

Influence of Organizational Politics and School Culture on Teachers' Work Commitment at Senior High Schools in Bosomtwe District in Ashanti Region of Ghana

Richmond Agyemang^{1*}, Samuel Kwadwo Aboagye²

^{1,2} Department of Educational Leadership, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi, Ghana.

The authors declare that no funding was received for this work.



Received: 19-August-2025

Accepted: 29-August-2025

Published: 01-September-2025

Copyright © 2025, Authors retain copyright. Licensed under the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. <https://creativecommons.org/licenses/by/4.0/> (CC BY 4.0 deed)

This article is published in the **MSI Journal of Arts, Law and Justice (MSIJALJ)** ISSN 3049-0839 (Online). The journal is managed and published by MSI Publishers.

Volume: 2, Issue: 9 (September-2025)

***Correspondence:** Richmond Agyemang

ABSTRACT: The study examined the influence of organizational politics and school culture on teachers' work commitment at senior high schools in the Bosomtwe District. The objectives of the study were to find out the kind of positive school culture available in senior high schools, assess the impact of organizational politics on the work commitment of senior high school teachers, find out the challenges faced by senior high school teachers due to organizational politics and school culture, and ascertain measures to improve organizational politics and school culture on work commitment of senior high school teachers. The descriptive research design with the quantitative approach was used for the study. The target population for study was 496. Simple random sampling technique was used to select 221 respondents for the study. The researchers used closed ended questionnaire as the research instrument to collect data for the study. The reliability test yielded Cronbach alpha of 0.82. Fostering commitment among staff and students, collaboration among teachers and effective communication among staff were some of the positive school culture available in the senior high schools involved in the

study. Limited availability of teaching and learning resources fosters competition among teachers, the lack of clear policies and inconsistent enforcement of rules create room for favoritism, a school culture that tolerates favoritism, bias, and informal power struggles, limited availability of teaching and learning resources fosters competition among teachers were some of the factors to improve organizational politics. It is recommended, among other things that the Directors of Education and heads of senior high schools should ensure the presence of school culture that enhance work commitment of senior high school teachers in the study area.

Keywords: *Organizational Politics, School Culture, Work Commitment*

INTRODUCTION

Organizational politics is an inherent aspect of workplace dynamics, affecting decision-making processes, resource allocation, and interpersonal relationships (Osei & Agyemang, 2022). These dynamics, though sometimes ambiguous, significantly influence organizational efficiency. In Ghanaian workplaces, including educational institutions, political behaviors shape employee motivation, career progression, and institutional effectiveness (Boateng & Asare, 2023).

Organizations consist of individuals with diverse values, beliefs, and attitudes, influencing their perceptions of workplace events. These variations result in subjective interpretations of organizational politics and its impact (Mensah & Ofori, 2023). The notion that organizations operate as political arenas remains relevant, as politics influences workplace culture and employee engagement (Ampofo & Opoku, 2023). In highly political organizations, employees may experience stress and decreased motivation, potentially affecting job performance and institutional success (Kwame & Antwi, 2023).

Organizational politics often emerge when competing interests require negotiation and resolution. Rational decision-making may be insufficient in resolving conflicts, leading to strategic behaviors to influence outcomes (Owusu & Asante, 2023). In times of organizational change or limited resources, political behaviors often escalate, leading to competition and strained relationships. Leadership plays a crucial

role in mitigating excessive political behavior by fostering transparency, encouraging collaboration, and ensuring equitable access to opportunities (Adjei & Mensah, 2023). Providing constructive feedback and modeling ethical behavior are additional strategies to minimize the negative effects of workplace politics while boosting employee morale and performance (Kumi & Boakye, 2023). When managed effectively, workplace politics can contribute positively to organizational goals (Acheampong & Frimpong, 2023).

In the educational sector, school culture plays a crucial role in shaping teacher commitment and institutional performance. Work environments characterized by distrust, ambiguity, and limited autonomy contribute to lower teacher engagement and organizational effectiveness (Donkor & Adom, 2023). The intersection of organizational politics, culture, and teacher commitment necessitates strategic interventions to foster supportive school environments (Baffour & Yeboah, 2023). The influence of workplace politics and school culture on teacher recruitment and retention in senior high schools is another critical area of concern. Amponsah and Gyasi (2023) argue that political behaviors within schools discourage qualified professionals from entering or remaining in the teaching profession. Addressing these challenges requires targeted interventions at both institutional and policy levels to foster fairness, equity, and professional integrity in Ghana's education sector.

Statement of the problem

Effective school administration and organizational strategies are critical for achieving institutional goals. Schools with a culture of fairness, trust, and collaboration tend to foster teacher satisfaction, commitment, and improved performance. Conversely, organizational politics and negative school culture can erode teacher morale, reduce commitment, and hinder school outcomes. Studies by Robbins and Judge (2010) confirm that organizational politics pose challenges for institutions in achieving their goals.

While much research on organizational politics has been conducted globally, limited studies focus on Ghana's education sector. Existing studies, such as those by Akuamoah-Boateng, Agyei, and Opatia (2013), have examined business

organizations, leaving a gap in understanding their impact on schools. Within the Bosomtwe District, anecdotal evidence suggests that senior high school (SHS) teachers face challenges such as low commitment and morale, attributed to school politics and unfavorable organizational culture. However, empirical studies addressing these issues in this specific context are lacking.

With the purpose of investigating the influence of organizational politics and school culture on the work commitment of SHS teachers in the Bosomtwe District, the following research questions guided the study:

1. What are the school culture available in Senior High Schools in the Bosomtwe District?
2. What are the factors that promote organizational Politics of Senior High School teachers on work commitment in the Bosomtwe District?
3. What is work commitment among Senior High School teachers in the Bosomtwe District?

The study's significance lies in its potential to contribute to organizational development, aligning Organizational Politics and School Culture on Teachers' Work Commitment. The organisational environment can positively influence conduct, with both positive and negative effects having substantial implications for organisational effectiveness. Consequently, the result would assist schools or organisations in cultivating an appropriate culture that fosters positive behaviours, thereby enhancing the effectiveness of teachers. Furthermore, schools would be capable of implementing pertinent elements of organisational culture to ensure sustained administrative efficacy.

LITERATURE REVIEW

Organizational Politics

Organizational politics (OP) refers to behaviors aimed at serving personal or collective interests, often at the expense of organizational goals (Kacmar & Baron, 2023). While politics can serve instrumental purposes, excessive or poorly managed OP erodes trust and morale. Shao et al. (2022) argued that politics remains an

inherent characteristic of organizations, requiring nuanced examination in contemporary contexts. In Ghana, Ampofo Atta Junior (2020) found that perceptions of organizational politics significantly influence job satisfaction among employees in educational institutions.

Antecedents of Organizational Politics

The study of organizational politics and how individuals perceive it remains underexplored, with various factors influencing perceptions of the workplace. Recent research highlights psychological empowerment, locus of control, employee tenure, gender, and educational background as key determinants of how employees view organizational politics (Vigoda, 2000). Psychological empowerment, in particular, has been found to reduce the perception of workplace politics, with employees who feel empowered more likely to view their workplace as supportive and less politically charged (Kumar, Gupta & Sharma, 2023).

According to Mahajan and Gupta (2022), employees who have formed strong social capital within an organization tend to see less political maneuvering because they feel supported by these networks. These employees may also exhibit higher levels of organizational citizenship behavior (OCB), which reflects their positive view of the company and its processes. As a result, they are less likely to be influenced by political games or to perceive such behaviors as disruptive to their work (Putnam, 2020).

Causes of Organizational Politics

Organizational politics often stem from competition for limited resources, role ambiguity, and poorly communicated change processes (Singh & Sharma, 2022; Gandz & Murray, 2021). Ambiguity in job roles and promotion criteria fosters informal influence-seeking and power struggles (Jabeen & Tariq, 2021; Patel & Mehta, 2023). In such climates, favoritism often replaces meritocracy, further exacerbating disengagement.

Effects of Organizational Politics

Effective management of conflicting goals and shifting power dynamics is increasingly recognized as essential for organisational success. Although

Organizational Politics is often perceived negatively, it can be leveraged positively when managed well. Recent studies emphasize the need for political acumen in organisations. For example, a study by **Rauf and Hassan (2021)** highlights that while political behaviour can sometimes lead to frustration and disengagement, when executed strategically, it fosters innovation and decision-making, which enhances organisational performance.

One of the major negative effects of organizational politics is its potential to reduce employee morale and motivation. Kusi and Amponsah (2023) observed that in Ghanaian public institutions, perceived organizational politics significantly correlated with higher turnover intentions and lower job engagement.

Organizational politics can also hinder effective decision-making. In politically charged workplaces, decisions are often made based on alliances or personal interests rather than objective data or organizational goals. As indicated by Yeboah and Tetteh (2022), political interference in decision-making processes in educational institutions has led to the misallocation of resources and poor policy implementation.

Despite its negative connotation, some scholars argue that political behavior, when well-managed, can yield positive results. For instance, Oduro and Boadi (2023) contend that political skill defined as the ability to understand and influence others can enhance leadership effectiveness and foster collaborative work environments. When used constructively, organizational politics can facilitate change, promote innovation, and help navigate complex interpersonal dynamics. Leaders who are politically savvy can use informal networks and influence to overcome resistance and implement strategic initiatives. **Kacmar, Bachrach and Harris (2021)** support this by stressing that OP should not be eliminated but managed to achieve strategic goals. They argue that in situations of uncertainty or organisational change, political strategies can help maintain stability and guide organisations toward success.

School Culture

School culture encompasses the collective values, beliefs, norms, and traditions that define an educational institution's environment. It serves as the foundation for daily interactions, guiding behaviours and decisions among teachers, students, and

administrators (Smith, Johnson & Liu ,2023). School culture is not merely a static entity; rather, it evolves through shared experiences and the integration of diverse perspectives. According to Brown and Miller (2022), the culture of a school reflects its history, leadership styles, and responses to both internal and external challenges.

The role of school leadership in shaping and sustaining school culture cannot be overstated. Leaders act as cultural architects, setting the tone for relationships and expectations within the school community. Garcia and Huang (2023) assert that effective school leaders foster a culture of trust and inclusivity by prioritizing open communication and ethical decision-making.

The relationship between school culture and teacher retention is well-documented in the literature. Haid, Kim and Lee (2022) observe that teachers are more likely to remain in schools where they feel a sense of belonging and professional fulfillment. Conversely, schools with negative cultures often struggle to retain qualified teachers, leading to disruptions in academic continuity and performance.

Organizational Commitment

According to Reyes and Shin (1995), commitment is "an emotional and partisan attachment to an organization's goals and values, to one's role in relation to those goals and values, and to the organisation for its own sake, apart from its purely instrumental worth. Organizational commitment refers to the psychological attachment and loyalty an employee has toward their organization, which influences their willingness to remain and perform effectively. It is a key factor in understanding employee behavior, job satisfaction, and overall organizational effectiveness. According to Osei and Agyemang (2022), employees who are strongly committed to their organization are more likely to exhibit high levels of engagement and motivation, contributing positively to the achievement of organizational goals. Recent literature categorizes organizational commitment into three main dimensions: affective, continuance, and normative commitment.

Affective Commitment

Affective commitment (AC) refers to the emotional attachment, identification, and involvement that an employee has with their organization. Employees with strong affective commitment remain with the organization because they genuinely want to, driven by a deep emotional connection and alignment with its values and goals (Meyer & Allen, 1997).

Affective Commitment is influenced by several factors, including positive affectivity, met expectations, and active participation in work-related activities, which collectively enhance the employee's emotional connection to the organization (Morrow, 1993). In contrast, negative affectivity, characterized by a tendency to experience negative emotions, can diminish affective commitment (Nguyen & Le, 2023).

Continuance Commitment

Continuance commitment (CC) refers to employees' decision to remain with an organization based on the perceived costs of leaving compared to staying. Employees with high continuance commitment remain with the organization because they believe the costs associated with leaving such as the loss of financial stability, job security, or the difficulty of transferring skills to other roles outweigh the benefits of staying. Factors such as job opportunities, benefits, and the difficulty of transferring skills to another job strongly influence this form of commitment (Meyer & Allen, 1997). Organizations can enhance continuance commitment by offering competitive compensation, job security, and career development opportunities, as well as fostering a supportive work environment (Jain & Kumar, 2023).

Normative commitment

Normative commitment (NC) refers to employees' sense of obligation to remain with an organization due to moral or ethical reasons.

The norm of reciprocity, where employees feel obligated to stay after receiving benefits from the organization, further reinforces normative commitment (Nguyen & Le, 2023). Ethical leadership practices that promote fairness and trust have also been

shown to significantly influence normative commitment, as they create a culture of mutual respect and obligation (Jafari & Khan, 2022).

Teacher Commitment

Teacher commitment refers to the emotional, cognitive, and behavioral attachment of educators to their profession, students, and the educational institution where they work. It is widely recognized as a critical determinant of teacher performance, retention, and overall educational quality (Friedman & Kass, 2021).

Affective commitment in teaching refers to the emotional attachment teachers feel toward their profession and their school (Meyer & Allen, 1997). Teachers with high affective commitment are motivated by a sense of personal satisfaction and a desire to contribute to the success and well-being of their students (Friedman & Kass, 2021).

Continuance commitment in teaching refers to the perceived cost of leaving the profession, often influenced by external factors such as job security, salary, and lack of alternative career options (Meyer & Allen, 1997).

RESEARCH METHODS

The lottery type of the simple random sampling technique was used to select 221 respondents, 44 respondents from each of the four senior high schools and only 45 respondents in one of the senior high schools, based on Yamane's (1973) formula for calculating the ideal sample size for any survey design study as illustrated below. Table 1 shows sample frame and sample size used for the study.

Schools	Teacher Population	Sample
Jachie Pramso Senior High	102	44
Bosomtwe Girls Senior.High	98	44
Osei Adutwum Senior.High	96	44
St. Michael Vocational Technical	97	44
Bosomtwe Oyoko Senior. High	103	45
Total	496	221

$$n = \frac{N}{1 + Ne^2}$$

Where n = *sample size*

N = *population size* = 496

e = *error (0.05)reliability level 95%*

$$n = \frac{(496)}{1 + (496)(0.05)^2}$$

n = 221

Primary data was collected by the use of structured questionnaire and administered to teachers of the 5 Senior High Schools of the study area. Descriptive statistics such as means, frequency and percentages as well as correlation analysis were be used for the analysis. The researchers sent the cover letter to the teachers of the schools that were chosen for the study. The researchers met with the teachers of each school a week after getting permission to ask them if they would be willing to fill out the form. The report was sent out one day after the first contact. This was done between 10am and 2pm during the school week. The researchers went to each school and gave the questionnaires to the teachers directly. They collected the questionnaires when he was told that the instrument was finished.

RESULTS AND DISCUSSION OF FINDINGS

Research Question 1

1. What kind of positive school cultures are available in Senior High Schools in the Bosomtwe District?

On the kind of positive school culture available in Senior High School in the Bosomtwe District, the researchers used a four-point Likert scale to deduce responses from respondents to the questions posed.

First, the statement about *classrooms being characterized by discipline*, which fosters commitment among staff and students, had a mean of 1.4253 and a standard

deviation of 0.63252. This suggests that respondents generally agree that discipline plays a crucial role in shaping commitment within the school. Research by Owusu-Acheaw (2022) supports this, highlighting that discipline is foundational in creating a structured environment where both teachers and students are motivated to achieve academic success.

Next, the statement regarding *teachers' strong sense of purpose and commitment to the teaching profession* yielded a mean of 1.3620 and a standard deviation of 0.58403, indicating a positive view of teachers' dedication. Antwi and Adjei (2023) emphasize that teacher commitment is vital for long-term success, especially in contexts like Ghana, where the educational system faces challenges such as resource limitations and large student-to-teacher ratios. Teachers' sense of purpose enables them to overcome such obstacles and remain focused on their professional responsibilities.

The statement on *active participation in decision-making processes, which leads to celebrating successes*, had a mean of 1.3891 with a standard deviation of 0.57419, reflecting moderate agreement. Although many teachers believe in the importance of participation, there seems to be room for increased involvement in decision-making. Gyekye (2021) suggests that participatory leadership is essential in fostering a culture where successes are celebrated collectively, boosting morale and teacher satisfaction. Active involvement in decision-making enhances school-wide engagement and shared ownership of successes.

Collaboration among teachers, as a vital element for achieving the school's success, had a mean of 1.4118 and a standard deviation of 0.56218. This high mean indicates that teachers recognize the significance of working together. Bonsu (2022) notes that collaborative environments contribute to improving instructional quality and overall school performance. Collaboration among teachers allows for the exchange of ideas, sharing of best practices, and a collective effort to tackle challenges, leading to better student outcomes.

The statement that *teachers work together to identify and address challenges and opportunities in the teaching process* had a mean of 1.5385 with a standard deviation

of 0.50867, showing a positive response from respondents. This finding aligns with Oppong and Mensah (2021), who argue that schools which foster collaborative problem-solving and collective responsibility are better equipped to improve teaching and learning outcomes. In Ghana, where schools face significant challenges, such teamwork is crucial for navigating obstacles and capitalizing on opportunities for growth.

Effective communication among staff, which creates a supportive and cohesive environment, had a mean of 1.4389 and a standard deviation of 0.51533, indicating general agreement on the importance of communication in fostering a cohesive school environment. Adu-Ampomah (2021) highlights that clear and consistent communication within schools is vital for fostering positive relationships between staff members, which in turn creates a supportive atmosphere conducive to teaching and learning.

The emphasis on achieving high academic performance in the school had a mean of 1.5113 and a standard deviation of 0.50101. This suggests that respondents believe schools place significant importance on academic excellence. Ofori (2023) underscores that a school's emphasis on academic performance, when coupled with supportive leadership and committed teachers, leads to improved academic outcomes. A focus on high academic standards reflects a school's cultural values and its broader educational goals.

Finally, the statement about *teachers being highly motivated and driven by shared values, beliefs, and assumptions* had a mean of 1.4842 with a standard deviation of 0.50988. The moderate agreement with this statement suggests that shared values play a crucial role in teacher motivation. Kwaku and Esi (2023) assert that when teachers align with the values and mission of the school, they are more likely to be motivated and engaged, which contributes to a unified and productive school culture.

The findings of this study align with existing literature on school culture and educational leadership in Ghana. As highlighted by the authors mentioned above, effective school culture, characterized by discipline, collaboration, and shared values, is essential for the overall success and improvement of schools.

Research Question 2:

2. Organizational politics of Senior High School teachers

The first statement regarding the *limited availability of teaching and learning resources fostering competition among teachers* has a mean of 1.6290 and a standard deviation of 0.51157. This result suggests that teachers believe that resource scarcity is indeed a factor contributing to competition. Adu-Ampomah (2022) emphasizes that resource constraints are a major source of frustration for teachers in Ghana, leading to competition for limited resources and, in some cases, fostering political behaviors as teachers vie for access to these resources.

The second statement, which indicates that the *lack of clear policies and inconsistent enforcement of rules creates room for favoritism*, also showed a mean of 1.6290 with a standard deviation of 0.51157, indicating that respondents agree that unclear policies lead to favoritism. Owusu-Acheaw (2023) similarly argues that when school policies are not transparent or uniformly enforced, it creates an environment ripe for favoritism and political maneuvering, which in turn impacts teacher morale and the overall school culture.

The third statement, "*The unequal distribution of power among teachers and administrators*," had a mean of 1.3213 and a standard deviation of 0.48706, indicating a weaker agreement that power imbalances exist in the schools. However, Bonsu (2022) contends that such power imbalances are often subtle but can create divisions among staff, leading to political maneuvering and the perception of inequity in how decisions are made.

The statement about *teachers prioritizing personal gains or belonging to specific groups to engage in political maneuvering for promotions, recognition, and privileges* had a mean of 1.3982 and a standard deviation of 0.49064. This indicates some level of agreement that teachers may indeed engage in such behaviors to secure personal benefits. Antwi and Adjei (2021) argue that in competitive environments where rewards like promotions and recognition are scarce or subject to personal relationships, teachers are likely to engage in political tactics to secure career advancement.

When it comes to the *lack of openness in school leadership decisions related to promotions, transfers, and rewards*, the mean was 1.5113 with a standard deviation of 0.50101. This indicates some agreement that a lack of transparency in leadership decisions contributes to organizational politics. Gyekye (2023) suggests that when school leaders fail to communicate openly and fairly about important decisions such as promotions, it can foster distrust and the perception of unfairness, ultimately fueling political behavior among teachers.

The sixth statement, which refers to *subjective and inconsistent performance appraisals creating uncertainty*, had a mean of 1.3122 and a standard deviation of 0.46445, indicating that teachers perceive performance appraisals to be a source of uncertainty and possible political manipulation. Ofori (2023) argues that inconsistent or subjective evaluations can undermine trust in leadership, leading teachers to resort to political maneuvering to influence their evaluations or career prospects.

The statement about a *school culture that tolerates favoritism, bias, and informal power struggles* had a mean of 1.4932 and a standard deviation of 0.56905, reflecting some agreement that such a culture exists in schools. Kwaku and Esi (2023) discuss how informal power structures, often characterized by favoritism and bias, contribute to a toxic school environment, where political behavior becomes normalized and detrimental to professional growth and collaboration.

Finally, the repeated statement about the *limited availability of teaching and learning resources fostering competition among teachers* yielded a mean of 1.4163 with a standard deviation of 0.52093. This reinforces the earlier finding, highlighting that resource scarcity is a significant driver of competition and political behaviors in schools.

The analysis of these statements reveals that various factors—such as limited resources, lack of clear policies, power imbalances, and inconsistent decision-making—contribute to organizational politics in Ghanaian Senior High Schools. The results of this study align with existing literature that highlights how resource constraints, power struggles, and lack of transparency can create an environment conducive to political behavior.

Research Question 3

3. Work Commitment among Senior High School teachers

The data analysis for the strategies aimed at addressing organizational politics within Senior High Schools reveals significant insights based on the respondents' perceptions. Each strategy is examined below in light of current Ghanaian literature, highlighting its importance in mitigating organizational politics.

One of the most highly regarded strategies is *promoting clear and transparent communication*, with a mean of 1.6516. Respondents strongly agree that effective communication is crucial in reducing misunderstandings and fostering a sense of trust. Owusu-Acheaw (2023) highlights that transparent communication helps diminish rumors and gossip, which often fuel political behaviors in schools, and ensures alignment among stakeholders.

Another important strategy is to *encourage collaboration and teamwork*, as indicated by a mean of 1.7104. This strategy is seen as vital in reducing competition and fostering a unified school culture. Gyekye (2023) emphasizes that collaboration not only improves instructional practices but also strengthens relationships among teachers, making political behavior less likely.

Respondents also support the *implementation of merit-based recognition and promotions*, with a mean of 1.6019. This approach is seen as essential in reducing favoritism and promoting fairness. Kwaku and Esi (2023) argue that merit-based systems ensure that promotions and rewards are based on performance, which motivates teachers to focus on their professional growth rather than engaging in political struggles.

Building trust in leadership is another strategy that received strong agreement, with a mean of 1.6528. Adu-Ampomah (2022) notes that when teachers trust their school leaders, they are more likely to engage in open communication and collaboration, which minimizes the potential for political behavior rooted in a lack of confidence in leadership.

Ensuring equal access to professional development opportunities is another highly supported strategy, with a mean of 1.5694. Respondents agree that when all teachers have equal opportunities for career advancement, it reduces competition and fosters a collaborative school culture. Antwi and Adjei (2021) stress that equal access to development opportunities helps mitigate political behavior by providing fair chances for professional growth.

The strategy to promote conflict resolution skills also received strong support, with a mean of 1.6389. Bonsu (2022) suggests that when schools emphasize conflict resolution, teachers are better equipped to handle disagreements constructively, preventing conflicts from escalating into political struggles.

Empowering teachers with autonomy in decision-making processes was another strategy supported by the respondents, with a mean of 1.3982. According to Ofori (2023), when teachers are given autonomy in their classrooms, they feel more valued and less likely to engage in political maneuvering, focusing instead on their teaching practices.

Aligning teachers with organizational goals was also viewed positively, with a mean of 1.2353. Gyekye (2023) points out that when teachers are aligned with the school's mission, they are more likely to work towards common objectives, reducing the opportunity for personal political agendas to take precedence.

The strategy to focus on teacher retention was supported by a mean of 1.4706. Owusu-Acheaw (2023) highlights that teacher retention strategies are essential in creating a stable workforce, which reduces the likelihood of political behavior as teachers are more likely to focus on their long-term professional development in a supportive environment.

Enhancing teacher motivation and recognition was also highly regarded, with a mean of 1.4796. Adu-Ampomah (2022) argues that motivated teachers are less likely to indulge in political behaviors as they are more focused on their work and professional development, especially when their contributions are acknowledged.

Finally, *the importance of cultivating a positive school culture was emphasized*, with a mean of 1.6516. Bonsu (2022) suggests that a positive school culture, marked by respect, inclusivity, and collaboration, creates an environment where teachers feel supported and valued, reducing the likelihood of political behavior that can arise in competitive or toxic school climates.

The analysis demonstrates that strategies such as clear communication, collaboration, merit-based promotions, trust in leadership, equal access to professional development, and conflict resolution play pivotal roles in reducing political behavior in schools.

CONCLUSION

The research revealed some of the positive school culture available in senior high schools in the Bosomtwe District. It is therefore concluded when these positive school cultures such as classrooms are characterized by discipline, fostering commitment among staff and students, members actively participate in decision-making processes, are been taken place in senior high schools, it will enhance teacher work commitment.

The study concluded that organizational politics among senior high school teachers is influenced by a complex interplay of structural and cultural factors within the school environment. A prominent factor is the limited availability of teaching and learning resources, which promotes unhealthy competition among staff. These findings highlight the importance of fostering transparent leadership, implementing fair policies, and cultivating a professional culture based on equity and collaboration to reduce organizational politics and promote a more productive teaching environment.

The study concluded that work commitment among senior high school teachers is significantly enhanced when schools implement strategies that address both professional and organizational needs. These findings suggest that a supportive and well-structured school environment is essential in maintaining high levels of dedication and performance among senior high school educators.

Recommendations

1. It is recommended, based on the findings and the conclusions that the Directors of Education and heads of senior high schools should ensure the presence of school culture that enhances work commitment senior high schools teachers in the study area.
2. School Management and Educational Authorities within the study area should prioritize the fair and adequate allocation of teaching and learning materials. This will reduce competition among teachers and promote.
3. Schools authorities within the study area should foster a culture of teamwork through professional learning communities, collaborative lesson planning, and peer support systems to strengthen commitment and professional bonds among teachers.

REFERENCES

1. Acheampong, S., & Frimpong, D. (2023). Constructive organizational politics and their impact on school effectiveness. *Journal of Educational Management and Policy Studies*, 15(2), 87–101.
2. Adjei, K., & Mensah, F. (2023). Leadership strategies for mitigating organizational politics in educational institutions. *International Journal of Leadership in Education*, 26(4), 512–528.
3. Adu-Ampomah, P. (2021). Communication and relationship-building in Ghanaian schools. *Journal of School Leadership and Management*, 31(2), 98–112.
4. Adu-Ampomah, P. (2022). Resource allocation and political behavior in public schools. *Ghana Journal of Educational Policy*, 10(1), 33–47.
5. Akuamoah-Boateng, B., Agyei, J., & Opata, C. (2013). *Organizational politics and its impact on employee behavior: A case of business organizations in Ghana*. *International Journal of Business and Management Studies*, 4(3), 15–28.

6. Ampofo, A. A., & Opoku, R. (2023). Organizational politics and employee engagement: Insights from Ghanaian organizations. *African Journal of Business Management*, 17(1), 45-58.
7. Ampofo, J. (2020). Organizational politics and job satisfaction in the Ghanaian education sector. *Journal of African Educational Research and Development*, 8(1), 45–60.
8. Amponsah, D. O., & Gyasi, E. K. (2023). *Teacher retention challenges in Ghana: Exploring political dynamics in senior high schools*. *Journal of Educational Policy and Practice*, 16(2), 98–112.
9. Antwi, R., & Adjei, K. (2021). Political behavior and career advancement in competitive educational environments. *Ghana Journal of Education and Teaching*, 12(3), 114–129.
10. Antwi, R., & Adjei, K. (2023). Teacher commitment and leadership in resource-constrained schools. *African Journal of Educational Studies*, 11(2), 56–70.
11. Baffour, J., & Yeboah, A. (2023). Organizational politics, culture, and teacher commitment: A Ghanaian perspective. *International Journal of Educational Administration and Policy*, 18(1), 74–89.
12. Boateng, F., & Asare, J. (2022). *Impact of organizational politics on teacher job satisfaction in Ghana*. *Ghana Journal of Educational Research*, 10(2), 34–49.
13. Bonsu, E. (2022). Collaborative teaching practices and instructional quality. *Journal of Instructional Innovation in Education*, 9(3), 142–158.
14. Brown, A., & Miller, T. E. (2022). *Evolving school cultures: The role of leadership and shared experiences*. *Journal of Educational Change*, 20(3), 345–360.
15. Donkor, A. A., & Adom, D. (2023). School culture and teacher commitment in Ghanaian basic schools. *Journal of Educational Leadership in Ghana*, 5(2), 67-81.
16. Friedman, I. A., & Kass, E. (2021). Teacher commitment and job satisfaction: An integrative approach. *Educational Psychology Review*, 33(4), 999-1023.

17. Gandz, J., & Murray, V. (2021). The role of organizational change in the intensification of workplace politics. *Journal of Business and Psychology*, 36(2), 123-139.
18. Garcia, L., & Huang, Y. (2023). Shaping a school culture: The role of school leadership. *Journal of Educational Administration*, 61(4), 255-270.
19. Gyekye, S. (2021). Participatory leadership and shared ownership in schools. *Journal of Educational Leadership Practice*, 7(2), 63–77.
20. Gyekye, S. (2023). Transparency, fairness, and political behavior in schools. *International Journal of Education and Development*, 14(1), 121–136.
21. Haid, C., Kim, H., & Lee, J. (2022). *Organizational effectiveness and employee engagement*. *Human Resource Development Quarterly*, 33(4), 419–438.
22. Jabeen, S., & Tariq, M. (2021). Role ambiguity and organizational politics: How unclear roles contribute to workplace politics. *Asia Pacific Journal of Human Resources*, 59(2), 230-245. <https://doi.org/10.1111/1744-7941.12269>
23. Jain, R., & Kumar, S. (2023). Continuance commitment in organizations: The impact of job security and work-family conflict. *Asian Journal of Human Resources*, 12(4), 301-318.
24. Kacmar, K. M., & Baron, R. A. (2023). Organizational politics: Theory, research, and practice. *Research in Organizational Behavior*, 44(1), 21–40.
25. Kacmar, K. M., Bachrach, D. G., & Harris, K. J. (2021). Managing organizational politics: The role of political skill and ethical behavior. *Academy of Management Perspectives*, 35(1), 67-82. <https://doi.org/10.5465/amp.2020.0149>
26. Kumar, S., Gupta, P., & Sharma, A. (2023). Empowerment and the perception of organizational politics in corporate settings. *Journal of Business Psychology*, 33(4), 322-335.

27. Kumi, E., & Boakye, E. (2023). Ethical leadership and its impact on mitigating organizational politics in Ghanaian institutions. *Ghana Journal of Leadership and Ethics*, 8(1), 33-47.
28. Kusi, H., & Amponsah, E. (2023). Perceptions of organizational politics and turnover intentions in Ghanaian institutions. *Journal of Human Resource and Educational Development*, 22(2), 203–219.
29. Kwaku, A., & Esi, M. (2023). School culture, teacher motivation, and academic performance. *Journal of African Educational Studies*, 14(4), 301–317.
30. Kwame, P., & Antwi, J. (2023). Organizational politics and employee outcomes: The mediating role of workplace stress. *International Journal of Management and Organizational Studies*, 12(3), 45–56.
31. Mahajan, A., & Gupta, A. (2022). The impact of employee tenure on political perceptions in organizations. *Human Resource Development Review*, 21(1), 78-90.
32. Mensah, A., & Ofori, J. (2024). Promotion politics and its implications for school effectiveness in senior high schools. *Ghana Journal of Public Sector Education*, 7(1), 12–26.
33. Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage Publications.
34. Morrow, P. C. (1993). The theory and measurement of work commitment. *JAI Press*.
35. Nguyen, T., & Tran, L. (2023). Cross-cultural perspectives on organizational reciprocity and justice. *International Journal of Organizational Analysis*, 31(1), 12–30.
36. Oduro, I., & Boadi, P. (2023). Political skill and leadership effectiveness in education. *Journal of Organizational Behavior in Education*, 16(3), 215–229.
37. Ofori, J. (2023). Academic performance, leadership, and teacher commitment. *Educational Research and Practice Journal*, 19(1), 67–82.

38. Oppong, R., & Mensah, K. (2021). Collaborative problem-solving and school performance outcomes. *Journal of Teaching and Learning in Africa*, 12(2), 99–115.
39. Osei, A., & Agyemang, F. G. (2022). Organizational politics and its implications for employee behavior and performance: A Ghanaian perspective. *Journal of Management and Organizational Studies*, 10(2), 45–60.
40. Owusu, N., & Asante, J. (2023). Strategic decision-making and organizational politics in schools. *International Review of Educational Leadership*, 20(2), 88–104.
41. Owusu-Acheaw, M. (2022). Discipline as a foundation for academic success. *Ghana Journal of Educational Research*, 13(1), 54–70.
42. Owusu-Acheaw, M. (2023). Transparency, favoritism, and organizational politics in schools. *Journal of Policy and Educational Administration*, 11(3), 221–238.
43. Patel, D., & Mehta, A. (2023). The effects of role ambiguity on political behavior in organizations. *Journal of Business Research*, 78(3), 567–576.
44. Putnam, L. L. (2020). Organizational politics and social networks: Implications for work dynamics. *Journal of Social Influence*, 5(1), 12–28.
45. Rauf, A., & Hassan, M. (2021). Political behavior and organizational performance: The influence of political acumen. *Journal of Management Studies*, 43(2), 199–215.
46. Reyes, P., & Shin, H.-S. (1995). Teacher Commitment and Job Satisfaction: A Causal Analysis. *Journal of School Leadership*, 5(1), 22–39. <https://doi.org/10.1177/105268469500500102> (Original work published 1995)
47. Robbins, S. P., & Judge, T. A. (2010). *Essentials of organizational behavior* 10th. In *Upper Saddle River, NJ: Pearson Education*.
48. Shao, R., Rupp, D. E., & Skarlicki, D. P. (2022). Understanding workplace politics: An integrative review and agenda for future research. *Academy of Management Annals*, 16(1), 101–134. <https://doi.org/10.5465/annals.2021.0021>

49. Singh, A., & Sharma, R. (2022). Understanding organizational politics: Antecedents and effects. *Asia Pacific Journal of Management*, 39(1), 127-146. <https://doi.org/10.1007/s10490-022-09761-1>
50. Smith, D., Johnson, R., & Liu, T. (2023). *The influence of school culture on organizational effectiveness*. *Journal of Educational Administration*, 60(4), 371-387.
51. Vigoda, E. (2000). Organizational politics: A multidimensional approach. *Journal of Organizational Behavior*, 21(3), 299-313.
52. Yamane, T. (1973). *Statistics: An introductory analysis* (3rd ed.). Harper & Row.
53. Yeboah, T., & Tetteh, K. (2022). Political interference and educational policy implementation in Ghana. *Journal of Comparative Education and Policy Analysis*, 17(2), 150–166.