

Contributions of Organisational Transparency, Communication Flow and Intrinsic Motivation to Teachers Job Performance in Ogun State Public Secondary School.

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Abstract. This study sought to determine the joint and relative contributions of organisational transparency, principals' communication flow and teachers' intrinsic motivation to teachers' job performance in Ogun State public secondary schools. This is predicated on the fact that lack of transparency has been the major problem militating against the nation's development in all spheres of human endeavour. In Nigeria, much attention has not been focused on how organisational transparency individually and jointly combined with other variables to determine the job performance of teachers.

The study employed the descriptive research design of the ex-post facto type. One thousand and thirty seven teachers (1037) in public secondary schools in Ogun State participated in the study. The sampling was done using multi-stage proportional and stratified random sampling techniques. Four instruments were used in collecting data namely; Transparency Factor Questionnaire (TFQ), Principals' Communication Flow Questionnaire (PCFQ), and Teachers' Intrinsic Motivation Scale (TIMS) for the independent variable and Teachers' Job Performance Rating Scale (TJPRS) for the dependent variable. All the instruments were adapted and pilot- tested and gave validity values of Chronbach alpha values between 0.8246 and 0.8670, the split- half reliability values ranging from 0.7841 to 0.8824. One

hypothesis was formulated and tested. The data collected were analysed using multiple regression analysis. Findings revealed that organisational transparency, principals' communication flow and teachers' intrinsic motivation jointly and significantly accounted for 15.1% of teachers' job performance. Significantly, organisational transparency contributed 3.1%, principals' communication flow contributed 13.4% and teachers' intrinsic motivation contributed 3.2% to teachers' job performance. The study recommended among others that principals should adopt a transparent administrative style and ensure an effective communication flow in their schools; they should also help in enhancing teachers' intrinsic motivation by motivating excellent performance exhibited by them; government on her part must put in place policies that can enhance transparency in schools and motivate teachers effectively.

Key Words: organisational transparency; communication flow; intrinsic motivation; teachers' job performance; secondary schools in Ogun State.

1. Introduction

In discussing teachers' job performance, issues of trust between the school administrators and

teachers come to the forefront. It has been observed that organisational transparency breeds trust among workers in an organisation. Currently, the organisational transparency and other forms of transparency is of paramount issue in Nigeria. Questions are being asked about how transparent the institutions in the country are. Though, accusing fingers are being pointed to other subsystems of the country such as the political system, defence, energy, governance among others, the education industry too cannot be absolved of the happenings in the other subsystems. There is close association within and between the other subsystems and education. There is also the tendency for those in education industry to want to behave the ways others are behaving as the polity is occupied by culturally affinitive people. So, what operates in a subsystem has the tendency to spill into other areas of the system. Organisational transparency can be explained as how honest, dependable, open and reliable a system is Alaba (2011). Organisational transparency is majorly a management cadre issue. It is a concept that is first demonstrated either positively or negatively by the administrators of an organisation. Reactions are then demonstrated by workers of the system according to how they perceived organisational transparency in the organisation. This will either make or mar the output of the organisation. Teachers are not left out in this kind of reactions to organisational transparency in their schools.

Some attributes make a leader transparent and so endear him/her to his/her co-workers or subordinates. Transparency breeds trust. It is that attribute of the leader that makes his/her followers, co-workers or subordinates willingly to be vulnerable to him or her. Such attributes include being benevolent, reliable, competent, honest, and open. To earn a teacher's trust, the principal must be caring should respect teachers' views. Tschannen and Hoy's (2000) write that trust in an organisation is hinged on processes such as communication, collaboration, climate, organisational citizenship, efficacy and effectiveness.

Bloimqvist and Stable (2006); Brownwell (2000); Ralphstacy (2012) list the conditions for creating organisational trust. These conditions

include keeping his/her commitments and promises; sharing himself/herself honestly with open communications; listening; keeping confidences; be accessible; tell the truth, showing respect, fair and consistent, cooperating and looking for ways to help; avoiding excuses and blames; and be accountable transparently.

According to Brownwell (2000) and Qianhorg-Fu (2004), while a code of ethics often specifies what people ought to do, the creation of trust depends on what people actually do. And so the head should create trust within his/her organisation. Trust is the factor necessary for cooperation which is vital for an organisation to exist and prosper. According to Blake and Macneil (1998), competence and goodwill are necessary to build trust. Transparency on the part of the principal ensures trust. Transparency has to do with communication, indeed a two-way communication process. It is the direct opposite of secrecy. Wikipedia (2015) describes transparency as implying openness, communication and accountability. Transparency is a means of fighting corruption. It gives little room for the abuse of the system particularly in the favour of the operators of the system. According to Glazer, Zamanou and Hacker (1987), transparency helps to build organisational culture.

Galford and Drapeau (2004); Ralphstacy (2012) list enemies of trust as inadequate communication, misbehaviour and unremedied situations. They went ahead to ascertain that organisation trust is based on transparency. That is the belief that things are done the way things ought to be done in the organisation. Begley (1996) writes "A commitment to organisational transparency is an attempt to create a high level of trust among stakeholders through insistence on open access to information, participation and decision-making. In both public and private sectors, openness about intentions and the formulation and implementation of initiatives is increasingly recognised as a key element of good governance. Babajide (2006) opines that principals must possess readiness to explain actions, willingness to listen to subordinates and allow teachers participate in decision making. He goes further to say that the principal must be

transformational in nature by being tolerant, fair, sensitive available and giving respect to individual teachers and must be pragmatic. This will enhance teachers' job performance and boost transparency.

Another factor that cannot be underrated in operating and explaining organisational transparency in organisation is communication flow. Peretomode (1992) defines communication as the transfer of information, feelings or messages from a source to a receiver. This presupposes that information that is not properly encoded so that it could convey a meaning to the decoder would not be classified as communication. Information must not only be well coded but also be understood by the receiver before communication can be said to have taken place. Oladunjoye (2006) and Mehmet , Fadimeand Sultan (2013) posits that communication is a process of transmitting thoughts, sharing or imparting information or ideas and giving understandable information.

Communication flow can be explained as how effective the communication in an organisation is as perceived by the workers in the system. In running an organisation, rules are made, directives are given. In particular, a school system is bureaucratic in nature. Documentation as well as chains of command dominates the operation of the system. Such that, if care is not taken about the communication flow, wrong perceptions on the issue of honesty and other issues may be developed. This emphasises the fact that the process of managing an organisation must not only be done in a correct manner but must be clearly seen by all concerned that proper processes are used in achieving ends. In any organisation, communication occupies a paramount position if any success is needed (Cherly, 2013). At all levels, decisions have to be made; such decisions must be passed down to those who will implement it. The place of proper communication channels and processes in ensuring and enforcing transparency cannot be overemphasized. This will work against trust in such organisation thus generating conflicting perceptions which will affect the output of the system. Unlike machines, the human mind is quick to react to issues they perceive as negative

to their views. Hence teachers even when provided with all resources required may still not work as expected leading to poor results.

In discussing communication flow in schools, two things readily come to mind. One of this is that the business of schools is teaching, that is, imparting of knowledge. The other is the building of relationship for the betterment of the schools and societies and also for the smooth running of the schools towards the accomplishment of the goals of education. The school as an organisation depends on interpersonal relationship and intra-personal relationship to continue to exist for the purpose it was established. Relationship and communication go hand in hand as it is through effective communication flow that positive relationship could be built or developed Mehmet et al (2013). The school, as pointed out above, is about relationship. Teacher – teacher relationship, Teacher – Student relationship, School manager – Teacher relationship, Principal – Teacher relationship, School – community relationship, Government – School relationship, Academic staff – Non – Academic staff relationship among others are developed with the use of communication.

In the school system, the channels of communication must be clear, devoid of ambiguity for workers to be sure of what is expected and how to achieve same (Cert, 2016). All those involved with the school need to be able to raise concerns, talk theory, ideas, give praise and be listened to. It is important that people receive the information they need to do their work and that they don't receive more than they need so that information overload does not set in. The business of teaching and learning itself involves exchange of ideas between teacher and students which cannot take place except through effective communication. Horace (2006) and Williams (2016) lists what should be considered when developing communication skills as follows: communicate effectively, orally, and in writing with a range of audience; negotiate and consult effectively; manage good communications system; develop, maintain and use an effective network of connection.

Teaching, people say is a job of conscience. This translates to what is referred to as intrinsic motivation. Intrinsic motivation is explained as that internal feeling that makes the worker to go the extra mile at work or his/her duties without being prompted or induced to do so. Educational Psychology Interactive (2006) defines intrinsic motivation as “Internal state or condition that activates behaviour and gives direction”. Palmer (2002), while explaining intrinsic motivation, states that it involves completing a task for the feeling of mastery, control, or pleasure it provides.

When a worker is intrinsically motivated, the job itself becomes pleasing to him/her. There is an urge within him/her to do the job because he enjoys doing it. It may be due to competence, a sense of absolute control or the fun of doing it (Akanbi, n.d, Nasibov, 2015). Suslu (2006) discovered that there is high correlation between intrinsic motivation and teaching which stems from internal desire to educate people. Mohammad (2014) opined that fulfilment of teaching is provided with intrinsic rewards. Intrinsic motivation is likely to be increased by a sense of relatedness which is defined as the degree of emotional security that teachers feel. He concluded that lack of motivation may cause unwillingness to work. Teachers’ intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction. She concluded that though both extrinsic and intrinsic motivations are important for teacher job performance, the aim of organisation should be to build on and enhance the intrinsic motivation for teachers to teach effectively. Muogbo (2013) in a study of employee motivation on organisational performance on selected firms in Anambra State, Nigeria found that employee motivation correlates to organisational performance to a high degree. The same view was expressed by Ovidiu-Iliuta (2013).

Several issues within the Nigerian society works against the intrinsic motivation of teachers in the secondary school. The poor social outlook the society have on teacher at the lower level of education often works against the teachers’ willingness to work. The political class in Nigeria are known to use derogatory words on

teachers particularly if the teachers dare ask for their rights. For instance, teachers in Ogun State Nigeria have on several occasions embarked on strike actions to demand for their entitlements. These would definitely dampen teachers’ morale and would invariably affect teachers’ job performance. Some studies have attempted to look at some of these issues by considering each variables such as how organisational transparency, communication flow, intrinsic motivation of teachers individually affect teachers’ job performance (Alaba 2012, 2013, 2015; Ovidiu-Iliuta, 2013; Muogbo, 2013).

Every worker in an organisation has a role to play in the achievement of the goals of the organisation. Whatever is concerned with the production process has its likes and dislikes. For example, machines have their maximum production capacity, limitation, period of overhaul, servicing and disposal. So also are other materials in the line of production. It is also the same with human factors as inputs in production process. The importance of human beings in the achievement of organisational goal cannot be over emphasized even in the era of computerisation of industries and service oriented companies. The production process actually revolves round the human factors. Whether the organisational goal will be achieved or not depends on the relationship established between and within the human factors in the system.

As argued in the background to this study, teachers form the pivot on which the educational goal attainment of this country revolves. This study is therefore conceptualized on the system theory.

2. Statement of Problem

Currently, teachers’ job performance is suspect when output of the secondary school is mentioned. Government claimed to be investing heavy sums of money on the school system by providing needed facilities and paying teachers emolument This therefore call for investigation into other factors that may affect teachers’ job performance, some of which were discussed above. This study therefore looks at the

combined contributions of the three variables of Organisational transparency, communication flow and intrinsic motivation to teachers' job performance in Ogun State Public Secondary Schools

3. Hypothesis

For the purpose of this study, the following hypothesis was formulated:

HO₁: There is no significant combined contribution of organisational transparency, principals' communication flow, and teachers' intrinsic motivation to teachers' job performance in Ogun State.

4. Methodology

Research Design: This study employed the descriptive research design of the ex-post facto type. This design has been found to be suitable for this type of study.

The population consisted of 10336 teachers in 468 public secondary schools (senior secondary, junior secondary, combined secondary schools) in all the twenty local government areas of Ogun State. The sample for this research work is one thousand, two hundred and seventy seven teachers drawn from some of the cadres of teachers in Ogun state public secondary schools by using multi-stage proportional Stratified random sampling technique. A total one thousand, two hundred and seventy seven copies of questionnaires were distributed. Four instruments were used for data collection. The pilot testing of the instruments involved 50 teachers from five public secondary schools in Ijebu North Local Government Zone that were not part of the samples used for the main study of the research. At the end of the pilot testing, the validity and reliability of the instruments were calculated using Cronbach alpha and Guttman split- half reliability test respectively as stated below.

Principals' Communication Flow Questionnaire: This instrument was adapted from Gallup Organisation Change Management Tool book Questionnaires for satisfaction at the workplace for measuring the communication flow of the principal consisted of 20 items on Likert ratings of 1-4 points. The trial stage gave a Chronbach Coefficient Alpha Value of 0.8246 for validity and a split half reliability index value of 0.7841.

Transparency Factor Questionnaire (TFQ) was adapted from the trust scales developed by Hoy and Tchannen-Moran (2003). At the end of the trial stage, the validity and reliability were calculated. The responses gave a Chronbach Alpha Value of 0.8670 and split half reliability value of 0.8824. It consisted of 20 items rated on 1-4 points on Likert ratings

Teachers' Intrinsic Motivation Scale (TIMS): This instrument was adapted from The Post Experimental Intrinsic Motivation Inventory (2006) has a validity of Chronbach Alpha Value of 0.8646 and a split half reliability value of 0.7986. It consisted of 26 items rated on 1-4 points on Likert ratings

Teachers' Job Performance Rating Scale (TJPRS): The scale was adopted from Ubadudu (2005), it has a validity of Chronbach Alpha Value of 0.8577 and a reliability coefficient of 0.7877. The scale consists of 30 items that are rated from 1 to 4 points. The items which are attitudinal in nature sought to know about Teachers' Job Performance in Schools.

Transparency factor questionnaire, principal communication flow questionnaire and teacher intrinsic motivation questionnaire were rated by sampled teachers while the teachers' job performance rating scale was completed by the Head of Department for teachers under him/her or the Principal when the participant were Heads of Department. At the end of the process of data collection, one thousand and thirty seven set of questionnaires were correctly completed and considered adequate for use in the study. Data collected from the field were analysed with the use of Multiple Regression Analysis.

5. Results

Table 1: Model summary of combined contribution of organisational transparency, principals’ communication flow and teachers’ intrinsic motivation to teachers’ job performance scores (N=1037)

R=0.388	Model	Sum of square	df	Mean square	F	Sig
R ² = 0.151	Regression	58967.873	3	19655.958	61.077	.000
Adjusted R ² = 0.148	Residual	332442.68	1033	321.823		
Std Error of estimate = 17.939	Total	391410.56	1036			

* F is significant of 0.05 level

Predictor variables: Organisational transparency score, principals’ communication flow score, teachers’ intrinsic motivation score

Dependent variable: Teachers’ job performance score

The result in table 1, revealed significant outcome ($F_{(3,1033)}=61.007, p<0.05$). This implies that the predictor variables (organisational transparency, principals’ communication flow and teachers’ intrinsic motivation) jointly contributed significantly to the teachers’ job performance scores. The results further revealed that when combined, the predictor variables contributed 15.1% ($R=0.388, R^2 = 0.151$) to the

variance in the dependent variable (teachers’ job performance score). As a result, the null hypothesis of no significant combined contribution is hereby rejected. The implication of this finding therefore is that the three predictor variables jointly and significantly contributed and explained about 15% of the variance in the teachers’ job performance in Ogun State public secondary schools.

Table 2: Beta Coefficient and t ratio for relative contributions of organisational transparency, principal communication flow, and teachers’ intrinsic motivation to teachers job performance in Ogun state public secondary schools.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	64.572	6.775		9.522	.000
Transparency Factor Questionnaire	-.342	.157	-.065	-2.174	.030
Principals’ Communication Questionnaire	.712	.066	.327	10.799	.000
Teachers’ intrinsic Motivation Scale	-.261	.071	.108	-3.686	.000

- a. Dependent Variable: Teacher job performance rating scale
- b. Selecting only cases for which teachers sex = All teachers

Table 2 showed that all three variables are potent determinants of teacher’s job performance in Ogun state public secondary schools. Principals’ communication flow ($\beta_2 .327, t = 10.799 P< .05$) Organisational transparency ($\beta = -.065, t = -2.174, P<.05$) and Teachers’ intrinsic motivation ($\beta =-.108, t = -3.686, P<.05$). It is obvious that all three determinant variables are potent determinants of teachers’ job performance in Ogun State public secondary schools.

6. Discussion

The outcome of hypothesis testing showed that the three variables of organisational transparency, principals’ communication flow and teachers’ intrinsic motivation contribute significantly to teachers’ job performance. A joint contribution of 15.1% cannot be waved away by any standard. This has confirmed the study of and Kratzer (1997), who discovered

that transparency enhances job performance of teachers. Also, this finding aligns with the result of the study of Biswal (2005), whose result showed that accountability and transparency contribute to job output in the education system. The views of Palmer (2002) and Mohammad (2014) on intrinsic motivation on work output are also confirmed by the result of this study. Huitt (2006) and Elizabeth and, Kwesi (2016) believes that interactions within organisation will increase intrinsic motivation which in essence will lead to better job performance. A teacher with a high sense of belonging will most likely work to enhance a positive output for the organisation. The interactions within the school as pointed out before is based on communication hence this study is also confirming the findings of Munchinsky (2000). Munchinsky (2000) found that nearly all processes within an organisation correlates well with the communication process to improve organisational job effectiveness. Eweje (2005) discovered that principals' communication style affects teachers' job satisfaction which in turn influences teachers' job performance. The same views were expressed by Mehmet, Fadime and Sultan (2013). They opined that effective communication in educational administration enhances job performance.

Result also indicated that organisational transparency contributes 3.1% to teachers' job performance and that it is significant. This result aligns with the findings of Kratzer (1997), Tschanen-Moran and Hoy (1998) and the opinions of Blake and Macneil (1998), Dacosta and Riordan (1996) and Kratzer (1997) found that school improvement is contingent on teachers trust Blake and Macneil (1998) and Schoorman, Davis and Mayer (2007) opined that when the Principal is approachable, uses powers effectively, is flexible, and creates useful staff development opportunities, he will enjoy his/her staff trust. This is bound to affect job performance positively.

Findings also showed the contribution of principals' communication flow to teachers' job performance in Ogun State public secondary schools. With a contribution of 13.4%, principals' communication flow contributed

more than the other variables. Definitely communication flow contributes significantly to teachers' job performance. This finding corroborates that of Munchinsky (2000), who found that nearly all processes in an organisation correlate well with the communication style in that organisation. The findings also confirmed the result of Eweje (2005), that principals' communication style has a lot of impact on teachers' job effectiveness.

The analysis showed that teachers' intrinsic motivation contributed 3.2% to teachers' job performance. This result showed that teachers' intrinsic motivation is important in job performance of teachers. However, it should be noticed that if weighed against communication, there exist a wide gap. Several studies have also shown that motivation is important in the job performance of teachers. This result corroborates the findings of the studies of Oluchuckwu (2000), Muogbo (2013), Fabiyi (2000), Nasibov (2015), Salami (2001), and Adeniji (2001). Ofoegbu (2004) found in a study that teachers who are intrinsically motivated are able to undertake a task for its own sake. In other words, intrinsically motivated teacher have a higher job performance than those who are not intrinsically motivated. Oluchuckwu (2000) and Elizabeth and Kwesi (2016) found that organisation climate sometimes serve as motivation to enhance workers' job performance as teachers are motivated to work. Adeniji (2001) also found that intrinsically motivated teachers assisted by good qualification perform better on the job. Udensi, (2000), Salami (2001), Okorie and Uche (2001), in separate studies discovered that factors that affect motivation of teachers when looked into also tend to enhance teachers' job performance. It further corroborates the discovery of Osokoya (2005), that the absence of motivational factors such as allowances and programmes that add value to teachers' esteem negatively affects the job performance of teachers. Ofoegbu (2004) and Elizabeth and, Kwesi (2016) in studies discovered that workers who are intrinsically motivated are observed to be able to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualisation. The study which involved

772 teachers from public primary and secondary schools from the south eastern states of Nigeria was carried out on teacher motivation output. In a study, Watkins (2007) studied intrinsic and extrinsic motivation of employees and job satisfaction of workers. The study addressed 10 family- owned business and 20 corporately owned business in the retail industry. The study showed that no matter the level of the business and the relationship of a worker to the owner of the business, both intrinsic and extrinsic motivation should be enhanced to guarantee a high level of performance by workers. The study further revealed that people obtain jobs for extrinsic factors but retained it not only for extrinsic factor but for intrinsic rewards involved. However, one should note that, intrinsic motivation in this study, though, significant in its contribution to teachers' job performance, did not contribute much to teachers job performance. This means that intrinsic motivation is at the lowest acceptable level among teachers in Ogun State public secondary schools.

7. Conclusion

Organisational transparency has become topical in recent times due to the insistence of the current government on due process in the running of governmental affairs but little or no attention has been paid to how transparently the school system is run and its implication on teachers' job performance. The principals' communication flow and teachers' intrinsic motivation were also considered as factors which could interact with organisational transparency to sway teachers' job performance in one way or the other. Findings revealed that the three independent variables organisational transparency, principals' communication flow and teachers' intrinsic motivation jointly and significantly determined teachers' job performance. Of the three variables however, principals' communication flow was the most significant factor in the prediction of teachers' job performance in Ogun State public secondary school. The three variables also jointly, relatively and significantly contributed to the job performance of male and female teachers but

female teachers' job performance depended more on the three variables than that of male teachers.

The result of this study has far reaching implications for principals, teachers, educational administrators and government among others. The principal should be conscious in carrying out his activities because of interpretations that could be either positive or otherwise. The principal must ensure that he is transparent in all his/her doings. He/she must ensure that he/she carries along his/her staff. The independent variables affect female teachers' reactions and young teachers reactions more than experienced teachers. These two groups form the bulk of teachers in the area under study. So in order not to jeopardise teacher's job performance, the principal must communicate more effectively with them and ensure transparency in the dealings and facilitate a congenial working environment.

Government must ensure that teaching personnel are well taken care of to enhance the interest of teachers in the job. Intrinsic motivation of the teachers can be enhanced by making available needed resources and motivation as external motivation enhances teachers' intrinsic motivation.

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