

Commitment of School Employees and School Effectiveness in Abia State

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Abstract

The study investigated commitment of school employees and school effectiveness in Abia State. The correlational design was adopted for this study. The population of the study was one thousand and one (1001) teachers being the total number of teachers in the nine local government areas that make up Aba education zone. The sample size of 250 was used, which was 25% of the total population. It adopted the random stratified technique in which 28 teachers were chosen from each of the nine LGAs that made up Aba educational zone. The questionnaire instrument which was keyed in a modified 4 point scale graded, Very High Extent (4), High Extent (3), Low Extent (2), Very Low Extent (1) was used. The instrument was first validated by two experts, in the department of Educational Management and one expert in Measurement and Evaluation, Ignatius Ajuru University of Education. The reliability of the instrument was determined using Cronbach Alpha at .891 > .71 which implied that the instrument was highly reliable. The researcher distributed total of 250 questionnaires. Out of the copies administered, 235 representing 94% were duly completed and returned. The study used the 235 returned copies for the analysis of the study. Mean and standard deviation were used to answer the research questions while Pearson Product Correlation Coefficient (PPMC) was used to test the null hypotheses at .05 significance level. The study has reached that staff commitment is related to school effectiveness. It showed that staff commitment will lead to effective school effectiveness. The study recommended among others that school administrators should encourage staff to adhere to organizational culture in order to manage the resources of the school.

Keywords: Staff, Commitment, School effectiveness, Abia State, Teachers.

Introduction

For any organization to achieve its goals, there is need to manage its resources effectively. Management of organizational resources cannot go in isolation with staff commitment. In the school system, it is the staff that are expected to manage the human and other resources to attain set goals. It is worthy to note also that no effectiveness enhancement strategy alone is absolute. Based on that, diverse strategies must be applied at the same time. Since effectiveness attainment in the school system is a product of numerous means, ranging from the top-management support to feedback on the budget-based decisions, it is imperative to know that all the factors are equally essential (Holzer and Calhan 1998, Lee, 2000).

Staff commitment ranges from adherence to school or organization's culture. Keeping to the rules of the school organization will ensure effective management of resources. When a school is effectively managed, it brings to bear that its staff are committed. When staff are committed to remaining with the organization, it is an indication of effective administration. The community

involvement is also an aspect of school effectiveness. The community is a critical stakeholder of the school environment and its operations.

Instructional leadership or teacher effectiveness is linked to task accomplishment since the major task of the teacher is to pass understandable instruction to the students. For any school and its staff to show commitment and effectiveness, there is need to obtain the reliability of teaching staff in accomplishing task. Task accomplishment of teachers is often weighed by the students outcome or performance in both external and internal examination and more so their functional role in the society upon graduation.

Currently, schools are interested with the analysis and diagnosis of the factors that determine school effectiveness and the planning and delivery of activities to enhance that effectiveness. Schools seek to get commitment of their employees. The school management would like the staff in education industry to identify with the norms and values of their schools, hence the need for organizational culture in the schools. There is need for the management of the schools to clarify and inculcate its culture in their staff; this will help the teachers who are the chief employees of the schools in no little major be familiar with the school as a system. In support to this, Alozie (2021) said that clarity in terms of vision and mission of the schools helps the employees to work assiduously to attain the educational goal. At the period of orientation, the employees are included to know the organizational culture in totality which will help them to decide on their engagement in the school. This pose it as the responsibility of the school and the top -management to educate the employees in the school about the school culture. Adequate understanding of the school or organizational culture will boost the commitment of the employees in order to achieve effectiveness. Effectiveness is the extent to which plans and procedures achieve positive result or goal of an organization (Alozie 2019).

Commitment is the total engagement of an employee towards the organization's success. Ibeh (2011) described it as the life-vein of any organization. It is an indispensable tool in the progress of any organization. Jane (2013) said that lack of commitment on the side of the employees can lead to poor performance which is tantamount to lack of effectiveness of a school. Commitment has rational element: many people deliberately decide to be committed, then they reasonably plan and carry out the activities required to accomplish them (Meyer, et al, 2004). Due to time, mental and emotional energy involved in commitment, most people are committed with the aim of getting reward such as favour, affection, recognition, money and goods. An organization addressing the needs of the employees will in turn boost commitment among the employees. Uche (2016) said that commitment of employees leads to high productivity and goal attainment. School as an organization need to be effective in order to create positive impact in the society which is the ultimate reason for its establishment. To ensure that schools are productive and attain their goals for the good of the society, this paper seeks to know the effect of the employees' commitment on school effectiveness and suggest possible means of enhancing commitment among school employees.

Statement of the Problem

Staff commitment and school effectiveness in a school organization is key in ensuring attainment of set goals. When staff are committed, it reflects on the school administration's level of effectiveness. For a school to be effective, it has to be able to management it's both material and non-material resources in line with school culture. However, it has been observed that most school staff lack the required school culture to attain set goals. Most school leadership has not been able to proof that

they have managed the school affairs very effectively. Instructional leadership which is a major task delivery indices of the teacher appears not to be effective in public secondary schools in Abia State. Students have continued to show low performance in various external and external examinations. Most teachers in Abia State have been observed not to be committed to staying or remaining with their various school organizations due to perceived poor management of human resource of the school organization. This study is therefore set to investigate relationship between staff commitment and school effectiveness in public secondary schools in Aba, Abia State.

Aim and Objectives of the Study

The study investigated commitment of the school employees and school effectiveness in Abia State; with the following specific objectives:

1. Determine the relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State.
2. Investigate the relationship between task accomplishment and instructional leadership in public secondary schools in Abia State.
3. To find out the relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State

Research Questions

The following research questions guided the study:

1. To what extent does adherence to organization's culture relate to material and non-material resources management in public secondary schools in Abia State?
2. To what extent does task accomplishment relate to instructional leadership in public secondary schools in Abia State?
3. To what extent does desire to remain with the organization relate to community involvement in public secondary schools in Abia State?

Hypotheses

The following null hypotheses were tested at .05 significance level to guide the study.

1. There is no significant relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State.
2. There is no relationship between task accomplishment and instructional leadership in public secondary schools in Abia State.
3. There is no relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State

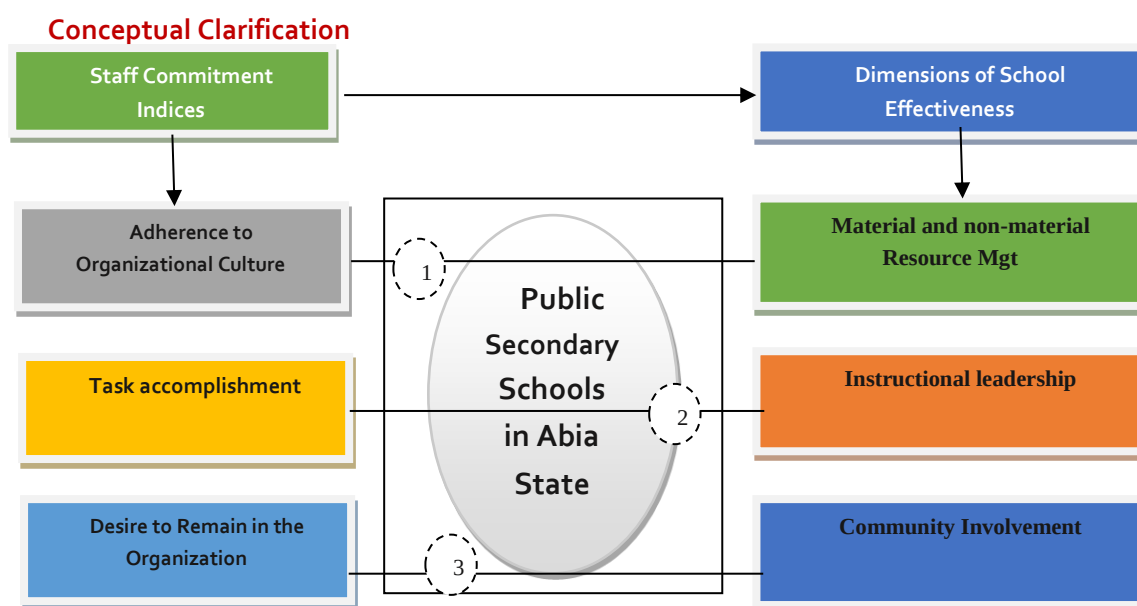


Fig. 1: Researchers' Guide, 2022

School Effectiveness

According to Beare et al (1989) in Botaha (200) said that effectiveness refers to an establishment achieving its goals and objectives. Therefore, school effectiveness is the extent to which a school achieved its objectives and goals. School effectiveness can therefore be said to be a distinguished characteristic of a good school.

The word "school effectiveness" can mean diverse things which has led to argument on the concept (Mortimore, 2000). According to Sun et al (2007) studies of school effectiveness have dual aims: firstly, to identify things that are features of effective schools, and secondly, to find out differences between result of education in these schools. The choice and use of result or outcome measures has been issue of debate in diverse aspects of education research (sun et al, 2007). One aspect of an effective school is its influence on students' performance in the examination. On this, Bennet et al, (2003) described an effective school as "a school in which students progress further than might be expected".

According to Sun et al, (2007) and Petty et al, (2007) scholastic enquiry into school effectiveness always seek to explain it based on students' contribution differently from other means like student's ability, background and socio-economic environment. In line with this has been a call for schools to be more accountable, which often leads to school effectiveness being measured base on academic achievement, while other means are ignored.

As a result, test and examination have been used as yard stick in measuring academic achievements, while other factors are neglected or used in small measure. In terms of school effectiveness, Gray (2004) opined that examination results are used to measure academic outcome but cannot bring out all information about other things on school effectiveness.

According to Morley et al, (1999) in Ajomiwe (2014), school effectiveness is based on the following: leadership, Management and Organization. Organization of an educational institute are already made structure by the education authorities. School effectiveness could be enhanced by the government providing instruments for evaluation such as: check lists, inspection and supervision in order to ensure learners attainment.

Harris et al (1997) looking at nature of school effectiveness from political angle noted that government determines how schools operate due to funding. However, the dominance of the government idea in the school management was counted by Botha (2010), who said that some factors such as marketing, role of parents and school community are also dominant factors. School effectiveness gives picture of how well the schools are managed by the principals and how well the parents and the members of the school community play their role in the school. Though researchers are not certain on what outcome (or category) of school to measure there may be different meanings or definitions of school effectiveness. Each will depend on the person or source of information. For the sake of this study, "school effectiveness refers to the extent to which processes, plans etc. attain the goal of their schools".

Cheng (1996) in Ajomiwe (2014) said that school effectiveness are in two aspects viz Internal school effectiveness which refers to school's technical effectiveness restricted to things that happened within the school or immediately after schooling such as learning behavior, skill acquisition and change in attitude while external school effectiveness are in influence of the school on the society or individual such as social mobility, earning power and productivity in terms of work.

Characteristics of Effective Schools

1. **A Clear and Shared Focus:** In an effective school, all the staff know where they school is heading to. The Vision and Mission of the school is always very clear to everyone. The focus in the school is on achieving the vision and all in the school understand their role in achieving the set goal. The vision and focus are developed from common beliefs and values, creating a constant direction for all the staff.
2. **High Standard:** The staff both teaching and non-tutorial have it in mind that all students can learn and meet high standard. Though the school and staff may recognize some things that may hinder students from achieving high standard, they believe that such obstacles can be overcome by the students.
3. **Effective School Leadership:** Ikpo (2016) opined that the implementation of change processes cannot take place without effective instructional and administrative leadership. Effective school leaders are very active and seek for help if needed. They nurture an instructional programme and school culture in order to create enabling environment for learning and professional growth.
4. **High Level of Collaboration and Communication:** in an effective school, there is a strong team work and cooperation among the staff at all levels and areas of study. All the staff are involved connected in the journey to achieve success; the parents and the members of the school community join hands in identifying problems and proffer solution.
5. **Curriculum, Instruction and Assessments are in Line with The Standard of The Ministry of Education:** The planned and actual curricular are in line with the learning requirements of the Federal Ministry of Education. Research based instructional strategies and materials are used. All the teachers understand their role in the learning environment, classroom and methods of evaluation of students.
6. **Frequent Monitoring of Teaching and Learning:** A steady cycle of different assessments identifies students who need help. More support and instructional time are provided, either during the school day or outside normal school periods for students who need help. Teaching is adjusted based on frequent monitoring of students.

7. **Professional development:** An effective school lays emphasis on constraint staff training and development for improvement in the school system such school feedback from training and learning points towards professional development.
8. **Conducive learning environment:** An effective school has a conducive environment for teaching and learning. It is a school with environment that facilitate learning. The environment of such school should be safe, civil, Healthy, and intellectually stimulating learning arena. Students in such schools feel respected and connected with the staff and are engaged in learning. Teaching is individualized and micro learning surroundings enhance learners contact with tutors.
9. **Community and family involvement:** In an effective school the parents, families and members of the school community are always involve in educating the learners not only the teaching staff. This is done through the coordinating efforts of the school head.

Employee commitment

Employee Commitment cannot be detached from the achievement of educational goal. It is an essential element and a vital force in the daily life of schools as an organization. Lynn (2019) defined employee commitment as “the strength of an individual or person’s identification, allegiance and involvement in a particular organization especially with the aim of achieving a set organizational goal”.

Employee commitment is the manifestation of the zeal of an employee towards his task in an establishment. it comes as a result of passion for the goals, vision and mission of the organization. it is a product of high level of employee motivation and satisfaction. Commitment as a product of motivation and job satisfaction enhances productivity, profitability, retention of the work – force and improvement in the overall climate of the organization.

Ashkanasy et al (2000) described commitment as key tool in the enhancement of performance. Commitment is the dedication or engagement of an employee towards achieving an organizational objectives, goal and aim.

Lynn (2019) used the following to explain commitment: -

- (a) A strong belief in and acceptance of organizational goal
- (b) staff motivation or willingness to exert considerable effort on behalf of the organization they work for.

Lynn, (2019) further described employee commitment as follows: -

- (a) Powerful assuredness in and achieving of organizational goal.
- (b) Readiness to apply maximum effort in the name of the institution they are working for.
- (c) A powerful wish to retain membership of the establishment.
- (d) a solid wish to surrender personal goal in order to accommodate organizational goal.
- (e) An immovable or steady tie to an organization’s success history.

Commitment is the ultimate expectation an employer or an organization expects from his workforce. Desired productivity and achievement of organizational goal always emanate from the commitment of the stipendiaries. It is one of the folk-lifters that is capable of helping schools or organization experience organizational status mobility.

Uche (2016) opined that the growth of every school depends on the commitment of the staff in such establishment. When the teachers give their total commitment to the school where they work, their

contribution together with commitment leads to the enhancement of productivity which is supreme goal of every establishment.

Ike (2011) also attributed commitment as the source of healthy and successful work environment. No school can be strengthened and survive without the commitment of the employees. Committed staff is the pride of every organization.

Peterson et al (2003) said that organization's effectiveness is based on the contribution of the workforce in the organization. Those contributions from the employees serve as key factor of organizational performance.

Organizational Culture and Material/Non-Material Resource Management

The school leadership is expected to show commitment and effectiveness by ensuring members abide by organization's culture. Members of organization are motivated to manage organization's materials and non-material resources effectively to attain organization set goals. The principal's role as an instructional leader is not a solo fight. It involves different factors such as attitudes of the organization members and interaction system among them in a school context. This interaction system creates the school culture. School culture acts as medium for the instructional leader to achieve school effectiveness. Donahoe (1997) has cited that "If [school] culture changes, everything changes" (Recepoglu, 2013). The statement clarifies that the school culture acts as medium, which was supported strongly by the "Path-Goal theory of leadership". The Path-Goal theory recommends the achievement of goals by a leader through a path or medium. It is the organizational culture that guides management of material and non-material resources of any school institution.

In fact, "the concept of school culture has evolved from the studies of organizational culture and school climate in the disciplines of organizational management and school administration" (Cavanaugh & Dellar, 1997). The school culture concept is based on the organizational management of school material and non-material resources. The school's social system develops norms which in turn develops school culture. The elements of the school culture found in the literature review were discussed as vision and values, history and stories, rituals and ceremonies, and architecture and artifacts. The types of school culture were discussed as welfares, survivalist, and formal school culture. The welfares school culture indicated a low control and a high cohesion, the survivalist indicated toward low control and a low cohesion, while formal school culture was conceptualized as a high control and a low cohesion. The school culture developed by Cavanaugh and Dellar (1997) has the dimensions such as shared planning, professional values, collegiality, and collaboration (Ali, 2016). These stated dimensions supported the school culture variable of this study.

Task Accomplishment and Instructional Leadership

The instructional leadership concept was evolved from the struggle for "instructionally effective elementary schools" by the researchers (Edmonds, 1979; Kraft, 2015). At the moment, we need to explore the new dimensions for instructional leadership evolved since 1967. The main theme of instructional leadership revolved always around effectiveness of the school. Instructional leadership is attributed to the teacher whose major task accomplishment is effective teaching.

At the very beginning, instructional leadership was conceptualized as the role of principal for the sake of school improvement and effectiveness. After that, in the 1980s, an organized struggle was started to find out the instrumentally-effective schools. Generally, the efforts exploring instructional leadership were started by two researchers (e.g., Bridges, 1982; Bossert, 1982). Therefore, the period from 1998 to 2008 was considered as the period of instructional leadership (Hallinger, 2008). Though

there was a break in instructional leadership studies from 1992 to 2002 as the researchers concentrated on transformational leadership and distributive leadership, but at the beginning of the new millennium, instructional leadership was focused again.

Different researchers have developed different models exploring the principal instructional leadership role. Since the 1980s the instructional leadership model has changed continuously. The selection and significance of the dimensions of instructional leadership depended on the aims and context of the research. The instructional leadership model of Hallinger and Heck (1998) has three dimensions such as creating school learning climate, defining school mission, and managing instructional programs. The instructional leadership model of Smith and Andrews (1989) explored the principals' qualities such as a visible presence, resource provider, and communicator as the dimensions for instructional leadership. Similarly, DuFour (1998) discussed some factors such as vision, collective inquiry, collaborative teams, actions and experimentations, continued improvement, and good results as the dimensions for instructional leadership.

These stated dimensions were supported by Eaker and DuFour (2015) as well. Glatthorn (2000) discussed the instructional leaders with focus on "standards-based curricula; performance evaluation; assessment-driven instruction; and authentic learning" (p. 3). Therefore, the principals were named as the curriculum leaders (Boudreaux, Martin, & McNeal, 2016). McGuire (2001) found the dimensions for instructional leadership such as: leadership knowledge of the principal, preservation or long view, collaboration, professional development, accountability, cooperation, skill achievement, lifelong learning, and responsiveness; this received support from others as well (e.g., DuFour & Marzano, 2015; Eaker & DuFour, 2015). Based on the literature review, the dimensions of instructional leadership for this study rely on the theories and models of instructional leadership.

Desire to Remain with the Organization and Community Involvement

The desire to remain with any organization is an indication of staff commitment. It equally shows that the community is safe and adequately supportive of the school environment. For any school to be said to be effective, the management of its community stakeholders is key. Affective commitment is the "desire" component of organizational commitment. In this state, an employee demonstrates a high level of active commitment to the organization. They're happy, engaged, participate in meetings and discussions, and offer valuable input and suggestions. They do all of this because they want to and strive to be an integral part of the organization (Ali, N., Sharma, S., & Kannan, S. 2017).

The chances of an employee at this stage remaining with the organization for a considerable time are high. Continuance commitment is when an employee weighs up the pros of cons of staying versus leaving the organization. There's a fear of loss at play, and their initial affection has transformed into need.

Normative commitment relates to how much employees feel they should stay at their organisation. Employees that are normatively committed generally feel that they should stay at their organisations. Normatively committed employees feel that leaving their organisation would have disastrous consequences, and feel a sense of guilt about the possibility of leaving.

Reasons for such guilt vary, but are often concerned with employees feeling that in leaving the organisation they would create a void in knowledge/skills, which would subsequently increase the pressure on their colleagues. Such feelings can, and do, negatively influence the performance of employees working in organisations. The importance of employee commitment for organisations is

well documented. All three forms of commitment highly influence the length that employees stay with organisations. What is most important for organisations is to recognise each type of commitment in employees, and to aim to encourage affective commitment (Abdul, H., Lilia, H. T., Subahan, & Kamisah, H. (2010).

Adopted Theory

The study adopted the participatory theory by an American psychologist Douglas McGregor in 1960. The theory was firstly defined in his book tagged "The Human side of the Enterprise". The theory focused on two styles of management. This based on the participation of the employees. It is also called "X and Y" theory. In the McGregor's participation theory. Theory X is branded negative and theory Y is branded positive. In theory X McGregor assumes that human beings are naturally lazy and like working a little. He stressed that human beings are ambitionless without interest in responsibility and prefers to be directed by others. They are self-centered without interest in the objectives, goals and needs of the company. Theory X assumes that human beings are gullible and not bright in their reasoning. This assumption of theory X made McGregor believe that human beings must be directed and persuaded to work to ensure that organizational goal is achieved. Theory Y has it as assumption that jobs can be leisure pursuit in the face of good working situations. Human beings will be capable of directing themselves, supply, creativity and commitment in their job towards organization's goal attainment.

Methodology

The correlational design was adopted for this study. The population of the study was one thousand and one (1001) teachers being the total number of teachers in the nine local government areas that make up Aba education zone. The sample size of 250 was used, which was 25% of the total population. It adopted the random stratified technique in 28 teachers were chosen from each of the nine LGAs that made up Aba educational zone.

A well-constructed questionnaire was used to elicit responses from the recipients. The questionnaire was divided into two sections. The first section elicited relevant personal responses from the respondents, while the second section had three clusters of twenty two questions. This section elicited responses from the respondents in order to answer the research questions. The questionnaire was keyed in a modified 4 point scale graded, Very High Extent (4), High Extent (3), Low Extent (2), Very Low Extent (1)

The instrument was first validated by two experts, in the department of Educational Management and one expert in Measurement and Evaluation, Ignatius Ajuru University of Education. The reliability of the instrument was determined using Crombach Alpha at .891>.71 which implied that the instrument was highly reliable. The researcher distributed total of 250 questionnaires. Out of the copies administered, 235 representing 94% were duly completed and returned. The study used the 235 returned copies for the analysis of the study.

Mean and standard deviation were used to answer the research questions while Pearson Product Correlation Coefficient (PPMC) was used to test the null hypotheses at .05 significance level.

Results

Research Question 1: To what extent does adherence to organization's culture relate to material and non-material resources management in public secondary schools in Abia State?

Table 1: extent adherence to organization's culture relate to material and non-material resources management in public secondary schools in Abia State

Descriptive Statistics				
S/N Items	N=235	Mean	Std. Deviation	Remark
1. Permission is obtained before absenting from class		2.4638	1.43884	LE
2. Lab or workshop apparatus are taken care of by an attendant		2.6383	1.32410	HE
3. There is asset register for any asset leaving or coming in to the school		2.5957	1.44795	HE
4. Staff who err are issued query and sanctioned		3.5702	1.24309	VHE
Grand Mean		2.81	1.36	HE

Table 1 above showed in item 1 mean score of 2.46 and STD 1.43 which implied low extent that permission is obtained before absenting from class. In item 2 2.63 and STD 1.32 showed high extent that Lab or workshop apparatus are taken care of by an attendant. In item 3 mean score of 2.59 and STD 1.44 showed high extent that asset register is kept for any asset leaving or coming in to the school. In item 4 mean score of 3.57 and STD 1.24 showed very high extent that staff who err are issued query and sanctioned.

Thus aggregate mean score of 2.81>2.5 showed high extent that adherence to organization's culture relate to material and non-material resources management in public secondary schools in Abia State.

Research Question 2: To what extent does task accomplishment relate to instructional leadership in public secondary schools in Abia State?

Table 2: extent task accomplishment relates to instructional leadership in public secondary schools in Abia State.

Descriptive Statistics				
S/N Items	N=235	Mean	Std. Deviation	Remark
5. Syllabus is usually covered before end of term		2.7830	1.56611	HE
6. Topics for are usually covered for each period		2.8809	1.92893	HE
7. Students are assessed after each lesson		2.5489	1.28134	HE
8. Majority of students pass in the internal or external exam		1.8553	1.11914	VLE
Grand Mean		2.51	5.89	HE

Table 2 above showed in item 5 mean score of 2.78 and STD 1.566 which showed high extent that Syllabus is usually covered before end of term. In item 6 mean score of 2.88 and STD 1.92 implied high extent that topics for are usually covered for each period. In item 7 mean score of 2.54 and STD 1.28 showed high extent that Students are assessed after each lesson. In item 8 mean score of 1.85 and STD 1.12 showed very low extent that Majority of students pass in the internal or external exam.

Thus aggregate mean score of $2.51 > 2.5$ implied that high extent that task accomplishment relate to instructional leadership in public secondary schools in Abia State.

Research Question 3: To what extent does desire to remain with the organization relate to community involvement in public secondary schools in Abia State

Table 3: extent desire to remain with the organization relate to community involvement in public secondary schools in Abia State

Descriptive Statistics				
S/N Items	N=235	Mean	Std. Deviation	Remark
9. I attend all functions of the school		2.0553	1.21648	LE
10. Management sends staff for training		1.3362	.47341	VLE
11. I intend to work in my present school until retirement		1.9362	1.22307	VLE
12. Staff are given room to grow and to be promoted		1.2255	.41882	VLE
Grand Mean		1.63	.832	VLE

Table 3 above showed in item 9 mean score of 2.05 and STD 1.21 which implied low extent that respondents attend all functions of the school. In item 10 mean score of 1.33 and STD .473 which implied very low extent that management sends staff for training. In item 11 mean score of 1.93 and STD 1.22 which implied very low extent that respondents intend to work in my present school until retirement. In item 12 mean score of 1.22 and STD .418 which implied low extent that staff are given room to grow and to be promoted.

Thus aggregate mean score of $1.63 < 2.5$ showed very low extent that respondents desire to remain with the organization relate to community involvement in public secondary schools in Abia State.

Test of Hypotheses

H₀₁: There is no significant relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State.

Table 4: Relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State

Variables		Adherence to Organization's Culture		
		Item16	Item17	Item18
Mgt of Material and non-material resources	Correlation Coefficient	1.000	.776**	.298**
	Sig. (2-tailed)	.	.000	.000
	N	235	235	235
	Correlation Coefficient	.776**	1.000	.511**
	Sig. (2-tailed)	.000	.	.000
	N	235	235	235
	Correlation Coefficient	.298**	.511**	1.000
	Sig. (2-tailed)	.000	.000	.000
		N	235	235

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

Table 4 showed n-value of 235, coefficient value of .298, p-value of .000<.05 which proved that there is significant relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State. The null hypothesis is therefore rejected.

H02: There is no relationship between task accomplishment and instructional leadership in public secondary schools in Abia State.

Table 5: relationship between task accomplishment and instructional leadership in public secondary schools in Abia State

Variables		Task Accomplishment			
		Item19	Item20	Item21	Item22
Instructional Leadership	Correlation Coefficient	1.000	.540**	.195**	.613**
	Sig. (2-tailed)	.	.000	.000	.000
	N	235	235	235	235
	Correlation Coefficient	.540**	1.000	-.132**	.805**
	Sig. (2-tailed)	.000	.	.000	.000
	N	235	235	235	235
	Correlation Coefficient	.195**	-.132**	1.000	.056*
	Sig. (2-tailed)	.000	.000	.	.000
	N	235	235	235	235
	Correlation Coefficient	.613**	.805**	.056*	1.000
	Sig. (2-tailed)	.000	.000	.001	.
	N	235	235	235	235

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 5 showed n-value of 235, .613, p-value of .001<.05 which showed that there is relationship between task accomplishment and instructional leadership in public secondary schools in Abia State. The null hypothesis is therefore rejected.

H03: There is no relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State

Table 6: relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State

Variables		Desire to remain with Organization			
		Item9	Item10	Item11	Item12
Community Involvement	Correlation Coefficient	1.000	-.056*	.127**	.652**
	Sig. (2-tailed)	.	.040	.000	.000
	N	235	235	235	235
	Correlation Coefficient	.056*	1.000	.780**	.026

	Sig. (2-tailed)	.000	.	.000	.000
	N	235	235	235	235
	Correlation Coefficient	.127**	.780**	1.000	.233**
	Sig. (2-tailed)	.000	.000	.	.000
	N	235	235	235	235
	Correlation Coefficient	.652**	.026	.233**	1.000
	Sig. (2-tailed)	.000	.003	.000	.
	N	235	235	235	235

*. Correlation is significant at the 0.05 level (2-tailed).

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

Table 6 above showed n-value of 235, coefficient value of .652, p-value of .003<.05 which showed that there is a significant relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State. The null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are hereunder listed:

1. There is a significant relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State.
2. Research question one showed high extent that adherence to organization's culture relate to material and non-material resources management in public secondary schools in Abia State
3. There is a relationship between task accomplishment and instructional leadership in public secondary schools in Abia State.
4. Research question two showed high extent that task accomplishment relate to instructional leadership in public secondary schools in Abia State.
5. There is a relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State
6. Research question three showed very low extent that respondents desire to remain with the organization relate to community involvement in public secondary schools in Abia State.

Discussion of Findings

The findings of the study are hereunder discussed:

Adherence to Organizations Culture and Management of Material and non-material Resources

The study revealed that there is a significant relationship between adherence to organization's culture and material and non-material resources management in public secondary schools in Abia State. Donahoe (1997) aligned with the result stating that school leadership is expected to show commitment and effectiveness by ensuring members abide by organization's culture. Members of organization are motivated to manage organization's materials and non-material resources effectively to attain organization set goals. The principal's role as an instructional leader is not a solo fight. It involves different factors such as attitudes of the organization members and interaction system among them in a school context. This interaction system creates the school culture. School culture acts as medium for the instructional leader to achieve school effectiveness.

Task Accomplishment and Instructional Leadership

The study revealed that there is a relationship between task accomplishment and instructional leadership in public secondary schools in Abia State. Hallinger, (2008) buttressed the result stating that the instructional leadership concept was evolved from the struggle for “instructionally effective elementary schools” by the researchers (Edmonds, 1979; Kraft, 2015). At the moment, we need to explore the new dimensions for instructional leadership evolved since 1967. The main theme of instructional leadership revolved always around effectiveness of the school. Instructional leadership is attributed to the teacher whose major task accomplishment is effective teaching.

At the very beginning, instructional leadership was conceptualized as the role of principal for the sake of school improvement and effectiveness. After that, in the 1980s, an organized struggle was started to find out the instrumentally-effective schools. Generally, the efforts exploring instructional leadership were started by two researchers (Bridges, 2016; Bossert, 2012). Therefore, the period from 1998 to 2008 was considered as the period of instructional leadership (Hallinger, 2008).

Desire to Remain with Organization and Community Involvement

The study revealed that there is a relationship between desire to remain with the organization and community involvement in public secondary schools in Abia State. Ali, N., Sharma, S., & Kannan, S. (2017) aligned that the desire to remain with any organization is an indication of staff commitment. It equally shows that the community is safe and adequately supportive of the school environment. For any school to be said to be effective, the management of its community stakeholders is key. Affective commitment is the “desire” component of organizational commitment. In this state, an employee demonstrates a high level of active commitment to the organization. They’re happy, engaged, participate in meetings and discussions, and offer valuable input and suggestions. They do all of this because they want to and strive to be an integral part of the organization (Ali, N., Sharma, S., & Kannan, S. 2017).

Conclusion

The study has reached that staff commitment is related to school effectiveness. It showed that staff commitment will lead to effective school effectiveness. The items of staff commitment were identified to include adherence to organizational culture which leads to effective material and non-material resource management. Task delivery was linked to instructional leadership which means that if the teacher is effective, it will mean that the school in turn will be effective. When staff are committed to the organization they are likely to remain with the organization. Community involvement ensures stakeholders are carried along in the running of the school organization. When community is involved in school management, staff feel safe and are likely remain with the school system.

Recommendations

Based on the findings of the study, the following recommendations have been made:

1. School administrators should encourage staff to adhere to organizational culture in order to management the resources of the school.
2. Teaching staff should be trained and retrained from time to time in order to ensure effective task delivery in respect of instructional leadership.
3. School administrators and government should ensure adequate motivation of staff to encourage the staff remain with the organizations.

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