

Organisational Transparency and Teachers' Job Performance in Ogun State Public Secondary Schools

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Abstract

This study investigated Organisational transparency as determinant of teachers' job performance in public secondary schools in Ogun State Nigeria. The study also sought to determine how organizational transparency affects the job performance of male and female teachers in the state. A total of 1037 teachers selected through multistage sampling procedure throughout 20 educational zones in Ogun state participated in the study. Data were collected with three instruments which were adapted, pilot tested and found to be reliable and valid. Multiple regression analysis was used to analyse the data collected. The results showed that Organisational transparency determined teachers' job performance to a large extent. The variable was significant ($P < 0.05$). Organisational transparency significantly determined teachers' job performance. The variable also significantly determined male and female teachers' job performance in Ogun state public secondary schools. The study therefore recommended that the principal should improve his openness, be honest, be beneficial to his/her workforce to gain their acceptance and trust in his/her school. Also principal should engage in activities that can enhance Teachers' trust in principal. Organisational transparency as demonstrated by principals' dealings is a vital factor in achievement of organisational goals.

Keywords: Organisational transparency, Male teachers, female teachers, teachers' job performance, secondary school.

Introduction

Organisational transparency can be explained as how honest, dependable, open and reliable a system is. These qualities are expected to be possessed and exhibited by the management of institutions and, in the case of secondary schools, the principal. Without doubt, when principals are open, honest, reliable, dependable, benevolent and competent, they will enjoy the trust of their teachers and other workers. In discussing transparency, issues like corruption, ethics and moral justification always come to the forefront. The management of an organisation may be honest in their dealings but if the administrator is not open and accessible to all, misconceptions may come in about the management's dealings and this may lead to distrust by workers. Transparency will automatically bring about mutual trust among workers and management.

Review of Related Literature

It is obvious that all acts perpetuated with the aim of unduly benefiting from a situation or all gains made from position in an irregular manner at public expense will prevent an officer from being transparent. Transparency has become a major issue in the management of public affairs in Nigeria. Transparency International (TI) have continuously rate Nigeria in unit positions on corruption up to date.

Hallack and Poisson (2005) point out that corruption would mostly affect the resources allocated to schools; the way they are managed will have effects on school results. Indra (2005) opines that corruption causes more harm to the future since it encourages the young ones to believe that they can succeed in life without hard work, but rather through bribery, personal contacts and fraud. At the post primary school level, areas where corruption could be noticed are almost innumerable. They include illegal collection of fees, exchange of money for marks, forcing students to arrange for extra classes with teachers, examination malpractices, among others. With the foregoing, therefore, it may not be completely out of place to conclude that transparency would affect the teachers work vis-à-vis the teachers' job performance and productivity in schools. No matter how we argue, one thing is sure: the future outcome will definitely not be favourable to the society.

In discussing transparency, the issue of corruption and ethics comes to the forefront.

Nye as cited in Sokefun (2004) describes the term corruption as;

“behaviour, which deviates from the normal duties of public role because of private regarding (family, rules against the exercise of certain types of private regarding influence)e.

This includes such behaviour as bribery (use of reward to pervert the judgement of a person in a position of trust) nepotism (bestowal of patronage by reason of ascriptive relationship of public resources for private regarding uses”).

Ade-Ojo and Leigh (2004) see corruption, as the doing of anything against your conscience for a consideration, whatever be the consideration. They further opine that elements of corruption abound everywhere in this country.

These elements range from the offer to pay less custom duties at the ports or check points, purchase of forged certificates, petroleum bunkering, election rigging, sale of admission into educational institutions, compulsory sale of hand-outs to students, award of marks to undeserving students, illicit and unlawful relationship with students of the opposite sex, perversion of judgments for rewards, appointments against civil service rules, conversion of public properties to personal use, embezzlement of public funds, mismanagement and misuse of public funds, interpretation of existing laws and procedures to suit individual needs, falsification of documents etc. One need not look too far to see or know that corruption abounds in nearly all sectors of the country. Individuals have expressed concern over the cankerworm; papers have written editorials about it, events have been reported bothering on corrupt practices of people in positions of authority.

William (2006) points out that organisational transparency, when not abused, enhances trust among workers. In a study to support this assertion, five corporate bodies were involved. The finding suggests that functional elements and informal network position contributed to the ability to establish positive trust climates, which positively correlated to the degree of organisational transparency.

According to Chapman (2005), the difficulty in clearly defining the behaviours that constitutes corruption and anti-transparent situation in school or education constitute a major problem militating against how to tackle it. He identified five broad behaviours that may be labelled at different times as corruption. They are:

Blatant illegal acts of bribery and fraud, which include deliberately demanding for gratification for self, family or friends in return for help in securing contract or other duties; actions taken to secure a modest income by people paid too little or too late. These include selling marks, grades or forcing pupils to come for private tutoring and other practices that compromise the standard of education either to supplement what is paid as salary because it is too little or because the salary is not paid as at when due; Actions taken to get work done in difficult circumstances, include payment of unauthorised fee or bonus to encourage an official. There is also difference in cultural perspectives. In some culture, it is not out of place to expect some gift in return for small favours. However, this practice can later lead to systematic extortion; behaviour resulting from incompetence, from account kept or not kept at all, the officer may find it difficult to explain disbursement of some funds and thus could be labelled as embezzlement. The writer opines that what constitutes corruption varies from country to country, and this makes it difficult to find a universal solution to the problem. He also pointed out that the costs and consequences of corruption can be classified into two: direct and indirect. Direct cost consequences include waste of resources particularly financial resources. The indirect costs and consequences are more serious when pupils drop out of school because they cannot afford bribes, or when talent is misallocated due to grades being allocated based on perversion instead of merit and when children come to believe that personal effort and merit do not count and that success comes through manipulations, favouritism and bribery.

Teachers' job performance has recently been called to question because of the quality of students being turned out by our institutions. Ashby (1960) as cited in Oni (1995) states that "an educational system cannot be better than the quality of the teachers in that system". Also, according to the National Policy on Education (FRN, 2013), "no education system can rise above the quality of its teachers". No matter how well defined an education system may be, the implementation cum implementers will be responsible for its successes in the final analysis. Whatever happens to the implementers will eventually reflect in the output of the system. Teachers are the eventual, on the spot implementers of the policies in education of any nation, Nigeria inclusive. For instance, Ogunbameru (2004) asserts that students' academic achievement has a direct link with teachers' job performance. Also, Darling-Harmond (2000), found that teacher characteristics have a lot of influence on students' learning and academic achievement.

The provision of resources in institutions is hinged on availability of funds. At the secondary schools level, in addition to funds from the government, various fees are also collected, such as development levies, Parent Teachers' Association (PTA) levies, examination fees, furniture levies, building levies among others. Still, the problem of lack of resources persists. This is making stakeholders to wonder how transparent the system is. For example, worried by incessant crisis generated by anti-transparent administrators in the administration of funds generated by schools from coaching classes and extra mural activities, the government of Ogun State through the Ministry of Education has banned the school-organised coaching classes since 2007/2008 session throughout secondary schools in the state.

In the actualisation of any pre-designed actions, men, money and materials will be involved. There is also the question of procedure for the actualization of the objectives. There are other concepts such as the norms, the societal values, and ethics. The human factor has always been said to be of significant value as human beings are the executors of programmes. They occupy the driver's seat in any organisation and so will determine the use of money (fund) and other resources Alaba (2011). The achievement of organisational goal will depend much on how transparent the organisation is run. This study therefore looked into the effect of organisational transparency on teachers' job performance in Ogun State public secondary school.

To enhance transparency in Nigerian education, openness has to be canvassed in schools. Schools should publish what they receive and what is done with them. It is hoped that the schools will become more transparent if

accounts are disclosed and proper budgeting are introduced into the schools particularly at the secondary school level. People caught in act of corruption in education including examination malpractices should be punished severely and such people's name should be published so that justice would be seen to have been done and it will serve as deterrent to others. The release of funds to institutions should be done in a way that it gets to the local schools on time and intact. It is also suggested that the code of conduct (ethics) for teachers be enforced.

Statement of Problem.

The issue of transparency as noted before has taken a national dimension in all aspects of the entity called Nigeria. The education sector cannot absolve herself from anti-transparent tendencies. Transparency enhances trust among employees. Trust in turn enhances job performance of employees. Put in the right perspectives, studies have shown that direct relationship exist between trust and job performance either negatively or positively. This study therefore attempted to look into how organisational transparency affect teachers' job performance in Ogun State public secondary schools.

Research Hypotheses

For the purpose of this study, the following hypotheses were formulated:

- HO₁** There is no significant contribution of organisational transparency to teachers' job performance in Ogun State public secondary schools.
- HO₂** There is no significant contribution of organisational transparency to male teachers' job performance in Ogun state public secondary schools.
- HO₃** There is no significant contribution of organisational transparency to female teachers' job performance in Ogun state public secondary schools.

Methodology

A descriptive survey of ex post- facto method was used in the research. The population for this study consists of all teachers in public junior and senior secondary school in Ogun State. A sample of 1037 respondents made up of 521 males 516 females selected throughout 20 educational zones in the state though multistage sampling procedures.

Instrumentation

Two questionnaires were used to collect data from the teachers

- (1) Transparency Factor Questionnaire (TFQ) has validity of chrombach alpha value of 0.8650 and split half reliability value of .8844.
- (2) Teacher job performance rating scale TJPRS has split half reliability value 0.8577 and validity chrombach alpha value of 0.7877.

Data Collection and Analysis

The questionnaires were administered to 1,037 teachers from teachers in a total of 468 schools made up of 172 junior secondary schools, 172 Senior secondary schools and 124 combined secondary schools. While teachers responded to TFQ, The participating teachers' job performances were rated by the Head of his/her Department or the Principal through TJPRS. The ratings were done independent of each other and appeal was made for the ratings to be as objective as possible.

In analyzing the result, Multiple Regression Analysis was used.

Results

Hypothesis 1: There is no significant contribution of organisational transparency to teachers' job performance in Ogun State public schools.

Table 1: Model summary of the contribution of organisation transparency to teachers' job performance in Ogun State public sec schools (N=1037)

R=0.176	Model	Sum of squares	df	Mean square	F Change	Sig
R ² = .031	Regression	12089.75	1	12089.775		
Adjusted R ² = .030	Residual	379320.78	1035	366.494	32.988	.000
Std Error of estimate = 199.14402	Total	391410.56	1036			

* F is significant of 0.05 level

Predictor variable: Organisational transparency score.

Dependent variable: Teachers' job performance score.

The result in table 1 shows a significant outcome ($F_{(1,1035)} = 32.988$ $P < 0.05$). This implies that the result of the

regression analysis reveals that the predictor variable (organisational transparency) contributes significantly to the teachers' job performance. The result of the analysis further showed that organisational transparency contributed 3.1% ($R = 0.176$, $R^2 = 0.031$) to the variance in the dependent variable (teachers' job performance score). As a result, the null hypothesis of no significant contribution of organisational transparency to teachers' job performance is hereby rejected. The implication of this finding therefore is that the predictive variable contributes about 3.1% the variance in the teachers' job performance in Ogun State public secondary schools.

Table 2: Model summary of contributions of organisational transparency principals' to male teachers' job performance in Ogun state public secondary schools.

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Change statistics					
					R	F	df1	df2	Sig.	F Change
Constant										
Organisational Transparency	.201	.040	.038	18.95446	.040	21.747	1	519	.000	

* F is significant of 0.15 level

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

Dependent variables: Male Teachers' job performance score.

As shown in the table 2, organisational transparency contributes 4.0% ($F_{(1,519)} = 21.747$, $P < 0.05$); ($R = .201$, $R^2 = 0.040$), to the job performance of male teachers in Ogun state public secondary schools. Organisational transparency contributes significantly to the male teachers' job performance so, the null hypothesis of no significant contribution of organisational transparency, to male teachers' job performance is hereby rejected. The implication of this findings therefore is that organisational transparency contributed 4.0%, in the male teachers' job performance in Ogun State public secondary schools.

Table 3: Beta Coefficient and t ratio for contributions of organisational transparency, to male teachers' job performance in Ogun state public secondary schools.

Model	Unstandardized coefficients		Standardized coefficients		t	Sig
	B	Std. Error	Beta			
(Constant)	59.766	9.366			6.381	.000
Transparency Factor	-.462	.220	-.090		-2.103	.036

- Dependent Variable: Teachers' job performance rating scale
- Selecting only cases for which teacher's sex = male

The result in the table3 above shows that organisational transparency with ($\beta = -0.090$, $t = -2.103$ $P < .05$) can be said to be a potent determinant of male teachers' job performance

Table 4: Model summary of contributions of organisational transparency, to female teachers' job performance in Ogun state public secondary schools.

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Change statistics					
					R Square	F	df1	df2	Sig.	F Change
Constant										
Organisational Transparency	.150	.023	.021	19.24826	.023	11.887	1	514	.000	

* F is significant of 0.15 level

Predictor variables: Organisational transparency score,

Dependent variables: Female Teachers' job performance score

As shown in Table 4 above, the contributions to female teachers' job performance by Organisational transparency is significant. Organisational transparency contributed 2.3% ($F_{(1,514)} = 11.887$, $P < 0.05$); ($R = .150$, $R^2 = .023$), The analysis showed that the contributions of organizational transparency is significant. Hence, the null hypothesis of no significant relative contributions is hereby rejected. The implication of these findings therefore is that organisational transparency contributed 2.3%, variance in the female teachers' job performance in Ogun State public secondary school.

Table 5: Beta Coefficient and t ratio for contributions of organisational transparency, to female teachers' job performance in Ogun state public secondary schools.

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig
1 (Constant)	71.133	9.789		7.267	.000
Transparency Factor	-.227	.225	-.043	-1.012	.312

- a. Dependent variable: Teachers' job performance rating scale
- b. Selecting only cases for which school location = female

Table 5 above showed that Organisational transparency is not very potent in predicting female teachers' job performance in Ogun state public secondary school as seen in the table ($\beta = -.043$, $t = -1.012$, $P = .312$).

Discussion

Result 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), Lein, Johnson and Ragland (1997), Tschannen-Moran and Hoy (1998) and the opinions of Dacosta and Riordan (1996) and Kratzer (1997) found that school improvement is contingent on teachers trust while Lein et al (1997), discovered in their studies that students in Texas are successful in Mathematics and that one of the conditions that brought the success is collaboration and trust earned through openness of the school administration and colleagues. Blake and Macneil (1998) opined that when the Principal is approachable, uses powers effectively, flexible, and creates useful staff development opportunities, he will enjoy his/her staff trust. This is bound to affect job performance positively.

The result of the analysis showed that organisational transparency contributed 4.0%, to male teachers' job performance and is significant. This result once again confirmed the results of Blake and MacNeil (1998) on transparency,

In the case of female teachers' job performance, organisational transparency contributed significantly to teachers' job performance. Organisational transparency has a contribution of 2.3%, This result confirms the result of some scholars like Blake and MacNeil (1998), Callaway (2006) and Nobile (2007) on the effects that each of these independent variables has on teachers' job performance. For instance, Opeke (2001) found that females are more sensitive to their environment in their job performance. She also opined that actions of females are sometimes misinterpreted in a school setting and recommended that there is need to develop school programmes that will be female sensitive. It can then be inferred from the contribution of organisational transparency to female teachers' job performance that female teachers react more to what they experience in their environment or the schools. Male employees, according to Opeke (2001), are more business- like, firm and are less affected by certain attributes. However, the difference noticed between male and female is very minimal suggesting that if there is any difference at all it may be minute. This is at variance with the findings of Adodo (2004), Agbatogun (2006), Ojo (2006), who discovered that gender has no significant relationship with students academic performance. Adodo (2004) also discovered that gender had no effect on students' academic performance. Agbatogun (2006) also concluded that gender had no effect on teachers' attitude towards the use of instructional material in classroom management. Ubabudu (2005), in her study discovered that gender had an indirect effect on the job performance of teachers in military schools.

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. Organisational transparency as perceived by teachers can sway teachers' job performance in positive or negative way

It is therefore recommended that the principals of secondary schools in Ogun State should encourage activities that would build mutual trust between teachers and Principals. For instance, the Principals must not only be transparent but must be seen carrying all concerned about an issue along. To enhance transparency in Nigerian education, openness has to be canvassed in schools. Schools should publish what they receive and what is done with them. It is hoped that the schools will become more transparent if accounts are disclosed and proper budgeting are introduced into the schools particularly at the secondary school level. People caught in act of corruption in education including examination malpractices should be punished severely and such people's name should be published so that justice would be seen to have been done and it will serve as deterrent to others. The release of funds to institutions should be done in a way that it gets to the local schools on time and intact. It is also suggested that the code of conduct (ethics) for teachers be enforced. By doing this, job performance of teachers will be enhanced. It will also improve the organisational climate of schools and enhance interpersonal relation among workers and management.

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