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

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### Abstract

*The study investigated organizational culture and justice as predictors of lecturers' job commitment in colleges of education in South East, Nigeria. Four research questions guided the study and four null hypotheses which were tested at 0.05 level of significance. Correlation research design was adopted for the study. 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 "Organizational Culture Scale (OCS)", "Organizational Justice Scale (OJS)" 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 OCS, OJS 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 supportive culture, innovative culture and distributive justice are strong predictors of lecturers' job commitment. It also revealed that all dimensions of organizational culture and justice are significant predictors 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 embark on periodic review of organizational cultures of colleges and make recommendations thereon to bring positive modification for creating favourable work environment that improve the job commitment of lecturers.*

**Key words:** Organizational culture, Justice, Lecturers, Job Commitment

## Introduction

The task of nation building across the globe emanates from the provision of functional education. Education equips individuals with requisite skills, abilities and competences to harness the limited resources for improvement of their living standard and development of the society at large. Anachuna and Obi (2021) stressed that the skills and potentials of individuals for self-reliance and actualization could be developed through education. Among the institutions where education is acquired is College of Education.

College of Education is an institution of higher learning where teachers are trained to be highly skilled teachers to meet the demand of formal education. Alade and Okeke (2021) opined that Colleges of Education are established to equip prospective teachers with knowledge, attitude and skills in the course of their training to meet the manpower needs of formal education particularly secondary education. Obiukwu and Nwobi (2020) pointed out that College of Education is the “train-the-trainer” learning institution established to train and equip teachers for their esteemed functions of teaching, nurturing and shaping the behaviour of pupils in primary and students in secondary schools. The individual at the helm of affairs of College of Education is the Provost.

The provost is the head and chief executive officer of a College of Education. Eze and Obiwulu (2021) maintained that a typical College of Education is headed by a Provost who is assisted by a number of management team for its day-to-day administration. Eze and Obiwulu added that these management team are the Deputy Provost, the Registrar, Bursar, College Librarian, Director of Academic Planning and Statistics, Deans of Schools, Heads of Departments and Heads of Units, who are charged with the general responsibility for matters relating to the administration of the college. The management team individually or collectively control and direct the daily programmes of the college. The management team strategically develops an organizational culture that forms the core identity of College of Education.

Organizational culture is a set of shared values and belief that allows members of staff with diverse background to embrace a similar working style within an organization. According to Udey (2020), organizational culture is manifested in the institution’s philosophy, ideological beliefs, feelings, assumptions, expectations, attitudes, norms and values. . Organizational culture is norms or behaviour patterns that forms the core identity of the organization. Aanchal and Smrita (2020) defined organizational culture as a collection of common attitudes, values, and beliefs that govern peoples’ behaviour. Contextually, Organizational culture is the pattern of work style, common belief shared values and norms that form the unique identity of an organization.

Organizational culture is exhibited in the actual practices and behaviour of members of staff in an organization. According to Herman (2018), the virtue of an organizational culture is the control and shaping of attitudes and behaviors of people who engage themselves in an organization's activities. Organizational culture influences the manner in which lecturers dress, interact with each other and perform their duties. Several scholars identified three components of organizational culture such as bureaucratic, innovative and supportive cultures (Abbas and Somaye, 2012; Huma, Mehmood, Muhammad, Rizwan and Jolita, 2014). The focus of this study is on innovative and supportive organizational culture.

Innovative organizational culture is characterized by risk taking, creativity, challenging task and result-orientation. Abonwara and Ali (2020) asserted that innovation is the dimension of organizational cultures that encourage creativity, problem solving, new

ideas, and sustained improvement by members of staff. Innovative culture encourages lecturers to take risks in the course of performing their duties. In innovative culture, the management appreciates the ideas and risk taken by lecturers. Nwakoby, Okoye and Anugwu (2019) stressed that innovative organizational culture does not just quickly react to changes in the environment but also creates change. The environment where initiatives are discouraged and compliance to established rules and procedures must strictly adhered to, is operating a bureaucratic organizational culture.

Supportive culture is a work environment in which professional development of lecturers is encouraged and adequate reward is administered to outstanding staff. Abbas and Somaye stressed that a supportive culture depicts teamwork, people-oriented, friendly, encouraging and trusting work environment. A College of Education with supportive culture render professional advice, guidance and counselling to staff could induce lecturers to be dedicated and committed to their job. Reidhead (2020) pointed out that an employee shows high levels of commitment, when the organizational culture fully supports him or her professional needs and this results in the fulfillment of organizational goals. The supportive organizational culture strengthens mentoring and dissemination of information to lecturers which could enhance their commitment to teaching, research and development. Lecturers that receive fair supports from management of Colleges of Education tend to have a sense of organizational justice.

Organizational justice is equity and fairness in allocating resources and handling members of staff in an organization. Edeh, Edeoga, Ugboego, Adama, Oketa and Azubuike (2021) defined organizational justice as how employees perceive that they were treated fairly by management. Organizational justice is the fairness of resource allocation, decision-making process, interpersonal relationships and rewarding members of staff among others. It also depicts equity in all dealings in an organization. Shiba (2021) defined organization justice as the employee's perceptions of fairness in organizational setting that influence their attitudes and behaviour. It is the fair reaction to decisions and actions made by management on a daily basis. In the context of this study, organizational justice is the perception of the fairness of management in allocating resources, workload, distribution of rewards, meting out of punishments, overseeing administrative affairs and dealing with lecturers in college of education. Several authors have identified the components of organizational justice to include distributive, procedural and interactional justice (Edeh, Edeoga, Ugboego, Adama, Oketa and Azubuike, 2021; Mohammad, 2021; Shiba, 2021; Mahmoud, 2021). Distributive and procedural components of organization justice were investigated in this study.

Distributive justice deals with lecturers' perception of fairness linked with decision outcomes and distribution of rewards. Ugochukwu (2021) noted that distributive justice is the fairness of the reward being given to employees in exchange for their contribution to the organization's wellbeing. It is perceptions of fairness in work benefits among lecturers in colleges of education. Ghasi, Ogbuabor and Onodugo, (2020) pointed out that members of staff compare their outcomes such as pay, promotion and access to resources and inputs with their peers within and outside their organizations to determine distributive justice. Distributive justice is the lecturers' perception of fairness pertaining to professional development opportunities, work assignment, awards and statuses in comparison to their performance in college of education. Dumbari, Oparanma and Baridam-Ngobe (2019) opined that if members of staff felt that their work assignments and rewards were fair, they would show more commitment to their work. Operationally, distributive justice is the perceived fairness of resource allocation and benefits receive from the college management.

Procedural justice is the fairness in the integration of opinions of the staff in the decision-making process pertaining their workload, resources and reward in an organization. Procedural justice depicts unbiased and consistency in applying organizational method and rules. Procedural justice is applied in situation when college management make sure that lecturers' voices are heard before job decisions are made, consistently clarifies decisions and provides information when requested by lecturers. To buttress this, Geetha and Vishnu (2021) stressed that procedural justice is applied when job decisions are made by the superior in an unbiased manner, making sure that all employee concerns are heard before job decisions are made, clarifies decisions and provides additional information when requested by employees and consistently apply all job decisions to all affected employees. The existence of procedural justice is evident in a situation whereby rules and regulations are applied to all lecturers without discrimination. Similar to this, Edeh and Ugwu (2019) noted that procedural justice is the perception of equity with respect to whether rules and regulations were followed in the process of rewarding or punishing a worker. The procedural justice creates opportunity for lecturers to interact with the college management. Operationally, procedural justice is the perceived fairness in the processes of reaching specific decisions and outcomes.

Job commitment is a form of individual acceptance and willingness to perform their duties in an organization. It is the feeling and dedication of employees toward their jobs. According to Anggi and Havidz (2018), job commitment is the desire of organizational members to maintain their membership in the organization and also willing to strive for the achievement of organizational goals through diligently performing their duties. Job commitment is exhibited through strong desire to remain an active member of an organization. It is the willingness to remain and work hard to achieve organization's goals. According to Fajrin, Saragih and Indratjahjo (2018), job commitment is the individual psychological state associated with strong willingness to work for the organization and acceptance of its beliefs, goals and values. Operationally, job commitment is the dedication, loyalty and willingness of a worker to put certain efforts in performing duties for the interests of the organization

Job commitment in Colleges of Education is reflected in the desire of lecturers to remain loyal to the college and demonstrate extra efforts in executing their duties. The lecturers that are committed to their job devote time and energy to the service of college of education. Emenike and Nwogbo (2021) maintained that a committed teacher is one who identifies with the goals of his or her school and strives for excellence and growth in instructional practice. The commitment of lecturers to their jobs is reflected in completing the job in time/before deadline, willing to perform extra duties, executing assigned tasks without complaining and sincerely adhering to the college rules, willingness to make inputs and get involved in colleges' activities. Arogundade, Arogundade and Oyebanji (2015) stressed that teachers who feel the sense of affective commitment identify with the organization, accept that organization's goals and values, and are more willing to exert extra effort on behalf of the organization. The lecturers with high job commitment are punctual to colleges, teach the students regularly and tend to have better job performance. Conversely, low commitment among lecturers could result in lateness to work, absenteeism, truancy and decrease in performance.

Job commitment of lecturers which seem to be below expectation in College of Education in South East, Nigeria could be as a result of the unfavourable organizational culture and unfair treatment by management. To buttress this, Ezinine and Ughamadu (2021) observed that there is continuous neglect of lecturers in performance of their duties, increased cases of conflict and poor interpersonal relationship which may be connected to lapses in

organization's atmosphere in Colleges of Education in South East States, Nigeria. Furthermore, Ezinine and Ughamadu (2021) averred that some Colleges of Education in South East States, Nigeria have hostile, unhealthy and unfavourable environment characterized by unreasonable workload, conflict and absence of incentive limit lecturers' use of their initiatives, contribute to low job satisfaction and negative attitude toward their duties. Ejeh, and Okoro (2016) observed that poor work environment and communication practice in the college breeds misunderstanding, suspicion, mistrust, rumors, create conflict between the management and members of staff which causes poor instructional delivery and delay in academic calendar in colleges of education in South East Nigeria.

The unconducive work environment such as discrimination, unfair reward, poor recognition for achievement and unhealthy competition adversely affects the quality of teaching and learning in Colleges of Education in South-east, Nigeria. Alade and Okeke (2021) stressed that the persistent acclaimed dwindling quality of products from Nigerian Colleges of Education who are the potential manpower for secondary school system as the case may be, could be attributed to constant break in the semester system and academic calendar often caused by agitation for fair monetary and non-monetary incentives, better working conditions and regular promotion. The assertion depicts that the lecturers in Colleges of Education in South East, Nigeria agitate for fairness in their treatment as there is injustice in the system. It is against this background that the study was carried out to find out the organizational culture and justice as predictors of lecturers' job commitment in colleges of education in South East, Nigeria.

### **Statement of the Problem**

Organizational culture and justice create positive environment that could motivate lecturers of Colleges of Education to be dedicated to their duties. However, some lecturers seem to exhibit little or no enthusiasm towards job duties and perform below expectation probably due to injustice meted on them and unfavourable organizational culture of Colleges of Education in South East, Nigeria. Unfortunately, it appears that lecturers are not treated alike in College of Education in south-east, Nigeria. In colleges of education in south-east, Nigeria, there seems to be situation where some lecturers are promoted and their colleagues were not promoted even despite having presented similar requirements for promotion which depicts injustice and unfair treatment.

In some cases, where lecturers perceive injustice, some college management seems to resort to suppressing the issues through their position instead of giving explanation to eliminate the generated anger. The hostile attitude and injustice exhibited by College Management triggers gossip which leads to cliques that divide lecturers and turn them against each other which results to distrust. The core values and norms of some Colleges of Education in south East, Nigeria appeared to be violated by lecturers who tend to be disinterested and not passionate about the work they do and thus, absent themselves from duties without permission, exhibit frequent lateness to work and engage in unprofessional conduct that adversely affect the quality of instruction received by students of College of Education in South-east, Nigeria. The problem of this study is on organizational culture and 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 organizational culture and justice as predictors of lecturers' job commitment in colleges of education in South East, Nigeria. Specifically, the study sought to find out:

1. Supportive culture as predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
2. Innovative culture as predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
3. Distributive justice as predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
4. Procedural 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 is the supportive culture that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?
2. What is the innovative culture that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?
3. What is the distributive justice that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?
4. What is the procedural 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. Supportive culture is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
2. Innovative culture is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
3. Distributive justice is not a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.
4. Procedural 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 this study. The study was undertaken in South eastern part of Nigeria. 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. The sample for the study comprised 520 lecturers from Colleges of Education in south-east, Nigeria drawn using multistage sampling procedure. Firstly, simple random sampling technique involving sampling without replacement was used to select 3 states out of the five states in South East, Nigeria. As a result of this procedure, Anambra, Ebonyi and Enugu States were drawn. In the second stage, proportionate sampling technique was used to draw 30% of 1,735 lecturers from Colleges of Education in the three states.

Three set of instruments developed by the researcher and titled “Organizational Culture Scale (OCS)”, “Organizational Justice Scale (OJS)” and “Lecturers Job Commitment Scale (LJCS)” were used for data collection. The instruments were developed by the researcher based on insight gained from literature and consultation with experts. OCS has Sections A and B which were based on the two forms of organizational culture. Section A contained 9 items on supportive culture and Section B had 7 items on innovative culture. OCS therefore contained 16 items.

OJS has Clusters A and B which was based on the two forms of Organization Justice. Cluster A contained 8 items on distributive justice and Cluster B had 11 items on procedural justice. OJS therefore contained 19 items. On the other hand, 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. OCS, OJS and LJCS are enclosed as Appendix D on page 150.

The instruments were subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha involving single administration of instruments was used to determine the internal consistency of the instrument. It yielded co-efficient values of 0.83, 0.79 and 0.81 for the three sections of OCS with the overall reliability index being 0.81. The co-efficient values obtained for clusters A, B and C of OJS were 0.79, 0.82 and 0.77 with the overall reliability of 0.78. On the other hand, coefficient of 0.80 was obtained for LJCS.

Data were collected by the researcher with the help of five research assistants who are lecturers in Colleges of Education in South-east. 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. At the end of the exercise, dully completed and retrieved copies of the instruments were used for data analysis. Data were analyzed using simple regression to answer the research questions and test the 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:

<b>Coefficient</b>	<b>Relationship</b>
.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.

## Result

### Research Question 1 and Hypothesis 1

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

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

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Supportive Culture	506	.747	.557	.577	.21799	Strong

As shown in Table 1, correlation coefficient between supportive culture and lecturers' job commitment is 0.747 with a coefficient of determination of 0.557. This shows that 55.7 % variation in lecturers' job commitment can be attributed to supportive culture. The regression Coefficient  $r$  of 0.747 indicated that supportive culture is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

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

**Table 2: Simple Regression Analysis on Supportive Culture as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Supportive Culture	506	.747	.557	638.510	.000	*S

\*Significant

Table 2 indicated that the simple regression coefficient (R) is .747, while the R<sup>2</sup> is .557 showing that supportive culture makes 55.7.7% contribution to the variance in lecturers' job commitment. The  $F (1/506) = 638.510$  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, supportive culture is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

### Research Question 2 and Hypothesis 2

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

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

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Innovative Culture	506	.715	.511	.510	.22905	Strong



Result presented in Table 3 revealed that correlation coefficient between innovative culture and lecturers' job commitment is .715 with a coefficient of determination of .511. This shows that innovative culture makes 51.1% contribution to the variance in lecturers' job commitment. The regression Coefficient  $r$  of 0.715 indicated that innovative culture is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

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

**Table 4: Simple Regression Analysis on Innovative Culture as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Innovative Culture	506	.715	.511	530.549	.003	*S

\*Significant

As shown in Table 4, the simple regression coefficient (R) is .715, while the R<sup>2</sup> is .511 showing that innovative culture makes 51.1% contribution to the variance in lecturers' job commitment. The  $F(1/506) = 530.549$  and the  $p$ -value of .003 is less than .05. Therefore, since the  $p$ -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, innovative culture is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

### Research Question 3 and Hypothesis 3

**Research Question 3:** What is the distributive justice that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?

**Table 5: Simple Regression Analysis on Distributive Justice as a Predictor of Lecturers' Job Commitment**

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Distributive Justice	506	.720	.518	.518	.22737	Strong

As shown in Table 5, correlation coefficient between distributive justice and lecturers' job commitment is 0.720 with a coefficient of determination of .518. This shows that 51.8% variation in lecturers' job commitment can be attributed to distributive justice. The regression Coefficient  $r$  of 0.720 indicated that distributive justice is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

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

**Table 6: Simple Regression Analysis on Distributive Justice as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Distributive Justice	506	.720	.518	545.920	.000	*S

\*Significant

As shown in Table 6, the simple regression coefficient (R) is .720, while the R<sup>2</sup> is .518 showing that distributive justice makes 51.8% contribution to the variance in lecturers' job commitment. The  $F (1/506) = 545.920$  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, distributive justice is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

#### Research Question 4 and Hypothesis 4

**Research Question 4:** What is the procedural justice that predicts lecturers' job commitment in Colleges of Education in South East, Nigeria?

**Table 7: Simple Regression Analysis on Procedural Justice as a Predictor of Lecturers' Job Commitment**

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Procedural Justice	506	.656	.431	.430	.24717	Moderate

Table 7 indicated that correlation coefficient between procedural justice and lecturers' job commitment is .656 with a coefficient of determination of .431. This shows that 43.1% variation in lecturers' job commitment can be attributed to procedural justice. The regression Coefficient  $r$  of 0.656 indicated that procedural justice is a moderate predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

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

**Table 8: Simple Regression Analysis on Procedural Justice as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Procedural Justice	506	.656	.431	384.005	.000	*S

\*Significant

As shown in Table 8, the simple regression coefficient (R) is .656, while the R<sup>2</sup> is .431 showing that procedural justice makes 43.1% contribution to the variance in lecturers' job commitment. The  $F (1/506) = 384.005$  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, procedural justice is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria.

## Discussion of Finding

The result of the study indicated that supportive culture is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This is in line with the finding of Sarantuya, Altanchimeg, Tsolmon and Buyankhishig (2021) which revealed that there was a strong positive correlation between supportive organizational culture and job commitment. This also supported the finding of Olayiwola and Akeke (2022) which revealed that supportive organizational culture has strong positive relationship with employees' job commitment. The agreement in findings could be explained by the fact that the studies were conducted within similar time span where organizations offer comparable supports to improve the job commitment of the workforce. The possible reason for the finding is that Colleges of Education with supportive organizational culture cater for emotional, social and professional needs of lecturers which improve their job commitment. Lecturers in Colleges of Education with supportive organizational culture feel comfortable at workplace which heightens their motivation and eagerness to exhibit high job commitment. The lecturers are more inclined to approach management of Colleges of Education in supportive organizational culture for professional help which when assisted, undoubtedly create better work atmosphere and contribute to their job commitment.

It was also found out that supportive culture is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This is consonance with the finding of Olayiwola and Akeke (2022) which showed that there is a significant relationship between supportive culture and employees' commitment in the selected organizations. The agreement in findings could be explained by the fact that the two studies were conducted in the same country and within similar time span which reflect the current state of affairs in work environment. This finding is attributed to the fact that lecturers are inclined to return supports and assistance from the management of Colleges of Education by being committed to their job.

It was found out that innovative culture is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This is in agreement with the finding of Sarantuya, Altanchimeg, Tsolmon and Buyankhishig (2021) which revealed that there was a strong positive correlation between innovative organizational culture and job commitment. The similarity in time span could account for the disagreement in the findings, The freedom granted to lecturers to use their ideas in performing their duties in Colleges with innovative culture tend to make them feel valued and become more committed to their job. Colleges of Education with innovative organizational culture discourage stagnation which is extremely detrimental to adaptation to changes in routine operations and activities of lectures as well as encourage them to find new methods of performing duties in such as a way to boost their job commitment.

Further result showed that innovative culture is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This affirmed the finding of Utip, Nkpoyen and Kenneth (2019) which revealed that innovation culture has a significant relationship with employee commitment. The findings could be attributed to the fact that the studies were conducted in organizations in Nigeria, where there is similar innovative culture in the workplace. The Colleges of Education with innovative organization culture allow lecturers to use their initiatives which make them more committed in carrying out their tasks in most possible efficient ways.

The finding of the study showed that distributive justice is a strong predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This is in line with the finding of Dumbari, Oparanma and Baridam-Ngobe (2019) which indicated that there is strong and significant relationship between distributive justice and employee commitment. This also supported the finding of Alaa, Yazen and Swran (2020) which showed that distributive justice has a strong correlation with organizational commitment. This finding of the study could be attributed to that fact that distributive justice allows lecturers to have fair share of work resources and fairly treated to put substantial efforts in ensuring strong job commitment. The fairness in allocation of resources and administration of reward to lecturers motivate them and strongly improve their job commitment.

It was also found out that distributive justice is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This supported the finding of Unaam and Benjamin (2021) which revealed that there is significant relationship between distributive justice and job commitment of employee. Edeh and Ugwu (2019) distributive justice has significant relationship with employee commitment in selected private secondary schools in Nigeria. The similarity in findings could be attributed to the fact that the studies were conducted in educational institutions in Nigeria. The finding could be attributed to the fact that lecturers who perceived fairness and appropriateness in their rewards when compared to their colleagues in the same position in other organizations develop mutual trust and positive feelings which they reciprocate by their job commitment.

The finding of the study showed that procedural justice is a moderate predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This disagreed with the finding of Bedük and Kiliñç (2015) which indicated that there was strong positive relationship between procedural justice and organizational commitment. This contradicted the finding of Karanja, Gachunga, Kalio, Goerge and Wanderi (2014) which showed that procedural justice is a strong predictor of organizational commitment. The fairness in the processes of carrying out tasks in an organization strongly improves the job commitment of lecturers. The lecturers who perceive procedure justice in Colleges of Education are provided opportunity voice their opinions regarding work processes to improve their job commitment and their suggestions are taken into consideration.

It was indicated that procedural justice is a significant predictor of lecturers' job commitment in Colleges of Education in South East, Nigeria. This supported the finding of Sholesi and Adeniyi (2022) which showed that there is significant relationship between procedural justice and employees' job commitment. This is contrary to the finding of Tafamel and Akrawah (2019) which indicated that procedural justice has a significant relationship with employee commitment. The contradiction in findings could be explained by different geographical locations characterized by varied means of applying procedural justice.

## **Conclusion**

Based on the findings, it was concluded that organizational culture and 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 supportive fair, respectful and unbiased in their dealings are bound to exhibit positive attitude by being dedicated and committed to their duties. Adequate support, work autonomy, fair reward and equal opportunity for lecturers' promotion and involvement in decision-making make them remain committed to their job. Fair treatment of lecturers in terms of incentives, punishments, participation in decision-making in Colleges of Education with also a set shared of beliefs

and behavioural pattern which forms the core identity of the workplace strengthens their loyalty, dedication and ultimately helps in improving their job commitment.

### **Recommendations**

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

1. Management of Colleges of Education should improve the supportive organizational culture of colleges by convening annual interactive session with lecturers to ascertain and satisfy their basic professional needs which improve their job commitment.
2. Provosts should develop and maintain a collegial environment that gives priority to innovative culture through rewarding of lecturers for generating and applying of new ideas in performing their duties and thereby improve their job commitment.
3. Management of Colleges of Education should constitute a committee saddled with statutorily responsibility of improving distributive justice in all ramifications of resources allocation and rewarding of lecturers to enhance and sustain their job commitment.
4. National Commissions for Colleges of Education should lay minimum standards of operation to guide management of colleges in ensuring procedural justice that brings improvement on the job commitment of lecturers.
5. National Commissions for Colleges of Education should embark on periodic review of organizational cultures of colleges and make recommendations thereon to bring positive modification for creating favourable work environment that improve the job commitment of lecturers.



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