

**CHANGE MANAGEMENT VARIABLES AS PREDICTORS OF TEACHERS' COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA**

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**ABSTRACT:** *The study was designed to investigate change management variables as predictors of teachers' commitment in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Three null hypotheses were formulated to guide the study. The study employed survey design. The sample of the study consisted of 634 teachers selected from a population of 2,112 teachers' using stratified random sampling technique. The instrument for data collection was developed by the researchers and titled: "Change Management and Teachers' Commitment Questionnaire (CMTCQ)". The reliability coefficient of the instrument was 0.83 using Cronbach Alpha reliability method. The data collected were subjected to statistical analysis using Simple linear regression analysis. All the hypotheses were tested at .05 level of significance. The results of the study revealed that change management in terms of technological change management, innovative change management and revolutionary change management significantly predicted teachers' commitment in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Premised on the findings of the study, it was recommended among others that principals should ensure that the processes of change management are strictly followed to avoid conflict in achieving the goals of change management.*

**KEYWORDS:** Change Management, Teachers' Commitment and Secondary Schools

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## **INTRODUCTION**

Effective change management in terms of technological, innovative, and revolutionary is very necessary for the enhancement of teachers' commitment in secondary schools. The show of commitment involves the ability of the teacher to abide by the rules and regulations concerning his duties, embracing its philosophical and educational principles required to cushion the problems associated with change management. Teachers' commitment of course, in progression at learning institutions, exhibit such rules, regulations and principles needed to be constantly negotiated with the teachers who need to feel comfortable to agree or disagree to the terms and suggest ways of advancements and commitment to such rules. Commitment in this study serves as the tool for the measurement of employees' or teachers' loyalty, acceptance and submission which is measured in terms of affective, normative and continuance commitment as posited by Allen and Meyer cited in Akpan (2015). Teachers' commitment therefore indicates the focus and desire of attachment of teachers to certain tasks, their work or organizational engagement. Teachers' commitment also indicates the identification of teachers with the values and goals of the school and willingness in exerting effort in the exhibition of their willingness to continue in the profession. It therefore shows that if a teacher needs to succeed in his or her profession, he or she must exhibit commitment and be ready to adjust to some innovative changes introduced into the school.

This notwithstanding, teachers face a lot of challenges in the process of their commitment to duties. One of such challenges stem from the process of change management. Most often than not, responsibilities assigned to the teachers by the principals meant to bring changes to the school are not accomplished. Notably, the Information and Communication Technology (ICT) meant to raise the schools to the global state rests flat without implementation due to inadequate gadgets and non-provision of materials. The inability of the teachers to show commitment in assigned duties, throw the principal off the rail for the achievement of school needed goals. This may not be unconnected with the non-availability of the needed gadgets to assist the teachers in the discharge of their duties. As far as the introduction of change management in schools has never been fully implemented to spur up teachers to their commitment, management of change by the principals become inadequate and ineffective. Thus, the inadequacy and ineffectiveness of the management of change by principals have adverse effect on teachers' commitment. This suggests that, the non-availability of change gadgets, like the newly introduced Information Communication and Technology (ICT) and innovative inputs to increase the performance of teachers, reduce commitment to their services.

Change management is simply the alterations or modifications of activities in the structure or technologies of institutions, curriculum, arrangement or new ways of doing things to replace, adjust, correct, lift, promote and bring up the situation of such things to the desired position in order to suit the developmental needs of an organization arising from the commitment of the individual workers or teachers (Ekpenyong, 2018). Afeti (2003) defined change management as giving up old ways of doing things, while Wardale (2009) defined change management as a structural approach, for transitioning and/or transforming individuals, teams and organizations within the entire globe from the present state to a well desired state. Hence, change management is axiomatic or obvious to original life and an organization that ceases to respond effectively to it is balanced on the pedestals way between stability and stagnation.

This therefore suggests the need for the employment of more and qualified managers, committed teachers or leaders to influence the change introduced in our secondary schools. Such changes include workers' attitudes, obligations, time, energy, transparency, loyalty and other services to show their commitments. Such other changes as: extension of the closing time which it may be observed that such a shift, may call for extra remuneration for teachers; such as overtime, lesson fees where they happen to be called upon to organize extra lessons for the students and indicating an adjustment in their job schedule. The effective management of change in our secondary schools plays vital roles in supporting efficient and effective performance of teachers and also boosts their commitments. Teachers need the use of change gadgets in the discharge of their duties to help transform schools to suit global needs. Principals as the managers of change also need to have adequate knowledge in the applicability of change to equate with the global trend of efficiency and effectiveness. Both principals and teachers need to be well trained on the innovative appearance of technology, emanating from changes in schools. It is on the basis of this background that the researchers were motivated to investigate the extent to which change management variables such as technological change management, innovative change management and revolutionary change management predict teachers' work commitment to duties in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Although many researches have been carried out on teachers' commitment to duties and the factors that determine teachers commitment to duties; none of these studies have tried to investigate change management variables as predictors of teachers' commitment to duties in the study area. Therefore, this study is deemed necessary and timely, considering the global impact of technological and innovative change on workers' productivity.

## **Statement of the Problem**

The difficulties facing secondary schools in Nigeria are enormous and particularly in Calabar Education Zone of Cross River State. The success of any school depends on the administrative competence of the principals in knowing what they are in for and what they are expected to deliver in order to improve the system. The researchers' has observed that teachers' commitment is lacking due to ineffective management of changes affecting technological skills particularly now that technology has almost taken over the non-machinery era in schools. Teachers' morale to engender commitment is low due to poor incentive, nonexistence of the needed facilities to spur them up to serious commitment to their obligations. The show of inadequate training of teachers through workshops, conferences and seminars to become abreast with the change trend is a problem. There also seems to exist unhealthy situation in teachers' performance due to incessant changes which are only noted in launchings but yet to be implemented. These problems are observed to reduce the commitment of teachers in their routine actions coupled with the assigned responsibilities by the principals. The show of inadequate commitment of teachers in secondary schools is a problem because some of them seem to abandon their duties for greener pastures while some slowdown in tasks performance, indicating non-commitment, be it technological which is a global innovation. The problems could equally be attributed to the principals' inability in managing the envisaged change effectively due to inadequate knowledge and gadgets. Management of change situations need the managers to be trained and retrained about the modalities and processes of change management to reduce the element of mismanagement of the change processes for effective results.

Stakeholders and government in attempt to enhance a smooth management of change in running the secondary school system tried to provide change management incentives to principals and teachers to cushion the effect of the change in schools but the efforts has often been jettisoned due to inadequacy of such incentives meant to bring secondary schools out from the non-machinery system to technological system. The situation of non-provision of such incentives like computers, textbooks, data processors, to cushion the effect of change management in performing the activities is noted to be slow and inadequate therefore reducing the commitment of teachers. Some stakeholders blame teachers' lack of commitment to duty on the inability of the school principals to manage technological and innovative changes effectively. Even in some schools where change management tools are available, school administrators lack the competence to utilize such tools for effective management of change that would enhance teachers' commitment. Given this state of affairs, the researchers intended to find out the extent change management predict teachers' commitment in Calabar Education Zone of Cross River State, Nigeria?

## **Purpose of the Study**

The purpose of the study was to find out the extent to which change management predicted teachers' commitment in public secondary schools in Calabar Education Zone, Cross River State, Nigeria.

Specifically, the study sought to find out the extent to which:

1. Technological change management predicts teachers' commitment
2. Innovative change management predicts teachers' commitment

3. Revolutionary change management predicts teachers' commitment

**Statement of Hypotheses**

The following null hypotheses were formulated to guide the study:

1. Technological change management does not significantly predict teachers' commitment.
2. Innovative change management does not significantly predict teachers' commitment.
3. Revolutionary change management does not significantly predict teachers' commitment.

**LITERATURE REVIEW**

Technological change management involves the management of technology to bring about the anticipated change for the achievement of organizational goals. In considering change management, Levy (2011) sees change management as a means of transitioning people and as a critical part of any project that leads, manages, and enables people to accept new processes, technologies, systems, structures and values. Management of technological change therefore helps the principal in the coordination of human and material resources bounded on the commitment of the individuals cum teachers for the realization of the information and communication technology (ICT) being a global technological innovation.

Omenyi, Agu and Odimegwu (2007) carried out a study in increasing teacher efficiency through ICT usage in tertiary education. The population of the study was dominated by the teachers in the higher institutions. Survey design was adopted in order to find out the perception of teachers on how ICT has influenced their commitment in their teaching jobs. Simple random sampling was used to select 320 lecturers for the study. A 36 item instrument served as questionnaire administered to the respondents. Two lecturers validated the instrument with reliability co-efficient of 0.79. Percentages; mean and two-way ANOVA were used for the analyses. The findings of the study revealed that general classroom efficiency and managing of students' records derivable from the management of change were averagely and highly rated by the lecturers while ICT was not very helpful in making teachers communicate effectively due to inadequate provision of the ICT gadgets. The findings further revealed that there was a significant influence among teachers of low, moderate and higher ICT competence on the efficiency of ICT indicating lecturers' commitment.

In an earlier study by Cuban (2001) in Californian pre-schools, high schools and universities, even with long exposure indicated that technological inputs in school study was not widespread or adequate but rather non-consistent. It was observed that the implementation was politicized and did not find its way into the secondary schools as expected to cushion the effect of the change management. Hence, change management which was meant to transform or move the organization forward therefore carried the language of launching a programme for change without implementation and called for serious concern as the principal needed the change agents to be able to manage the change properly.

In another study conducted by Adeyemi and Olaleye (2010) in the 'Use of ICT for effective change management in secondary schools for sustainable development in Ekiti State, Nigeria',

they used a sample of 160 secondary schools through stratified random sampling technique and 160 principals were selected for the study. The data collected were analyzed using Pearson Product Moment Correlation analysis, with frequency counts and percentages. The results revealed that the level of provision of ICT equipment meant for technological change in secondary schools in that state was very low. It was also indicated that the principal's applicability of the change was also low due to non-provision of the facilities, electricity, inadequate funding for the management of the change. Hence, teachers' commitment was low due to inadequate infrastructure expected to spur up their commitment to performance.

Osakwe (2011) also examined the management of school records by principals in Delta State, Nigeria. Descriptive survey covering 602 public secondary school principals was used for the study. Feedback form was structured and used to gather data which were subsequently analyzed using mean scores and z-test statistics. The results revealed that principals differ in their change management approach with regards to technological management of school records. It was recommended that training and retraining of teachers and principals to equip them with the knowledge of change management procedures to boost their commitment for the expected change. It was also added that government should provide adequate funds and/or facilities to make the management of change effective.

Another aspect of change management that can affect teachers' commitment to duty is innovative change management. Innovative change is a strategic change which is geared directly towards the improvement of a school or an organization if properly managed. Innovation stands out as the idea and change management is the way you apply innovations. Without one, the full benefit of the other cannot be achieved hence, change management could equally be seen as a critical element of innovation and that a truly new idea is rarely accepted quickly by any organization or people.

Innovation in relation to technology has contributed to globalization by supporting infrastructure for trans-world connections (Ogunsolo & Hezehich, 2005). Information and Communication Technology (ICT) is offering even less developed countries a window of opportunities to change the economies into high value-added information economies on the global market. This agrees with what Kivuli (2013) said, that for administrators, principals and teachers to be effective, committed and successful in their daily activities, they need to change their negative attitude towards changes in global innovations like ICT. Innovative change management can be taken to be planned for anticipated change and improvement of change to be gained in a global range. Accordingly, Cemagni (2017) opined that one of the characteristics of innovative change management is that, it brings with it uncertainty.

Fadipe and Adepoju (2006) stated that innovation is purposeful, organized, risk-taking change introduced for the purpose of ensuring efficiency and increased productivity. It therefore means that, innovation is not only related to new situations but in an attempt to create new conditions. They stated that innovation is an important concept in policies, goals, organization, marketing and communication as it is in the technological areas of products and processes. That is, innovation is an introduction of new ideas, methods or inventions in which the employees or teachers exhibit by their commitment in terms of affective, normative and continuance directions.

In a study on the organizational, social and personal factors that may influence elementary teachers' declining commitments, Joffres and Haughey (2011) explored the background and outcomes of teachers' declining commitments. They used a sample of 14 full time elementary



teachers (11 females and 3 males). Theoretical sampling technique was used. In the study, informants were selected and their experience ranged from 4 to 22 years. The size of the grades ranged from kindergarten to grade 6 varying from 300 to 600 students. The informants were interviewed within 60 to 90 minutes within a period of 6 months. The contents of the interview were 60 to 90 pages. The observation in the study focused on the fact that creditability, transferability, dependability and conformability were experienced as multiple commitments in which 50% of the informants ranked their colleagues as the second focus of the commitments while the remaining 50% placed the children as second focus of commitments in relation to change management.

This study was in agreement with Valean, Willems and Parak (2016) in conceptualizing organizational commitment as the relative strength of an individual's involvement in the identification with such organization. Such commitment can be seen as attitudinal and behavioural to change management. In addition, the study also revealed that affective commitment to change investigates the psychological exhibition by which leadership and trust in top management influences innovation implementation. UmoInyang (2009) in his study on the availability and utilization of teaching-learning equipment and secondary school teachers' job performance in Akwa Ibom State examined the influence of availability of teaching-learning equipment on teachers' job performance cum commitment. All the secondary school teachers in 229 public schools constituted 7,031 as the population of the study. From the 31 Local Government Areas, 3,100 teachers were selected as sample size. The results simply revealed that teachers' job performance was significantly influenced by availability and utilization of teaching-learning equipment. This finding suggested that innovative learning equipment plays a significant role in teachers' commitment and performance.

Similarly, researchers have discovered that revolutionary change management has some impact on workers' organizational commitment. Revolutionary change management takes spontaneous trend as a result of unexpected events in an organization or schools such as the introduction of new programmes in the school system. This may be for the purpose of replacing or correcting old programmes or for the reduction of the inadequacies in the existing ones. This is seen in the introduction of e-learning as a revolutionary innovation whose progression is slow. Revolutionary change management simply involves an arrangement which may be small or broad depending on the situation of implementation. Revolutionary change management can be planned and unplanned but it carries pressure to shift from the old to the new position. The pressure could therefore be taken as global or internal as in the case of ICT.

As Calvert (2012) puts it, even positive changes like getting married, buying a home or starting a new job are highly stressful. This is observed to be true because even when we are excited by the future possibilities, we are also apprehensive about the loss and transition we will experience as we make these changes. Hence, it is difficult to establish the channel where change comes from and how it should be initiated. The note is that, unplanned change revolves for purposes of maintaining the organizational existence in consonance with the commitment of employees and it happens spontaneously or suddenly. Ajayi (2000) asserts that the revolution in the emergence of ICT have been the central driving force for the globalization process or phase.

Alimba (2009) sees revolutionary change as a dramatic change marked with some events which may take effect in any sphere of the educational system. Change is about survival and is necessary in an organization that wishes to prosper in volatile, uncertain, complex and ambiguous environment. Therefore, the powerful forces being revolutionary are pressing

public and private organizations in order to rearrange or alter old structures and pave ways for new ones. For instance, the ICT also experiences pressure on the shift from non-machinery system to machinery and internet facilities. Revolutionary change can take place gradually within an existing paradigm or as a dramatic change or shift to a new dimension. This type of change can relatively be unstructured and almost completely non routine. In a research conducted by Barnes cited in Kulkani (2011) on the effect of normative re-educative strategy on workers attitude to work culminating their commitment, he used a sample of 240 respondents with a survey inferential research design. The reliability of the instrument was obtained using Cronbach Alpha reliability estimate. Pearson Product Moment Correlation analysis was used to test the hypotheses at 0.05 level of significance. The finding revealed that there existed a significant relationship between satisfying the needs and interests of the workers and achievement of the school goals arising from the commitment of the teachers.

In another study carried out by Akpan (2013) on job security and job satisfaction as determinants of organizational commitment among university teachers in Cross River State, adopted survey design with a study sample of 290 lecturers out of a population of 1,795 lecturers from two universities in the study area, using purposive sampling technique. Multiple regressions were used for data analysis. The result revealed that job security and job satisfaction jointly predicted organizational commitment of university lecturers with the accompaniment of change agents to boost their commitment.

## **RESEARCH METHODOLOGY**

### **Research Design**

The study employed survey design. This design involves the collection of data to accurately and objectively describe the existing phenomenon. The design was chosen on the premise that it helped in the determination of the nature of the situation during investigation.

### **Population of the Study**

The population of the study comprised all the 2,112 teachers of public secondary school in the zone.

### **Sampling Technique and Sample**

Stratified random sampling technique was used in the study. The sample comprised 634 secondary school teachers from 81 public schools in Calabar Education Zone of Cross River State, Nigeria drawn from seven Local Government Areas within the study area.

### **Instrument**

The instrument for data collection was a questionnaire developed by the researchers' and titled: "Change Management and Teachers' Commitment Questionnaire (CMTCQ)" which contained thirty (30) items. It consisted of two sections: A and B. Section A sought for information regarding the demographic characteristics of the respondents such as: age, qualification, years of working experience and gender. Section B contained 30 items constructed by the researchers to measure the five dimensions of change management identified for the study. Each dimension was measured using 6 items of a modified 4-point Likert rating scale, ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) response options.

The respondents were required to tick one of the response options against an item to indicate the extent of their agreement and disagreement with the item. The instrument was face validated by three experts in Measurement and Evaluation, while the reliability of the instrument was determined using Cronbach Alpha reliability method which yielded reliability coefficients of 0.83. The data collected were subjected to statistical analysis using Simple Linear Regression Analysis at .05 level of significance.

## RESULTS/FINDINGS

### Hypothesis one

Technological change management does not significantly predict teachers' commitment.

**Table 1: Simple linear regression analysis of technological change management as predictors of teachers' commitment**

R = .356; R<sup>2</sup>=.127, Beta wt = 0.36

Source of variation	SS	Df	MS	F-ratio	p-level
Regression	546.06	1	546.06	89.99*	.000 <sup>b</sup>
Residual	3756.23	619	6.07		
Total	4302.29	620			

Table 1 showed that at .05 level of significance and degrees of freedom 1 and 619, the critical F-ratio is 3.85. The calculated F-ratio obtained in establishing the prediction of technological change management on teachers' commitment is 89.99 ( $p < .05$ ). The calculated F-ratio was seen to be greater than the critical F-ratio with the obtained significant value less than .05 level of significance applied in the study. With these results, the null hypothesis which stated that technological change management does not significantly predict teachers' commitment was rejected. It was accepted alternately that technological change management significantly predicted teachers' commitment in secondary schools.

The R which is the correlation coefficient of the independent and the dependent variable was 0.36 indicating significant positive prediction of the independent variable on the dependent variable. This showed that as technological change management increases, teachers' commitment also increases, though the correlation between the two variables, technological change management and teachers' commitment is not strong. The coefficient of determination (R<sup>2</sup>) which explains the power of the independent variable in predicting the dependent variable is 0.13. This showed that up to 13 percent of variance in teachers' commitment is explained by technological change management. This indicated that adequacy in technological change management will enhance teachers' commitment.



## Hypothesis two

Innovative change management does not significantly predict teachers' commitment.

**Table 2: Simple linear regression analysis of innovative change management as predictor of teachers' commitment**

$R = .557$ ,  $R^2 = .310$ , Beta wt = .56

Source of variation	SS	df	MS	F-ratio	p-level
Regression	1334.74	1	1334.74	278.41*	.000 <sup>b</sup>
Residual	2967.55	619	4.79		
Total	4302.29	620			

Table 2 indicated that at .05 level of significance and degrees of freedom 1 and 619, the critical F-ratio is 3.85. The calculated F-ratio obtained in establishing the prediction of innovative change management on teachers' commitment is 278.41 ( $p < .05$ ). The calculated F-ratio was seen to be greater than the critical F-ratio with the obtained significant value less than .05 level of significance used in the study. With these results, the null hypothesis which stated that there is no significant prediction of innovative change management on teachers' commitment was rejected. It was accepted alternately that innovative change management significantly predicted teachers' commitment in secondary schools.

The R which is the correlation coefficient of the independent and the dependent variables was 0.56 indicating significant positive prediction on This showed that as innovative change management increases, teachers' commitment also increases. Hence, the correlation between the two variables, innovative change management and teachers' commitment was moderate. The coefficient of determination ( $R^2$ ) which explains the power of the independent variable in predicting the dependent variable is 0.31. This showed that up to 31 percent of variance in teachers' commitment is explained by innovative change management. This indicated that adequacy in innovative change management will enhance teachers' commitment to a reasonable extent in secondary schools.

## Hypothesis three

Revolutionary change management does not significantly predict teachers' commitment.

**Table 3: Simple linear regression analysis of revolutionary change management as predictor of teachers' commitment**

R = .469 , (R<sup>2</sup>) = .220, Beta wt = .469

Source of variation	SS	df	MS	F-ratio	P-level
Regression	947.73	1	947.73	174.88 *	.000 <sup>b</sup>
Residual	3354.56	619	5.42		
Total	4302.29	620			

Table 3 indicated that at .05 level of significance and degrees of freedom 1 and 619, the critical F-ratio is 3.85. The calculated F-ratio obtained in establishing the prediction of revolutionary change management on teachers' commitment is 174.88 ( $p < .05$ ). The calculated F-ratio was seen to be greater than the critical F-ratio with the obtained significant value less than .05 level of significance used in the study. With these results, the null hypothesis which stated that there is no significant prediction of revolutionary change management on teachers' commitment was rejected. It was accepted alternately that there is a significant prediction of revolutionary change management on teachers' commitment in secondary schools. The R which is the correlation coefficient of the independent and the dependent variables was 0.47 indicating significant positive prediction on the independent and the dependent variables. This showed that as revolutionary change management increases, teachers' commitment also increases. Hence, the correlation between the two variables, revolutionary change management and teachers' commitment was moderate. The coefficient of determination (R<sup>2</sup>) which explains the power of the independent variable in predicting the dependent variable is 0.22. This showed that up to 22 percent of variance in teachers' commitment is explained by revolutionary change management. This indicated that adequacy in revolutionary change management will increase teachers' commitment to a reasonable extent.

## DISCUSSION OF FINDINGS

The result of data analysis for hypothesis one shows that technological change significantly predicts teachers' commitment. The finding also revealed that there was a significant correlation between technological change management and teachers' commitment to duty in secondary school. This findings suggests that the higher the technological change management the more committed the teachers are in their duties and vice-versa. This finding could be attributed to the fact that technological change has become the in-thing all over the world in improving productivity in work organization and therefore secondary schools are not left out in the pursuit of applying technological changes in school management to enhance teachers' commitment and productivity. The findings of this study corroborates with the findings of the study of Omenyi,

Agu and Odimegwu (2007) that revealed a significant influence among teachers' of low, moderate and higher ICT competence on the efficiency of ICT indicating lecturers' commitment. The result of this study is at variance with the findings of the study by Adeyemi and Olaleye (2010) which revealed that the level of provision of ICT equipment meant for technological change management was very low. It was also indicated that the principal's applicability of the change was also low due to non-provision of the facilities, electricity, inadequate funding for the management of the change.

Another finding of this study shows that innovative change management significantly predicted teachers' commitment in public secondary schools. There was also a significant correlation between innovative change management and teachers' commitment. This infers that innovative change management is a potent factor in enhancing teachers' commitment to duty in secondary schools. Hence, there is a strong association between innovative change management and teachers' commitment in secondary schools. This finding could be attributed to the fact that many school principals are now more competent in managing innovative changes in schools because of the global trend in the application of innovation in the management of schools. New changes are now being introduced into the school curriculum and innovative management tools are being used in schools to enhance students' learning, teaching and students' performance. More so, school administrators are now more versatile in managing innovative changes for school success than before. The finding is also in agreement with the findings by Fadipe and Adepoju (2006) which revealed that innovation is purposeful, organized, risk-taking change introduced for the purpose of ensuring efficiency and increased productivity. The finding of this study agrees with the findings by UmoInyang (2009) which revealed that the use of innovative instructive materials and tools significantly influenced teachers' job performance. The result of this finding is line with the assertion of Kivuli (2013) who said that for administrators, principals and teachers to be effective, committed and successful in their daily activities; they need to change their negative attitude towards changes in global innovations like ICT.

The result of this finding is in agreement with the findings of Ajayi (2000) that reported that the revolution in the emergence of ICT have been the central driving force for the globalization process or phase. The findings of this study corroborates with the research findings of Kulkani (2011) that revealed there a significant relationship between satisfying the needs and interests of the workers and achievement of the school goals arising from the commitment of the teachers. The finding is also in agreement with the findings of Akpan (2013) that showed that organizational commitment could be predicted by job security and job satisfaction of university lecturers with the accompaniment of change agents to boost their commitment.

## **CONCLUSION**

Based on the results of the study, it is concluded that change management in terms of technological, innovative, and revolutionary change significantly predict teachers' commitment. This supposes that the introduction of new ideas can go a long way to advance the school system, improved teachers' commitment as well as teachers' productivity. Thus, effective change management in secondary schools is important for improved teachers' performance.

## RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

1. Government should ensure the training and retraining of principals and teachers through school based workshops, seminars and conferences to cope with the management of change for the change to be effectively implemented.
2. Principals should ensure that the process of change management is strictly followed to avoid conflict in arriving at the expected destination in their management of change for change.

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