



# Leading Through School Culture As A Correlate Of Teachers' Work Attitude For 21<sup>ST</sup> Century Education In Nigeria

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## ABSTRACT

The degree of teachers' negligence to the teaching profession, lateness to work, absenteeism and behaviour in schools is very alarming and detrimental to the educational system. This is a position paper which reviewed leading through school culture as a correlate of teachers' work attitude for 21<sup>st</sup> century education in Nigeria. The paper reviewed the meaning of leading through school culture and 21<sup>st</sup> century education, concept of school culture and teachers' work attitude. School culture was discussed under; school ambiance, school procedure and individualities of people. Ways of enhancing teachers' work attitudes for 21<sup>ST</sup> century education and importance of school culture were also reviewed. Chester Bernard's "Work of Executives" and "Pareto's Efficiency", Heliotropic System and Principles of 80-20 rule theories were briefly discussed in this study. The paper suggested amongst others that education managers should pay teachers' good salaries and on time too. Their safety and psychological needs should be considered, incentives which includes; promotions at suitable intervals, fringe benefits such as, loan scheme, medical facilities and recreational facilities should be made available for them. Also, high performing teachers should be recognized and rewarded to facilitate positive school culture and teachers' positive work attitude for 21<sup>st</sup> century education in Nigeria.

**Keywords:** Leading, School culture, Teachers' Work Attitude, 21<sup>st</sup> Century, Education.

## INTRODUCTION

Since the inception of the industrial period and proliferation of factories in large scale, employers had suffered in impasse over staff control. As such, they had to devise a means to enable a level of control over their staff actions in order to utilize time and resources frugally, as well as maintenance of quality products. The only means of actualizing such control was through support, responsibility and ingenuity of workers. Rules, regulations, organizational policies could not totally hold all the responsibilities that were expected of workers including problem solving. However, this resulted to two systems of work organizations as: Tight control that was characterized as autocratic, demanding, oppressive, dominating and manipulating of workers. Workers use of their initiatives or creativity and support were not accepted, all decisions and directions were made only by the managers or supervisors. The estrangement of workers gave rise to poor results for quality industrial relations and allowed high rate of absenteeism, low trust, lack of commitment or generally negative work attitude of staff. However, tight control of workers had the advantage of increase in high production of low cost products. Another system of work organization was workers autonomy. This encouraged participation of workers and allowed their total commitment. This had a great disadvantage as it led to loose management control. To maintain equilibrium, it seemed that by building a strong corporate

culture as rules, regulations and policies were being incorporated into the culture of the organization, managers could apply both tight control over performance and increased level of commitment and participation of workers.

Moreover, to bring about resolving both administrative and educational issues in this 21<sup>st</sup> century education, school culture becomes an invisible force that can foster solutions to these issues. Culture is a multifaceted whole which alludes knowledge, belief, arts, morals, law, and customs including other habits acquired by an individual as a member of a society. Teachers' actions are always in accordance to the culture of the school they find themselves. School culture increases the performance of teachers in schools, as teachers are made to gain ideas from each other; this gives a level ground of interaction among teachers working within the school. Culture significantly enthralles school managers. It is at the fulcrum of organizational performance and effectiveness. Since it directs how things are done in the school as it controls behaviour and act as a guide for teachers to trail laid down rules of the school. School culture has a prevailing influence on teachers, students and also school leaders' relationships and how they go about their duties within the school (Bush & Bell, 2005). School culture can be expressed in the language, rituals and customs implemented by each school as a way of show casing group work and social identity.

Teachers' attitude has to do with the way teachers respond to things or someone in the school, the response originates from their thinking or the way they perceive something or someone. For example, in the subject area, colleagues, school authorities and their school environments this includes the school culture. This determines the degree of their performance. Teachers' attitudes can also be traced to two dimensions namely, roles and expectations. The roles are formalized in the culture of the school which defines the way things are done, staff relation to others and the task framework within the school. The expectations dimension has to do with what teachers intend to gain from their work or services as a form of motivation. 21<sup>st</sup> century education encourage school culture which induces satisfaction and commitment to workers to be very productive in their jobs due to the current and high competitiveness of education, demands that school leaders use this channel to improve teachers work attitude, at the same time, develop schools. As school culture directs attitude of staff members and promotes proper ethical conducts as well as instills discipline. Therefore, this study is on leading through school culture as a correlate of teachers' work attitude for 21<sup>st</sup> century education in Nigeria.

## **CONCEPTUAL CLARIFICATION**

### **Leading Through School Culture and 21<sup>st</sup> Century Education**

Leadership is the engine that propel people's actions and trigger goal attainment (Branch, 2019), it demands influencing others to act in a particular way. Leading through school culture has to do with the role school leaders' play to ensure that school values, norms, ethics, principles, policies, rules and regulations are preserved and transmitted to every member of the school. 21<sup>st</sup> century education represents education in a new evolving world where there is advancement in education due to technological development, knowledge explosion, curriculum development, new techniques in teaching and learning including high skilled workforce. 21<sup>st</sup> century education fosters school culture that is indisputable, modern, multicultural, respectful community, promotes personal growth and development, as well as optimal academic performance.

### **Concept of School Culture**

School culture refers to the way things are done in the school which forms the school identity. It includes the values, traditions, beliefs, norms and policies existing within the school which are shared and maintained by the school leaders. Supported and upheld by others within the school in order to actualize school goals. It is the organization's system of doing things (Deal & Kennedy 2000), which is a product of history, market, technology, strategy, type of teachers and management style. School culture is a common system of meaning which is the origin of mutual interaction and understanding. This explains "common" as revealing the appropriate and inappropriate behaviours expected of staff members in the school. It includes how staff members see themselves, personally and as a group. Also how they feel they are seen by other people both inside and outside the school. Every school has its outstanding culture fashioned by the particular school history. Students, teachers, other staff members and administrators all play a role in their school culture, even the host community. Principles and policies which govern how the school functions and is founded are sources of direction

to school leaders, teachers and students. The consequences of staff actions reflect the school cultural variables.

School culture can be positive or negative. Positive school cultures include; professional satisfaction, morale and effectiveness, students learning accomplishment and welfare. A positive school culture has norms and values which promotes excellence, team work, profitability, honesty, efficient and effective services to students and all stake holders and pride in one`s career. Negative school cultures are those that are not suitable to the demands and happenings in the school which disturbs its performance. Peterson and Deal (2002) made a distinction between positive and negative school cultures as; Positive school culture encourages informal channel of communication for example, rumor mill. It has a set of values that allow professional development and training of teachers. It enables school leaders and teachers have faith in themselves that they have got all it takes to be successful, and in pursuing their vision. The school leader spends time on instruction and motivation of teachers. Positive school culture makes room for School leaders, teachers, students and community members development. While negative school culture is characterized as having conflict, unfriendly school climate as regards to staff relations, authoritative and negative attitudes in school activities, and distrust among members of staff.

### **Teachers' Work Attitude**

Attitude means a person's predisposition which shows either positive or negative response to someone or something around them. Attitude is a psychological attribute of an individual. Attitudes are contingent on things said or done by individuals. Every teacher has multiple of attitudes on a lot of subjects, these attitudes affect the school morale. The cultural environment of every organization regulates the staff work attitudes in the organization. Shaping decisions, abilities to ascertain priorities, influencing behavior and affecting outcomes are the role of organizational culture (Miner, 2007). Teacher's attitude refers to the way teachers behave and the behavior stems from the way they think, feel or see something or someone in the school. Teachers' attitude concerns their subject area, colleagues, school authorities and their environments as a sign of their performance readiness in their job. One of the responsibilities of school managers is to identify attitudes and understand both the antecedents and potential implications. The attitude of teachers towards their job is a very crucial determinant of the school performance. Teachers' work attitudes include; an honest, attentive, loving and kind teacher, the readiness to become a part and sharing the responsibility involved in the classroom, an earnest sensitivity to students differences, motivation to offer meaningful learning experiences, and enthusiasm for inspiring the students' creativity. Negative attitudes such as job dissatisfaction can bring about costly labour turn-over and may lead to low productivity. School culture is concerned with the attitude and behavior of people. Effective school culture provides satisfaction and commitment to teachers to be very productive in their jobs. School culture directs attitude of teachers and instills order (Schein, 2004). Teachers' attitudes is very relevant since it affect students in various ways and assist in shaping students learning experiences. Teachers' attitude influences every other actions, the right attitudes produces good results.

Some teachers' attitude is contrarily to the culture of the school. These teachers are being influenced by the uncultured behaviours established prior to their recruitment into the school, which help to constitute wrong culture. That is why emphasis is on proper staff orientation so as to make clear rules and regulations subsumed in the school culture. As a way of induction of teachers into the culture of the school. Negative attitude threatens the peace of the school in general. Some of the negative behaviours of teachers are as follows: Teachers` engaging in strike actions at work of any kind, work slow- down, sabotage, picketing and failure to abide by rules and regulations of the school. Other misbehaviours include, insubordinations, inefficiency by failing to do quality work expected of them, tardiness and absenteeism, using or selling of drugs and alcohol in school. Teachers are not expected to take alcohol when coming to school and other acts of insubordination, truancy, lateness and indecent dressing. Fighting (aggression) on the school premises, unauthorized possession of weapons, stealing of school properties, gambling in the school, willful damage to school property and violation of safety and health regulations (Peretomode, 2005).

### **School Ambiance and School Culture**

School ambiance refers to how school leaders, teachers and other staff and students perceive the relationship that exist among members of the school as per the degree of friendship and co-operation between staff members, school leaders and teachers. Also, relationship between teachers and students.

It includes the way rules are applied and obeyed in the school, and reflects subjective experiences in a school (Cohen, 2006). It includes formulation of policies, processes, code of ethics, events and facilities both formal and informal that concerns the school, staff, students and parents. School ambiances are factors in the school environment that staff members observe and these factors are assumed to be the major reason which influences their behavior and attitudes. School ambiance is the atmosphere, climate, tone, personality or individuality of the school that can be perceived by the staff working in the school (Denga, 2015). Makewa et al. (2011) grouped school ambiance under the following: Ecology- As the physical features in the school. Climate- Refers to the character or the behavior of people, skills, leadership and the overall characteristics of the people in the school. Social climate- Include student/teacher relationship, students relationship, leadership/staff relationship and school/community relationship and school culture- This is the supporting structure on which the school climate rests.

School culture creates a school environment which staff members use as a tool to actualize school goal and no school ambiance is the same, some may be positive or negative. It is alarming to note that some secondary school`s ambiance are usually tensed. Most teachers and school leaders do not appreciate each other. The relationship and interactions are characterized by aggression, lack of trust and disrespect for one another and use of force by the school leader. The use of force triggers strained and negative relationship which results to ineffectiveness of teachers and inefficiency in the overall school performance. Some school leaders use their positions or authority to utter unkind words to teachers when they are reprimanding them. Lawler (2003) observed that the prosperity and survival of any organization can be traced to how they treat their human resource. This affects the morale of teachers and most times leads to teachers` negative work attitudes. This does not encourage actualization of school goals, as work suffer most times. Although, the use of force is applied sometimes by the school leaders in order to get work done. Some schools disallow interaction and conversation among teachers as it is assumed to encourage sluggishness. Rules are therefore being made which impede inter-personal interaction of teachers during school periods. There is no study to back the notion that interaction on the job disturbs productivity (Denga, 2015). Teachers can meet to have chit chats during break or snack periods, exchange pleasantries, interact with each other in order to familiarize with other teachers. Thus, cultivating fraternity spirit, ease tension and build healthy school climate. A study on Theory of organizational culture (2017) revealed that organizational culture can help in the reduction of anxiety for members of staff and others.

Some behaviours encourage warm feeling towards one another in the school. Such as, tone of voice, touch, facial expression and warmth can be expressed verbally when staff members say “how are you”, “You have my shoulder to lean on in case you have any problem”, “you look good”. The feeling of warmth makes room for development of mutual respect. Empathy towards teachers also encourages healthy work climate. Teachers go through challenges or difficulties, the ability for other teachers to share in the challenge by helping the teacher pull through can go a long way in making such teacher increase his job performance. Inter-personal relationship are a part and parcel of a teacher`s job. It often plays an important role in satisfying the teacher`s social needs thereby enhancing the teacher`s positive attitude to work. Positive school culture gives birth to enabling school climate which allow teachers to receive support and encouragement to be creative in delivering instructions and reformation efforts. When teachers are not given the encouragement they need to be creative, they will not be very committed to their job, this can be called inducement. This show cases the reciprocal character of the teacher and school cultural exchange relationship.

Teachers make contributions or work efforts of value to the achievement of school goal. One major feature of the success of an organization is the ability to attract and maintain high performing staff contributions from the members of the organization. Inducements are those things that the school as an organization provides to the teacher in return for their contributions. For example, participation in decision-making and other benefits the teacher gains from the school that are of value. Teachers are to work not only to earn a living but to interact with co-workers and make friends. Lack of social support from fellow teachers and effective inter-personal relationship can induce negative work attitude of teachers, especially among teachers who have high social needs. When schools have expanded social support networks, can be a means to reducing negative work attitude of teachers. Schools can only perform effectively if they are able to build effective human relations as a pre-condition for motivation of teachers` performance. School leaders and teachers are to work in unity in order to

create a healthy school culture that will facilitate learning, which will emphasize quality values and practices that will promote and establish social cohesion among staff members. Teachers' attitudes can be enhanced by the school leader through encouragement, harmonizing, compromising and facilitating (Okorie, 2000).

**Encouraging:** The demographic characteristics of a school system, the social climate formed by the school culture and school values all shape teaching and learning orientations in the school. The school leader has the responsibility of subordinating the social values of teachers to the institutionalized framework of the school culture. Teachers are to be encouraged to be vocal within the gamut of official group dynamics of interactions in the school.

**Harmonizing:** There is bound to be conflict in the school. Basis of disagreements in the school include; animosity, jealousy, malice, rivalry, discrimination, affinity and favouritism from the school leader. Through dialogue, the school leader can quickly resolve issues by allowing teachers to empty tension positively without much delay. This he does by accepting every point of view as important and providing an avenue to harmonize these points of views to the level of group acceptance (Okorie, 2000).

**Compromising:** The school leader is a representative of the school as an institution with unique characteristics. The dominance of school culture is to be emphasized for the school to be productive to achieve set objectives with the available resources. The school leader has to compromise when it comes to teacher's unavoidable absenteeism by properly looking into the reasons behind the teacher being absent and some issues that may pop up which are beyond teachers' control and some trivial issues or mistakes that can be over looked. The standard of compromise should be meted to everyone equally to avoid bias to enhance group harmony.

**Facilitating:** Teachers have various characteristics, ideas and opinions on various situations. Their attitudes on questions, contributions and school processes vary. Therefore, school interactions and group decision-making must be guided by procedural rules. The school leader has to moderate and regulate participation so as to enable fair participation, to see to it that even the voices of the minority group are heard and avoid dominance or kowtowing a particular group pressure.

#### **School Procedure and school culture**

How teachers in the school coordinate and work among themselves to solicit support in doing their tasks reflects the culture of the school. Some procedures take place in the school that shows how they function for example, networking, communication, group behavior, leadership, power politics and conflict management. Some school culture penalizes risk-taking and flops thereby, limiting creativity. However, some school culture compensates unnecessary loyalty and conformity. Some school leaders encourage their teachers to interact with other school teachers and such schools seem to have good network. The social and interactive ability with other schools to get things that the school need makes room for excellent performance. This requires striving to get resources or even to establish relationships beyond the school that will benefit both the school and staff members. Such schools are said to have good political skills. Thus, schools which allow their staff members to connect with other colleagues outside their schools indirectly develop their teachers professionally by broadening their knowledge and enhancing their staff performance. Schools that rarely connect with others only end up with teachers with outdated knowledge, who lack confidence in themselves.

Positive school culture encourages informal ways of communication for example, staff members are called by their first names and grapevine is active in the school. Grapevine is a means of communication that allows most effective teachers to have first-hand information on some important matters by the school management from the school leader. Grapevine serves some purposes in the school such as: reducing anxiety, integrating limited or fragmented information, serves as a channel for organizing group members, even outsiders, into coalition and building the confidence of teachers by making them insiders. Good communication increases enthusiasm, interest and motivation of staff (Olaleye, 2006 in Ijaduola, 2006). Teachers feel at home with school leaders and each other, and this increases teachers' positive work attitude. Often times, grapevine prompts up in response to situations that are relevant to teachers, where there is ambiguity and other conditions that causes anxiety. School leaders should consider using grapevine to the school advantage since it is an integral part of any group communication system.

Teachers need a degree of freedom, responsibility and independence in their jobs. Positive school cultures allow teachers to use their initiatives in carrying out their responsibilities. Teachers`

initiatives are required in employment, security, selective employees hiring, variable compensation, training and information sharing and this mostly leads to improved performance level. Teachers' participation in school allows them to be involved mentally and in contributing to the goals and sharing responsibilities in the school (Rao, 201). To be effective, teachers' involvement and participation mechanism is very necessary in the school. When teachers are involved in decision making, it increases their motivation and they see to it that the decision is implemented. The early study of Coch and French in Denga (2015) on employee participation in decision making showed that production was impressively high and also led to employees' turn over, and reduced grievances and absenteeism. Schools with strong culture make the teachers feel like they are part of the school process. Participation and involvement are called employees' voice (Armstrong, 2012). It gives teachers influence over school and work place decisions. Employee involvement demands consultation or soliciting of ideas that may or may not be used instead of bargaining (Brewster, et al., 2007), as participation allows teachers impact on how the school is being run no matter how little the input is. When teachers participate in schools, it has positive effect in valuing teachers contributions, improves teachers' performance, and taps into teachers ideas, as such, improves the school management system.

This study is in line with Vilfredo Pareto's 80-20 rule, best regarded as "Pareto efficiency" first used in macroeconomics to explain the distribution of wealth in Italy in 1906 (Srdan, et al., 2016). Pareto is of the view that the 80% of outcomes/outputs of an organization is as a result of the contributions (inputs) of 20 % (teachers) for any given event. These contributions (inputs) which can be negative or positive can make or mar school goal achievement. The relevance of this rule is for school managers to recognize these 20% inputs which are basically the most productive factors critical to educational success and make them the focal points. Teachers being the best assets in the school are to be well provided with basic needs and training and used efficiently for optimal performance. Education managers can equally utilize this rule to help them narrow down, focus and identify those challenges that cause the most problems in the school. Therefore, school managers are to be catholic in their approach by employing every measure that will assist in enhancing the attitudes of teachers and working together with school leaders to function as an organization that depends on the personalities that need to be conditioned to function by social relations. People decide to work in an organization based on motives, aims, wishes or current impulses as they look at other available alternatives. The need to offer a school culture that gives value to their teachers and providing incentives to satisfying their motives, which will result to the job satisfactions of teachers, will facilitate positive teachers' attitude and goal achievement of the school becomes necessary.

The appalling attitudes of most teachers in schools can be linked with school leadership. Some school leaders' style of leadership tends to be aggressive and authoritarian. Their style of communication is downward flow communication which makes them to make major decisions alone. Such school leaders assume too much superiority over teachers and disregard their opinions in most cases. On the other hand, some school leaders lack control over their teachers because they are weak and lack competence as school heads. There are a lot of contradictions and paradoxes in the meaning of school leadership by various interest and ideological groups. Some of these contradictions can be tackled properly if leadership in schools is distributed throughout the staff and not just being tied to the school leaders alone. All teachers are leaders as it is their function to the students. The school leaders are to have a collegial relationship with their teachers, work collaboratively with them for increased productivity. Every staff member is to be held in high professional standard. Mistakes made by teachers should not be seen as failures by school heads as they supervise them, but as opportunities to learn and grow. The purpose of educational supervision is to ensure quality control on instruction and all areas of educational services. Supervision is guiding, advising and persuading teachers in applying the right procedures and to encourage effective human relation in the school.

The system used in rewarding teachers of good performance plays a role in motivating them. Positive school culture have a system of reward which serves as incentive, it increases teachers morale and zeal. Andrew (2004) observed that commitment of staff depends on rewards and recognition. Environment in which people work affects not only job performance to include job satisfaction. People are happy to put in their best if the organization has good reward system. Rewards could be in the form of recommendations for promotion of teachers or giving award to teachers who have performed very well. School leadership requires individuals who can represent the values of the

school culture. School leaders are to be the ambassadors of the school cultures by defining the mission of the school and they are required to act accordingly. The school leader is to showcase behaviour for the teachers and the students to emulate. This is referred to as symbolic actions, symbolic actions help to placate teachers that are not happy with the school management and ensures that the school continues to receive support of the teachers. It also helps to reduce opposition and conflict within the school. Establishing, shaping and encouraging values are the vital functions of the school leader. School leaders are to maintain standards of acceptable decorum so that everyone that comes into the school or working in the school is aware of what to expect (Kumar, 2016; Okere, 2020). Schools with positive culture look at everything as important and neglect nothing. They have dignity in the ways things are done in the school and endeavor to make more effort towards following the right ways of doing things. School leaders are to manipulate cultures and symbols of which they are involved.

Any school leader who delays in handling conflicts among staff builds up turmoil in the school. Issues are to be resolved immediately so as to instill harmony in the school. School leaders are to set clear goals by defining tasks. When work load is much on teachers or tasks are not clearly stated, the teachers tend to show negative attitude to work. They may ignore or carry their tasks in a haphazard manner. Every school leader's behavior is induced by the school culture, which may produce leadership style that will then reflect the behavioural norms for leaders that would be adopted in the school. Ineffective leadership introduces unfair practices which breeds disgruntled teachers and destroys motivational behavior in teachers. This explains the reason why some teachers exhibit bad attitude to work. This seems to defile all corrective measures adopted by the management of some organizations. However, the centralized control of authority by the ministry of education in Nigeria has made the powers of school leaders impotent. Since the hiring and firing, promoting and discipline of teachers rests in the hands of the state education board. Unfortunately, this makes teachers to misbehave, as they are aware that school leaders' powers are limited.

#### **Individualities of Teachers and School Culture**

People are different in their characteristics and make ups. Schools have a merger of dissimilar people with different sex, socio-economic backgrounds, religions, cultures, and life styles. 21<sup>st</sup> century school culture consider this when designing jobs, preparing learning and development programmes, dealing with grievances and disciplinary issues as well as assessing and counseling. People differ in their abilities, aptitudes and intelligence according to different individuals. High consideration is therefore required when assigning duties to the teachers and making sure that they receive the desired training for the job. Sex, race including disabilities, intelligence and personalities are put into consideration. When pre-training is not given to a teacher in some tasks or the teacher lacks knowledge or competence in particular tasks, the teacher will be frustrated and may not want to carry out the task in order not to show their level of ignorance or make them look silly. Some teachers have temperament and may not be able to handle some tasks. Imagine sending such teacher to a noisy class of students in the lower secondary, such teacher will behave aggressively towards such students as the teacher may lack the patience to handle them. Some tasks require that sex be considered too. Derogatory statements and decisions which may affect some ethnic groups are to be avoided in schools to facilitate a positive school culture. A group will always be controlled both in process and effectiveness by the demographic, competency and psychological characteristics of members in the school. To the degree of inducing the right competencies, for example, the result of group performance can be improved.

It is common to note that political behaviours exist in organizations. Some teachers use political behaviour as a way of luring other staff members to accept their opinions by refusing to follow the right process of getting tasks done in the school. Especially, if decision process thwarts their opinions. Political behaviours can be tortuous and dangerous. It destroys peace in the school and hinders teacher's performance. While political behavior has advantage, as it can help sometimes in gathering support and overcome obstacles in the school. It can equally constitute danger in schools. This include; back-biting, buck-passing, secret meetings and hidden decisions, feuds between teachers and other units, encourages cold- wars and disloyalty, unpleasant comments and criticisms, counter-productive lobbying, and creation of cabals (Armstrong, 2012). This then demands that school leaders have political skills as it will assist them in maneuvering activities within the school in handling teachers' behaviours. The school leader is to confront the person or people involved openly with the damage they are doing. A positive school culture is such that the school leader is transparent; issues

are discussed openly and in details. Differences of opinions are properly handled and disagreements are not personalized.

21<sup>st</sup> century school culture are schools whose school leaders are politically sensitive means that the school head has to have the understanding of how things are done in the school, be aware of how major decisions are made and the staff that makes them. They have to determine factors that may affect decisions, identify the influential people in the school, sometimes called “the dominant coalition or groups to kowtow” who dictate what goes on in the school to find out what goes on behind the scene, and know the credible staff and those with bad reputations to search out if there are secret agendas. The school head is to observe the opinion of others and what they want and identify the interest groups by associating with them.

The basic job skills of the school leader for teachers should be on diversity training. As teachers are increasingly made up of mixed gender from different ethnic backgrounds. 21<sup>st</sup> century school cultures are schools whose school leaders can assist teachers learn to accept people who are not from the same background with themselves. Also, crave teachers’ indulgence on the importance of diversity in education. The school leader has to deal with another issue such as; teachers understanding of what it means by valuing differences by taking on the responsibilities of showing teachers the economic, competitive and business purpose for managing diversity. This will then mean paying more attention to training to increase the awareness and building skills. Awareness training will deal on crating understanding of the need for, meaning of, managing and valuing diversity. Skill building training will educate teachers on specific cultural differences in the school.

Teachers’ willingness to exert efforts on his job will be influenced by some factors such as; the unique characteristics of the whole members which include, interpersonal compatibility, membership heterogeneity, status congruence and size. Also organizational setting, nature of task as well as each teacher’s attribute. Intrinsic rewards are rewards within the job itself like satisfaction from successful completion of job, appreciation from the school leader and autonomy. As extrinsic rewards such as pay, bonuses, fringe benefits and promotion, these are tangible rewards. Weiner (2000) agrees that the key job satisfaction variable is the nature of work itself and it alludes, job challenge, autonomy, variety, scope of job and job retention. The school leader will need to know that teachers like to be prominent, recognized and love prestige therefore try to involve them in the school programmes and activities. The likelihood to rebel and non- compliance and disloyalty is part of the characteristics of individuals. The school leader has to develop a friendly relationship and seek close emotional ties with teachers. Although, Bernard (1938) in Srdan, et al., (2016) stated that building a positive attitude in the organization involves a conscious application of authoritative leadership styles together with accomplishing efficiency of preconditions for cooperation which are: Situational leadership; which is leader/teacher in deep desire for affiliation or delegating leadership style, authoritarian situational leadership: leader’s need for strength and for success, participatory situational leadership: This is also known as leader/teacher leader working together for the achievement of tasks through a conscious focus on cooperation among teachers.

Further research by Bernard in Srdan, et al. (2016) showed the importance of Pareto’s theories on heliotropic systems and principle of 80-20 rule on school culture. Heliotropic system is of the view that environmental factors can be used to predict outcomes. Human system is heliotropic in nature. This means that human system tilt towards positive anticipated vision or ideas of the future just as plant grows towards sunlight likewise is human system (Jaworski, 2011). Creating a positive school culture will equally elicit positive responses from teachers. This will in turn enhance the attitudes of teachers in the school. Furthermore, the ideology of every organization is the reason for the survival of an organization which last all through the duration of the organization. Therefore both school managers and administrators are to drop their differences by promoting corporation among staff members and focus more on building a school culture based on the purpose of the achievement of set educational goals. Bolstering a school culture with effective communication system which is the connection between the leaders and the teachers, can assist in building the school as a team and networks as a concept that unites every school activity. It stabilizes workers attitude, ethical principles, environment and project management.

### **Ways of Enhancing Teachers' Work Attitude**

Teachers' attitudes can be enhanced by school leaders' interaction style: To facilitate group cohesion, school leaders have to be diplomatic and emphatic in his interactions with teachers as he supervises teachers. This builds positive school culture.

Professional development: Training and development of teachers is very important in bringing improvement and practice teachers' academic requirement of their course specification as well as providing a holistic human development for them. Development benefits both employees and organizations in acquiring new skills and taking the advantage of different methods of learning. As employees experience satisfaction in their ability to achieve result on their job and become more responsible for their career. While the organization boast of having skillful and productive employees. Teachers that are not adequately prepared with educational and psychological training cannot be productive. Different studies have proven that training activities are correlated with productivity and retention.

Leadership style: School leaders are the ambassadors of school culture, integrative norms and values that facilitates the school culture can be learnt by teachers through the school leader's proper guidance and style of leadership. Participative leadership style can be adopted by the school leader to encourage easy flow of communication and teachers' contributions in decision-making in the school (Ogbu, 2018).

Motivation: Every teacher is motivated variedly in pursuance of goals they set out to achieve. This means that there are varied motivational attitudes of teachers towards the commitment of tasks. Some teachers operate within the traditional roles of the teacher. Their contributions are limited to teaching, writing lesson notes, class records and school tasks that earns them their salaries (Okorie, 2000). While, some teachers break boundaries, they operate beyond their roles to make great contributions in the teaching career. These groups of teachers are high performers. Kysbun (2002) listed extra efforts made by such teachers as; establishing interactions with students and helping with issues on guidance and counselling. Exposing students to various opportunities outside of the school. They do extra classes with students without extra cost. They work extra time to complete school work. They assist schools to achieve difficult issues in the community. They do tasks that are outside their job specifications. They maintain teachers' professional ethical conducts. A teacher who is a high achiever will completely embrace positive school culture to enhance his work attitude. A progressive reward system in the form of monetary compensation, teachers' benefits, and special recognition of teachers by the school managers can reinforce teachers' values and the teachers will in turn support the values or school culture. Positive school culture has various means of rewarding teachers for the values that are seen as necessary to the school success. It is very essential for management efforts to initiate a working environment where every staff is highly motivated and feel valued (Branch, 2019).

### **Importance of School Culture on Teachers' Attitudes**

Some importance of school culture on teachers' work attitude include: It inspires teachers to accept and avoid resistance to change implementation when it is linked to the school's culture. It motivates teachers for innovation, quality students and increases teachers' creative thinking. Teachers will focus more in catering for students learning needs and special commitment to improving teaching. Teachers will be eager to embrace global competition, changing patterns of technology and environment. It fosters the right types of behavior on teachers by creating the awareness on how teachers are to interact with school leaders, students and parents (Kumar 2016). It promotes self-management by clearly stating rules and expectations to the teachers who know what to do without being closely supervised. It facilitates stability by providing a sense of continuity in case of rapid change. It fosters socialization by educating teachers on the values of the school, and what is unique about it. It builds mutual trust and respect in the school community as a whole.

### **CONCLUSION**

Schools as an organizations have structure of shared symbols and meaning. School culture plays a role in shaping the attitudes of the teachers in them. A positive school culture promises to realize the dream of educational managers and school leaders to be able to control staff without their knowing or resisting control. To get teachers to accept goals set by educational managers. The managerial authority, decisions and culture plays a major role. It allows teachers see the school and their work as the managers see it. Schools are to build a positive culture that will enable them capture the affective

domain by encouraging teachers' commitment to a huge structure of feeling and thought. To create a situation where teachers want willingly what the school management want them to do. The essence of school existence is for the purpose of actualizing predetermined set goals. It then becomes necessary for schools to develop appropriate ways to mobilize lasting group effort. This boils down to effective leadership. School leaders are to be able to motivate their staff members into actualizing school goals. Schools are to be well planned with coordination of different strategies, processes, and procedures which would promote its culture. Both Parents and every member of the school community are to work together in seeing that school culture occupy more place in education to enable not only improving teachers' work attitudes but in actualizing both educational objectives and a better society in general.

## SUGGESTIONS

The paper suggested the following:

1. Institutional leaders' should be flexible in their leadership roles. Their symbolic actions should be such that will promote unity in the school that is not just bound together by school rules, regulations and standard procedures but by the strength of staff and school goals, systems and psychological realities of everyone in the school.
2. School leaders should see teachers as fellow professionals as such, should be treated with respect and dignity as well as enable teachers receive support and encouragement for their duties.
3. Education managers should pay teachers good salaries and on time too. Their safety and psychological needs are to be considered. Promotions should be made at suitable intervals, fringe benefits such as, loan scheme, medical facilities and recreational facilities should be made available for them. Also, high performing teachers should be recognized and rewarded to facilitate teachers' positive work attitude.

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