ADHOCRACY CULTURE, ETHICAL CULTURE, AND JOB ENGAGEMENT AMONG PRIVATE SECONDARY SCHOOL TEACHERS IN LAGOS STATE, NIGERIA

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Abstract

This study investigated the influence of adhocracy culture, ethical culture, and job engagement among private secondary school teachers in Lagos State. Job engagement plays a pivotal role in motivating and improving teacher performance, thereby being determined by adhocracy culture and ethical culture. The study raised three research objectives, questions and formulated two null hypotheses. The study reviewed literature conceptually, empirically and theoretically. A descriptive survey research design was used, and data was collected from a sample of private secondary school teachers in Lagos State. The study encompassed a population of 18,473 teachers from 178 private secondary schools across the state. To ensure adequate representation, 400 participants were selected using stratified random sampling from six education districts in Lagos State. Structured questionnaire titled: Adhocracy Culture, Ethical Culture, and Job Engagement Questionnaire, was used as data collection instruments. Face and content validity, as well as test-retest reliability technique were used for the study. Mean and standard deviation were used to answer the research questions. The hypotheses were tested using Chi-Square (X^2) statistics at 0.05 alpha level. The findings of the study showed there are positive influence of adhocracy culture, and ethical culture on job engagement of private secondary school teachers in Lagos State. Based on the findings, the study recommended that school administrators should actively foster an adhocracy culture within their institutions by encouraging innovation, creativity, and risk-taking among teachers, and schools should prioritize the development of an ethical culture that emphasizes integrity, honesty, and fairness.

Keywords: Adhocracy Culture, Ethical Culture, Job Engagement, Private Secondary School Teachers

Introduction

Education is a cornerstone of societal development, and the role of teachers is pivotal in shaping the future of nations. Teachers, as the primary agents of knowledge transmission and character development, are central to the quality of education delivered in both public and private schools. Teachers are assets in educational organizations that are very valuable because they play an important role in educational practice directly and are responsible for student learning achievements. Therefore, school management must ensure that schools have teachers who always work well, strive for organizational success, and engaged to their work. Teachers' work engagement is an essential aspect of achieving the success of school organizations. Furthermore, employees who have high work engagement can manage positive energy and inspiration from various activities into useful resources at work (Sudibjo & Riantini, 2023). Work engagement is a multifaceted construct that encompasses the physical, emotional, and cognitive aspects of an individual's job. It is characterized by high levels of energy, enthusiasm, and dedication to one's work (Cacciamani, Cesareni, Fiorilli, & Ligorio, 2022). Therefore, teachers' work engagement can be seen as an essential factor in ensure effective school system.

Regarding the vital necessity of teacher work engagement in private secondary schools, there seems not to be a great deal of focus among stakeholders in Lagos State, Nigeria. Employee engagement and drive to accomplish organisational goals and objectives are crucial factors in determining an organization's success. Organisations must use encouraging positive employee engagement as a strategic tactic to gain competitive advantage in order to stay competitive in the market (Satata, 2021). For an organisation to operate better, its people must be engaged, active, and committed to their work (Reissová & Papay, 2021). Given its significant ramifications for both instructors and pupils, the work engagement of teachers in private

secondary schools in Lagos State, Nigeria, is a crucial topic that necessitates serious examination. According to Madigan and Kim (2021) engaged teachers are more likely to be successful in the classroom, promote a healthy learning environment, and help students succeed. On the other hand, disengaged teachers could find it difficult to inspire and motivate their pupils, which might result in poor academic accomplishment. The factors that may determine teacher work engagement at the secondary school level appeared to be adhocracy culture, and ethical culture.

Adhocracy culture appears to be imperative to teacher work engagement at the secondary school level. It represents a type of organizational culture characterized by flexibility, innovation, and a lack of formal structure. Belias and Koustelios (2014) (as cited in Njagi, Kamau & Muraguri, 2020) have indicated adhocracy culture to be based on the ability to adjust and adapt rapidly to changing circumstances as they arise. It follows that adhocracy culture is flexible, adjustable, informal, and operates in the opposite of bureaucracy (Misigo, Were & Odhiambo, 2019). This culture emphasizes innovation, rapid growth, experimentation, and risk-taking. Adhocracy in the school system refers to the application of adhocracy culture, which is characterized by flexibility, innovation, and a lack of formal structure, within educational institutions. It represents a departure from traditional bureaucratic and hierarchical models of education toward a more flexible and dynamic approach. According to Tran (2021), in an adhocracy culture, decision-making is decentralized, and there is an emphasis on experimentation, creativity, and adaptability. This culture is typically found in organizations that operate in dynamic and rapidly changing environments, where traditional bureaucratic structures may be less effective.

The presence of adhocracy culture and its impact on teacher work engagement in private secondary schools in Lagos State, Nigeria, presents a multifaceted and pressing problem that necessitates thorough examination. Adhocracy culture, with its emphasis on innovation and flexibility, can have a unique influence on teacher work engagement (Demissie & Egziabher, 2022). The lack of formal structure and clear procedures can lead to uncertainty, role ambiguity, and increased stress, potentially affecting teacher engagement. Adhocracy culture may manifest differently across private secondary schools in Lagos State. Some schools may embrace it as a means of promoting innovation and adaptability, while others may struggle to balance flexibility with stability, potentially impacting teacher work engagement. Adhocracy culture may influence teacher turnover rates, with implications for the stability and effectiveness of private secondary schools.

Ethical culture appears to be imperative to teacher work engagement at the secondary school level. Ethical issues arising in an organization are internalized and processed at either the individual or collective level and are predictive of ethical (or unethical) behaviour (Sharen, 2021). In other words, ethical culture captures the ethical quality of the work environment, as demonstrated by the shared values, norms, and beliefs shaping ethical or unethical behaviour. Ethical culture refers to the prevailing moral values, principles, and norms within an organization or institution (Perala, 2019). Ethical culture within school organizations refers to the prevailing moral values, principles, and norms that guide the behaviour and decision-making processes of all stakeholders, including administrators, teachers, students, parents, and staff. It encompasses the shared beliefs, behaviours, and attitudes of individuals that emphasize ethical conduct, honesty, integrity, and accountability in all aspects of the organization's operations. A strong ethical culture is characterized by a commitment to honesty, integrity, transparency, fairness, and accountability in all aspects of the school's operations.

The ethical culture within private secondary schools in Lagos State, Nigeria, plays a pivotal role in shaping the work engagement of teachers. Ethical conduct and a strong ethical culture are closely linked to teacher commitment and work engagement. Teachers who perceive their schools as ethical and value-driven are more likely to be committed to their roles, students,

and the school's mission (Cabana & Kaptein 2021). A positive ethical culture can contribute to higher teacher morale and well-being. In contrast, an absence of ethical standards or a culture that tolerates unethical behaviour can lead to stress, disillusionment, and burnout among teachers, negatively impacting their work engagement. A strong ethical reputation can attract students and parents, while ethical breaches can damage the school's image and enrolment rates (Gaitho, & Awino, 2018). Ethical leaders set the tone for the entire school community, modelling ethical behaviour and promoting a culture of integrity. The absence of ethical leadership can erode the ethical culture within the school.

Teachers are hence the foundation of information transfer, skill development, and character development in the field of education. Their commitment to their work, which includes their emotional, cognitive, and behavioural investment in teaching, has a big impact on the standard of instruction given to students. A number of factors seem to have influence on job engagement, but the adhocracy and ethical cultures appear to have stand out as significant predictors.

The problem at stake is specifically how the ethical culture and adhocracy culture, which are distinguished by their capacity for innovation, adaptability, and risk-taking, influences the job engagement of private secondary school teachers in Lagos State. Despite extensive study on the effects of organisational culture on job engagement, little has been done to examine the adhocracy culture and ethical culture in private secondary schools in Lagos State. Teachers who work in a dynamic adhocracy culture, and ethical culture may face certain difficulties and possibilities that might influence how engaged these teachers are in their work. These difficulties could include adjusting to flexible employment structures, dealing with immediate modifications in educational procedures and guidelines, and acclimating to a culture that values experimentation and independence. Adhocracy and ethical cultures may stimulate innovation and adaptation, which are potential benefits that should be examined to determine if they have beneficial or detrimental effects on teacher job engagement.

Although job engagement and organisational culture are of the utmost significance in educational establishments, there is a dearth of research on the intricate connections between job engagement, ethical culture, and adhocracy culture. Existing research frequently focuses on particulars, either by isolating work engagement or by evaluating the influence of organisational culture facets. It is on this gap that the study examined the influence of the adhocracy culture and ethical culture on job engagement among private secondary school teachers in Lagos State.

Specifically, the study aimed to:
1. Examine how teachers perceive job engagement in the school.
2. Determine the influence of adhocracy culture on job engagement among private secondary school teachers in Lagos State.
3. Examine how ethical culture influence job engagement among private secondary school teachers in Lagos State.

Research Questions
1. How do teachers perceive job engagement in the school?
2. What is the extent of the influence of adhocracy culture on job engagement among private secondary school teachers in Lagos State?
3. To what degree does ethical culture influence job engagement among private secondary school teachers in Lagos State?

Hypotheses
1. There is no significant influence of adhocracy culture on job engagement among private secondary school teachers in Lagos State.
2. Ethical culture does not significantly influence job engagement among private secondary school teachers in Lagos State.

Research Methodology

This is a descriptive survey research design. The study encompassed a population of 18,473 teachers from 178 private secondary schools across the state. To ensure adequate representation, 400 participants were selected using stratified random sampling from six education districts in Lagos State. Adhocracy Culture, Ethical Culture, and Job Engagement Questionnaire (ACECJEQ) was used to collect relevant data for the study. The measuring scales used for the study was: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The researchers provided the instrument to experts in educational management to verify its face and content validity for the purpose to confirm the validity of the instrument. The experts were asked to review the components of the various scales to determine whether they were consistent with the behaviour that the instrument was intended to evaluate. Before generating for the pilot study, the researcher took into account all of the expert recommendations. Test-retest reliability technique was used, and Cronbach alpha reliability coefficient of the instrument yielded 0.82. This demonstrated strong internal consistency and hence supported the administration of the instrument. The researchers administered the questionnaire to the participants. The researchers ensured that the respondents properly filled and returned the questionnaire in good condition. A total of 400 copies of questionnaire were administered and all were returned valid and used for analysis of data. Mean and standard deviation were used to answer the research questions. The hypotheses were tested using Pearson Product Moment Correlation statistics at 0.05 alpha level.

Data Analyses and Result Presentations

Answers to Research Questions
The study used descriptive statistical tools (mean and standard deviation) to answer the research questions.

Research Question One: How do teachers perceive job engagement in the school?

Table 1: Job Engagement of teachers in Schools

S/No	Statement	Mean	Standard Deviation
1	I feel a strong emotional attachment to my students.	2.84	.77
2	I genuinely care about the success of my students.	3.04	.97
3	I often experience a sense of pride when my students succeed.	2.74	.87
4	I am content with the work-life balance in my teaching job.	2.82	1.01
5	I look forward to each day of teaching with enthusiasm.	3.11	.92
6	I view obstacles in my teaching job as opportunities for growth.	2.90	.96
7	I am given opportunities to tackle challenging teaching assignments.	2.87	.94
8	I find my work as a teacher to be personally fulfilling.	2.73	.87
9	I have positive and supportive relationships with my colleagues.	2.82	.82
10	I believe that my school values and recognizes my contributions.	2.70	.46

Mean Midpoint – 2.5

The result on table 1 shows the responses of participants; the participants responded to teachers' perceptions on job engagement in private secondary schools in Lagos, Nigeria. Significant majority of the participants agreed that they: do feel a strong emotional attachment to my students (M=2.84>2.50); genuinely care about the success of their students (M=3.04>2.50); often experience a sense of pride when my students succeed (M=2.74>2.50); are contented with the work-life balance in their teaching job (M=2.82>2.50); and do look forward to each day of teaching with enthusiasm (M=3.11>2.50). The result on table 1 also shows significant majority of the participants agreed that they: view obstacles in my teaching job as opportunities for growth (M=2.90>2.50); given opportunities to tackle challenging teaching assignments (M=2.87>2.50); find their work as a teacher to be personally fulfilling (M=2.73>2.50); have positive and supportive relationships with my colleagues (M=2.82>2.50); and believe that my school values and recognizes my contributions (M=2.70>2.50).

Teachers in private secondary schools in Lagos, Nigeria view job engagement positively, as evidenced by their strong emotional attachment to students, genuine care for their success, pride in student achievements, satisfaction

with work-life balance, enthusiasm for teaching, viewing obstacles as growth opportunities, finding fulfilment in teaching, having positive relationships with colleagues, and feeling valued and recognised by their school for their contribution.

Research Question Two: What is the extent of the influence of adhocracy culture on job engagement among private secondary school teachers in Lagos State?

Table 2: Adhocracy Culture and Job Engagement

S/No	Statement	Mean	Standard Deviation
1	Adhocracy culture enhances teachers' sense of job satisfaction.	2.90	0.96
2	In our school, there is a willingness to adapt change educational practices.	2.87	0.94
3	Adhocracy culture promotes a collaborative environment among teachers.	2.88	0.69
4	Teachers in our school have the autonomy to make decisions about their teaching approaches.	2.82	0.82
5	Adhocracy culture encourages teachers to take on leadership roles in decision-making.	2.94	0.24

Mean Midpoint – 2.5

The result on table 2 shows the responses of participants on the influence of adhocracy culture on job engagement among private secondary school teachers in Lagos State, Nigeria. Significant majority of the participants agreed that they: adhocracy culture enhances teachers' sense of job satisfaction (M=2.90>2.50); in their school, there is a willingness to adapt change educational practices (M=2.87>2.50); adhocracy culture promotes a collaborative environment among teachers (M=2.88>2.50); teachers in our school have the autonomy to make decisions about their teaching approaches (M=2.82>2.50); and adhocracy culture encourages teachers to take on leadership roles in decision-making (M=2.94>2.50).

Research Question Three: To what degree does ethical culture influence job engagement among private secondary school teachers in Lagos State?

Table 3: Ethical Culture and Job Engagement

S/No	Statement	Mean	Standard Deviation
1	The school's leadership actively addresses ethical concerns when they arise.	2.84	.77
2	Teachers are encouraged to report unethical behaviour without fear of reprisal.	3.04	.96
3	Ethical decision-making is encouraged within our school.	2.73	.87
4	Ethical behaviours are consistently promoted in our school.	2.82	1.01
5	Ethical values are consistently upheld in our school.	3.11	.92

The result on table 3 shows the responses of participants on influence of ethical culture on job engagement among private secondary school teachers in Lagos State, Nigeria. Significant majority of the participants agreed that they: the school's leadership actively addresses ethical concerns when they arise (M=2.84>2.50); teachers are encouraged to report unethical behaviour without fear of reprisal (M=3.04>2.50); ethical decision-making is encouraged within our school (M=2.73>2.50); ethical behaviours are consistently promoted in our school. (M=2.82>2.50); and ethical values are consistently upheld in our school (M=3.11>2.50).

Test of Hypotheses

The study used Pearson Product Moment Correlation statistics at 0.05 alpha level to test the formulated research hypotheses.

Research Hypotheses One (H$_{01}$): There is no significant relationship between adhocracy culture and job engagement among private secondary school teachers in Lagos State.

Table 4: Influence of Adhocracy Culture on Job Engagement

Variables	N	r-cal	p-value	Decision	Remarks
Adhocracy Culture					
	400	0.641	0.002	H_0: Rejected	Significant
Job Engagement					

*Correlation is significant at 0.05 level (2 tailed)

Table 4 displays the results of Pearson Product-Moment Correlation used to determine the relationship between adhocracy culture and job engagement. The finding showed that there was a positive correlation between adhocracy culture and job engagement, since ($r = 0.41$; $p<0.05$). Thus, the null hypothesis which states that there is no significant relationship between adhocracy culture and job engagement was rejected. This implies that there exists significant relationship between adhocracy culture and job engagement in private secondary schools in Lagos State, Nigeria.

Research Hypotheses Two (H_{02}): Ethical culture does not significantly influence job engagement among private secondary school teachers in Lagos State.

Table 5: Influence of Ethical Culture on Job Engagement

Variables	N	r-cal	p-value	Decision	Remarks
Ethical Culture					
	400	0.604	0.001	H_0: Rejected	Significant
Job Engagement					

*Correlation is significant at 0.05 level (2 tailed)

Table 5 displays the results of Pearson Product-Moment Correlation used to determine the relationship between ethical culture and job engagement. The finding showed that there was a positive correlation between ethical culture and job engagement, since ($r = 0.41$; $p<0.05$). Thus, the null hypothesis which states that there is no significant relationship between ethical culture and job engagement was rejected. This implies that there exists significant relationship between ethical culture and job engagement in private secondary schools in Lagos State, Nigeria.

Discussion of Findings

The results of research question one, which examines how teachers in private secondary schools in Lagos, Nigeria, perceive their level of job engagement. The study's findings show that a significant proportion of participants experienced an intense emotional connection to their pupils, really cared about their achievement, and felt proud of their accomplishments. These results support Gagne and Deci's (2019) research, which highlights the significance of teachers' emotional commitment in their students. The participants also expressed great enthusiasm for teaching and high levels of contentment with their work-life balance. This is consistent with the findings of Bakker and Sanz-Vergel (2021), teachers are more likely to approach their teaching obligations with passion when they feel that there is a balance between their home lives and work. The study reported that teachers perceive their work as teachers to be personally gratifying and see challenges in their careers as opportunities for progress. These findings are consistent with those of Hakanen et al. (2021), whose studies highlight the value of job resources and personal fulfilment in promoting job engagement. Teachers are more likely to be involved in their profession when they see problems as opportunities and receive personal fulfilment from it. The study also showed that participants felt their school valued and appreciated their contributions and that they had supportive and constructive connections with others in the workplace

Results of research question two, which examined at how adhocracy culture influenced

teachers in private secondary schools in Lagos State, Nigeria. The majority of participants, by a significant amount, agreed that the adhocracy culture improves teachers sense of job satisfaction. This result is consistent with studies by Cameron and Quinn (2019), who highlight how adhocracy cultures, which value innovation and taking risks, can result in higher levels of worker satisfaction. Participants also demonstrated a willingness to change alongside their institutions' evolving educational practises. According to Oplatka and Hemsley-Brown (2020), adhocracy cultures are more flexible and receptive to change, therefore this is consistent with their research. The capacity to embrace change and adapt to new teaching approaches is essential for teacher engagement and effectiveness in today's quickly changing educational environment. It was discovered that adhocracy culture encouraged collaboration among teachers.

Results of research question three, which investigate the influence of ethical culture on job engagement among private secondary school teachers. The findings indicate that a significant majority of participants agreed that ethical culture plays a positive role in their job engagement. These perceptions are highly valuable, as they shed light on the ethical environment within schools and its impact on teachers. One notable finding is that participants agreed that the school's leadership actively addresses ethical concerns when they arise. This aligns with research by Brown and Treviño (2020), emphasizing the crucial role of ethical leadership in promoting ethical behaviour within organizations. Ethical leaders set the tone for ethical conduct and create an environment where employees feel supported in upholding ethical standards. Participants also indicated that teachers are encouraged to report unethical behaviour without fear of reprisal. This aligns with the work of Huhtala et al. (2021), which suggests that organizations that promote a culture of ethical reporting and protection of whistleblowers contribute to higher ethical standards and employee engagement. The findings further suggest that ethical decision-making is encouraged within the school. Research by Den Hartog and Belschak (2020) emphasizes the importance of organizations

promoting ethical decision-making processes as it contributes to ethical behaviour and job engagement. Participants also perceived that ethical behaviours, values, and standards are consistently promoted and upheld within their school.

Conclusion

This study examined how private secondary school teachers in Lagos, Nigeria, perceived about their jobs and how that felt about the adhocracy and ethical cultures. The influence of adhocracy culture and ethical culture on teachers' job engagement was critically examined in the study. The findings showed a strong positive relationship between job engagement, ethical culture, and adhocracy culture. This implies that organisational cultures (adhocracy culture, ethical culture) that encourage adaptation, creativity, and autonomy have a good influence on teachers' engagement in their job in private secondary schools in Lagos State. The study's findings highlight the need to establish organisational cultures (adhocracy culture, ethical culture) that place a premium on flexibility and ethics, as well as creating a favourable work environment. These elements work together to increase job engagement among private secondary school teachers in Lagos State, which benefits both teachers and students in the long run.

There are various ramifications of these findings for school leaders. Maintaining a motivated and committed teaching workforce depends on creating a healthy work environment that promotes teacher engagement. Promoting an ethical culture that maintains moral and ethical ideals as well as an adhocracy culture that promotes adaptability and innovation can increase teachers' job engagement.

Recommendations

Based on the findings of the research about the relationship between adhocracy culture, ethical culture, and job engagement among private secondary school teachers in Lagos State, it is appropriate to suggest the following:

1. School leaders should actively promote an adhocracy culture within their institutions. This culture should

encourage innovation, adaptability, and autonomy among teachers. Encourage teachers to take ownership of their teaching methods and provide feedback on the school's policies.

2. Schools should prioritize the development of a strong ethical culture. Ethical decision-making processes and guidelines should be clearly defined and communicated to all staff members. This will ensure that ethical behaviour is consistently upheld within the school community.

3. Schools should establish a confidential and safe reporting mechanism for ethical concerns. Teachers should feel comfortable reporting unethical behaviour without fear of reprisal. This will help maintain trust and transparency within the school.

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