



International Journal of Institutional Leadership, Policy and Management
Volume 5, Issue 1, pp. 68-84. 2023

ISSN: 2735-9220

www.ijilpm.com.ng



ORGANIZATIONAL CULTURE AND PRINCIPAL'S COMMITMENT TO EFFECTIVE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

Oriselem Nella DOKUBO

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria.

dokuboselem@gmail.com

ABSTRACT

The study examined organizational culture and principal's commitment to effective management of public secondary schools in Rivers State. Four (4) research questions and four (4) null hypotheses were formulated to guide the study. Correlational study design was adopted and the population of the study was 276 principals in the public secondary schools in Rivers State. The sample of the study was 163 principals determined through a stratified random sampling technique. The sample was composed of 93 (57%) male and 70(43%) female. The instruments for the study were 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 relates to principals' commitment to effective management of public secondary schools in Rivers State while market culture relates to a very high extent. It however concluded that organizational culture should be created in every organization and changed when obsolete to ensure dynamism in management. It also 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 boost high rate of employees' commitment.

Keywords: Organizational Culture, Principal's Commitment, Secondary Schools, Rivers State.

Reference to this paper should be made as follows:

Dokubo, N. O. (2022). Organizational culture and principal's commitment to effective management of public secondary schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 5(1), 68-84.

Copyright © IJILPM 2023.

INTRODUCTION

There are different types of culture, ranging from the local traditional setting to social clubs and organizations. This study is focused on organizational culture and the commitment of principal towards effective management of public schools. Culture is a structure of collective understanding and beliefs held by organizational members that determines, to a large extent, how they act in relationship with one another as well as their attitude to work within the organization and with outsiders. In the secondary school setting, culture will address the relationship of staffers and their attitude to teaching and learning in relation to students. It will also address students' behaviour in relationship to one another and their attitude to studies as well as extracurricular activities. There is a plethora of theoretical and scientific data to support the claim that culture is important to all organizations, both public and private.

Wang et al. (2013) has proposed that the culture of an organization is related to its performance, as it encourages workers to accomplish organizational goals. He also emphasized that management should pay attention to the organizational culture in order for an organization to build and retain a strategic advantage over rivals. Consistently, the culture of educational institutions stimulates the passion of employees to meet educational objectives. The role of the principal is central as they are responsible to the setting of the pace for whatever culture to strive.

Principals interact as educational leaders with teachers and students, while simultaneously ensuring that the school is physically and emotionally secure. The method and practice for establishing a productive school culture is a tool for teachers and students to support principals. Organizational culture research focuses on change, indicating that a successful organization can be described as one that develops a community that encourages its members to seek quality progress through change (Jerald 2006). This move has the potential to help employees work proactively and creatively to solve problems. Leaders must understand the influence of culture within an organization. Organizational culture has been described as an important factor, essential to the effective advancement of teaching and learning in classrooms (Wang et al., 2014).

Organizational culture also impacts on the morals and discipline of both staff and students. The focus of the principals is to shape the culture within the school and make the teaching strive in a conducive environment. School culture can be controlled and modified (Horton Jr., 2018), hence, the principal is able to strengthen, promote and cultivate a healthy school community. Most leaders borrow from various models of leadership and agree that the ethics of care has become profoundly relevant. Leaders that are optimistic, sensitive, dedicated, convincing, effective and motivating are capable of cultivating community within a school.

Principals that are assertive instructional leaders foster strong values for students by constantly reflecting on learning and reinforcing the value of teaching and academic accomplishment. Such principals ought to stand-out as mentors with a well-defined mission statement. Culture changing administrator use the collective decision-making process and are able to retain staff and maintain growth. These activities will positively alter or improve the atmosphere of a school and positively enhance student achievement (Maxwell et al., 2017). Making schools more successful involves constructing and reshaping the culture and regular laws that regulate routine activities of the school. The degree of achievement attained by the school is highly affected by the organizational culture that is enhanced or exhibited by the principal. Teachers, for example, may believe that their participation is respected by the school

they represent and this represents the clan culture where there is mentorship and teamwork in the school coupled with much needed flexibility and discretion; internal focus and integration.

Recently, educators concentrate on the organizational culture of schools in order to consider their impact on performance. Melvin (2015) noted that the success of the organization could be attributed to its culture and drew a great deal of attention to the role of culture in maintaining a high degree of productivity. Culture is the product of continuing relationships with individuals in organizations and is characteristic in thinking, feeling, and acting. The success of the chosen approach to organizational culture and strategies depend on the environmental conditions whether internal or external environment at any particular time. That will define the purpose of either to change or preserve the culture.

Schools, particularly secondary schools, have culture that differ from school to school depending on which religious body the school is affiliated to. In certain schools, attention is drawn to hierarchy. It is the duty of principals to uphold and develop the culture of the school in a given direction through their acts and actions as well as their style of management that entails the leadership structure. The culture of hierarchy in the school ensures that there is structure and stability. There is internal focus and integration of school core values of adhocratic school culture. These schools have the core value that promotes creativity and innovative mindset among the teachers and students. As Raudys (2018) pointed out, parents, teachers, principals, and students have always felt something extraordinary, but undefined, about their schools, something incredibly powerful yet difficult to explain.

School culture does not form in a gap; this is why most schools adopt school culture that promotes the culture of competitiveness and be committed to it in order to improve their education service delivery by ensuring that they lead in the kind of educational service delivery that are offered. With the market culture, the principal is committed to actions that promote competitions among students, teachers in the school and across the school. It is believed that with the competitive culture, being ahead is the only way to ascertain their level of improvement. The principal is committed to ensure that their school is ahead of others in terms of quality service delivery. Hence, the school culture is formed and nurtured within the context placed by the school sense of purpose or goal, practices and customs, scale and internal frameworks. Other studies have investigated organizational culture in other organizations, and only little has been done relating to performance of teachers. Little or nothing has also been done on organizational culture and how it influences principal's commitment. The study intends to bridge the gap by conducting a correlational study that would establish a link between the different types of organizational culture and its influence on principals' commitment to effective school management.

Statement of the Problem

Just like every other organization or institution, the school is embodied with its universal culture. However, each school with its principal has its own peculiar culture. It is the organizational culture that is prevalent in the school that shows the unique divide between one school and another and with other organizations. A positive culture promotes the achievement of organizational goals as against a negative culture which may hamper the achievement of organizational goals. Hence, an organizational culture is built out of a concerted effort to establish a positive organizational norm that is intentional, pragmatic, unique, and systematic towards creating and defining the basic attitude that guides the workings of an organization.

Generally speaking, the school is supposed to be a place where there is prevalent culture of commitment to work, team spirit, flexible chain of command, innovativeness, professionalism, and healthy competition.

The school, especially the secondary school is supposed to develop a strong culture that supports the achievement of secondary educational goals and objectives. But on the contrary, evidence has shown that the school lacks culture that supports delivery of quality education. Rather teacher and students are open to school culture, self-gratification and imposition of personal interest above the interest of the school. A typical school is supposed to be composed of professionals where quality education delivery is paramount, rather many schools are open to certain practices like truancy and lateness, teachers are also seen dividing their attentions to trading rather than teaching, and other unprofessional conducts which stand against the expected school culture.

The negative impact of such school culture deters sense of commitment and reduces the place of the school as a place of learning, with the student at the receiving end as it affects their academic performance. The principals and government through personal effort and its agencies have ensured that a standard that defines the school culture are maintained, by intensifying the supervision and approvals of schools that have satisfied its conditions. But the school has rather maintained unhealthy practices, and would rather change their schemes to frustrate all the effort to maintain proper school culture. The implication is that if these trends continue, principals may not be committed towards their duties as commitment demands the cooperation of others. This informed the need to investigate organizational culture and principal's principals' commitment to effective management of public secondary schools in Rivers State.

Aims and Objectives of the Study

The aim of the study is to investigate organizational culture and principal's principals' commitment to effective management of public secondary schools in Rivers State, but specifically, the study would:

- To determine the extent to which clan culture relates to principals' commitment to effective management of public secondary schools in Rivers State.
- Examine the extent to which adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State.
- Determine the extent to which culture of hierarchy relates to principals' commitment to effective management of public secondary schools in Rivers State.
- Ascertain the extent to which to which market culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

Research Questions

The following questions were raised to guide this study:

- To what extent does clan culture relate to principals' commitment to effective management of public secondary schools in Rivers State?
- To what extent does adhocratic culture relate to principals' commitment to effective management of public secondary schools in Rivers State?

- To what extent does hierarchical culture relate to principals' commitment to effective management of public secondary schools in Rivers State?
- To what extent does market culture relate to principals' commitment to effective management of public secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated and statistically tested at 0.05 level of significance:

- There is no significant relationship between clan culture and principals' commitment to effective management of public secondary schools in Rivers State.
- There is no significant relationship between adhocratic culture and principals' commitment to effective management of public secondary schools in Rivers State.
- There is no significant relationship between hierarchy culture and principals' commitment to effective management of public secondary schools in Rivers State.
- There is no significant relationship between market culture and principals' commitment to effective management of public secondary schools in Rivers State.

THEORETICAL FRAMEWORK

This theory is based on McGregor's 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 and are unwilling to take on responsibilities unless there is commensurate pay or reward for it. Managers with this understanding motivate their workers by the "carrot and stick" approach with a reward for great performance and punishment for poor productivity. The principal who successfully handle theory X employees are committed to task accomplishment by employees by ensuring that they use sanctions. This type of principal creates or support market and hierarchy culture. Where there is competition through setting timeline and target to be accomplished. On the other hand, Theory Y employees are self-motivated and enjoy the challenge of work especially when they are successful at accomplishing any new task. Managers with this understanding have a more collaborative relationship with their staff and leaves them to work with their own initiative giving them new tasks to accomplish and empowering them to take decisions on the best approach. 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 efforts to ensure that the aims and objectives of the schools are achieved. The principal is committed for ensuring that there is 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.

CONCEPTUAL CLARIFICATION

Organizational Culture

Culture simply entails the way things are done. It is the acceptable pattern of behaviour of people in a group. According to Shafer (2018), culture includes the vision, values, norms, systems,

symbols, language, assumptions, beliefs and habits of any organization. Culture is born out of a group of people finding themselves in the same place and having to do things together. They definitely begin to have the similar attitude, norms and behaviour which becomes their culture. Those who belong to same culture share same history, religion, values and artefacts which differentiates them from others. “There are numerous national cultures and even more subcultures, providing certain types of organization and action. In modern societies, however, culture is considered to be a tangible or intangible environment in which a group of people live and work together” (Gjuraj, 2013 in Truby, 2018).

Organizational culture incorporates the ambitions, experiences, philosophy, as well as values that direct member activity and is reflected in the member's self-perception, inner workings, associations with the outside world, and future prospects. People living together is hinged on mutual morals, sentiments, lifestyle with written or unwritten rules that have been put in place over time and are alleged to be true (Cummings & Worley, 2015). Several scholars have concluded that employees must align themselves with the organizational culture to achieve great feat for their organization (Cameron & Quinn, 2011). Naranjo-Valancia et al. (2016) inferred that organization could be likened to a country or family, any group of people who by virtue of their staying together or working together have to form a culture. Cultures differ from one organization to another and within each organization, it is also possible for culture to bring out the best or worst from employees (Sinha & Sheorey, 2016). As opined by Cameron and Quinn (2011), a failing or successful organization could be identified through their organizational culture. It is widely agreed that the issue of organizational culture is complex in the workplace generally and has direct connection with performance, effectiveness and productivity. “If the organizational culture is strong, the firm is more effective.” (Harrison & Baird, 2015).

Principal’s Commitment to Effective Management

Commitment has been characterized and measured in several respects over the years. Indeed, this lack of cohesion in the meaning of the concept has contributed substantially to its consideration of the concept as a multifaceted concept (Wang et al., 2013). And if there are several dimensions or types of commitment, there must be a central meaning that characterizes it. In order to determine what the essence is, it is important to pursue commonality between the current conceptualizations. Worker commitment is described as the level of dedication of the employee for the tasks assigned to him/her at the workplace (Lee & Chen, 2013). The task assigned is what ensures that when management principles which is universal is applied, it is done to ensure that tasks are accomplished (Ololube, 2019) It is a sense of obligation that a principal has towards the objectives, purpose and vision of the organization that he/she is affiliated with. High levels of employee satisfaction in an institution are attributed to the dedication and commitment to work by their managers or principals in the school (Okogbaa, 2020).

This results in improved organizational performance, which in turn brings about improved quality productivity, healthy competition, workers retention and general change in the work environment. Scholars argue that it is necessary for there to be commitment of employers to improve the efficiency of employees. The reason is that when workers believe they are part of the organization, such identification automatically leads to the enhancement of a high degree of commitment and creativity. Meyer et al. (1991) in Khan et al. (2013) identified three forms of commitment, namely affective commitment, continuance commitment and normative commitment. Affective engagement requires the emotional attachment of workers to associate

with and participate with an organization. Continuance commitment is a commitment focused on the cost that the individual associates with leaving the organization.

The normative commitment, on the other hand, entails workers' feelings of responsibility to remain within the organization. Meyer et al. (1991) Khan et al. (2013) also emphasized that the three components of organizational commitment are not mutually exclusive. This ensures that workers will be involved at the same time in an affective, continuous and normative commitment at varying degrees of passion. Staff may have engagement profiles that may represent high or low levels of components. These diverse profiles would eventually lead to different consequences on the actions of the workplace and may be affected by several influences, one of which was the organizational culture (Shafer, 2018).

Secondary Education Objectives

Secondary education, as the term suggests, is the education provided to students after primary school. "It is the type of education that children get after primary education and before the tertiary level" (FGN, 2013). The plan for secondary education is to prepare the individual for a useful life in future and further education for those who desire to attend tertiary institution. This is to note that the secondary education is not just a level of education to go through in transit to higher learning, it is a preparation for personal survival and integration into the society.

The objectives for secondary education in Nigeria according to FGN (2013) are to:

Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background; diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after their secondary school course; equip students to live effectively in our modern age of science and technology; develop and project Nigerian culture, art and language as well as the world's cultural heritage; raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens; foster Nigerian unity with an emphasis on the common ties that unite us in our diversity; inspire students with a desire for achievement and self-improvement both at school and in later life.

The objectives as stated above could be possible only when there is commitment on the part of the principal and teachers. Commitment entails the sense of dedication where the school personnel must develop an organizational culture that can enhance achievement of secondary educational goals.

Clan Culture and Principals' Commitment to Effective Management of Schools

Clan culture is people-focused in the way that the school is considered one-big-happy-family. This is to a large extent a cohesive work environment and the principal's commitment to communication is very important. Clan culture promotes mentorship as it has a horizontal outlook where team work is emphasized. Clan culture boosts high level of employee participation where each team member is encouraged to offer his expertise. With this, workers feel fulfilled and clients are happy. There is a great potential for school development within a clan culture due to its highly adaptable climate (Raudys, 2018). A family style workplace culture

can be maintained if the organization is small, but as it grows bigger, there will be a need to change the school culture.

Also, with a horizontal leadership structure, daily activities may appear to be unplanned, unorganized and without direction. The principal that promotes clan culture is committed to flexible, team-oriented with a horizontal structure of communication flow (Truby, 2018). It is a fact that clan culture can be easily seen in new schools where the staff strength is small and everyone's opinion counts. As Cameron and Quinn (2021) noted, they put heavy emphasis on collaboration and communication; the principal looks to employees for feedback and ideas and they prioritize team-building. To cultivate a clan culture within the school, the principals' commitment should be tailored towards the employees. Communication should be very strategic to a successful clan culture and the principal should keep a feedback channel constantly open.

Adhocracy Culture and Principals' Commitment to Effective Management of Schools

Adhocracy culture is all about breaking new grounds and the ability to adapt to new inventions. (Cameron & Quinn, 2011). The principal of the school with adhocratic culture is committed to trendsetting in innovations and would like to have patency. In a school where there is adhocratic culture, teachers who are considered to be hard working are creative and innovative. Example is the integration of 'visual aids' or the use of ICT in the instructional delivery process. The principal is committed to collaborations that would lead to "out-of-the-box" ideas that will bring solutions to educational problems in the school. Melvin (2015) and Heinz (2022) agree that adhocratic culture involves risk taking.

This is because it is not every new idea that is productive: it involves the risk of trying at all, the risk of wasting resources and the risk of wasting man hours. Even at that a principal who wants to be a trailblazer should be committed to taking certain level of risk. "Adhocracy cultures value individuality in the sense that employees are encouraged to think creatively and bring their ideas to the table". (Horton Jr., 2018). Because this type of organizational culture falls within the external focus and differentiation category as opined by Heinz (2022), new ideas need to be committed to quality educational delivery, professionalism and motivation of staff in the school.

Hierarchy Culture and Principals' Commitment to Effective Management of Schools

Principals committed to hierarchical cultures adhere to the traditional organizational structure. The goals are clear and the results are measurable so if a staff does not see tangible result from his effort, he is likely to be discouraged (Li, 2018). There are schools that focus on the rigid structure through a clear chain of command and multiple management intermediaries which makes the reporting system long and slow at times. Hierarchy culture has an exclusive direction, making the line of command stable and disinclined to taking risks. The distinct and clear direction often align with the legal provisions for running the school. This makes the school to be administered according to the substantial laws that guide its operation (Nwiyi, 2015).

Because of the rigidity of hierarchy culture, scholars have argued that it leaves little room for innovativeness and creativity on the part of the teachers and other school employees (Cummings & Worley, 2015). This makes the school comparatively sluggish to adapt to changing trends and innovations. While some schools now allow the use of smart phones, smart boards and other electronic gadgets for learning, the public secondary schools generally lag behind. The school policy and other bureaucratic bottle-necks take prioritized over individual

creative thoughts which does not help in innovation. According to Melvin (2015) the first step to creating a hierarchical culture is to reset the school systems. If there are any loopholes in the chain of command, the school principals are committed to fill the gaps and make each team and group have specific long-term and short-term priorities. The school culture tells a lot about the school and what the school stands for.

Market Culture and Principals' Commitment to Effective Management of Schools

A school that encourages Market culture gives importance to competitiveness (Cummings & Worley, 2015). All is measured with the bottom line in mind; for instance, meeting exam and test deadline and also coverage of scheme of work. Every task is expected to align with the main goals of secondary education and there are also multiple degrees of separation between staff and leadership positions (Cameron & Quinn, 2011). The most important thing about market culture is to meet targets, exceeding objectives and producing outcomes. There are result-oriented principals who not only have fulfilment on internal performance progress but are rather committed to pushing and motivating teachers to prepare students to compete externally in science exhibitions, mathematics competitions, spelling Bee and others. Even the issue of West African School Certificate (WASC) the principal wants to have the pride of having produced the best students or to be sure that the school had 100%. Success brings customers; parents would desire such schools to send their children and wards to.

METHODOLOGY

Correlation design approach was adopted because the study intends to establish a relationship between two variables. The area of study is all the public secondary schools in the 23 Local Government Areas in Rivers State. The population is made up of 276 principals in secondary schools in Rivers State. Through a stratified random sampling technique, a sample of 163 which is 59% of the population was obtained using Taro Yamane system. Among the sample, 93 (57%) were male and 70(43%) were female. The instruments for the study were a self-designed questionnaire tagged "Organizational Culture Questionnaire (OCQ) and Principal Commitment Questionnaire (PCQ) with reliability coefficient of 0.86 and 0.88 respectively. However, before determining the reliability coefficient, the instrument was content and face validated by two experts from the Department of Educational and Management and another expert from the Department of Test and Measurement. With the use of SPSS Version 25, Mean Scores and Rank Order was used to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to test the hypotheses.

RESULTS

Answer to Research Questions

Research question 1: To what extent is clan culture related to principals' commitment to effective management of public secondary schools in Rivers State?

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

S/N	Items	Male Principals (93)	Female Principals (70)	Mean Set	Rank Order	Remarks
Clan Culture and Principals' Commitment						
		\bar{x}_1	\bar{x}_2			
1.	The principal is committed to promoting team work by giving way for participation of teachers.	2.53	2.68	2.60	4 th	HE
2.	As a principal I am committed to mentoring teachers to ensure effective service delivery.	2.43	2.58	2.51	5 nd	HE
3.	I encourage high employees' engagement by ensuring that their inputs are considered accordingly.	2.64	2.82	2.73	3 rd	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	1 th	HE
5.	I am an action-oriented principal and I give room for flexibility in the work environment.	2.72	2.89	2.80	2 st	HE
	Grand Mean	2.63	2.79	2.71		

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

Research question 2: To what extent is adhocratic culture related to principals' commitment to effective management of public secondary schools in Rivers State?

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

S/N	Items	Male Principals (93)	Female Principals (70)	Mean Set	Rank Order	Remarks
Adhocratic culture and principals' commitment						
		\bar{x}_1	\bar{x}_2			
1.	As a principal, am very committed to promoting flexible work schedule and use of discretion among school employees.	2.54	2.53	2.53	4 th	HE
2.	As a principal I am committed to promoting a culture that enhances creativity and innovativeness.	3.13	3.02	3.07	1 nd	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	3 rd	HE
4.	As a principal I appraise new ideas than achievement of routine task with conventional skills.	2.69	2.34	2.52	5 th	HE
5.	I create platform for sharing new ideas with school employees by organizing meetings and report channels.	2.93	3.02	2.97	2 nd	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 to which adhocratic culture relates to principals' principals' commitment to effective management of public secondary schools in Rivers State. The set mean showed responses that indicate that to a High Extent (HE), adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

Research question 3: To what extent is hierarchy culture related to principals' commitment to effective management of public secondary schools in Rivers State?

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

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

Table 3 shows the mean score, rank order and remark on the extent to which hierarchy culture relates to principals' commitment to effective management of 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) hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

Research question 4: To what extent is market culture related to principals' commitment to effective management of public secondary schools in Rivers State?

Table 4: Mean score of market culture and principals' commitment

S/N	Items	Male Principals (93)	Female Principals (70)	Mean Set	Rank Order	Remarks
<i>Market culture and principals' commitment</i>						
		\bar{x}_1	\bar{x}_2			
1.	As a principal, I ensure employees develop a competitive mindset by making healthy comparison with other schools.	3.58	3.29	3.43	1 st	VHE
2.	As a principal, I ensure that employees harness their effort by ensuring that they achieve their routine tasks.	3.34	2.42	2.88	4 th	HE
3.	I ensure that there is separation of employee and leadership.	3.24	3.19	3.21	2 nd	VHE
4.	I stress the need and importance of meeting quotas, reaching targets and getting results.	2.92	3.22	3.07	3 rd	VHE
5.	As a principal, I assign position that has an objective that aligns with the secondary educational goals.	2.49	2.63	2.56	5 th	HE
Grand Mean		3.11	2.95	3.03		

On table 4 showing the mean responses on the extent to which market relates to influence principals' commitment to effective management of public secondary schools in Rivers State. All the items on the table have a mean set that is greater than the criterion mean of 2.5. The mean set of 3.033 shows that to a very High Extent (VHE), market culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

Test of Hypotheses

Table 6: Relationship Between Clan Culture and Principals' commitment to effective management of 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

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

From Table 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 principal's principals' commitment to effective management of public secondary schools in Rivers State. public secondary schools in Rivers State.

Table 7: Relationship between adhocratic culture and principals' commitment to effective management of 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). 0.01 level (2-tailed).

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

Table 8: Relationship between hierarchy culture and principals' commitment to effective management of 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 Table 8, the null hypothesis 2 is rejected because the sig. (2-tailed) value of 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 to effective management of public secondary schools in Rivers State.

Table 9: Significant relationship between market culture and principals' commitment to effective management of public secondary schools in Rivers State

		MC	PC
Market Culture	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
	N	162	162
Principal Commitment	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000s	
	N	162	162

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

Table 9 shows the significant relationship between market culture and principals' commitment to effective management of public secondary schools in Rivers State. The null hypothesis 4 is rejected because the sig. (2- tailed) value of 0.000 is less than 0.01 with correlation coefficient of 0.814 **. As a result, there is significant relationship between market culture and principals' commitment in public secondary schools in Rivers State.

DISCUSSION

After the analyses of the data, answers to research questions and tests of hypotheses, the study showed that to a high extent, clan culture, adhocratic, and hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State. For instance, on clan culture the findings discovered that principals' are committed to promoting team work by giving way for participation of teachers, it also showed that principals are committed to mentoring teachers to ensure effective service delivery, and that they encourage high employees' engagement by ensuring that their inputs are considered accordingly, ensure free flow of information by ensuring that they open up channels of communication and operate open door policy and embrace change and consider a flexible work environment. These findings are aligned to the core characteristics of clan culture as stated by Cameron and Quinn, (2011) which is based on teamwork, flexibility and employee participation.

On adhocratic culture, the study revealed that principals are committed to promoting flexible work schedule and use of discretion among school employees. It also discovered that principals are committed to promoting a culture that enhances creativity and innovativeness, value individuality and uniqueness of each employee and help them to develop those skills to ensure quality instructional service delivery, appraise new ideas than achievement of routine task with conventional skills and create platform for sharing new ideas with school employees by organizing meetings and report channels. These findings are also strongly associated with the characteristics of adhocratic organizational culture which is based on creativity, innovativeness, results and flexibility (Cameron & Quinn, 2011, Shafer, 2018)

The study on hierarchy culture, also revealed that there is stability and control in the school by sticking to organizational structure. Principals value when things are done right than taking risk in the pursuit of creativity; encourage adherence to rigid school practices that promote professional behaviour; insist that things are done only in an approved or conventional manner and committed to ensuring that school objectives override employees' objectives. These findings are in consonance with the position of (Horton Jr., 2018) on hierarchy culture that supports strict adherence to organizational structure. Hence principals' response displays that they prefer conventional way of performing their task with moderate risks.

However, the study showed that to a very high extent, market culture relates to principals' commitment to effective management of public secondary schools in Rivers State. Based on these findings, the study further revealed that principals ensure employees' develop a competitive mindset by making healthy comparison with other schools, ensure that employees harness their effort by ensuring that they achieve their routine tasks, ensure that there is separation of employee and leadership, stress the need and necessity of achieving allocations, accomplishing desired goals and getting results, assign position that has an objective that aligns with the secondary educational goals. The findings find backing on the position of Cameron and Quinn, (2011) that make market culture organization to be seen as one driven with sense of competition and best among class attitude. The study showed that there is significant relationship

between clan, adhocratic, hierarchy, market culture and principals' commitment to effective management of public secondary schools in Rivers State.

Summary of Findings

The purpose of the study is to establish the relationship between the different organizational cultures and principal's commitment to effective management of secondary institutions in Rivers State. The following are the findings of the study:

- That to a high extent (HE), clan culture has a positive relationship with principals' commitment to effective management of schools in Rivers State;
- That adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State to a high extent (HE);
- That hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State to a high extent (HE);
- That to a very high extent (VHE), market culture relates to principals' commitment to effective management of public secondary schools in Rivers State;
- That rather than accepting the null hypotheses, the test of hypotheses accepted the alternate hypotheses that there is a strong and positive relationship between clan, adhocratic, hierarchy, market culture and principals' commitment to effective management of public secondary schools in Rivers State.

CONCLUSION

It is widely agreed that organizational cultures do exist and they differ from one organization to another. Organizational culture is significant in shaping the behaviour of organizational members. This study identified four (4) different types of organizational culture and how they relate to principal's commitment to effective management of schools. Many scholars agree that any desired culture could be cultivated and created for the organization following some definite steps. (Li, 2018). There is always a culture whether spoken or written, but a principal who wishes to diversify should be committed to cultivate and deliberately create such culture where it will help in improving the school system. In all of these, there is no absolute definition, according to scholars, so this calls for a more in-depth study of the term 'organizational culture' and how it affects teachers' commitment and productivity and provokes students' commitment and competitiveness.

As the saying goes: 'the only constant thing in life is change'. Same goes for organizational culture: it is created and changed when outdated to imbibe other aspects following fresh knowledge and trend in technology to make it robust. A very ambitious principal would explore several cultures and marry a couple of them to ensure greater productivity. Finally, when a school culture has been put in place, the principal is committed to ensuring it is upheld by all the teachers and none teaching staff which will also propel the students to follow suite.

Recommendations

Based on the findings and conclusions therefore, the study recommends 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. This can boost high rate of employees' engagement.
- The principal should be committed to applying innovative ideas from teachers and other school employees and be open to take certain level of risk associated with changes by focusing on flexibility and discretion to take decisions. The principals can also achieve this by creating an external of control, considering different perspectives in solving problems.
- The principal should focus on predetermined school structure to maintain stability as a means to uphold 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.
- The principal and teachers in the school should develop a competitive mind set and ensure to bring out strategies that will compete with international best practices in delivering quality education.

REFERENCES

- Cameron, K., & Quinn, R. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). John Wiley & Sons.
- Cummings, T. G., & Worley, C. G. (2015). *Organization development and change* (10th ed.). Mason.
- Federal Government of Nigeria (2013). *National Policy on Education*. NERDC Press.
- Harrison, G., & Baird, K. (2015). The organizational culture of public sector organizations in Australia. *Australian Journal of Management*, 40(4), 613-629.
- Heinz, K. (2022). How these 4 types of organizational culture define your company: A comprehensive overview of the most common types of organizational culture. <https://bultin.com/company-culture/types-of-organizational-culture>.
- Horton, J. A. (2018). *A descriptive study of school climate and school culture in selected public secondary schools in New Jersey and New York*. Seton Hall University.
- Ifedili, C. J. (2004). Theories and process of administration. In N. A. Nwagwu, M. E. Ijeoma, & C. C. Nwagwu (Eds.) *Organization and administration of education: Perspectives and practices*. Festa Printing Press.
- Jerald, C. D. (2006). *Issue brief, School culture: The hidden curriculum*. The Center for Comprehensive School Reform and Improvement. <http://www.centerforsri.org>.
- Khan, H., Razi, A., Ali, S. A., & Asghar, A. A. (2013). Study on relationship between organizational job commitment and its determinants among CSRS and Managerial Level Employees of Pakistan (Telecommunication Sector). *Interdisciplinary J. Contemporary Res.* 3(11), 269-284.
- Lee, C., & Chen, C. (2013). The relationship between employee commitment and job attitude and its effect on service quality in the tourism industry. *American Journal of Industrial and Business Management*, 3(4),196-208.
- Li, L. (2018). Economic contraction. <https://businessterms.org/economic-contraction/>
- Maxwell, S., Reynolds, K. J., Lee, E., Subasic, E., & Bromhead, D. (2017). The impact of school climate and school identification on academic achievement: Multilevel modeling with

- student and teacher data. *Frontiers in Psychology*, 8, 20-69.
<http://www.doi:10.3389/fpsyg.2017.02069>
- McGregor, D. (1960). *The human side of enterprise*. McGraw-Hill
- Melvin, M. (2015). *Book excerpt—what type of school culture do you want?*
<http://inservice.ascd.org/book-excerpt-what-type-of-school-culture-do-you-want/>
- Naranjo-Valancia, J. C., Jimenez, D.J., & Valle, R. S. (2016). Studying the links between organizational culture, innovation, and performance in Spanish companies. *Revista Latinoamericana de Psicología*, 48(1), 30-40.
- Nwiyi, G. U. (2015). The teacher and students in school administration: Legal guide. In L. D. Kalagbor (Ed.). *Education LAW in the context of school administration*. Pearl Publishers.
- Okogbaa, V. E. (2020). *Introduction to principalship for Nigerian schools*. Pearl Publishers.
- Ololube, P. N. (2019). *Practical guide to human resources management and organizational theory*. Pearl Publishers.
- Peretomode, V. F. (2004). General principles of school administration. In V. F. Peretomode (Ed.) *Introduction to educational administration, planning and supervision*. Joja Press.
- Raudys, J. (2018). 11 real ways to build a positive school culture.
<https://www.prodigygame.com/blog/school-culture/>
- Shafer, L. (2018). What makes a good school culture?
<https://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture>.
- Sinha, V., & Sheorey, A. P. (2016). Assessing organizational culture in an Indian manufacturing firm. *Global Business and Organizational Excellence*, 35(5), 71-78.
- Truby, D. (2018). 8 ways principals can build positive culture now.
<https://schoolleadersnow.weare-teachers.com>
- Wang, C., Berry, B., & Swearer, S. M. (2013). The critical role of school climate in effective bullying prevention. *Theory Into Practice*, 52, 296-302.
<http://doi:10.1080/00405841.2013.829735>.
- Wang, W., Vaillancourt, T., Brittain, H. L., McDougall, P., Krygsman, A., Smith, D., & Hymel, S. (2014). School climate, peer victimization, and academic achievement: Results from a multi-informant study. *School Psychology Quarterly*, 29(1), 360-377.
<http://www.doi:10.1037/spq0000084>.