

Organizational silence and school climate as correlates of secondary schools teachers' job performance in Anambra state, Nigeria

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Abstract

Job performance of teachers especially at the secondary school level is not only a pointer to school effectiveness but a major determinant of achieving the national educational goals in Nigeria. The teachers can only achieve the school and national educational goals by discharging their job performance in general. Teachers' accomplishing their job performance have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel factors that militate against good job performance. The purpose of this study was to investigate the organizational silence and school climate as correlates of secondary school teachers' job performance in Anambra State, Nigeria. The study adopted descriptive research design. Statistical population includes all the 6,400 teachers who are teaching in the 259 public secondary schools in the state. The sample size of 550 subjects was determined using proportionate stratified random sampling technique. Data were collected using three adopted questionnaires titled: Organizational Silence Questionnaire, Organizational Climate Index, and Teachers Job Performance Questionnaire. The questionnaires were validated by three experts; two in educational management and policy and one in measurement and evaluation. The reliability of the instruments was determined using Cronbach alpha coefficient. It yielded coefficient alpha of 0.91, 0.81, and 0.66 respectively. The data obtained was analyzed using multiple regression analysis. One research question and one hypothesis were raised and answered in the study. The result showed that organizational silence makes the highest contribution in predicting job performance of secondary teachers.

Keywords: organizational silence, school climate, and teachers' job performance

Introduction

Teachers especially at the secondary school level are not only charged to aid in the students' academic achievement but are major determinant of students' behaviour in particular, and are major implementers of the national education goals. The medium through which teachers achieve the national educational goals is to efficiently discharge their job performance. Teachers' job performance is the duties of teachers in educational organization. Teachers achieving the expected job performance have become a phenomenon of interest to all stakeholders including students, principal, parents, policymakers and society at large. This account for the reason why scholars have been working hard to unravel variables that predict teachers' job performance.

Some scholars have viewed teachers' job performance as helping students achieve their academic success. In the views of Asiegbu (2013) ^[4], Offorma and Chukwuma-Nosike (2016) ^[21] the major aim of teachers' job performance is to work towards making students attain academic excellence. Job performance of teachers is the duties performed by teachers in the school which aimed at achieving both education and school objectives (Okeke-James, Igbokwe, Ogbo, Ekweogu & Anyanwu, 2020) ^[20]. Thus, job performance of teachers is more than just curriculum implementation, it also includes: extra curriculum activities, instilling discipline, supervision, motivation and development of students' character for the future. Furthermore, Saleemi, (2016) ^[27] identified other essential teachers' job performance to include:

- To impart and foster technical knowledge on students
- To impart leadership qualities in the students

- To teach the students respect for individual, cultural, racial and religious differences
- To enlighten the future of the students

Although, virtually all education stakeholders work and place premium on improving teachers' job performance including the teachers themselves; but it appears that some teachers perform below the expected job performance, such as: poor lesson preparation and presentation, disciplinary problems among teachers (Adejumobi & Ojikutu, 2013, Nwosu, 2017, Oyeyinka & Bolarinwa, 2016) ^[1, 19, 24]. In various secondary schools in Nigeria, Anambra State in particular, it appears that teachers differ in accomplishing their job performance. To the researchers, it seems this is as a result of their experiences and perception of school climate and organizational silence among school members. The latter is a collective decision of employee to restrain from accomplishing their duties by being silent to the school objectives. According to Inandi, Gun and Gilic (2017) ^[11] organizational silence refers to employees' behaviour of not expressing the opinions when they are faced with a problem. Continuing, employees withhold their knowledge and ideas for improvement of their work and organizational purpose. Organizational silence is an important factor with respect to job performance of teachers. There is a consensus among researchers and educational scholars that, organizational silence decreases employee commitment to job, block change and innovation (Eriguc, Ozer, Turac and Songur, 2014). Similarly, Murman (2017) ^[16] asserted out that organizational silence is a barrier to change and development in an organization. The effect of organizational silence has been enumerated by some scholars to include:

decrease of employees' commitment level, poor teachers performance intra and inter personal conflicts, prevent positive or negative feedbacks to the management and reduce decision making process debated and researched for (Akbarian, Ansari, Shaemi & Keshtiaray, 2015, Cetin, 2014, Eriguc, Ozer, Turac and Songur, 2014) ^[2, 6].

Akcin, Erat, Alniack and Ciftcioglu, (2017) ^[3] in their findings on the effects of perceived organizational support on organizational silence and task performance revealed that organizational silence is a predictor of task performance among academics working in Turkish Universities. Laeeque and Bakhtawari (2014) revealed that organizational silence is statistically predictor of employees' commitment in higher education sector of Pakistan. Similarly, Qazelvand and Shahtalebi (2016) ^[25] in their own study found a significant correlation between organizational silence and organizational commitment among secondary school teachers in Azan City, Iran. In the same vein, Centi (2014) pointed out that organizational silence has effects on teachers' job performance. Osboei and Nojabae (2014) ^[23] considered organizational silence as a factor that influence teachers' job satisfaction in Western Mazandaran province in Iran. They revealed that there was a significant relationship between organizational silence and teachers' job satisfaction.

In many cases, organizational silence was strongly correlated with teachers' job performance. Another important variable that relates to teachers job performance is school climate (Adejumobi & Ojikutu, 2013) ^[1]. School climate refers to social characteristics of school in terms of relationship among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices (Maxwell, Reynolds, Lee, Subasic and Bromheads 2017) ^[14].

Furthermore, researchers have found that school climate and other school-based factors are predictors of teachers' efficacy in schools in Southeastern Louisiana (McIver, 2014). School climate may enhance or constrain the performance of teachers and other staff members of the school (Geleta, 2017) ^[9]. Regarding the roles of teachers, Bai, Heydari, and Niknahad (2014) ^[5] found out that school climate is associated with physical education teachers' effectiveness in Kalale City, Iran.

Finally, previous research support that school climate can play a significant role in providing a healthy and positive school atmosphere where stakeholders can function efficiently. Specifically, Maniam and Pihie (2017) ^[13] noted that school climate is a significant factor that helps in understanding human behaviour in organization, which can greatly influence job satisfaction and performance of school members. It has also been found that a positive school climate can yield positive academic and job performance for students and school personnel. Similarly, a negative climate can prevent optimal academic and job performance (Okorji, Igbokwe, Ezeugbor, 2016) ^[22]. Nemesia (2015) ^[18] concluded that promoting a positive school climate will improve different areas of teachers' job behaviours and practice. This is to say that what teachers perceive about climate existing in the school through interactions and observation is equally important as their expected job performance. School climate, if positive, can provide an enabling environment, both for personal growth and job performance.

The above literature reviewed showed job performance of

teachers has been correlated with various variable; including: organizational silence, principals' leadership style, school climate, and can have negative effect on students' academic achievement and teacher performance. This is an indication that poor job performance of teachers has been a recurring for various reasons. In particular, poor job performance of teachers can hinder national educational goals and school objectives in particular. The alarming rates of misbehaviors among students (truancy, disobedience, bullying, cult activities & drug abuse) are pointers to this decadence in teachers' job performance.

Although, a lot of studies have been conducted on organizational silence and school climate individually as predictor of teachers' job performance. It seems that organizational silence and school climate have a joint contribution to poor job performance among teachers in secondary schools in Anambra State, Nigeria. But, to the best knowledge of the researcher a few studies explore how they both associate with teachers' job performance. It is against this literature backdrop that motivated the researchers to provide further insight into correlating the relationship among these three variables.

Purpose of the Study

The main purpose of this study is to investigate organizational silence and school climate as correlates of secondary school teachers' job performance in Anambra State, Nigeria. Specifically, this study set to;

Examine the relationship among organizational silence, school climate and secondary school teachers' job performance.

Research Question

What is the relationship among organizational silence, school climate and secondary school teachers' job performance?

Research Hypothesis

There will be no significant relationship among organizational silence, school climate and secondary school teachers' job performance

Significance of study

This study will be highly important to the teachers, students, principals, the educational planners, decision and policy makers, and future researchers. This study will help the teachers to know and ascertain the variable that make highest contribution on their job performance, thereby making them to develop a proactive strategy to curb poor job performance themselves. With the information gained the teachers as well as the students will strive to perform better in behaviour, job and academic performance. The study will provide an insight understanding for the school principals to know the association between organizational silence and school climate on the teachers' job performance, thereby making the principals to develop appropriate ways of improving the school environment for the teachers in the schools.

Again, this study will help the educational planners, decision and policy makers to develop appropriate concentration on variable that relates to teachers' job performance in the bid to making strategic policies in solving the problem of poor job performance among teachers. Thereby work towards better improvement in

teacher performance and general education system. It is important to note that findings in this study will also serve as a source of reference for other researchers who may want to conduct the same or similar study in other subjects or part of the country.

Methodology

Research Design

The research design used in this study was correlation-descriptive study.

Population

The population for the study comprises of all the 5498 secondary school teachers in public secondary schools in Anambra State, Nigeria.

Sample and Sampling Techniques

The sample for this study comprises 550 participants which were selected using proportionate stratified random sampling technique. Twenty six (26) secondary schools were selected out of 259 public secondary schools in Anambra State, Nigeria.

Instrumentations

The organizational silence questionnaire constructed by Van Dyne, Soon and Botero (2003) [28] was adopted and used as a measure of organizational silence. The school climate index constructed by Hoy, Smith and Sweetland (2002) [10] was adopted and used as a measure of school climate questionnaire. A structured teachers’ job performance questionnaire constructed by Emengini (2017) [7] was adopted and used as a measure of teachers’ job performance.

Validity of Instrument

Face validity of the instruments that was designed for the study, the researchers gave the Instruments to two experts in the field of educational management and policy and one expert in the area of measurement and evaluation, all are lecturers in Nnamdi Azikiwe University Awka. Their corrections and suggestions were effected before subjected it to the teachers.

Reliability of Instrument

After face validity of the instruments, seventeen (17) copies of the instruments were administered in order to test the reliability of the instrument. The Cronbach alpha technique was then used to test their reliability to ensure that they are consistent in measuring what they were designed to measure. The results from the analysis carried out yielded the following on each Variable:

1. Organizational silence questionnaire: 0.91
2. School Climate index: 0.81
3. Teachers’ job performance questionnaire: 0.66

Procedure for Data Collection

The instruments were administered to the participants in their various schools with the permission of the school principals. Data was collected using on the spot delivery approach with the help of six trained research assistants.

Data Analysis

The data were analyzed with Multiple Regression analysis using Statistical Package for Social Science (SPSS). For the

purpose of this work, multiple regression is used because it weighs or scores each variable (organizational silence & school climate) in terms of importance in making the desired teachers’ job performance prediction.

Results

Research Question one

What is the relationship among organizational silence, school climate and secondary school teachers’ job performance?

Table 1: Summary of multiple regression school climate and organizational silence as predictors of teachers’ job performance.

Predictors Entered	B	β	T	P
(Constant)	2.672		1.371	.188
School climate	-.394	-.345	-1.471	.160
Organizational silence	1.326	.288	1.227	.236
R= 0.380				0.266
R ² = 0.144				
Adj. R ² = 0.044				

Dependent variable (teachers’ job performance)

Using the multiple regression analysis in table One, the summary of analysis shows multiple regression coefficient (R=0.380), the coefficient of determination (R² = 0.144). This indicates that organizational silence and school climate make a joint prediction of 14.4% to teachers’ job performance. This means that 14.4% of the variance is accounted for by the two predictor variable when combined together.

Hypothesis One

There will be no relationship among organizational silence, school climate and secondary school teachers’ job performance

Table 2: Test of Significance of Multiple regression school climate and organizational silence as predictors of teachers’ job performance in schools

Predictors Entered	B	β	t	P
(Constant)	2.672		1.371	.188
School climate	-.394	-.345	-1.471	.160
Organizational silence	1.326	.288	1.227	.236
R = 0.380				0.266
R ² = 0.144				
Adj. R ² = 0.044				
F = 1.432				

As shown by the summary of the multiple regression analysis in Table 2, the regression coefficient (R) was 0.380, the coefficient of determination (R²) is 0.144, F=1.432 and P=0.266. This means that 14.4% of the variance is accounted for school climate and organizational silence taken together. In other words, school climate = -.345 and organizational silence =.288 contribute 14.4% in predicting teachers’ job performance. This contribution is seen to be statistically significance since the significance of the joint predictors is tested at P<0.05. Specifically, organizational silence makes the highest contribution in predicting teachers’ job performance. In brief school climate and organizational silence make significant contribution in predicting teachers’ job performance. Hence the hypothesis that there is no significant relationship among organizational silence, school climate and secondary school teachers’ job

performance is not accepted.

Discussion

The result of the research question revealed that organizational silence and school climate make a joint prediction of 14.4% to teachers' job performance. This means that organizational silence and school climate make significant contribution in predicting secondary school teachers' job performance. This is to say that 14.4% of variance is accounted for by organizational silence and school climate when taken together. The other variables not included in this study may have accounted for the remaining variance. This aligns with the research findings of Akcin, Erat, Alniack and Ciftcioglu, (2017) ^[3] which reveal that organizational silence is a predictor of task performance among academics. This is consistent with the findings of Centi (2014) that organizational silence has effects on teachers' job performance. This is also in line with the studies of McIver (2014) that school climate and other school-based factors are predictors of teachers' efficacy in the school.

Also, the result of the research hypotheses revealed that the contribution of organizational silence and school climate is statistically significant. Thus, independent variables have significant contribution to teachers' job performance. This is supported by an empirical research by Qazelvand and Shahtalebi (2016) ^[25] which indicated that there is a significant correlation between organizational silence and organizational commitment among secondary school teachers. Also, regarding the roles of teachers Babatunde and Olanrewaju(2014) found out that there was school climate is associated with Students academic achievement. This is line to yardstick of measuring teachers' job performance as identified by Saleemi, (2016) ^[27].

Finally, Maniam and Pihie (2017) ^[13] noted that school climate is a significant factor that helps in understanding human behaviour in organization and can greatly influence job satisfaction and performance. This is to say that a positive school climate can yield positive academic and job performance for students and school personnel.

Conclusion

The study concludes that organizational silence and school climate make a composite significant contributin of 14.4% to secondary school teachers' job performance. Based on the findings of this study, job performance of secondary school teachers will most probably improve when efforts is made to promote positive school climate and to reduce organizational silence in the school in Anambra State, Nigeria.

Implications of the Study

The findings of this study revealed that school climate and organizational silence make significant contribution in predicting teachers' job performance. The implication is that if teachers do not perceive school climate to be healthy so as to freely express their feelings, observation, perception, ideas and knowledge; it may hinder their commitment to effective job performance.

Recommendation

Based on the findings the following recommendations are made:

1. School principals in Anambra State should support

teachers' ideas, initiatives, creativity for innovation and spontaneous job performances;

2. School principals should create a positive and wholesome climate by involving stakeholders to school matters, in order to jointly work towards enhancing job performance of school teachers.
3. The educational planners, decision and policy makers should make policies on how to sustain positive school climate and ensure effective utilization of teachers views on how to promote their job performance

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