



Predicting Organisational Commitment among Teachers in Low-Cost Private Schools in Lagos State: Do Institutional Vulnerability and Altruism Really Matter?

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ABSTRACT

Organisational commitment plays crucial role in the success and effectiveness of educational institutions particularly in low-cost private schools. This study investigated predicting organisational commitment among teachers in low-cost private schools in Lagos State: Do institutional vulnerability and altruism really matter? The research designs adopted for this was the descriptive survey design, the population of this study comprised 8,688 teachers in the 1,046 low-cost private secondary schools in the 20 LGAS in Lagos State that are members of Association for Formidable Education Development (AFED). Multi-stage sampling procedure was used to select 800 participants for the study. Three research questions were raised while two hypotheses were tested. Three instruments were used for data collection: An adapted form of The Work Values Questionnaire, Organisational Climate Index and Organisational Commitment Questionnaire. The data collected were analysed using frequency counts, percentages, means, standard deviation, Analysis of Variance statistical tools. Hypotheses were tested at 0.05 level of significance and the three hypotheses were accepted. The findings of the study showed that: Low-cost private secondary school teachers had moderate level of organisational commitment; altruism did not have significant contribution to the variance in organisational commitment of teachers; Institutional vulnerability was found to be a good predictor of teacher commitment. Based on the findings of the study, it was recommended, among others, that: Low-cost private schools need to improve the level of organisational commitment of their teachers because of its relationship to productivity; LCPS owners must put adequate measures in place to protect teachers from some influential individuals or stakeholders; LCPS should invest significant resources on their teachers' welfare and school facilities in order to improve their commitment. School owners and management should create enabling environment for their teachers. This study contributed to a better understanding of the relationship among work values, school climate and organisational commitment among LCPS teachers.

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INTRODUCTION

The educational system is often regarded as one of the most crucial social institutions for the advancement of socio-economic, technological and scientific fields in any nation. It is impossible to

overstate the importance of high-quality education at all levels in this present day, which is marked by explosion of knowledge and the dominance of the knowledge economy which makes teachers one of the most important resources. Low-cost private

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schools (LCPS) and their teachers play significant roles in providing access this education for several thousands of students across Lagos State at affordable fees. Onyene and Nwaoku (2017) states that whenever teachers at any level are highly motivated to some extent, they are bound to exhibit a positive attitude that invariably translates into higher productivity and educational goals will be achieved. Organisational commitment plays a pivotal role in the success and effectiveness of low-cost private secondary schools.

Altruism is defined as both sacrificial connection with other and a sacrificial act with a purpose to help another person. The concept of altruistic behavior often refers to acting in a way that benefits another person, even if it does not benefit someone or could even harm someone. Altruistic behaviours refer to only helpful behaviours or actions that are intrinsically motivated and are intended to benefit another without expectation of any reward (Ozor, 2019). Taylor and David (2006) explained altruistic behaviour as the act of giving support or assistance to someone in need of such, without request or intention of any reward. Altruistic behavior is usually regarded as philanthropic actions. Coleman (2010) remarked that altruistic behaviour is composed of three elements; namely (1) giving or its desire (2) empathy and (3) no motives of reward from the beneficiary of the altruistic behaviour.

Altruistic behavior is an intentional discretionary behavior, and people who exhibit altruistic behaviors are intrinsically motivated to help others even without rewards. It is important factor teachers' moral and professional success. According to Batson et al. (2011), altruistic behavior can be defined as any favorable behavior that can enhance the wellbeing of another, and there is no expectation of tangible or intangible reward in return. Such behaviors are impulsive and intuitive (Zaki, et al., 2013). In other words, this behavior tends to promote the desires and interests of others (Radovanović, 2018). There can be multiple types of altruism, such as true altruism and reciprocal altruism. True altruism may occur when you act in a way that helps others but does not benefit you at all. Meanwhile,

reciprocal altruism can happen when you act to help others with the belief that they will help you in return later on.

Institutional vulnerability shows how the relationship between the school and the community influences the school activities. Othman and Kasuma (2016) asserted that institutional vulnerability is the extent to which the school is vulnerable to a few vocal parents and citizen groups. Institutional vulnerability as a dimension of school climate measures to what extent the school is vulnerable to some influential individuals, such as parents or people in the community, who influence the activities going on in the school (Adeniran, 2018).

Institutional or organisational vulnerability can be either high or low. High vulnerability of organisation implies that both principals and teachers are unprotected and put on the defensive level (Hoy, Smith, & Sweetland, 2002). This implies that a school with negative climate may pose challenge to the overall stakeholders and may lead to poor achievement. Thus, institutional vulnerability is negatively related to the organisational commitment or teachers' commitment. A school that can be influenced by a little group of influential parents or community members can expect a low level of teachers' commitment (Othman, & Kasuma, 2016). This is because teachers have little reason to believe they will be supported or protected from these parties. On the other hand, low vulnerability of school could determine the type of climate that make up a school. According to Pretorius and de Villiers (2009), a climate with less vulnerability is not vulnerable to narrow, vested interests of community groups is considered and teachers are protected from unreasonable community and parental demands. Hence, if a school prevent large demands of the parents and community in terms of improvement in school, such school is said to have a positive climate. This implies that a school which is less vulnerable could provide all necessary conditions for teachers' performance and overall students' achievement.

Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn and Greenfield (2018) cautioned that schools cannot work alone that parents and

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members of the community need to work together with the school, for the reason that it causes learners to learn better, to develop a positive attitude towards school, to complete their homework promptly and it also minimises absenteeism from school.

Managers and management researchers have long believed that organisational goals are unattainable without the enduring commitment of members of the organisations. A feeling of shared goals and principles is typically a prerequisite for organisational commitment. A successful corporation is defined by increasing employee competency and fostering employee commitment to the business (Jameel, Mahmood and Jwmaa, 2020). Organisational commitment is described as a worker's conduct when participating in the organisation (Sundari et al., 2022). This relationship can be conscious, logical, subconscious, irrational, passionate, or hybrid (Jameel, Mahmood and Jwmaa, 2020). Significantly committed workers will feel like they belong to the company, be engaged in their commitment, and be dependable and helpful (Sundari et al., 2022). Commitment and effort are required for an organisation to succeed. Organisational commitment is the most important factor in determining how well people do their jobs, how they act, and what they value. It is also the key to keeping their loyalty (Popoola and Fagbola, 2021).

The broad goals of secondary education are to prepare individuals for useful living within the society and higher education. Other goals as stated in the National Policy on Education are to raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specifically under the broad national goals and live as good citizens (Federal Republic of Nigeria, 2013). The realization of these goals is unattainable without committed teachers whose operational performance and commitment could make or mar the future of the country (Sam, 2006). Therefore, there is the need for further study to investigate these teachers' work values and how committed they are to the school system chiefly in low-cost private secondary school setting.

The Low-Cost Private Schools

Private schools refer to schools owned and managed by private individuals or organisations; the private schools operate for different reasons. These reasons include religious, philanthropic and for-profit making. In addition, private schools in Nigeria like other countries operate at different scales ranging from individual owned schools, small settings schools or local schools, national schools and as international schools. These private schools often target relatively higher or lower income groups or families. The low-cost private schools (LCPSs) are not owned or financed by the government. This implies that LCPSs are characterized by a degree of financial independence from the local, state or federal governments. The low-cost private schools (LCPSs) are occasionally referred to as low-fee private schools (Day-Ashley, McLoughlin, Aslam, Engel, Wales, & Rawal, 2013). LCPSs are established nominally for-profit making and are usually depended on fees paid by their users for their running and development costs. LCPSs attract and retain students or pupils majorly within and sometimes outside their environment in order to sustain their operations. LCPSs generally charge fees which the low-income families consider to be relatively affordable (Dixon, Tooley, & Schagen, 2013). LCPSs can be categorised into two namely: approved schools and unapproved schools.

Altruism and Organisational Commitment

In education, whose primary interest are humans; low-cost private secondary's teachers are expected by the society to bear the characteristics of "good human-role model". Tugba, Gökçe and Salih (2013) described altruistic behaviours in educational organisations are voluntary behaviours through which an employee assists other organisation members in problems or tasks pertaining to the organisation. Examples are covering for the absence of another teacher, helping out newcomers, or supporting others who experience difficulties (Podsakoff et al., 2000). It has been argued that there is empirical evidence to the effect that compassion,

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which is an altruistic behaviour, elicits commitment in organisational members (Lilius, et.al, 2005). This position is anchored on empirical evidence that the worker's perception of being valued and cared about encourages employee's self-identity, which strengthens commitment to the organisation (Meyer, et.al., 1997). This is altruism "engender positive emotions and can result in more positive employee attitudes about work" (Rego, et. al. 2006). This assertion was further supported by Lilius, et. al. (2005) who believed that "frequent experiences of positive emotion at work may lead to pleasant emotional associations with the workplace".

Institutional vulnerability and Organisational Commitment

Institutional vulnerability is the extent to which the school is vulnerable to a few vocal parents and citizen groups (Othman & Kasuma, 2017). High vulnerability suggests that both principals and teachers are unprotected and put on the defensive level (Hoy, Smith & Sweetland, 2002). Chung (2019) stated that a school with a vulnerable climate is susceptible to outside forces and resulting a low level of teacher's organisational commitment. This type of school climate will leave the teachers and principal unprotected from influential parents and citizen groups. Despite a suspected significant relationship, previous researches by Akoto and Allida (2017); Hosseini and Talebian (2015); Reza, Jafar, Mohammad, Hasan and Shahrookh (2013) and Smith (2009) had failed to support this conceptual link.

Objectives of the Study

The study examined work values, school climate and the organisational commitment of low-cost private secondary school teachers in Lagos State. Specifically, the study answered the following questions:

1. What is the level of organisational commitment of low-cost private secondary school teachers in Lagos?
2. What is the nature of school climate that the low-cost private secondary schools' teachers work in?

3. To what extent altruism contribute to the organisational commitment of low-cost private secondary school teachers in Lagos?
4. What is the contribution of institutional vulnerability to the organisational commitment of low-cost private secondary schools' teachers in Lagos State?
5. To what extent does organisational commitment differ significantly between male and female teachers in low-cost private secondary schools?

Research Hypotheses

The following null hypotheses were formulated to give direction to this study:

1. School climate dimensions do not significantly contribute to the organisational commitment of low-cost private secondary school teachers.
2. There is no significant difference in organisational commitment between male and female teachers in low-cost private secondary school in Lagos State.
3. There is no significant difference in organisational commitment between male and female teachers in low-cost private secondary school in Lagos State.

RESEARCH METHODOLOGY

The study used the descriptive survey design. It helped in collecting and describing teachers' characteristics and collection of information on the relationships that exist among the variables. The population of this study comprised 8,688 teachers in the 1,046 low-cost private secondary schools in Lagos State who are members of Association for Formidable Education Development (AFED, 2022). The study made use of a total of 800 low-cost private secondary school teachers made up of 245 male teachers and 545 female teachers. All the 20 Local Government Areas in the State were involved in the study. The minimum sample size was determined using the Solvin's formula. This gave a sample size of 383. However, this study increased the sample size to 800 to further enhance the external validity of the study. Multi-stage sampling procedure was used

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to select the participants for the study. The stratification was based on LGAs and random sampling was used to select 18 from the 20 LGAs. Bowley's proportional allocation was used to determine the number of schools and teachers selected per LGA. Purposive sampling technique was then used to select 200 schools with low tuition cost. Teachers were randomly selected from each of the selected schools giving a total of 800 LCPS teachers as the participants of the study.

The instrument used for the study was a questionnaire titled "School Climate and Organisational Commitment Questionnaire (SCOCQ)". The questionnaire had two sections. The Section A collected information on the personal characteristics of the participants (age, gender, years of experience) while the Section B elicited relevant information on altruistic

behaviours, institutional vulnerability and organisational commitment of the respondents. The Section B of WVSCOCQ consisted of three standardised instruments namely: An adapted form of The Work Values Questionnaire (WVal); An adapted Organisational Climate Index (OCI) and Mowday et. al Organisational Commitment Questionnaire (OCQ).

RESULTS

The data collected were treated statistically using both descriptive and inferential statistics appropriate for each of the stated research questions and formulated hypotheses.

Research Question 1: What is level of organisational commitment of low-cost private secondary school teachers in Lagos State?

Table 1: Level of Organisational Commitment of LCPS Teachers in Lagos State.

S/N	ITEMS	Mean	SD
1	I am willing to put a great deal of effort beyond that normally expected in order to help this school to be successful.	4.92	0.36
2	I talk about this school to my friends as a great school to work for.	4.54	0.49
3	I feel very little loyalty to this school.	2.56	0.85
4	I would accept almost any type of job assignment in order to keep working for this school.	2.37	1.31
5	I find that my values and the school's values are very similar.	4.08	0.98
6	I am proud to tell others that I am part of this school.	4.45	0.67
7	I could just as well be working for a different organisation as long as the type of work is similar.	4.41	0.71
8	This school really inspires the very best in me in the way of job performance.	4.35	0.67
9	It would take very little change in my present circumstances to cause me to leave this school.	2.20	1.19
10	I am extremely glad that I choose this school to work for over others I was considering at the time I joined	4.28	0.75
11	There is not too much to be gained by sticking with this school indefinitely.	2.40	0.83
12	Often, I find it difficult to agree with this school's policies on important matters relating to its employees.	3.50	0.85
13	I really care about the fate of this school.	2.12	0.64
14	For me this is the best of all possible school for which to work.	2.76	0.80
15	I am proud to tell others that I am part of this school.	3.75	0.26
A		3.47	0.76

Table 1 shows the mean scores of the responses of low-cost private secondary school

teachers in Lagos. Teachers' responses were analysed and interpreted by means of mean

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scores. The level of organisational commitment is classified into 5 categories namely: 1.00 - 1.49 = Strongly Disagree (Very Low), 1.50 - 2.49 = Disagree (Low), 2.50 - 3.49 = Undecided (Moderate High); 4.00 - 4.49; Agree (High), 4.50 - 5.00 = Strongly Agree (Very High). Table 1 indicated that the teachers strongly agreed that they were willing to put a great deal of effort beyond that which was normally expected of them in order to help their schools to be successful (4.92) and that they did talk about their schools to their friends as a great school to work for (4.54).

The teachers were generally committed to their schools as shown by their tendency to agree that their values were similar to that of their schools (4.08). However, the overall items mean score of 3.47 shows that the level of organisational commitment among LCPS teachers was moderate.

Research Question 2: What is the nature of school climate that the low-cost private secondary schools' teachers work in?

Table 2: Nature of School Climate Dimensions

School Climate Dimensions	Mean	SD
School/Collegial Leadership	3.10	0.72
Professional Teacher Behaviour	3.48	0.55
Achievement Press	3.38	0.61
Institutional Vulnerability	2.03	0.99
Overall	3.00	0.72

Results from Table 2 indicates the mean scores of the responses of the teachers to School Climate Index. Teachers' responses were analyzed and interpreted by means of mean scores. The nature or condition of school climate is classified into two namely closed climate (1.00-2.5) or open climate (2.51-5.00). Table 2 shows that the mean value for three of the dimensions are moderately high; collegial leadership dimension (3.10), teacher professionalism (3.48), academic press (3.38) while the mean score for

institutional vulnerability (2.03) was low. The overall mean value of school climate for the teachers is 3.00. The overall mean score indicated that low-cost private schools have an open climate.

Research Hypothesis One

H₀₁: There is no significant relationship between altruism and organisational commitment of low-cost private secondary school teachers.

Table 3: Relationship between Altruism and Organisational Commitment

Variable	Mean	SD	N	df	r-cal	p-value	Decision	Remarks
Altruism	15.54	2.65	800	798	0.026	0.463	Accepted	Not Significant
Organisational Commitment	57.60	3.52						

*Correlation is significant at 0.05 level (2 tailed)

Table 3 shows the results of Pearson Product Moment Correlation used to determine the relationship between altruism and organisational commitment of low-cost private secondary school teachers in Lagos State. The findings showed that there is no positive

correlation between altruism and organisational commitment ($r = 0.026$; $df = 798$; $p = 0.471 > 0.05$). Thus, the null hypothesis which states that there is no significant relationship between altruism and organisational commitment was accepted. This implies that there exists no significant relationship

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between altruism and organisational commitment of low-cost private secondary school teachers in Lagos State.

Research Hypothesis Two

H₀₂: There is no significant relationship between institutional vulnerability and organisational commitment of low-cost private secondary school teachers.

Table 4: Relationship between Institutional Vulnerability and Organisational Commitment

Variable	Mean	SD	N	df	r-cal	p-value	Decision	Remarks
Institutional Vulnerability	10.14	4.04	800	798	0.784	0.000	H ₀ : Rejected	Significant
Organisational Commitment	50.60	3.52						

*Correlation is significant at 0.05 level (2 tailed)

Table 4 presents the results of Pearson Product Moment Correlation used to determine the relationship between institutional vulnerability and organisational commitment of low-cost private secondary school teachers in Lagos State. The findings showed that there is positive correlation between institutional vulnerability and organisational commitment ($r = 0.785$; $df = 798$; $p =$

$0.000 < 0.05$). Thus, the null hypothesis which states that there is no significant relationship between institutional vulnerability and organisational commitment was rejected. This implies that there exists significant relationship between institutional vulnerability and organisational commitment in low-cost private secondary school teachers in Lagos State.

Research Hypothesis Three

H₀₃: There is no significant difference in organisational commitment between male and female teachers of low-cost private secondary schools

Table 5: Difference in Organisational Commitment Between Male and Female Teachers

	Gender	\bar{x}	SD	N	df	t	Sig.	Remark	Decision
Organisational Commitment	Male	4.972	0.16501	800	798	1.134	0.257	Not Sig.	Accept
	Female	4.955	0.24787						

T-test statistical tool was run to determine the difference in organisational commitment between male and female teachers in low-cost private secondary schools. Table 7 showed that the t-cal for the difference in organisational commitment between male and female teachers in low-cost private schools was 1.134 at 798 degree of freedom and at 0.05 level of significance. The obtained t-value is not significant at 0.22. Therefore, the hypothesis that stated that Organisational commitment does not significantly differ between male and female teachers in low-cost private secondary school in

Lagos State was accepted. ($t=1.134$; $df=798$; $p>0.05$).

DISCUSSION OF FINDINGS

The results showed that low-cost private secondary school teachers have moderately high level of organisational commitment to the schools they are serving. The implication of this is that LCPS teachers have relatively high emotional attachment, identification and involvement with their schools. The result is supported by that of Chung (2020) who reported that teachers' level of their commitment is relatively high. The finding

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agrees with that of Hadiya (2020). The result of Hadiya's study found that the level of commitment of secondary school teachers in West Kenya Union Conference is generally high. This also agrees with the findings of Allen and Meyer (1990) which stated that, when the employees identify themselves with the organisational goals, values and mission, and are willing to make their best efforts in the organisation, they not only would help, and communicate with their colleagues, but also try their best to devote their efforts to the organisation. This is supported by the study of Baig, Rehman & Khan (2012) whose findings showed that teachers who are highly committed to their schools go beyond their standard role requirement. The finding of this study is not in agreement with that of Butucha (2013).

The result of this study indicated that the relationship between altruism and organisational commitment was not a significant. This is corroborated by Fatchur et al (2022) who argued that the role of Altruism (moderation) did not function as a moderating variable nor did it act as an explanatory variable. The altruism variable is only due to theoretical reasons or research results, as moderation. However, Sunitha and Chandrika (2023), Georgewill and Ekpa as well as Ahiazu and Asawo (2009) found positive relationship between altruism and organisational commitment.

Institutional vulnerability, as a dimension to school climate in the present study, is imperative to teacher commitment. The results in the current study are consistent with literature findings that institutional vulnerability influence teacher commitment (Smith, 2009 & Hoy & Hoy, 2006). The finding of this is at variance with that with other studies (Akoto & Allida, 2017; Raman, Chang & Khalid, 2015). Hoy et al. (2002) argued that teachers might continually be on the defensive, and this may not portend strong teacher commitment (Othman & Kasuma, 2016). The school as an institution could experience vulnerability; especially where the school principal and teachers are not completely guarded against external pressures. The result of this study showed that there was no significant difference in organisational commitment low-cost private

secondary school teachers based on their gender. This implies that gender disparity does not determine organisational commitment of LCPS teachers. This further infers that male teachers of LCPS do not possess a significantly different level of organisational commitment than their female counterparts. This finding agreed with that of Hadiya (2020) and Kargar (2012). However, this result is at variance with the result of Khalili and Asmawi (2012), they revealed that sex predicted organisational commitment among employees and found that men expressed greater organisational commitment than their female colleagues.

CONCLUSION

Institutional vulnerability was found to be one of the most importance factors that predict organisational commitment of low-cost private secondary school teachers whilst Altruism was found to be insignificant when it comes to predicting teachers' commitment in LCPS. Private schools with a vulnerable climate are susceptible to outside forces and resulting in a low level of teacher's commitment and vice versa. Therefore, LCPS owners must put adequate measures in place to protect teachers from some influential individuals or stakeholders, such as parents or people in the community, who influence the activities going on in the school or in some cases harass teachers.

RECOMMENDATIONS

1. LCPS school owners and management should create enabling environment for their teachers.
2. The study revealed that LCPS teachers have moderately high level of commitment. Therefore, LCPS owners should take advantage of the loyalty by ensuring that their schools have considerable relationship with major stakeholders such as the community, parent, etc and ensure that these stakeholders do not have undue influence over their schools.
3. LCPS owners must put adequate measures in place to protect teachers from some influential individuals or stakeholders, such

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- as parents or people in the community, who influence the activities going on in the school or in some cases harass teachers.
4. LPSC owners, administrators and management should focus on improving school climate so that greater commitment will be seen among their teachers.

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