

Role of Perceived Leader Integrity on Teachers' Organizational Commitment among Teachers of Senior Secondary School in Nigeria

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I.INTRODUCTION

A.ORGANIZATIONAL COMMITMENT

Organizational commitment is considered as how attached employees' are to their organization and their willingness to continue to be loyal to the organization as well as the rules and regulation guiding the operations of that organization.

It is considered that employees who are always committed to their organization are willing at all time to work towards the organizational objectives and are ready to remain in that organization and are always ready to work under the principles of that organization.

Organizational commitment is the approval of the rules as well as regulations of an organization by the employee in order to enable him to continue to be part of that organization. The outcomes of job satisfaction are referred as commitment to the organization. The employees' willingness to continue as part of organizational member is also seen as organizational commitment there by accepting and following the rules of the organization in discharging or carrying out various tasks. "Organizational commitment is defined as individual strength which enables him to identify and involved himself in a particular organization"[7]. "Organizational commitment is considered as a factor which is very important in educational institutions" [1]

John (2001) in a study praise of context discussed that age play a significant role in organizational commitment among employees, it was discussed that workers who are old and stayed for long time, working in the organization usually become more committed to the organization[6]. It was found out there is no significance differences among the commitment of male employees and that of female employees. It was determined that employees become more committed to their organization when they are satisfied with their job.

Gangai and Agrawal(2015) in their study organizational commitment and job satisfaction which is important for employee performance at Reality Solution Private Limited in Lucknow, India. A convenient sampling technique was used in data collection from a total of 50 respondents which was calculated using matrix correlation statistical application. The finding reveals that "both male

Abstract: The present research was conducted to find the role of perceived leader integrity on teachers' organizational commitment. Organizational commitment can be seen as how attached employees' are to their organization and their willingness to remain loyal to the organization as well as the rules and regulation guiding the operations of that organization. Leader integrity is seen as having a quality of honesty and good character as well as condition of being complete; it is also seen as a choice upon a leader in order to hold oneself to moral and ethical standard in a consistent manner. In order to obtain accurate and relevant data descriptive survey method and multi-stage sampling technique was used in the present study. 199 senior secondary school teachers from Dutse Municipal of Jigawa State Nigeria were taken as a sample for study. In order to collect data for the study Teachers' Organizational Commitment Scale and Perceived Leader Integrity Scale were used. The findings reveals that majority of teachers are having above average or high commitment to their organization and perceived their leaders as being moderate ethical. No significant difference was found in organizational commitment among secondary school teachers on the basis of gender. But in perception towards leaders male teachers have perception of their leaders to be more ethical as compared to females. Moreover, the results show that there is significant difference among private and public secondary school teachers in their commitment to the organization, which indicated that private secondary school teachers are more committed to their organization in comparison to public secondary school teachers. There is significant difference among public and private secondary school teachers in their perception towards leaders. The study further shows that teachers with different range of experience have same level of commitment towards their organization, and same level of perception towards their leaders. Perceived leader integrity is significantly correlated with teachers' organizational commitment, and shows that there is significant role of perceived leader integrity on teachers' organizational commitment. Finally, the researcher concluded by providing recommendations and suggestions as per the findings.

Index Terms: Teachers' Organizational Commitment, Perceived Leader Integrity, Role, Secondary Schools, Dutse District and Exploratory.

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and female had correlation among factors of commitment to the organization, but there exists no significant correlation between organizational commitment and satisfaction with job"[4].

B.LEADERS' INTEGRITY

Integrity is commonly a concept used in the discussion of leadership either in organizational theory. According to Jendia (2015) Integrity is the quality of having strong moral principle, and/or moral uprightness and being honest[5][10]. Values and Values (2010) define leader integrity as having a quality of honesty and good character as well as condition of being complete[12]. Chi & Chi (2014) sees leader integrity as a choice upon a leader in order to hold oneself to moral and ethical standard in a consistent manner[2]. According to Shahid & Arabia (2013) integrity is regarded as accuracy of one's actions, truthfulness and honesty. It is derived from Latin word 'Integer' meaning complete or whole. Hence, integrity refers to the wholeness of inner sense which comes from such qualities like honesty, character consistency, that is giving judgment to someone or other as having integrity to the level that they act according to the beliefs, values and principle which they seem or claim to hold within themselves (Dugger, 2007).

Leadership with integrity has direct effect on how well and efficient teachers should be able to discharge their duties in an effective manner. Bogler (2001) as well as Fullan (2002) in their study discussed that leaders who turned successful are expected to possess integrity in their leadership so as to be able to make completeness and carry out their administrative and leadership functions irrespective of challenges. Alagereband (1997) discussed that the leadership with integrity influences teachers' efficacy as well as effectiveness.

Moorman et al (2012) described integrity as inclusion of personal inner sense of completeness which is resulted from consistent uprightness of characters as well as honesty. Mineo (2014) believed that out of all characteristics needed in leaders, integrity is very vital, but there is still who are lacking credibility[8]. However, lack of integrity is intolerable otherwise everything else which contributes to the success of corporate organization will without doubt suffer. In order to build integrity it must be felt in one's gut and in the core beliefs, as being honest and trustworthy is the correct practice in every organization. Organizations should build integrity among the leadership team, which will aim at integrating integrity in the culture of the organization.

Moorman et al(2012) in the study conducted on leader integrity, introducing multidimensional approach discussed that this term leader integrity till date is at its early stage because there was no enough literature which can fully describe the concept of leader integrity which could be used to make description and develop or construct measures[9]. It was discussed however, that follower makes description and categorization of leaders based on multiple traits, past experiences and attributes. The study discussed on concept of proof tests of how followers can be able to put in their own contribution of integrity leadership, and the result indicated that followers use diverse sources of

information at complex level when making their contributions on leader integrity which include judgment of moral values which leaders possess and whether the leader exhibit these values in a consistent manner or not.

Kerr (1988) as quoted in Robbert and Nancy (2005) made lists of ten components which are considered as the ten commandments of executive integrity: Tell people the truth; be obedient to laws; reduce ambiguity; accept responsibility; show concern to others; participate in other activities; support freedom from the influence of corruption; act all the time; provide consistency in all the cases; and give consistency between actions and values. Hence, integrity is good for the organization as a whole. It was further discussed that lack of integrity makes, managers or leaders in a stage of non-attainment of the goodwill and trust of the organization and they are both very important for effective leadership.

Pillay(2014) in the study of integrity leadership discussed those good and or great leaders do model integrity there by being honest, and do things right regardless of whatever the circumstances, and it was discussed that integrity is something which is truly holistic and complete. Hence, leading with integrity means leading complete, it was found out that integrity is a way of life and non-negotiable therefore, it should be adopted as such. It was concluded that to have a good foundation of integrity along with ethics as well being flexible in facing problems and challenges is a key in the hand of leaders capable of dealing with daily problems of organization.

II. OBJECTIVES

- 1) To find and analyze the level of perceived leader integrity and teachers' organizational commitment among teachers of secondary schools of Dutse Municipal.
- 2) To determine the differences of perceived leader integrity and teachers' organizational commitment with respect to type of school, gender and experiences.
- 3) To determine the role of perceived leader integrity on teachers organizational commitment of secondary school teachers of Dutse Municipal

III . RESEARCH METHODOLOGY

The present study is descriptive in nature hence, descriptive survey method was used. Null hypotheses were framed for testing. The sampling consisted of 199 teachers of secondary school of Dutse Municipal in Jigawa State Nigeria. A multistage sampling technique was used for the collection of data from teachers of secondary schools of Dutse Municipal. There were 12 public and 5 private schools in Dutse Municipal of Jigawa State Nigeria of which 8 and 4 schools were selected from public and private schools respectively representing 80% from each. However, 50 to 60% teachers were selected from all the selected school.



IV. DELIMITATIONS OF THE STUDY

- The present study was restricted only to Dutse Municipal of Jigawa State, Nigeria.
- The present study was restricted only to senior secondary school teachers in Dutse Municipal of Jigawa State, Nigeria

V. TOOLS USED

In order to collect data on this study “Perceived Leader Integrity Scale (PLIS)” developed by ‘S. Bartholomew Craig’ and “Teachers’ Organizational Commitment Scale (TOCS)” developed by ‘Sajid Jamal and Abdul Raheem (2014)’ were used.

VI. DISCUSSION OF RESULT

A. Level of Teachers’ Organizational Commitment

Table 1.1 Level of Teachers’ Organizational Commitment

Level	CTS		CTW		CWG		CTP		TOC	
	FR	%	FR	%	FR	%	FR	%	FR	%
	Extremely High	65	33	17	8.5	10	5	22	11	10
High	73	37	65	33	57	29	42	21	69	35
Above Average	44	22	58	29	72	36	44	22	72	36
Average	12	6	48	24	34	17	58	29	45	23
Low	3	1.5	9	4.5	22	11	29	15	3	1.5
Very Low	2	1	1	0.5	4	2	4	2	0	0
Extremely Low	0	0	1	0.5	0	0	0	0	0	0
Total	199	100	199	100	199	100	199	100	199	100

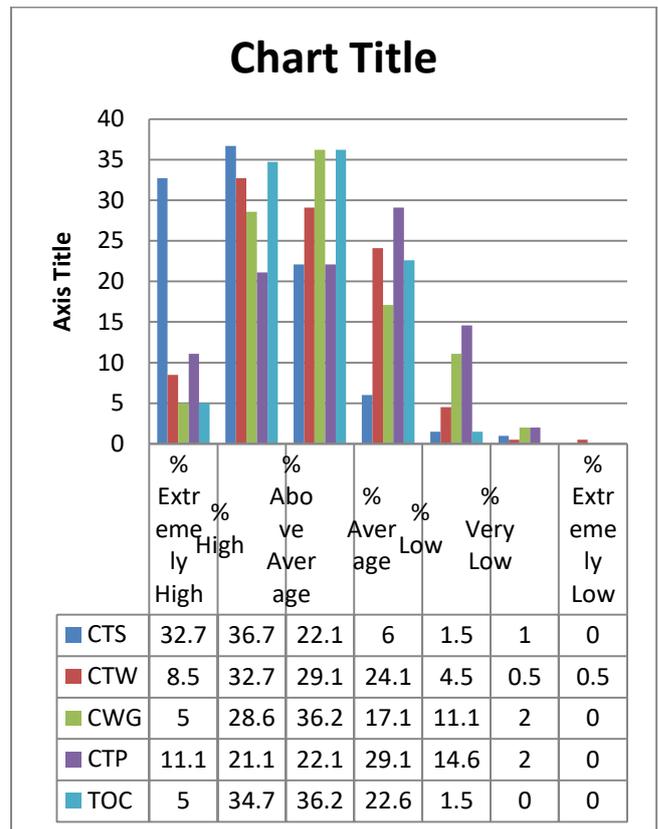


Figure 1.1 Level of Teachers’ Organizational Commitment

Dimension 1: The above table shows the commitment to school (CTS) among teachers as one of the dimension of teachers’ organizational commitment. The data reveals that 65 teachers (32.7%) have extremely high level of commitment to school, 73 teachers (36.7%) have high commitment to school, 44 teachers (22.1%) have above average commitment to school, 12 teachers (6.0%) have average commitment to school, teachers (1.5%) have low average commitment to school and 2 teachers (1.0%) have very low commitment to school. Therefore, it can be interpreted that majority of teachers have either extremely high or high commitment to school.

Dimension 2: The above table shows the commitment to teaching work (CTW) among teachers as one of the dimension of teachers’ organizational commitment. The data reveals that 17 teachers (8.5%) have extremely high commitment to teaching work, 65 teachers (32.7%) have high commitment to teaching work, 58 teachers (29.1%) have above average commitment to teaching work, 48 teachers (24.1%) have average commitment to teaching work, 9 teachers (4.5%) have low commitment to teaching work, 1 teacher (.5%) have very low commitment to teaching work and 1 teacher (.5%) have extremely low commitment to teaching work. Therefore, it can be interpreted that majority of teachers have either high commitment, above average commitment or average commitment to teaching work. The reason could be



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teachers in Dutse Jigawa State Nigeria are given special salary by the state government as one of the motivating factor.

Dimension 3: The above table shows the commitment to work group (CWG) among teachers as one of the dimension of teachers' organizational commitment. The data reveals that 10 teachers (5.0%) have extremely high commitment to work group, 57 teachers (28.6%) have high commitment to work group, 72 teachers (36.2%) have above average commitment to work group, 34 teachers (17.1%) have average commitment to work group, 22 teachers (11.1%) have low commitment to work group and 4 teachers (2.0%) have very low commitment to work group. It can be interpreted that majority of teachers have above average commitment to work group.

Dimension 4: The above table shows the commitment to teaching profession (CTP) among teachers as one of the dimension of teachers' organizational commitment. The data reveals that 22 teachers (11.1%) have extremely commitment to teaching profession, 42 teachers (21.1%) have high commitment to teaching profession, 44 teachers (22.1%) have above average commitment to teaching profession, 58 teachers (29.1%) have average commitment to teaching profession, 29 teachers (14.6%) have low commitment to teaching profession and 4 teachers (2.0%) have very low commitment to teaching profession. So it can be interpreted that majority of teachers are having average, above average or high commitment to teaching profession.

The above table shows the scores of secondary school teachers in teachers' organizational commitment (TOC). The table reveals that 10 teachers (5.0%) have extremely high organizational commitment, 69 teachers (34.7%) have high organizational commitment, 72 teachers (36.2%) have above average organizational commitment, 45 teachers (22.6%) have average organizational commitment and 3 teachers (1.5%) have low organizational commitment. So, it can be interpreted that majority of teachers are having above average or high commitment to their organization. The reason for more commitment to their organization can be the motivation being given to them by the government as having a good salary and other benefits special for teachers. Suma & Lesha(2013) in their research job satisfaction and organizational commitment conducted in Shkoder Municipality , Albania using survey based descriptive research revealed that quality of supervision, pay satisfaction and the satisfaction with work showed positive impact on employees' commitment to the organizational of Shkoder municipality[11]. It further reveals that employees had a very higher level of commitment to the organizational and satisfaction with their job, supervision, pay and salaries as well as opportunities for promotion.

B. Level of perceived leader integrity

Table 1.2 Level of Perceived Leader Integrity (PLI)

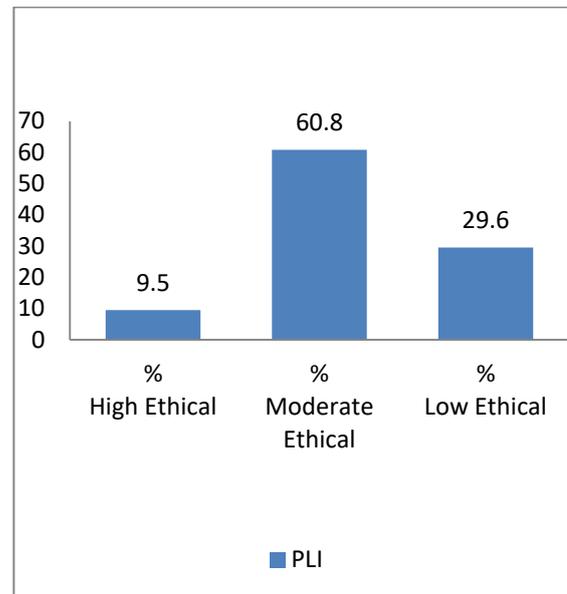


Figure 1.2 Level of Perceived Leader Integrity

The above table shows the scores of secondary school teachers on perceived leader integrity (PLI). The table reveals that 19 teachers (9.5%) perceived their leader as being high ethical, 121 teachers (60.8%) perceived their leader as being moderate ethical and 59 teachers perceived their leader as being low ethical. Therefore, it can be interpreted that majority of teachers perceived their leaders as being moderate ethical. The reason can be even though teachers see their leaders as being ethical but they still think that for certain conditions their leaders can involve in one unethical thing or the other. Mineo(2014) in the study conducted on the importance of trust in leadership discussed that trust serve as a vehicle through which both leader and follower achieve their goal which in turn lead to the attainment of organizational objectives. It was found out that the trust which leaders has in their followers makes both the leaders and those they lead to excel, trust is a huge investment which over time or give way for true success as a whole in the organization.

C. To compare teachers' organizational commitment among male and female secondary school teachers

Level	Frequency	Percent
High Ethical	19	9.5
Moderate Ethical	121	60.8
Low Ethical	59	29.6
Total	199	100

Table 1.3 Gender wise differences in teachers’ organizational commitment

Dimension	Group	N	Mean	SD	t-value	Df	P-value	Interpretation
CTS	Male	127	56.43	6.819	2.230*	197	0.027	Significant
	Female	72	54.07	7.792				
CTW	Male	127	47.34	6.896	0.796	197	0.427	Insignificant
	Female	72	46.5	7.558				
CWG	Male	127	31.98	4.941	0.898	197	0.37	Insignificant
	Female	72	31.31	5.43				
CTP	Male	127	30.88	5.367	-1.747	197	0.082	Insignificant
	Female	72	32.25	5.2				
TOC	Male	127	174.48	16.277	0.819	197	0.414	Insignificant
	Female	72	172.5	16.589				

*0.05 level of significance

From table 3.9 it is clear that in first dimension of teachers’ organizational commitment that is commitment to school (CTS), mean value of male teacher is 56.43, SD is 6.819 which is higher than the mean value of female teachers 54.07, SD is 7.792, t-value is 2.230 which is significant at 0.05 level of significance, (p-value is .027 which is less than 0.05). So it can be interpreted that there is significant difference among male and female secondary school teachers in their commitment to school. So the null hypothesis states that “there exists no significant difference among male and a female secondary school teacher in commitment to school” is not accepted. The male teachers are found more committed to school in comparison to female teachers.

The second dimension which is commitment to teaching work (CTW) shows the mean value of male teachers is 47.34, SD is 6.896 and the mean value of female teachers is 46.50, SD 7.558, t-value is 0.796 which is not significant at both level of significant (p-value is .427 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in their commitment to teaching work. So the null hypothesis which states “that there exists no significant difference among male and female secondary school teachers in commitment to teaching work” is accepted. The difference in mean which appears can be due to sampling error or due to chance factors.

The third dimension commitment to work group (CWG) shows the mean value of male teachers is 31.98, SD is 4.941 and the mean value of female teachers is 31.31 , SD is 5.430, t-value is 0.898 which is not significant at both level of significance (p-value is .370 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in their commitment to work group. So the null hypothesis which stated that “there exists no significant difference among male and female secondary school teachers in commitment to work group” is accepted.

The fourth dimension commitment to teaching profession (CTP) shows the mean value of male teachers is 30.88, SD 5.367 and the mean value of female teachers is 32.25, SD is 5.200, t-value is 1.747 which is not significant at both level of significance (p-value is .082 which is greater than 0.05). So it can be interpreted that there is no

significant difference among male and female secondary school teachers in their commitment to teaching profession. So the null hypothesis which states that “there exists no significant difference among male and female secondary school teachers in commitment to teaching profession” is accepted. The difference in mean which appears can be due to sampling error or due to chance factors.

The overall teachers’ organizational commitment (TOC) shows the mean value of male teachers is 174.48, SD 16.277 and the mean value of female teachers is 172.50, SD 16.589, t-value is 0.819 which is not significant at both level of significance (p-value is .414 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in their organizational commitment. So the null hypothesis which states that “there exists no significant difference among male and female secondary school teachers in organizational commitment” is accepted. The difference in mean which appears can be due to sampling error or due to chance factors.

The results shows that there exists no significant difference among male and female secondary school teachers in organizational commitment as a whole, but there is significant difference among male and female secondary school teachers in their commitment to school. The male are more committed to school as compared to the female secondary school teachers. It was found out there is no significance differences among the commitment of male employees and that of female employees. “It was concluded that employees are more committed to their organization when satisfied with their job” (John, 2001).

D. To compare perceived leader integrity among male and female secondary school teachers

Table 1.4 Gender wise differences in perceived leader integrity

Dimens ion	Grou p	N	Mean	SD	t- valu e	Df	p-value	Interpretati on
A	Male	127	46.25	15.630	2.400**	197	.017	Significant
	Femal e	72	40.93	13.898				

** 0.05 level of significance

From table 3.12 is clear that perceived leader integrity (PLI) shows the mean value of male teachers is 46.25, SD 15.630 and the mean value of female teachers is 40.93, SD 13.898, t-value is 2.400 which is significant at both level of significance (p-value is .017 which is less than 0.05). So the null hypothesis state that “there exists no significant difference among male and female secondary school teachers in their perception towards their leaders” is not accepted. The male teachers have perception of their leaders to be more ethical as compared to females. The reason can be female teachers consider male leaders involving in some unethical things compared to female leaders and in Dutse Jigawa State most of the leaders in secondary schools



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are male. Chi & Chi(2014) conducted study to find out impact of perceived leaders integrity of executive with respect to ethical and servant leadership on the job burnout, it was discussed that Age, gender and years of service are identified to be the demographic variables which significantly determined leader's integrity and job burnout.

E. To compare teachers' organizational commitment among public and private secondary school teachers

Table 1.5 showing the difference of public and private school teachers in organizational commitment

Dimension	Group	N	Mean	SD	t-value	Df	p-value	Interpretation
CTS	Public	115	54.89	7.321	-1.577	197	.116	Insignificant
	Private	84	56.52	7.102				
CTW	Public	115	45.97	7.296	-2.508**	197	.013	Significant
	Private	84	48.50	6.678				
CWG	Public	115	31.08	5.277	-2.148**	197	.033	Significant
	Private	84	32.64	4.781				
CTP	Public	115	30.29	5.042	-3.465*	197	.001	Significant
	Private	84	32.87	5.392				
TOC	Public	115	170.62	16.285	-3.247*	197	.001	Significant
	Private	84	178.07	15.590				

*0.01 level of significance

** 0.05 level of significance

From table 3.13 it is clear that in first dimension of teachers' organizational commitment that is commitment to school (CTS), mean value of public secondary school teachers is 54.89, SD is 7.321 and the mean value of private secondary school teachers is 56.52, SD 7.102, t-value is 1.577 which is not significant at both level of significance (p-value is .116 which is greater than 0.05). So the null hypothesis state that "there exists no significant difference among public and private secondary school teachers in commitment to school" is accepted.

The second dimension is commitment to teaching work (CTW), mean value of public secondary school teachers is 45.97, SD is 7.296 and the mean value of private secondary school teachers is 48.50, SD 6.678, t-value is 2.508 which is significant at 0.05 level of significance (p-value is .013 which is less than 0.05). So the null hypothesis state that "there exists no significant difference among public and private secondary school teachers in commitment to teaching work" is not accepted. Private secondary school teachers are more committed to teaching work compared to public secondary school teachers. The reason is teachers of private schools in Dutse Municipal are satisfied with their job, hence committed to their organization and private schools management provides

several professional development programs for teachers which lead them to being effective in their profession.

The third dimension is commitment to work group (CWG), mean value of public secondary school teachers is 31.08, SD 5.277 and the mean value of private secondary school teachers is 32.64, SD 4.781, t-value is 2.148 which is significant at 0.05 level of significance (p-value is .033 which is less than 0.05). So the null hypothesis state that "there exists no significant difference among public and private secondary school teachers in commitment to work group" is not accepted.

The fourth dimension is commitment to teaching profession (CTP), mean value of public secondary school teachers is 30.29, SD 5.042 and the mean value of private secondary school teachers is 32.87, SD 5.392, t-value is 3.465 is significant at both level of significance (p-value is .001 which is less than 0.05). So the null hypothesis state that "there exists no significant difference among public and private secondary school teachers in commitment to teaching profession" is not accepted. Private secondary school teachers are more committed to teaching profession compared to public secondary school teachers. The reason can be most of private school engage teachers only who have teaching profession hence are more committed to their profession.

The overall teachers' organizational commitment (TOC) shows the mean value of public secondary school teachers is 170.62, SD 16.285 and the mean value of private secondary school teachers is 178.07, SD 15.590, t-value is 3.247 which is significant both level of significance (p-value is .001 which is less than 0.05). So the null hypothesis state that "there exists no significant difference among public and private secondary school teachers in their commitment to the organization" is not accepted.

The results shows that there is significant difference among public and private secondary school teachers in their commitment to the organization as a whole but there is no significant difference among public and private secondary school teachers in their commitment to school. The reason can be private school teachers become more committed to their organization because of fear of losing their job, due to job insecurity in private schools compared to public schools.

F. To compare perceived leader integrity among public and private secondary school teachers

Table 1.6 showing the difference of public and private school teachers in perceived leader integrity

Dimension	Group	N	Mean	SD	t-value	df	p-value	Interpretation
A	Public	115	47.61	16.956	3.673*	197	.000	Significant
	Private	84	39.83	11.022				

*0.01 level of significance



From table 3.16 is clear that the scores of perceived leader integrity (PLI), the mean value of public secondary school teachers is 47.61, SD 16.959 and the mean value of private secondary school teachers is 39.83, SD 11.022, t-value is 3.673 which is significant at both level of significance (p-value is .000 which is less than 0.05). So the null hypothesis state that “there exists no significant difference among public and private secondary school teachers in their perception towards their leaders” is not accepted. The reason can be private school teachers may have negative perception towards their leaders because they are strict as trying to maximize profit, and most of private school teachers are working there because they have no other job doing, once they get another job they will quite hence, the way they perceive their leaders is quite different from the way public school teachers perceive their leaders.

G. To compare teachers’ organizational commitment of secondary school teachers with respect to teaching experience

Table 1.7 showing the results pertaining analysis of teachers’ organizational commitment with respect to teaching experience

Variables/Dimension	Years of Experience	N	Mean	Std. Deviation
Commitment to School (CTS)	0-5 Years	97	54.85	7.414
	6-10 Years	60	56.93	7.401
	10 years and above	42	55.33	6.539
Commitment to Teaching Work (CTW)	0-5 Years	97	47.90	7.200
	6-10 Years	60	46.87	7.082
	10 years and above	42	45.29	6.883
Commitment to Work Group (CWG)	0-5 Years	97	31.67	5.192
	6-10 Years	60	32.32	5.017
	10 years and above	42	31.07	5.130
Commitment to teaching Profession (CTP)	0-5 Years	97	31.08	5.651
	6-10 Years	60	31.97	4.805
	10 years and above	42	31.21	5.358
Teachers’ Organizational Commitment (TOC)	0-5 Years	97	173.57	17.289
	6-10 Years	60	175.72	15.714
	10 years and above	42	171.43	15.124

1.8 ANOVA table for analysis of teachers’ organizational commitment with respect to teaching experience

	Variable	Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
CTS	Between Groups	164.796	2	82.398	1.574	.210	Insignificant
	Within Groups	10261.747	196	52.356			
CTW	Between Groups	202.280	2	101.140	2.007	.137	Insignificant

	Within Groups	9878.474	196	50.400			
CWG	Between Groups	39.200	2	19.600	.746	.476	Insignificant
	Within Groups	5151.212	196	26.282			
CTP	Between Groups	30.389	2	15.194	.531	.589	Insignificant
	Within Groups	5604.345	196	28.594			
TOC	Between Groups	461.616	2	230.808	.859	.425	Insignificant
	Within Groups	52640.283	196	268.573			

From the ANOVA table 3.19 above it is evident that in the first dimension of teacher’s organizational commitment that is commitment to school the mean value of teachers with 6-10 years of experience is highest (M=56.93) followed by mean of teachers with above 10 years experience (M=55.33) while mean of teachers with 0-5 years experiences is relatively lower with (M=54.85) in their commitment to school. It is clear from the table that (F= 1.514, p-value = .210 which is greater than 0.05), hence this difference is statistically insignificant. Therefore, the null hypothesis stated that “there exists no significant difference among teachers with different range of experience in their commitment to school” is accepted, means the teachers with different range of experience have same level of commitment to their school, experience does not affect commitment to school.

The second dimension is commitment to teaching work in which the mean value of teachers with 0-5 years of experience is highest (M=47.90) followed by mean of teachers with 6-10 years experiences (M=46.87) while mean of teachers with above 10 years experiences is relatively lower with (M=45.29) in their commitment to teaching work. It is clear from the table that (F= 2.007, p-value = .137 which is greater than 0.05), hence this difference is statistically insignificant. Therefore, the null hypothesis state that “there exists no significant difference among teachers with different range of experience in their commitment to teaching work” is accepted, which means teachers with different range of experience have same level of commitment to teaching work.

The third dimension is commitment to work group in which the mean value of teachers with 6-10 years of experience is highest (M=32.32) followed by mean of teachers with 0-5 years experiences (M=31.67) while mean of teachers with above 10 years experiences is relatively lower with (M=31.07) in their commitment to work group. It is clear from the table that (F= .746, p-value = .476 which is greater than 0.05), hence this difference is statistically insignificant. Therefore, the null hypothesis state that “there exists no significant differences among teachers with different range of experience in their commitment to work group” is accepted, which means teachers with different range of experience have same level of commitment to work group.



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The fourth dimension is commitment to teaching profession in which the mean value of teachers with 6-10 years of experience is highest (M=31.97) followed by mean of teachers with above 10 years experiences (M=31.21) while mean of teachers with 0-5 years experiences is relatively lower with (M=31.08) in their commitment to teaching profession. It is clear from the table that (F= .531, p-value = .589 which is greater than 0.05), hence this difference is statistically insignificant. Therefore, the null hypothesis state that there “exists no significant differences among teachers with different range of experience in their commitment to teaching profession” is accepted, which means teachers with different range of experience have same level of commitment to teaching profession.

The overall teachers' organizational commitment shows the mean value of teachers with 6-10 years of experience is highest (M=175.72) followed by mean of teachers with 0-5 years experiences (M=173.57) while mean of teachers with above 10 years experiences is relatively lower with (M=171.43) in the commitment to their organization. It is clear from the table that (F= 859, p-value = .425 which is greater than 0.05), hence this difference is statistically insignificant. Therefore, the null hypothesis state that “there exists no significant difference among teachers with different range of experience in commitment to their organization” is accepted, which means teachers with different range of experience have same level of commitment towards their organization.

The reason can be secondary school teachers are given and or are enjoying same benefits and rewards irrespective of their years of experience even though incentives and pay is administered based on grade level of the teacher. All teachers enjoy teachers' development program irrespective of their years of experience, hence all have same level of commitment toward their organization because they all are satisfied with their job.

John (2001) in a study praise of context discussed that age play a significant role in organizational commitment among employees, it was discussed that workers who are old and stayed for a long period of time working in the organization usually or likely to be more committed to the organization.

H. To compare perceived leader integrity of secondary school teachers with respect to teaching experience

Table 1.9 showing the results pertaining analysis of perceived leader integrity with respect to teaching experience

Variables/Dimension	Years of Experience	N	Mean	Std. Deviation
Perceived Leader Integrity (PLI)	0-5 Years	97	43.92	16.154
	6-10 Years	60	46.13	14.283
	10 years and above	42	42.69	14.299

1.10 ANOVA table for analysis of perceived leader integrity with respect to teaching experience

	Variable	Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
PLI	Between Groups	324.519	2	162.260	.699	.498	Insignificant
	Within Groups	45471.250	196	231.996			

1

From the ANOVA table 3.26 above it is evident that the overall scores of perceived leader integrity shows the mean value of teachers with 6-10 years of experience is highest (M=46.13) followed by mean of teachers with above 10 years experiences (M=42.69) while mean of teachers with 0-5 years experiences is relatively lower (M=34.92) in teacher effectiveness. It is clear from the table that (F= .699), p-value = .498 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis state that “there exists no significant differences among teachers with different range of experience in the perception towards their leader” is accepted, which means teachers with different range of experience have same level of perception towards their leaders. The reason can be leaders do not show any differences in the administration of their leadership role in relation to teachers irrespective of their work experience hence, teachers perceived their leaders as either high ethical, moderate ethical or low ethical without being influence by years of experience.

Table 1.11 Correlation Table of Perceived Leader Integrity with Teachers' Organizational Commitment

		Teachers' Organizational Commitment
Perceived Leader Integrity	Pearson Correlation	-.355**
	Sig. (2-tailed)	.000
	N	199

** . Correlation is significant at the 0.01 level (2-tailed).

From the table 3.27 it is clear that perceived leader integrity is significantly correlated with teachers' organizational commitment, p-value being 0.000 significant at 0.01 level of significance. The Pearson correlation value (-0.355) also reveals that both the variables are related to each other moderately but the correlation is negative in nature. This indicated that Perceived Leader Integrity decreases the teacher organizational commitment of secondary school teachers of Dutse Municipality.



1.12 ANOVA table showing the results pertaining the role of perceived leader integrity on teachers’ organizational commitment

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6698.499	1	6698.499	28.438	.000 ^a
	Residual	46403.401	197	235.550		
	Total	53101.899	198			

a. Predictors: (Constant), Perceived Leader Integrity (PLI)
b. Dependent Variable: Teachers Organizational Commitment (TOC)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	190.717	3.360		56.760	.000
	Perceived Leader Integrity (PLI)	-.382	.072	-.355	-5.333	.000

a. Dependent Variable: Teacher Organizational Commitment (TOC)

Looking at the ANOVA table above, it is clear that regression model is statistically significant (df1= 1, df2= 197, F= 28.438) with p= 0.000 which indicated that overall, the model applied can statistically and significantly predict the dependent variable (Teachers’ Organizational Commitment). Therefore, the null hypothesis stated that “there exists no significant role of leader integrity on teachers’ organizational commitment” is not accepted, indicating that there is significant role of perceived leader integrity on teachers’ organizational commitment.

Table 1.13 Model Summary Table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355 ^a	.126	.122	15.348

a. Predictors: (Constant), Perceived Leader Integrity(PLI)

From the model summary table it can be seen that value of regression coefficient ($R^2 = 0.126$), which means that Perceived leader integrity is contributing only 12.6% to the Teachers’ organizational commitment.

Table 1.14 Coefficient Table for PLI and TOC

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	190.717	3.360		56.760	.000
	Perceived Leader Integrity (PLI)	-.382	.072	-.355	-5.333	.000

From the table of coefficients, it is clear that the p-value for Perceived leader integrity is 0.000 (t= 56.760), so perceived leader integrity has significant negative role on Teachers’ organizational commitment and predicted regression equation is: Teachers’ Organizational Commitment = 190.717 – 0.382 x Perceived Leader Integrity. Indicating that one unit rise in Perceived Leader Integrity there will be 0.382 unit decrease in Teachers’ Organizational Commitment.

The reason for present finding can be that when leaders are ethical and have high integrity, teachers take them as casual and stop doing their work thinking it’s the responsibility of leaders to complete the task and be accountable. Hence their commitment is decreasing with increase in leaders’ integrity.

VII. CONCLUSION

The conclusions of this study can be seen as depicted below:

1. As maximum number of senior secondary school teachers reported to have above average or high commitment to the organization, it is recommended that schools should maintain all the various programs and activities which motivate the teachers to be having high or above average commitment to the organization. That is, schools heads should be consistent in the services or programs given to the teacher in order to keep them firm in their commitment to the schools.
2. As maximum number of senior secondary school teachers perceived their leaders as being moderate ethical, so it is recommended that school leaders should lead in a transparent and democratic way in such a way that everything is known to all teachers which may help teachers in thinking that their leaders are following ethical leadership.



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3. As male teachers reported to be more committed to school in comparison to female teachers, it is recommended that counseling programs should be organized at regular interval for female teachers to sensitize and make them aware that gender discrimination is no more in existence at present, which may help them feel free and work like their male counterpart which will subsequently make them more committed to their school.
 4. As male teachers perceived their leaders as being more ethical in comparison to female teachers, it is recommended that leaders should be open to female teachers and involve them in all the schools activities so as to make them have full picture of all that is happening in the leadership and administration of the school, this may help in making them aware of how ethical or otherwise their leaders perform.
 5. As private teachers showed more commitment to their organization in comparison to public school teachers, it is recommend that government should improve on the part of supervision and inspections as well as improve on the motivational programs which will increase their job satisfaction and may lead to high commitment to the schools.
 6. As there is significant positive role of perceived leader integrity on teachers' organizational commitment, it is recommended that leaders should exhibit their leadership role with high ethics in such a way that will influence teachers to have more commitment to their schools.
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