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## INNOVATIVE AND TEAM-ORIENTATION ORGANIZATIONAL CULTURE IN SCHOOLS AS CORRELATES OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ABIA STATE

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### **Abstract**

*The study investigated innovative and team-orientation organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted for the study correlational research design. The population of the study consisted of 4,812 teachers in the 277 public secondary schools in Abia State. A sample size of 722 teachers was drawn for the study using proportionate stratified random sampling technique. Two set of instruments titled "Innovative and Team-orientation Organizational Culture Scale (ITOCS) and "Teachers' Job Satisfaction Scale (TJSC)" were used for data collection. The instruments were face validated by three experts; who are lecturers, two in the Department of Educational Management and Policy and one specialist in Measurement and Evaluation in Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded overall coefficient of 0.80 for ITOCS and 0.77 for TJSC. The researcher together with three research assistants administered copies of the questionnaires directly to the respondents and a 98 percent return rate of the instruments was recorded. Data were analyzed using Pearson Product Moment Correlation for the research questions, and t-test of correlation for the hypotheses. The findings of the study revealed among others that there is strong relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. It was also found out that team-orientation organizational culture in schools has strong positive relationship with teachers' job satisfaction in public secondary schools in Abia State. Based on the findings, it was recommended among others that Secondary Education Management Board should organize annual seminar programmes for principals to enable them grow their knowledge base and develop more skills for building innovative organizational culture that encourage creativity and improve job satisfaction of teachers.*

**Key Words:** Innovative, Team-Orientation, Organizational Culture, Teachers, Job Satisfaction

## Introduction

Education is an indispensable tool for equipping individuals with skills and knowledge to become inventive and resourceful members of the society. It is also an instrument that encourages spirit of inquiry of individuals, awakens their intellectual curiosity and equips them with the capacity to understand and adapt to new situations. Enwezor and Obi (2020) opined that education is an indispensable tool for building the skills and expanding the knowledge of individuals for meaning contribution to the growth and development of themselves and the society at large. Education is delivered to students in basic, secondary and tertiary institutions of learning. The focus of this study is secondary level of education.

Secondary education is the intermediate between primary and tertiary levels of education which enables students acquire fundamental knowledge that prepare them for higher education and also become useful to their immediate community, society, nation and the world at large. Udeani, Akuma and Nwodo (2023) asserted that secondary education occupies a very unique position in the educational system in Nigeria, because it is that level of education that determines the academic and professional career of students. Secondary education level enable students acquire skills necessary to make future career decisions. Onubuleze (2023) pointed out that secondary education level provides training necessary for individuals to acquire skills necessary to programme themselves for future career challenges. Secondary school could function smoothly in environment with innovative and team-orientation culture that encourage creativity and cordial relationship among members of staff.

Innovative culture exists in an organization in which the members of staff are encouraged to take risks and freely use their initiatives in performing their responsibilities. Gautam (2020) noted that innovative culture encourages creativity, freedom, results-oriented and risk-taking environment. There are clear autonomy and participatory decision-making opportunity for teachers in schools with innovative organization culture. The work environment of school with innovative organizational culture is dynamic and members of staff within organizations are encouraged to use their ideas in performing their duties. Meduoye and Meduoyea (2019) asserted that innovative dimension of organization culture encourage staff initiative and provides autonomy for those personnel who are prepared to take risks. The innovative kind of organizational culture provides members of staff with many forms of challenges and excitement work environment to induce high level of creativity. The organizational culture of some schools is accustomed to a particular way of doing things and the principals appear to feel threatened whenever teachers suggest new idea of performing tasks. However, the principals who give opportunity to teachers to share ideas promote team-orientation culture.

Team-orientation organizational culture is the school atmosphere in which work activities are built around teams rather than individuals. The notion of team-orientation organizational culture is that members of staff who work as a team could deliver better results than individual who perform a task. In the same vein, Okonkwo, Osita, Olisaemeka and Chigbo (2019) asserted that the notion of team-orientation organizational culture is that common goals can be achieved successfully by group of people working together rather than working as individuals. Group of personnel work together and share experiences and complement each other skills towards attaining a common goal in team-orientation organizational culture. Indiyati, Fauziah and Putri (2020) posited that in team-orientation culture, work activities in the organization are preferred to be carried out by group of staff. Some principals tend to hinder teamwork by isolating teachers from important group activities and administrative functions in secondary schools in Abia State. With team-

orientation culture, the organization encourages collaboration and sharing of ideas among members of staff. Management of schools with team-orientation culture engages teachers in team teaching and strives to constitute committee which provide platform to encourage members of staff to work together.

Job satisfaction is the positive feeling and gratification an individual derives from discharging his or her duties. Srinivasan (2021) defined job satisfaction as an affective or emotional response toward various facets of one's job. Srinivasan (2021) also stressed that a person with a high level of job satisfaction holds positive attitudes towards his or her job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. Job satisfaction of teachers breeds a positive attitude and high commitment to their duties. According to Ibikunle and Afolakemi (2021), job satisfaction is how happy and contented an individual is with his or her job. Job satisfaction is the feeling of fulfillment and contentment of individuals toward their work.

Job satisfaction of teachers is influenced by the challenges and opportunities presented to them in the school environment. Joshua, Adamu and Jigayi (2017) stressed that teachers express greater satisfaction in their work when they see their principal as someone who shares information with them; involves them in decision making, delegates authority and keeps open channels of communication with them. It is the feeling of fulfillment of the needs in the workplace. The use of initiative and innovation among teachers is restricted by bureaucratic culture associated by principals' over-dependence of rules and regulations in public secondary schools in Abia State. The absence of team bonding and unclear communication tend to make teachers feel unmotivated and drained which they channel their displeasure into bad work behaviour. Similar to this, Njoku and Modebelu (2019) asserted that there is undesirable organizational culture of secondary schools in Abia State as there are cases of incessant non-involvement of majority of teachers in decision-making, conflict and disrespect among staff and administrators. It is worrisome that Nweke and Okai (2022) noted that most public secondary schools in Abia State lack the required organizational culture to attain set goals. Some principals appear to resist any change that teachers tend to introduce as they are conversant and satisfied with the ways tasks are performed on a daily basis. It is based on these problems that the study investigated innovative and team-orientation organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State.

### **Purpose of the Study**

The main purpose of the study was to investigate innovative and team-orientation organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State. Specifically, the study sought to determine the:

1. Relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.
2. Relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?
2. What is the relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?

## Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.
2. There is no significant relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

## Method

Correlation research design was adopted for this study. The population of the study comprised 4,812 teachers in the 277 public secondary schools in Abia State. The sample for this study consisted of 722 teachers drawn from the population of the study drawn using proportionate stratified sampling technique.

Two sets of instruments titled "Innovative and Team-orientation Organizational Culture Scale (ITOCS)" and "Teachers' Job Satisfaction Scale (TJSS)" were used for data collection. The first instrument titled ITOCS contained 18 items spread two clusters (I-II) to elicit information on organizational culture. Cluster I contained 9 items on innovative organizational culture and Cluster II which focused on team-orientation organizational culture contained 9 items. The second instrument titled TJSS contained 22 items which measure job satisfaction of teachers. The two sets of instruments were structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The instruments were face validated by three experts; who are lecturers, two in the Department of Educational Management and Policy and one specialist in Measurement and Evaluation in Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. The reliability of the instruments was ascertained by administering copies of the two questionnaires to 40 secondary school teachers in Imo State. Imo State is outside the area of study but contiguous to the area which had been in the same old Imo State before it was carved out in 1992. The data obtained were subjected to test for internal consistency using Cronbach Alpha. The reliability indices of, 0.80 and 0.79 were obtained for Clusters I-II respectively of OCS with overall coefficient of 0.80 and 0.77 was obtained for TJSS respectively.

The researcher together with the help of four research assistants who are secondary school teachers in Abia State administered copies of the questionnaires to the teachers through a direct approach. Out of 721 copies of the instruments distributed, 709 were properly filled and successfully retrieved indicating 98% return rate. The copies of the questionnaire distributed, duly filled and successfully retrieved were used for data analysis. Data collected was analyzed using Pearson's Product Moment Correlation Coefficient to answer the research questions and t-test for correlation to test hypotheses. For decision on the research questions the coefficient (r) and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows:

<b>Coefficient</b>	<b>Relationship</b>
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation
.80-1.00	High

In taking decisions on the null hypotheses, if the p-value is equal to or greater than the significant value of 0.05, the null hypothesis was rejected and the difference is taken to be statistically significant, but if otherwise, the null hypotheses was accepted and the difference is taken to be statistically not significant.

## Results

**Research Question 1:** What is the relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?

**Table 1: Pearson r on Relationship between Innovative Organizational Culture and Teachers' Job Satisfaction**

Variables	N	Innovative Culture	Teachers' Job Satisfaction	Remarks
Innovative Culture	709	1.00	.742	Strong
Teachers' Job Satisfaction	709	.742	1.00	

Result of data analysis on Table 1 showed a Pearson's correlation coefficient (r) of 0.742. This shows that there is strong relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This indicated that schools with innovative organizational culture will strongly improve the job satisfaction of teachers.

**Research Question 2:** What is the relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?

**Table 2: Pearson r on Relationship between Team-Orientation Organizational Culture and Teachers' Job Satisfaction**

Variables	N	Team-Orientation Culture	Teachers' Job Satisfaction	Remarks
Team-Orientation Culture	709	1.00	.767	Strong
Teachers' Job Satisfaction	709	.767	1.00	

Table 2 showed that a Pearson's correlation coefficient (r) of 0.767 was obtained. This shows that there is strong relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This indicated that schools with team-orientation organizational culture will strongly influence the job satisfaction of teachers.

**Hypothesis One:** There is no significant relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

**Table 3:** The Summary of t-test of correlation of no Significant Relationship between Innovative Organizational Culture and Teachers' Job Satisfaction

	N	Innovative Culture	Teachers' Job Satisfaction	p-value	∞.	Remark
Innovative Culture	709	1	.742			
Teachers' Job Satisfaction	709	.742	1	.000	.005	Rejected

As shown by data presented on Table 3, the p-value of 0.00 is less than the stipulated 0.005 level of significance. Thus, the null hypothesis is rejected. Thus, there is significant relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

**Hypothesis Two:** There is no significant relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

**Table 4:** The Summary of t-test of correlation of no Significant Relationship between Team-Orientation Organizational Culture and Teachers' Job Satisfaction

	N	Team-Orientation Culture	Teachers' Job Satisfaction	p-value	∞.	Remark
Team-Orientation Culture	709	1	.767			
Teachers' Job Satisfaction	709	.767	1	.000	.005	Rejected

Result of data presented on Table 4 indicated that the p-value of 0.000 is less than the stipulated 0.005 level of significance. Thus, the null hypothesis is rejected. Thus, there is significant relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State

### Discussion of Findings

It was shown that there is strong positive relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This is consonance with the finding of Kumari and Mukherjee (2021) who reported there was a strong positive correlation between innovative organizational culture and job satisfaction. The agreement of the two studies could be explained by the fact that innovative culture in every organization encourages and prepares staff to create new ideas in performing their duties which derives their job satisfaction. The innovative organizational culture of schools which gives teachers the freedom to work in a way that suits their skills and knowledge could explain the strong relationship with teachers' job satisfaction. The

principals of schools with innovative culture which welcome and integrate the suggestions of teachers give them a sense of belonging and thereby lead to strong job satisfaction. The teachers in schools with bureaucratic organizational culture approach their work in a unique and independent ways which breeds creativity and in turn, increase their job satisfaction.

It was further revealed that there is significant relationship between innovative organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This supported the finding of Udey (2020) which indicated that there was a significant relationship between innovative organizational culture and lecturers' job satisfaction. The possible reason for the agreement in the findings could be attributed to the fact that the two studies were conducted in educational institutions. The autonomy granted to teachers to share creative ideas and use their initiatives in discharging their duties in innovative organizational culture could be responsible for the significant relation with their job satisfaction.

The finding of this study revealed that team-orientation organizational culture in schools has strong positive relationship with teachers' job satisfaction in public secondary schools in Abia State. This agreed with the finding of Chukwuemeke and Owenbiugie (2022) which showed that team-orientation organizational culture has strong positive relationship with job satisfaction of business educator. The similarity of time span in which the two studies were conducted could explain the agreement in the findings. Team-orientation organizational culture of schools which encourage teachers to work together by sharing ideas, cooperating and learning from each other uplifts their morale and strongly improve their job satisfaction. Teachers who work together in team-orientation organizational culture have the tendency of coming up with multiple solutions to tackle work problems which thereby go a long way to improve their job satisfaction.

Further result showed that there is significant relationship between team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This affirmed the finding of Kumari and Mukherjee (2021) which indicated that there was a significant correlation between team-orientation organizational culture and job satisfaction. A unified team encouraged in team-orientation creates strong bonds, reduces conflicts and also enables teachers to gain fresh perspectives of performing their duties which significantly contribute to their job satisfaction.

## **Conclusion**

Based on the findings of the study, it was concluded that there was strong positive and significant relationship between innovative and team-orientation organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. The organizational culture of schools which are innovative and team-orientated allow teachers to use their initiative to adapt to the rapidly changing education system and thereby improve their job satisfaction. Teachers who are satisfied with their job develop sense of dedication and drive to work harder in organizational culture that grant freedom, support and encourage them to work as team to attain predetermined educational objectives.

## **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Secondary Education Management Board should organize annual seminar programmes for principals to enable them grow their knowledge base and develop more skills for building innovative organizational culture that encourage creativity and improve job satisfaction of teachers.

2. Principals should give top priority to developing team-orientation culture by assigning tasks to teachers to work together as group to improve their job satisfaction.

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