
BUREAUCRATIC ORGANIZATIONAL CULTURE AND INTERACTIONAL JUSTICE AS PREDICTORS OF LECTURERS' JOB COMMITMENT IN COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA

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Abstract

The study investigated bureaucratic organizational culture and interactional justice as predictors of lecturers' job commitment in colleges of education in South East, Nigeria. The study was guided by two research questions and null hypotheses which were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study comprised all the 3,072 lecturers in all the five State and four Federal Government-owned Colleges of Education in South East, Nigeria. A sample size of 519 lecturers was drawn for the study using multistage sampling procedure involving simple random and proportionate sampling techniques. A researcher developed questionnaires titled 'Bureaucratic Organizational Culture Scale (BOCS)', 'Interactional Justice Scale (IJS)' and 'Lecturers Job Commitment Scale (LJCS)' were used for data collection. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded overall reliability co-efficients of 0.81, 0.79 and 0.80 for BOCS, IJS and LJCS respectively. The researcher together with five research assistants collected data for the study using the direct approach method and 97% return was recorded. Simple regression was used to answer the research questions and hypotheses. The findings of the study revealed among others that bureaucratic culture is a moderate predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. It was also found out that interactional justice is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. Based on the findings, it was recommended among others that National Commissions for Colleges of Education should organize annual training programmes on management of bureaucratic cultures for provosts to equip them with skills and knowledge of modifying the culture in such a way to improve the job commitment of lecturers.

Key words: Bureaucratic Culture, Interactional Justice, Lecturers, Job Commitment

Introduction

Tertiary education which is level of education receives after post-secondary school is designed to train and supply manpower for economic, social and political development of the country. Ogar, Asuquo, Oyekachi and Nwakpa (2023) opined that tertiary education in Nigeria is geared towards developing individual into a morally sound, patriotic and effective citizens that can meaningfully contribute to growth of the immediate community, the Nigerian society and the world. They added that it is also designed to inculcate national consciousness, values and national unity as well as to equip individuals with appropriate skills to improve their mental, physical and social abilities. Tertiary education is delivered in Universities, Polytechnics, Monotechnics, Colleges of Education and other higher institutions in Nigeria.

Colleges of Education in Nigeria play a vital role in developing and supplying middle-level manpower for the nation's primary and junior secondary schools. Al-amin (2023) pointed out that Colleges of Education in Nigeria are institutions established to train and produce qualified teachers for primary and secondary schools. They added that these institutions have played a vital role in the development of the Nigerian educational system by producing quality teachers who have contributed to the growth and development of the nation. Ezugoh, Adesina and Yakubu (2020) posited that colleges of education (COEs) are citadel of academic learning which play a pivotal role in producing highly qualitative, motivated, conscientious and efficient classroom teachers for the Nigerian educational system. Furthermore, the authors stressed that COEs are Nigeria Certificate in Education (NCE) awarding institutions which offer technical, science and other conventional courses in special education, business, social sciences and humanities in order to meet the needs and interest of various individuals for sustainability in the society. The Colleges of Education is made up of members of staff who work together to train and certify teachers. The cordial relationship is promoted among members of staff who work together through interactional justice.

Bureaucratic organizational culture is characterized by coordinated and organized work environment. According to Saha and Kumar (2017), the bureaucratic culture is characterized by hierarchical, clear authority lines, organized, compartmentalized and systematic work. Bureaucratic culture is structured and formalized in such a way that defines the tasks of lecturers. To buttress this, Nwakoby, Okoye and Anugwu averred that the duties, roles and rewards of staff are clearly defined in bureaucratic culture. In the bureaucratic culture, the affairs of college of education are highly regulated, ordered and structured to foster compliance and commitment of lecturers to their duties. Cobbinah, Ntarmah, Obeng and Quansah (2020) posited that bureaucratic culture has a well organized structure, uniform rules and procedures, strict supervision and well defined obligations. In bureaucratic culture, the college management formulates policies and procedures that guide the conduct of members of staff. The restrictions posed on work behaviour of lecturers by bureaucratic culture could limit their innovation.

Interactional justice is the fairness in the treatment and relating with staff in an organization. According to Edeh, Edeoga, Ugboego, Adama, Oketa and Azubuike (2021), interactive justice refers to how an individual treats colleagues with respect and dignity in the workplace. Interactional justice is exhibited by college management by treating lecturers with kindness, consideration, respect and dignity. Geetha and Vishnu (2021) stressed that interactional justice is exhibited by superior who is sensitive to personal needs of subordinates, deals with them in a truthful manner, shows concern for their right, offers

adequate justification for decisions made about their job and explains very clearly any decisions made about subordinates' job. Altın, Filiz, Merve, Nazmiye, Selim and Ünal (2017) stressed that interactional justice involves administrators' value and respect towards the subordinates (e.g. listening to them attentively, having empathy with those who have difficulties) and acting with social sensitivity. Operationally, interactional justice is concerned with how management treats members of staff with dignity and respect during interpersonal relationship. The sensitivity to the professional needs of lecturers and treating them with respect could enhance their job commitment.

Job commitment is a psychological state that shows the attachment of an individual to an organization and also to a profession. According to Dyke-Ebirika and Barinua (2021), job commitment is the attachment or psychological glue that makes employees stick to an organization and work hard for attainment of set objectives. Job commitment also shows loyalty and dedication to an organization. Job commitment is exhibited through strong desire to remain a active member of an organization. Ikedimma and Okorji (2023) defined job commitment as the emotional attachment of employees towards their job and organization. Job commitment is the desire and the willingness of staff to remain devotion to the success of an organization. Onafowope, Egwunyenga and Oweikpodor (2023) defined job commitment as the willingness of members of an organization to put their efforts and time in performing their duties. Operationally, job commitment is the dedication, loyalty and willingness of a lecturer to put certain efforts in performing duties for the interests of the organization. Individuals with a high degree of attachment to the organization will be happy with their work. The lecturers that are committed to their job devote time and energy to the service of college of education.

The organizational culture in some Colleges of Education in South East, Nigeria tend to be tense and rigid which seem to contribute to low engagement of lecturers in their official duties. The Enwezor and Obi (2020) observed unfavourable nature of work environment and culture in Colleges of Education in South East, Nigeria which seems make it difficult for the lecturers to cope with the academic and societal demands of students and parents. They added that the consequences are absenteeism, early departures from workplace, poor job involvement and low in commitment in performing their duties among lecturers in Colleges of Education in South East, Nigeria. Al-amin (2023) noted that many colleges of education in Nigeria do not prioritize innovation, which can limit the ability of lecturers and students to contribute to the development of new knowledge and practices in education. Sometimes, the views of lecturers are ignored and vital information is untimely disseminated to them which ruin mutual interpersonal relationship and interactions in Colleges of Education in South East, Nigeria. The rigid organizational culture, disrespect and unfair treatment of lecturers has continued to attract attention of education stakeholders from all corners, including that of the researchers which prompted the investigation into bureaucratic organizational culture and interactional justice as predictors of lecturers' job commitment in colleges of education in South East, Nigeria.

Purpose of the Study

The purpose of the study was to determine bureaucratic organizational culture and interactional justice as predictors of lecturers' job commitment in colleges of education in South East, Nigeria. Specifically, the study sought to find out:

1. Bureaucratic culture as predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

2. Interactional justice as predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the bureaucratic culture that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?
2. What are the interactional justice that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Bureaucratic culture is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
2. Interactional justice is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Methods

Correlational research design was adopted for the study. The study was undertaken in South eastern part of Nigeria. South-east Nigeria has five states namely; Abia, Anambra, Ebonyi, Enugu and Imo States. The population of the study comprised all the 3,072 lecturers in all the five State and four Federal Government-owned Colleges of Education in South East, Nigeria. A sample size of 519 lecturers was drawn for the study using multistage sampling procedure involving simple random and proportionate sampling techniques.

A researcher developed questionnaires titled "Bureaucratic Organizational Culture Scale (BOCS)", "Interactional Justice Scale (IJS)" and "Lecturers Job Commitment Scale (LJCS)" which were used for data collection. The instruments were developed by the researchers based on insight gained from literature and consultation with experts. The first instrument titled BOCS had 10 items. The second instrument titled IJS had 9 items. The third instrument titled LJCS contained 18 items. The three sets of the instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree.

The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. The suggestions and comments of the experts were effected and incorporated in the final copy of the instrument. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded overall reliability coefficients of 0.81, 0.79 and 0.80 for BOCS, IJS and LJCS respectively.

The researcher together with five research assistants collected data for the study using the direct approach method. A total of 519 copies of instruments were distributed and 506 copies of questionnaires were properly filled and successfully retrieved, indicating 97 percent return rate. Simple regression was used to answer the research questions and hypotheses. Data were analyzed using simple regression to answer the research questions and test the null hypotheses. For the research questions the coefficient r and the size of the relationship was interpreted using the correlation coefficient recommended by Schober, Boer and Schwarte (2018), as follows:

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation

In taking decisions on the null hypotheses, if the exact p-value is equal to or greater than significant value of 0.05, the null hypothesis was accepted but if exact p-value is less than significant value of 0.05, the null hypotheses was rejected.

Results

Research Question 1: What is the bureaucratic culture that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?

Table 1: Simple Regression Analysis on Bureaucratic Culture as a Predictor of Lecturers' Job Commitment

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Bureaucratic Culture	506	.500	.250	.248	.28380	Moderate

Table 1 showed that correlation coefficient between bureaucratic culture and lecturers' job commitment is .500 with a coefficient of determination of .250. This shows that 25.0% change in lecturers' job commitment is explained by bureaucratic. The regression Coefficient r of 0.506 indicated that bureaucratic culture is a moderate predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria

Research Question 2: What is the interactional justice that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?

Table 2: Simple Regression Analysis on Interactional Justice as a Predictor of Lecturers' Job Commitment

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Interactional Justice	506	.710	.504	.503	.23072	Strong

As shown in Table 2, correlation coefficient between interactional justice and lecturers' job commitment is .710 with a coefficient of determination of .504. This shows that interactional justice makes 50.4% contribution to the variance in lecturers' job commitment. The regression Coefficient r of .710 indicated that interactional justice is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Hypothesis One: Bureaucratic culture is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Table 3: Simple Regression Analysis on Bureaucratic Culture as a Significant Predictor of Lecturers' Job Commitment

Predictor	N	R	R ²	F	P-value	Remark
Bureaucratic Culture	506	.500	.250	168.807	.000	*S

*Significant

Result presented in Table 3 showed that the simple regression coefficient (R) is .506, while the R² is .500 showing that bureaucratic culture makes 50.0% contribution to the variance in lecturers' job commitment. The $F(1/506) = 168.807$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, bureaucratic culture is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Hypothesis Two: Interactional Justice is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Table 4: Simple Regression Analysis on Interactional Justice as a Significant Predictor of Lecturers' Job Commitment

Predictor	N	R	R ²	F	P-value	Remark
Interactional Justice	506	.710	.504	515.563	.000	*S

*Significant

Table 4 showed the simple regression coefficient (R) is .710, while the R² is .504 showing that 50.4% variance in lecturers' job commitment can be explained by interactional justice. The $F(1/506) = 515.563$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, interactional justice is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

Discussion of Findings

The finding of the study showed that bureaucratic culture is a moderate predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This is in disagreement with the finding of Darko, Adu-Oppong and Aikins (2018) which indicated that bureaucratic culture is a weak predictor of organisational commitment. This is also contrary to the finding of CimiliGok and Ozçetin (2018) which indicated that bureaucracy culture is strong positive predictors of job commitment. The disagreement in the findings could be attributed to difference in time span and geographical locations with varied bureaucratic culture. This finding is explained by the fact that Colleges of Education with bureaucratic culture set acceptable method of handling tasks, specific job expectation and performance standards which moderately predict the job commitment of lecturers. This finding could also be attributed to the fact that Colleges of Education with bureaucratic culture have rules, well-defined work procedure and behavioural patterns which help lecturers understand the penalties for violating rules, performing below standard and also the degree of job committed expected of them

It was found out that bureaucratic culture is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This supported the finding of

Utip, Nkpoyen and Kenneth (2019) which revealed that bureaucratic culture has a significant relationship with employee commitment. This finding could be attributed to the fact that Colleges of Education with bureaucratic culture have clear hierarchy, set of formal rule and standard for routine work activities which significantly predict the job commitment of lecturers.

The result of the study showed that interactional justice is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This affirmed the finding of Alaa, Yazen and Swran (2020) which showed that distributive justice has a strong correlation with organizational commitment. This also supported the finding of Mandakini and Chandrani (2017) which indicated that interactional justice has strong positive correlation with organizational commitment. The interactional justice tend to satisfy the lecturers' desire to be respected, treated with dignity, relate well and share feelings with each others in the work environment which could account for the strong predictor of their job commitment, The lecturers who are treated fairly by receiving explanations for decisions and their roles in its implementation are inclined to be committed to their job to ensure success of the decisions.

Further result indicated that interactional justice is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This is in conformity with the finding of Chevalier (2019) which showed that interactional justice has a significant relationship with teachers' commitment to work. This affirmed the finding of Baridei and Ekeuwei (2021) which showed that interactional justice has significant relationship with job commitment of employee. Interactional justice fosters peaceful co-existence and healthy environment in Colleges of Education which contribute to the significant predictor of the lecturers' job commitment.

Conclusion

From the findings of the study, it was concluded that bureaucratic organizational culture and interactional justice are positive and significant predictors of lecturers' job commitment in colleges of education in South East, Nigeria. Lecturers perceive their college management to be respectful and unbiased in their dealings with are bound to exhibit positive attitude by being dedicated and committed to their duties. Interactional justice prevents discrimination in the workplace which create favourable work environment that induce the job commitment of lecturers. Much dependent in bureaucratic procedure limits work autonomy and innovation which makes lecturers feel undervalued and reciprocate by poor work commitment.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. National Commissions for Colleges of Education should organize annual training programmes on management of bureaucratic cultures for provosts to equip them with skills and knowledge of modifying the culture in such a way to improve the job commitment of lecturers.
2. Provosts should treat academic and non-academic staff with respects and dignity fair to build cordial interpersonal relationship that promote interactional justice and bring about improvement on the job commitment of lecturers.

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