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Teacher-Collaboration As Correlates Of Organizational Commitment In Public Secondary Schools In Rivers State, Nigeria.

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ABSTRACT
This study examined teacher-collaboration as correlates of organizational commitment in public secondary schools in Rivers State, Nigeria. The study was guided by 2 objectives, 2 research questions and 2 corresponding null hypotheses. The study was anchored on social exchange theory by George Homans in 1958. The study used a correlational research design with a population of 7,123 teachers distributed over 311 public senior secondary schools in Rivers State, out of which a sample of 379 teachers were drawn using Taro Yamane minimum sample formula. The study used two (2) sets of instruments for collection of data. The first instrument was titled: Staff Collaboration Questionnaire (SCQ) while the second instrument was titled: Organizational Commitment Questionnaire (OCQ). The instruments SCOCQ were validated by the supervisors and three (3) experts in Measurement and Evaluation in the Department of Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt. Cronbach alpha method was used to determine the reliability index of 0.77 for staff collaboration questionnaire and 0.68 was obtained for organizational commitment questionnaire. Simple regression was used to answer research question 1-2 and t-test associated with simple regression was used to test hypotheses 1-2 at 0.05 level of significance. The findings of the study revealed that, there is very high positive joint relationship between staff collaboration variables (shared vision and steam teaching) and organizational commitment in public secondary schools in Rivers State, Nigeria. Based on the findings, the study recommended that, principals should promote a shared vision by involving teachers in the formulation and implementation of school goals, objectives, and policies.
Keywords: Teacher-Collaboration, Organizational Commitment, Public Secondary Schools.

INTRODUCTION

Teacher-collaboration is the process through which teachers work together to improve teaching practices and enhance students' learning outcomes. It involves sharing ideas, experiences, instructional strategies, and resources, as well as jointly planning lessons, solving classroom challenges, and reflecting on teaching practices (DuFour and Eaker, 20219). Effective teacher collaboration promotes professional growth by enabling educators to learn from one another, develop innovative approaches to instruction, and build a supportive professional community (Hargreaves, 2019). Ultimately, collaboration among teachers leads to improved instructional quality, greater consistency in educational practices, and better academic achievement for students.

Teacher collaboration means the intentional and sustained engagement of school personnel in joint activities, shared problem-solving, and mutual support. Collaborative work environments foster trust, promote shared values, and enhance mutual support, all of which can strengthen staff commitment to organizational goals (Johnson, 2019). In schools with strong collaborative cultures, teachers and administrators are more likely to feel included in decisions, valued for their contributions, and connected to a collective mission, thus enhancing overall organizational commitment. Given the unique socio-educational context of Rivers State public secondary schools, where infrastructural challenges, resource constraints, and administrative dynamics may influence workplace relationships, investigating how staff collaboration correlates with organizational commitment offers important insights (Pucci, 2021). This research not only extends the literature on teacher commitment in Nigeria but also informs policy and practice aimed at promoting collaborative school cultures that sustain educational quality and commitment among school personnel.

Organizational commitment is a foundational construct in educational management research because it reflects the psychological attachment and loyalty of employees to their institution and its goals. Broadly defined, organizational commitment refers to the strength of an individual's identification with, involvement in, and emotional attachment to the organization they serve, often influencing their willingness to maintain membership and wholeheartedly pursue organizational objectives (Piccolo et al, 2020). Organizational commitment influences key outcomes such as job performance, retention, collaboration, and overall institutional effectiveness. In educational settings particularly public secondary schools, high levels of organizational commitment among teachers and administrative staff are crucial for sustaining quality teaching and learning processes, promoting professional engagement, and minimizing turnover. Educational institutions depend on committed staff who not only remain in their positions but also actively engage in organizational life, contribute to school improvement, and support collective practices that enhance student outcomes (Yukl, 2023). Committed staff are more likely to go beyond formal job requirements, collaborate effectively with colleagues, and contribute to a positive school climate.

The study of organizational commitment in the context of public schools often draws on a three-component model of commitment affective, continuance, and normative popularized by Meyer and Allen. Affective commitment captures staff members' emotional attachment and identification with the school; continuance commitment reflects the perceived costs associated with leaving the institution; and normative commitment refers to a sense of obligation to remain and contribute to the school's mission (Fejoh, 2025). Understanding these dimensions provides a theoretical lens for examining how collaborative work practices among staff such as shared decision-making, collegial support, and professional learning communities-relate to commitment patterns in Nigerian public secondary schools (Somech and Bogler, 2022).

Shared vision is a collective understanding and commitment to a set of goals and aspirations held by members of an organization. It reflects a common picture of the future that people genuinely want to create together and are willing to work toward (Senge, 2020). In the context of schools, a shared vision articulates what the school community values such as student achievement, inclusivity, innovation, or collaborative practice and aligns stakeholders (teachers, administrators, students, parents) around these aspirational outcomes. A shared vision is not merely a written mission statement it evolves through dialogue, participation, and mutual agreement. It becomes "shared" when people feel ownership over it, when it resonates with their personal and professional values, and when it guides decisions and actions across the organization. When teachers and staff share a clear, collaboratively developed vision, they better understand the purpose of their work. This alignment increases affective commitment because members feel their daily efforts contribute to a purpose they value. Teachers who embrace a school's vision for inclusive achievement are more likely to invest extra effort in differentiated instruction and collaborative planning.

Team teaching (also called co-teaching or collaborative teaching) is an instructional practice where two or more teachers share responsibility for planning, delivering, and assessing instruction for the same group

of students. In this model, teachers work together throughout all stages of teaching from curriculum design to lesson delivery and evaluation rather than teaching independently in isolation. Academic definitions emphasize the collaborative nature and shared responsibility of the practice. For example, Wu et al, (2020) describe team teaching as "the simultaneous presence of two educators in a classroom setting who share responsibility in the development, implementation, and evaluation of direct service to a group of students" while others define it simply as two or more teachers jointly teaching students assigned to a class. Key features of team teaching include: joint planning of lessons and teaching strategies., co-delivery of instruction to engage students with varied teaching styles, shared assessment and evaluation of student learning. Team teaching and staff collaboration are closely linked in fact, team teaching is a form of structured collaboration among professional educators. Team teaching cannot exist without collaboration. Teachers must work together communicating, negotiating, and planning to make shared decisions about objectives, instructional methods, assessment, and classroom management. Collaboration here means teachers doing things together as equal partners toward shared goals.

This study was guided on social exchange theory (SET), originally articulated by sociologists George C. Homans in 1958 and later expanded by Peter Blau in 1964 and Richard Emerson in the 1970s. At its core, Social Exchange Theory posits that social behavior is the result of an exchange process where individuals seek to maximize benefits and minimize costs in their interactions with others. According to Homans (1958), social exchange is grounded in principles of reinforcement: actions that produce rewarding outcomes are likely to be repeated whereas those that are costly or unrewarding are less likely to occur. Blau (1964) further elaborated that social exchange relationships are characterized by reciprocity, trust, and long-term investment, rather than simple quid pro quo transactions.

In the context of organizations, SET suggests that employees engage in behaviors based on the perceived balance between what they contribute and what they receive from the organization and their colleagues. When teachers collaborate sharing ideas, co-planning lessons, supporting one another in discipline issues they invest social and professional capital into the relational network of the school. According to SET, such investments are made with the expectation of returns, which may include emotional support, professional development, a sense of belonging, and recognition. Reciprocal benefits strengthen interpersonal bonds and create positive workplace experiences that shape employees' ongoing attitudes toward the organization.

For this study, the logic of social exchange theory implies that when teachers perceive collaboration as rewarding through support, shared successes, and mutual respect they are more likely to reciprocate with behaviors that reflect commitment to the school's goals and values. Collaboration in this sense is not merely a structural arrangement but a social process embedded in reciprocal relationships. If teachers feel that collaboration yields personal and professional benefits, they are more likely to internalize loyalty to their organization. Conversely, in environments where collaboration is minimal or non-supportive, teachers may feel isolated, undervalued, and less inclined to commit to the institutional mission. Thus, SET provides a compelling explanation for the hypothesized positive relationship between staff collaboration and organizational commitment.

Statement of the Problem

In recent time, teacher-collaboration termed to have been widely recognized as a crucial factor for improving school effectiveness and enhancing organizational commitment. In public secondary schools in Rivers State, it appears, there are persistent challenges such as poor teamwork, lack of mutual support among staff, weak communication channels, and minimal participation in decision-making processes. These issues often lead to low morale, reduced job satisfaction (or low turnover rates) among teachers and other staff members. Truthfully, government has been on its toes to bring about various reforms and policies aimed at improving school performance, but it appears many schools still struggle with poor staff relations and inadequate collaborative practices. In some schools, simple observations show that some teachers operate in isolation, planning and teaching without meaningful interaction with colleagues. Similarly, some support staff had complained of feeling being excluded from decision-making and professional activities, leading to a fragmented work environment.

Furthermore, it appears that the level of organizational commitment among staff in many of the schools seems to be declining, as evidenced by increased absenteeism, lack of enthusiasm, reduced productivity, and frequent job dissatisfaction. This trend raises critical concerns about the capacity of schools to sustain quality teaching and learning, maintain staff retention, and achieve educational goals and this worries the stakeholders and the researcher in particular.

Aim and Objectives of the Study

The aim of the study was to examine the relationship between teacher-collaboration and organizational commitment in public senior secondary schools in Rivers State, Nigeria. Specifically, the objectives were to:

1. examine the relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria.
2. find out the relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria.

Research Questions

The study was guided by the following research questions.

1. What is the relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria?
2. What is the relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho_1: There is no significant relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria.

Ho_2: There is no significant relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria.

METHODOLOGY

This study adopted the correlational research design. The population of the study comprised all the 7,123 teachers in the 311 public senior secondary schools in Rivers State. A sample size of 379 teachers was drawn from the population of 7,123 teachers representing 5.32% using Taro Yamane sampling formula. This study used two sets of instruments for collection of data. The first instrument was titled: Teacher-Collaboration Questionnaire (SCQ) while the second was titled: Organizational Commitment Questionnaire (OCQ)''. The instruments were constructed in such a manner that responses to the items followed a four point Likert type scale of Strongly Agree (SD) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point scale of responses. The instrument SCOCQ was validated for face and content validity by the supervisor and three (3) experts in Measurement and Evaluation in the Department of Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt. The reliability of the instruments was determined using Cronbach alpha method. The researcher administered 20 copies of the instruments to 20 respondents outside the study sample twice in a space of 2 weeks interval. The two sets of result obtained was correlated using Pearson Product Moment Correlation Coefficient. A reliability index of 0.77 was obtained for teacher-collaboration while 0.68 was obtained for organizational commitment. Simple regression was used to answer research question 1-2 and t-test associated with simple regression was used to test hypotheses 1-2 at 0.05 level of significance.

RESULTS

Answer to Research Questions

Research Question 1: *What is the relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria?*

Table 1: Simple Regression on the Relationship Between Shared Vision and Organizational Commitment in Public Secondary Schools in Rivers State, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742[a]	0.551	0.549	0.21405

a. Predictors: (Constant), Shared Vision

Key:

Coefficient of Determination (R-squared)	Interpretations
80 – 100%	Very High Relationship
60 – 79%	High Relationship
59 – 40%	Moderate Relationship
0 – 39%	Low Relationship

(Ukwuije (1996) in Osaat, (2014)

Table 1 shows the results of simple linear regression analysis undertaken on the relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria. The regression coefficient was (R = 0.74), which indicates a high positive relationship between shared vision and organizational commitment. R-squared value, which is to say, coefficient of determination aligned with linear regression coefficient (R) was 0.551. Therefore, there is a high positive relationship between shared vision and organizational commitment in public senior secondary schools in Rivers State, Nigeria.

Research Question 2: What is the relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria?

Table 2: Simple Regression on the Relationship Between Team Teaching and Organizational Commitment in Public Secondary Schools in Rivers State, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685[a]	0.469	0.468	0.23114

a. Predictors: (Constant), Team Teaching

Table 2 illustrates results of simple linear regression analysis conducted on the relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria. The regression coefficient was (R=0.68), which indicates a moderate positive relationship between team teaching and organizational commitment. R-squared value, which implies, coefficient of determination aligned with linear regression coefficient (R) was 0.469. Therefore, there is a moderate positive relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria.

Result of Test of Hypotheses

Hypothesis 1: There is no significant relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria.

Table 3: t-test Associated with Simple Regression on the Significant Relationship Between Shared Vision and Organizational Commitment in Public Secondary Schools in Rivers State, Nigeria.

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)					.000
		1.125	0.062		18.145	
	Shared Vision	0.642	0.03	0.742	21.275	.000

a. Dependent Variable: Organizational Commitment

Table 3 presents the results of t-test associated with simple linear regression on whether there is significant relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria. The Regression coefficient was (R=0.74), but shared vision contributed significantly to the model with β = 0.642 and a significant value of 0.00 was less than $p \leq 0.05$, which shows that there is a significant relationship between shared vision and organizational commitment. The t-test value of 21.275 was found to be significant at the level of 0.000. Therefore, the researcher rejected the null hypothesis and affirmed the alternative hypothesis that there is a significant relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria.

Hypothesis 2: There is no significant relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria.

Table 4: t-test Associated with Simple Regression on the Significant Relationship Between Team Teaching and Organizational Commitment in Public Secondary Schools in Rivers State, Nigeria.

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	1.45	0.075		19.333	.000
	Team Teaching	0.512	0.028	0.685	18.286	.000

a. Dependent Variable: Organizational Commitment

Table 4 shows the results of t-test associated with simple linear regression on whether there is significant relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria. The Regression coefficient was (R=0.68), but team teaching contributed significantly to the model with $\beta = 0.512$ and a significant value of 0.00 was less than $p \leq 0.05$, which shows that there is

a significant relationship between team teaching and organizational commitment. The t-test value of 18.286 was found to be significant at the level of 0.000. Therefore, the researcher rejected the null hypothesis and affirmed the alternative hypothesis that there is a significant relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

Shared Vision and Organizational Commitment in Public Secondary Schools

The findings of research question one revealed that, there is a high positive relationship between shared vision and organizational commitment in public secondary schools in Rivers State, Nigeria. This indicates that to a high positive relationship, the school has a clear and well-communicated vision, staff understand the school's vision and mission, teachers participate in developing the school's vision, the school vision guides our daily activities, there is a common understanding of school goals among staff and the school vision encourages teamwork among staff. This finding is in consonance with Mbonu and Azuji (2021) whose empirical findings have shown that shared vision has a significant positive relationship with organizational commitment among teachers in public secondary schools. Studies revealed that when school administrators involve teachers in decision-making processes, communicate common educational goals clearly, and promote collaborative leadership practices, teachers tend to demonstrate stronger commitment to their schools and responsibilities.

Team Teaching and Organizational Commitment in Public Secondary Schools

The findings of research question two revealed that, there is a moderate positive relationship between team teaching and organizational commitment in public secondary schools in Rivers State, Nigeria. This indicates that to a moderate positive relationship, teachers in this school regularly plan lessons together, participate in collaborative teaching activities, team teaching improves instructional quality in this school, teachers share responsibilities during classroom instruction, there is effective coordination among teachers during team teaching and team teaching helps solve instructional challenges. This finding is in consonance with Mbonu and Azuji (2021) whose empirical evidence has shown that team teaching significantly influences organizational commitment among teachers in public secondary schools. Studies indicated that teachers who participate in collaborative teaching activities such as joint lesson preparation, instructional cooperation, peer mentoring, and shared classroom management tend to exhibit stronger commitment to their schools and professional duties. Research conducted among public secondary school teachers in Nigeria revealed that collaborative work practices improved teachers' sense of unity, morale, and participation in achieving school goals, which in turn enhanced their affective and normative commitment to the organization.

CONCLUSION

Based on the findings of the study, the study concluded that, there is very high positive joint relationship between teacher-collaboration indicators (shared vision and team teaching) and organizational commitment in public secondary schools in Rivers State, Nigeria.

RECOMMENDATIONS

The study provides the following recommendations.

1. Principals should promote a shared vision by involving teachers in the formulation and implementation of school goals, objectives, and policies. This will enhance teachers' sense of belonging and strengthen their commitment to the school system.

2. School principals should encourage team teaching practices among teachers through collaborative lesson planning, peer mentoring, and departmental instructional partnerships. Such collaboration will improve professional relationship and increase organizational commitment among staff.

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