# Organizational Pride as Correlate of Teachers' Job Effectiveness in Public Secondary Schools in Imo State

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*Abstract*

*The study investigated organizational pride as correlate of teachers' job effectiveness in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study was 5,364 teachers while the sample size consisted of 3,284 teachers selected through simple random sampling. Data were collected through a 15-item structured questionnaire that comprised two clusters. Cluster A dealt with the existence of organizational pride while cluster B considered the influence of organizational pride on teachers' job effectiveness. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha with a weighted average of 0.86 which was considered high enough for be study. Mean and standard Deviation were used to answer the research questions while T-Test statistics was used to test the hypotheses at 0.05 significant level. The study found out among others that organizational pride does not exist among teachers in public secondary schools in Imo State. The recommendation among others is that Imo State Government through the Ministry of Education should improve the welfare of teachers and their general conditions of service as this will make teachers happy and proud of their work.*

*Key Words: Organizational Pride, Correlate, Job Effectiveness, Public Secondary Schools.*

**Introduction**

Organizational pride can be defined as the good feelings and positive sentiments employees share about their employing organizations and their jobs. They are the positive and significant connotations which workers express about their organizations. Hill (2014) defined it as those attitudinal and emotional good thinking and attachment employees show about their employment especially, outside their employing organizations. Typologically, it is an aggregate of those things that connect workers to their organizations and make them remain in such work setting as employees.

Employees according to Gouthier and Rhein (2014) express such pride about their organizations because of a number of reasons. Organizations that consistently maintain a high level of positive competitiveness in a crowded market economy will exhude or inject organizational pride in its workers. Competitiveness can be in terms of a higher pool of clientele or customership and an organisation enjoys this more than other organizations resulting in higher turnover rate and more profit margin than others, employees in such work place will be happy. This as Mischkind (2018) puts it may lead to an enlarged production base that may call for the recruitment of more workers.

Higher production base and profit margin Mischkind (2018) added could bring about increase in salaries of workers and enhanced conditions of service for employees. A situation like this in every work setting could lead to organizational pride. Workers in this type of industry see themselves achieving their personal goals while fulfilling their organizational set objectives. Theirlbefforts are recognized and appreciated through good reward systems.

Job security of employees in an organization can equally amount to organizational pride. As indicated earlier, most organizations like Coca-Cola, Cadbury and probably Nestle Nigeria Plc are all multinational in nature and each of them has survived generational competitiveness with high profit margins. They have the characteristics of low staff turnover and most of their workers who were recruited as casual workers, were staffed thereafter. They grew from the rank and file to become managers and eventually retired. Workers in this type of organizations exhude a lot of pride within and outside their organizations.

Regular payment of workers salaries and promotion of staff as and when due is another source of organizational pride. Hill (2014) stated that prompt payment of workers' salaries and their promotion is not only a hygienic factor but a veritable means for workers to satisfy their individual means. Employees express their happiness and desire to remain connected to an organization when their welfare is taken serious.

Organizational pride has significant and connotative implications and it has strong and affirmative relationship with job satisfaction (Gunter and Furachenn, 2012). On a more general application, the dimensions have to do with self-respect and self-worth on one hand and the corporate respect and worth of an organization on the other hand. Sometimes, too, it could be concerned with psychological traits that could be used by an organization to enhance workers' motivation.

Research however, has shown that organizational pride can be classified into two. The first type depends on the perception of workers of a successful event that has to do with the organization. In this type of organizational pride, workers show some momentary or continuous pride over a successful organizational event just concluded. It could be an exhibition of new products or repackaging of old products, all in an attempt to attract new clientele or customership. The second type of organizational pride manifests itself more as a general perception in an organization. In this type of organizational pride, employees exhibit a high moral and regular attitude of pride. They are proud of their employing organization and they show it to the outside world (Kraemer and Gauthier, 2014). Generally, organizational pride makes for employees' job commitment.

However, it is important to point out that organizational pride can exert some adverse effect on an organization. A continuous expression of organizational pride by workers can negatively affect turnover. Studies have shown that organizational pride can affect quality assurance mechanism. This is because it can lead to complacency. It can also reduce productivity and gradually demarket an organization. This according to Bommer, Rich and Rubin (2015), accounts for why organizations through their quality assurance committees restrict staff attitude to ensure that complacency does not set in.

## Statement of the problem

Organizational pride consists of the positive sentiments and attitude of employees towards their organizations. It is the eloquent expression of the good things, of an organization by the workers or staffers of the employing organization to the outside world. A lot of things account for why, employees are proud of their industry. They range from good working conditions to a very enviable performance of the organization in both national and international market competition. However, the existence of organizational pride in the schools in the study area and it's connotation to job effectiveness of teachers leave much to be desired. It does appear that not too many teachers are proud of their jobs as teachers. In addition to the above situation, there seem to be the dearth of empirical research on the impact of organizational pride on the efficacy of teachers' job in the schools in the study area. It is in due consideration of this that the study investigated organizational pride as correlate of Teachers' Job Effectiveness in Public Secondary Schools in Imo State, Nigeria.

## Research Questions
The study is guided by the following research questions;
1) Does organizational pride exist among public secondary school teachers in Imo State?
2) What is the influence of organizational pride on teachers' job effectiveness in public secondary schools in Imo State?

## Hypotheses
The study is aided by the following hypotheses
1) Organizational pride does not exist among teachers in public secondary schools in Imo State.
2) Organizational pride does not influence teachers' job effectiveness in public secondary schools in Imo State

**Method**

The study investigated organizational pride as correlate of teachers' job effectiveness in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. The population of the study was 5,364 secondary school teachers in Imo State while the sample size of 1,341 teachers was selected using simple random sampling. The sample size was obtained using 25% of the total population. Data were collected through a 15-item structured questionnaire that comprised two clusters. Cluster A dealt with the existence of organizational pride while cluster B considered the influence of organizational pride on teachers' job effectiveness. The instrument was structured on a four point rating scale of Strongly Agree (SA) 4, Agree (A) = 3, Disagree (D) 2 and Strongly Disagree (SD) = 1. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha with a weighted average of 0.86 which was considered high enough for the study. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' opinion while t-test statistics was used to test the hypotheses at 0.05 significant level. A hypothesis was rejected where the p-value is less than the alpha value but accepted where the p-value is greater or equal to the alpha value. All the analyses were done using SPSS version 23.

**Results**

**Research Question 1**

Does organizational pride exist among public secondary school teachers in Imo State?

**Table 1: Respondents' mean ratings and standard deviation on whether or not organizational pride exist among public secondary school teachers Imo State.**

| S/N | Questionnaire | X | SD | Remarks |
|-----|---------------|---|----|---------|
| 1. | Organizational pride exists in public secondary schools in Imo State | 1.84 | 0.48 | Disagree |
| 2. | Teachers are regularly paid | 1.42 | 0.50 | Strongly Disagree |
| 3. | Teachers are regularly promoted | 1.46 | 0.31 | Strongly Disagree |
| 4. | Teachers are consulted during decision making | 1.59 | 0.56 | Disagree |
| 5. | There is job security for teachers | 2.54 | 0.50 | Agree |
| 6. | Teachers' salaries when paid are reasonable | 1.82 | 0.46 | Disagree |
| 7. | There is no job stress among teachers in public secondary schools in Imo State. | 1.86 | 0.48 | Disagree |
| | Training programs are regularly organized for teachers in public secondary schools in Imo State. | 2.22 | 0.50 | Disagree |
| | **Average Mean** | **1.61** | | **Disagree** |

Data in table 1 shows that item 5 was rated agree with a mean score of 2.54, items 1, 4, 6, 7 and 8 with mean scores ranged between 1.59 to 2.22 were rated disagree while the remaining two items (items 2 and 3) were rated strongly agree. The average mean score of 1.61 shows that on the whole, secondary school teachers in Imo State disagree that organizational pride exists among them teachers. The standard deviation for all the items is within the same range meaning that the respondents are not wide apart in their mean responses.

**Research Question 2**
What is the influence of organizational pride on teachers' job effectiveness in public secondary schools in Imo State?

**Table 2: Respondents' mean ratings and standard deviation on the influence of organizational pride on teachers' job effectiveness**

| | Questionnaire | $\overline{X}$ | SD | Remarks |
|---|---|---|---|---|
| 8. | Organizational pride does not exert any influence on teachers' job effectiveness in Imo State public secondary schools | 2.85 | 0.48 | Agree |
| 9. | Teachers are not proud of their jobs | 3.10 | 0.50 | Agree |
| 10. | There is high level of job stress among teachers in the study area | 3.44 | 0.31 | Agree |
| 11. | High level job stress affects teachers job effectiveness | 2.88 | 0.56 | Agree |
| 12. | Teachers do not work because they are not proud of their jobs | 3.06 | 0.50 | Agree |
| 13. | There is high level of job dissatisfaction among teachers in Imo State public secondary schools | 2.58 | 0.46 | Agree |
| 14. | Most teachers are therefore disgruntled | 3.10 | 0.49 | Agree |
| | **Average Mean** | **3.03** | | **Agree** |

Data in Table 2 shows that all the 7 items listed the non-influence of organizational pride on teachers job effectiveness was rated agree with mean scores ranged between 2.58 to 3.44. Similarly, the average mean score of 3.03 shows that on the whole, public secondary school teachers in Imo State agree that organizational pride does not influence their job effectiveness. This is because it is non-existent among teachers in the state. The standard deviation for all the items is within the same range meaning that the respondents are not wide apart in their mean responses.

**Hypothesis 1**
Organizational pride does not exist among teachers in public secondary schools in Imo State.

**Table 3: Summary of t-test analysis of significant difference in the mean ratings of teachers on the existence of organizational pride among teachers**

| Variables | N | $\overline{X}$ | SD | df | T-value | P-value | Decision |
|-----------|---|---|-----|------|---------|---------|----------|
| Male teachers | 532 | 3.36 | 0.63 | | | | |
| | | | | 1327 | 0.83 | 1.30 | Not Significant |
| Female Teachers' | 797 | 3.55 | 0.83 | | | | |

Table 3 reveals that the t-value of 0.83 at 1327 degree of freedom has P-value of 1.30 which is greater than 0.05 level of significance  (p-value = 0.80 > 0.05). Therefore, the null hypothesis is accepted. This means that teachers do not differ significantly in their opinion on the existence of organizational pride among them in public secondary schools in Imo State. In order words, organizational pride does not exist among teachers in public secondary schools in Imo State.

**Hypothesis 2**
Organizational pride does not influence teachers' job effectiveness in public secondary schools in Imo State.

**Table 4: Summary of t-test analysis of significant influence of organizational pride on teachers' job effectiveness**

| Variables | N | $\overline{X}$ SD | df | t-value | P-value | Decision |
|-----------|-----|---------------|------|---------|---------|-------------|
| Organizational pride | 132 9 | 32.86 2.22 | 1327 | 0.76 | 0.00 | Significant |
| Teachers' job effectiveness | 1329 | 33.18 2.27 | | | | |

Data in table 4 shows that the t - value of 0.76 at 1327 degree of freedom has p-value of 0.00 which is less than the alpha level 0.05. Since the p-value is less than the alpha level (0.00 < 0.05), the null hypothesis is therefore rejected. This means that organizational pride has an influence on teachers' job effectiveness in public secondary schools in Imo State.

**DISCUSSION**
Table 1 shows that organizational pride does not exist among teachers in public secondary schools in Imo State. Teachers are not proud of their jobs and this is because their salaries are not paid as and when due. Organisational pride takes place where teachers are happy doing their jobs and when their welfare is given considerable attention by their employers. This takes place in form of regular promotion, in-service training and general condition of service that are acceptable. This however is not the case among the teachers in public secondary schools in Imo State. According to Hill (2014), governments (Federal and State) pay lip service to education and

Imo State government is not an exception. Teachers in public secondary schools in the study area are therefore not happy with their jobs. The consequence is that most of them engage in private businesses to make ends meet.

Table 2 reveals that organizational pride does not exert any influence on teachers' job effectiveness in public secondary schools in Imo State. This means that teachers in the study area do not work because of what they get from the job. In a situation where salaries are not paid for months, promotion of teachers is irregular and there is a near absence of in-service training, teachers will not be happy. There is job dissatisfaction, disgruntleness and inferiority complex of teachers before other professionals. Teachers cannot be proud of their jobs in this instance. Gunter and Fruham (2012) suggested that an unhappy teacher is a demotivated one who cannot make any meaningful contribution to the realization of educational set objectives.

## CONCLUSION

Organizational pride is the good will and happiness teachers express about their jobs. It is consequent upon the impact their jobs make on their individual needs. People work to satisfy their personal goals or desires. Where this is not prevalent, input will drop and teachers are no exceptions. One negative outcome of this ugly situation is that teaching and learning is lessened and students academic performance is hampered.

## RECOMMENDATIONS

In view of the above findings and conclusion, the following recommendations are made;
1.   Teachers' salaries should be paid as and when due.
2.   Promotion of teachers should be regular.
3.   Teachers should be allowed to go for in-service training and possibly acquire additional certificates.
4.   Conferences and workshops should be organized for teachers to update their  currency of their various subject areas.

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