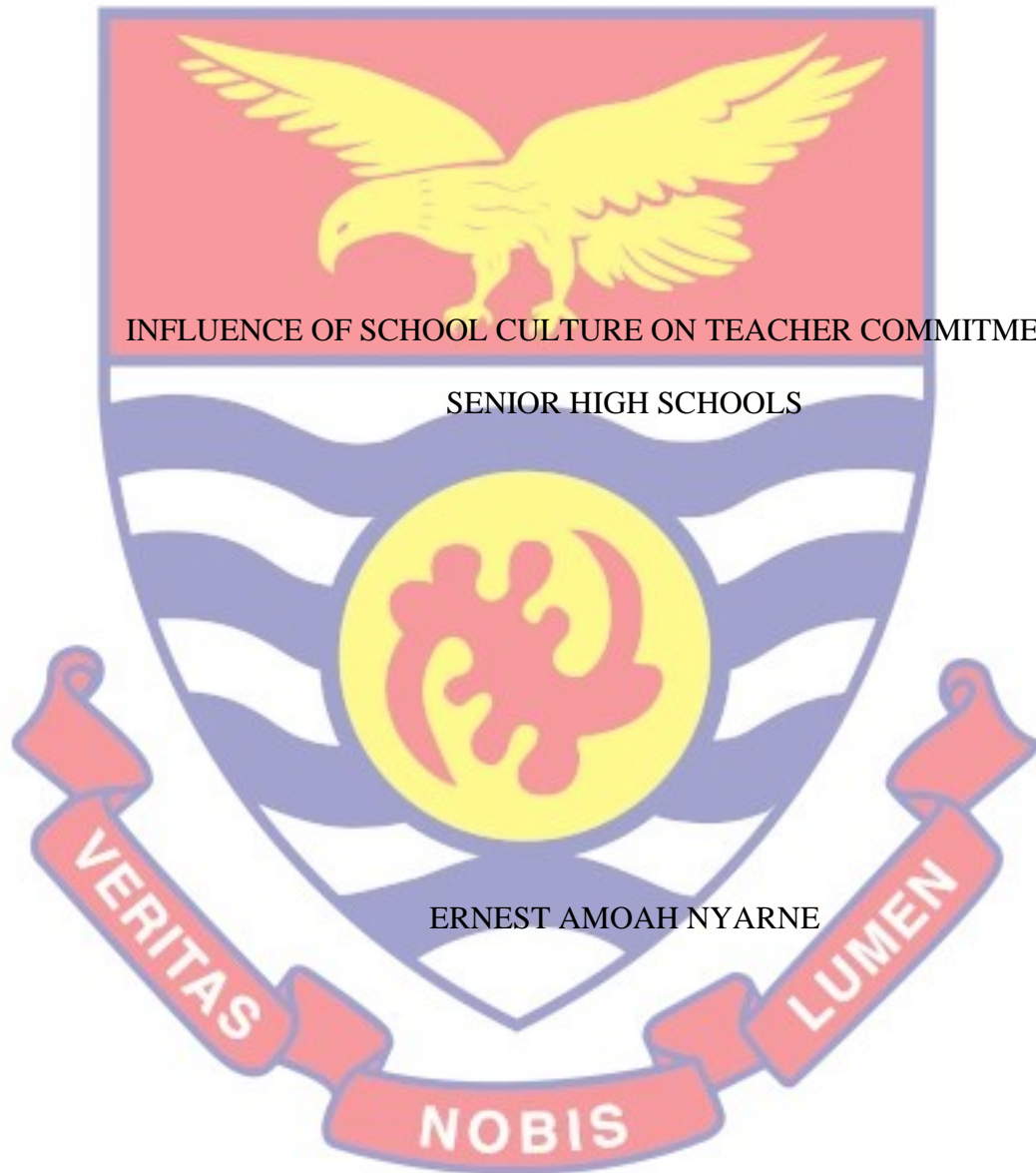
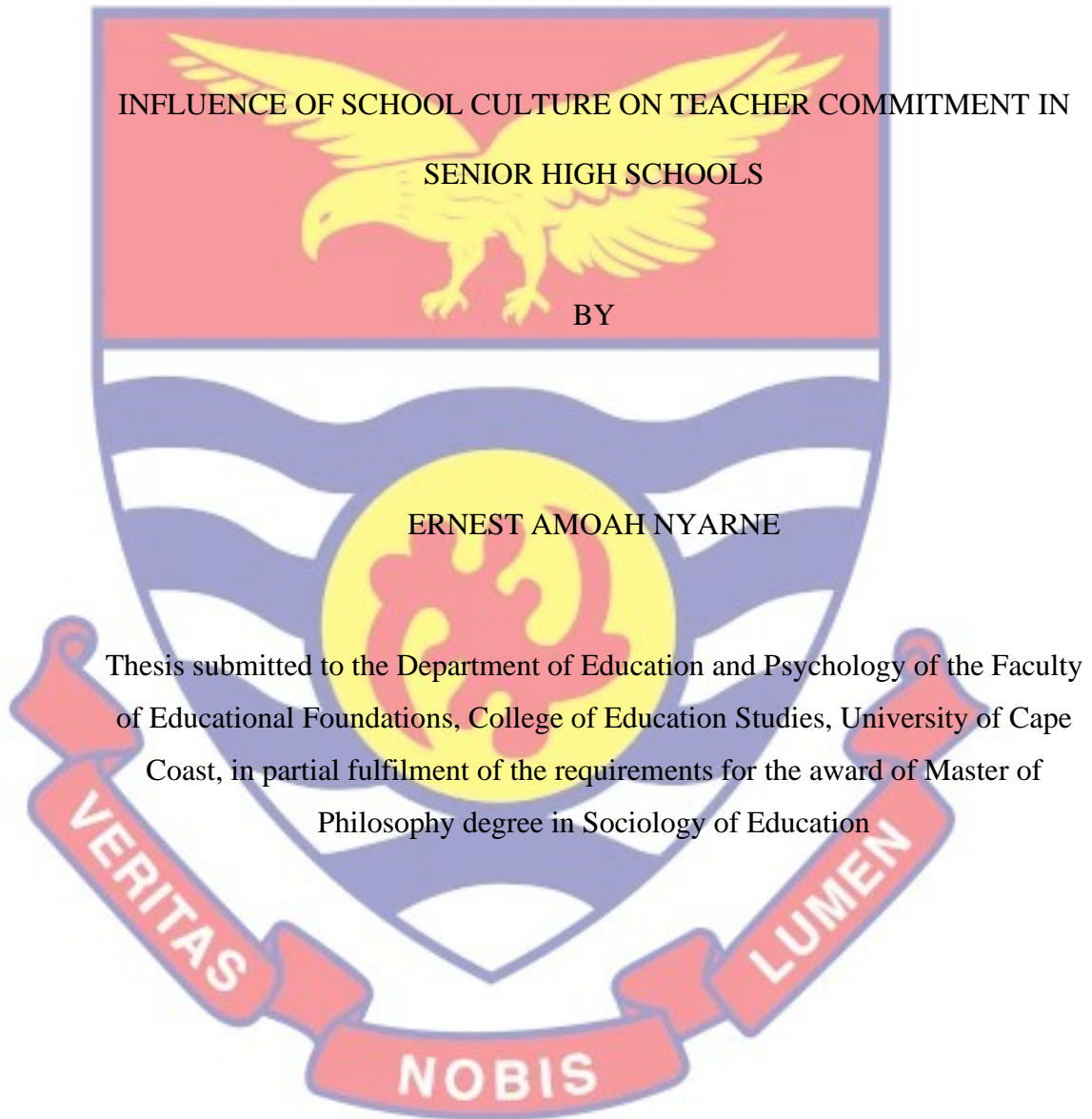


UNIVERSITY OF CAPE COAST



2022

UNIVERSITY OF CAPE COAST



MARCH 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: .....

### Supervisors' Declaration

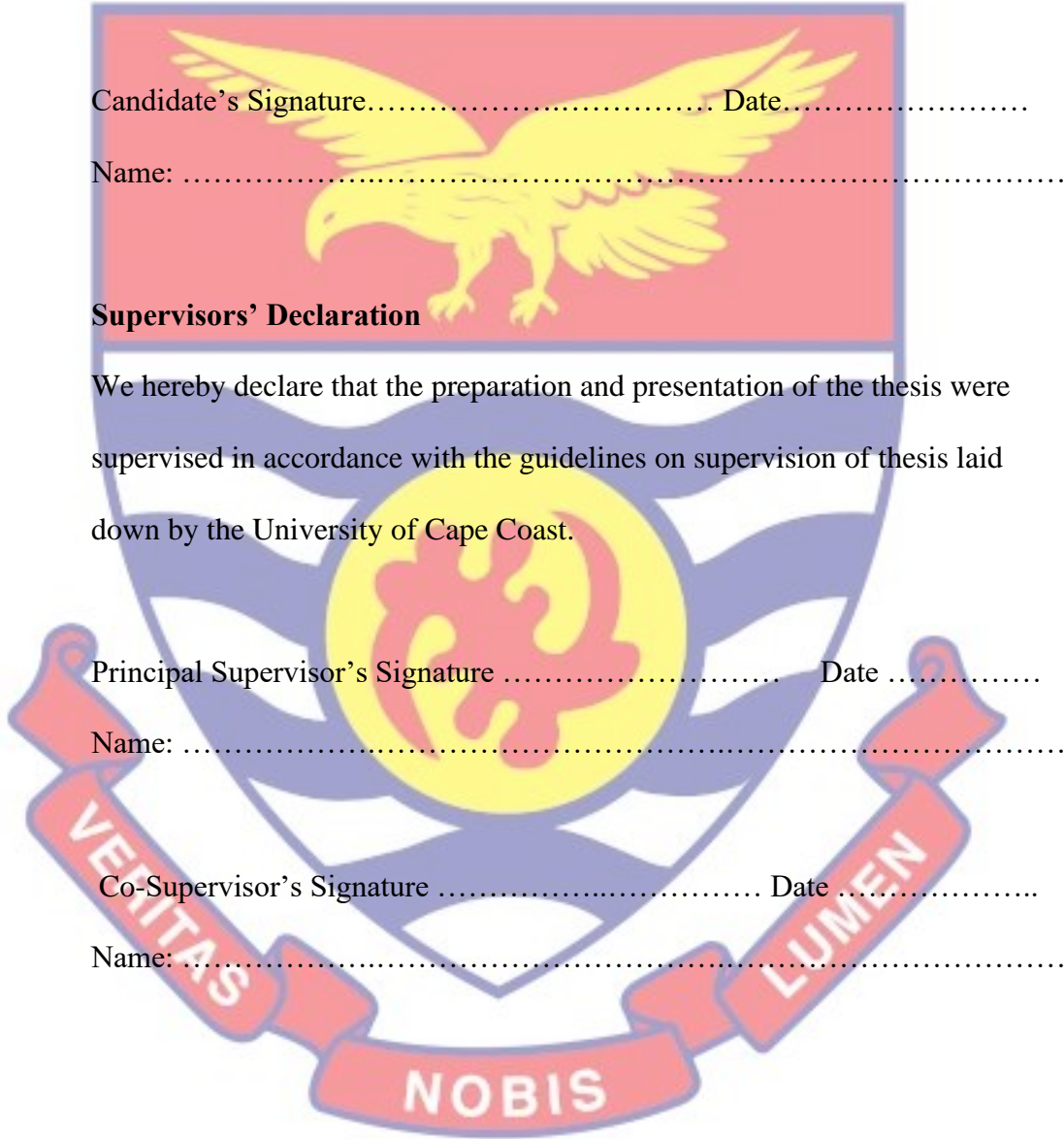
We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature ..... Date .....

Name: .....

Co-Supervisor's Signature ..... Date .....

Name: .....



## ABSTRACT

The culture of an educational institution is seen as the driving force which marshals the school and its resources into productive teaching and learning that leads to school success. This study examined the influence of school culture on teacher commitment in Senior High Schools in Lower Manya Krobo Municipality. The study draws on quantitative research approach with positivism as philosophical paradigm where a cross sectional survey was used as the study design. Census technique was employed to collect data from all the teachers in the Senior High Schools, and with the use of questionnaire data was collected from 396 teachers. Frequencies and percentages, means and standard deviations, process procedure, Multiple Linear Regression and One-Way Multivariate Analysis of Variance (MANOVA) were used to analyse the data for the study. The findings of the study indicate that generally, the culture of the schools is positive. It further emerged from the study that teachers have high level of commitment. Also, a significant high positive relationship exists between school culture and teacher commitment. The study recommended that heads of educational institutions should ensure the development and maintenance of effective school culture for high teacher commitment and effective school development. Again, heads of schools and Parent Teacher Associations (PTAs) should provide the needed assistance, incentives and other enabling environment that will enhance teachers' interests in the school and boost their commitment levels.

KEYWORDS

School culture

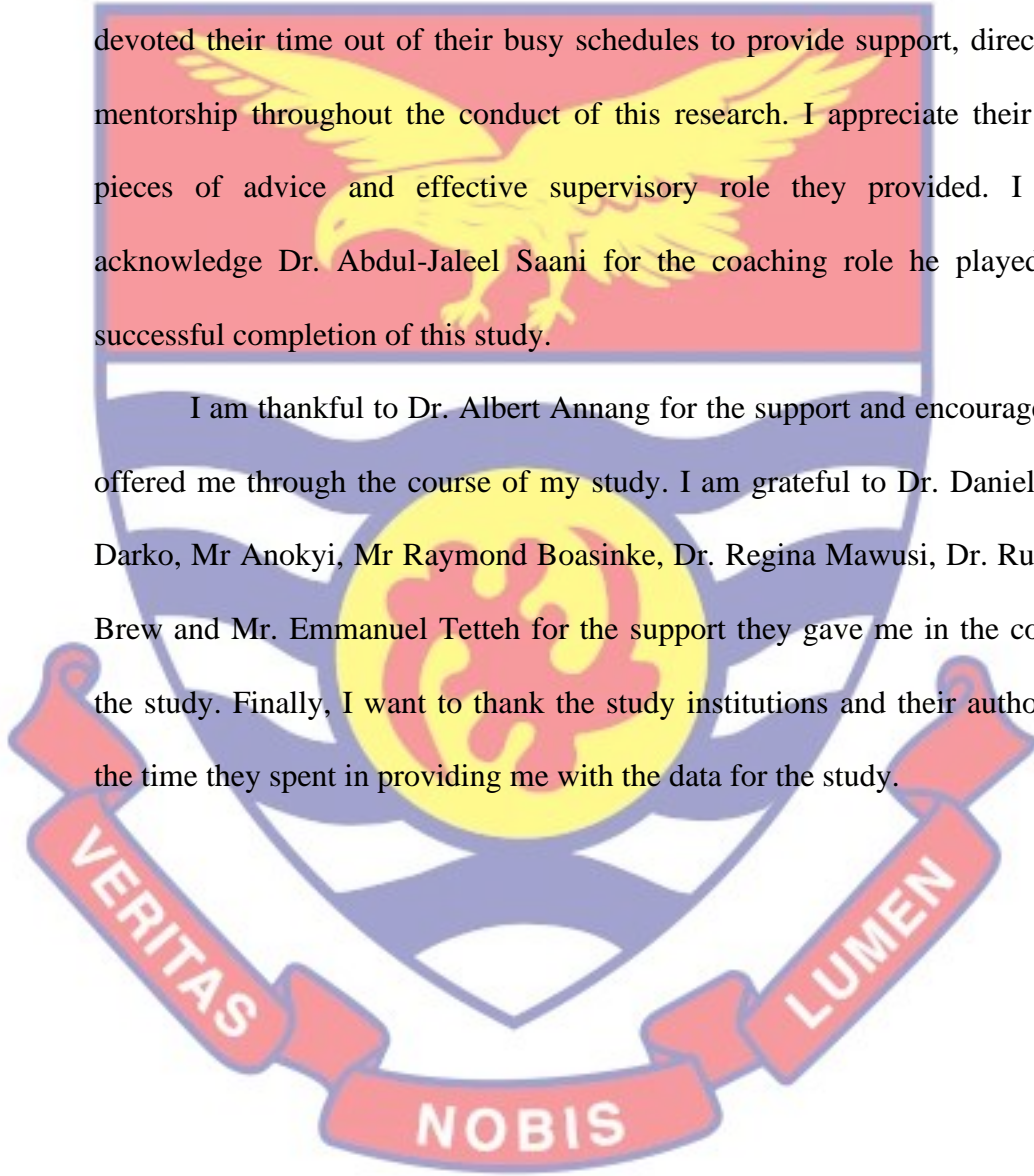
Teacher commitment



## ACKNOWLEDGEMENTS

This research was successful due to the constant support I received from many personalities. To begin with, I would like to express my profound gratitude to my supervisors, Dr. Eugene Yaw Milledzi and Dr. Bakari Yusuf Dramani who devoted their time out of their busy schedules to provide support, direction, and mentorship throughout the conduct of this research. I appreciate their passion, pieces of advice and effective supervisory role they provided. I wish to acknowledge Dr. Abdul-Jaleel Saani for the coaching role he played for the successful completion of this study.

I am thankful to Dr. Albert Annang for the support and encouragement he offered me through the course of my study. I am grateful to Dr. Daniel Ampem Darko, Mr Anokyi, Mr Raymond Boasinke, Dr. Regina Mawusi, Dr. Ruth Anan-Brew and Mr. Emmanuel Tetteh for the support they gave me in the conduct of the study. Finally, I want to thank the study institutions and their authorities for the time they spent in providing me with the data for the study.



DEDICATION

To my family



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	9
Research Questions	9
Hypotheses	10
Significance of the Study	11
Delimitation	12
Limitations	13
Definition of Terms	13
Organisation of the Study	14
CHAPTER TWO: LITERATURE REVIEW	
Overview	<b>Error! Bookmark not defined.</b>
Conceptual Review	20



School Culture	20
Types of School Culture	23
Positive School Culture	23
Negative School Culture	26
Dimensions of School Culture that Predict Teacher Commitment	29
Decision Making Culture	30
Recognition Culture	31
Support Culture	33
Collaboration Culture	34
Teacher Commitment	35
Dimensions of Teacher Commitment	38
Affective Commitment	41
Continuance Commitment	41
Normative Commitment	42
Levels of Teacher Commitment	43
Demographic Factors and Commitment	45
Age and Commitment	46
Marital Status and Commitment	47
Moderating Role of Gender in the Relationship between School Culture and Commitment	48
Empirical Review on School Culture and Commitment	49
Theoretical Framework	15
Social Exchange Theory	15

Three -Component Model (TCM)	18
Conceptual Framework	61
Chapter Summary	63
<b>CHAPTER THREE: RESEARCH METHODS</b>	
Overview	<b>Error! Bookmark not defined.</b>
Research Design	66
Population and Sample	68
Data Collection Instrument	70
Validity and Reliability of the Instrument	72
Ethical Consideration	73
Data Collection Procedures	74
Data Processing and Analysis	75
Chapter Summary	77
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Overview	78
Demographic Characteristics of the Respondents	78
Research Question One	81
Research Question Two	84
Dimensions of School Culture	<b>Error! Bookmark not defined.</b>
Hypothesis 1	92
Moderating Role of Gender in the Relationship between School Culture and Teacher Commitment in Senior High Schools	95
Hypothesis 2	96

Examining the statistically significant difference in teacher commitment in Senior High Schools with respect to age and marital status	98
Hypothesis 3	98
Discussion	103
Kinds of School Culture that Existed in Senior High Schools in Lower Manya Krobo Municipality	<b>Error! Bookmark not defined.</b>
Level of Teacher Commitment in Senior High Schools	104
Dimensions of School Culture that Predict Levels of Commitment	106
Moderating Role of Gender in the Relationship between School Culture and Teacher Commitment	111
Differences in Teacher Commitment in Senior High Schools with Respect to Age	111
Differences in Teacher Commitment in Senior High Schools with Respect to Marital Status	113
Chapter Summary	114
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Overview of the Study	115
Conclusions	117
Recommendations	118
Contributions to Knowledge	119
Suggestions for Further Research	120
REFERENCES	121

APPENDICES	152
Appendix A: Questionnaire	153
Appendix B: Letter of Introductory	159



LIST OF TABLES

<b>Table</b>	<b>Page</b>
1 Distribution of Senior High School Teachers in the Lower Manya Krobo Municipality	68
2 Reliability Analysis	72
3 Demographic Characteristics	79
4 Descriptive Statistics of the Kinds of School Culture that Existed in Senior High Schools in Lower Manya Krobo Municipality	82
5 Descriptive Statistics of Overall Mean of School Culture	83
6 Descriptive Statistics of Levels of Teacher Commitment in Senior High Schools in Lower Manya Krobo Municipality	85
7 Descriptive Statistics of Overall Level of Teacher Commitment	86
8 Three (3) Dimensions of Teacher Commitment Level	87
9 Descriptive Statistics of Dimensions of School Culture of Senior High Schools in Lower Manya Krobo Municipality	88
10 Descriptive Statistics of Overall Mean of Dimensions of School Culture	90
11 Regression Analysis for Dimensions of School Culture and Teacher Commitment Level.	93
12 Post Hoc Analysis of Dimensions of School Culture that Predict Teacher Commitment	94
13 Multiple Linear Regression for School Culture and Teacher Commitment Level	96
14 Moderation Analysis of School Culture, Gender and Teacher Commitment.	97

15	One-Way Multivariate Analysis of Variance (MANOVA) of Age Group and Teacher Commitment.	99
16	Group Means of Age Group and Teacher Commitment.	101
17	One-Way Multivariate Analysis of Variance (MANOVA) of Marital Status and Teacher Commitment.	102



## LIST OF FIGURES

Figure	Page
1 Three-Component Model (TCM) of teacher commitment	40
2 Conceptual Framework for the Study	62
3 Statistical Model of moderation	97



## CHAPTER ONE

### INTRODUCTION

It has been observed that the culture of any institution especially educational institutions has a profound effect on the behaviours of workers as well as students. Therefore, the successes or failures of educational institutions are determined by the kind of culture that exists in these schools. The implication is that schools need positive culture to boost the commitment levels of workers especially the teachers to enable the attainment of objectives set by the schools. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses, significance of the study, delimitation, limitations, definition of terms and organisation of the study.

#### **Background to the Study**

In any modern nation, education is considered as a key essential social institution for socio-economic, technological and scientific development (Ozturk, 2001). In the current dispensation where knowledge is the driving force for all forms of development, quality education at all levels cannot be overemphasised, and teachers are considered as the most important resources in educational institutions (Peretomode & Bello, 2018).

Education is the process whereby an individual contributes to his/her personal advancement by changing his/her behaviour through ways which are consistent with social goals (Şimşek, 2009). This implies that, after the individual is exposed to education, that individual should experience total transformation in



behaviour and attitudes in accordance with the societal cherished goals. Education ensures that equal opportunities are given to children of diverse backgrounds for personal advancements and achievements, equips the individuals with “knowledge, skills and attitudes” that are productive for employment, and socialises the individuals into the culture of the society (Borghans, Van der Velden, Büchner, Coenen, & Meng, 2008; Van de, Werfhorst & Mijs, 2010).

Culture is described as a pattern of shared basic values, beliefs, and customs of a group of people which helps to solve its problems of external adaptation and internal integration (Schein, 2010). The culture of a people is seen as the product of the people which tends to control and influence their behaviour and ways of thinking (Schein, 2010). In organisations, culture is consciously cultivated and handed over to the new employees to help bind the members of the organisation together and stimulate them to perform their activities. Culture determines the norms in the formal arrangement of the organisations, enhances a social system which involves certain “values, beliefs and habits” that orient employees to obtain an organisational awareness regarding behaviours that are appropriate in the organisation (Narayan, 2016; Halis, 2003).

The school, being a formal organisation has its culture moulded by the interaction among stakeholders such as school management, teachers and students (Deal & Peterson, 1999). The culture of the school in turn shapes the behaviour and how things are done in the school. This has the likelihood to increase or decrease school performance, creativity and innovation among members of the school (Balay & Ipek, 2010; De Brentani & Kleinschmidt, 2004;

Martins & Terblanche, 2003). School culture is an organised set of beliefs, feelings and expectations that influence the work of a school. It is a reflection of how members of the school treat and value one another, work in harmony in a professional and personal sense (Sailes, 2008; Van Houtte, 2005).

Two perspectives have been advanced to examine the functions of school culture. These are an internal integration, and a coordination mediator in the school. Concerning internal integration, school culture helps new members of the school to socialise with the school system, determines school boundaries, creates school identity and enhances commitment of teachers for school progress. With regard to coordination mediator, school culture creates behaviour patterns that connects teachers and form a social system of teamwork and collaboration for effective teaching and learning in the school (Martins & Terblanche, 2003).

Some scholars in the field have classified school culture into many dimensions. For example, Handy (1985) described the concept of school culture by using four types of classifications, namely power, role, task and person cultures. Gruenert and Valentine (1998) developed the “School Culture Survey (SCS)” and classified it into six dimensions – collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support and learning partnership.

Martins and Martins (2003) indicated that founders of schools follow the under listed ways in their processes of culture-creation:

1. The founders appoint and keep teachers and other members of staff who think and feel the way the founders do;

2. These teachers and other members of the school are indoctrinated and socialised to conform to the behaviour of the school system; and
3. The members of the school are encouraged to internalise the beliefs and values of the school in order to identify with the school.

Therefore, school culture is not created inadvertently, but through the conscious and deliberate efforts of the founders who have specific values and beliefs to instil in their schools in order to achieve their vision and goals. To be able to learn the culture of a school, Robbins (2001) proposed that teachers ought to read the stories of the school, participate in the ceremonies of the school, get acquainted with the symbols of the school, and use the language of the school.

The culture of a school can either be positive (strong) or negative (weak) (Ohlson, Swanson, Adams-Manning & Byrd, 2016). Martins and Martins (2003) opined that a school with strong culture has its core values, principles and beliefs accepted, upheld, widely shared, and defended by the teachers. As such, when teachers accept the shared values and principles of a school, they become more committed to them, and this lowers turnover intentions of the teachers. Generally, positive school culture ensures dedication among teachers towards the work of the school, improves school attendance by teachers and students, and ensures higher achievement by the school.

Conversely, the school with a weak culture, has negative beliefs and values, and teachers of such school struggle to be in sync with the principal values and goals of the school. This results in a situation where the teachers uphold altered beliefs that do not essentially address the core goals and aspirations of the

school (Deal & Peterson, 1999). This negative school culture usually leads to low teacher commitment for the school and the teaching profession as a whole. Kathrins (2007) maintained that the culture of a school enhances decision making, information flow, quality of student learning, school performance and teacher commitment. It can thus, be inferred that, schools that experience quality culture are more likely to see improvement in the commitment of the teachers for high productivity and school effectiveness. These benefits of quality school culture explain social exchange theory, where the presence of good school culture results in greater teacher commitment and positive school outcomes.

Regarding the issue of teacher commitment, it is believed that, teacher commitment is the most essential factor in the growth of teacher's love and dedication for the teaching profession as it facilitates teachers' devotion to work, and promotes students learning (Maiyani, 2017). Fried (2001) listed five basic characteristics of a committed teacher as:

1. He/she likes working with young people, and takes an interest in acquiring knowledge, ideas and skills that will make him/her effective in teaching.
2. That students' lack of knowledge, ideas and skills cannot be an excuse to decrease their feeling of compassion for them.
3. They care about students.
4. They are aware of world of issues and have knowledge of current trends in their field of teaching.
5. They are serious about their work, embark on reflective teaching and has sense of humour.

Ng and Feldman (2011) accentuated that recent ideas of teacher commitment in the literature have recognised three dimensions of the construct namely: affective, continuance and normative commitment. Here, affective teacher commitment refers to the identification with, involvement in, and emotional attachment of the teacher to the school. It is a teacher's emotional likeness and happiness of being associated with a school, while continuance commitment is the recognition of costs associated with the teacher leaving the school. Normative commitment is described as the commitment of the teacher based on his/her sense of obligation to the school (Meyer, Stanley, Herscovitch & Topolnytsky, 2002).

The commitment of a teacher has been described as being in levels, and the differences in commitment levels between one teacher and another might be determined by factors such as socio-economic background, gender, work environment, marital status, age and the culture of the school (Cicek, Karaboga & Sehitoglu, 2016; Soltani & Karimi, 2016). Mart (2013) noted that teachers who exhibit high level of commitment tend to work harder, attach passion to the activities of the school, and are more determined in assisting the school to achieve its aspirations.

The culture of the school viz-a-vis involvement in decision making, recognition, support and collaboration are variables if perceived positively can influence teacher commitment to the school and the profession as a whole (Makau, 2014). This goes to further confirm the argument of social exchange theory, where the results of positive input are expected to produce positive output.

Therefore, the culture of the school is expected to be positive to generate positive feelings in teachers towards the school and its programmes. Hence, the current study sought to examine the influence of school culture on teacher commitment in Senior High Schools in the Lower Manya Krobo Municipality.

### **Statement of the Problem**

The importance of school culture to teacher commitment in the organisational and sociological context of the school cannot be overemphasised. It should be recognised that numerous studies have been conducted on school culture and teacher commitment with their focus on school culture dimensions such as facilitator role culture, achievement culture, hierarchy culture, bureaucratic culture, collegial leadership culture, learning partnership culture, professional development culture and success culture (Kovanci, Inandi & Fakiroglu, 2020; Batugal & Tindowen, 2019; Veeriah & Li, 2017; Kiral & Kacar, 2016; Karadağ, Baloğlu & Çakir, 2011; Douglas, 2010). For example, Kovanci, Inandi and Fakiroglu (2020) in a study of the relationship between teachers' perceptions of school culture, organisational commitment and their resistance to change reported a positive correlation between teachers' perceptions of school culture and their organisational commitment. A closer look at the literature shows that some of the studies revealed contradictory results. For instances, whereas studies by Veeriah, 2017; Makau, 2014; Orindah, 2014; Kyeremeh, 2014; Saani, Opare and Yarquah, 2014; Zhu, Devos and Li, 2011 have indicated significant and positive effect of school culture on teacher commitment, other studies (Karadağ, Baloğlu & Çakir, 2011; Chan, Lau, Nie, Lim & Hogan, 2008) have

revealed insignificant and negative relationships between the study variables. Also, most of the studies done have focused on developed countries and there is paucity of studies on teacher commitment in developing countries particularly within the context of Senior High Schools in Ghana. In Ghana, studies such as that of Annor (2016), Yeboah (2015), Kyeremeh (2014), and Saani, Opare and Yarquah (2014) have concentrated on culture dimensions such as power culture, role culture, achievement culture, control culture, teacher orientation culture, school management culture and classroom organisation culture. These studies paid little or no attention to dimensions of school culture such as involvement of teachers in decision making, recognition, collaboration and support culture. Moreover, looking at the literature, these studies were limited to the basic and tertiary levels of education but did not touch on school culture and teacher commitment at the Senior High levels.

Furthermore, there have been other studies reported in the literature on organisational culture and employee commitment with their focus on other organisations other than the school (Brenyah & Obuobisa-Darko, 2017; Dwinfour, Adam & Adom 2017). Again, Karakus (2018) reported that gender moderates how school culture can affect teacher commitment. However, it appears the moderating role of gender in the relationship between school culture and teacher commitment has not been fully explored especially in the Ghanaian school context. Therefore, this study of influence of school culture on teacher commitment in the Senior High Schools, particularly, Senior High Schools in the

Lower Manya krobo Municipality was an important contribution to filling the research gap in the existing literature.

### **Purpose of the Study**

The purpose of this study was to examine the influence of school culture on teacher commitment in Senior High Schools in the Lower Manya Krobo Municipality.

### **Objectives of the Study**

Specifically, the study sought to:

1. Explore the type of school culture that is most prevalent in Senior High Schools in Lower Manya Krobo Municipality.
2. Determine the level of teacher commitment in Senior High Schools.
3. Ascertain the dimensions of school culture that are most prevalent in the Senior High Schools.
4. Analyse the dimensions of school culture that predict the levels of teacher commitment in Senior High Schools.
5. Examine the moderating role of gender in the relationship between school culture and teacher commitment in Senior High Schools.
6. Examine whether there is statistically significant difference in teacher commitment in Senior High Schools with regard to age and marital status.

### **Research Questions**

The following research questions were formulated to guide the study:

1. Which type of school culture is most prevalent in the Senior High Schools in Lower Manya Krobo Municipality?



2. What is the level of teacher commitment in Senior High Schools in Lower Manya Krobo Municipality?
3. Which dimensions of school culture are most prevalent in the Senior High Schools in Lower Manya Krobo Municipality?

### **Hypotheses**

$H_0^1$ : The dimensions of school culture will not significantly predict the levels of teacher commitment in Senior High Schools in the Lower Manya Krobo Municipality.

$H_1^1$ : The dimensions of school culture will significantly predict the levels of teacher commitment in the Senior High Schools in the Lower Manya Krobo Municipality.

$H_0^2$ : Gender will not moderate the relationship between school culture and teacher commitment in the Senior High Schools in the Lower Manya Krobo Municipality.

$H_1^2$ : Gender will moderate the relationship between school culture and teacher commitment in the Senior High Schools in Lower Manya Krobo Municipality.

$H_0^3$ : There is no statistically significant difference in teacher commitment in Senior High Schools in the Lower Manya Krobo Municipality with regard to age.

$H_1^3$ : There is statistically significant difference in teacher commitment in Senior High Schools in the Lower Manya Krobo Municipality with regard to age.

$H_0^4$ : There is no statistically significant difference in teacher commitment in the Senior High Schools in Lower Manya Krobo Municipality with regard to marital status.

H<sub>1</sub><sup>4</sup>: There is statistically significant difference in teacher commitment in the Senior High Schools in Lower Manya Krobo Municipality with regard to marital status.

### Significance of the Study

The relevance of this study is on its contribution to knowledge, policy making and practice on school culture and teacher commitment. With regard to contribution to knowledge, the benefit of this study to the various fields of education cannot be overemphasized, especially in the field of sociology of education. This is because the findings will add to the existing body of knowledge on issues in sociology of education. For instance, knowledge about school culture, and its dimensions, as well as knowledge about teacher commitment and its dimensions which are critical areas in sociology of education will be deepened. The findings will add to knowledge about dimensions of school culture which predict teacher commitment. The findings will also enhance the frontiers of theoretical and empirical knowledge, especially in the Ghanaian context which are good in the study of sociology of education with typical emphasis on Ghanaian setting.

With respect to contributions toward policy making, the Ministry of Education (MOE) and Ghana Education Service (GES) may find this study useful since the results will help them to develop more insights into issues about school culture and teacher commitment. This will further aid them to formulate policies that will enable headmasters/ headmistresses to create positive school culture to ensure the successes of the schools.

In connection with the contributions of the study toward practice, the study will be beneficial to Senior High Schools and their headmasters/headmistresses especially in Lower Manya Krobo Municipality, because the various elements of school culture will be unravelled and assessed to determine their influences and effects on teacher commitment. As such, the assessment of these factors will help headmasters/headmistresses in implementing the type of culture which will enhance the commitment levels of teachers and enable them to work effectively for the attainment of goals and aspirations of the school.

Finally, the study will function as a reference material for schools, teachers, researchers, stakeholders and the general public who are interested in the field of sociology of education. Specifically, researchers who intend advancing the frontiers of the dimensions of school culture and their effects on teacher commitment in Ghana and the world at large will find this study useful.

### **Delimitation**

The current study sought to examine the effects of school culture on teacher commitment. Specifically, it focused on dimensions of school culture such as involvement of teachers in decision making, recognition of teachers for work done, support, and teacher collaboration. The study was delimited to affective, continuance, and normative commitment of the teachers. The study concentrated on the four public Senior High Schools in the Lower Manya Krobo Municipality of the Eastern Region of Ghana. There are many demographic characteristics of teachers, however, this study was delimited to age and marital status of the

teachers. Gender was used as moderating variable of the relationship between school culture and teacher commitment.

### **Limitations**

The research design used for this study is cross-sectional survey. Critics of survey argue that it is susceptible to alterations through the introduction of biases in the measuring instrument, hence the use of questionnaire as the data collection instrument for this study may result in distortions in the findings if biases are not controlled (Amedahe & Asamoah-Gyimah, 2018). At times, in using close ended questionnaire, the respondents may provide their responses hurriedly which might not reflect the real nature of the issues. Moreover, close ended questionnaire sometimes does not allow respondents to tell their lived experiences and in some cases, not all respondents return the questionnaire which affects the return rate and generalisability of the study. Therefore, the results of the study could not be generalised beyond the schools under the investigation. All these factors could affect the study.

### **Definition of Terms**

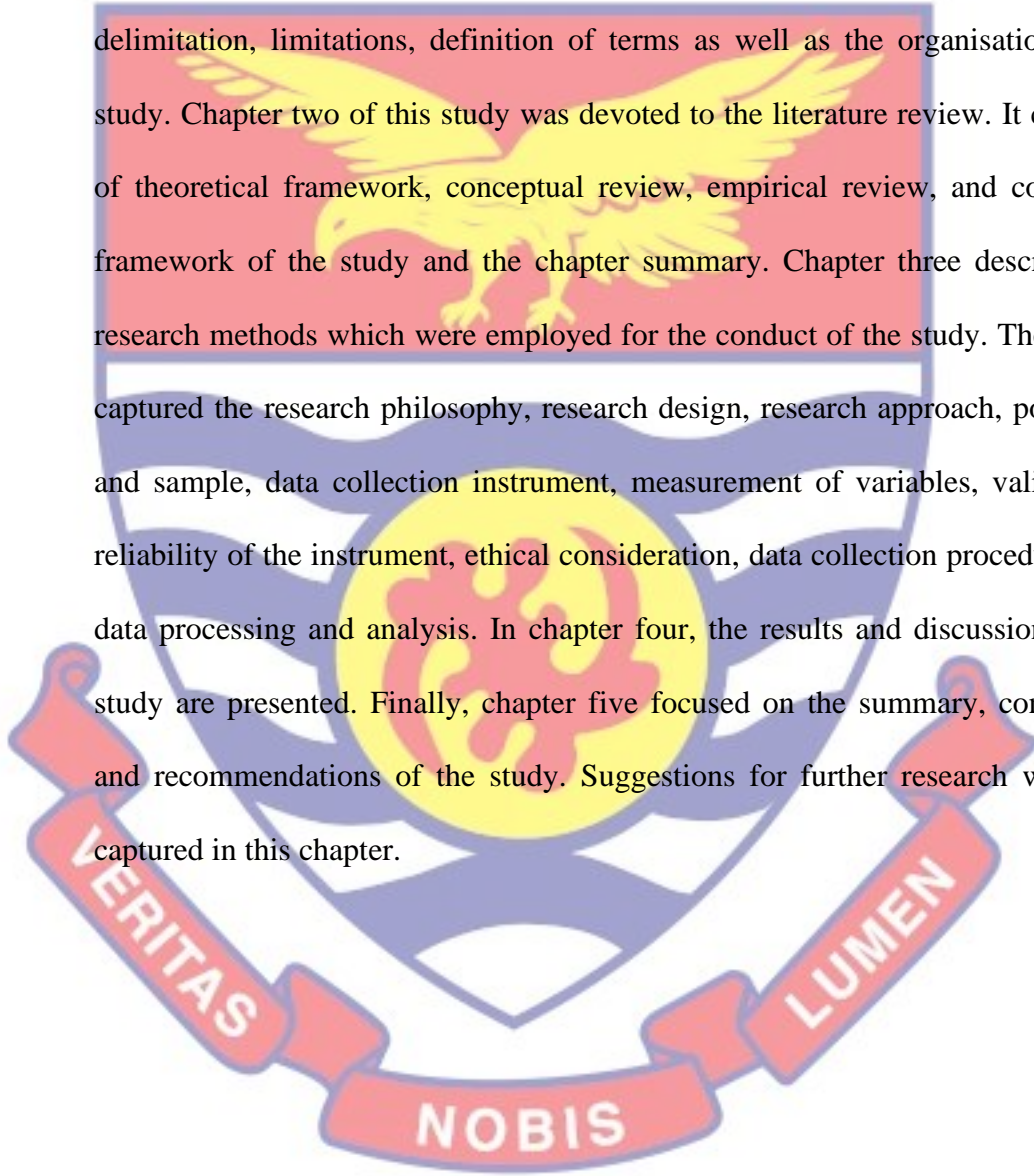
For the purpose of this study, the following terms were operationally defined:

**School culture** – this refers to a system of shared norms, traditions and values held by the members of a school and which differentiate one school from another (Robbins and Judge, 2013)

**Teacher commitment** – this denotes the readiness of teachers to devote their time and other resources to the achievement of the goals of the school (Hamilton, 2007).

## Organisation of the Study

The study was structured into five chapters. Chapter one consisted of the background to the study, statement of the problem, purpose of the study, research questions and hypotheses. The chapter also included significance of the study, delimitation, limitations, definition of terms as well as the organisation of the study. Chapter two of this study was devoted to the literature review. It consisted of theoretical framework, conceptual review, empirical review, and conceptual framework of the study and the chapter summary. Chapter three described the research methods which were employed for the conduct of the study. The chapter captured the research philosophy, research design, research approach, population and sample, data collection instrument, measurement of variables, validity and reliability of the instrument, ethical consideration, data collection procedures, and data processing and analysis. In chapter four, the results and discussions of the study are presented. Finally, chapter five focused on the summary, conclusions and recommendations of the study. Suggestions for further research were also captured in this chapter.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The purpose of this study was to examine the effects of school culture on commitment of teachers in Senior High Schools in Lower Manya Krobo Municipality. This chapter reviewed literature relevant to the study. Pieces of information in this chapter were gathered from journals, abstracts, the internet, books, and works people have done on school culture and teacher commitment. The literature review covers theoretical framework, conceptual review, empirical review, and conceptual framework of the study.

#### Theoretical Framework

This study is underpinned by the Social Exchange Theory by Homans (1958), and supported by Three-Component Model of Organisational Commitment by Meyer and Allen (1991).

#### Social Exchange Theory

According to Cook and Rice (2003), social exchange theory has been one of the major theories in the field of social sciences, particularly, in sociology and psychology from the first literature of Homans (1958), Blau (1964) and Emerson (1972). The standpoint of exchange theory sees the affiliation in employment as involving social or economic exchanges (Cropanzano, Rupp & Bryne, 2003; Aryee, Budhwar & Chen, 2002). Social exchanges are voluntary acts such as offering of rewards by a school to its teachers with the expectation that the

teachers will be grateful to reciprocate the good deeds of the school (Gould-Williams & Davies, 2005).

On the other hand, economic exchanges comprise the exchange of financial compensations such as salaries and allowances in return for the work the teacher has done. This is often reliant on official contracts which are lawfully enforceable. The exchange approach perceives teacher commitment as a means whereby teachers devote themselves to their schools in expectation of certain rewards and assistance from their schools (Cook & Rice, 2003). According to this approach, teachers enter into occupation with schools with specific knowledge, skills and wishes where they expect to find a school environment in which they can use their knowledge and skills, and satisfy their wishes. If teachers realise that the school is helping them to meet their expectations, then their commitment level for the school will rise. In a similar way, if the teachers realise that the rewards and benefits they obtain from the school are greater than the cost, then their commitment to the school will enhance. However, the commitment levels of the teachers may decline if they perceive that the rewards and benefits offered them by the school do not commensurate with their efforts and cost. This cost/benefit analysis by the teachers confirms the view of Becker (1960) on calculative/continuance commitment, where teachers become committed to the school based on the perceived costs of leaving the school.

Considering employee-employer association, social exchange theory supports the idea that teachers may act positively in response to good working conditions such as involving them in decision making, and implementation of

recognition, support and collaborative systems where teachers are appreciated for their hard work, supported with resources for their work and are encouraged to collaborate for teamwork in order to achieve personal and school aims and objectives. On the contrary, if the teachers perceive the school system to be relegating them to the background when it comes to decision making, and they are not recognized and supported by the school, then they may rebel against such unfavourable conditions by engaging in negative acts and work conducts, such as absenteeism, and doing a fair day's job for a fair day's pay (Crede, Chernyshenko, Stark, Dalal & Bashshur, 2007; Haar, 2006). It is therefore, predictable that teachers who see their working conditions to be unfavourable, would react with negative work attitudes and behaviours, but those who see the working conditions as positive and favourable, would respond with positive work attitudes (Crede et al., 2007; Cropanzano, Rupp & Byrne, 2003).

The social exchange theory is relevant to this study in the sense that it provides appropriate explanations with regard to how school culture enhances or works against teacher commitment in Senior High Schools. In every school, the teachers expect the culture to be positive and help them to reach the set goals. If the culture of the school is such that it helps teachers to meet their expectations, teachers will be happy and committed with such school and will like to be engaged in such school to support it for school success. On the other hand, if the culture of the school is negative such that it brings about unhappiness to the teachers, then they will lose interest and commitment in the school, a circumstance that can lead to unpleasant teacher behaviours like absenteeism,



doing work lackadaisically and consideration of turnover intentions. Such a negative cultured school will begin to experience low teacher output and the eventual losers are the students and their parents.

### **Three -Component Model (TCM)**

The three-component model of commitment is perhaps the most dominant organisational commitment in research (Meyer, Stanley, Herscovitch & Topolnytsky, 2002). This three-component model of organisational commitment was developed by Meyer and Allen (1991); and Meyer and Herscovitch (2001). These dimensions of teacher commitment are affective, continuance and normative commitments.

The teachers' emotional affection to, participation in, and identification with the school and its activities is what is termed as affective commitment (Allen & Meyer, 1990). Thus, the teacher who is affectively committed to the school becomes emotionally attached to the school, its values and its ways of doing things. According to Allen and Meyer (1990), affective commitment has three major features namely: (1) the development of the teachers' emotional attraction to a school; (2) identification with the school; and (3) the wish of the teacher to remain as a member of the school. When teachers develop emotional attraction toward a school, they tend to identify themselves with the goals of the school and help the school to attain these goals (Allen & Meyer, 1990). Highly developed affective commitment by a teacher brings about positive results such as reduced absenteeism on the part of the teacher, reduced teacher turnover intentions, and positive school behaviour and effectiveness (Meyer & Herscovitch, 2001).

The second dimension of teacher commitment developed by Allen and Meyer (1990), is called continuance commitment. Continuance commitment of teachers is referred to as the need of teachers to remain as members in schools. This commitment is based on the teachers' recognition of the costs associated with leaving a particular school for another school or job. Continuance commitment is built upon the Becker's side-bet theory. According to Becker's side-bet theory, when a teacher works for several years in a school, he/she tends to accrue some investments in the form of time, money, energy, knowledge and skill which are too costly to forfeit (Noraazian & Khalip, 2016). Accordingly, these teachers tend to assess their investments by considering what they have contributed towards the schools and what they would gain by staying in the school to work, vis-a-viz what they are likely to lose if they stop working in the school. When the teacher realises that he/she does not have the required knowledge and competencies to work in other job areas, the teacher begins to develop the continuance commitment and becomes more committed to the school because of the limited opportunities and choices for him/her (Allen & Meyer, 1990).

The third element of teacher commitment is the normative commitment, which relates to how much the teachers feel obligated to remain in schools. Meyer and Allen (1996) observed that teachers remain in schools because they feel they ought to do so. Randall and Cote (1991) were of the view that teachers feel that when the school has invested monies and resources at training them, they owe it a moral duty to continue to stay in the school and work.

This three-component model suggests that in schools, every teacher has developed commitment for all the three dimensions or any of the three dimensions of commitment. Thus, if teachers realise that the school provides them with the needed support and care, their affective commitment is boosted and they become emotionally and psychologically attached to the school to the point that they wish they spend all their working life in that school to help the school to thrive. When teachers also invest their resources into making the schools become successful and productive, they start developing continuance commitment towards the schools because they would want to stay and work in the school in order to enjoy what accrue from their investment. Further, when schools invest resources into developing teachers through such means as further studies, the teachers find it morally right to work in such schools to contribute their quota to the development of the school. The implication is that schools should nurture a positive culture that can support teachers in their endeavours so that the teachers will intend become more committed towards the growth of the school.

### **Conceptual Review**

This section is focused on the various concepts and variables that were used for this study.

### **School Culture**

The term school culture, has been carved out of the term organisational culture, therefore, it is expedient to discuss organisational culture before considering school culture as a concept. According to Balay and Ipek (2010) the term organisational culture has been conceptualised differently by different

writers. For example, in administrative literature, Blake and Mouton (1964) used the term “organisational climate” to represent “organisational culture”. Silverzweig and Allen (1976) also used the term “corporate culture” instead of “organisational culture”. Organisational culture is an important feature of every organisation because it helps organisations to grow and progress. It serves as an important web of rituals, traditions, norms, and values that affect every corner of life of the organisation and increases attention to what is important and valued (Schein, 2010; Peterson & Deal, 2002).

Robbins and Judge (2013) noted that organisational culture is a system of shared norms, values and meanings held by members that distinguish the organisation from other organisations. The concept of organisational culture is also explained as shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms in organisations (Lund, 2003). The culture of an organisation differs extensively with the extent to which it is intertwined into the organisation’s practices and behavioural norms (Lussier & Achua, 2013).

In educational settings, school culture is an indicator of school quality, as well as a multifaceted concepts composed of many features and factors that ensure the functioning of the school and school effectiveness (Tłuściak-Deliowska & Dernowska, 2015). Iancu (2009) explained school culture as a system of shared values and beliefs that produce norms of behaviours and ways of life of the school. School culture, is thus, the way things are done in a particular school. Tharp (2009) noted that school culture is a shared, learned, transmitted cross-generationally, symbolic, adaptive, and integrated aspect of the school, and

that school culture involves three basic human activities which are what people think, what people do, and what people make in the school. According to Owings (2013), school culture is the shared orientations, ideologies, values, norms and practices that hold an educational unit together. From the foregoing definitions of school culture, it can be implied that school culture denotes the values and principles that have consciously been cultivated in the school which serve as compass that give direction and support to what is desirable and acceptable as way of life of the school.

The culture of a school has a greater effect on the life, ideas and knowledge of the school than what many other stakeholders of education can have. School culture can be used to bind the attitudes, behaviours and values that influence the school's systems towards successful operations (Barth, 2002). According to Peterson and Deal (2011), school culture sharpens the focus of daily behaviours and activities of a school, as well as increases attention to what is important and valued. The culture of a school builds commitment with the fundamental beliefs of a person (Peterson & Deal, 2002).

Medina (2012) maintained that the culture of a good school produces outstanding results; gives encouragement; adapts readily and easily to change; and serves as a bond that fortifies ties among members of the school. These norms, traditions, values and principles of the school are said to strengthen the commitment of employees of the school (Zulfikri, Yahya, Yaakob & Raman, 2015). Once a school is started and begins to develop and grow, it should ensure

that there is firmness and acceptance of core values, norms, beliefs and ideologies to ensure that culture maintains itself (Luthans, 2011).

### **Types of School Culture**

School culture can be labelled as positive (strong) or negative (weak) based on adherence to shared core values and norms among members of the school and the degree of commitment the members have to these core values and norms (Iancu, 2009).

#### **Positive School Culture**

A positive culture connotes a good culture and, therefore, mostly, a culture of school is good if it enhances and promotes teaching and learning; such a culture is also said to be healthy. Schools with strong positive cultures are schools whose staff have a shared sense of purpose and fully commit themselves to teaching. Teachers of these schools have similar views regarding the schools, and they behave consistently with the values and norms of the schools. In these schools, the underlying norms are of collegiality, improvement, hard work, celebration of schools' accomplishments, teacher commitment, as well as parental commitment (Flamholtz & Randle, 2011; Peterson & Deal, 1998).

Jones (2009) noted that positive school culture enhances teacher performance and school quality in ways that positively affect students' outcome. In schools with positive cultures, informal networks of storytellers, heroes and heroines provide a social web of information and support that enable members of the school to develop a sense of belonging to the school for attainment of the schools' objectives. Similarly, in schools with strong cultures, success, accomplishment, joy and humour thrive. Researchers such as Peterson and Deal

(2002), and Kaplan and Owings (2013) describe the nature of positive school culture in various ways. Peterson and Deal (2002) for example, pointed out that strong and positive school cultures do not just happen, but it is built over time as everyone works together towards the school's goals through communication and commitment. Kaplan and Owings (2013) noted that positive strong culture can reduce ambiguity, increases faculty and staff members' commitment, ensures consistency on the part of teachers, and direct all efforts toward a desired common goal. A strong and positive school culture can increase the scope, depth, complexity, and success of what teachers teach and what students learn and achieve.

Taylor and Fratto (2012) outlined six features that describe a positive school culture. The features are as follows:

1. The level of students' engagement and participation in their personal learning and in the classroom activities is high.
2. The degree to which principals and teachers collaborate in determining challenges and opportunities is encouraging.
3. The setting of goals to improve the school operations conforms to the vision and mission of the school.
4. There is an action plan through which shared vision and strong communication are done.
5. There is review of attitudes of all staff members and students to ensure conformity to the ethics and disciplinary measures of the school.

6. There is openness and acceptance of inputs, changes, criticisms, as well as trying of new things.

Pourrajab and Faizal (2015) opined that characteristics of positive school culture include attractive and conducive classroom climate, dedication of teachers to the teaching profession, involvement of students in school activities, prevalence of orderliness and discipline in the school, as well as existence of a good relationship between management and members of the school that bring about effective teamwork and collaboration. As part of the efforts to design quality school culture, Gruenert and Valentine (1998) developed School Culture Survey (SCS) with six elements indicating effective school cultures. These elements are collaboration of teachers, collaborative leadership and management, professional training and development, unity of purpose, collegial support, and learning partnership.

These healthy school cultures help in increasing the commitment level of teachers, inspire the students to learn hard, foster effective teaching and learning environment for both staff and students, and serve as instrument that guide and direct actions of the authorities of the school (Peterson, 2002). Tłuściak-Deliowska (2017) was of the view that healthy school cultures emphasise fair share of ideas and vision, creativity, innovativeness, teamwork, self-esteem and a sense of belonging which can lead to development of schools with display of strong collaboration, empowerment, and engagement among members. In these schools there is collaboration among members of staff, and these members of staff



view challenges as opportunities to improve on set goals. Teachers in this environment are dynamic, creative and easily adapt to change.

When school cultures focus on strengths, collaboration, productivity, communication, relationships, teamwork and improvement, the individuals who are a part of that community will be much more likely to succeed because they will feel a sense of significance and encouragement, rather than competition and hopelessness (Peterson & Deal, 2009). Students and members of staff in positive cultured schools are treated with respect and goodwill and they in turn treat and acknowledge others with those same values and respect (Macready, 2009). This implies that, if headmasters/mistresses of Senior High Schools in the study institutions consciously develop effective school culture, it will result in enormous benefits such as willingness of the teachers to exert maximum efforts in performance of school's activities, high teacher acceptance of the school and its activities as their own, less teacher turnover intentions and general wellbeing of the school. These enormous benefits that accrue from positive school culture affirm Herzberg two-factor theory of 1959, that stipulates that when organisations implement conditions that lead to motivation, workers become satisfied and committed to the organisation.

### **Negative School Culture**

A negative school culture on the other hand, is an unhealthy or toxic one. It is bad in the sense that it retards teaching and learning. A toxic culture has characteristics that are opposite to those of positive culture, and these characteristics include the fact that there is no harmonious relationship among teachers, and between teachers and students; teachers work in isolation; there are

no set goals for the school; teachers do not expect much from their students; teachers do not feel appreciated or recognized; and teachers and students are excluded from decision making in the school (Pearson, 2015). Pearson (2015) continued that, in a weak school culture, not only is there lack of commitment amongst the teachers, but the students have fewer opportunities to benefit from a high-quality education.

Peterson and Deal (2009) identified some common features in schools with toxic culture. The first toxic feature they identified is that stakeholders seek self-interests and work painfully usually with narrow or no focus, and where there is focus at all, it is misdirected at non-academic work. Teachers seek to have hierarchical level of control. The second feature they described about weak school culture is factionalism among members of staff. There is division and disunity along several lines such as ethnic, racial, faculty or departmental lines. The third feature is resentment and hostility leading further to lack of harmony, consensus and focus. In the schools with toxic cultures students are seen as burdens and teachers are even happy when students are absent from school and vice-versa which results in eventual destruction of the school.

According to Peterson and Deal (1998) schools that are unproductive become toxic over time and teachers are often disgruntled and they sabotage any attempts at collegial improvement. As Peterson (2002) put forward, toxic and unhealthy cultures in schools are basically due to lack of a clear sense of purpose, have norms that reinforce inertia, blame students for lack of progress, discourage collaboration, often have hostile relations among staff, lack a mission and vision,

value laziness and apathy, appreciate separateness and exclusivity, and have negative peer relationships. This, in turn, can affect and decrease the commitment level of the teachers and subsequently their productivity. Furthermore, if school cultural norms are not suitable or are toxic, the school organisation will not be able to progress.

These negative school cultures focus on failures to remain stagnant, and encourage individuals to see failures as the inevitable results of circumstances outside of their control rather than as opportunities for improvement (Gruenert & Whitaker, 2015). This type of culture can result in bullying behaviours, which occur when a person is exposed frequently and over time to negative actions on the part of one or more other persons. Bullying often arises in situations where there is a power or status difference (Bradshaw, Waasdorp, Debnam & Johnson, 2014).

According to Yeboah (2015), stakeholders in a toxic school culture hardly come together partly because there are no ceremonies that celebrate successes and achievements. Also, in a school with negative culture, incompetence and apathy exist, parents show lack of interest, and negative stories make rounds in the school and even in the community. Thus, in a school with negative culture, there is no shared vision or goal, hence teachers and other members of staff play their individual roles and also work independently. There is no peer review of teachers' input and, likewise, there is no review of students' outcomes. Every wrong is blamed on other colleagues or pupils. There is hardly an attempt to bring improvement to the school.

It is clear from the above that negative school culture does not ensure hard work on the part of teachers and students which results in retardation of progress and academic work, and the eventual losers are students and parents. It is, thus, imperative for headmasters and mistresses in Senior High Schools in Lower Manya Krobo Municipality to work diligently to create a safe, caring, responsive, and positive school culture to ensure that individuals are provided with the opportunities to be successful throughout their life in the school.

### **Most Prevalent Dimensions of School Culture**

Harrison and Stokes (1992), put school culture into four dimensions which are role, power, achievement and support oriented cultures. Iancu (2009) classified school culture into three categories, namely: bureaucratic culture, innovative culture and supportive culture. Also, Dwinfour, Adam and Adom (2017) utilised dimensions of culture such as decision making culture, innovation culture, professionalism culture and goal integration culture in their study. Balay and Ipek (2010), in line with Harrison and Stokes' (1992) classification of school culture, categorised school culture into four subscales which are power culture, role culture, achievement culture and support culture. Gruenert and Valentine (1998) for their part, developed a School Culture Survey (SCS) that put school culture into six dimensions which are collaborative leadership, professional development, unity of purpose, collegial support, teacher collaboration and learning partnership.

In spite of the school culture dimensions alluded to above, this current study adapted some portions of the school culture dimensions used by Makau (2014) and the School Culture Survey developed by Gruenert and Valentine

(1998) as a way of measuring the commitment of teachers in Senior High Schools. Some modifications were made to the adapted school culture dimensions to make them more appropriate for the current study. The dimensions of school culture adapted in this study are decision making culture, recognition culture, support culture and teacher collaboration culture. The next section discusses these dimensions of school culture and how they predict teacher commitment.

### **Dimensions of School Culture that Predict Teacher Commitment**

The dimensions of school culture adapted in this study and which predict the teacher commitment are decision making culture, recognition culture, support culture and teacher collaboration culture.

#### **Decision Making Culture**

Decision making is explained as a process of selecting a choice from among different alternative choices in order to obtain a desired outcome (Eisenfuhr, 2011). The involvement of teachers in the decision-making process makes them feel part and parcel of the school, own the decision and ensure that the decisions are implemented. Decision making ranges from strategic decisions through to managerial decisions and routine operational decisions (Boeve, 2007).

In the school situation, decision making culture is a system where teachers and other members of the school are constantly involved in selecting choices between or among various alternatives considering costs and benefits of these alternatives in order to meet the objectives of the schools. However, decision making is not just about selecting the right choices. Effective decisions stem from a systematic process, with distinct features and elements, that are handled in a distinct sequence of steps (Calori & Sarmin, 2011).

Headteachers have significant roles to play throughout the effective and efficient decision-making process within the school. What is more significant is how teachers are made to participate in and feel part and parcel of decision-making process of the school. During staff meetings, headteachers allow teachers and other members of staff to express their views and opinions in order to contribute to discussions. The ability of teachers to express their views on certain issues concerning the school, the acceptance of these views and inclusion of the views in addressing issues in the school are a key factor that leads to teacher commitment. Hasting (2006) indicated that teachers who are allowed to participate in decision-making in school have a high level of commitment to their jobs.

It must, however, be noted that not all decisions of the school should the teacher be made to participate in. Decisions that fall within teachers' zone of indifference should not include the participation of the teacher (Baafi-Frimpong, 2019). It can be deduced that, in Senior High Schools where headmasters/mistresses involve their teachers in decision making, there are a lot of innovative ideas that are shared by the members of the schools towards solution of the problems of the schools.

### **Recognition Culture**

Research has indicated that though financial rewards positively reinforce performance-enhancing behaviours and stimulate teachers to some extent, non-financial rewards such as recognition must be given to keep teachers appreciated and committed (Danish & Usman, 2010; Luthans, 2000). Teacher recognition has been found to be a strong tool that enriches the energies of the teacher towards the

accomplishment of goals and objectives of the school, as well as having significant positive relationship with teacher commitment (Imran, Ahmad, Nisar & Ahmad, 2014; Rahim & Daud, 2013).

According to Harrison (2005) teacher recognition culture is a system in which there is timely, informal and/or formal acknowledgement of a teacher's behaviour, effort or work performance that support the goals, values and aspirations of the school and which clearly has been beyond normal expectations. Recognition has been thought of as a positive response and a judgment made about a teacher's contribution, reflecting not just work performance but also personal engagement, commitment and dedication on a regular or ad hoc basis, and expressed formally or informally, individually or collectively, privately or publicly, and monetarily or non-monetarily (Brun & Dugas, 2008).

Brun and Dugas (2008) identified four approaches to teacher recognition which are expressed in the form of personal recognition, recognition of work practices, recognition of job dedication and recognition of results. These four recognition practices distinguish teachers as full-fledged workers capable of being committed to their jobs by investing time, energy and other resources on them in order to help them perform their duties and responsibilities competently to bring about delivery of concrete results. It has been observed that recognition is inexpensive to distribute, available for all teachers and can be offered in various forms. For example, a headmaster may say or write formally to appreciate a teacher's work, in addition to acknowledging them at functions such as graduation days (Nolan, 2012; Silverman, 2004; Luthans, 2000).

Effective recognition of teachers may occur in schools with strong and supportive culture that understand the psychology and importance of praising teachers for their good work, apply the principles of employee recognition and inspire other teachers to be hardworking, creative and innovative (Harrison, 2005; Saunderson, 2004). In line with the discussions on recognition culture, it can be argued that if teachers are recognised for their contributions for their schools, it will enhance their commitment and contentment towards helping the schools to achieve extra ordinary success, a situation which is supported by Herzberg Two-factor theory, where recognition results in motivation and commitment.

### **Support Culture**

Yiing and Ahmad (2009) described support-oriented culture as a school culture that emphasises teamwork, rendering of assistance to people, encouragement, and trust which result in quality services and high productivity in the school. Thus, support-oriented school culture is often referred to as a teacher-oriented culture. This culture is open, harmonious, trusting, safe, caring and collaborative. The school which emphasises support culture has a benevolent cluster structure with minimal hierarchy, which implies less power control of teachers (Bailey, 2009). Kathryn (2002) observed that support-oriented school culture has a coherent set of values, beliefs, assumptions and practices among the teachers within the school which raise the commitment, motivation, solidarity, identity and sameness level of teachers, and which turn to facilitate teachers' commitment. Asiedu (2015) believed that traits of this school culture such as motivation, communication, growth opportunities, supervisory and other support make teachers feel empowered to think and act as leaders within their schools.



Martins and Martins (2003) referred to this type of school culture as the extent to which decisions of schools take into consideration the effect of outcomes on teachers and members of the school. This means that the well-being of teachers is of utmost importance to headmasters in this type of school. Asiedu (2015) recounted that scholars have acknowledged some weaknesses of support culture of schools. Support culture like rewarding and compensation culture, growth opportunities (training) culture, and communication culture can sometimes result in displacement of goals and objectives of the school. This culture can shift teachers' attention from the goals and objectives of the school to their personal growth, interests and gains. Head teachers are therefore to ensure fairness and firmness in handling teachers in such schools in order to enhance prompt achievement of schools' goals. It can be deduced that in Senior High Schools where support culture has been implemented, members of the school feel cherished, cared for and welcomed which has the likelihood to increase the affective commitment level of the teachers.

### **Collaboration Culture**

Kelchtermans (2006) described teacher collaboration culture or collaborative culture as a kind of school culture in which there is cooperation among teachers which is aimed at achieving the objectives and goals of the school. In a collaborative culture, members of the school community work together effectively and are guided by a common purpose. All members of the school community—teachers, administrators, students and their families share a common vision of what the school should be like. In doing so, they create a culture of discourse in which the most important educational matters facing the

school are openly and honestly discussed. In such a culture, members respect each other, value their differences, and are open to each other's ideas (Naidoo, 2002).

Throwing some light on positive effects of collaboration on teacher learning and moral support, Johnson (2003) mentioned that collaboration improves teachers' emotional and psychological makeup towards working together, because collaboration gives teachers a chance to learn from each other. Chan and Pang (2006) maintained that collaborative experiences provide more opportunities for teachers to make networks of relationships which can help them to share their reflective experiences; evaluate beliefs on teaching, learning and assessment; and construct knowledge together. According to John-Steiner (2000) collaborative activities are described as being one of the main elements of professional development. Collaboration, thus, is a type of social interaction which plays an important role in producing knowledge and ideas for the benefit of the teacher.

From the discussions about the dimensions of school culture, the implication is that if headmasters and headmistresses of Senior High Schools in Lower Manya Krobo Municipality cultivate these kinds of cultures in their schools, teachers and other members of staff will be happy to be part of the schools, their commitment levels may rise higher which may result in high performance of the staff and the schools at large. The following section discusses commitment with more emphasis on teacher commitment.

### **Teacher Commitment**

Commitment is a strong feeling, inclination or desire towards an activity that one likes and finds satisfactory, important, and in which he/she invests time,

energy and other resources (Carbonneau, Vallerand, Fernet & Guay, 2008). Meyer and Herscovitch (2001) indicated that commitment is a force that binds an individual to a course of action of relevance and in which the individual is thought of as experiencing this force in the form of three bases which are affective, normative and continuance. Whilst affective commitment refers to the identification and involvement between the individual and a focus, normative commitment reflects a feeling of moral obligation in relation to the focus, and continuance commitment (or instrumental) refers to an assessment of the implications (or price to pay) if the relationship with the focus is broken. There are several benefits accruable to an organisation such as the school where commitment is dominant. These include teamwork, participatory decision making, openness, support, dedication to duty, responsible and high productive workers (Asurakutlu, 2007; Bayukdere & Solmus, 2006).

Teacher commitment is a word often used to distinguish between the teachers who are dedicated and take their teaching job seriously from those who put their own welfare and interests first. Some teachers consider their commitment as part of their professional identity as it defines them and their work, and they get a lot of inspiration and enjoyment from this (Elliott & Crosswell, 2001). Hamilton (2007) noted that teacher commitment is the willingness of the teacher to invest personal time, energy and other resources in to the teaching task and thus remain in the teaching profession. Luthans (2010) maintained that commitment of the teacher is the teacher's strong desire to remain in a particular school. It is the teacher's acceptance of the cherished philosophy,

values and goals of the school which results in the willingness of the teacher to exert high levels of effort on behalf of the school. It consists of the inborn psychological inclination of the teacher for the teaching job which enhances his/her desire to participate with devotion and loyalty in the task of effective teaching which results in better performance of the students as well as the school.

Commitment of a teacher is a teacher's feeling with a view to continuing his or her association with a school, his/her acceptance of the values and goals of the school as well as the willingness to help the school achieve its values, purposes and goals (Pareek, 2004). Joolideh and Yeshodhara (2009) believed that a committed teacher finds it easy to be interested in whatever is being carried out in the school and gets involved wholeheartedly. Teacher commitment is more meaningful than a mere passive loyalty of the teacher because the commitment of a teacher involves his/her desire to make a meaningful contribution to the school and to remain in it as a loyal member.

Park, Henkin and Egley (2005) advanced two reasons why teacher commitment should be emphasized in the fields of education. First, commitment was an internal force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education had grown. Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability, that were dependent upon each teacher's combined efforts, as well as the sustained efforts of the teachers within each school or institutional group.

Nagar (2012) proposed that the commitment of teachers to their schools should be encouraged by developing and strengthening the feeling of accomplishment that the teacher derives from his/her work in the school as high teacher commitment is seen as a positive factor in the school, and teachers who are highly committed often feel that they are safe and have high prospects for the school.

Hallinger and Heck (2010) pointed to the fact that failure on the part of the school principal to maintain the commitment of teachers might cause problems for the principal and the school management. Teachers are the implementers of educational policies in a country, therefore, their commitment to the school is found to be an important factor in ensuring the success of educational system in a country (Leithwood, Jantzi, & McElheron-Hopkins, 2006).

Many studies have been conducted to examine the effects of teacher commitment on work performance, absenteeism, and turnover. The results of all these studies demonstrate that teacher commitment has positive effect on teachers' productivity and performance, while it correlates negatively with turnover and absenteeism in the school (Chen, 2006; Uyguç & Çımrın, 2004; Chang, 1999; Lok & Crawford, 1999). As a consequence, the conditions necessary to promote and support highly committed teachers in these schools should be of great concern to headmasters and headmistresses of these schools.

### **Dimensions of Teacher Commitment**

Generally, three dimensions of teacher commitment are mentioned in studies concerning teacher commitment (Balay & Ipek, 2010). These dimensions were made by Etzioni (1975), O'Reilly and Chatman (1986) and Meyer and Allen

(1991). Etzioni (1975) gave the dimensions of teacher commitment in three types as moral, calculative/instrumental and alienative commitments. According to Balay and Ipek (2010) a linear continuum model is used in these dimensions. Moral commitment is found at the positive point, alienative commitment is located at the negative point of this continuum, and calculative/instrumental commitment takes place at the middle point of the continuum as neutral. The teacher who feels that he/she is under the pressure of the school and notices an inconsistency between his/her personal philosophy and the philosophy of the school is experiencing an alienative commitment. If the teacher obtains his/her desires and ambitions, he/she feels calculative/instrumental commitment in the school. The teacher who internalizes the norms, standards, ethics, ideas and values of the school feels moral commitment in the school (Balay, 2000).

O'Reilly and Chatman (1986), also studied teacher commitment and put it into three levels; compliance, identification and internalization. A teacher who may wish to reach particular rewards and gain some positions in the school may sanction his/her behaviour and guide his/her attitude with the rules and regulations of the school at the compliance level of commitment. At the identification level, the teacher shares in the norms, customs, traditions and values of the school and finds them inherently rewarding and compatible with his/her own norms, values and aspirations (O'Reilly, 1989). However, the commitment at internalization level takes longer time to occur in schools. Here, the teacher accepts the values, norms and goals of the school as that of his/her own and tries to live by them (Balci, 2000).

Meyer's and Allen's (1991) dimensions of teacher commitment, also known as Three-Component Model (TCM) are seen in three areas as affective, continuance and normative commitments. It is to be acknowledged that the current study adapted the dimensions of teacher commitment as espoused by Meyer and Allen (1991) to describe the commitment of teachers in Senior High Schools in Lower Manya Krobo Municipality. Each of the component of the model has different implications and consequences for behaviour and well-being of teachers (Kam, Meyer, Goldenberg & Bremner, 2013). As observed by Kanning and Hill (2013), and Meyer and Allen (1991) emotional attachment of the teacher to his/her school constitutes his/her affective commitment, the obligation of the teacher to remain in the school represents his/her normative commitment, and the perceived cost of the teacher to leave the school is described as his/her continuance commitment.

The Three-Component Model (TCM) of teacher commitment to school described by Meyer and Allen (1991) is presented in figure 1.

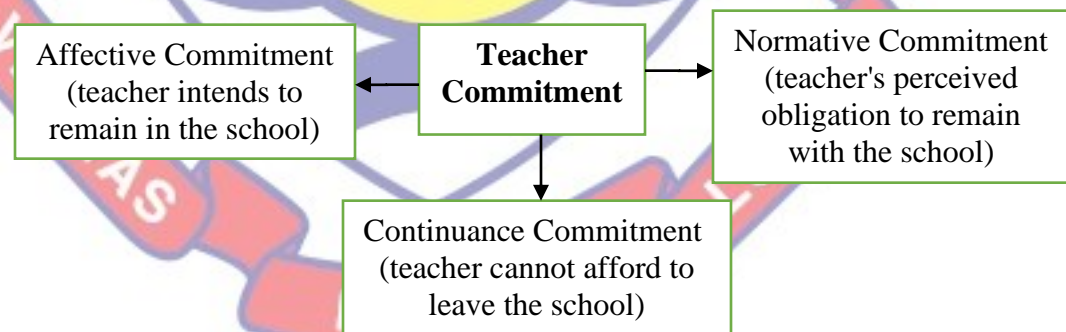


Figure 1: Three-Component Model (TCM) of teacher commitment

Source: Adapted from Meyer and Allen (1991)

### **Affective Commitment**

Affective commitment is about the teacher's identification with, involvement in, and emotional attachment to the school. This indicates that when the teacher is emotionally attached to the school, he/she is likely to be more involved with the philosophies, vision and mission of the school and will like to remain with the school because he/she wants to do so (Meyer & Allen, 1996). Campbell and Hwa (2014) indicated that affective commitment among teachers is more important and stronger when teachers are respected and supported by the school. It implies that headmasters/mistresses in Senior High Schools should try and help teachers to cultivate the affective commitment because once a teacher develops it, he/she works wholeheartedly for the progress of the school and it becomes very difficult for such a person to leave the school.

### **Continuance Commitment**

Continuance commitment relates to the teacher's awareness of the costs, both economic and social, involved in leaving the school. This shows the bond between the teacher with the school, and the wish of the teacher to either continue to work or leave the school. Alsiewi, Gaith and Etlesh (2016) stated that the teacher feels obliged to be committed to the school because of the monetary, psychological, social, emotional and other costs associated with leaving the school.

Continuance commitment relates to the view of the teacher of the value that has been instilled in the school and its effect on the occasion out of the school. In a research conducted by Alsiewi et al. (2016), it was revealed that school environment, work relevance, pay and other benefits had a significant



positive effect on continuance commitment. They were of the view that jobs and relationships in schools are of more importance to teachers compared to monetary rewards. Campbell and Hwa (2014) added that teachers base their continuance commitment on the costs of staying or leaving the university.

It has been accentuated that continuance commitment is usually left out when discussing dimensions of commitment because several researches have shown that there are negative impacts for having high level of continuance commitment such as experiencing stress, work family conflict and lower life fulfilment. These negative impacts have effect on both the teacher and the school (Genevičiūtė-Janonienė & Endriulaitienė, 2014; Meyer, Stanley, Herscovitch & Topolnytsky, 2002).

### **Normative Commitment**

Normative commitment is a feeling of obligation for the teacher to continue in employment with the school (Meyer & Allen, 1991). Normative committed teachers feel morally and ethically obliged to keep working in the school. A highly normative committed teacher ethically believes that it is right and proper to continue working in the school (Ibrahim & Iqbal, 2015). This tells us that a teacher who has high normative commitment remains in the school because he/she feels he/she ought to do so (Meyer & Allen, 1996).

Normative commitment develops and begins to be inculcated in the teacher when the teacher learns and acquires the norms, values, traditions and customs of the school through day-to-day participation, socialization and engagement in the activities of the school. Newman, Thanacoody and Hui (2011)

argued that normative commitment is dependent on the prior attitude, values and personal philosophies of the teacher before becoming a member of the school.

The Three- Component Model (TCM) of teacher commitment is used for the current study because it represents a strong identification of commitment of teachers in Senior High Schools in Lower Manya Krobo Municipality towards the vision, mission and goals of their schools, and their willingness to do more in their capacity as teachers to help the schools to reach their fullest potentialities and destinations.

Goh and Marimuthu (2016) suggested that in conducting scientific studies concerning commitment, it is important to focus on all the three aspects of it, because it enables proper approaches and techniques to be developed to promote the commitment of teachers and other employees to schools which helps to improve the progress of the school. These three types of commitments can, therefore, be used as a standard to measure how teachers and other members of staff feel working in a particular school.

### **Levels of Teacher Commitment**

There are different levels of teacher commitment to school. The commitment levels of the teacher may move from a low level to a moderate level and continue to develop to a higher level, and vice versa (Chang, 2014).

#### **Low level**

The teacher who operates on this level must be disappointed about the school to the point that he/she may lack the acceptance of the school's goals, principles and values. This usually results in teacher absenteeism, tardiness, and poor quality of teacher's work (Chang, 2014). Such a teacher may stay in the

school because of insufficient job alternatives or awareness of the expense associated with leaving the school. This is associated with continuance dimension of commitment (Dixit & Bhatti, 2012; Meyer & Allen, 1997). Given the opportunity he/she will leave the school.

### **Moderate level**

This level of commitment can be considered as a reasonable or average commitment, which means partial commitment to the school's vision and mission. This is characterised by reasonable acceptance of school goals and aspirations which may lead to less teacher absenteeism, tardiness and better quality of teacher's work (Chang, 2014). The feeling of duty or obligation of the teacher to continue working with a particular school is rooted in the norm of reciprocity, which is an attribution of a moral commitment associated with the normative dimension of commitment (Jaros, 2007; Meyer & Allen, 1997). The teacher stays in the school because he/she should do so.

### **High level**

A high level of teacher commitment to school is characterised by a strong acceptance of the school's vision, mission, and goals, as well as the willingness of the teacher to exert efforts to remain with the school to achieve high productivity (Chang, 2014). Such a teacher has positively identified with the school and remains a loyal member of the school (Miller, 2003). The desire of the teacher to remain in the school to participate actively in the activities of the school to help in

the attainment of the goals of the school suggests that the teacher is emotionally associated to the school, a behavioural tendency which is closely related to affective dimension of commitment (Qaisar, Rehman & Suffyan, 2012). The individual teacher stays because he/she wants to.

Shapira-Lishchinsky and Rosenblatt (2010), and Gaziel (2004) noted that teachers with high commitment level of affective and normative commitments could contribute to high students and school performances and were more likely to have fewer turnover intentions. On the other hand, teachers with low commitment towards school often report late to work and tend to be frequently absent from school by abusing sick leave which caused loss of valuable instructional time due to substitution of ineffective teacher to handle the class or class cancellation in some extreme cases. Moreover, teachers with low commitment towards schools have the intentions to migrate to other schools or resign from the teaching profession to join a different profession (Labatmediene, Endriulaitiene & Gustainiene, 2007).

Considering the above importance of high commitment as well as negative effects of low commitment of the teacher to the school, there is a crucial need to assess factors that could enhance the commitment level of teachers in Senior High Schools in Lower Manya Krobo Municipality. One of these factors which have been found to influence the commitment of the teacher to the school is the culture of the school (Lai, Luen & Hong, 2011).

### **Demographic Factors and Commitment**

Over the years, many studies (Forkuoh, Affum-Osei, Osei & Addo, 2014; Lo, Ramayah & Min, 2009; Salami, 2008) have linked demographic background

with organisational commitment. Affum-Osei, Acquaaah and Acheampong (2015) indicated that previous researches have identified influence of demographic background such as age, qualification, and marital status on teacher commitment. However, for the purpose of the current study, demographic factors considered are age and marital status.

### **Age and Commitment**

Jafri (2011) argued that a variety of demographic factors have been found to influence teacher commitment, but age has proved to be the most outstanding and most studied variable. For a variety of reasons, age has been found to have a positive influence on teacher commitment. As teachers grow old, less alternative employment options become available for them, and as a result they may view their current teaching employment as more favourable choice. Zheng and Sharan (2010) were of the view that older teachers may be more committed to their schools because they might have invested a lot of time, money, energy and other resources into the success of their schools.

Lincoln and Kalleberg (1996) reported in their study of manufacturing companies in the US and Japan that, older people are both more committed and more loyal to their organisations than younger employees. Noordin (2011) specified that older teachers are attitudinally committed to their schools for a variety of reasons, including having greater autonomy with their jobs, gaining promotion and advancement, and having cognitively justified reasons for remaining in the school. Brown, McHardy, McNabb and Taylor (2011) acknowledged that age positively influences calculative organisational

commitment due to the fact that there are limited job opportunities and greater sunk costs for employees as they grow old. McDonald (2011) reported that employees under the age of 30 tend to be committed to organisations which value work/life balance, while employees over the age of 30 tend to be committed to organisations that emphasise job security.

### **Marital Status and Commitment**

Marital status has been shown to influence commitment, with married workers usually showing more commitment than unmarried workers to their organisations. It is suggested that married employees show more commitment, because, typically they have greater financial, personal and family responsibilities, which increase their need to remain with the organisation (Hodges, 2010). Thus, continuance commitment, which is the cost associated with a teacher leaving the school increases the commitment of married teachers to stay in a school (Hoobler, Wayne & Lemmon, 2009).

It has also been found that unmarried teachers (single teachers), especially those not in relationship are less responsible, less matured, and less well-adjusted than married teachers, therefore unmarried teachers are perceived as less committed to the teaching work (Morris, DePaulo, Hertel & Taylor, 2008). On the contrary, according to Western, Hewitt and Baxter (2005), evidence tend to suggest that single teachers are expected to be able, willing and committed to teaching for longer hours than married teachers, because the single teachers may have fewer obligations outside of work. Hoobler, Wayne and Lemmon (2009) have indicated that married female teachers are perceived as less suitable and

committed for the teaching job because they have personal and family obligations (work family conflict) that sometimes take them out of school, but married male teachers are perceived as more committed to work because they have numerous family responsibilities to take care of financially.

### **Moderating Role of Gender in the Relationship between School Culture and Commitment**

According to Hall and Quinn (2014), gender of the teacher has been recommended to be examined in a school context, particularly its effects on the relationship between school culture and teacher commitment. The roles of female and male teachers are different at work, and are therefore affected differently by school culture and commitment of the school (Colley & Comber, 2003). Males usually have agentic behavioural conduct that makes them behave in a competitive and accomplishment oriented way. On the other hand, females normally have communal behavioural conduct that makes them to behave in a caring and supportive oriented way. Through communal behavioural conduct, females tend to involve in social and supportive behaviours more frequently, therefore, the relationship between the culture of the school and the teacher commitment can easily nurture their close interactions with others, and contribute to their feelings of belongingness in the school (Kacmar, Bachrach, Harris & Zivnuska, 2011; Kidder, 2002).

Ortiz (2018), maintained that female teachers are more sensitive to their working environments, hence, they are more at risk to the social, psychological and emotional cues of other individuals in the school. Therefore, female teachers may be more sensitive to the values, philosophies and norms of their schools in a

positive or negative way. They may easily advance in commitment if their school culture is seen as supportive, fair and helpful. Positive school culture, therefore, may have more productive outcomes on commitment of female teachers and help them to develop positive attitudes and behaviours for the school and its activities (Kalshoven, Den-Hartog & De Hoogh, 2013; Rea, Carter, Parfitt, Wilkerson & Valesky, 2017).

### **Empirical Review on School Culture and Commitment**

The empirical review is concentrated on the various studies conducted on the study variables in places including Asia, Europe, and Africa.

### **Most Prevalent School Culture**

Kyeremeh (2014) examined the influence of organisational culture on the organisational commitment of academic staff of the University of Cape Coast. The author employed power, role, achievement and support cultures as the dimensions of culture to determine their effects on commitment and satisfaction of the academic staff. It emerged from the study that the respondents perceived all the dimensions of culture positively. In a similar situation, Balay and Ipek (2010) examined the teachers' perceptions of organisational culture and organisational commitment in Turkish primary schools by using subcultures which are power, role, achievement and support cultures. The findings revealed that the teachers perceived all the subcultures positively. Saani, Opare and Yarquah (2014) conducted a study into complex influence of school organisational culture on teachers' commitment to the teaching profession in public basic schools in Ashaiman community, Ghana, using school culture dimensions which are control, role, outcomes/results, and teacher orientation cultures. The results from the study



indicated that the teachers had positive perceptions about the school culture. In a sharp contrast, a study conducted by Story (2010) that examined the perceived effects of school culture on students' behaviour found that teachers, administrators and other school personnel had negative perceptions about the culture of the school.

Abdullah and Arokiasamy (2016), investigated the influence of school culture and organisational health of secondary school teachers in Malaysia. Data was collected from 385 secondary school teachers on a national level with the use of questionnaire, and the data was analysed with frequencies and percentages, means and standard deviations as well as t-test and Pearson Correlation Coefficient. The results showed that school culture practices among school principals were at a high level in secondary schools. However, it was recommended that principals should create a healthy school culture in order to increase job satisfaction and commitment of the teachers. In contrast, Ali, Farid and Ibrarullah (2016) found that secondary schools in Mardan district of Pakistan almost never tried to create a positive school culture for effective schools, resulting in the school culture being low.

Yager and Yager (2011) in a research concluded that high teacher commitment can be fostered by principals through a positive school culture. Also, Thuściak-Deliowska (2017) concluded that schools with strong culture tend to increase creativity, innovativeness, collaboration, teamwork, self-esteem and a sense of belonging which increase the commitment levels of teachers.

Masouleh and Allahyari (2017) carried out a quantitative research on the predictability of organisational culture for commitment among faculty members: evidence from Iran higher education. The researchers employed random stratified cluster sampling method to select 76 faculty members, and with the use of questionnaire, data was collected, which was analysed using descriptive and inferential statistics. It was found that the university possessed an average organisational culture which needed to improve, while the organisational commitment of their teachers was at an acceptable level. They concluded by stating that establishment of favourable positive organisational culture will increase the commitment of the faculty members. It can be argued that, in a quantitative study, a larger sample size is needed for credibility and generalisability purposes. Hence, with a sample size of 76 faculty members the credibility and generalisability of this study findings may be challenged.

#### **Level of Teacher Commitment**

Some experts of organisational commitment believed that a committed teacher finds it easy to be interested in whatever the school does and gets involved wholeheartedly for the success of the school (Joolideh & Yeshodhara, 2009). Najeemah (2012) in a study conducted among teachers in national primary schools in Penang, Malaysia, utilised quantitative method with the use of questionnaire to collect data from a sample of 218 teachers. The data was analysed using frequencies and percentages, Pearson Correlation Coefficient and regression. The study found that the level of overall teacher commitment was high. This finding of Najeemah's (2012) study lends support to the finding of a

study conducted by Nurharani, Norshidah and Afni (2013) that indicated that secondary school teachers in Klang, Malaysia have a high level of organisational commitment. On the contrary, Fauziah, Rahmah, Rohani, Rasimah and Zabani (2010) recommended in a study that policy-makers and the educational administrators at the state and federal levels must work diligently to increase the levels of commitment of the teachers in order to reduce the number of teachers who were leaving the profession. In that study, it was found that teacher commitment level was low.

Hamid, Nordin, Adnan and Sirun (2013) used a quantitative method to examine the commitment level of 258 daily school teachers in Klang, Malaysia, and found that the overall commitment level of the teachers was only at the average level. They explained that this could be due to lack of feelings towards the school by the teachers. Similarly, the findings of studies conducted by Colak, Altinkurt and Yilmaz (2014), Gündüz (2014), and Hayat, Kohoulat, Kojuri and Faraji (2015) revealed moderate commitment levels of teachers. However, Ling and Ibrahim (2013) in a study found low commitment level among 1014 trained teachers in 27 secondary schools in Miri, Sarawak.

### **Most Prevalent Dimensions of School Culture**

Alqarqaz (2014), examined collaboration culture in two Al Ain secondary schools in Abu Dhabi, United Arab Emirate. Using interviews and observation as data collection instruments, the researcher collected data from twenty (20) teachers which were analysed with Miles and Huberman (1994) qualitative data analysis model. The findings of the study indicated that the study institutions

practised collaboration culture. The study also showed a higher supportive culture in the female schools than in their male counterpart schools. It can be argued that the results of this study could not be generalised beyond the two study institutions since sample representativeness was lacking. Also, using qualitative research to establish differences in schools with respect to school culture may not be suitable in my opinion. However, the results of the study by Alqarqaz (2014) have impact on the objective of the current study.

When Avalos-Bevan and Bascopé (2017) asked their teacher respondents in Chile of their perceptions about teacher informal collaboration for professional improvement in a study involving mixed method design, data was collected from 312 respondents using questionnaire, and was analysed using frequencies and percentages, as well as means and standard deviations. It emerged from the study that teachers held positive beliefs in general about collaborative culture and its role for professional learning. However, it became evident that teachers engaged more in the weaker types of collaboration such as sharing ideas and talking about teaching problems, but engaged less in the more demanding types of collaboration such as mutual lesson observation and team teaching. It can be said that using questionnaire alone as data collection instrument in a mixed methods design is not appropriate. A qualitative research data collection instrument is needed in this study.

In another study conducted in 50 public schools in south eastern of United States, Ohlson, Swanson, Adams-Manning and Byrd (2016) used the School Culture Survey instrument developed by Gruenert and Valentine (1998) to gauge

the perceptions of teachers about their school culture. According to the researchers the unique characteristics of school culture that were analysed as part of this study and which will enrich the future work of school reform initiatives are collaborative decision making, support and teamwork.

Bland (2012) found in a doctoral dissertation that, a positive collaborative school culture provides a conducive learning environment for teachers and students to share knowledge and skills together.

### **Dimensions of School Culture that Predict the Levels of Teacher Commitment**

Blase and Kirby (2003) conducted a study on bringing out the best in teachers: What effective principals do. They found that teachers were content with their jobs when the principals involved them in decision making process of their schools. Similarly, Zin and Talet (2016), in a study found that an organisation that involved its employees in decision making process had the employees to be more committed to their work. Further, Dampson and Afful-Broni (2018) carried out a study into teacher participation on school decision-making in Ghanaian Basic Schools: looking back and moving forward, what stakeholders say. The researchers employed explanatory sequential mixed method design involving semi-structured interviews, observation, and questionnaire to collect data from 235 participants. It became evident from the study that basic school teachers participated in decision-making on individual, committee, group and school levels.

Makau (2014) investigated into the effects of organisational culture on teachers' job commitment in primary schools in Mwingi Central District of Kenya. The researcher employed a correlational research design in which data was collected from 143 teachers using questionnaire which was analysed with frequencies and percentages, and Pearson Correlation Coefficient. The findings revealed a positive relationship between teachers' involvement in decision making and their job commitment.

Marchisotti, Almeida and Domingos (2018) conducted a study into decision-making at the first management level: the interference of the organisational culture. The researchers employed qualitative and exploratory research design, and with the use of semi-structured interviews, data was collected from fifty (50) employees, and the analysis was done with content analysis technique. It was revealed from the study that organisational culture had a greater impact in the way management members made decisions. Saad (2012) employed a survey design to study the effects of teachers' participation in decision making on commitment. The researcher used questionnaire to collect data randomly from 399 teachers, and the data was analysed using descriptive statistics, Pearson correlation and regression analysis. The findings of the study showed that teachers' participation in decision making about lesson planning had a significant relationship with loyalty and willingness to remain in a school, while teachers' participation in curriculum management decision making had a significant relationship with turnover. It was concluded that teachers' positive attitude to participate in decision making had effect on teachers' commitment.

On employee recognition and commitment, studies have indicated that organisations that recognise the efforts of their workers, have their workers becoming more committed to those organisations. For example, Blyton and Turnball (2004) indicated in a study that 79 percent of people who quit their jobs cited lack of recognition as the main reason. A study conducted by Amoatema and Kyeremeh (2016) on making employee recognition a tool for achieving improved performance: implication for Ghanaian universities, concluded that the most effective ways to motivate employees to achieve the desire goals of the organisation involve creating an environment with strong, respectful and supportive relationship between the organisation and employees. The researchers added that there should be a focus on genuine expressions of appreciation for specific employees' achievement, because the positive feelings from recognition play significant role on commitment. Also, Tessema, Ready and Embaye (2013) found that employee recognition, pay, and benefits had a significant impact on employees' job commitment, regardless of home country, income level and culture.

In Ndungu's (2017) study, in which the researcher collected data from 312 workers using questionnaire in Kenyatta University, Kenya, respondents were asked to assess the effects of rewards and recognition on employee commitment and performance. The researcher utilised descriptive survey design and data was analysed using descriptive and inferential statistics. The results indicated that the highest rated mean concerned work itself (7.06) followed by recognition with (6.58) mean. The researcher concluded that staff of the University were generally

happy about the recognition system of the institution which impacted positively on their commitment and performance levels.

Makau (2014) reported that there is a positive effect of recognition for work done on overall commitment of teachers in schools. Kushman (2012) in a research concluded that the commitment of teachers towards schools depended on certain working conditions existing in the schools. These conditions include recognition for work done, conducive learning environment and extrinsic rewards for the teachers. In that study, a significant correlation was found to exist between recognition of teachers and teacher school commitment.

It has been found that when employees feel supported by their organisations, they develop beliefs that their organisations care about their welfare, which encourage them to strengthen their affective commitment to their organisations (Rhoades & Eisenberger, 2002). The findings in a study conducted by Makau (2014) indicated a positive effect of support from immediate supervisors on teachers' job commitment with a strong positive correlation coefficient of (0.75) between support given by the headteachers and teachers' job commitment.

Shah and Abualrob (2012) carried out a quantitative study into teacher collegiality and teacher professional commitment in public schools in Islamabad, Pakistan. The researchers used questionnaire to collect data from a sample of 364 teacher respondents. Data was analysed using descriptive and inferential statistics. The study revealed that, the kind of support teachers received in Islamabad schools boosted their commitment. The study further revealed that teachers had



highest level of commitment in affective commitment, and that the teachers felt proud to be in the teaching profession, a situation that made them feel unregretted having entered the teaching profession. This finding from Shah and Abualrob (2012) lends support to social exchange theory, that espouses that, all things being equal, the kind of support given to subordinates will yield equal measure of dividend in job commitment of subordinates. Thus, quality support will result in high commitment and vice versa.

When it comes to collaboration culture, Woodlanda, Lee and Randalla (2013) reported that the knowledge, skills, competencies and lesson delivery of the teacher can be positively improved through collaboration with other colleagues - thus, sharing ideas, experiences, resources and giving feedback help teachers to become reflective practitioners. Msila (2014) acknowledged that teacher collaboration and collegiality cannot operate when the school culture is poor. The author further stated that without committed and dedicated teachers the school culture becomes impoverished.

Hongboontri and Keawkhong (2014) carried out a mixed method research into school culture: teachers' beliefs, behaviours, and instructional practices. They collected data from 62 teachers using questionnaires, interviews and observation. The results of the study revealed that school culture had effect on the instructional practices of the teachers. A sample size of 62 respondents, even though in a mixed methods research is still inadequate. Sample representation and generalisability of results may be affected. In related study, Rahmani, Azari, Vasokolae, Mirghaed and Raadabadi (2015) conducted a research in 200 Primary Chinese Schools

(SJKC) in Kota Setar, Kedah. It was found that school culture is related to school commitment. Their result was affirmed by the findings of a similar study by Mustafa, Ilyas and Rehman (2016) that significant relationship exists between organisational culture and employees' commitment towards the organisation.

Aida, Farsani, Farsani and Aroufzad (2013) found that organisational culture has a positive correlation and meaningful impact on the organisational commitment of physical education teachers in Isfahan, Iran. They concluded that the adoption of recognition culture is helpful for the teachers to work efficiently and effectively. In a similar way, in a quantitative research conducted by Raman, Lim and Rozalina (2015), data was collected with questionnaire from 200 teachers in 23 primary schools in China. It emerged from the results of the study that school culture is a predictor of school commitment. This finding from Raman, Lim and Rozalina (2015) supports the finding of Ritchie's (2000) study, who concluded that the culture of an organisation gives a great impact on the performance and commitment of the organisation. However, in a sharp opposition, Karadağ, Baloğlu and Çakir (2011) found an insignificant correlation between school culture and school commitment in a study among teachers of primary schools in Turkey.

### **Moderating Role of Gender in the Relationship between School Culture and Teacher Commitment**

On the issue of moderating effect of gender on the relationship between school culture and commitment, Karakus (2018) conducted a study that sought to investigate the moderating effect of gender on the relationship between age,

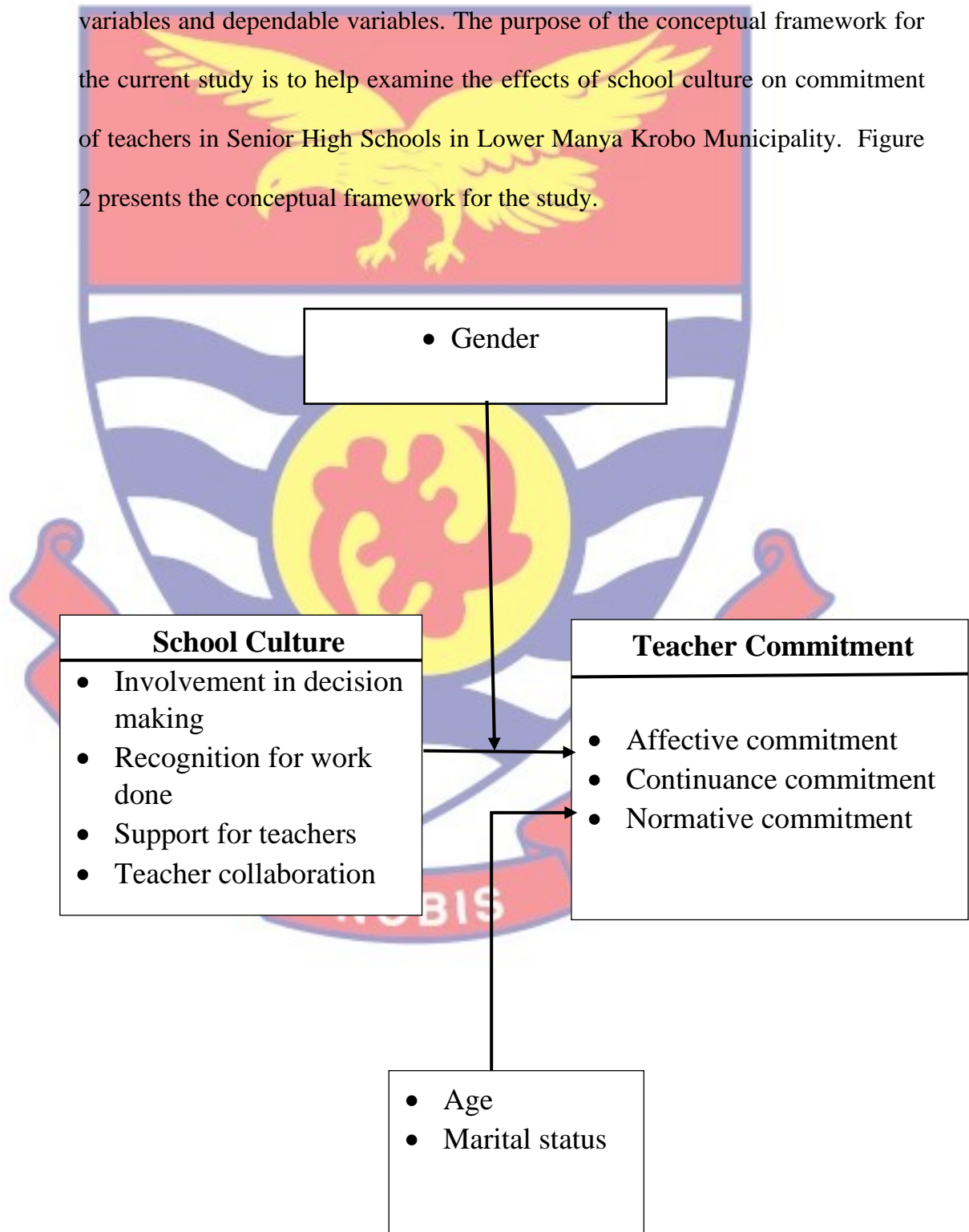
culture and organisational commitment. He collected data from 403 primary school teachers using questionnaire. The data was analysed with a multi-group analysis. The results of the study indicated that both male and female teachers' organisational commitment levels were positively affected by their school culture.

In addition, it was found that the female teachers' commitment levels, rather than the male teachers' commitment levels, were more strongly affected by the school culture

From the discussions so far on empirical review, it is found that most of the researchers who studied school culture and commitment, did their studies in tertiary and primary educational institutions to the neglect of Senior High Schools. Other researchers also studied organisational culture and commitment in other organisations other than the school. The researches that were conducted were done in other geographical areas other than Lower Manya Krobo Municipality. Also, the school culture dimensions that were employed by many researchers were power, role, achievement, support, orientation, results and control culture. Furthermore, there were inconsistencies in the findings of some studies. Some respondents perceived the school culture to be positive whilst others saw it as negative. Some results indicated significant positive relationship between school culture and commitment, but other results found insignificant and negative effects of school culture on commitment. Some studies employed qualitative analysis to examine the impact of school culture on commitment of teachers. Other quantitative studies too used small sample size.

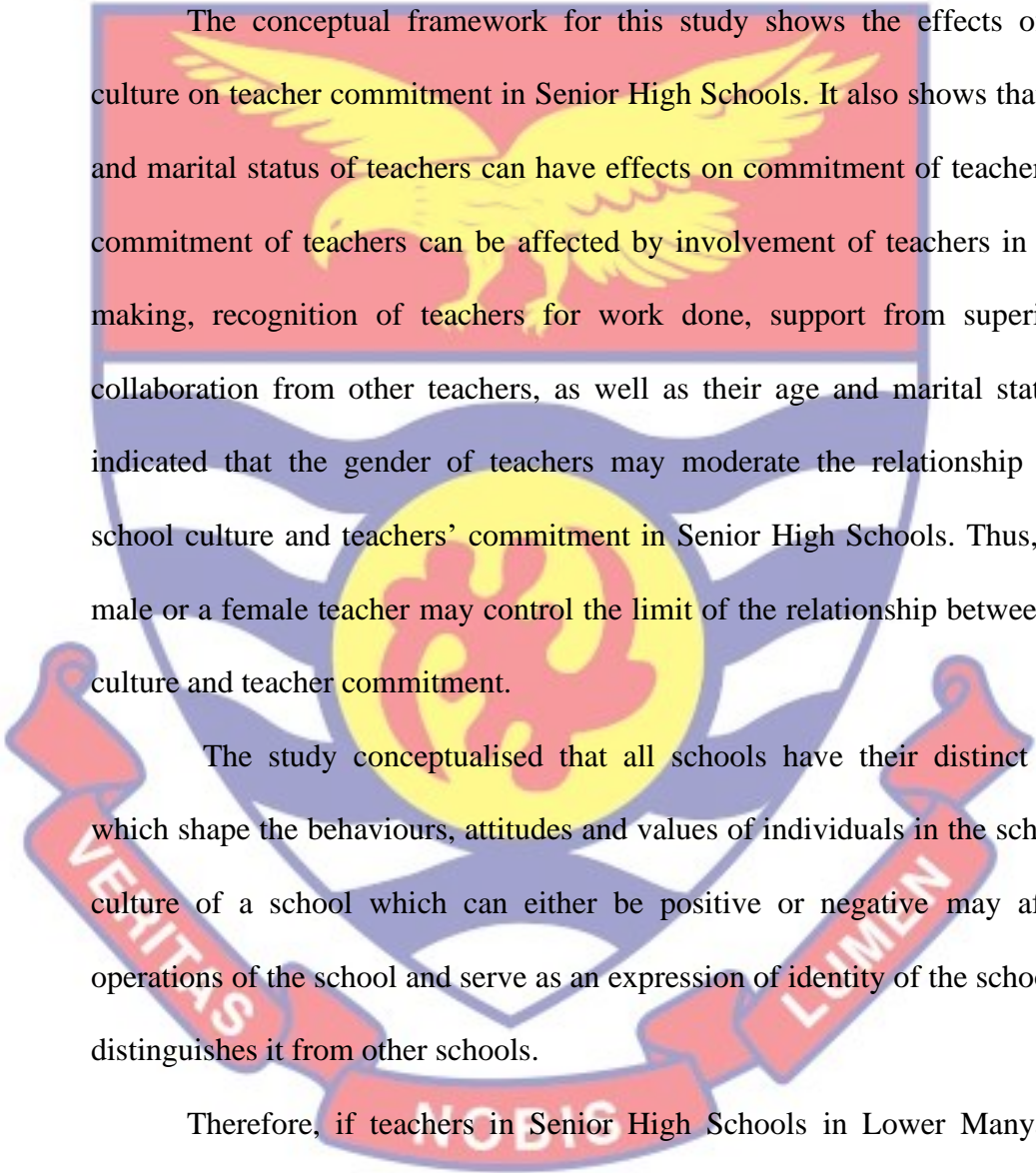
### Conceptual Framework

The conceptual framework of this study was designed based on the concepts as well as the variables derived from the theories and empirical review reviewed. The rationale was to clarify the relationship between independent variables and dependable variables. The purpose of the conceptual framework for the current study is to help examine the effects of school culture on commitment of teachers in Senior High Schools in Lower Manya Krobo Municipality. Figure 2 presents the conceptual framework for the study.



*Figure 2: Conceptual Framework for the Study*

Source: Author's Construct (2020)

The image contains a large, semi-transparent watermark of the University of Cape Coast logo. The logo features a yellow eagle with spread wings at the top, a central yellow circle with a red stylized symbol, and a red banner at the bottom with the Latin motto "VERITAS LUMEN NOBIS".

The conceptual framework for this study shows the effects of school culture on teacher commitment in Senior High Schools. It also shows that the age and marital status of teachers can have effects on commitment of teachers. Thus, commitment of teachers can be affected by involvement of teachers in decision making, recognition of teachers for work done, support from superiors and collaboration from other teachers, as well as their age and marital status. It is indicated that the gender of teachers may moderate the relationship between school culture and teachers' commitment in Senior High Schools. Thus, being a male or a female teacher may control the limit of the relationship between school culture and teacher commitment.

The study conceptualised that all schools have their distinct cultures which shape the behaviours, attitudes and values of individuals in the school. The culture of a school which can either be positive or negative may affect the operations of the school and serve as an expression of identity of the school which distinguishes it from other schools.

Therefore, if teachers in Senior High Schools in Lower Manya Krobo Municipality are allowed to participate in decision making process of the schools, and are recognised, supported and have good collaboration with their superiors and other teachers, then their commitment level is expected to be high for high school productivity. Conversely, if their participation in decision making process

is inhibited; and they are not recognised, appreciated and supported by their superiors, and in addition, they have low teacher collaboration; then they will begin to experience low commitment towards the school which eventually affects productivity. This is supported by social exchange theory which emphasises that, all things being equal, if teachers experience quality school culture it will help boost the commitment of teachers, but if a negative school culture is experienced by the teachers, their commitment level may be negatively affected, hence low outcome of work.

### **Chapter Summary**

The literature review started from the explanations of the theories (Social Exchange Theory and Three -Component Model (TCM) Theory) that undergird the study. The theories examine how school culture affects teacher commitment. The review of literature continued with the descriptions of school culture starting from explanations of culture and organisational culture. It also looked at teacher commitment with the starting point from descriptions of commitment and organisational commitment.

From the literature reviewed, it is established that all schools have their unique cultures that distinguish them from other schools. These cultures which can either be positive or negative have effects on teacher commitment as well as how schools are organised and run.

The demographic background of the teacher such as age and marital status have also been found to be having effects on the commitment of the teacher. Gender, being one of the demographic background of teachers has been

conceptualised as moderating the relationship between school culture and teacher commitment.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The study sought to examine the influence of school culture on teacher commitment in Senior High Schools in Lower Manya Krobo Municipality. This chapter presents the methodology for the study. The following areas are covered: research philosophy, research design, research approach, population and sample, data collection instrument, measurement of variables, validity and reliability of the instrument, ethical consideration, data collection procedures, data processing and analysis, as well as chapter summary.

#### Research Philosophy

There are various research philosophies in social science research. However, Leedy and Ormrod (2010) noted that, many social scientists are inclined to agree on two research philosophies: the positivist and the interpretive philosophies. The current study is underpinned by positivist philosophy.

According to Cohen, Manion and Morrison (2007), the positivists observe reality as stable and constant that can be observed and described from an objective and unbiased point of view without interfering with the issue being studied. A French philosopher and a Sociologist, Auguste Comte, in 1822 based on the view that society could be observed and explained rationally coined the term positivism, and indicated that studies in social sciences could be as scientific as biology or physics (Babbie, 2007).

The positivists are of the view that different observers looking at the same issue will attain the same results if they carefully state their ideas, accurately



measure the issue, and follow the principles of objective studies (Leedy & Ormrod, 2010; Neuman, 2004). They usually opt for quantitative data collection and analysis, with experiment or survey tools. This philosophy was chosen for the present study because the study was a quantitative study that made use of numeric data to answer research questions and test hypotheses to examine how school culture influenced teacher commitment.

### **Research Design**

The current study employed cross-sectional survey design. Cross-sectional surveys gather data about attitudes, opinions or practices at a particular point in time when there is an intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared (Creswell, 2014). Surveys are capable of providing descriptive, inferential and explanatory information that can be used to establish correlations and relationships between items and the themes (Cohen, Manion & Morrison, 2007). Cohen, Manion and Morrison (2007) further maintained that cross-sectional surveys can be conducted quickly, are comparatively cheaper to administer, have limited control effects because subjects only participate once, are appropriate for census studies and attract a lot of participation because they take place at a single time. This study examined the effects of school culture on commitment of teachers in Senior High Schools in Lower Manya Krobo Municipality. In order to achieve this objective, there was the need to gather data from a wide population of teachers at a particular point in time for analysis in order to make generalisation.

Concerning the nature of the research problem, the conditions already existed and the researcher had to select the conditions for analysis of their

relationships. It must, however, be acknowledged that surveys have their drawbacks which include the inability to ask probing questions, the inability to seek clarifications especially when structured or closed ended questionnaires are used as data collection instrument as well as being susceptible to distortions through the introduction of biases in the measuring instruments. Also cross-sectional surveys do not permit analysis of causal relationships, they can be time-consuming because background details of each sample have to be collected at each time of data collection, and the omission of a single variable can significantly undermine the results of the study (Cohen, Manion & Morrison, 2018).

Despite the setbacks, the cross-sectional survey design was chosen for this study because with reference to the main thrust of the study, where data on school culture and teacher commitment was collected at just one point in time on samples from the teachers of the Senior High Schools in Lower Manya Krobo Municipality; cross-sectional survey was deemed the most appropriate design.

### **Research Approach**

Quantitative research approach was utilised for the present study. This research approach underscores the need to quantify variables in empirical studies, using closed ended questionnaires, surveys and experiments to obtain numeric data that requires statistical analysis of the data (Bryman, 2004; Leedy & Ormrod, 2010). According to Cohen, Manion and Marrison (2007), in quantitative studies, researchers measure constructs on a sample of elements and express the association between constructs using statistical procedures, such as the

correlation, regression, and frequencies to test theories. Mostly, a quantitative researcher starts with a set of hypotheses or research questions (before carrying out the study) based on a theory that he/she intends to test in order to either accept or fail to accept the hypotheses formulated (Bui, 2009).

Quantitative research approach was utilised in order to achieve the purpose of the study. The current study sought to examine the influence of school culture on teacher commitment in Senior High Schools. In view of this, enough numeric data was collected with closed ended questionnaire to answer research questions and to test hypotheses in order to achieve the purpose of the study.

### Population

The population of the study comprised all teachers in the public Senior High Schools in the Lower Manya Krobo Municipality. Records from the Ghana Education Service indicated that there are four public Senior High Schools in the Municipality (Lower Manya Krobo Municipal Education Directorate [LMKMED], 2021). These schools are Akro Senior High Technical School (Akro SHTS), Akuse Methodist Senior High School (Akuse Methodist SHS), Krobo Girls' Senior High School (Krobo Girls' SHS) and Manya Krobo Senior High School (Manya Krobo SHS). The population for the study included both male and female teachers in these schools. Table 1 presents the Senior High Schools used as well as male and female teacher population in these schools.

**Table 1: Distribution of Senior High School Teachers in the Lower Manya Krobo Municipality**

Name of School	Gender of Teachers		Total
	Male	Female	
Akro Senior High Technical	78	29	107

Akuse Methodist Senior High	79	35	114
Krobo Girls Senior High	87	45	132
Manya Krobo Senior High	105	37	142
Total	349	146	495

Source: Lower Manya Krobo Municipal Education Directorate (2021)

From Table 1, it can be observed that the population for the study is four hundred and ninety-five (495) teachers, comprised of three hundred and forty-nine (349) males and one hundred and forty-six (146) females.

### Sample and Sampling Procedure

Census technique was used to select all the teachers as respondents for the study. Kothari (2004) noted that census involves a complete enumeration and inclusion of all members of a population for a study. It is used when the researcher can collect data from all the elements in the population for analysis and results of the study. The use of census technique is advantageous because when all members of a population are included in a study, no element of chance is left, and therefore, it yields more accurate, valid and reliable results. Sampling error tends to be reduced or non-existent. However, census study involves a great deal of time, money, and energy. In spite of the weaknesses in using census, census becomes the preferred choice in quantitative studies that involve small population (Kothari, 2004).

Considering the current study in which the purpose was to collect quantitative data to examine the influence of school culture on teacher commitment in Senior High Schools, it became most ideal to use census technique in order to reach all the elements in the population for data collection

and analysis so that the credibility, reliability and validity of the study findings could be enhanced (Kothari, 2004). Also, with reference to the study design, where a lot of numeric data was to be collected at a point in time for analysis, census technique was deemed the most appropriate technique to use (Cohen, Manion & Morrison, 2007)

### **Data Collection Instrument**

Questionnaire was employed to collect data for the study. A closed ended questionnaire is a research tool for collecting survey information; providing structured, often numerical data; being able to be administered without the presence of the researcher; and through which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004). The use of questionnaire has some advantages such as, it can provide information about participants' internal meanings and ways of thinking, it has moderately high measurement validity, and closed-ended items can provide exact information needed by the researcher (Amedahe & Asamoah-Gyimah, 2018). There are also some disadvantages in using this type of instrument especially regarding its construction, return rate, inflexible structure and difficulty in coding (Ary, Jacobs, Razavieh & Sorensen, 2006).

In spite of the disadvantages associated with using questionnaire, questionnaire was used for the current study because it enabled the researcher to collect a large amount of quantitative data from respondents to answer research questions and also to test the hypotheses in order to examine how school culture affected the commitment of teachers in Senior High Schools (Cohen, Manion & Morrison, 2007). The questionnaire was organised and presented systematically

to avoid confusing the respondents. In addition, items in the questionnaire were carefully explained to the respondents.

The questionnaire was made up of four sections: A, B, C and D. Closed-ended form of questions were used for the questionnaire. Section A, elicited socio-demographic information such as gender, age, highest qualification, rank, number of years spent in the present school and marital status from the respondents. Section B, solicited information on kinds of school culture that existed in the Senior High Schools in the Lower Manya Krobo Municipality.

Section C, contained statements on level of teacher commitment. Section D, was made up of statements on dimensions of school culture that predicted teacher commitment in these schools. A Four-Point Likert-type scale was used for sections B, C and D. The responses to the items were measured numerically using discrete values on a four-point Likert-type scale such as one (1) indicating the least agreement to the issues while four (4) representing the strongest agreement to the issues. The questionnaire was adapted and few corrections were made to it to fit the current study.

### **Measurement of Variables**

In this study, the dependent variable is commitment of teachers. It has been operationalised as a strong wish of a teacher to work in a particular school. The indicators of commitment for the study are affective commitment, continuance commitment and normative commitment. These variables are measured on an interval scale because composite scores have been computed on them, and therefore, they are continuous variables. The independent variable, on the other hand, is school culture. It has been operationalised as a way of life of a

particular school or how things are done in a particular school. It has four dimensions which are involvement in decision making, recognition, collaborative and support cultures. Composite scores are calculated on the dimensions of school culture, hence, they are continuous variables and are measured on interval scale.

### Validity and Reliability of the Instrument

The prepared data collection instrument was shown to my supervisors for scrutiny and modification of the items for its content validity. The instrument was pilot-tested in Yilo Krobo Senior High School with 50 teachers because of similar characteristics it has with the schools under study. The pilot-testing offered the researcher the opportunity to identify the strengths and weaknesses of the instrument for corrections, to enhance the validity and reliability of the instrument. The reliability co-efficient of the survey questionnaire was established using the Cronbach's Alpha since the responses to the items on the questionnaire were measured discretely or numerically (Pallant, 2010). Table 2 presents the summary of the reliability analysis.

**Table 2: Reliability Analysis**

Scale	Number of Items	Reliability (Cronbach's Alpha)
Types of school culture	10	.844
Teacher commitment overall	15	.891
Affective commitment	5	.841
Continuance commitment	5	.888
Normative commitment	5	.844
School culture dimensions overall	20	.789

Involvement in decision making	5	.723
Recognition	5	.754
Support	5	.799
Teacher collaboration	5	.781

Source: Field Data (2021)

From Table 2, the results indicate that all the reliability estimates for each sub-scale and overall subscales of the variables of interest are greater than .70. Reliability estimate of .70 or more shows that such items are reliable in measuring the indicated construct (Pallant, 2010).

### **Ethical Consideration**

Babbie (2007) indicated that all forms of social research bring researchers into direct and often intimate contact with their subjects. To ensure that ethical principles were followed in this study, the instrument was scrutinised by the Institutional Review Board, University of Cape Coast to ensure its appropriateness. With a letter of introduction which was collected from the Department of Education and Psychology, University of Cape Coast, permission was sought from the study institutions before carrying out the study. Respondents were given an informed consent form that explicitly stated the objectives and the purpose of the study. As part of satisfying the principle of informed consent, permission was sought from the teachers of the Senior High Schools before collecting data from them. Respondents were informed that participation in the study was voluntary.

In ensuring confidentiality, a password was put on the recorded information such that no one could have access to it. Information gathered from



the respondents was kept in privacy and only used for the purpose of the study. In terms of anonymity, the respondents were told not to provide their names, and their responses were not traced to them. Authorities cited in the study were properly acknowledged to avoid plagiarism.

### **Data Collection Procedures**

Before administering the questionnaire, the study institutions were visited and with the help of the introductory letter that had been obtained from the Department of Education and Psychology, a formal permission was sought from the headmasters/mistresses to collect data from their schools. After permission had been obtained from the schools, the headmasters/mistresses appointed colleague teachers to help in contacting the rest of the teachers to explain the purpose of the study to them and also to familiarise with them. This exercise took two days.

On the day of questionnaire administration, the researcher and his two field assistants (M. Phil students) who the researcher had trained sent the questionnaires to the various schools and distributed them to 495 teachers. The field assistants received training on how to explain the objectives of the study to the respondents, assurance of confidentiality, anonymity and management of data. The questionnaires were administered and retrieved within a time period of three weeks, beginning from June to July, 2021 with more than three days dedicated to each school. The research team (the researcher and the field assistants) moved from school to school to distribute questionnaire and collected data till all the four schools were fully catered for. The respondents spent about twenty minutes to

respond to the questionnaire. In all, out of the 495 distributed questionnaire, 396 was retrieved, giving a response rate of 80%.

### Data Processing and Analysis

For the data analysis, the responses to the questionnaire were checked, edited and coded, and were statistically analysed using descriptive and inferential statistics with the help of the Statistical Package for Social Sciences (SPSS, version 26). Data on research questions 1 and 2 were analysed using means and standard deviations. Means and standard deviations were used because the data was measured on interval scale with normal distribution and the responses were measured numerically (Pallant, 2010). According to Amedahe and Asamoah-Gyimah (2018), when observations are measured on interval or ratio scales, it is appropriate to use the mean with standard deviation to describe it.

Data on hypothesis 1 was analysed using Multiple Linear Regression. Assumptions that underline multiple linear regression were tested and fulfilled. For instance, the criterion variable (composite scores from teacher commitment) was continuous and measured on the interval scale. Again, the predictor variable (school culture had four dimensions). Other assumptions such as multicollinearity, homoscedasticity and residual being normally distributed were checked and fulfilled. The multicollinearity assumption was tested using the variance inflation factor (VIF) and it was revealed that the VIF values were all less than 10. The homoscedasticity assumption was checked and it was discovered that there was no clear pattern in the scatter plots of residuals. The linearity assumption was checked and it was shown that there was a linear relationship between the predictors and the criterion variable (Freeman & Julious, 2005c).

After all the assumptions were fulfilled, multiple linear regression was run for dimensions of school culture that predicted the level of teacher commitment, and linear regression was run to show relationship between school culture and teachers commitment level in order to serve as a background for the moderation analysis (Larson-Hall, 2010).

Data on hypothesis 2 was analysed using process procedure (moderator analysis). Both the criterion variable and predictor variable were continuous and measured on the interval scale. There was a linear relationship between the predictor variable and criterion variable, and there was the need to explain how gender moderated the relationship between school culture and teacher commitment in Senior High Schools in Lower Manya Krobo Municipality (Hayes, 2012).

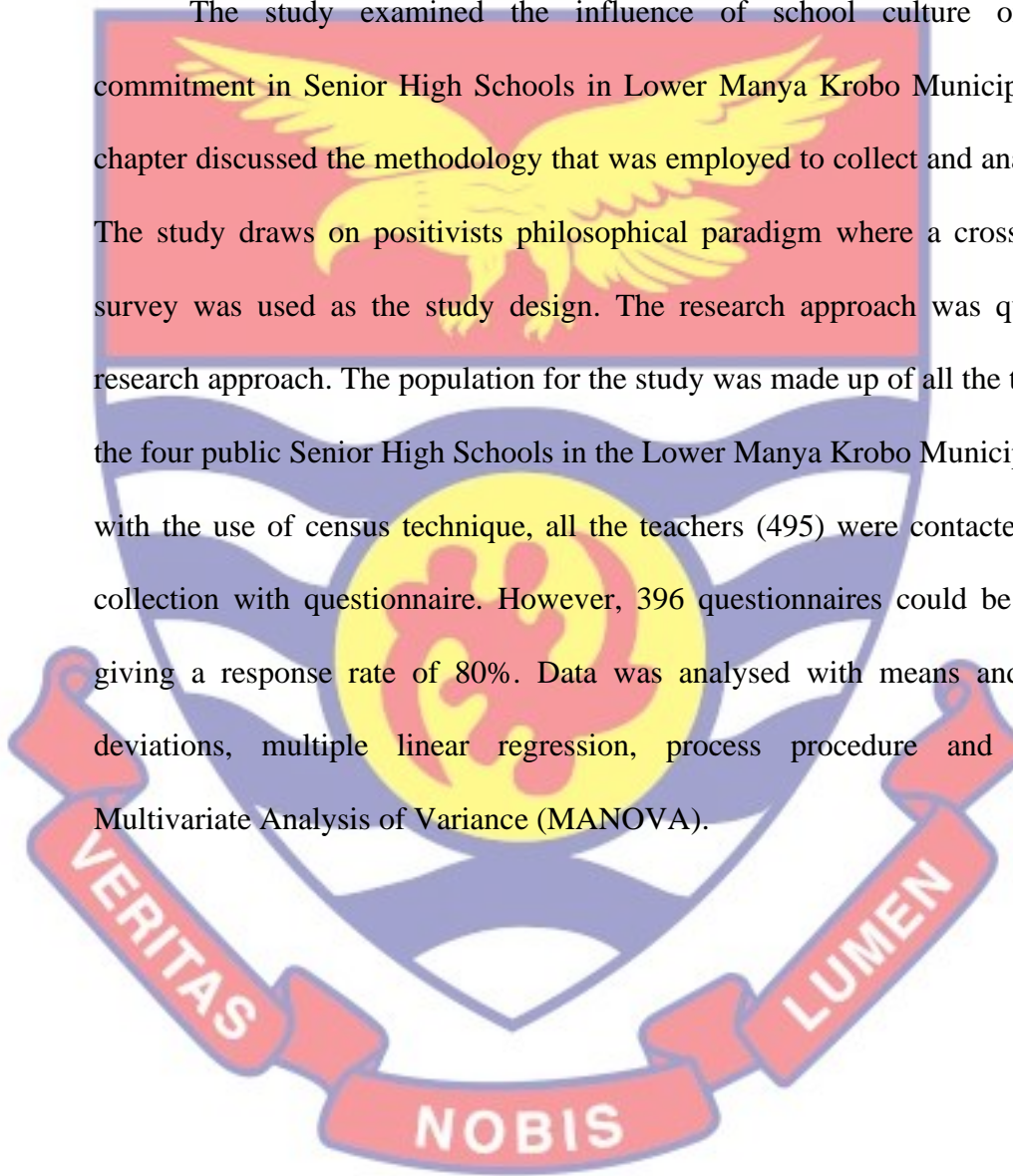
For hypothesis 3, there was the need to compare the mean scores of more than two groups. In this situation, One-Way Multivariate Analysis of Variance (MANOVA) was used since the dependent variable (teacher commitment) is a continuous variable and had levels such as affective commitment, continuance commitment, and normative commitment; while the independent variable, age, had categories such as less than 31 years, 31- 40 years, 41- 50 years, and above 50 years.

Again, for hypothesis 4, it became necessary to compare the mean scores of more than two groups. In this situation, the One-Way Multivariate Analysis of Variance (MANOVA) was used because the dependent variable (teacher commitment) is a continuous variable and had levels such as affective

commitment, continuance commitment, and normative commitment; while the independent variable, marital status, had categories such as married, single, divorced, separated and widowed.

### Chapter Summary

The study examined the influence of school culture on teacher commitment in Senior High Schools in Lower Manya Krobo Municipality. The chapter discussed the methodology that was employed to collect and analyse data. The study draws on positivists philosophical paradigm where a cross sectional survey was used as the study design. The research approach was quantitative research approach. The population for the study was made up of all the teachers in the four public Senior High Schools in the Lower Manya Krobo Municipality, and with the use of census technique, all the teachers (495) were contacted for data collection with questionnaire. However, 396 questionnaires could be retrieved, giving a response rate of 80%. Data was analysed with means and standard deviations, multiple linear regression, process procedure and One-Way Multivariate Analysis of Variance (MANOVA).



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Overview

The purpose of the study was to examine the influence of school culture on teacher commitment in Senior High Schools in Lower Manya Krobo Municipality. As it can be seen in the previous chapter, the study was underpinned with positivists philosophical paradigm where a cross sectional survey was used as the study design. The research approach was quantitative research approach. The population for the study was made up of all the teachers in the four public Senior High Schools in the Lower Manya Krobo Municipality, and with the use of census technique, all the teachers (495) were contacted for data collection with questionnaire. However, 396 questionnaires could be retrieved, giving a response rate of 80%. Data was analysed with means and standard deviations, multiple linear regression, process procedure and One-Way Multivariate Analysis of Variance (MANOVA).

The present chapter discusses the results and findings of the study. The chapter consists of three sections. Section one presents the analysis of the demographic characteristics of the respondents, whilst section two presents the analysis of the data of the main study. Section three discusses the findings of the study.

#### Demographic Characteristics of the Respondents

This section discusses the demographic characteristics of the respondents comprising gender, age and marital status. The information on the demographic characteristics is presented in Table 3.

**Table 3: Demographic Characteristics**

Variable	Frequency (n=396)	Percentage (%)
<b>Name of School</b>		
Akro SHS	72	18.2
Akuse SHS	84	21.2
Krobo Girls' SHS	124	31.3
Manya Krobo SHS	116	29.3
<b>Gender of Teachers</b>		
Male	288	72.7
Female	108	27.3
<b>Age Range</b>		
Less than 31 years	88	22.2
31 to 40 years	163	41.2
41 to 50 years	145	36.6
<b>Highest Educational Qualification</b>		
M.Phil/M.Ed/M.Sc/M.A.	57	14.4
First Degree (B.Ed/ B.A./B.Sc)	339	85.6
<b>Rank in GES</b>		
Deputy Director	06	1.6
Asst. Director 1	69	17.4
Asst. Director 2	111	28.0
Principal Supt	195	49.2
Senior Supt 1	10	2.5
Senior Supt 2	05	1.3
<b>Years Spent in Present School</b>		
Less than 6 years	199	50.3
6 to 10 years	134	33.8
11 to 15 years	46	11.6
16 to 20 years	12	3.0
21 years and above	05	1.3
<b>Marital Status</b>		
Married	240	60.6
Single	152	38.4
Widowed	04	1.0

Source: Field Data (2021)

From Table 3, it can be observed that the schools engaged for the study were; Akro SHS, Akuse SHS, Krobo Girls' SHS, and Manya Krobo SHS. With

this it can be seen from Table 3, that majority (124) of the respondents representing 31.3% were from Krobo Girls SHS.

In these study institutions, there are male and female teachers, and it was therefore important to identify the gender of the teachers in these schools. Table 3 indicates that, out of the 396 teacher respondents, majority (288) of the teachers were males representing 72% of the population. The finding showed that teachers in the study institutions are male dominated. With the age range of these teachers, it was categorized into interval of ten. It was found that majority of the teachers were from the ages of 31 to 40 years of the entire population. It can be deduced that approximately 77.8% of the teachers are within the ages of 31 to 50 years. Thus, it can be observed that the teachers form part of active population as teachers of the school. In addition to this, the teachers were asked to indicate their educational qualifications, and it emerged that majority (339) of them were holders of first degree which denotes 85.6% of the respondents.

Further, the teachers were asked to indicate their ranks in GES. Ranks of teachers are considered critical issues in the sense that, they help teachers to occupy higher positions in the school and this can result in high commitment of the teachers. With this it was found from Table 3 that, majority (195) of the teachers were Principal Superintendents which represent 49.2% of them. Again, the teachers were asked to indicate the number of years they had spent in their present schools. It was revealed that majority (199) of the respondents had spent less than six years in school. It can also be seen that 49.7% had worked in the schools for 6 years or more. This showed that teachers in these schools have spent

long time working as staff in these schools and had attained the required amount of experience to give accurate data for the study. Lastly, the study sought to find out the marital status of the teachers and it was revealed that majority (240) of them representing 60.6 % were married. This is a good thing because it has been found that married workers are more commitment to their work than unmarried workers.

### **Research Question One**

**Which type of school culture is most prevalent in the Senior High Schools in Lower Manya Krobo Municipality?**

The aim of this research question was to examine the type of school culture that was most prevalent in the Senior High Schools in Lower Manya Krobo Municipality (LMKM) as experienced by the teachers.

To accomplish the objective of this research question, ten statements were formulated of which respondents were to either strongly agree, agree, disagree or strongly disagree to the statements. All the statements were made positive in order to avoid changing of the scale. The rating scale was 4 for Strongly Agree, 3 for Agree, 2 for disagree and 1 for strongly disagree. With respect to this, the standard deviation (SD) and mean were used to determine the type of school culture that is most prevalent in Senior High Schools in Lower Manya Krobo Municipality.

A mean value of 1 – 2.5 means a negative school culture. That is majority of the respondents disagreed to the positive statements given. Conversely, a mean value of 2.6 – 4.0 means a positive school culture, which means that majority of



the respondents agreed to the statements. The summary of results is depicted in Table 4.

**Table 4: Respondents Views on Most Prevalent Type of School Culture in Senior High Schools**

Variable (Statements)	Min	Max	Mean	SD
There are usually consultative discussions among staff members concerning successes and challenges of the school	1.00	4.00	3.3510	.73984
There is generally discipline and order among teachers in this school	1.00	4.00	3.3636	.62366
There is a cordial relationship between my headmaster/headmistress and teachers	1.00	4.00	3.0808	.83804
I am encouraged to give off my best in executing my duties in the school	1.00	4.00	3.4217	.73013
I feel respected as a teacher in this school	1.00	4.00	3.2197	.74271
There is cooperation among members of staff in this school	1.00	4.00	3.1414	.66386
My efforts are recognized in this school	1.00	4.00	2.9470	.69334
Teachers are usually included in decision making process of this school	1.00	4.00	2.5732	.77439
There is unity among members of staff in this school	1.00	4.00	3.0354	.69265
There is enthusiasm among teachers towards the school and its activities	1.00	4.00	2.8965	.62593

Source: Field Data, (2021).

From Table 4, it emerged that majority of the teachers agreed to all the statements provided on the types of school culture that is most prevalent in the Senior High Schools in the municipality. For example, they agreed to the statements that “I am encouraged to give off my best in executing my duties in

the school” (M = 3.4217, SD = .73013), “There is generally discipline and order among teachers in this school” (M = 3.3636, SD = .62366) and “There are usually consultative discussions among staff members concerning successes and challenges of the school” (M = 3.3510, SD = .73984). It can, however, be inferred from the result that the teachers least agreed to the statement that “Teachers are usually included in decision making process of the school” (M= 2.5732, SD = .77439). Further analysis was done to determine the overall mean for the type of school culture that was most prevalent in the Senior High Schools. The summary of the results is shown in Table 5.

**Table 5: Descriptive Statistics of Overall Mean of School Culture**

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
School Culture	396	2.10	1.90	4.00	3.1035	0.41490	0.172

Source: Field Data (2021)

From Table 5, it can be seen that, the overall mean of the distribution for school culture is 3.1035 approximately 3.1 with a standard deviation of 0.41. It can, therefore, be concluded that majority of the respondents agreed to the positive statements meaning that, Senior High Schools in Lower Manya Krobo Municipality have a positive school culture. To make a conclusion on this, the Standard Deviation was used to measure how the data was far or closer to the mean. That is measuring the dispersion. After running the analysis with the SPSS version 26, it showed a Standard Deviation of 0.4 which is approaching 0. The rule is that, the lower the standard deviation, the higher it is closer to the mean

giving a true reflection of the data presented. Hence with a Standard Deviation of 0.4, it is affirmed that, the data is closer to the mean. This implies that, Senior High Schools in Lower Manya Krobo Municipality have positive school culture.

### **Research Question Two**

#### **What is the level of teacher commitment in Senior High Schools in Lower Manya Krobo Municipality?**

This research question was to ascertain the commitment level of the teachers of the study institutions as they worked under the various school culture.

To achieve the objective of this research question, fifteen statements were framed of which the teachers were to either strongly agree, agree, disagree or strongly disagree to the statements. Rating scale of 4 for Strongly Agree, 3 for Agree, 2 for disagree and 1 for strongly disagree was used. In this regard, the standard deviation (SD) and mean were used to measure the level of teacher commitment in the Senior High Schools in Lower Manya Krobo Municipality. A mean value less than 2.5 means a low teacher commitment. That is majority of the respondents disagreed to the positive statements given, which means that, their commitment level is low. Conversely, a mean value greater than 2.5 means a high teacher commitment which also depicts high level of teacher commitment in the study institutions. That is, majority of the teachers agreed to the positive statements in the questionnaire. The summary of results is presented in Table 6.

**Table 6: Descriptive Statistics of Levels of Teacher Commitment in Senior High Schools in Lower Manya Krobo Municipality**

Variable (Statements)	Min	Max	Mean	SD
<b>Affective Commitment</b>				
I would be very happy to spend the rest of my career with this school	1.00	4.00	2.4798	.85808
I really feel as if this school's problems are my own	1.00	4.00	2.7121	.75168
This school has a great deal of personal meaning for me	1.00	4.00	2.7323	.65916
I think that I could easily become as attached to another school as I am to my present school	1.0	4.0	2.806	.7009
I feel I am part of this school	1.00	4.00	3.1035	.61779
<b>Continuance Commitment</b>				
I am not afraid of what might happen if I quit teaching in this school without having another school	1.00	4.00	2.6187	.91599
It would be very hard for me to leave my school right now, even if I wanted to.	1.00	4.00	2.4571	.85428
Too much in my life would be disrupted if I decide to leave my school now.	1.00	4.00	2.3687	.83616
I feel that I have very few options to consider when I leave this school	1.00	4.00	2.4924	.99235
Leaving this school would require considerable personal sacrifices because another school may not match the overall benefits I have here	1.00	4.00	2.3535	.86347
<b>Normative Commitment</b>				
I feel that a teacher must always be loyal to his or her school	1.00	4.00	3.3662	.63626
As a teacher, leaving one school for another school seems wrong to me	1.00	4.00	1.8283	.62099
I believe loyalty is important and therefore, I feel a sense of moral obligation to remain in this school	1.00	4.00	2.4268	.74439
If I get another offer for a better job elsewhere, I would leave my school to join that one	1.00	4.00	3.4242	.81556
I think that being a teacher in this school is a good thing	1.00	4.00	2.8712	.70159

Source: Survey Field Data, (2021).

From Table 6, it is clear that for affective commitment, a greater percentage of the teachers agreed that they felt they were part of their schools ( $M = 3.1035$ ,  $SD = .61779$ ). However, the teachers disagreed that they would be very happy to spend the rest of their career with their current schools ( $M = 2.4798$ ,  $SD = .85808$ )

On continuance commitment, the respondents disagreed to all the statements posed except that, they were in agreement with the fact that they were not afraid of what might happen if they quitted teaching in their schools without having another schools to join ( $M = 2.6187$ ,  $SD = .91599$ ). For normative commitment, the teachers had mixed responses. For instance, they agreed that if they got another offer for a better job elsewhere, they would leave their schools to join that one ( $M = 3.4242$ ,  $SD = .81556$ ). Also, they disagreed that, as a teacher, leaving one school for another school seems wrong to them ( $M = 1.8283$ ,  $SD = .62099$ ).

Further analysis was carried out to ascertain the overall level of commitment of teachers in the Senior High Schools in the Municipality. The summary of the results is depicted in Table 7.

**Table 7: Descriptive Statistics of Overall Level of Teacher Commitment**

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Teacher Commitment	396	1.60	1.87	3.47	2.6694	0.30381	0.092

Source: Field Data (2021)

Inferring from Table 7, it can be observed that the mean value for teacher commitment was 2.6694 ~ 2.7 with a standard deviation of 0.3081~ 0.3. This presupposes that, there is high level of teacher commitment in Senior High Schools in Lower Manya Krobo Municipality. The standard deviation (which measures dispersion) of 0.3 proves that, the data (responses) cluster around the mean showing the true representativeness of the data. Therefore, it can be deduced that, there is high level of teacher commitment among teachers of Senior High Schools in the study institutions.

Furthermore, there was the need to ascertain the level of teacher commitment in each of the dimensions of commitment. In this regard, descriptive statistics, that is, mean and standard deviation was applied to the data. The result is shown in Table 8.

**Table 8: Respondents Views on Dimensions of Teacher Commitment Level**

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Affective Commitment	396	1.40	4.00	2.7667	.42349
Continuance commitment	396	1.00	3.80	2.4581	.50211
Normative commitment	396	1.60	4.00	2.7833	.32111

Source: Field Data (2021)

From Table 8, it was revealed that, the mean score of teacher commitment across all the dimensions of teacher commitment is high except continuance commitment. Thus, normative commitment had the highest mean (M=2.78,

SD=0.32), followed by affective commitment (M=2.77, SD=0.42). Teachers had low commitment level in continuance commitment (M=2.46, SD=0.50).

### Research Question Three

#### Which dimensions of school culture are most prevalent in the Senior

#### High Schools in Lower Manya Krobo Municipality?

The goal of this research question was to ascertain the dimensions of school culture that were most prevalent in the study institutions. To achieve the objective of this research question, twenty statements were framed of which the teachers were to either strongly agree, agree, disagree or strongly disagree to the statements. Rating scale of 4 for Strongly Agree, 3 for Agree, 2 for disagree and 1 for strongly disagree was used. In this regard, the standard deviation (SD) and mean were used to measure the most prevalent dimensions of school culture in the Senior High Schools in Lower Manya Krobo Municipality. A mean value of 1.0 – 2.5 meant that majority disagreed to the claim. However, a mean value of 2.6 – 4.0 meant that, majority of the teachers agreed to the claim. The results are presented in Table 9.

**Table 9: Descriptive Statistics of Most Prevalent Dimensions of School Culture of Senior High Schools in Lower Manya Krobo Municipality**

Variable (Statements)	Min	Max	Mean	SD
<b>Teacher Involvement in Decision Making</b>				
My headmaster/headmistress values teachers' ideas	1.00	4.00	2.6667	1.03606
My headmaster/headmistress involves teachers in decision- making process	1.00	4.00	2.5808	.99418
My headmaster/headmistress keeps teachers informed of current issues of the school	1.00	4.00	2.9899	.77616
Teachers are able to voice out their challenges in the school for discussion	1.00	4.00	2.7980	1.00359

My headmaster/headmistress uses consultative decision-making approach in dealing with issues concerning the school	1.00	4.00	2.5429	.97859
<b>Recognition</b>				
The PTA recognizes the efforts of teachers in this school	1.00	4.00	2.3813	1.06904
I appreciate the way my headteacher recognizes my efforts	1.00	4.00	2.6035	.92059
My headmaster/headmistress expresses confidence in teachers for proper delivery of duties	1.00	4.00	2.7626	.97004
My headmaster/mistress recognizes the work done by teachers	1.00	4.00	2.8333	.80975
I usually receive rewards from my headmaster/headmistress for work well done	1.00	4.00	2.1061	.91616
<b>Support</b>				
Teachers work together to support the mission and vision of the school	1.00	4.00	3.2146	.73391
My headmaster/mistress is always ready to assist us	1.00	4.00	2.9192	.71053
My headmaster/headmistress ensures that I work under conducive environment	1.00	4.00	2.6313	.78944
My headmaster/headmistress supports me in my profession	1.00	4.00	2.6136	.72546
My headmaster/headmistress supports me	1.00	4.00	2.8409	.71330
<b>Teacher Collaboration</b>				
Teachers work together to develop programmes and activities in the school	1.00	4.00	3.1086	.69415
Teachers utilize professional networks to obtain information and resources for classroom instruction	1.00	4.00	3.0606	.70180
My headmaster/headmistress facilitates teachers working together	1.00	4.00	2.7626	.67821
Teachers work together to gain trust among each other	1.00	4.00	2.9571	.61267
Teachers work cooperatively	1.00	4.00	3.1818	.69156

Source: Field Data, (2021)



As shown in Table 9, teachers' involvement in decision making in their schools was a little high ( $M = 2.5808$ ,  $SD = .99418$ ). The teachers agreed that their headmasters/headmistresses kept them informed of current issues of the school ( $M = 2.9899$ ,  $SD = .77616$ ). However, majority of the teachers neither agreed nor disagreed that their headmasters/headmistresses used consultative decision-making approach in dealing with issues concerning the schools ( $M = 2.5429$ ,  $SD = .97859$ )

As regards recognition, the respondents agreed that their headmasters/mistresses recognized the work done by them ( $M = 2.8333$ ,  $SD = .80975$ ). Conversely, the teachers disagreed that they usually received rewards from their headmasters/headmistresses for work well done ( $M = 2.1061$ ,  $SD = .91616$ ).

On the issue of support teachers received from their schools and the collaboration they enjoyed, it is clear that the teachers received the needed support and they worked collaboratively. In particular, the teachers agreed that they worked together to support the mission and vision of the school ( $M = 3.2146$ ,  $SD = .73391$ ), and, also they worked cooperatively ( $M = 3.1818$ ,  $SD = .69156$ ).

Here again, further analysis was conducted to determine the overall mean of each of the most prevalent dimensions of school culture. The summary of the results is presented in Table 10.

**Table 10: Descriptive Statistics of Overall Mean of Most Prevalent Dimensions of School Culture**

Variable	N	Range	Minimum	Maximum	Mean	Std. Dev.	Variance
----------	---	-------	---------	---------	------	-----------	----------

Involvement in decision making	396	3.00	1.00	4.00	2.716	0.8282	0.686
Recognition	396	10.80	1.00	11.80	2.5869	1.00057	1.001
Support	396	2.60	1.40	4.00	2.8439	.51899	0.269
Teacher collaboration	396	2.60	1.40	4.00	3.0141	.46049	0.212

Source: Field Data (2021)

It can be deduced from Table 10 that, of the most prevalent dimensions of school culture that existed in Senior High Schools in Lower Manya Krobo Municipality, teacher collaboration was the highest dimension of school culture that existed with a mean value of 3.0141 ~ 3.0 and SD of 0.46049 ~ 0.5. It was also revealed that, recognition was the least prevalent dimension of school culture that existed in Senior High Schools in Lower Manya Krobo Municipality. This recorded a mean value of 2.6 and SD of 1.0.

With a focus on the standard deviation, though majority of the respondents agreed to the fact that recognition as a dimension of school culture existed in Senior High Schools, the dispersion is wide. This means that, there are variations in the responses, meaning the responses are far from the mean. It, therefore, does not reflect the true ideas of the respondents. Thus, taking the raw score of mean = 2.5869 means the respondents were neutral to the statements – majority neither agreed nor disagreed to the statements that, their efforts were recognized by parents and heads of the schools; that headteachers expressed confidence in teachers for proper delivery of duties and teachers usually received rewards from heads of schools for work well done.

### Hypothesis 1

**H<sub>0</sub><sup>1</sup>: The dimensions of school culture will not significantly predict the levels of teacher commitment in Senior High Schools.**

A multiple regression analysis was run to test this hypothesis. The independent variable is school culture with dimensions which are involvement in decision making, recognition, support and teacher collaboration. Assumptions that underlie multiple linear regression were tested and fulfilled. For instance, the criterion variable (composite scores from teacher commitment) was continuous and measured on the interval scale. Again, the predictor variable (school culture) had four dimensions. Other assumptions such as multicollinearity, homoscedasticity and residual being normally distributed were checked and fulfilled.

The multicollinearity assumption was tested using the variance inflation factor (VIF) and it was revealed that the VIF values were all less than 10. The homoscedasticity assumption was checked and it was discovered that there was no clear pattern in the scatter plots of residuals. The linearity assumption was checked and it was shown that there was a linear relationship between the predictor and the criterion variables. After all the assumptions were met, multiple linear regression was conducted to test the null hypothesis at .05 alpha level, and the summary of the result is presented in Table 11.

**Table 11: Regression Analysis for Dimensions of School Culture and Teacher Commitment Level.**

Variable	Model Summary				ANOVA Test	
	R	R <sup>2</sup>	Adj. R <sup>2</sup>	S. E	F	Sig
Dimensions of school culture	0.646	0.418	0.412	0.318	70.078	0.000

Source: Field Data (2021)

- a. Predictors: (Constant), involvement in decision making, recognition, support, teacher collaboration
- b. Dependent Variable: Commitment

The result from the regression analysis showed that, dimensions of school culture significantly predict the level of teacher commitment of Senior High Schools with R value of 0.646 and R<sup>2</sup> value of 41.8% (0.418 \*100). Also, making inferences from the regression analysis of Table 11, P = 0.00 which is less than P = 0.05 depicting that, the relationship that exist between dimensions of school culture and teacher commitment level was significant. Hence, with significant level of 0.000 the null hypothesis is rejected. This means that, the alternate hypothesis (H<sub>1</sub>: Dimensions of school culture significantly predict teacher commitment level in Senior High Schools) is accepted. Table 11, thus revealed that, the dimensions of school culture significantly predict teacher commitment level in Senior High Schools.

To fully understand which of the dimensions of school culture predicts the levels of teacher commitment in Senior High Schools, the co-efficient of the Multiple Linear Regression was used to analyse the influence of each of the variables of the independent variable – dimensions of school culture – on the dependent variable, teacher commitment level. The results are shown in Table 12.

**Table 12: Post Hoc Analysis of Dimensions of School Culture that Predict Teacher Commitment**

Dimensions	B	$\beta$	Impact Factor ( $\beta^2*100$ )	t	Sig
Involvement in decision making	0.076	0.152		2.406	0.017
Recognition	0.000	-0.001		-0.022	0.983
Support	0.231	0.289		4.475	0.000
Teacher Collaboration	0.343	0.380		7.745	0.000

Source: Field Data (2021)

The results presented in Table 12 revealed that, all the dimensions of school culture influence teacher commitment level with the exception of recognition. From Table 12, it can be seen that, teacher collaboration has the greatest influence with  $\beta = 0.380$  and a significant level of 0.000. This means that, the more teachers collaborate in Senior High Schools, the more committed they become to the institutions in which they work. Also, this can be interpreted that, teacher collaboration significantly predicts whether teacher's commitment level will be high or not. Due to the positive relationship, it may be concluded that, the more teachers collaborate, the higher their commitment level becomes, and the lower they collaborate, the lower their commitment level becomes.

It is also shown in Table 12 that, Support with  $\beta = 0.289$  and  $P = 0.000$  also predicts teacher commitment levels in Senior High Schools. The relationship is positive, which means that, the more teachers are supported and cared for by their institutions, the higher their commitment level becomes and vice versa. For teacher involvement in decision making, Table 12 indicated that involvement in

decision making is also a positive predictor of teacher commitment level with  $\beta = 0.152$  and  $P = 0.017$ . Though this is significant, the data revealed that the influence is low.

Recognition culture, on the other hand showed a negative influence on teacher commitment level with  $\beta = 0.001 \sim 0.00$  and  $P = 0.983$  which is greater than 0.05. This indicated that there is no influence and even if there is an influence, using the absolute figure, this influence is not significant. Making inferences from Table 12, it can thus be concluded that, teacher recognition has no influence on teacher commitment level. This could be attributed to the fact that the teachers who participated in this study were neutral as to whether teachers were recognized in Senior High Schools or not. Finally, the independent variables; teacher collaboration, support and involvement in decision making predict the dependent variable teacher commitment but a post hoc test proved that these influences are not strong as all the independent variables have a confidence of less than 0.5.

### **Moderating Role of Gender in the Relationship between School Culture and Teacher Commitment in Senior High Schools.**

The fourth objective was to examine the moderating role of gender in the relationship between school culture and teacher commitment level in Senior High Schools. To do this there was the need to see if there is a relationship between school culture and teacher commitment level. A Linear Regression was run to determine the relationship. The dependent variable in this case was the teacher

commitment while the independent variable was school culture. Table 13 depicts the relationship between school culture and teacher commitment level.

**Table 13: Linear Regression for School Culture and Teacher Commitment Level**

Variable	R	R <sup>2</sup>	Adj. R <sup>2</sup>	S. E	B	β	T	Sig
School culture	0.593	0.352	0.350	0.24489	0.434	0.593	14.626	0.000

Source: Survey Field Data, (2021).

The results from Table 13 suggested that, school culture significantly influences teacher commitment level in Senior High Schools with  $R^2 = 0.352$  and  $P=0.00$ . With a coefficient of 0.593, the influence of school culture on teacher commitment level can be described as strong. Also, it means that, the more school culture is positive, the higher the teacher commitment level and vice versa. Due to this, there was the need to look at how school culture influences teacher commitment level through the moderation factor, gender. In this way, hypothesis 2 was set to test whether gender moderates the relationship between school culture and teacher commitment level.

**Hypothesis 2**

**H<sub>0</sub><sup>2</sup>: Gender will not moderate the relationship between school culture and teacher commitment in Senior High Schools in Lower Manya Krobo Municipality.**

To test for this hypothesis, the moderating factor analysis was used. Model one of Hayes process factor analysis was used. In the model, X represented the independent variable (school culture) and Y represented the dependent variable

(teacher commitment level). W represented the moderating variable (gender). Refer to Figure 3 below.

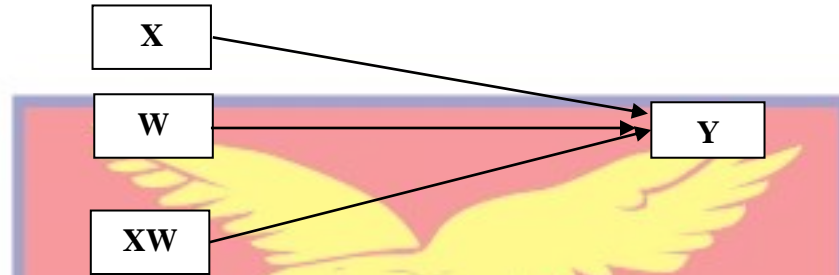


Figure 3: Statistical Model of moderation

From Figure 3, XW depicted the interaction of school culture and gender and how it influences teacher commitment level. If XW showed a significant value of  $P < 0.05$  then it can be concluded that, gender indeed moderates the relationship between school culture and teacher commitment. In this case, the null hypothesis is rejected. The reverse is also true for failing to reject the null hypothesis. Table 14 depicts the results.

**Table 14: Moderation Analysis of School Culture, Gender and Teacher Commitment.**

Moderation Analysis of School Culture, Gender and Teacher Commitment					
Model Summary	R	R <sup>2</sup>	MSE	F	P
	0.5967	0.3560	0.0599	72.2411	0.000
Moderation Model					
Variable	Coeff (B)	Se	T	P	
School Culture (X)	0.4404	0.0299	14.7079	0.000	
Gender (W)	0.0251	0.0277	0.9060	0.3655	
Interaction effect (XW)	- 0.798	0.0631	-1.2651	0.2066	

Source: Field Data, (2021)



From Table 14, it can be seen that, gender has a positive relationship with teacher commitment, however, this relationship is not significant ( $B = 0.0251$ ,  $P=0.3655$ ). It can also be deduced from Table 14 that, the influence of school culture on teacher commitment level is 0.4404, and considering gender and the effect of gender on teacher commitment level through school culture is 0.0251. However, the interaction effect (XW) between school culture and gender proved a non-significant effect on teacher commitment level ( $B=-0.798$ ,  $P = 0.2066$ ). Since the significant value of the moderating effect/interaction effect is more than 0.05, the study fail to reject the null hypothesis. Hence gender does not moderate the relationship between school culture and teacher commitment of Senior High Schools in Lower Manya Krobo Municipality.

**Examining the statistically significant difference in teacher commitment in Senior High Schools with respect to age and marital status.**

In the fifth objective, there was the need to examine whether there was a statistically significant difference in teacher commitment in Senior High Schools with respect to age and marital status. In view of this the hypotheses 3 and 4 were tested with One-Way Multivariate Analysis of Variance (MANOVA). Tables 15 and 17 depict the results.

**Hypothesis 3**

**$H_0^3$ : There is no statistically significant difference in teacher commitment in Senior High Schools with respect to age.**

For this hypothesis, the dependent variable was teacher commitment with three levels (affective commitment, continuance commitment and normative

commitment) while the independent variable was age with four (4) categories (less than 31 years, 31- 40 years, 41- 50 years, and above 50 years.). The summary of the results is presented on Table 15.

**Table 15: One-Way Multivariate Analysis of Variance (MANOVA) of Age Group and Teacher Commitment.**

<b>One-Way MANOVA of Age group and Teacher Commitment</b>					
<b>Age</b>	<b>Pillai's Trace Value</b>	<b>F</b>	<b>Hypothesis df</b>	<b>Error df</b>	<b>Sig</b>
	0.075	3.328	9.000	11176.000	0.001
<b>Between-subjects effects</b>					
<b>Age and TC</b>	<b>Sums of Sq</b>	<b>Df</b>	<b>Mean Sq</b>	<b>F</b>	<b>Sig</b>
Affective Commitment	.818	3	.273	1.526	.207
Continuance Commitment	2.580	3	.860	3.475	.016
Normative Commitment	2.138	3	.713	7.239	.000

Source: Field Data, (2021)

Making inferences from Table 15, the Pillai's value which is 0.075 was used. This is because the rule of equal variance was violated. However, according to Tabachnick and Fidell (2007) Pillai's value can be used if the data violates the assumption of equal variance and homogeneity. The significant value was 0.001. If the significant value is less than 0.05, we reject the null hypothesis and accept the alternate hypothesis and make the claim that there is a statistical difference between the groups. Also, with F ratio equal to or less than 1 ( $F \leq 1$ ) we fail to reject the null hypothesis and make the claim that there is no statistical difference between the groups. In this case the significant value is 0.001 ( $P < 0.05$ ) and F ratio is 3.328 ( $F > 1$ ), hence the null hypothesis is rejected. Thus, there is a statistically

significant difference between age and teacher commitment. This means that, teacher commitment depended on teachers' age groups. Due to this there was the need to probe further to see which of the dependent variables has the variations with age.

In probing for which of the categories of the dependent variable varies between age groups, the 'between-subject effect' column of Table 15 was used. In order to avoid type 1 error which is finding a significant result when there is not really one, the Bonferroni adjustment was used. Here the alpha level 0.05 was divided by the total number of categories in the dependent variable which is 3 ( $0.05/3 = 0.017$ ). The results of 0.017 was then used as the alpha level. Any result less than the reference alpha value 0.017 was regarded as significant. In this case, only continuance and normative commitment recorded a significant value less than the cut-off. Hence these two variables; continuance commitment ( $P=0.016$ ) and normative commitment ( $P=0.000$ ) are significantly different between age and teacher commitment. This means that, for teachers to have continuance commitment depended on the age group. The same is true for normative commitment. However, when it comes to affective commitment, age does not matter.

Although it is known that, there is a statistically significant difference between age groups and continuance and normative commitments, it is not known which age group has the highest score. In this situation, the group means were used to find out which age group has the highest score with regard to these variables. The results are shown in Table 16.

**Table 16: Group Means of Age Group and Teacher Commitment.**

Variable	Age Range	Mean	SD	Lower Bound	Upper Bound
Affective Commitment	< 31 years	2.852	0.472	2.762	2.942
	31 – 40 years	2.734	0.449	2.667	2.802
	41 – 50 years	2.749	0.350	2.679	2.820
	Above 50 years	2.771	0.448	2.590	2.953
Continuance Commitment	< 31 years	2.506	0.581	2.400	2.612
	31 – 40 years	2.361	0.517	2.281	2.440
	41 – 50 years	2.512	0.419	2.428	2.595
	Above 50 years	2.619	0.451	2.406	2.832
Normative Commitment	< 31 years	2.894	0.345	2.827	2.961
	31 – 40 years	2.707	0.281	2.657	2.757
	41 – 50 years	2.810	0.318	2.758	2.863
	Above 50 years	2.714	0.366	2.580	2.849

Source: Field Data, (2021)

It can be deduced from Table 16 that, the highest mean score for continuance commitment in terms of age group is age above 50. This means that, teachers with age group above 50 years had the highest mean ( $M=2.619$ ,  $SD = 0.45$ ) of continuance commitment in Senior High Schools than the other age groups. Also, it can be seen that for normative commitment, the age group less than 31 years recorded the highest mean ( $M=2.894$ ,  $SD=0.35$ ) of normative commitment than the other age groups. This means that, continuance commitment existed more among teachers who are above 50 years old and normative commitment existed more among teachers who are less than 31 years old. The results suggest that older teachers might have invested much of their resources such as time, money and energy into the progress of the school so they felt that it

might cost them so much if they should leave their current school for another, hence the development of high continuance commitment by old teachers. The development of high normative commitment among younger teachers may mean that, the schools might have spent some resources in developing these young teachers so these teachers felt morally obligated to keep working in these schools.

**Hypothesis 4**

**H<sub>0</sub><sup>4</sup>: There is no statistically significant difference in teacher commitment in Senior High Schools with respect to marital status.**

For this hypothesis, the dependent variable was teacher commitment with three levels (affective commitment, continuance commitment and normative commitment) while the independent variable was marital status with five categories (married, single, divorced, separated and widowed). Table 17 presents the results.

**Table 17: One-Way Multivariate Analysis of Variance (MANOVA) of Marital Status and Teacher Commitment.**

Variable	Wilk's Lambda Value	F	Hypothesis df	Error df	Sig
Marital Status	0.993	0.440	6.000	782.000	0.852

Source: Field Data, (2021)

Making inferences from Table 17, the Wilks' Lambda value is 0.993 and the significant value is 0.852. If the significant value is less than 0.05, we reject the null hypothesis and accept the alternate hypothesis and make the claim that there is a statistically significant difference between the groups. Also, with F ratio equal to or less than 1 ( $F \leq 1$ ) we fail to reject the null hypothesis and make the claim that there is no statistical difference between the groups. In this case the

significant value is 0.852 ( $P > 0.05$ ) and F ratio is 0.440 ( $F < 1$ ), hence we fail to reject the null hypothesis. Thus, there is no statistically significant difference between different marital status and teacher commitment. This means that, teacher commitment does not depend on whether teachers were married, single nor divorced.

### **Discussion of Results**

#### **Type of School Culture that is most Prevalent in Senior High Schools in Lower Manya Krobo Municipality**

Findings of the current study reveal that, generally, positive school culture existed in these schools. Flamholtz and Randle (2011) noted that a positive culture connotes a good culture. According to Jones (2009), positive school culture enhances teacher performance and school quality in ways that positively affect students' outcome. This implies that, the study institutions had values and beliefs that emphasise teacher dignity, collaboration, and support that may bring about discipline, and school quality.

As part of positive school culture elements, the study found that there was generally discipline and order among teachers in the schools, and that teachers were encouraged to give off their best in executing their duties. Teachers in the current study also acknowledged the fact that there were usually consultative discussions among staff members concerning successes and challenges of the school. Taylor and Fratto (2012) maintained that, positive school culture promotes review of attitudes of all staff members and students to ensure conformity to the ethics and disciplinary measures of the school, as well as ensuring that principals

and teachers collaborate in determining challenges and opportunities for the school.

The current study also reveals that teachers felt respected. It is found in the present study that there was cooperation among members of staff in the schools.

Thuściak-Deliowska (2017) concluded that schools with strong culture tend to increase creativity, innovativeness, collaboration, teamwork, self-esteem and a sense of belonging which increase the commitment levels of teachers. Abdullah and Arokiasamy (2016), in a study found that school culture practices were at a high level in secondary schools.

However, the finding of positive school culture in the present study disconfirms that of Ali, Farid and Ibrarullah (2016) who found that secondary schools in Mardan district of Pakistan almost never tried to create a positive school culture for effective schools, resulting in low school culture.

#### **Level of Teacher Commitment in Senior High Schools**

The study found that teachers' commitment level in Senior High Schools was generally high. It means that the teachers in the schools were highly dedicated to the success of the schools. These teachers might have the desire to remain and work in their schools for the progress of the schools. This finding is in agreement with the findings of the studies of Najeemah (2012), and Nurharani, Norshidah and Afni (2013) which reported that teachers had a high level of commitment towards their schools. On the contrary, this finding disconfirms the findings by Ling and Ibrahim (2013), as well as Fauziah, Rahmah, Rohani, Rasimah and Zabani (2010) that teacher commitment level was low.

The current study indicates that teachers' commitment level was high for normative and affective commitments. Shapira-Lishchinsky and Rosenblatt (2010) maintained that studies have shown that teachers with high level of affective and normative commitments could contribute to high students and school performances and were more likely to have fewer turnover intentions. According to Chang (2014) a high level of teacher commitment to school is characterised by a strong acceptance of the school's vision, mission, and goals, as well as the willingness of the teacher to exert efforts to remain with the school to achieve high productivity. The study, in addition, found continuance commitment level of the teachers to be low. Shapira-Lishchinsky and Rosenblatt (2010) noted that teachers with low commitment towards school often report late to work and tend to be frequently absent from school.

These findings fit well with the three –component model. This model stipulates that organisational commitment is felt by employees on three simultaneous dimensions encompassing affective, continuance and normative commitments (Jaros, 2007). It means that teachers in Senior High Schools were emotionally attached to their schools and felt morally obligated to remain in their schools, but they did not feel that it will cost them anything if they decided to leave their schools for somewhere else.

The result reveals that teachers felt they were part of their schools and that the schools had a great deal of personal meaning for them. The assertion by Meyer and Allen (1996) has been confirmed by this finding that affective committed teacher easily identifies with the school and is emotionally attached to



the philosophies and vision of the school. Conversely, the teachers agreed that they could easily become as attached to another schools as they were to their present schools. It could be deduced that even though the teachers had the desire to remain in their present schools, nevertheless if they got a 'better' offer in employment elsewhere they would leave for that offer. This suggests lack of teachers' full commitment to their schools. The study, again, shows that teachers agreed that they must always be loyal to their schools, and that they believed being a teacher in their present schools was a good thing. Meyer and Allen (1996), pointed out that a teacher who has high normative commitment remains in the school because he/she feels the need to do so.

#### **Most Prevalent Dimensions of School Culture in Senior High Schools in Lower Manya Krobo Municipality**

The results of the study show that dimensions of school culture that existed in Senior High Schools were teacher involvement in decision making, teacher recognition, teacher support and teacher collaboration. With regard to teacher involvement in decision making, the results show that the headmasters/headmistresses kept the teachers informed of current issues of the schools. The findings further suggest that teachers were able to voice out their challenges in the schools for discussion. As noted by Boeve (2007) the involvement of teachers in decision-making process makes teachers feel part and parcel of the institution, own the decision and ensure that the decisions are implemented. The results further indicate that teachers are neutral as to whether their headmasters/headmistresses used consultative decision-making approach in

dealing with issues concerning the school. Baafi-Frimpong (2019) opined that not all decisions of the school should be made to participate in. Decisions that fall within teachers' zone of indifference should not include the participation of the teacher. The results suggest that in an educational institution, not all decisions may call for the participation of teachers.

For recognition culture, the results suggest that headmasters/mistresses recognised the work done by teachers in the schools. This is consistent with what was reported by Imran, Ahmad, Nisar and Ahmad (2014), and Rahim and Daud (2013) that teacher recognition has been found to be a strong tool that enriches the energies of the teacher towards the accomplishment of goals and objectives of the school. On the contrary, it emerges from the study that teachers were in disagreement that they usually received rewards from their headmasters/headmistresses for work well done. Similarly, the teachers were in disagreement that the PTA recognized the efforts of teachers in their schools. As a result, this dimension of school culture was found to be the least prevalent culture in the schools. Danish and Usman (2010) asserted that though financial rewards positively reinforce performance-enhancing behaviours and stimulate teachers to some extent, non-financial rewards such as recognition must be given to keep teachers appreciated and committed.

With support dimension, it is revealed from the study that, teachers worked together to support the mission and vision of the schools, and also the headmasters/mistresses were always ready to assist the teachers. Yiing and Ahmad (2009) described support-oriented culture as a school culture that exhibits

teamwork, encouragement, and a trusting school environment. Asiedu (2015) has cautioned that support culture, as part of its weaknesses can shift teachers' attention from the goals and objectives of the school to their personal growth, interests and gains. Therefore, heads of schools should be fair and firm in developing this culture.

In discussing collaboration dimension of school culture, the results of the study suggest that it is the culture with the major dominance. In this dimension, the findings show that teachers worked together to develop programmes and activities in their schools. The findings further indicate that teachers utilized professional networks to obtain information and resources for classroom instruction. The results of the current study also reveal that collaborative culture enabled teachers to work cooperatively. These findings substantiate the assertion by Johnson (2003) that in collaborative culture, teachers emotionally and psychologically find that working together with colleagues is beneficial, because collaboration gives teachers a chance to learn from each other. Chan and Pang (2006) maintained that collaborative experiences provide more opportunities for teachers to make networks of relationships which can help them to share their reflective experiences; evaluate beliefs on teaching, learning and assessment; and construct knowledge together.

### **Dimensions of School Culture that Predict Teacher Commitment**

The findings of the current study suggest that, the dimensions of school culture significantly predict teacher commitment levels of Senior High Schools. Thus, the study found a significant high positive relationship between school

culture and teacher commitment. This result is consistent with earlier studies that have established high relationship between school culture and teacher commitment (Mustafa, Ilyas & Rehman, 2016; Rahmani, Azari, Vasokolaee, Mirghaed & Raadabadi, 2015; Aida, Farsani, Farsani & Aroufzad, 2013; Yager & Yager, 2011). On the other hand, this finding is contrary to a study by Masouleh and Allahyari (2017) that revealed a moderate relationship between a university organisational culture and commitment of faculty members.

A post hoc analysis of the dimensions of school culture and commitment shows a significant positive relationship between collaboration and commitment, support and commitment, as well as involvement in decision making and commitment. Conversely, the study found no relationship between recognition and commitment. Bland (2012) reported that, a positive collaborative school culture provides a conducive learning environment for teachers and students to share knowledge and skills together. Msila (2014) maintained that teacher collaboration and collegiality cannot operate when the school culture is poor. These findings are in tandem with the findings from Kathryn (2002), Shah and Abualrob (2012), and Makau (2014) that have established significant effects between support culture and teacher commitment. The results of this study, again confirm the findings of studies by Blase and Kirby (2003), Zin and Talet (2016), and Dampson and Afful-Broni (2018). These studies have found significant relationship between decision making culture and commitment. The findings suggest that in institutions, subordinates should be encouraged to work as a team,

be supported and cared for, and their involvement in decision making should be ensured, as these elements have shown positive relationship with commitment.

The findings of the present study support the conceptual framework of the study. The study conceptualises that all schools have their distinct cultures which shape the behaviours, attitudes and values of individuals in the school. The culture of a school which can either be positive or negative may affect the operations of the school and serve as an expression of identity of the school which distinguishes it from other schools. Therefore, as teachers in Senior High Schools are allowed to participate in decision making process of the schools, supported and had good collaboration with their superiors and other teachers, their commitment level become high for high school productivity.

Furthermore, the social exchange theory confirms these findings. The social exchange theory supports the idea that teachers may act positively in response to good working conditions and relationships by doing things that will benefit the school. On the contrary, teachers may rebel against unfavourable working conditions by engaging in negative acts and work conducts, such as absenteeism, and doing a fair day's job for a fair day's pay (Crede, Chernyshenko, Stark, Dalal & Bashshur, 2007; Haar, 2006). Therefore, the establishment of positive school culture in Senior High Schools as the study has indicated, where teacher collaboration was high, teacher support was good and teachers were involved in decision making, had resulted in high commitment level of the teachers.

## **Moderating Role of Gender in the Relationship between School Culture and Teacher Commitment**

The findings of the study reveal that gender does not play a role in the relationship between school culture and commitment in Senior High Schools.

This means that the relationship between school culture and teacher commitment level does not depend on whether the teacher is a male or a female. Therefore, a positive school culture and high teacher commitment level cuts across all the gender. This finding contradicts the assertions by Rea, Carter, Parfitt, Wilkerson and Valesky (2017), and Kalshoven, Den-Hartog and De Hoogh (2013) that positive school culture may have more productive outcomes on commitment of female teachers and help them to develop positive attitudes and behaviours for the school and its activities. Again, the result of the current study contradicts the result of a study by Karakus (2018) that indicated that both male and female teachers' organisational commitment levels were positively affected by their school culture.

### **Differences in Teacher Commitment in Senior High Schools with Respect to Age**

It emerged from the study that, a statistically significant difference exists between different age groups and teacher commitment. Thus, the study found a significant positive relationship between teachers' age and commitment in the study institutions. This suggests that teachers' commitment depended on teachers' age groups. Jafri (2011) argued that a variety of demographic factors have been found to influence teacher commitment, but age has proved to be the most outstanding factor. This is because as employees grow old, less alternative

employment options become available for them, and as a result they view their current employment as more favourable choice. Further, young employees may also have the enthusiasm and energy to work hard especially for their first appointing organisations in order to win the confidence repose in them by their appointing authorities.

The study further shows a significant positive relationship between continuance commitment and age, with continuance commitment existing more among teachers who were above 50 years old. This result corroborates the assertions by Zheng and Sharan (2010), Brown, McHardy, McNabb and Taylor (2011), and Noordin (2011) that older workers are generally more committed to their employing organisations and more dedicated to their jobs. Lincoln and Kalleberg (1996) reported in their study that, older people are both more committed and more loyal to their organisations than younger employees. This result implies that, the older teachers might have dedicated their time and energy into the growth and development of the schools. Thus, they might have invested much resources into the success of these schools, hence leaving these schools for another did not seem easy, and as a result the effect was seen in the development of their continuance commitment.

Similarly, a significant positive relationship emerged between normative commitment and age, with normative commitment prevailing more among teachers who were less than 31 years old. Mcdonald (2011) reported that employees under the age of 30 years tend to be committed to organisations which value work/life balance, while employees over the age of 30 tend to be committed

to organisations that emphasise job security. The findings suggest that, these institutions might have committed resources into training and motivating the young teachers, hence the teachers deemed it morally obligatory to work hard and give back to the schools what they might have benefited from the schools.

### **Differences in Teacher Commitment in Senior High Schools with Respect to Marital Status**

The study found no statistically significant difference between different marital status and teacher commitment. This means that, teacher commitment did not depend on whether teachers were married, single or divorced. This result contradicts the view of Hodges (2010) that married employees show more commitment, because, typically they have greater financial, personal and family responsibilities, which increase their need to remain with the organisation. Morris, DePaulo, Hertel and Taylor (2008) have accentuated that unmarried teachers (single teachers), especially those not in relationship, are perceived as less responsible, less matured, and less well-adjusted than married teachers which make them to be seen as less committed to the teaching work. This finding implies that, in organisations like the schools, efforts should be made to boost the commitment levels of all workers irrespective of marital status. Thus, assigning positions of responsibilities to workers should not be tied to marital status of the employees, since in many situations, the married employees are perceived as more responsible and committed than the unmarried workers, hence married workers are likely to be considered for positions in organisations than unmarried workers.



## Chapter Summary

This chapter was devoted to results and discussion of the study. It emerged from the findings of the study that generally, the culture of the Senior High Schools was positive culture. This positive culture had ensured discipline and orderliness amongst teachers, and had also ensured that teachers gave off their best in execution of their work. It also emerged from the study that teachers had high level of commitment. The teachers particularly had high levels of commitment in normative and affective commitments, but for continuance commitment, the level was low among teachers.

Again, the current study found a significant high positive relationship between school culture and teacher commitment. In this situation, a significant positive relationship existed between collaboration and commitment, a significant relationship existed between support and commitment, and a significant positive relationship existed between involvement in decision making and commitment. On the contrary, no relationship was found to exist between teacher recognition and commitment. The findings further reveal that gender does not play a role in moderating the relationship between school culture and teacher commitment in the study institutions. In addition, it was revealed from the study that, no statistically significant effect existed between marital status and teacher commitment. However, it was found that a significant positive relationship existed between teachers' age and their commitment level.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview of the Study

The study examined the influence of school culture on commitment of teachers in Senior High Schools. The study draws on positivists philosophical paradigm where a cross sectional survey was used as the study design. The research approach was quantitative research approach. The population for the study was made up of all the teachers in the four public Senior High Schools in the Lower Manya Krobo Municipality, and with the use of census technique, all the teachers (495) were contacted for data collection with questionnaire. However, 396 questionnaires could be retrieved, giving a response rate of 80%. Data was analysed with means and standard deviations, multiple linear regression, process procedure and One-Way Multivariate Analysis of Variance (MANOVA).

#### Summary of Key Findings

The key findings are presented in line with the objectives of the study as follows:

The first objective of the study was to explore the type of school culture that was most prevalent in Senior High School in Lower Manya Krobo Municipality. Key findings that emerged were that, generally, the culture of the schools was positive culture. This positive culture had ensured discipline and

orderliness amongst teachers, and had also ensured that teachers gave off their best in execution of their work. The second objective of the study was to ascertain the level of teacher commitment in Senior High Schools. The key findings that were revealed were that teachers had high level of commitment. The teachers particularly had high levels of commitment in normative and affective commitments, but for continuance commitment, the level was low among teachers.

The third objective of the study was to ascertain the most prevalent dimensions of school culture in senior high schools in the Lower Manya Krobo Municipality. The results of the study showed that dimensions of school culture that existed in Senior High Schools were teacher involvement in decision making, teacher recognition, teacher support and teacher collaboration. The results showed that the headmasters/headmistresses kept the teachers informed of current issues of the schools. The results further revealed that headmasters/mistresses recognised the work done by teachers in the schools. It also emerged from the study that, teachers worked together to support the mission and vision of the schools, and also the headmasters/mistresses were always ready to assist the teachers.

The fourth objective of the study was to examine dimensions of school culture that predict the levels of teacher commitment in Senior High Schools. It emerged that, a significant high positive relationship existed between school culture and teacher commitment. Further analysis revealed that, there are significant positive relationships between collaboration and commitment, support and commitment, and involvement in decision making and commitment. On the

other hand, no relationship was found to exist between teacher recognition and commitment. In addition, collaborative culture was found to be the dominant culture, with recognition culture being the least dominating culture.

The fifth objective was to explore the moderating role of gender in the relationship between school culture and teacher commitment in Senior High Schools. The findings revealed that gender does not play a role in the relationship between school culture and teacher commitment in the Senior High Schools. The last objective was to examine whether there is statistically significant difference in teacher commitment in Senior High Schools with respect to age and marital status. Key findings that emerged were that a significant positive relationship existed between teachers' age and their commitment level, however, no statistically significant effect was found of marital status on teacher commitment.

### **Conclusions**

Based on the findings of the study, the following conclusions are drawn:

In the first place, it can be concluded from the findings that positive school culture does not occur accidentally. The heads of educational institutions must consciously create it. For example, the heads of schools must maintain discipline among teachers and students and should ensure that teachers give off their best in performing their work. There should be teacher respect, teacher recognition, teacher motivation and support, teacher collaboration as well as teacher involvement in decision making process. These positive school qualities will help teachers feel they are regarded, important, welcomed and cared for which is likely

to have great impact on their identification with the school and its activities, hence resulting in high commitment level of teachers.

### Recommendations

The recommendations for this study have been made based on the findings of the study.

1. Heads of educational institutions, particularly those in Senior High Schools and for that matter the entire school body, should continue to make it a point to maintain discipline and orderliness among members of the school. If possible, schools should design effective policies and regulations that will ensure creation of effective school culture for high commitment and effective school development.
2. Heads of Senior High Schools should continue to encourage teachers and other members of the school to establish cordial relationship among themselves. Teachers should be encouraged to work cooperatively and collaboratively to support each other both for teaching and learning, and for personal and professional development. By so doing teachers will feel connected and united for a healthy school culture.
3. Teachers, especially, those found in Senior High Schools must continuously be involved in decision making process especially the ones that concern them and the school. During meetings they should be encouraged to give off their best in their work. Parent Teacher Associations (PTAs) and schools should provide the needed assistance, incentives and other enabling environment that will enhance teachers' interests in the school and boost their commitment level.

4. The Ghana Education Service (GES) should organise orientations and workshops for headmasters/headmistresses and teachers in Senior High Schools on the elements of effective school culture and the need to continuously adopt effective school culture. If possible the GES can formulate policies to guide heads of schools to create positive school culture to help enhance the commitment level of teachers.

### **Contributions to Knowledge**

The ability of any study to add to knowledge is seen in four major areas namely, concept development, giving thoughtful consideration to the methodology, building on an existing research and the ability to alter directions (Silverman, 2007). In this case, this study can be considered as building on existing researches to contribute to knowledge in the area of school culture and teacher commitment in Senior High Schools.

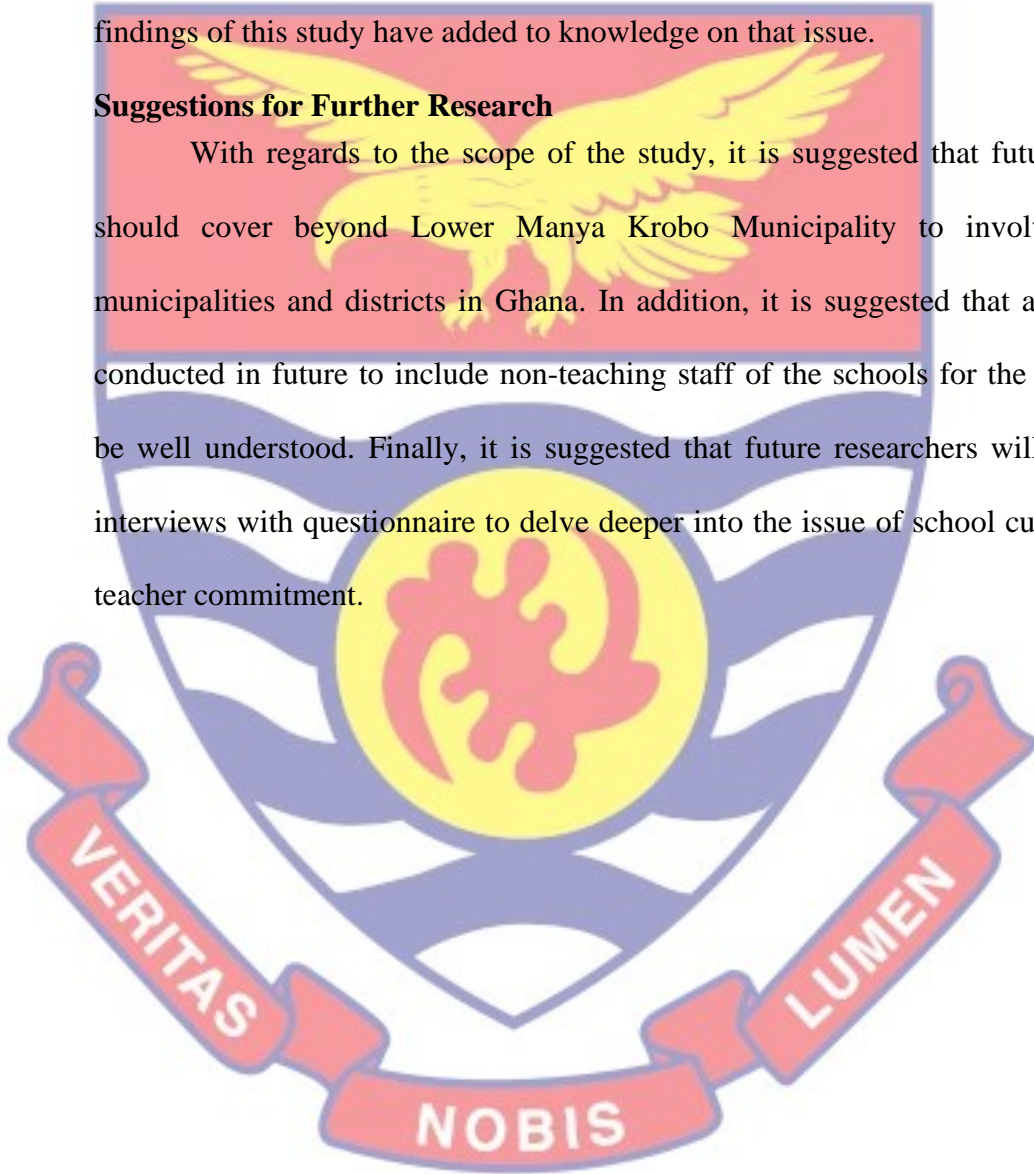
Firstly, dimensions of effective school culture that are needed for development of high teacher commitment have emerged in this study. Similarly, elements of school culture that hinder the development of high teacher commitment have been revealed by this study. These elements include the inability of PTAs to recognise the efforts of teachers, failure of headmasters/headmistresses to reward the works of teachers, and the headmasters/headmistresses not doing too well in engaging the teachers in consultative decisions when dealing with school issues.

Furthermore, majority of the researches conducted on the topic have concentrated on tertiary educational institutions and basic schools in other parts of

Ghana, therefore the results of the current study have contributed to knowledge in literature especially with reference to Senior High Schools in Lower Manya Krobo Municipality. Finally, literature is inadequate on moderating role of gender in the relationship between school culture and teacher commitment. Therefore, the findings of this study have added to knowledge on that issue.

### **Suggestions for Further Research**

With regards to the scope of the study, it is suggested that future study should cover beyond Lower Manya Krobo Municipality to involve other municipalities and districts in Ghana. In addition, it is suggested that a study is conducted in future to include non-teaching staff of the schools for the issues to be well understood. Finally, it is suggested that future researchers will employ interviews with questionnaire to delve deeper into the issue of school culture and teacher commitment.



## REFERENCES

- Affum-Osei, E., Acquah, E., & Acheampong, P. (2015) Relationship between organisational commitment and demographic variables: Evidence from a Commercial Bank in Ghana. *American Journal of Industrial and Business Management*, 5, 769-778. doi: [10.4236/ajibm.2015.512074](https://doi.org/10.4236/ajibm.2015.512074).
- Aida, A., Farsani, S. B., Farsani, M. E., & Aroufzad, S. (2013). Relationship between organisational culture and organisational commitment among woman physical education teachers. *European Journal of Experimental Biology*, 3(1), 531-535.
- Ali, S., Farid, F., & Ibrarullah. Y. (2016). *Effect of transformational leadership on job satisfaction and organisational commitment*. Humanistic Management Network, Research Paper Series No. 02/16. doi:org/10.2139/ssrn.2713386.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organisation. *Journal of Occupational Psychology*, 63, 1-18
- Alqarqaz, R. A. (2014). *Collaborative school culture in Al Ain secondary schools: A qualitative study of one female and one male school*. Unpublished master's thesis, Al Ain university, United Arab Emirates. [https://scholarworks.uaeu.ac.ae/all\\_theses/274](https://scholarworks.uaeu.ac.ae/all_theses/274)
- Alsiewi, A., Gaith, F., & Etlesh, K. (2016). Continuance commitment in the educational sector: The Libyan perspective. *International Journal of Business and Management Invention*, 5, 14-22.



Amedahe, F. K., & Asamoah-Gyimah, K. (2018). *Introduction to measurement and evaluation*. Cape Coast, Ghana: University of Cape Coast Press.

Amoatema, A. S., & Kyeremeh, D. D. (2016). Making employee recognition a tool for achieving improved performance: Implication for Ghanaian Universities. *Journal of Education and Practice*, 7, 46-52.

Annor, G. (2016). *Exploration of the organisational culture of selected Ghanaian High Schools*. (Unpublished master's thesis, University of Ohio), USA.

Abdullah, A. G. K., & Arokiasamy, A. R. A. (2016). The influence of school culture and organisational health of secondary school teachers in Malaysia. *TEM journal*, 5 (1), 56-59.

Ary, D., Jacobs, L.C., Razavieh, A. & Sorensen, C. (2006). *Introduction to research in education* (7th ed.). US: Thompson/Wadsworth.

Aryee, S., Budhwar, P. S., & Chen, Z. X. (2002). Trust a mediator of the relationship between organisational justice and work outcomes: Test of a social exchange model. *Journal of Organisational Behaviour*, 23, 267-285.

Asiedu, E. (2015). Supportive organisational culture and employee job satisfaction: A critical source of competitive advantage. A case study in a selected banking company in Oxford City-UK. *International Journal of Social Sciences and Management*, 2(3), 10.3126/ijssm.v2i3.12551.

Asurakutlu, T. (2007). *Trust, culture and organisational reflection*. In Managerial Organisational Behaviour in Culture, Context. Erdem, R. and C. S. Cukur (Eds), Turkish Psychological Association Publishing.

Avalos-Bevan, B., & Bascopé, M. (2017). *Teacher informal collaboration for professional improvement: Beliefs, contexts, and experience*. Hindawi Education Research International. <http://doi.org/10.1155/2017/1357180>.

Baafi-Frimpong, S. (2019). *History and management of education in Ghana*.

Cape Coast, Ghana: University of Cape Coast Press.

Babbie, E. (2007). *The practice of social research* (10<sup>th</sup> ed.). Wadsworth: Cengage Learning.

Bailey, L. T. (2009). *Organisational culture, macro and micro empowerment dimensions, and job satisfaction: An application of concurrent mixed and multi-level method in the Federal sector*. Boca Raton, Florida.

Balay, R. (2000). Predicting conflict management based on organisational commitment and selected demographic variables. *Asia Pacific Education Review*, 8, 321-336. [10.1007/BF03029266](https://doi.org/10.1007/BF03029266).

Balay, R., & İpek, C. (2010). *Teachers' perception of organisational culture and organisational commitment in Turkish primary schools*. *Zeitschrift für die Welt der Türken*.

Balci, A. (2000). *Organisational socialization, theory, strategy and tactics*. Ankara: Pegem A Publishing.

Barth, R. (2002). The culture builder. *Educational Leadership*, 59, 6- 11.

Batugal, M. L. C., & Tindowen, D. J. C. (2019). Influence of organisational culture on teachers' organisational commitment and job satisfaction: The case of catholic higher education institutions in the Philippines. *Universal Journal of Educational Research*, 7(11), 2432-2443.

Blake, R. R., & Mouton, J.S. (1964). *The Managerial Grid*. Gulf Publishing Company, Houston.

Bayukdere, B. & Solmus, T. (2006). *Interpersonal trust in a work and a life*.  
<http://www.sguc.org>.

Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-40.

Bland, D. (2012). Influence of school organisational culture on learning environment. *International Journal of Social Sciences and Management*, 35(3), 235-242.

Blase, J., & Kirby, P. C. (2003). *Bringing out the best in teachers: What effective principals do* (2nd ed.). Thousand Oaks, California: Corwin Press.

Blau, P. (1964). Justice in social exchange. *Sociology. Inq.*, 34, 193-206

Blyton, P., & Turnbull, P. (2004). *The dynamics of employee relations* (3rd ed). Houndmills: Palgrave Macmillan.

Boeve, W. D. (2007). *A national study of job satisfaction factors among faculty in physician assistant education*. (Unpublished master's thesis, Eastern Michigan University). <https://commons.emich.edu/theses/60>

Borghans, L., Van der Velden, R., Büchner, C., Coenen, J., & Meng, C. (2008). *Het meten van onderwijskwaliteit en de effecten van recente onderwijshervormingen*. Deelonderzoek Parlementair Onderzoek Onderwijsvernieuwingen, Tweede Kamer der Staten-Generaal, Den Haag.

Bradshaw, C. P., Waasdorp, T. E., Debnam, K. J., & Johnson, L. S. (2014). Measuring school climate: A focus on safety, engagement, and the environment. *Journal of School Health, 84*, 593-604. doi: 10.1111/josh.12186.

Brenyah, R., & Obuobisa-Darko, T. (2017). Organisational culture and employee engagement within the Ghanaian public sector. *Review of Public Administration and Management, 05*, 11- 10.4172/2315-7844.1000233.

Brown, S., McHardy, J., McNabb, R., & Taylor, K. (2011). *Workplace performance, worker commitment and loyalty*. Bonn: Institute for Study of Labour (IZA).

Brun, J. P., & Dugas, N. (2008). An analysis of employee recognition: Perspectives on human resources practices. *The International Journal of Human Resource Management, 19*, 716-730. <https://doi.org/10.1080/0958519080195372>

Calori, L., & Sarnin, H. (2011). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

Campbell, J. K., & Hwa, Y. S. (2014). Workplace spirituality and organisational commitment influence on job performance among academic staff. *Journal Pengurusan UKM Journal of Management, 40*, 115-123.

Carbonneau, N., Vallerand, R. J., Fernet, C., & Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology, 100*(4), 977-987. <https://doi.org/10.1037/a0012545>.

- Chan, C., & Pang, M. F. (2006). *Teacher collaboration in learning communities. Teaching Education, 17*, 1-5. 10.1080/10476210500527899.
- Chan, W. Y., Lau, S., Nie, Y., Lim, S, & Hogan, D. (2008). Organisational and personal predictors of teacher commitment: The mediating role of teacher efficacy and identification with school. *American Educational Research Journal - AMER EDUC RES J. 45*, 597-630. 10.3102/0002831208318259.
- Chang, C. S. (2014). Moderating effects of nurses' organisational support on the relationship between job satisfaction and organisational commitment. *Western Journal of Nursing Research, 14* (2), 11-23. doi:10.1177/0193945914530047
- Chang, E. (1999). Career commitment as a complex moderator of organisational commitment and turnover intention. *Human Relations, 52*(10), 1257–1278. <https://doi.org/10.1023/A:1016908430206>.
- Chen, C. F. (2006). Job satisfaction, organisational commitment, and flight attendants' turnover intentions: A note. *Journal of Air Transport Management, 12*(2006), 274–276.
- Cicek, I., Karaboga, T., & Sehitoglu, Y. (2016). A new antecedent of career commitment: work to family positive enhancement. *Procedia-Social and Behavioral Sciences, 229*, 417-426.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). New York, NY: Routledge Falmer.

Colak, I., Altinkurt, Y., & Yilmaz, K. (2014). The relationship between teachers' teacher leadership roles and organisational commitment levels. *Educational Process: International Journal*, 3, 35-51. 10.12973/edupij.2014.312.3.

Colley, A., & Comber, C. (2003). Age and gender differences in computer use and attitudes among secondary school students: What has changed? *Education Research*, 45(2), 155- 165.

Cook, K. S., & Rice, E. (2003). Social exchange theory. In J. Delamater (Ed.), *Handbook of social psychology* (pp. 53–76). Kluwer Academic/Plenum Publishers.

Crede, M., Chernyshenko, O. S., Stark, S., Dalal, R. S., & Bashshur, M. (2007). Job satisfaction as mediator: An assessment of job satisfaction's position within the nomological network. *Journal of Occupational and Organisational Psychology*, 80(3), 515-538. <https://doi.org/10.1348/096317906X136180>

Creswell, J. (2014). *Research design: qualitative, quantitative and mixed methods approach* (4<sup>th</sup> ed.). Los Angeles: Sage.

Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance, and organisational citizenship behaviours. *Journal of Applied Psychology*, 88, 160 – 169. doi:10.1037/0021-9010.88.1.160.

Dampson, D. G., & Afful-Broni, A. (2018). Teacher preparation in school decision-making in Ghanaian Basic School: Looking back and moving forward, what stakeholders say? *International Journal of Educational Studies*, 05 (02), 91-102.

Danish, R. Q., & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *International Journal of Business and Management*, 5(2), 159-167. doi: 10.5539/ijbm.v5n2p159

De Brentani, U., & Kleinschmidt, E. J. (2004). Corporate culture and commitment: Impact on performance of international new product development programmes. *Journal of Product Innovation Management*, 21 (5), 309 - 333. 10.1111/j.0737-6782.2004.00085.x.

Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.

Dixit, V., & Bhati, M. (2012). A study about employee commitment and its impact on sustained productivity in Indian auto-component industry. *European Journal of Business and Social Science*, 1, 34-51.

Douglas, S. M. (2010). *Organisational climate and teacher commitment*. The University of Alabama.

Dwinfour, E. A. S., Adam, S., & Adom, D. (2017). The effects of organisational culture and commitment on job satisfaction: Cross-sectorial comparison of legal services sector in Ghana. *European Journal of Business and Management*, 9(14), 29–35.

Eisenfuhr, F. (2011). *Decision making*. New York, NY: Springer.

Elliott, B., & Crosswell, L. (2001). *Commitment to teaching: Australian perspectives on the interplays of the professional and the personal in teachers' lives*. Paper presented at the International Symposium on Teacher Commitment at the European Conference on Educational Research, Lille, France.

Emerson, R. M. (1972). *Exchange theory: The problem of appropriate data*. Presented at 1971 Meeting of the American Sociological Association held in University of Washington.

Etzioni, A. (1975). *An evaluation of complex organisations: On power, involvement and their correlates*, (rev. ed.). New York, NY: Free Press.

Fauziah, M., Rahmah, M. R., Rohani, G., Rasimah, A., & Zabani, D. (2010). Teacher professionalisation and organisational commitment: Evidence from Malaysia. *International Business and Economics Research Journal*, 9 (2), 02 – 12.

Flamholtz E. G., Randle, Y. (2011). *Corporate culture: The ultimate strategic asset*. Stanford, UK: University Press.

Forkuoh, S. K., Affum-Osei, E., Osei, M. A., & Addo, Y. V. J. (2014). Employees' commitment and growth of family businesses. *International Journal of Economics, Commerce and Management*, 2, 1-14.

Freeman, J. V., & Julious, S. A. (2005c). The visual display of quantitative information. *Scope*, 14, (2) 11-15.



Fried, R. .L. (2001). *The Passionate Teacher: A Practical Guide*. Boston: Beacon Pres.

Gallagher, S., & Brown, C. (2008). A strong market culture drives organisational performance and success. *Employment Relations Today*, 35, (1), 25-31.

Gaziel, H. H. (2004). Predictors of absenteeism among primary school teachers. *Social Psychology of Education*, 7, 421– 434.

Genevičiūtė-Janonienė, G., & Endriulaitienė, A. (2014). Employees' organisational commitment: Its negative aspects for organisations. *Procedia-Social and Behavioural Sciences*, 140, 558-564.

Goh, C. Y., & Marimuthu, M. (2016). The path towards healthcare sustainability: The role of organisational commitment. *Procedia - Social and Behavioural Sciences*, 224, 587-592.

Gould-Williams, J., & Davies, F. (2005). Using social exchange theory to predict the effects of HRM practice on employee outcomes. *Public Management Review*, 7, 1-24. <https://doi.org/10.1080/1471903042000339392>

Gruenert, S., & Valentine, J. (1998). *Development of a school culture survey*. (Unpublished doctoral dissertation, University of Missouri), Missouri.

Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. Alexandria, VA: ASCD.

Gündüz, Y. (2014). *The effect of organisational support on organisational commitment*. *Anthropologist*, 18, 1041-1057. 10.1080/09720073.2014.11891587.

Haar, J. M. (2006). Challenge and hindrance stressors in New Zealand: Exploring social exchange theory outcomes. *The International Journal of Human Resource Management*, 17(11), 1942–1950. <https://doi.org/10.1080/09585190601000147>

Halis, M. (2003). Turkish organizational culture orientations in terms of contingency. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 5, 109–135.

Hall, N. & Quinn, R. J. (2014). Parental involvement at the high school level: Parents' perspectives. *Journal of Ethnic and Cultural Studies*, 1(1), 13-21. <http://www.ejecs.org/index.php/JECS/article/viewFile/9/4>

Hallinger, P., & Heck, R. (2010). Does collaborative leadership make a difference in school improvement? *Educational Management Administration and Leadership*, 38, 60–79. [10.1177/1741143210379060](https://doi.org/10.1177/1741143210379060).

Hamid, S. F., Nordin, N., Adnan, A. A., & Sirun, N. (2013). A study on primary school teachers' organisational commitment and psychological empowerment in the district of Klang. *Procedia- Social and Behavioural Sciences*, 90, 782-787.

Hamilton, E. A. (2007). *Firm friendship: Examining functions and outcomes of workplace friendship among law firm associates* (Unpublished doctoral dissertation). Boston College. Boston, MA.

Handy, C. B. (1985). *Understanding organisations*, (4th ed.). New York, NY: Facts on File Publications.

Harrison, J. (2005). Shaping collaboration: Considering institutional culture. *Museum Management and Curatorship*, 20(3), 195-212.

Harrison, R., & Stokes, H. (1992). *Diagnosing organisational culture*. New York, NY: Pfeiffer.

Hasting, D. (2006). Human resource management: An agenda for the 1990s. *International Journal of Human Resource Management*, 1(1), 11-27.

Hayat, A., Kohoulat, N., Kojuri, J., & Faraji, H. (2015). A study on the relationship between schools' health and teachers' organisational commitment. *International Journal of School Health*, 2, 53-69. [10.17795/intjsh26099](https://doi.org/10.17795/intjsh26099).

Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling. *Manuscript submitted for publication*.

Hodges, J. M. B. (2010). Who gets the daddy bonus? Organisational hegemonic masculinity and the impact of fatherhood on earnings. *Journal of Gender and Society*, 717-745.

Homans, G. C. (1958). Social behaviour as exchange. *American Journal of Sociology*, 63(6), 597-606.

Hongboontri, C., & Keawkhong, N. (2014). School culture: Teachers' beliefs, behaviours, and instructional practices. *Australian Journal of Teacher Education*, 39, 11-27. [10.14221/ajte.2014v39n5.7](https://doi.org/10.14221/ajte.2014v39n5.7).

Hoobler, J. M., Wayne, S. J., & Lemmon, G. (2009). Bosses' perception of family work conflict and women promotability: Glass ceiling effects. *Journal of Management, 19*, 939-957.

Iancu, D. (2009). Determinants of the organisational culture on professional satisfaction in higher education institutions (Electronic version). *Bulletin Scientific, 28* (2), 68-73.

Ibrahim, M., & Iqbal, M. (2015). Teachers' perception of professional commitment (affective, continuance and normative commitment) to teaching profession. *European Journal of Business and Management, 7* (10), 64-80.

Imran, A., Ahmad, S., Nisar, Q. A., & Ahmad, U. (2014). Exploring relationship among rewards, recognition and employees' job satisfaction: A descriptive study on libraries in Pakistan. *Middle-East Journal of Scientific Research, 21* (9): 1533-1540.

Jafri, H. (2011). *A study on relationship of personal attributes, organisational commitment and work performance*. In Paper presented at 1st International Conference on Business Strategy and Management, on 25th June 2011 in Kolkatta, Organised by Veloxian Learning and Consultancy in association with American Hospitality Academy (AHA), USA. (pp. 1-14)

Jaros, S.J. (2007). Meyer and Allen Model of Organisational Commitment: Measurement Issues. *The Icfai Journal of Organisational Behaviour, 6*(4), 7-25.

Johnson, J. (2003). *Johnson and Johnson (Annual Report)*. New Brunswick, NJ.

John-Steiner, V. (2000). *Creative collaboration*. New York, NY: Oxford University Press.

Jones, M. (2009). *Organisational culture and knowledge management: An empirical investigation of U.S. Manufacturing firms*. (Unpublished Doctoral dissertation, Nova Southeastern University).

Joolideh, F., & Yeshodhara, K. (2009). Organisational commitment among high school teachers of India and Iran. *Journal of Educational Administration*, 47, 127-136. 10.1108/09578230910928115.

Kacmar, K. M., Bachrach, D. G., Harris, K. J., & Zivnuska, S. (2011). Fostering good citizenship through ethical leadership: Exploring the moderating role of gender and organisational politics. *Journal of Applied Psychology*, 96(3), 633–642. <https://doi.org/10.1037/a0021872>

Kalshoven, K., Den Hartog, D. N., & De Hoogh, A. H. (2013). Ethical leadership and followers' helping and initiative: The role of demonstrated responsibility and job autonomy. *European Journal of Work and Organisational Psychology*, 22(2), 165-181. doi:10.1080/1359432X.2011.640773

Kam, C., Meyer, J., Goldenberg, I., & Bremner, N. (2013). Organisational commitment in the military: Application of a profile approach. *Military Psychology*, 25, 381. 10.1037/mil0000007.

Kanning, U. P., & Hill, A. (2013). Validation of the organisational commitment questionnaire (OCQ) in six languages. *Journal of Business and Media Psychology*, 4(2), 11-22. [www.journal-bmp.de](http://www.journal-bmp.de).

Kaplan, L., & Owings, W. (2013). *Culture re-boot: Reinvigorating school culture to improve student outcomes*. California, CA: Corwin.

Karadağ, E., Baloğlu, N., & Çakır, A. (2011). A path analysis study of school culture and teachers' organisational commitment. *Policy Futures in Education*, 9(5), 573-584.

Karakus, M. (2018). The moderating effect of gender on the relationships between age, ethical leadership, and organisational commitment. *Journal of Ethic and Cultural Studies*, 5(1), 2018.

Kathrins, R. (2007) *The relationship of leadership style and types of organisational culture to the effectiveness and employee satisfaction in acute care hospital*. Unpublished dissertation, Touro University International, Cypress, C

Kathryn, B. A. (2002). *Organisational culture*. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.104.7772&rep=rep1&type=pdf>

Kelchtermans, G. (2006). Teacher collaboration and collegiality as workplace conditions. A review. *Zeitschrift für Pädagogik*, 52(2), 220-237. *Zeitschrift für Pädagogik*. 52. 220-237.

Kidder, D. L. (2002). The influence of gender on the performance of organisational citizenship behaviours. *Journal of Management*, 28(5), 629–648. <https://doi.org/10.1177/014920630202800504>.

Kiral, E., & Kacar, O. (2016). The relationship between teachers' school commitment and school culture. *International Education Studies*, 9(12), 90-108.

Kothari, C. R. (2004) *Research methodology: Methods and techniques* (2<sup>nd</sup> ed.).  
New Delhi: New Age International Publishers.

Kovanci, M., Inandi, Y., & Fakiroğlu, M. (2020). The study of the relationship between teachers' perceptions of school culture, organisational commitment and their resistance to change. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 6(3), 296-307.

Kushman, L. (2012). *Human resource management: Strategy and action*. London, UK: Kogan Page.

Kyeremeh, A. (2014). *Influence of organisational culture on lecturers' job satisfaction: A case of University of Cape Coast, Ghana*. (Unpublished master's thesis University of Cape Coast), Cape Coast.

Labatmediene, L., Endriulaitiene, A., & Gustainiene, L. (2007). Individual correlates of organisational commitment and intention to leave the organisation. *Baltic Journal of Management*, 2, 11-22. 10.1108/17465260710750991.

Lai, T. T., Luen, W. K., & Hong, N. M. (2011). School principal leadership styles and teachers' organisational commitment. A research agenda. *2nd International Conference on Business and Economic Research Proceeding*, 165 – 176.

Larson-Hall, J. (2010). *A guide to doing statistics in second language research using SPSS*. New York, NY: Routledge, Taylor and Francis.

Leithwood, K., Jantzi, D., & McElheron-Hopkins, C. (2006). The development and testing of a school improvement model, school effectiveness and

school improvement - *School Effectiveness and School Improvement*, 17, 441-464. 10.1080/09243450600743533.

Ling, S. L. M., & Ibrahim, M. S. B. (2013). Transformational leadership and teacher commitment in secondary schools of Sarawak. *International Journal of Independent Research and Studies*, 2(2), 51-65.

Lincoln, J. R., & Kalleberg, A. L. (1996). Commitment, quits, and work organisation in Japanese and U.S. Plants. *Industrial and Labor Relations Review*, 50, 39-59.

Lo, M., Ramayah, T., & Min, H. (2009). Leadership styles and organisational commitment: A test on Malaysia manufacturing industry. *African Journal of Marketing Management*, 1(6), 133-139.

Lok, P., & Crawford, J. (1999). The relationship between commitment and organisational culture, subculture, leadership style and job satisfaction in organisational change and development. *Leadership and Organisation Development Journal*, 20, 365-374. 10.1108/01437739910302524.

Lower Manya Krobo Municipal Education Directorate (2021). *Records on senior high schools: Odumasi Krobo*.

Lund, D. B. (2003). Organisational culture and job satisfaction. *Journal of Business and Industrial Marketing*, 18, 219-236. <https://doi.org/10.1108/0885862031047313>

Lussier, R. N., & Achua, C. F. (2013). *Leadership: Theory, application, and skill development* (4th ed.). South-Western, Mason, OH



Luthans, F. (2010). The development and resulting performance impact of positive psychological capital. *Articles on Human Resource Development Quarterly*, 21(1), 41 – 67.

Luthans, F. (2011). *Organisational behaviour: An evidence-based approach*. New York, NY: Mc Graw-Hill Irwin Companies.

Luthans, K. (2000). Recognition: A powerful but often overlooked leadership tool to improve employee performance. *Journal of Leadership Studies*, 7(1), 74-87.

Macready, T. (2009). Learning social responsibility in schools: A restorative practice. *Educational Psychology in Practice*, 25(3), 211–220.

Maiyani, N. J. (2017). Committed teacher: Teacher commitment and dedication to student learning. *International Journal of Research and Analytical Reviews*, 4(4), 109-110. [http://ijrar.com/upload\\_issue/ijrar\\_issue\\_497.pdf](http://ijrar.com/upload_issue/ijrar_issue_497.pdf)

Makau, B. K. (2014). *Influence of organisational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya*. (Unpublished master's thesis) University of Nairobi, Nairobi.

Marchisotti, G., Almeida, R., & Domingos, M. (2018). Decision-making at the first management level: The interference of the organisational culture. RAM. *Revista de Administração Mackenzie*, 19, 32-45. 10.1590/1678-6971/eramr180106.

Mart, C. T. (2013). Commitment to school and students. *International Journal of Academic Research in Business and Social Sciences*, 3(1), 336-340. <http://www.hrmars.com/admin/pics/1472.pdf>.

Martins, E., & Terblanche, F. (2003). Building organisational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, 6, 64-74. 10.1108/14601060310456337.

Martins, N., & Martins, E. (2003). Organisational culture. In Robbins, S. P., Odendaal, A., & Roodt, G. (Eds). *Organisational behaviour: Global and Southern African Perspectives*. Cape Town: Pearson Education South Africa

Masouleh, Z. D., & Allahyari, M. S. (2017). The predictability of organisational culture for commitment among faculty members: Evidence from Iran higher education. *International Journal of Management in Education*, 11(1), 94-109.

McDonald, M. (2011). Organisations' social processes. *Journal of Management*, 3(1) 67-79.

Medina, E. (2012). *Job satisfaction and employee turnover intention: What does organisational culture have to do with it*. Columbiana University.

Meyer, J. P., & Allen, N. J. (1996). Affective, continuance, and normative commitment to the organisation: An examination of construct validity. *Journal of Vocational Behaviour*, 49(3), 252–276. <https://doi.org/10.1006/jvbe.1996.0043>

Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11, 299–326.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. New York, NY: Sage Publications, Inc

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organisation: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behaviour*, 61(1), 20-52. <https://doi.org/10.1006/jvbe.2001.1842>

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organisational commitment. *Human Resource Management Review*, 1, 61-89. [http://dx.doi.org/10.1016/1053-4822\(91\)90011-Z](http://dx.doi.org/10.1016/1053-4822(91)90011-Z)

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Miller, K. (2003). Values, attitudes and job satisfaction. In S. P. Robbins, A. Odendaal, & G. Roodt (Eds), *Organisational behaviour: Global and Southern African perspectives* (pp. 111-210). Cape Town: Pearson Education South Africa.

Morris, W. L., DePaulo, B. M., Hertel, J., & Taylor, L. C. (2008). Singlism: another problem that has no name: prejudice, stereotypes, and discrimination against singles. In T. G. Morrison, & M. A. Morrison (Eds.). *The psychology of modern prejudice* (pp. 165–194). Hauppauge, NY: Nova Science.

Msila, V. (2014). Manipulating school culture for effective leadership. *Mediterranean Journal of Social Sciences*, 5, 01-10. [10.5901/mjss.2014.v5n23p1276](https://doi.org/10.5901/mjss.2014.v5n23p1276).

Mustafa, G., Ilyas, M., & Rehman, A. (2016). Do the employees' job satisfaction interferes organisational culture and affective commitment relationship:

Test of bootstrap mediation. *Journal of Applied Environmental and Biological Science*, 6(5), 125-133.

Nagar, K. (2012). Organisational commitment and job satisfaction among teachers during times of burnout. *Vikalpa*, 37, 43-60.

Naidoo, D. (2002). Reconciling organisational culture and external quality assurance in higher education. *Higher Education Management and Policy*, 24(2), 85–98.

Najeemah, Y.M., (2012). School climate and teachers' commitment: A case study of Malaysia. *International Journal of Economics Business and Management Studies*, 1(2), 65-75.

Narayan, N. A. (2016). Culture of school improvement: Exploring its existence and effectiveness. *Saudi Journal of Humanities and Social Sciences*, 1(3), 36–42. <https://doi.org/10.21276/sjhss.2016.1.2.1>

Ndungu, D. N. (2017). The effects of rewards and recognition on employee performance in public educational institution: A case of Kenyatta University, Kenya. *Global Journal of Management and Business Research: Administration and Management*, 17(1), 43–68. Retrieved from <http://ir-90.library.ku.ac.ke/handle/123456789/18189>

Newman, A., Thanacoody, R., & Hui, W. (2011). The impact of employee perceptions of training on organisational commitment and turnover intentions: A study of multinationals in the Chinese service sector. *The International Journal of Human Resource Management*, 22(8), 1765–1787. <https://doi.org/10.1080/09585192.2011.565667>

Ng, T. W. H., & Feldman, D. C. (2011). Affective organisational commitment and citizenship behaviour: Linear and non-linear moderating effects of organisational tenure. *Journal of Vocational Behaviour*, 79(2), 528–537. <https://doi.org/10.1016/j.jvb.2011.03.006>

Nolan, M. (2012). *Relationship-centred care: Improving outcomes for patients, staff and family carers*. Staff and Family Carers <https://www.kingsfund.org.uk/sites/default/files/mike-nolan-relationship-centred-care-improving-outcomes-for-patients-families-carers-and-staff-nov12.pdf.pdf>.

Noordin, N. (2011). The influence of emotional intelligence, leadership behaviour and organisational commitment on organisational readiness for change in higher learning institution. *Procedia-Social and Behavioural Sciences*, 29, 129-138.

Noraazian, B. O., & Khalip, M. (2016). The impact of transformational leadership and teacher commitment in Malaysian public schools. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 388–397.

Nurharani, S., Norshidah, N., & Afni, A. (2013). *Rekindle teacher's organisational commitment: The effect of transformational leadership behaviour*. Paper presented at the 6th International Conference on University Learning and Teaching (InCULT2012). Universiti Teknologi MARA, Shah Alam.

Ohlson, M., Swanson, A., Adams-Manning, A., & Byrd, A. (2016). A culture of success—examining school culture and student outcomes via a

performance framework. *Journal of Education and Learning*, 5, 114-121.  
10.5539/jel.v5n1p114.

Orindah, F. A. (2014). *Influence of organisational culture on teachers' job commitment in public primary schools in Ndhiwa Sub-county, Kenya.*

(Unpublished master's thesis, University of Nairobi) Nairobi, Kenya.

Ortiz, M. J. (2018). Gangs and environment: A comparative analysis of prison and street gangs. *American Journal of Qualitative Research*, 2(1), 97-117.

O'Reilly, C. A., & Chatman, J. (1986). Organisational commitment and psychological attachment: The effects of compliance, identification, and internalisation on prosocial behaviour. *Journal of Applied Psychology*, 71(3), 492-499. <https://doi.org/10.1037/0021-9010.71.3.492>

O'Reilly, C. A. (1989). Corporations, culture, and commitment: Motivation and social control in organisations. *Management California Review*, 31 (4), 9-25.

Owings, W., & Kaplan, L. (2013). *Culture re-boot: Reinvigorating school culture to improve student outcomes.* 10.4135/9781452277974.

Ozturk, I. (2001). The role of education in economic development: A theoretical perspective. *Journal of Rural Development and Administration*, 33(1), 39-47.

Pallant, J. (2010). *SPSS survival manual* (4th ed.). New York, NY: McGraw Hill.

Pareek, U. (2004). *Understanding organisation behaviour* (5<sup>th</sup> ed.). New Delhi: Oxford University Press.

Park, S., Henkin, A., & Egley, R. (2005). Teacher team commitment, teamwork, and trust: Exploring associations. *Journal of Educational Administration*, 43 (5), 462-479.

Pearson, P. L. (2015). *High school culture, graduation rates, and dropout rates*.

Dissertations. 55. <https://aquila.usm.edu/dissertations/55>

Peretomode, V., & Bello, S. (2018). Analysis of teachers' commitment and dimensions of organisational commitment in Edo State public secondary schools. *Journal of Educational and Social Research*, 8, 87-92. 10.2478/jesr-2018-0034.

Peterson, K. D. (2002). Positive or negative. *Journal of Staff Development*, 23(3), 10-15.

Peterson, K. D., & Deal, T. E. (2009). *The shaping school culture: Pitfalls, paradoxes, and promises* (2nd ed.). San Francisco, CA: Jossey-Bass.

Peterson, K. D., & Deal, T. E. (1998). How leaders influence culture of schools. *Educational Leadership*, 56(1), 28–30. <http://www.jstor.org/stable/42981267>

Peterson, K., & Deal, T. (2002). *Shaping school culture fieldbook*. San Francisco: Jossey Bass.

Peterson, K. D., & Deal, T. E. (2011). *The shaping school culture fieldbook*. San Francisco, CA: John Wiley & Sons.

Pourrajab, M., & Faizal, G. M. (2015). *The relationship between school organisational culture and characters of school stakeholders students' Perceptions*.

Qaisar, M. U., Rehman, M. S., & Suffyan. M. (2012). Exploring the effects of organisational commitment on employee performance: Implications for human resource strategy. *Interdisciplinary Journal of Contemporary Research in Business*.3(11), 248 – 255.

Rahim, M. A., & Daud, W. N. W. (2013). Rewards and motivation among administrators of University of Sultan Zainal Abidin (UniSZA): An empirical study. *International Journal of Business and Society*, 14 (2), 265-286.

Rahmani, H., Azari, S., Vasokolae, G. R., Mirghaed, M. T., & Raadabadi, M. (2015). Organisational culture and the organisational commitment; Correlational study in hospital staffs. *Asian Soc. Sci.* 11, 143–149. doi: 10.5539/ass.v11n5p143

Raman, A., Lim, T. Y., & Rozalina, K. (2015). The relationship between culture and organisational commitment among Chinese primary school teachers. *Mediterranean Journal of Social Sciences*, 6(2), 01-11. doi:10.5901 /mjss2015.v6n2s5p93.

Randall, D. M., & Cote, J. A. (1991). Interrelationships of work commitment constructs. *Work and Occupation*, 18, 194 -211.

Rea, D. C., Carter, C. F., Parfitt, C. M., Wilkerson, J. R., & Valesky, T. C. (2017). Scaling of educational leadership candidates' commitment to national standards: The ELCBS scale. *Southeast Journal of Educational Administration*, 17(2), 60-70.



Rhoades, L., & Eisenberger, R. (2002). Perceived organisational support: A review of the literature. *Journal of Applied Psychology, 87*(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>

Ritchie, M. (2000). Organisational culture: An examination of its effect on the internalization process and member performance. *Southern Business Review, 25*, 1-13.

Robbins, S. P. (2001). *Organisational behaviour: Global and Southern African perspectives*. Pearson South Africa.

Robbins, S. P., & Judge, T. (2013). *Organisational behaviour* (15<sup>th</sup> ed.). New Jersey: Pearson Education.

Saad, N. (2012). The effects of teachers' participation in decision making on commitment. *International Journal of Interdisciplinary Social Sciences, 6*, 1-16. [10.18848/1833-1882/CGP/v06i09/52147](https://doi.org/10.18848/1833-1882/CGP/v06i09/52147).

Saani, A.-J., Opare, J. A., & Yarquah, J. A. (2014). The complex influence of school organisational culture on teachers' commitment to the teaching profession. *Malaysian Journal of Education, 39*, 101-107.

Sailes, J. (2008). School culture audits: Making a difference in school improvement plans. *Improving Schools, 11*(1), 74–82.

Salami, S. O. (2008) Demographic and psychological factors predicting organisational commitment among industrial workers. *Anthropologist, 10*, 31-38. <https://doi.org/10.1080/09720073.2008.11891026>

Saunderson, R. (2004). Survey findings of the effectiveness of employee recognition in the public sector. *Public Personnel Management*, 33, 255-275. 10.1177/009102600403300302.

Schein, E. H. (2010). *Organisational culture and Leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

Shah, M., & Abualrob, M. M. A. (2012). Teacher collegiality and teacher professional commitment in public secondary schools in Islamabad, Pakistan. *Procedia-Social and Behavioral Sciences*, 46, 950-954.

Shapira-Lishchinsky, O., & Rosenblatt, Z. (2010). School ethical climate and teachers' voluntary absence. *Journal of Educational Administration*, 48, 164-181. 10.1108/09578231011027833.

Silverman, D. (2004), *Doing qualitative research*. (2<sup>nd</sup> ed.). New York, NY: Sage Publications. Oaks, CA. Taylor, L. M., & Fratto, J. M. (2012). *Transforming learning through 21<sup>st</sup> century skills: The who took my chalk? Model for engaging you and your students*. Boston: Pearson.

Silverman, H. (2007). Ethical issues during the conduct of clinical trials. *American Thoracic Society*, 4(2), 180-184

Silverzweig, S., & Allen, R. F. (1976). Changing the corporate culture. *Sloane Management Review Spring 17,3*, 33-39.

Şimşek, A. (2009). *Instructional design*. Ankara: Nobel Publications.

Soltani, M., & Karimi, A. (2016). A cross-level model of organisational commitment antecedents. *Iranian Journal of Management Studies*, 9, 383-405.

Story, L. C. (2010). *A study of the perceived effects of school culture on student behaviours*. (Unpublished doctoral dissertation East Tennessee State University), East Tennessee, USA.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Allyn and Bacon/Pearson Education.

Taylor, L. M., & Fratto, J. M. (2012). *Transforming learning through 21st century skills: The who took my chalk? Model for Engaging You and Your Students*. Boston.

Tessema, M. T., Ready, K.J., & Embaye, A. B. (2013). The effects of employee recognition, pay, and benefits on job satisfaction: Cross country evidence. *Journal of Business and Economics*, 4, 1-12.

Tharp, M., B. (2009). *Four organisational culture types*. <http://faculty.mu.edu.sa/public/uploads/1360757023.3588organisational%20cult98.pdf>

Thuściak-Deliowska, A. (2017). Unity of purpose is not enough? The importance of teachers' collaboration in school: Some reflections based on a case study. *Journal of Modern Science*, 1(32), 45-62.

Thuściak-Deliowska, A., & Dernowska, U. (2015). The principal's behaviour and job satisfaction among middle school teachers. *The New Educational Review*, 39(1), 215-225.

Uyguc, N. & Çimirin, D. (2004). DEÜ Araştırma ve Uygulama Hastanesi Merkez Laboratuvarı Çalışanlarının Örgüte Bağlılıklarını ve İşten Ayrılma Niyetlerini Etkileyen Faktörler, *D.E.Ü. İ.İ.B.F. Dergisi*, cilt 19, sayı 1,(pp. 91-99).

Van Houtte, M. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research. *School Effectiveness and School Improvement*, 16, 71-89. 10.1080/09243450500113977.

Veeriah, J. (2017). *The relationship between principal transformational leadership practices, teachers' organisational commitment, and school culture in primary cluster schools in Selangor*. (Unpublished PhD Thesis, University of Malaysia), Kuala Lumpur.

Veeriah, J., & Li, S. Y. (2017). The impact of school culture on teachers' organisational commitment in primary cluster schools in Selangor. *Educational Leader (Pemimpin Pendidikan)*, 5, 1-18.

Werfhorst, H., & Mijs, J. (2010). Achievement inequality and the institutional structure of educational systems: A comparative perspective. *Annual Review of Sociology*, 36, 01-12. 10.1146/annurev.soc.012809.102538.

Western, M., Hewitt, B., & Baxter, J. (2005). Marriage and money: The impact of marriage on men's and women's earnings. *Australian Journal of Labour Economics*, 8, 163-179.

Woodland, R., Lee, M. K., & Randall, J. (2013). A validation study of the teacher collaboration assessment survey. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 19(5), 442-460.

Yager, S., & Yager, R. (2011). *Impact of school based leadership teams for implementing a successful professional development initiative*. Connexions Content Commons. Ypsilanti, MI: National Council of Professors of Educational Administration. [http://files.eric.ed.gov/fulltext/](http://files.eric.ed.gov/fulltext/EJ972970.pdf)

EJ972970.pdf

Yeboah, R. B. (2015). *School culture and its implication on the education of pupils: A case of Patasi M/A junior high school in Kumasi, Ghana*. (Unpublished M. Phil Thesis, Kwame Nkrumah University of Science and Technology), Kumasi.

Yiing, L., & Ahmad, K. (2009). The moderating effects of organisational culture on the relationships between leadership behaviour and organisational commitment and between organisational commitment and job satisfaction and performance. *Leadership and Organisation Development Journal*, 30, 53-86. 10.1108/01437730910927106.

Zheng, W., & Sharan, K. A. (2010). New development of employee commitment: A critical review (1960-2009). *African Journal of Business Management*, 7(1), 12-20.

Zhu, C., Devos, G., & Li, Y. (2011). Teacher perceptions of school culture and their organisational commitment and well-being in a Chinese school. *Asia Pacific Education Review*, 12, 319-328. 10.1007/s12564-011-9146-0.

Zin, R. M., & Talet, A. N. (2016). *The effects of participation in decision making on organisational commitment: Some empirical evidences*. <http://www.iises.net/proceedings/3rd-business-management-conference-lisbon/front-p>

Zulfikri, A. T., Yahya, D., Yaakob, D., & Raman, A. (2015). Organisational culture and organisational commitment of Kedah district education officers. *International Journal of Management Sciences*, 5(5), 410-419.  
<http://repo.uum.edu.my/id/eprint/15184>





APPENDICES

APPENDIX A  
UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR TEACHERS OF SENIOR HIGH SCHOOLS IN  
LOWER MANYA KROBO MUNICIPALITY

Dear Sir/Madam

I am a post graduate student in the Department of Education and Psychology at the University of Cape Coast, collecting data for a thesis on **Effects of School Culture on Teacher Commitment in Senior High Schools in Lower Manya Krobo Municipality.**

I would be most grateful if you could take time off your busy schedules to respond to this questionnaire as candidly as possible. Please no name is required and your responses will be treated with utmost confidentiality. Thank you.

SECTION A

BACKGROUND INFORMATION OF RESPONDENTS

**Directions:** Please tick (✓) and fill the spaces where necessary.

(1) Name of School

- (a) Akro Senior High Technical School ( )  
(b) Akuse Methodist Senior High School ( )  
(c) Krobo Girls Senior High School ( )  
(d) Manya Krobo Senior High School ( )

(2) Gender: Male ( ) Female ( )

(3) Your Age Range

- (a) Less than 31 years ( ) (c) 41 – 50 years ( )  
(b) 31 – 40 years ( ) (d) Above 50 years ( )



**(4) Your Highest Educational Qualification:**

- (a) M.Phil/M.Ed/M.Sc/M.A. ( )  
(b) First Degree (B.Ed, B.A., B.Sc) ( )  
(c) Others (please specify).....

**(5) Your Present Rank in (GES):**

- (a) Deputy Director ( ) (e) Senior Superintendent 1  
( )  
(b) Assistant Director 1 ( ) (f) Senior Superintendent 2  
( )  
(c) Assistant Director 2 ( ) (g) Others (specify).....  
.....  
(d) Principal Superintendent ( )

**(6) Number of Years Spent in Your Present School:**

- (a) Less than 6 years ( ) (d) 16 – 20 years ( )  
(b) 6 – 10 years ( ) (e) 21 years and above ( )  
(c) 11 – 15 years ( )

**(7) Marital Status**

- (a) Married ( ) (d) Separated ( )  
(b) Single ( ) (e) Widowed ( )  
(c) Divorced ( )



**SECTION B**  
**KINDS OF SCHOOL CULTURE**

**Instruction:** Please note that the responses are measured numerically using four-point uniliteral scale such that as you are getting closer to one (1) you are disagreeing and as you are getting closer to four (4) you are strongly agreeing to the statement.

S/N	STATEMENTS	1	2	3	4
<b>SCHOOL CULTURE</b>					
1	There are usually consultative discussions among staff members concerning successes and challenges of the school				
2	There is generally discipline and order among teachers in this school				
3	There is a cordial relationship between my headmaster/headmistress and teachers				
4	I am encouraged to give off my best in executing my duties in the school				
5	I feel respected as a teacher in this school				
6	There is cooperation among members of staff in this school				
7	My efforts are recognised in this school				
8	Teachers are usually included in decision making process of this school				
9	There is unity among members of staff in this school				
10	There is enthusiasm among teachers towards the school and its activities				

**SECTION C**

**LEVEL OF TEACHER COMMITMENT**

**Instruction:** Please note that the responses are measured numerically using four-point unilineal scale such that as you are getting closer to one (1) you are disagreeing and as you are getting closer to four (4) you are strongly agreeing to the statement.

S/N	STATEMENT	1	2	3	4
<b>AFFECTIVE COMMITMENT</b>					
11	I would be very happy to spend the rest of my career with this school				
12	I really feel as if this school's problems are my own				
13	This school has a great deal of personal meaning for me				
14	I think that I could easily become as attached to another school as I am to my present school				
15	I feel I am part of this school				
<b>CONTINUANCE COMMITMENT</b>					
16	I am not afraid of what might happen if I quit teaching in this school without having another school				
17	It would be very hard for me to leave my school right now, even if I wanted to.				
18	Too much in my life would be disrupted if I decide to leave my school now.				
19	I feel that I have very few options to consider when I leave this school				
20	Leaving this school would require considerable personal sacrifices because another school may not match the overall benefits I have here				

	<b>NORMATIVE COMMITMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
21	I feel that a teacher must always be loyal to his or her school				
22	As a teacher, leaving one school for another school seems wrong to me				
23	I believe loyalty is important and therefore, I feel a sense of moral obligation to remain in this school				
24	If I get another offer for a better job elsewhere I would leave my school to join that one				
25	I think that being a teacher in this school is a good thing				

**SECTION D**

**DIMENSIONS OF SCHOOL CULTURE THAT PREDICT TEACHER COMMITMENT**

**Instruction:** Please note that the responses are measured numerically using four-point unilinal scale such that as you are getting closer to one (1) you are disagreeing and as you are getting closer to four (4) you are strongly agreeing to the statement.

<b>S/N</b>	<b>DIMENSIONS OF SCHOOL CULTURE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>INVOLVEMENT IN DECISION MAKING</b>					
26	My headmaster/headmistress values teachers' ideas				
27	My headmaster/headmistress involves teachers in decision- making process				
28	My headmaster/headmistress keeps teachers informed of current issues of the school				
29	Teachers are able to voice out their challenges in the school for discussion				
30	My headmaster/headmistress uses consultative decision-making approach in dealing with issues concerning the school				


<b>RECOGNITION</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
31	The PTA recognises the efforts of teachers in this school				
32	I appreciate the way my headteacher recognises my efforts				
33	My headmaster/headmistress expresses confidence in teachers for proper delivery of duties				
34	My headmaster/mistress recognises the work done by teachers				
35	I usually receive rewards from my headmaster/headmistress for work well done				
<b>SUPPORT</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
36	Teachers work together to support the mission and vision of the school				
37	My headmaster/mistress is always ready to assist us				
38	My headmaster/headmistress ensures that I work under conducive environment				
39	My headmaster/headmistress supports me in my profession				
40	My headmaster/headmistress supports innovation in teaching				
<b>TEACHER COLLABORATION</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
41	Teachers work together to develop programmes and activities in the school				
42	Teachers utilise professional networks to obtain information and resources for classroom instruction				
43	My headmaster/headmistress facilitates teachers working together				
44	Teachers work together to gain trust among each other				
45	Teachers work cooperatively				

## APPENDIX B

### LETTER OF INTRODUCTION

**UNIVERSITY OF CAPE COAST**  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
**DEPARTMENT OF EDUCATION AND PSYCHOLOGY**

Telephone: 0332091697  
Email: dep@ucc.edu.gh



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref:  
Your Ref:

16<sup>th</sup> April, 2021

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**THESIS WORK  
LETTER OF INTRODUCTION  
MR. ERNEST AMOAH NYARNE**

We introduce to you Mr. Nyarne, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing Master of Philosophy degree in Sociology of Education and he is currently at the thesis stage.

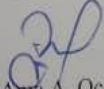
Mr. Nyarne is researching on the topic:  
**"EFFECTS OF SCHOOL CULTURE ON COMMITMENT OF TEACHERS IN SENIOR HIGH SCHOOLS."**

We would be most grateful if you could provide him the opportunity and assistance to take data for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

  
Ama A. Ocran  
Principal Administrative Assistant  
For: **HEAD**