

CORRELATES OF SCHOOL CULTURE DIMENSIONS AND TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ABIA STATE, NIGERIA.

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Abstract: This study determined correlates of school culture dimensions and teachers' job satisfaction in public secondary schools in Abia State, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The correlational survey research design was adopted for the study. From a population of 4,812 teachers, a sample of 241 was drawn using stratified random sampling technique. Two questionnaires titled “Organizational Culture Scale (OCS) and Teachers' Job Satisfaction Scale (TJSS)” were used to collect data for the study. The instruments were validated by two experts from the Department of Educational Management and Policy and one expert from the Department of Educational Foundation (Measurement and Evaluation) all in the Faculty of Education, Nnamdi Azikiwe University. Internal consistency of the instruments were determined using Cronbach's Alpha method and coefficients of 0.86 and 0.90 were obtained for OCS and TJSS respectively. Data were analyzed using Pearson Product Moment Correlation Coefficient and p-value was used to determine the significance of correlation at 0.05 significant level. The result revealed that there is a moderate positive and significant relationship between bureaucratic school culture and teachers' job satisfaction in public secondary schools in Abia State. There is also a high positive relationship between team orientation school culture and teachers' job satisfaction in public secondary schools in Abia State. Based on the findings, it was recommended among others that Principals should reduce the rigidity in bureaucratic organizational culture that minimizes the freedom of staff to execute tasks in order to enhance their job satisfaction.

Key Words: School culture, Job Satisfaction, teachers' job satisfaction, secondary schools

Introduction

Education plays a pivotal role in nation-building, serving as a fundamental instrument for the transmission of knowledge, the inculcation of values, and the enhancement of individual skills. Through education, individuals

are empowered to act responsibly and contribute meaningfully to societal development. Furthermore, education provides opportunities for personal growth, character development, and the realization of one's full potential, ultimately shaping individuals into productive members of society. Education may be acquired either informally, outside structured institutions, or formally within the school system. In Nigeria, the educational system is structured into three main levels: primary, post-primary (secondary), and tertiary education. The secondary level, also referred to as the post-primary stage, serves as a critical transitional phase within this framework

Secondary education serves as a critical link between basic and tertiary levels of education. According to Obasi, Enyi, and Ibueavunam (2023), the secondary school functions as an institution designed to refine individuals by developing their competencies, shaping their behavior, and fostering holistic excellence. Positioned between primary and tertiary education, the secondary school provides learners with the knowledge, skills, and attitudes necessary for meaningful societal engagement (Olori & Adelotan, 2020). This level of education not only prepares students for active and responsible citizenship but also equips them with the academic foundation required for admission into higher institutions of learning. The secondary school curriculum is designed to be comprehensive and multidisciplinary, offering students exposure to a wide range of subjects that facilitate intellectual development and readiness for advanced studies. Furthermore, the behavior and academic performance of both students and teachers within the secondary school environment are significantly influenced by the prevailing school culture.

School culture encompasses the collective norms, values, communication practices, decision-making processes, motivational strategies, and shared conventions upheld by members of staff within an educational institution. It represents the unique atmosphere and set of shared expectations that guide the behavior and daily interactions of both staff and students. Omenyi and Emengini (2020) describe school culture as a combination of written and unwritten beliefs, values, symbols, and practices that shape interpersonal dynamics among school personnel. These cultural elements influence how staff members dress, communicate, and relate to one another, while also reflecting the internal philosophy and identity of the school.

The prevailing culture within a school significantly impacts how teachers interact, collaborate, and carry out their responsibilities. As school cultures vary, it is essential for all members of the school community, regardless of hierarchical position to adapt to their institutional culture in order to foster job satisfaction and enhance professional performance. Supporting this perspective, Thompson, Unachukwu, Obiekwe, and Amaonye (2022) emphasize that each school should establish its own distinct set of values, policies, and principles, which collectively form its cultural identity. In schools characterized by a positive culture, there is often a strong alignment among staff in terms of values, beliefs, and practices, which influences not only individual behavior but also the overall administration and management of the institution. Consequently, a school's culture appears to be closely linked to its organizational effectiveness and performance.

Several scholars have proposed various dimensions of school culture. Bamidele (2022) identifies power culture, role culture, achievement culture, and supportive culture. Similarly, Aranki, Suifan, and Sweis (2019), as well as

Ghewari and Pawar (2019), highlight bureaucratic, supportive, innovative, and team-oriented cultures. Oroka and Oroka (2020) categorize school culture into power, task, role, and person cultures. For the purpose of this study, particular attention is given to bureaucratic and team-oriented cultural dimensions.

Bureaucratic culture refers to a school environment characterized by a well-defined organizational structure, rigid adherence to rules, standardized procedures, and clear operational standards. Dereje, Woldie, Adamu, and Bekele (2020) assert that such a culture is distinguished by strict control, clearly delineated responsibilities, and established lines of authority. In schools operating under a bureaucratic culture, principals often rely on cautious approaches, the use of sanctions, and close supervision to ensure compliance with institutional norms. Discipline, command, and procedural fidelity are emphasized as mechanisms for guiding teacher behavior. This culture typically discourages favoritism, as duties are expected to be performed strictly in accordance with established rules. However, a major limitation of the bureaucratic culture is its tendency to stifle creativity and initiative, as teachers are expected to follow laid-down procedures with minimal deviation or innovation.

In contrast, a team-oriented school culture is one in which collaborative work takes precedence over individual efforts. This culture promotes the idea that collective effort among teachers leads to better outcomes. Okonkwo, Osita, Olisaemeka, and Chigbo (2019) affirm that in schools with a team-oriented culture, goals are achieved through joint efforts rather than isolated tasks. Principals in such schools often foster collaboration, open communication, and the exchange of ideas among teachers. Nonetheless, team-oriented cultures can also present challenges, particularly when differing ideologies and values among staff members lead to conflict, which may affect job satisfaction.

Job satisfaction refers to a teacher's emotional response and overall attitude toward their job. Udemba (2021) defines it as the extent to which individuals feel positively or negatively about their work. It encompasses feelings of happiness, fulfillment, and contentment derived from one's professional role (Okorji & Njoku, 2020). Srinivasan (2021) emphasizes that individuals who are highly satisfied with their jobs tend to maintain positive attitudes, while those with low satisfaction often express negativity toward their roles. Teachers who are satisfied with their jobs are generally more committed, punctual, and consistent in lesson delivery. As Kwizera, Mwirumubi, and Kizito (2021) note, satisfied employees demonstrate reduced absenteeism, increased punctuality, enhanced performance, and long-term organizational commitment. Bahtilla and Hui (2021) similarly found that satisfied teachers are more likely to remain in the profession, contribute extra effort, and show dedication to student learning.

Job satisfaction is influenced by both the challenges and opportunities presented by the school environment. According to Joshua, Adamu, and Jigayi (2017), teachers express greater job satisfaction when school leadership fosters inclusion, transparency, and shared decision-making. Teachers who feel heard and valued are more likely to experience job fulfillment and engage positively with their responsibilities.

However, in public secondary schools in Abia State, there are indications of teacher dissatisfaction, often manifested through lateness, absenteeism, lack of commitment, and involvement in non-teaching activities during

official hours (Iroegbulam, 2021). Such behaviors may be symptomatic of deeper organizational issues, particularly those stemming from rigid and unsupportive school cultures. Okeze (2021) observes that many teachers rarely adhere to the norms and values of their institutions due to a lack of inclusion in school governance. This absence of participatory culture has been linked to diminished innovation and morale among teaching staff. Similarly, Njoku and Modebelu (2019) report pervasive dissatisfaction in Abia State's public secondary schools, attributing it to poor interpersonal relations, conflicts, and a lack of respect between teachers and administrators. The overreliance on bureaucratic systems, including excessive rules and a reluctance to adapt to change, contributes to teacher frustration. Such rigidity can hinder timely decision-making and prevent teachers from exercising professional autonomy. Nweke and Okai (2022) express concern that many public secondary schools in the state lack the enabling culture necessary to achieve their educational objectives. Given these challenges, this study investigates the relationship between school culture and teachers' job satisfaction in public secondary schools in Abia State.

Statement of the Problem

An ideal school culture is one that is supportive, healthy, and conducive to teamwork and creativity, factors which are essential for boosting teacher morale and overall job satisfaction in secondary schools. However, in many public secondary schools in Abia State, the prevailing school culture appears to be rigid and unfriendly, creating an atmosphere that stifles innovation and limits creative expression among teachers. The organizational structure of these schools is often overly bureaucratic and inflexible, thereby restricting teachers' professional autonomy and limiting their involvement in decision-making processes. This rigidity tends to discourage the implementation of new ideas, as some principals prefer to maintain the status quo and resist changes introduced by teachers.

The bureaucratic nature of these institutions characterized by an overdependence on rules and hierarchical control further restricts the use of teacher initiative. In such environments, the absence of collaborative practices and the lack of clear, open communication channels often lead to teacher demotivation and emotional exhaustion. In response, some teachers may engage in counterproductive behaviors as a form of expressing dissatisfaction. There are growing concerns about the extent to which core values and professional norms are upheld in these schools. Instances of lateness, absenteeism, uncooperative attitudes, disrespect, and dishonesty among staff members suggest a potential breakdown in organizational culture. In many cases, teachers are required to follow top-down directives with little room for participation, leading to feelings of frustration and disengagement. Some dissatisfied teachers have been reported to absent themselves from duty without justification, neglect lesson delivery, or engage in non-academic activities, such as trading during official hours. Such behaviors compromise instructional quality and negatively affect student learning outcomes.

While educational stakeholders have made efforts to address these issues through the development of behavioral norms, teacher empowerment programs, and enhanced monitoring of school activities, these measures have not fully mitigated the root causes of teacher dissatisfaction. Consequently, this study seeks to investigate the extent to which school culture correlates with teachers' job satisfaction in public secondary schools in Abia State.

Purpose of the Study

The purpose of the study is to determine the relationship between school culture and teachers' job satisfaction in public secondary schools in Abia State. Specifically, the study determined the:

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

Hypotheses

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

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

Method

Correlational research design was employed for this study. The study was conducted in Abia State, Nigeria. The population of the study comprised all the 4,812 teachers in the 277 public secondary schools in the state. The sample size of the study was 241 teachers (5% of the population) drawn using proportionate stratified random sampling technique. Structured questionnaires titled: "Organizational Culture Scale (OCS) and Teachers' Job Satisfaction Scale (TJSS)" were used for data collection. The instruments were face validated by three experts in Faculty of Education Nnamdi Azikiwe University, Awka. Internal consistency co-efficient of 0.86 and 0.90 were obtained for OCS and TJSS respectively using Cronbach's Alpha statistical method. The researchers administered the instrument to the research participants with the help of three research assistants. Out of the 241 copies distributed, 233 copies were returned duly completed, and used for data analysis. Pearson Product Moment Correlation Coefficient (r) was used to answer the research questions. The (r) was used to determine the nature of the relationship between the variables of the study. The magnitude of the relationship was determined using Nworgu (2015) guidelines, thus: 0.00-0.19, very low; 0.20-0.39, low; 0.40-0.59, moderate; 0.60-0.79, high, and 0.80-1.00, very high. The p -value was used to determine the significance of the relationship for the three hypotheses. The decision rule was: a null hypothesis was not accepted where the calculated p -value was less than

the stipulated level of significance (0.05). The reverse is the case where the calculated p-value was greater than the stipulated level of significance. All analyses were carried out using Statistical Package for Social Science (SPSS) Version 25.

Results

Table 1: Pearson r on the relationship between bureaucratic school culture and teachers’ job satisfaction in public secondary schools in Abia State.

Source of Variation	N	r	Remark
Bureaucratic Culture	350	0.45	Moderate Positive Relationship
Job Satisfaction			

Table 1 shows that there is a moderate positive relationship existing between bureaucratic school culture and teachers’ job satisfaction in public libraries in Abia State. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.45.

Table 2: Pearson r on the relationship between team-orientation school culture and teachers’ job satisfaction in public secondary schools in Abia State.

Source of Variation	N	r	Remark
Team Orientation Culture	350	0.72	High Positive Relationship
Job Satisfaction			

As shown in the above table, there is a high positive relationship existing between team orientation school culture and teachers’ job satisfaction in public libraries in Abia State. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.72.

Table 3: Test of significance of relationship between bureaucratic school culture in schools and teachers’ job satisfaction in public secondary schools in Abia State.

Source of Variation	N	r	p-value	Remark
Bureaucratic Culture	350	0.45		
Job Satisfaction			0.00	Sig

Analysis in Table 3 shows that there is a significant relationship between bureaucratic school culture and teachers’ job satisfaction in public secondary schools in Abia State. The calculated r (0.45) had *P*.value <0.05. The 1st null hypothesis was therefore rejected.

Table 4: Test of significance of relationship between team-orientation school culture and teachers' job satisfaction in public secondary schools in Abia State.

Source of Variation	N	r	p-value	Remark
Team Orientation Culture	350	0.72		
Job Satisfaction			0.00	Sig

Analysis in Table 4 shows that there is a significant relationship between team orientation school culture and teachers' job satisfaction in public secondary schools in Abia State. The calculated r (0.72) had P .value <0.05 . The 2nd null hypothesis was therefore rejected.

Discussion of Result

Bureaucratic School Culture and Teachers' Job Satisfaction

The findings of this study revealed a weak positive relationship between bureaucratic culture and teachers' job satisfaction in public secondary schools in Abia State. This result contradicts the findings of Al-Shammari and Al-Am (2018), who reported a strong positive relationship between bureaucratic organizational culture and employee job satisfaction. The disparity in these findings may be attributed to variations in research contexts, including differences in the time frame, participant demographics, sample size, and organizational settings of the two studies.

The weak relationship observed in the current study may be explained by the nature of bureaucratic culture in schools, which prioritizes strict adherence to rules and policies over addressing the professional, emotional, and developmental needs of teachers. In such settings, the rigidity associated with bureaucratic structures may suppress innovation and limit teachers' ability to exercise professional autonomy, thereby dampening their job satisfaction. The hierarchical control and excessive procedural requirements often lead to delays in decision-making, which may further contribute to teacher frustration and reduced morale.

Despite this, the study also found that a significant relationship exists between bureaucratic culture and teachers' job satisfaction. This aligns with the findings of Indiyati, Fauziah, and Putri (2020), who reported a significant association between bureaucratic culture and employee job satisfaction. The perceived fairness and transparency associated with bureaucratic systems—such as the discouragement of favoritism and the promotion of equity through clearly defined rules and policies—may explain the statistically significant relationship observed in this context.

Team-Orientation School Culture and Teachers' Job Satisfaction

The finding of this study revealed that team-orientation 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 Owenvbiugie (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 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 school 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

Following the findings of the study, it was concluded that there is a moderate positive and significant relationship between bureaucratic school culture and teachers' job satisfaction in public secondary schools in Abia State. There is also a high positive relationship between team orientation school culture and teachers' job satisfaction in public secondary schools in Abia State.

Recommendations

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

1. Principals should minimize the rigidity in bureaucratic culture which reduces the freedom of staff to be innovative while executing tasks. This will enhance their job satisfaction.
2. Principals should assign tasks to teachers in teams and groups. This will help develop team-orientation culture which will help improve teachers' job satisfaction.

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