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RELATIONSHIP BETWEEN PATERNAL SCHOOL CLIMATE AND TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT

This study explored the Relationship between School Climates and Teachers Job Commitment in Public Secondary Schools in Ebonyi State. In order to accomplish this objective, one specific purposes of the study and corresponding research questions were guided the study. Correlational design was adopted for the study. The population of the study comprised of five thousand two hundred and ninety-eight (5,939) teachers in the public secondary schools in Ebonyi State. The sample of the study comprised five hundred and twenty (520) teachers. The instrument used for data collection was teachers' assessment scale on school climate and job commitment. The instrument was validated by three experts. The reliability co-efficient of the instrument was 0.86 and 0.78 respectively. Research questions and the hypotheses were tested using linear regression. Findings revealed that there is positive relationship between paternal school climate and teachers' job commitment in secondary schools in Ebonyi State. Based on the findings, the study recommended that various arms of the government especially those in charge of secondary education in the state should try to provide schools with the necessary resources needed by the schools principals for operation of conducive climate in the school.

Keywords: School Climate, Paternal School Climate and Dimensions of Teachers' Job Commitment

Introduction

The Nigerian secondary school system is an aggregate tool of empowerment, human capital and career development. Secondary schools are institutions for national development which contribute in training manpower for socio-economic, political and cultural development in the Nigerian society. They are citadel of learning established for the development of full capacities and potentials of human resources, as well as the development of competent workforce through the acquisition of practical skills relevant to the world of work (Federal Republic of Nigeria, FRN, 2013). Secondary schools as formal institutions are set up with desired objectives which have been indicated by the Federal Republic of Nigeria (FRN, 2013:17) in the National Policy on Education to include:

i. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;

ii. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
iii. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance
iv. Develop and promote Nigerian languages, art and culture in the context of worlds' cultural heritage;
v. Inspire students with a desire for self-improvement and achievement of excellence;
vi. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
vii. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The aforementioned objectives of secondary education can only be successfully accomplished through combined and committed efforts of the teaching staff, non-teaching staff and students. Invariably, teachers administer the teaching and learning activities in the secondary schools. Members of the non-teaching staff participate in the administrative activities of the school. The leadership manages the general administration of the school. The day to day management of the school as regards to planning, organizing, controlling, directing schedules, record keeping and documentation, supervision, among others lies with the principal, who is equally the administrative head, chief custodian and one who is at the apex position and helm of affairs (Akpakwu, 2012). Of all the personnel in the public secondary schools, teachers are most central in the school system. Teachers are important machinery in the school whose efforts and contributions in teaching leads to students' academic successes, career development and academic achievements. Teachers are the ones who implement the education policy at the classroom level through their direct contact with students in the school environment. More so, in the school system teachers are one of the most important workforces, whose efforts and commitment enhance high productivity for quality education (Gistarea, 2013). In fact no successful teaching and learning can take place without the contributions and efforts of committed teachers in the school. Thus, as stated that 'no education system can rise above the quality of its' teachers' (Federal Republic of Nigeria, FRN, 2013). The achievement of the set goals and objectives of secondary schools in Nigeria and Ebonyi State inclusive depends upon the degree of commitment of the teachers. In other words, it is through the combined efforts of the teachers working within the school that the set goals and objectives of such institution can be actualized.

Supporting this statement, Fox (2013) opined that the strength of any institution (be it public or private) towards achieving its predetermined goals and objectives largely depends on the commitment and productiveness of its teachers. Teachers are one of the important teaching workforces that combine their efforts for maximum productivity which leads to the realization of school goals and objectives (Gistarea, 2013). The presence of such professional like teachers in either public or private secondary schools in Ebonyi State, necessitates that

conducive atmosphere or climates be highly promoted in the schools to impact on their commitment to work for the realization of the school goals. The need for Nigerian citizens, public secondary schools administrators and education stakeholders in Ebonyi State to recognize the fundamental impact and benefits of secondary schools teachers has deemed it necessary to ensure that better school climates are established in order to impact positively on teachers' job commitment. The environmental conditions (that is, climate) in which teachers discharge their duties in order to accomplish task can never be neglected because this has a great influence or relationship with their job commitment and productivity. Teachers are motivated to show commitment to duty and work closely together for maximum productivity in an environment whose climate is acceptable, lively, adaptable, conducive, supportive and comfortable. Thus, the tone of the school is, in part determined by the prevailing climate in the school (Gistarea, 2013).

School Climate

School climate as defined by the National School Climate Center (2019) refers to the quality and character of school life which is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. The *National School Climate Council (2007) views school climate as* the tone, atmosphere and heart and soul of the school, whose essence leads a teacher to love the school and to look forward to being there each school day. School climate can further be described as the atmosphere established for learning which includes the feelings people have about the school as a place where learning occur. Louka (2007) defines school climate as the physical, social and academic dimensions of the school. The physical dimension of the school has to do with the appearances of school buildings and its classrooms, among others. The social dimension includes quality of interpersonal relationships between and among students, teachers, and staff; equitable and fair treatment of students by teachers and staff, among others; while the academic dimension has to do with the quality of instruction and supervision, among others. Rapti (2015) perceived school climate as the prevailing atmosphere in the school, which is mainly dictated by the leaders and affects the way students and teachers perceive their school and affects their values and attitudes toward school and work. The school climate influences to a great extent the performance of the employees because it has a major impact on motivation, job commitment and satisfaction of individual employees. In the present study school climate can be described as the general aura created in administering the school by leadership which affects teachers work in the school environment. School climate defines the tone of the school which equally affects people's performance and attitude to work.

The school climate therefore is affected by environmental factors such as leadership, interpersonal relationship existing among school personnel, level of parental involvement, teachers' engagements and nature of academic activities, among others. There are however several school climates prevailing within the school organization in Ebonyi State. These school climates existing

in the public secondary schools determine the level of teachers' job commitment and performance. Rapti (2015) distinguishing the different types of school climates identified them as an open climate, controlled climate, autonomous climate, paternal climate, familiar climate and closed climate. In explaining these school climates, Rapti observed that the open school climate reflects a supportive, welcoming, friendly and positive environment which creates opportunities whereby teachers' ideas as well as his attachment and devotion to work are highly promoted. Wherever the school climate is open, positive relationships are established among individuals and groups, and teachers can contribute immensely towards the school improvement. Laying emphasis on the relationship between the open school climate and teachers' job commitment, Douglas (2010) stated that this school climate can be measured or analyzed by its openness. Teachers working in an open climate can go the extra mile and work for school success. Hoy and Tarter in Douglas defined an open climate as a healthy school that is protected from exterior influences and pressures.

Paternal School Climate

Costley and Todd cited in Rapti (2015) described the paternal school climate as a type of atmosphere in which the school principal is a hard-working person, but he falls short of having any effect on the staff; to them the label 'hard-working' is not such a familiar word. There is a degree of approachability between the leaders and teachers, but expectations of teachers tend to be quite impractical. The school principal is full of life and lively, but his management style tends to lean on the autocratic side. As a result, the majority of the teachers, students and parents prefer to keep their cautious distance from the leader. More often than not, students can have a hard time expressing their concerns and difficulties, while the parents come to school only they feel it absolutely necessary, for example, like when teachers require that they come. In such school climate teachers' commitment is low because the leadership fails to effectively carry them along. Okoye (2012) added that in a paternal school climate, the principal insists on initiating all leadership acts in the school himself and makes concerted efforts to discourage the emergence of leadership initiatives from his teachers. Teachers do not work co-operatively as such attempts are viewed with suspicion and threatened with sanction. The principal works leadership functions. The teachers are split into factions as they battle with the obstructive and intrusive know-it-all nature of the principal and his sycophants.

Dimensions of Teachers' Job Commitment

Teacher job commitment is used to describe desirable attributes of a teacher. As earlier described teachers job commitment is firmly attached to the teaching profession of teachers which deals with their dedication, attachment, involvement, gain satisfaction, adaptability, retention and attendance to their work or duties in order to accomplish task and achieve positive outcomes or good results. Teacher commitment indicates that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment. More importantly, students of highly committed teachers are more likely to learn material and

develop a positive attitude toward school than those of teachers with low levels of commitment. Based on these facts, the environment and climate where teachers perform their duties should be conducive atmosphere which relays so much on leadership attributes, their interpersonal relationships, availability of resources, academic involvement, safety of the environment, among others, as indicated by Rapti (2015) and Wheelock (2005). Teacher job commitment according to Crosswell (2006) and Smith (2009) reflects a high level of attachment to an organization. With their emphasis on attachment to the organization, teachers' commitment in a school organization includes the ability to achieve the organization's goals and values. Commitment goes beyond loyalty to an organization; it involves giving of one's self to the organization with teacher commitment influencing student achievement and attaining educational goals (Smith, 2009).

Crosswell (2006), Meyer and Allen cited in Werang and Agung (2017) divided teachers' job commitment into three dimension, namely, affective, continuance and normative commitment. Affective commitment refers to the employees' willingness to stay within an organization because of the belief that their role and job goals are clearly defined and receive management support. Affective commitment is also the teacher's positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it.This teacher commits to the school because he or she "wants to".Butucha (2013) noted that affective professional commitment refers to teachers' emotional connection to, identification with, and participation in the teaching profession and its objectives in regard to (a) motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires, (b) compliance to teach altruistically and contribute to the success of the teaching profession, and (c) keenness to make special sacrifice—do further than regular potential and to tolerate challenging situations.

Continuance commitment refers to the benefits of remaining stay within the organization because of the fewer work opportunities exist outside the organization and the perceived costs of leaving current organization will be higher. It is also where the individual chooses to participate and remain as a member of the organization, and are only committed to the social role within the organization. Here, the teacher commits to the school because he or she perceives high costs of losing the job, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he or she "has to". According to Butucha (2013), it is the economic compulsions that make the professionals stay with the profession and its values. Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

Normative commitment refers to an employee's willingness to remain with the organization because of his or her feeling of obligation. The teacher perceived obligation

to remain or stay in the school because of the feeling of obligation, which is derived from many sources, so the teacher commits to and remains with an organization. In this context, an employee thinks that he or she ought to remain with a particular organization because he or she believes it is morally right to do so. For example, the school may have invested resources in training a teacher who then feels a moral obligation to put forth effort on the job and stay with the organization to repay the debt. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he or she ought to. Although, there are several reasons in which a teacher would show commitment to a job. Several studies as highlighted by Khan (2015) shows that teacher's commitment can be caused or influenced by certain variables. For instance in a study conducted by Luthans, Wahl, and Steinhans in 1992 cited by Khan (2015) to find out the importance of social support on employees" commitment. They found strong positive correlation between strong supportive climate and bank teller's organizational commitment.

In a study conducted by Pedro in 1992, cited in Khan (2015) found that the teachers' motivation emerged as most powerful predictor of organizational commitment. Findings also indicated that female teachers tend to have higher commitment than male teachers. Kumari and Jafri (2011) conducted a study to measure the level of overall organizational commitment of male and female secondary school teachers in Aligarh Muslim University, Aligarh. Data was analyzed by applying Mean, SD and t-test. Results showed that overall percentage of female school teachers experienced higher level of organizational commitment as compared to the male teachers. Similar results were found by Zilli and Zahoor (2012) among male and female higher education teachers. Nagar (2012) conducted a study to evaluate organizational commitment and job satisfaction among teachers during times of Burnout for developing and tests a model for Burnout and its influence on job satisfaction and organizational commitment. Results showed that with the consideration of job satisfaction and organizational commitment, the mean score of female teachers was found to be higher than male teachers. He concluded that greater job satisfaction among teachers also leads to the increased level of organizational commitment.

The problems associated with low teachers' job commitment found within the public secondary schools in Ebonyi State has created a vacuum and gap which is worrisome over teachers productivity. In essence, checking the commitments of teachers in different paternal school climates in public secondary schools is reasonable and timely to make secondary education more desirable. There goes the need to examine the relationship between Paternalschool climates and teachers' job commitment in public secondary schools in Ebonyi State, which equally is the problem of the study.

Research Question: What is the relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State?

Hypothesis: There is no significant relationship between paternal school climate

and teachers' job commitment in public secondary schools in Ebonyi State.

Research Method

This study adopted a correlational survey research design. The area of study is Ebonyi State which is located at the South-East Geo Political Zone of Nigeria. Ebonyi State was created in 1st October, 1996 out of Abia and Enugu States, with her capital located in Abakaliki. The population of the study constituted of5,298 teachers in the 418 public secondary schools in the thirteen (13) Local Government Areas (LGAs), within the three (3) education zones of Ebonyi State. The sample for this study constituted a total size of 530 teachers drawn from both the public secondary schools in Ebonyi State. The breakdown of this sample consists of 300 female teachers and 230 male teachers in the 111 public secondary school in Ebonyi State selected for sampling. The sample was selected using the proportionate stratified random sampling technique. To draw the sample, firstly, the 13 LGAs in Ebonyi State was chosen using the stratified random sampling technique. Two sets of questionnaire which were developed by the researchers were used for data collection from the respondents (that is; teachers). Both questionnaires designed for only teachers as the respondents, was constructed in line with the purpose of the study and research questions. Three draft copies of the two questionnaires were submitted to three experts from the Faculty of Education, Ebonyi State University, Ebonyi State, for validation. These experts are in the Department of Educational Foundations, Administration and Planning. In answering the research questions, data collected from the respondents were analyzed in SPSS (Statistical Software Package for Social Sciences) using Pearson Product Moment correlation method. The decision rule was that any coefficient between 0.50 to 0.70 was described as a moderate positive correlation and coefficients between 0.80 and above was described as a high positive correlation whereas, coefficients below 0.50 was described as low positive correlation. On the other hand, where the scores are 0 and below, was described as negative correlation, no relationship had existed. The formulated null hypothesis was tested at 0.05 level of significance using t-test for correlation significance. The decision rule was that whenever the t-critical table value of 1.960 is less than t-calculated value at .05 alpha level, then the null hypothesis – H_0 was rejected, thus, and alternative hypotheses - H_a will not be rejected.

Presentation of Results

Research Question: What is the relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State?

Data collected from the teachers on paternal school climate (X) was correlated with the data on the job commitment (Y) of the same teachers also using a linear model.

Table 1: Relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Computed r	r. Square	Adjusted r. Square	Standard error
0.609	0.371	0.368	5.80566

Analysis presented on Table 1 shows that the computed r is 0,609 implying a high positive relationship that exist between paternal school climate operative system in the school and teachers job commitment of secondary school in Ebonyi State. Table 1 also reveals that the coefficient of determination (r^2) is 0.371 implying that 37% of job commitment of teachers could be attributed to paternal school climate in secondary schools in Ebonyi State.

Hypothesis: There is no significant relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

The index of relationship obtained for paternal school climate (X) and job commitment (Y) was subjected to a test of significance at 95% confidence level using t.test of significance of r. summary of data analysis is presented on Table 2.

Table 2: Test of Significance of Relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Computed r.	r. Square	Adjusted r. Square	Std Error	beta	t	Sig. of t
0.609	0.371	0.368	5.80566	0.713	12.972	0.000

Table 2 also reveals that (0.05) alpha level is greater than the computer t-probability level of 0.000. According decision rule, researcher therefore rejects the null hypothesis and concludes that there is significant relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Summary of Findings

The results of data analysis as presented above revealed the following findings:

There was a moderate positive relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State while hypothesis revealed that there was a significant relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Discussion of Findings

Result of the analysis of research question four as shown on table 4 revealed that there is a positive relationship between paternal school climate and job commitment of secondary school teachers**.**

Findings anchored on computed r of 0.609 and co-efficient of determination (r^2) of 0.368 implying that approximately 37% indication that job commitment of the teachers is attributed to their existing paternal school climate. Also, hypothesis 4 on table 10 concludes that there was a significant relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

However, the findings are in line with, Okoye (2012) added that in a paternal school climate, the principal insists on initiating all leadership acts in the school himself and makes concerted efforts to discourage the emergence of leadership initiatives from his

teachers. Teachers do not work co-operatively as such attempts are viewed with suspicion and threatened with sanction. The principal works leadership functions while Rapti (2015) described paternal school climate as a type of atmosphere in which the school principal is a hard-working person, but he falls short of having any effect on the staff; to them the label 'hard-working" is not such a familiar word. There is a degree of approachability between the leaders and teachers, but expectations of teachers tend to be quite impractical. The school principal is full of life and lively, but his management style tends to lean on the autocratic side. As a result, the majority of the teachers, students and parents prefer to keep their cautious distance from the leader.

Conclusion

In subscription, the study focused mainly on the relationship between paternal school climate and job commitment in public secondary school. Based on the results and discussions of the study the study concluded that there was a moderate positive relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State and there was a positive relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Recommendations

The following recommendations were made based on the findings of the study.

1. The various arms of the government especially those in charge of secondary education in the areas and state should try to provide schools with the necessary resources needed by the schools principals in operating open climate in the school.
2. Policy makers should work closely with government to ensure the implementation of their policies in schools in order to achieve of their aims and objectives.
3. Seminars should be organized for principals and teachers to help them in handling and managing various organizational climate types in the schools especially in the areas of paternal climate.

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