

Components Of Organizational Culture As Predictors Of Teachers' Job Engagement In Public Senior Secondary Schools In Abia State

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Abstract

The study investigated components of organizational culture as predictors of teachers' job engagement in public senior secondary schools in Abia State. Two research questions and two hypotheses were answered and tested in the study. The design of the study was a correlational design. The population of the study was 275 principals in 275 public senior secondary schools, with a sample of 275 principals, which represented 100% of the population, using the census sampling technique. A 40 item Instrument for data collection titled: Components of Organizational Culture Questionnaire and Teachers' Job Engagement Questionnaire was developed by the researcher. Cronbach method was used to establish the reliability coefficient of Organizational culture as .81, and teachers' job engagement as .74. Out of 275 copies of the questionnaire administered, 270 were properly filled and retrieved, which represented 98% success. Simple regression was used to answer the research question,s while the t-test associated with simple regression was used to test hypotheses at a 0.05 level of significance using SPSS. Findings, among others, show that transparency and accountability predicted teachers' job engagement by 25.1% and 31.4%. It was recommended among others that there should be a spirit of accountability among Administrators to promote teachers' job engagement in public senior secondary schools in Abia State.

Keywords: Organization, Culture, Engagement, Transparency, Accountability

Introduction

The organizational culture of schools is often taken for granted, but it is a subject that needs greater focus and understanding among school-based professionals. In general, organizational culture refers to a set of common values, attitudes, beliefs, and norms, some of which are explicit and some of which are not (Brown, 2021, p. 4). In many ways, organizational culture is invisible, although it can be both conscious and unconscious, but at the same time, it serves as the glue that binds and builds a sense of cohesion within schools. Organizational culture can be found in shared relationships among colleagues, norms within the school environment, student and teacher relations, and sharing experiences (Haberman, 2021). A school's organizational culture provides a

sense of identity, promotes achievement orientation, helps shape standards and patterns of behavior, creates distinct ways of doing things, and determines direction for future growth.

Organizational or school culture has both positive and negative functions. Positive school culture is conducive to professional satisfaction, effectiveness, morale, and creating an environment that maximizes student learning and fosters collegiality and collaboration (Glossary of Education Reform, 2021). Moreover, to garner a positive school culture administration, teachers, and staff must engage in healthy behaviors; promote collaborative decision making with input from students, staff, and parents; display high professional standards; and consistently hold students to high standards, with most students meeting such standards.

Concept of Organizational Culture

Organizational culture in schools refers to the shared values, beliefs, norms, and practices that shape the behaviors and interactions within the school environment. It encompasses the collective identity of the school community and influences how members, including students, teachers, administrators, and staff, perceive and respond to various aspects of their educational experience. The culture of a school is often reflected in its tradition, rituals, symbols, and the way members communicate and collaborate (Schaufeli & Bakker, 2022).

It plays a crucial role in shaping the learning environment, both academic and social outcomes. These are the tangible aspects of culture, such as physical structures, dress codes, ceremonies, and symbols that are easily observable. These are the stated beliefs, principles, and philosophies that guide decision-making and behavior within the school community. They are typically articulated in mission statements, codes of conduct, and educational philosophies. These are the deeply embedded beliefs and unconscious values that influence the way people think and act in the school. They may not be explicitly stated, but are evident in the patterns of behavior and decision-making (Simbula et al, 2020).

Organizational culture fosters a sense of belonging and community within the school. Shared values and norms create a cohesive environment where individuals feel connected to a common purpose. Culture helps define the identity and purpose of the school. It communicates the school's mission, vision, and goals, providing a sense of direction and unity among the members. Culture serves as a guide for behavior and decision-making. It influences how conflicts are resolved, how authority is exercised, and how individuals interact with one another. A positive school culture encourages continuous learning and adaptation. It promotes innovation, resilience,

and a willingness to embrace change in response to evolving educational needs. Culture establishes the norms and channels for communication within the school. Effective communication is essential for collaboration among staff, students, and parents (Tschida, 2023). As mentioned above, there are four types of organizational cultures in general, and each comes with its set of advantages. It's also worth noting that different employees thrive in different types of workplace culture, so it's beneficial for leaders to pay attention to and be intentional with the culture that they create.

Teachers' Job Engagement in Secondary Schools

Teachers' job engagement is a generic term referring to what an individual teacher does at a given time. Teachers' job engagement is defined as the works of a teacher that contribute to school improvement. Teachers' job engagement can also be considered the effectiveness with which teachers perform their activities that contribute to the school's technical core, either directly by implementing its technological process or indirectly by providing needed resources or services (Bozworth, 2014).

Teachers' job includes planning and implementing lessons based on pedagogical practices in the educational system (Olaleye, 2020). They are also required to manage and update students' portfolios to recognize and assess the diverse domains of development. These domains of development include social, emotional, intellectual, physical, moral, and artistic. Pedagogical practices are supported by the curriculum philosophy, the goals, and objectives of the subject, the individual student's learning and developmental needs, as well as the teaching profession (Karim & Mitra, 2015).

However, planning, managing, developing, monitoring, and implementing focus on teachers' job engagement (Dntker, 2021). Teachers also adopt classroom management strategies and incorporate instructional approaches that promote independence, discipline, and positive learning mindsets. The teacher's classroom management style influences many aspects of the learning environment. The four styles of classroom management include authoritarian, authoritative, permissive, and disengaged (Karim & Mitra, 2015). Furthermore, teachers utilize various positive guidance and discipline strategies to refocus the student's attention or manage conflicts and disagreements.

Ezeala and Chinda (2016) conceived teachers' job engagement to represent effectiveness and efficiency in doing work in organizations that lead to organizational goal achievement. They added that it is the most efficient means of organizing for the achievement of formal goals, and

that teachers' job engagement is an organized system of administration that requires rigid adherence to organizational rules. However, it is always believed that teachers' job engagement is important and needed in order to promote and sustain effectiveness and efficiency in school. The bureaucrats who made the laws aim to improve the quality of education, to solve problems, and to achieve success. But the hindrance is that the people making these laws are not educators, hence their good intention of achieving quality education or output ends up hindering the educational processes.

Teachers are personnel charged with the implementation of educational policies and responsible for the full potential development. Teachers ensure that quality out-put are produced and also ensure that a conducive environment for teaching and learning is well maintained as part of students' personnel administration. Students' personnel administration has several dimensions, including managing the quality of students, management of students' learning, students' examination, and students' successful exit from school to society for useful living (entrepreneurial education), management of drop-out, repeaters' interest, welfare, and learning. Some of the common problems that confront teachers about the management of students are: admissions, classification, and preparing children for instruction, students' welfare services, classroom management, facilities management, school climate, discipline, and transparency (Karim, & Mitra, 2015).

Transparency and Teachers' Job Engagement in Secondary Schools

Transparency is operating in such a way that it is easy for others to see what actions are performed. Transparency implies openness, communication, and accountability. From the onset, transparency may not be discussed outside accountability, as it is suggested that part of accountability is transparency (Oxford Handbook, 2019). Notably, worldwide, educational institutions face increasing pressures to be more open and communicate more with stakeholders. Foster and Jonker (2020), stresses, that organizations develop a set of "reciprocal contractual rights and duties with different stakeholders". By their nature, educational institutions extensively interact with a diversity of stakeholders (government, regulators/agencies, institutions that operate at other levels of the educational system, financiers, employees, local businesses, etc.). People tend to be more willing to interact with organizations they know and trust.

Transparency is commonly regarded as a key requisite for the changes between the school/university and these stakeholders to work. Furthermore, transparency can also enhance collaboration between actors and make the joint work more effective and efficient. It helps to

clarify the mutual benefits that are at stake and that justify stakeholders' participation and collective action (Foster & Jonker, 2020). According to Oxford Handbook Online (n.d.), the review of studies into the relation between transparency and accountability show that, under certain conditions and in certain situations, transparency may contribute to accountability: transparency facilitates accountability when it actually presents a significant increase in the available information, when there are actors capable of processing the information, and when exposure has a direct or indirect impact on the government or public agency.

As a corollary, in a study by the International Council of Mining and Metals ICMN (n.d.) on Governance and Transparency, they opined that transparency and accountability are central to the concept of good governance. Disclosure of information and transparent decision-making processes enable citizens and other stakeholders to scrutinize actions and hold governments or companies to account. ICMN believes that transparency and accountability are an essential part of ethical business practice and recognises it as a core element in their principles. In other words, transparency will be needed in the education business. The situation could never have been better since the various governments whose responsibility is to fund education adequately have not been able to cope with the arduous task. In the schools, administrators have been observed to neglect the essential task of grooming the future leaders for the pursuit of other mundane activities and for financial benefits rather than on their administrative functions. Education policies have been observed to change with changes in the political leadership. The inconsistencies in educational policies have been argued to be responsible for lacking accountability, transparency, and poor service delivery in the system.

Accountability and Teachers' Job Engagement Secondary Schools

Accountability is conceptualized in diverse perspectives. Ethically, Hunt (2022) views accountability as the readiness or preparedness to give an explanation or justification to relevant stakeholders for one's judgments, intentions, acts, and omissions when appropriately called upon to do so. It is readiness to have one's actions judged by others, and where appropriate, accept responsibility for errors, misjudgements, and negligence, and recognition for competence, thoroughness, excellence, and wisdom. In the political scene, the term suggests that any governmental entity functions as a part and not independent of a larger political system. The ensuing interaction subjects the entity to some controls, which cause it to render a general accounting of and for its actions. Presthus (2018) noted that accountability is geared towards ensuring democratic responsibility to the public at large.

Accordingly, he maintains that every public official is subject to two types of accountability, namely: fiduciary accountability and accountability for the exercise of proper judgment in making fiscal decisions, while according to Knezevich (2018), the scope implies financial accountability, budgeting, fiscal audits, and reporting to satisfy the existing demands of the public. According to NOUN (2020) Accountability in education is the answerability to one's actions in the educational system. It is the state of being accountable to the stakeholders in education and accountable for the resources used in education. This implies that accountability is a measure of the extent to which all available resources in a productive system are used for greater efficiency and productivity.

Accountability in education is concerned with determining what records are to be kept, how such records will be maintained in terms of procedures, methodology, and forms to be used. It involves recording, classification, and summarization of activities, analyzing and interpreting the recorded data, preparing and issuing reports and statements which reflect conditions at a given time (Mbo), 2022). Accountability in education is concerned with keeping records of school activities and using such records to assess or appraise institutional engagement in relation to the achievement of predetermined objectives. The school facilitates the objectives of education; it is a creation of society, which must maintain checks and balances.

Statement of the Problem

Some secondary school teachers in Abia State seem to demonstrate a low level of engagement in the discharge of their duties. There are noticeable drop in the quality of secondary school education, which also involves poor teachers' job engagement in the school system. Some teachers in the public secondary schools show a laissez-faire attitude to assigned responsibilities, habitually come late to school, openly show an indisciplined attitude, engage in examination malpractices, participate in other personal businesses, and so on. This has resulted in a poor organizational culture.

Therefore, the components of organizational culture, such as transparency and accountability, seem to be lacking in some schools. It is the responsibility of the school leadership to be committed to a given task that will revamp organizational culture. It is on this note that the researcher investigated components of organizational culture as predictors of teachers' job engagement in public senior secondary schools in Abia State.

Aim and Objectives of the Study

The aim of the study was to examine components of organizational culture as predictors of teachers' job engagement in public senior secondary schools in Abia State. Specifically, the objectives sought to:

1. Identify the extent to which transparency predicts teachers' job engagement in public senior secondary schools in Abia State.
2. determine the extent to which accountability predicts teachers' job engagement in public senior secondary schools in Abia State.

Research Questions

The following research questions guided the study

1. To what extent does transparency predict teachers' job engagement in public senior secondary schools in Abia State?
2. To what extent does accountability predict teachers' job engagement in public senior secondary schools in Abia State?

Hypotheses

The following null hypotheses, which were tested at a 0.05 level of significance, guided the study

1. Transparency does not significantly predict teachers' job engagement in public senior secondary schools in Abia State.
2. Accountability does not significantly predict teachers' job engagement in public senior secondary schools in Abia State.

Methodology

The research design for the study was a correlation survey. The population of the study was 275 principals in 275 public senior secondary schools in Abia State. The sample for the study consisted of all 275 principals using a census sampling technique. The instruments used for data collection was Components of Organizational Culture Questionnaire (COCQ) and the Teachers' Job Engagement Questionnaire (TJEQ), with 20 items for independent variables, while each variable was guided by 10 items, and the dependent variable had 20 items. In all, there are 40 items for the study. The instrument was on four –points modified Likert-type rating scale of Very High Extent -4 points, High Extent -3, Low Extent -2 and Very Low Extent -1 point respectively.

The reliability of the instruments was determined using Cronbach method. The reliability coefficients are: components of organizational culture, .8,1 and teachers' job engagement, .7,4, while the subscales are transparency, .8,0, and accountability, .81, respectively. Out of 275 copies of the questionnaire administered, 270 were properly filled out and retrieved, representing 98% success. Simple regression was used to answer the research questions, while the t-test associated with simple regression was used to test hypotheses at a 0.05 level of significance using SPSS

Results

Research Question 1: To what extent does transparency predict teachers' job engagement in public senior secondary schools in Abia State?

Table 1: Simple regression analysis on the extent to which transparency predicts teachers' job engagement in public senior secondary schools in Abia State

Model	R	R Square	Adjusted R Square	Remarks
1	.501	.251	.012	25.1% contribution

Table 1 revealed that the regression coefficient R was calculated to be .501 while the regression squared value was computed to be .251. This indicates that there is a prediction between transparency and teachers' job engagement in public senior secondary schools in Abia State. Judging by the coefficient of determinism, it shows that transparency predicted teachers' job engagement by 25.1% while the remaining 74.1% was accounted for by other variables.

Research Question 2: To what extent does accountability predict teachers' job engagement in public senior secondary schools in Abia State?

Table 2: Simple regression analysis on the extent to which accountability predicts teachers' job engagement in public senior secondary schools in Abia State

Model	R	R Square	Adjusted R Square	Remarks
1	.561	.314	.061	31.4% contribution

Table 2 revealed that the regression coefficient R was calculated to be .561 while the regression squared value was computed to be .314. This indicates that there is a prediction between accountability and teachers' job engagement in public senior secondary schools in Abia State.

Judging by the coefficient of determinism, it shows that accountability predicted teachers' job engagement by 31.4%, while the remaining 68.6% was accounted for by other variables.

Hypotheses

Hypothesis 1: Transparency does not significantly predict teachers' job engagement in public senior secondary schools in Abia State.

Table 3: t-test associated with simple regression on the extent to which transparency predicts teachers' job engagement in public senior secondary schools in Abia State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.062	.273		9.423	.000
	Transparency	.902	.091	.501	1.338	.005

Table 3 revealed that transparency predicted teachers' job engagement in public senior secondary schools by .501. The t-test value 1.338 associated with simple regression was statistically significant at .05 when subjected to a 0.05 alpha level of significance. By implication, there is a significant prediction between transparency and teachers' job engagement in public senior secondary schools in Abia State.

Hypothesis 2: Accountability does not significantly predict teachers' job engagement in public senior secondary schools in Abia State.

Table 4: t-test associated with simple regression on the extent to which accountability predicts teachers' job engagement in public senior secondary schools in Abia State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.062	.273		4.721	.000
	Accountability	.322	.092	.561	5.111	.000

Table 4 revealed that accountability predicted teachers' job engagement in public senior secondary schools by .561. The t-test value 5.111 associated with simple regression was statistically significant at .05 when subjected to a 0.00 alpha level of significance. By implication, there is a significant prediction between accountability and teachers' job engagement in public senior secondary schools in Abia State.

Summary of Findings

The findings of this study are summarized as shown below:

1. Transparency predicted teachers' job engagement by 25.1%, while the remaining 74.1% was accounted for by other variables.
2. Accountability predicted teachers' job engagement by 31.4,% while the remaining 68.6% was accounted for by other variables
3. There is a significant prediction between transparency and teachers' job engagement in public senior secondary schools in Abia State.
4. There is a significant prediction between accountability and teachers' job engagement in public senior secondary schools in Abia State

Discussion of Findings

Transparency and Teachers' Job Engagement

The third finding of this study revealed that transparency predicted teachers' job engagement by 25.1%, while the remaining 74.1% was accounted for by other variables. This indicates, to an extent, that transparency predicted teachers' job engagement in public senior secondary schools in Abia State. This is in relation to Addai (2021), who believed in the history of the existence of corporate transparency, which emanated due to corruption. There is no other way to curb corruption except through the implementation of corporate governance via transparency. The law dictates management's disclosure of practices, activities, policies, and decisions that affect the stockholders or stakeholders. Transparency has become one of the components of corporate governance that is practiced, not only in government offices but also in private organizations. The word transparency draws mixed reactions from both groups: the public and the government.

For employees or the public in general, transparency management lets the public know what is going on, and the public can put their trust in the leaders. However, its downside can create a big problem for the management who are not used to revealing their secret dealings or confidential decisions. Ordinary definitions of transparency can be found in dictionaries such as the Cambridge Dictionary, which refers to "the quality of being easy to see through," or Merriam-Webster defines it as "the quality or state of being transparent". Being transparent means "fine or sheer enough to be seen through". These definitions are enough to give a general view (Afolabi, 2020). Notably, the trending use of the word "transparency" speaks about the proper conduct of

business in both the private and public sectors. The result from the third hypothesis of this study indicated that transparency significantly predicted teachers' job engagement in public senior secondary schools in Abia State.

Accountability and Teachers' Job Engagement

The findings of the study revealed that accountability predicted teachers' job engagement by 31.4%, while the remaining 68.6% was accounted for by other variables. This implies that, to an extent the accountability plays an important role in determining teachers' job engagement. This agrees with the findings of Amorim (2018), who saw that accountability of principals in secondary schools encompasses various responsibilities and expectations that are crucial for the productivity of teachers, student development, and overall success. Areas such as educational leadership, administrative management, curriculum development and implementation, school culture and climate, parent and community engagement, strategic planning, conflict management and resolution, and professional development are key areas where principals are assessed with reference to accountability. Principals' effectiveness in these areas often leads to greater productivity of teachers. The duties of a school leader are varied. From school upkeep to staff development, to generating quality graduates, to interacting with stakeholders, the business of education necessitates that its administrators pay attention to a historically unparalleled array of activities.

Ajuzieogu (2020) opined that principals of schools are constantly pressured to give an explanation of all school regulations and procedures to everybody and everyone. Demands for positive improvements in our educational system have made it necessary recently for accountability in the management and administration of schools in Delta State and throughout Nigeria. Improvement of students' learning is one critical purpose for the establishment of accountability in schools. Administrators strive for the attainment of excellence in teaching when they feel accountable for their performance and are held responsible for meeting specific goals set by the school.

It has been observed that accountability in the educational system encourages administrators to be devoted to achieving educational goals and guards against the misappropriation of public funds (Dugang, 2020). In general, principals are accountable to the stakeholders in education as well as accountable for achieving the goals of education using available resources and employing globally acceptable best practices in school administration.

Findings from the fourth hypothesis of this study revealed that accountability significantly predicted teachers' job engagement in public senior secondary schools in Abia State.

Conclusion

The study addressed components of organizational culture that invariably affected teachers' job engagement in public senior secondary schools within the past few years in Abia State. The researcher has in the process investigated two components of organizational culture, which involved transparency and accountability as factors that predicted teachers' job engagement in these public schools. The argument is that since there is a prediction between the two variables, secondary school managers could maintain organizational culture to foster teachers' job engagement in public senior secondary schools in Abia State.

Recommendations

The following are hereby recommended:

- 1) Transparency should be looked into when recruiting teachers to reduce turnover.
- 2) There should be a spirit of accountability among Administrators to promote teachers' job engagement.

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