka (2022) notes that in public secondary schools where a culture of mutual respect, shared vision, and open communication exists, teachers are more likely to demonstrate dedication and loyalty to their duties. This is because such a culture promotes a sense of ownership and professional identity, which are essential ingredients for long-term job commitment.

In the Nigerian public school context, organizational culture is often shaped by leadership practices, community involvement, teacher-student relationships, and broader policy environments. Research by Ugochukwu (2021) reveals that many public secondary schools in Nigeria struggle with negative cultural patterns such as poor communication, lack of motivation, insufficient teacher involvement in decision-making and minimal recognition of effort. These conditions weaken teacher morale and erode commitment to institutional goals.

Furthermore, Adewale (2022) emphasizes that organizational culture is not static but dynamic. It evolves in response to leadership changes, policy reforms, and external pressures such as government funding and community expectations. As such, educational managers must be intentional in creating a positive culture that reflects values such as fairness, transparency, collaboration, and professional growth. Schools that cultivate these values are more likely to retain motivated and committed teachers who contribute meaningfully to student achievement and overall school performance. Organizational culture plays a foundational role in shaping the work environment of teachers and influencing their job commitment. A positive and supportive culture can inspire dedication, reduce absenteeism, and enhance productivity, while a dysfunctional culture can demoralize staff and increase attrition. Therefore, understanding and enhancing the cultural dynamics within public secondary schools in Rivers State is essential for promoting teacher commitment and improving educational outcomes.

### **Leadership Style as a Determinant for Promoting Teachers' Job Commitment**

Leadership style has been widely acknowledged as a critical factor influencing teachers' job commitment in educational institutions. It refers to the approach adopted by school heads in guiding, directing, and motivating teachers toward achieving educational goals. In the Nigerian school context, the principal's leadership style often determines the level of morale, motivation, and job commitment exhibited by teachers (Adeoye, 2021).

Omenka (2022) noted that transformational leadership where school leaders inspire

and intellectually stimulate teachers significantly boosts job commitment among teachers. This leadership style promotes trust, respect, and professional growth, which in turn makes teachers feel valued and committed to their duties. Teachers under transformational leaders are more likely to take initiative, collaborate with peers, and remain loyal to the school's mission.

Conversely, authoritarian or laissez-faire leadership styles have been associated with low job commitment. Ezeogu (2020) reported that in schools where principals adopt rigid, top-down leadership approaches, teachers often feel excluded from decision-making processes, leading to feelings of frustration and detachment from school objectives. Similarly, where school heads exhibit little concern for supervision or staff welfare, teachers tend to lose enthusiasm for their roles. In a study conducted across public secondary schools in Delta and Rivers States, Onuoha (2023) found that democratic leadership style characterized by open communication, delegation of responsibilities, and shared decision-making had a positive correlation with teacher commitment. Teachers who felt heard and involved in school affairs demonstrated higher levels of job satisfaction, punctuality, and willingness to contribute beyond their job descriptions.

Furthermore, leadership practices such as regular feedback, recognition of effort, and fair handling of grievances play a pivotal role in shaping teachers' perceptions of their work environment. According to Akpan (2021), teachers are more committed when they perceive their leaders as supportive and responsive. Principals who establish a culture of appreciation and transparency are better positioned to nurture teacher loyalty and dedication. Additionally, leadership style influences the emotional climate of the school. Nwachukwu (2022) emphasized that emotionally intelligent leaders who show empathy, understanding, and emotional regulation create a positive work atmosphere that fosters trust and commitment. Such environments encourage teachers to be consistent, enthusiastic, and focused on achieving educational outcomes. Leadership style remains a strong determinant of teachers' job commitment in Nigerian schools. School administrators who adopt inclusive, supportive, and visionary leadership practices are more likely to inspire and retain committed teaching staff. Promoting the right leadership approach is essential for strengthening the workforce in education and achieving long-term institutional goals.

### **Communication Patterns as a Determinant for Promoting Teachers' Job Commitment**

Communication patterns within educational institutions play a crucial role in determining the level of job commitment exhibited by teachers. Effective communication ensures that teachers are informed, involved, and inspired to carry out their professional duties diligently. In the Nigerian context, the way information flows between school leaders and teachers often influence teacher motivation, engagement, and loyalty (Ibe, 2021).

Nwachukwu (2022) explained that clear, timely, and two-way communication fosters transparency and trust in school settings. When teachers are kept informed about school policies, curriculum changes, and administrative decisions, they feel a sense of inclusion and belonging, which enhances their commitment to the school's goals. On the other hand, a lack of communication or inconsistent messaging can create confusion, frustration, and detachment among staff.

Odogwu (2023) asserted that open communication channels help reduce misunderstandings and promote cooperation between teachers and administrators. In schools where communication is interactive and participatory, teachers are more likely to offer suggestions, express concerns, and actively contribute to decision-making processes. This sense of involvement cultivates job satisfaction and deepens their emotional attachment to the institution.

Moreover, Umeh (2021) emphasized the importance of feedback as a communication tool for strengthening teacher commitment. Constructive feedback from school leaders helps teachers understand their strengths and areas for improvement, which encourages professional development and reinforces their sense of value within the school system. Regular and

respectful communication also aids in resolving conflicts before they escalate, thereby maintaining harmony in the workplace.

Teachers are also more committed when communication reflects respect and empathy. According to Alade (2022), communication that is emotionally intelligent where the tone, language, and body language of school heads show regard for teachers' dignity has a profound impact on their morale and sense of purpose. Teachers who feel respected are more inclined to go the extra mile in their duties and stay committed to the school over time. Additionally, the medium of communication matters. In the digital age, the use of platforms such as WhatsApp groups, emails, and school portals has helped improve the speed and accessibility of information among staff. However, as observed by Okon (2023), the over-reliance on impersonal digital communication without opportunities for face-to-face dialogue can limit emotional connection and reduce the impact of communication on job commitment. Communication patterns in schools significantly influence teachers' job commitment. Effective communication builds trust, encourages participation, enhances professional growth, and creates a positive school climate. Educational leaders in Nigerian schools must adopt deliberate and inclusive communication strategies to nurture a committed and motivated teaching workforce.

### **Shared Vision and Values as a Determinant for Promoting Teachers Job Commitment**

Shared vision and values form the backbone of a cohesive and committed workforce in educational institutions. When teachers align with the core mission, vision, and values of a school, they are more likely to display dedication, persistence, and loyalty in the discharge of their duties. In the Nigerian educational landscape, the alignment of teachers' personal values with institutional goals has been identified as a critical factor in fostering job commitment (Chinonso, 2021).

Oladipo (2022) emphasized that a shared vision serves as a unifying force that gives teachers a sense of purpose and direction. When school leaders effectively communicate the institution's vision and involve teachers in its formulation and implementation, it creates a strong sense of ownership. This shared sense of purpose motivates teachers to work collaboratively towards common goals, thereby enhancing their commitment to the school. Similarly, Abubakar (2023) argued that when school values such as integrity, respect, equity, and academic excellence are not only documented but practiced consistently, they create a positive organizational climate that encourages commitment. Teachers are more likely to commit to institutions that uphold values they personally cherish and where these values are reflected in leadership behavior, classroom practices, and interpersonal relationships.

Involvement in vision development also contributes to a stronger psychological attachment to the organization. According to Nwosu (2021), when teachers participate in strategic planning and goal setting, they feel valued and recognized as key stakeholders. This engagement fosters intrinsic motivation and deepens their emotional investment in the success of the institution.

Additionally, Ekanem (2022) pointed out that shared values guide decision-making and behavior, reducing ambiguity and promoting consistency in how responsibilities are carried out. When everyone in the school community understands and embraces common values, it reduces conflicts and enhances teamwork. This stability and sense of belonging influence teachers to remain committed, even in the face of challenges.

However, the mere existence of a vision and values is not sufficient. As noted by Iroegbu (2023), the credibility of leadership in modeling these values is what determines their impact. Teachers will only buy into a shared vision when they observe leaders genuinely practicing what they preach. Hypocrisy or a mismatch between declared values and actual practices can demoralize teachers and weaken their commitment.

Shared vision and values are powerful determinants of teachers' job commitment. When teachers perceive congruence between their personal beliefs and the institutional culture, they

are more likely to develop strong affective ties and remain committed. For school leaders in Nigeria, building and sustaining a shared vision and value-driven culture is essential for attracting, motivating, and retaining committed teaching staff.

### **Reward and Recognition Systems as a Determinant for Promoting Teachers Job Commitment**

Reward and recognition systems are crucial components of organizational culture that significantly influence teachers' job commitment in public secondary schools. When teachers perceive that their efforts and achievements are valued, they tend to develop a stronger sense of loyalty, satisfaction, and responsibility toward their school. In the Nigerian context, where motivational structures in public education are often limited, reward and recognition can play a critical role in boosting teachers' morale and commitment (Omotayo, 2021).

As Chukwuma (2022) noted, rewards whether intrinsic or extrinsic serve as reinforcement for positive behavior and high performance. Intrinsic rewards such as verbal commendations, opportunities for professional development, and increased responsibilities give teachers a sense of accomplishment and purpose. Extrinsic rewards like financial incentives, promotion, and formal awards offer tangible appreciation for teachers' efforts, which reinforces their willingness to stay committed to the school.

Okon (2023) observed that in schools where recognition is institutionalized through systems such as "Teacher of the Month," public appreciation during assemblies, and consistent feedback from leadership, teachers feel noticed and valued. This recognition contributes significantly to job satisfaction and encourages teachers to go beyond minimum expectations in their professional roles. Moreover, reward systems that are fair, transparent, and inclusive are more effective in sustaining teachers' commitment. According to Uche (2022), when recognition is based on merit and not favoritism, teachers feel a greater sense of justice and belonging. However, if recognition is perceived as biased or politicized, it can breed resentment and reduce teachers' motivation and organizational commitment. In addition, Adewale (2021) emphasized that non-monetary rewards such as access to in-service training, leadership opportunities, and flexible scheduling can be just as powerful as monetary incentives. These types of recognition signal that the school values teacher growth and well-being, which deepens emotional attachment and long-term commitment to the institution.

Nonetheless, the absence or inconsistency of reward and recognition structures can result in low morale, absenteeism, and high turnover among teachers. Nwachukwu (2023) highlighted that many public secondary schools in Nigeria fail to sustain reward systems due to inadequate funding and lack of strategic human resource policies. As a result, teachers often feel neglected and underappreciated, which negatively affects their level of commitment. Well-designed reward and recognition systems are key determinants of job commitment among teachers. By acknowledging and celebrating the contributions of educators in meaningful and consistent ways, school administrators can foster a culture of appreciation, enhance teachers' job satisfaction, and promote sustained commitment to the goals of public secondary education in Rivers State.

### **Nexus between Organizational Culture and Teachers' Job Commitment**

The relationship between organizational culture and teachers' job commitment is a widely acknowledged phenomenon in educational management literature. Organizational culture, which encompasses the shared beliefs, values, norms, and practices within a school, plays a foundational role in shaping how teachers perceive their roles, responsibilities, and long-term affiliation with the institution. In the context of public secondary schools in Rivers State, a healthy organizational culture is not merely a background element but a driving force that nurtures teachers' morale and strengthens their sense of belonging. According to Chidiebere (2021), a school with a well-established and positive culture provides a clear direction for teachers, offers emotional support, and establishes performance expectations that align with shared goals. This sense of cohesion and purpose significantly increases teachers'

affective and normative commitment, as they become emotionally attached to the school and feel morally obliged to remain and contribute meaningfully.

Uzoamaka (2022) explained that the presence of a collaborative and supportive culture encourages open communication, participatory decision-making and mutual respect among staff members and school leaders. When teachers operate in an environment where their voices are heard and their contributions valued, they tend to develop stronger professional identities and are more motivated to exceed expectations. This mutual reinforcement between organizational culture and commitment fosters job satisfaction, reduces attrition, and enhances students' outcomes.

Furthermore, specific cultural attributes such as visionary leadership, inclusive communication, recognition of excellence, and shared values act as catalysts for deepening teachers' emotional investment in their work. Research by Nwachukwu (2023) demonstrated that public secondary schools with strong organizational culture indices recorded higher teacher retention rates and improved classroom performance. These schools also exhibited stronger alignment between institutional goals and teachers' personal aspirations, thus reinforcing a cycle of commitment.

However, the reality in many public secondary schools in Rivers State is far from ideal. As noted by Onyekachi (2023), inconsistent leadership practices, lack of recognition, weak professional support structures, and poor staff relations have undermined organizational cohesion in several schools. These cultural weaknesses have been linked to widespread teacher dissatisfaction, increased absenteeism, and declining performance. The erosion of organizational culture, therefore, has a direct negative effect on job commitment levels. There is a strong nexus between organizational culture and teachers' job commitment. A cohesive, inclusive, and value-driven culture serves as the bedrock for cultivating committed educators who are willing to invest their energy, skills, and loyalty to the development of students and the advancement of the school system. For public secondary schools in Rivers State, fostering such a culture remains a crucial step toward improving educational effectiveness and sustainability.

### **3. Conclusion**

This study explored the various determinants of organizational culture and how they contribute to the promotion of teachers' job commitment in public secondary schools in Rivers State. The study highlighted that teachers' commitment is not merely a personal disposition but a response to the cultural environment within which they work. Specifically, factors such as leadership style, communication patterns, shared vision and values, reward and recognition systems, and professional development opportunities were identified as central drivers of a positive organizational culture that enhances job commitment. Empirical and theoretical insights revealed that when teachers feel respected, involved, valued, and supported through intentional cultural practices, they are more likely to show dedication to their roles, align with institutional goals, and remain within the school system. Conversely, poor organizational culture leads to diminished morale, high turnover, and reduced productivity. Therefore, cultivating a positive organizational culture is indispensable for strengthening the teaching workforce and improving the quality of education in public schools.

### **4. Suggestions**

School administrators should adopt inclusive leadership styles that encourage teacher involvement in decision-making, foster trust, and inspire a shared commitment to the school's goals.

Establishing open, transparent, and respectful communication systems within schools will help to build trust, reduce conflict, and create a collaborative atmosphere where teachers feel heard and supported.

The Ministry of Education and school leaders should ensure that all staff are oriented and constantly re-engaged with the school's core values and mission. This will foster a sense of collective purpose and loyalty among teachers.

Schools should recognize and reward outstanding teachers through both monetary and non-monetary incentives such as public acknowledgment, promotions, and commendation letters. This enhances job satisfaction and commitment.

There should be regular training, workshops, and opportunities for academic advancement to build teachers' competencies and show institutional commitment to their growth and career progression.

Education stakeholders should periodically assess the state of organizational culture in schools through feedback mechanisms and adjust policies to address emerging challenges that may affect teacher commitment.

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