Workplace Best Practices and Teachers' Job Commitment in Public Senior Secondary Schools in Rivers State

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ABSTRACT
The study examined workplace best practices and teachers' job commitment in public senior secondary schools in Rivers State. Two research questions and two hypotheses were answered and tested. The study adopted a correlation research design. The population for the study comprises 7,142 teachers (3,681 males and 3,461 females) in the 276 public senior secondary schools in the 23 Local Government Areas of Rivers State. A sample size of 429 was determined using stratified sampling technique. Workplace Best Practices Scale (WPBPS) and Teachers' Job Commitment Scale (TJCS) were used for data collection. The instruments were validated by the researchers' supervisors and other experts in Measurement and Evaluation. The reliability method adopted for determining the internal consistency of the instruments was Cronbach alpha and it yielded coefficients of 0.85 and 0.83 respectively. Research questions 1 and 2 were answered using simple regression while hypotheses 1 and 2 were tested using t-test associated with simple regression at 0.05 level of significance. It was found that job security has weak, positive and significant relationship with teachers' job commitment in public senior secondary schools in Rivers State. It was concluded that teachers are motivated to their job primarily by job security and open communication and as such, if workplace practices are put in place there will be teachers' job commitment. It was recommended that school principals should establish job security systems in their schools as a way of motivating teachers to be more committed to the job and that principals should develop a proper information system that keeps communication flow effective in the school system.
Keywords: Workplace Best Practices, Job Security, Teachers Job Commitment, Public Senior Secondary Schools

INTRODUCTION
The development of a nation makes the role of teachers very important in the school. This is because there is no country whether developed or developing that does not require the service of the teachers. The development of any nation depends upon the amount of educated individual that has quality education. Education is the most veritable tool for achieving all round development in any country. This justifies why Omoto (2010) opined that if you see any society that is not performing well, search out what is spent on education. The increase in national income and per capital income is a work of education and that gap among nations can better be explained on human capacity rather than physical capacity. The school prepares its young ones for the management of the nation's economy. It passes the desired and acceptable practices, behaviors, values, norms of the society to the students. The school has the responsibility of making sure that it's products are found worthy both in character and in learning.

Therefore, for any educational institutions to achieve its success and goals, it depends on the teachers' commitment. Teachers are regarded as the strongest pillar of the society. A teacher is like a potter who

delicately shapes our impressionable minds, a vessel that defines our perception and ambitions. Teaching is a profession that is a mother of all other occupations. A real teacher has professional pedagogical skills, to add to education innovative technologies upbringing. Personal qualities of the school teacher play a significant role on the educational position, attitude to life of colleagues, students in general. These professional skills and characters of teachers are gain with many years of experience. The teaching profession requires commitment. An effective teacher needs to be committed not only to the students, but to the teaching profession as a whole. It implies keeping the rules and regulations of the teaching profession.

Workplace best practices are defined as practices that have been shown to improve an organization's capacity to effectively attract, select, hire, develop, and retain higher performing manpower. Best practices are methods or techniques that are known to consistently produce optimal and efficient result. Kamat (2016), stated that a happy workplace is a huge asset. In such places something happens that transcends policies and practices. Workplace is not what the organizations are doing; it is what their leaders are doing. Best workplace practices include the day to day relationship that the employees experience, and not a catalog of policies, programmes and benefits. Best practices represent the most efficient course of action in a particular setting or scenario. Normally, best practices are dictated by higher level authority such as management. Then best practices stand as a general guideline for action in a wide variety of arrangement. Rouse (2017) defined best practices as a technique or methodology that through experience and research, has been proven to be reliable and lead to a desired result. The term best practices are often used in the field of health care, government administration, the education system, project management, hardware and software product development and elsewhere. Bob (2017) opined that best practices are important for processes that need to work correctly. Best practices are simply the best ways to do things and have been worked out through trails and errors and are found to be the best most sensible way to proceed. Therefore a healthy workplace tends to exhibit common set of traits that foster excellence productivity and camaraderie. For a teacher to be committed to the school, it is dependent on the workplace best practices in the school system. This is because better outcomes and increased productivity were assumed to be the result of better workplace environment. In workplace where there is no adequate working conditions, employee motivation level decreases and such a situation affects job satisfaction negatively (Dalject, Manoj & Dalvinder, 2011).

Herzberg`s study (1968) stated that if working conditions are not conducive, hardworking employees who can find job elsewhere will leave, while mediocre employees would stay and compromise success. Therefore, a positive workplace culture, attracts talent, drives engagement, impacts happiness and satisfaction, and affects performances. The personality of an organization is influenced by everything such as leadership, management, workplace practices, physical facilities, policies, welfare, people and more.

Kamat, (2016) identified the following characteristics as best workplace practices:

Positive value, relaxed and productive atmosphere, opportunity to use skills, employee contribution in decision making, encourage feedback and recognitions.

i. Positive value (provide clear expectations): positive mission statement outline the goals and demonstrative behavior that exemplify the highest commitment to quality and service to each other. This is because frustrated and demotivated when they do not know what is expected of them. Organizations should create a culture where vision, goals, roles and value of the organization are clearly stated.

ii. Relaxed and productive atmosphere: Employees enjoy coming to work and feel appreciated, acknowledged and rewarded.

iii. Opportunity to use skills: Frustrations and boredom are counterproductive so you need to assign jobs to people with the right skills.

iv. Encourage employees to contribute ideas in decisions involving them, and asking their opinions and listening to their advice and feedback make a huge difference to them.

v. Encourage feedback and recognition

Therefore, have a team based environment, motivate employees to take pride in their work which leads to long lasting trust, and ensure large numbers of workplace best practices that have proven to lead to superior performance for the organization. The outcome of these will lead to selective hiring, employees job security, training in relevant skills, effective teams and high compensation contingent and performance

According to Peffer (1998) there are seven (7) indicators of workplace best practices that can help create an environment where employees would be committed to improving organizational performance. They include: employee job security, sophisticated and selective hiring, extensive training/development, teamwork and decentralization, high result based compensation reduction of status differentiation and employee's involvement and information, sharing and worker voice. Peffer is of the opinion that the concept of High Commitment Management (HCM) is based on significance of developing and sustaining mutual commitment between employees and employers. Thus, employees in a High Commitment Work Environment (HCWE) are expected to manage their own performance and to make conscientious decisions that will benefit their organization.

Job Security and Teachers Job Commitment

Job security is the feeling of having a proper job and the assurance of its continuance in future as well as the absence of threatening factors. If an employee feels that he or she will continue job until the end of his /her services and will not be threatened by the employer for playing his role, such employee enjoys job security. Job security is one of the implications of security. In job security, there are issues such as job changes, and missing the job. According to industrial and organizational psychologists, job security is one of the creators of job satisfaction and commitment.

Faremi (2017) opines that job security is an important determinant of job retention among teachers. It is one of the non-qualified factors that characterized the level of reliability and dependability of a job. Job is one's expectation about continuity in a job situation. It deals with employee feeling over loss of job or loss of desirable job features such as lack of promotion opportunities, current working conditions, as well as long term career opportunities. Teachers' job security is ensured after confirmation of appointment. In other words, the staff is accorded the tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, gives the teacher a sense of job security. Nowadays however, the job security of teachers has been threatened.

Khan and Khan (2012) in their investigation discovered that job safety/security is significantly related to commitment and performance. Job security induces employee commitment in any work situation. Teachers who perceive threats of job security would not put in their best for the achievement of institutional goals and objectives and would not take their job seriously. They would be less committed to the institutions they are working for. Dhuryana and Hassain (2018) assert that organization considers and used many tools for satisfaction of employee like job security, workplace, targets and so on. Yousaf and Waheed (2015) as cited by Dhuryana and Hussan (2018) found that academic staff commitment is influenced by various factor but there are two major factors; job security and job satisfaction. Job security is one`s expectation related in job situation. Job security is important part of job commitment (Akpan, 2013).

Open Communication and Teachers Job Commitment

Communication is highly functional for work and occurs often in a workplace. Peponis (2004), states that informal communication is highly valued. Communication helps to bring people together at workplace. The organizational communication key element in getting people involved into better relationships within an organization, to transmit information, cooperation with each other, understanding and coordinating the work, improving communication climate and learning, and hence to increase overall workplace satisfaction and an individual's job satisfaction (Ali & Haider, 2010). Salacuse (2007) indicates that as a result of changing work environments in which employees are more educated and intelligent than past generations, leaders are now required to lead by negotiation. Specifically, Salacuse notes that in order for leaders to persuade people to follow their vision, they need to communicate effectively by appealing to the interests of the followers. Cassar, (1999) further observes that employee participation, which includes such things as involvement in joint decision making, has been shown to have a positive association with positive work attitudes and employee commitment. Therefore, competent communicators must employ communicative resources such as language, gestures, and voice, and in order for supervisors to be perceived as capable communicators. They must share and respond to information in a timely manner, actively listen to other points of view, communicate clearly and concisely to all levels of the organization, and utilize differing communication channels(Shaw; 2005).

Organizational communication does not involve only upward and downward communication, but managers and employees communicate with each other in various ways at different levels. It may be the formal or informal, verbal or non-verbal, written or oral; and its levels include face to face communication between individuals, group communication among teams and organizational-level communications which involve vision and mission, policies, new initiatives, and organizational Knowledge and performance. All the directions and flows of organizational communications are combined into a variety of patterns called communication networks (Ali and Haider, 2010). Social interactions enable the development of common grounds for communication, which increases communication effectiveness and enhances the ability of individuals to work together. The focus on openness in communication between senior management and employees results in improved employee productivity and engagement. Meetings with top executives help to build affinity and trust. Supportive communication is the most significant factor for the existence of an organization. The quality of organizational communication is often referred to in terms of communication climate, which can be described as 'a subjectively experienced quality of the internal environment of an organization; the concept embraces a general cluster of inferred predispositions, identifiable through reports of members' perceptions of messages and message-related events occurring in the organization (Kitchen and Daly, 2002).

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). It is the creation or exchange of thoughts, ideas, emotions, and understanding between senders and receivers. It is essential for the building and maintaining of relationships in the workplace. Although administrators spend most of their time communicating (sending and receiving information) one cannot assume that meaningful communication occurs in all exchanges (Dunn, 2002). Once a memorandum, letter, fax or email has been sent, many are inclined to believe that communication has taken place. However, communication does not occur until information and understanding have passed between sender and the intended receiver. There is no need denying the importance of communication in the workplace, considering the fact that in an organization people belonging to different social and professional backgrounds come together to work for the same goals. Often it is seen that administrators do not realize the importance of communication at work and thus do not convey their ideas, organizational goals, vision, and so on very clearly. When administrators in an organization are unable to create an environment which promotes open and clear communication, it can have negative repercussions on the work culture and the employee productivity.

Open communication leads more quickly to a mutual understanding and respect for a difference in views, interests and needs. Simply put, being open and honest build a sense of self-worth. It is about being moral, truthful to yourself with others. It requires putting in place active measures that foster an open exchange of information and ideas among employees at every level of your organization. Open communication gives room for transparency, team building and increased profits.

Statement of the Problem

In recent time, the rate of indiscipline and poor academic performance among students of public secondary schools is alarming. It involves late coming, truancy, foolhardiness, lack of attention to lessons, examination malpractices, failures, among others. Every year, several students' results are cancelled and withheld in some examination centers where cases of examination malpractice are reported. International Center for Investigative Reporting (ICIR) on Nov 2, 2020, reports that, WAEC withholds results of 215,149 candidates in 2020 examination over malpractice. All of these place a question mark on teacher's job commitment.

Over the years, teacher's job commitment has prompted educational researchers to steadily make relentless efforts at identifying mitigating factors that might account for the observed poor commitment of teachers. Research studies suggest that factors in the workplace affect teachers' commitment. Among other variables identified are workplace practices such as, teachers' job security, communication system, lack of training and development programmes by the administrators, collaborative team work in school, reward system and other professional growth process to maximize productivity. This may be the reason for teachers' negative attitude to work in in their schools. Indeed teachers need to be taken care of based on their roles in the development of the nation before they can achieve high standard of education. Despite different efforts, teachers continue to exhibit poor commitment in schools and this study is worried about this trend.

Aim and Objectives to the Study

The aim of this study was to determine workplace best practices as they relate to teachers' job commitment in public senior secondary schools in Rivers State. The study sought to:

1. examine the extent job security relate to teacher job commitment in public senior secondary schools in rivers state;
2. investigate the extent open communication relate to teacher job commitment in public senior secondary schools in Rivers State;

Research Questions

The following research questions guided the study:

1. To what extent does job security relate to teacher job commitment in public senior secondary schools in Rivers State?
2. To what extent does open communication relate to teacher job commitment in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance in the course of the study:

1. There is no significant relationship in extent job security relate to teachers' job commitment in public senior secondary schools in Rivers State.
2. There is no significant relationship in extent open communication relate to teachers' job commitment in public senior secondary schools in Rivers State

Theoretical Framework

Maslow's Hierarchy of Needs Theory (1954)
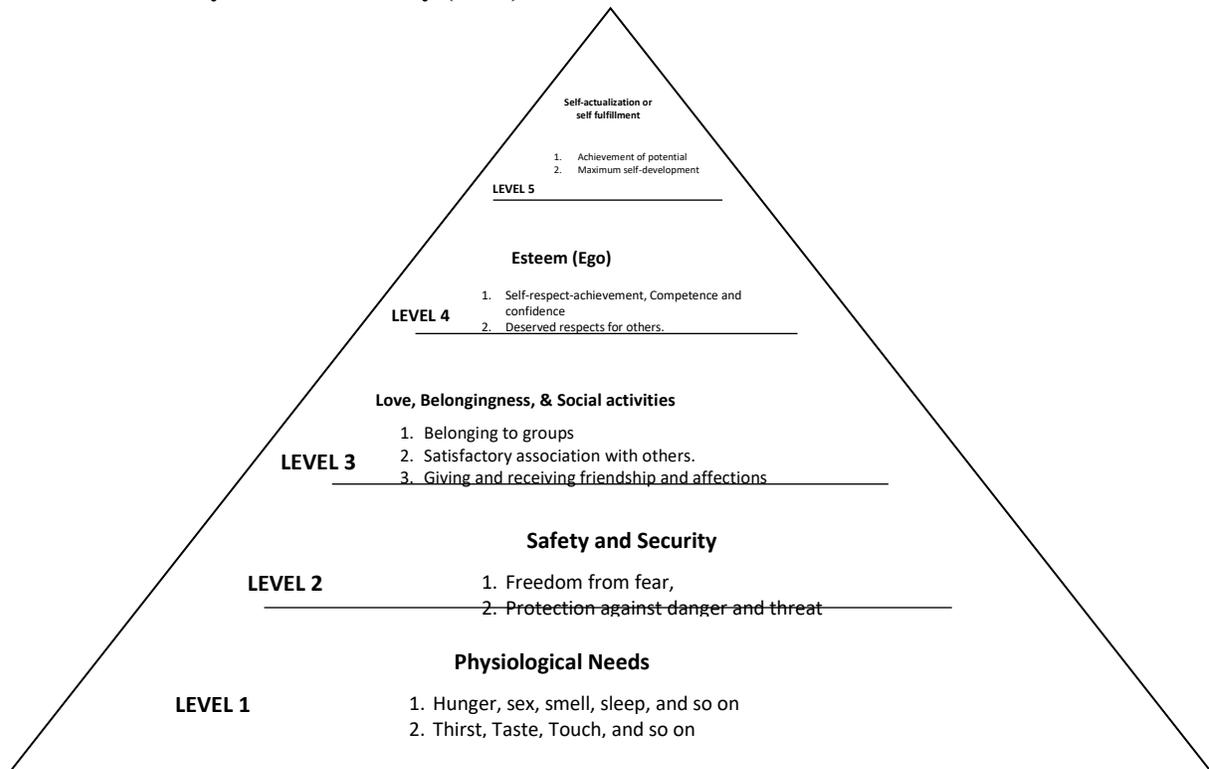
Source: Adopted from Hoy and Miskel (2008). Educational Administration: Theory, research and practice P.137

Maslow's Hierarchy Need Theory (1954)

Abraham Maslow (1954) defined need as a physiological or psychological deficiency that a person feels the compulsion to satisfy as cited by Ramlall (2004). This need can create tensions that can influence a person's work attitudes and behaviors. Maslow formed a theory based on his definition of need that proposes that humans are motivated by multiple needs and that these needs exist in hierarchical order. Maslow's premise is that only unsatisfied need can influence behavior, a satisfied need is not a motivator (Ramlallibid, 2004). A persons' need start at the bottom of the hierarchy and will initially seek to satisfy basic needs (example, food and shelter). Once these physiological needs have been satisfied, they are no longer a motivator. The individual moves up to the next level. Safety need at work could include physical safety (example, protective clothes as well as protection against unemployment, loss of income through sickness and so on). Social needs recognize that most people want to belong to a group. These would include the need for love and belonging (working with colleague who supports them at work, team work, and communication). Esteem needs are about being given recognition for a job well done. They reflect the fact that people seek the esteem and respect of others. A promotion at work might achieve this.

Self-actualization is about how people think about themselves, this is often measured by the extent of success and challenge at work (Ramlall 2004). One should also take care that employees don't just work for financial incentives. Maslow said that people work to survive and live through financial compensation, to make new friends, to have job security, for a sense of achievement and to feel important in the society, to have an identity, and most especially to have job satisfaction. All employees that have job satisfaction are high performers in their respective workplaces. One should create an environment where employees like to come to work because they enjoy their job hence increase performance. Incentives also motivate the employees when you want them to go that extra mile to achieve your goals. Okorie (2012) explains needs hierarchy and teachers with the "principle or participation in work" to clarify this, individual invest themselves in work so as to obtain reward. Such investment includes, time, physical energy, mental energy, creativity, knowledge, skill, enthusiasm, and effort. In return to their expectations are; money, respects, comforts, social acceptance, security, and a sense of accomplishment.

The researchers adopted this theory because it embraces workplace practices in an organization that facilitate commitment. The theory emphasizes on employee needs such as physiological need (good salaries), safety needs (job security), social needs (teamwork) and esteem needs example (rewards). Thus if this theory is inculcated by school administrators, it will motivate teachers to be committed.

METHODOLOGY

The design adopted for this study was the correlational. Answers were sought through research questions and efforts were made to test hypotheses on the variables of the study and their results inferred on the population of the study. The population of the study consisted of all the seven thousand one hundred and forty-two teachers (7,142) in public senior secondary schools in Rivers state. The respondents were all the 7,142 teachers (3681 males and 3461 females) in the 276 public senior secondary schools in the 23 local government area of Rivers State. The sample of the study was 429 teachers of public senior secondary schools in Rivers State. The sample was obtained using Taro Yamane's formula. They were selected using table of random numbers. The respondents of the study responded to a 20-items instrument titled "Workplace Best Practices Scale" (WPBPS) and 10-items questionnaire tagged "Teachers' Job Commitment Scale" (TJCS) used for data collection. The design of the instruments by the researcher is the modified 4-point Likert scale model, and which had reliability index of 0.85 and 0.83 respectively for the two questionnaires. The instrument was validated by experts in the researchers' supervisors and other experts in Measurement and Evaluation. The instrument had two sections namely A and B. Section A was for bio–data collection while section B was subdivided into 2 other sections to elicit information on job security and open communication for teaching improvements in public senior secondary schools. Research questions were answered with simple regression while t-test associated with simple regression was used in testing the null hypotheses at 0.05 alpha level.

RESULTS

Research Question 1: *To what extent does job security relate to teachers' job commitment in public senior secondary schools in Rivers State?*

Table .1: Simple Regression analysis on the relationship between job security and teachers' job commitment in public senior secondary schools in Rivers State

Model	Coefficient	R Square	Adjusted R Square	Decision
1	.573	.450	.496	Weak Positive Relationship

Source: Authors' Computation from SPSS 20

Table 1 shows that the regression coefficient is given as .573. Given the R^2 as .450, it shows that only 45% of the changes in the dependent variable is explained by the independent variable. This shows that there is a weak positive relationship between job security and teachers' job commitment in public secondary schools in Rivers State. However, an increase in job security leads to a corresponding increase in teachers' job commitment in public secondary schools in Rivers State.

Research Question 2: *To what extent does open communication relate to teachers' job commitment in public senior secondary schools in Rivers State?*

Table 2: Simple regression analysis showing the relationship between open communication and teachers' job commitment in public senior secondary schools in Rivers State

Model	Coefficient	R Square	Adjusted R Square	Decision
1	.660	.341	.338	Weak Positive Relationship

Source: Authors' Computation from SPSS 20 Output

Table 2 shows that the regression coefficient was given as 0.660. The R^2 was given as 0.341 implying that only 34% of the changes in the dependent variable is explained by the independent variable. This indicates a weak positive relationship between open communication and teachers' job commitment in public secondary schools in Rivers State. This implies that increase in open communication leads to a corresponding increase in teachers' job commitment in public secondary schools in Rivers State. However, such increases in job security cannot guarantee highest level of teachers' job commitment.

Hypothesis 1: There is no significant relationship in extent job security relate to teachers' job commitment in public senior secondary schools in Rivers State.

Table 3: t-test associated with simple regression analysis on the relationship between job security and teachers' job commitment in public senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	T-Stat	Probability value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	4.705	1.031		1.210	.510		
	Job security	.982	.029	.872	.107	.322	0.05	Insignificant

a. Dependent Variable: teachers' job commitment

Source: Author's Computation from SPSS 20 Output

The regression coefficient is not statistically significant at 0.05 alpha level given p = 0.322 [(p = 0.322) and t-value = 1.210< 2. Therefore, the null hypothesis is accepted. This implied that there is no

significant correlation between job security and teachers' job commitment in public senior secondary schools in Rivers State

Hypothesis 2: There is no significant relationship in extent open communication relate to teachers' job commitment in public senior secondary schools in Rivers State

Table 4: t-test associated with simple regression analysis on the relationship between open communication and teachers' job commitment in public senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	T-Stat	Probability value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	2.213	9.571		.330	.721		
	Open Communication	3.482	7.044	.821	.107	.423	0.05	Insignificant

b. Dependent Variable: teachers' job commitment

Source: Authors' Computation from SPSS Output

Table .3 shows that the p-value is given as 0.423. It is shown that the probability value of 0.423 is greater than the alpha level of significance of 0.05 [($p = 0.423$) >($\alpha = 0.05$)] while (t = .423 < 2). Therefore, the null hypothesis is accepted. This implied that there is no significant relationship between open communication and teachers' job commitment in public senior secondary schools in Rivers State.

DISCUSSION

The first finding of the study revealed that there is a positive correlation between job security and job teachers' commitment in public secondary schools in Rivers State. This is indicative of the fact that, employees' commitment to job has bearing on the level of security he feels about his work. This is consistent with the position of Faremi (2017) who concluded that job security is an important determinant of job retention among teachers. It is one of the non-qualify factors that characterized the level of reliability and dependability of a job. Job is one's expectation about continuity in a job situation. It has to with employee feeling over loss of job or loss of desirable job features such as lack of promotion opportunities, current working conditions, as well as long term career opportunities. However, the results of the study also reveal that the positive relationship is weak and statistically insignificant. This then implies that, though a teacher gets committed when he feels secure about his job, but it is not enough to get the highest level of commitment just with job security alone. This is also confirmed in the conclusion drawn by Okorie (2012) that a teacher has potential to seek motivation but choose to seek satisfaction form hygiene factors tends to view their jobs primarily in terms of salary, working conditions, supervision, job security, school policies and administration, and social relationships. Therefore, it takes more than just job security to attract the higher level of job commitment from teachers.

The second finding of the study revealed that there is a positive relationship between open communication and teachers' job commitment in public secondary schools in Rivers State. Open communication is an indispensable workplace practice that every successful organization thrives on as a key to goal attainment. Public secondary schools in Rivers State also recognize that fact among teachers. Communication may be formal or informal, verbal or non-verbal, written or oral; and its levels include or face-to-face communication between individuals, group communication among teams and organizational-level communications involve vision and mission, policies, new initiatives, and organizational Knowledge and performance. As stated by Kotter (1988), effective organizational communication is critical to actively engage employees, foster trust and respect, and promote productivity. However, the study reveals that open communication has a weak positive and statistically insignificant correlation with teachers' job commitment. This implies that, although open communication fosters trust, respect and productivity according to Kotter ibid. it cannot induce the highest level of job commitment among

teachers' in public secondary schools in Rivers State. Open communication creates clarity and unity of purpose that can lead to goal attainment however, it is not a veritable tool for motivating teachers to commitment to the job with all amount of vigor.

CONCLUSION
Based on the findings, it was concluded that work place best practices are very significant and contributed to teachers' commitment in public senior secondary schools in Rivers State.

RECOMMENDATIONS
Based on the findings and conclusion of this study, the following recommendations are made:
1. School principals should establish job security system in their schools as a way of motivating teachers to commit to the job more.
2. The principals should develop a proper information system that keeps communication flow effectively and faster without bureaucracy in decision-making in every school.

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