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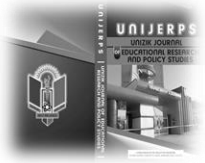
RELATIONSHIP BETWEEN TEACHERS' PERCEPTION OF ORGANIZATIONAL TRUST AND THEIR JOB COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The purpose of the study was to determine the relationship between teachers' perception of organizational trust and their job commitment in secondary schools in Anambra state. The study was guided by two research questions and one hypothesis was tested at 0.05 level of significance. The population of the study comprised 5,261 teachers in the 261 public (State government owned) secondary schools in the state. The sample comprised 1,000 teachers, drawn using multi stage sampling procedure. Data were collected using a researcher developed instruments titled "Organizational Trust Scale (OTS) and "Teachers Commitment Questionnaire (TCQ). The instruments were duly validated by three experts who are all lecturers in the faculty of education, Nnamdi Azikiwe University Awka. The reliability index of 0.70 and 0.82 was obtained using Cronbach Alpha. Out of 1,000 copies of the instruments administered, 991 copies representing 98.6% were duly completed, retrieved and used for data analysis. Data were analysed using Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient. The findings revealed that there is low perception of teachers' organizational trust in secondary schools in Anambra State, there is a low positive correlation between teachers' organizational trust and their job commitment. Based on the findings, it was recommended among others that since teachers perceive low confidence in the good intentions of their principals towards them. The principals should endeavour to establish an open and democratic relationship with the teachers as this will continuously ensure trust based relationship in the school. The government should make efforts to see that the principals uphold conditions that will improve trusting behaviours of the teachers and ultimately teachers' job commitment.

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Introduction

In today's world, one of the factors that make educational organization unique and successful is the extent to which employees expresses trust in their organizational leaders. With trust in the organizational leader, the employees can willingly put more efforts in their job without much supervision because they believe that when the school attains success it is for their general interest. Trust in the organization will positively influence employees into behaviours that are geared towards the full realization of goals and objectives of the organization.

Organizational trust is one of the most comprehensively researched topics in management and organizational psychology. However, a universal definition of organizational trust has yet to be established. Organizational trust is faith in the positive intentions of the leader. According to Gilbert and Tang (1998) organizational trust is the belief that employees will follow the rules. To these authors, that organizational trust is seen as belief, confidence and expectations that an organization will carry out practices that will be beneficial to the workers not harm them.

In a more elaborate manner, Tayo and Adeyemi(2007)describes organizational trust as expressed more likely in the school as the ability of the principal to follow laid down rules in the school, create and sustain fair practices, employ democratic and participatory decision making style that guarantees success in the educational system. The view point of Libson (2014) is that organizational trust is closely tied to the principals' administrative practices as the principals are always seen as the representative of the organization and one who determines the school climate. The principal builds a trusting climate in the school by clearly communicating its actions to the teachers through formal and informal networks (Tan & Lim, 2009). This is supported by Delanye (2011) who opined that organizational trust is the outcome of the principals' communication behaviours such as providing accurate information, giving explanation for decisions and demonstrating sincere and appropriate openness in the school.

Trust is usually conceptualized with two dimensions: Individual trust and Organizational trust. Individual trust

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expresses expectations of an individual that he will never suffer in a relationship but get benefit from the relationship between him and other workers while Organizational trust is the relationship between individual workers in an organization and their leader or supervisor. However, individual trust and organizational trust incorporate and constitute organizational trust (Elisa & Winograph, 2009; Nyhan & Marlowe, 2007; Tan & Tan 2002; Zacher, 2009). In other words, Organizational trust is a one dimension construct which is faith, confidence and belief of individual workers in an organization in the goodwill of their organization towards them. Organizational trust is basically the confidence of individual workers in an organization and it can be inferred from the behaviours of the leaders (Marcel, 2008). This is echoed by Tan and Tan (2009) who said that when a leader consistently exhibits competency, reliability and openness in his job, he or she generates an atmosphere of trust among followers. However, mistrust is the negative response to administrative efforts and roles not carried out well. And some factors appear to relate to mistrust on the principal and some of them are lack of motivation, poor working conditions, alienation and lack of job commitment.

Job commitment is defined by Grusky (1996) as an individual attachment to an organization. Ozsoy et al. (2004) sees Job commitment as prioritizing the organization's interest. Mc Donald and Makin (2000) describes job commitment as a contract between a person and his or her organization. It can also be seen as employees being willing to make intense effort for goals of the organization to be achieved andalso remain members of the organization. Job commitment is an internal force that comes from within an individual. This is true because people differ in what motivates them and what they are seeking from work. However, unless people feel they are valued and treated fairly in an organization, they may not be intellectually and emotionally committed or motivated to willingly give in their best to their job. Asharf and Mohammed (2014) pointed out ways that principals can improve teachers' job commitment and they includes; ensuring that teachers participate in decision making, recommend them for promotion as at when due, appreciate teachers who are hardworking and recognize outstanding staff as all these could encourage teachers regularity and

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punctuality in school, aid them in preparing their lesson effectively, attending classes as scheduled which ultimately leads to job commitment.

Today, most secondary school teachers seem not to be showing high commitment, dedication, and devotion to the discharge of their duties. One wonders what may be weakening teachers' creativity, enthusiasm and willingness to give in their best effort to their chosen field of profession. This constitutes the problem of this study which set to determine the relationship between teachers' perception of organizational trust and their job commitment.

Method

The study adopted the correlational survey design. In this study, the design was used to show the magnitude and level of relationship between teachers' perception of organizational trust and their job commitment. The population of the study was 5,261 teachers in the 261 state government owned secondary schools in Anambra state. A total of 1,000 teachers were sampled from the population using stratified sampling technique.

A researcher developed instrument titled 'Organizational Trust Scale' (OTS) and 'Teachers Commitment Questionnaire' (TCQ) was used for data collection. The instruments contains 30 items which was structured on a 4- point response options of Strongly Agreed (SA), Agreed (A), Disagree(D), and Strongly Disagreed (SD). The instruments were subjected to face validation by three experts; two in Educational Management and one in Educational Measurement and Evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistency of the instruments were verified using Cronbach Alpha, and this yielded a coefficient values of 0.79 and 0.82.

A total of 1,000 copies of the questionnaire were administered by the researchers directly on the respondents. Out of these, only 991 copies representing 98.6% return rate were properly completed, retrieved and were used for data analysis. Mean, Standard deviation and Pearson Product Moment Correlation Coefficient was used in answering the research questions and testing the hypothesis. It is against this basis that the researcher embarked on this study which sought to determine the relationship between teachers' perception of organizational trust and

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their job commitment in public secondary schools in Anambra State. The critical level of significance for all the analysis was p<0.05. All analysis was done using the Statistical Package for Social Sciences (SPSS) version 20.

For answering research question 1 and 2, the items with mean scores of 2.50 and below were taken as "low" level of organizational trust and job commitment respectively while mean scores of 2.50 to 3.80 were taken as "moderate" and mean scores of 3.80 and above were taken as 'high' organizational trust and job commitment. For research question 3 and the hypothesis, items with correlation coefficient of 0.00 to 0.40 were regarded as having low relationship: 0.41 – 0.60 high relationship while items with coefficient of 0.61- 0.80 were regarded as having substantial high relationship. The relationship was regarded as negative if the correlation coefficient is a negative value while it was regarded as positive if the correlation coefficient obtained is a positive value. For testing of the hypothesis the hypothesis was rejected if the probability (p) value obtained is greater than the significant level of 0.05 whereas a hypothesis was not rejected if the probability (P) value obtained is less than the significance level of 0.05.The results are presented in sequential order according to the research question and hypothesis.

Research Questions

The following research questions guided the study:

1. What is the level of perception of teachers' organizational trust in public secondary schools in Anambra state?
2. What is the level of teachers' job commitment in public secondary schools in Anambra state?
3. What is the nature of relationship between teachers' perception of organizational trust and their job commitment in public secondary schools in Anambra.

Hypothesis

The following hypothesis was tested at 0.05 level of significance**:**

1. There is no significant relationship between teachers' perception of organizational trust and their job commitment**.**

Research Question 1:
What is the level of perception of teachers' organizational trust?

Table 1: **Mean and Standard Deviation of Teachers' Perception of Organizational Trust.**

	N	Mean	Standard Deviation	Decision
Teachers' Perception of Organizational Trust	1000	2.13	.89	Low

As shows on Table 1, the grand mean score of teachers' perception of organizational trust is 2.13 and it below the mean the mean score of 2.50. This implies that the teachers perceive low organizational trust.

Research Question 2:

What is the level of the teachers' job commitment in secondary schools in Anambra State?

Table 2:Mean and Standard Deviation of Teachers' Job Commitment

	N	Mean	Standard Deviation	Decision
Teachers Job commitment	1000	3.17	.29	Moderate

The findings displayed in table 2 show that the mean of the total job commitment perceptions of secondary school teachers was 3.17. According to the mean criteria, the grand mean of 3.17 is less than 3.80 and greater than 2.50, hence it indicate moderate job commitment. Based on this result, the teachers' job commitment were moderate.

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Research Question Three

What is the nature of relationship between teachers' perception of organizational trust and their job commitment?

Table 3: Pearson's Correlation between Teachers' Organizational Trust and their Job Commitment

	N	Teachers' Organizational Trust	Teachers' Job Commitment	Decision
Teachers' Organizational Trust	1000	.1	.372	Low positive
Teachers Job Commitment	1000	.372	1	

As shown in Table 3 the Pearson's Correlation Coefficient, r= .372. The correlation coefficient (.372) is between .20 and .40 which shows that a low positive relationship exist between teachers' perception of organizational trust and their job commitment. Thus, if there is an increase in teachers' organizational trust, teachers' job commitment would also increase.

Hypothesis One

There is no significant relationship between teachers' organizational trust and their job commitment.

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Table 4: Test of Significance of Pearson's Correlation between Teachers' Organizational Trust and their Job Commitment

	N	Teachers' of perception Organizational Trust	Teachers' Job Commitment	P- Value	Remarks
Teachers' Perception of Organizational Trust	1000	1	.372		significant
Teachers' Job Commitment	1000	.372		.030	

Data analysis on table 4 show that the probability value obtained r= .372 is greater than the p-value 0.05. Thus there is a significant relationship between teachers' perception of organizational trust and their job commitment. The null hypothesis was therefore rejected.

Discussion of findings

Analysis of data reveals that teachers' perception of organizational trust was low. This implies that the teachers do not have confidence in the good intentions of their principals towards them. This result supports the findings of Even (2015) that teachers perceive low level of organizational trust in the school. This is also consistent with the findings of the Tan(2002) and Dundar (2009) that reports the teachers had a low perception of organizational trust. Similarly, the study of Fatt et al. (2012) affirms this findings that majority of teachers' perceived low organizational trust in their school. A possible explanation for this low organizational trust might be too much bureaucratic comtrol on the part of the principal might be perceived by the teachers as arbitrariness and abuse of power.

The result also shows that the level of teachers' commitment to the job is moderate. This implies that teachers' devotion to the discharge of their duties is on the average. This is tandem with

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the findings of Onuegbu(2014), who found that there is a moderate level of job commitment among teachers. This finding also agrees with that of Akunne (2016) that argued that teachers exhibit moderate level of commitment towards their job and added that this will not enhance the maximum achievement of educational goals. However, Dorji (2014) had a contrary view that teachers showed a high level of commitment in their job . The reason for this discrepancy in the results could be due to the threat of sanctions against erring teachers if they fail to perform their duties and the possible loss of job.

The study also revealed that a low positive correlation exist between teachers' perception of organizational trust and their job commitment. This implies that a unit increase in teachers' organizational trust correlates with a unit increase in their job commitment. This shows that as teachers' organizational trust behaviour increase, their job commitment level increases. This finding is also a confirmation of Mutcheris (2015) whose study found that teachers with high organizational trust are dedicated in making a difference, they show willingness to devote personal time outside the classroom and develop quality relationship while managing the work of teaching. The findings of Nwakalor (2008) also supported this view that no matter the availability of educational infrastructure in the school system they mean nothing if there are no highly committed teachers.

Conclusion

Based on the interpretations of the findings on the data collected and analysed it is concluded that teachers perceived low organizational trust and moderate level of job commitment amongst teachers in secondary schools in Anambra State. Moreso, there exist a low positive relationship between teachers' perception of organizational trust and their job commitment.

Finally, the relationship between the teachers' perception of organizational trust and their job commitment are statistically significant. Hence, there is significant relationship between teachers' organizational trust and their job commitment.

Recommendation

Based on the findings, the following recommendations are made;

1. The government should set up special intervention programme geared at sensitizing principals

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on the need to prevent perceptions of mistrust from resurfacing in the school and focusing more on improving teachers' job commitment through striving to stick to ethical standards in their administrative practices.

2. The principals should endevour to apply rules fairly to all teachers and also pay greater attention to encouraging team work in the school as this will boost teachers trusting behaviour.
3. The government should endeavour to improve teachers' job commitment through empowerment, recognitions, rewards, seminars and workshops.
4. The principals should ensure that there is atmosphere of honest cooperation among them and the teachers.
5. The principals should ensure there is cordial relationship between them and the teachers.

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