School Culture and Teachers' Job Satisfaction in Public Secondary Schools in Edo North Senatorial District

Ezeimwenghian Julian Obano, Ogbeide Agbons Kennedy
Department of Educational Management,
Faculty of Education, University of Benin, Benin City

ABSTRACT

This study examined the relationship between school culture and teachers' job satisfaction in public secondary schools in Edo North Senatorial District, Edo State, Nigeria. A descriptive survey research design was adopted. The study population comprised teachers in public secondary schools across the district. A sample of 350 teachers was selected using stratified random sampling techniques. Data were collected using two validated instruments: the "Organizational Culture Scale Questionnaire (OCSQ)" and the "Teachers' Job Satisfaction Scale (TJSS)." Quantitative data were analyzed using mean, standard deviation, Pearson Product Moment Correlation (PPMC), independent samples t-test, one-way ANOVA, and multiple regression at the 0.05 significance level. Findings revealed a strong positive correlation between supportive school culture and teachers' job satisfaction (r = .724, p = .000). Regression analysis showed that dimensions of school culture (collaborative environment, professional recognition, participative leadership, and resource adequacy) collectively accounted for 61.3% of the variance in teachers' job satisfaction. Teachers in schools with positive cultures reported significantly higher satisfaction levels than those in schools with negative cultures. The study concluded that school culture is a critical determinant of teachers' job satisfaction. It was recommended that school administrators foster collaborative environments, implement participative leadership, recognize teacher contributions, and ensure adequate resource provision to enhance job satisfaction among teachers.

INTRODUCTION

The quality of education in any nation may be intrinsically linked to the motivation and satisfaction of its teachers. Teachers' job satisfaction defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values, which appears to significantly influences their commitment, performance, and retention in the teaching profession (Ingersoll, 2023). In Nigeria's educational landscape, particularly in public secondary schools, concerns about teacher dissatisfaction, attrition, and diminished morale necessitate investigation into the factors that enhance or undermine job satisfaction. Among these factors, school culture has emerged as a pivotal variable. School culture refers to the shared beliefs, values, norms, traditions, rituals, and unwritten rules that shape behaviors and interactions within a school (Deal and Peterson, 2016).

School culture refers to the "way things are done positively or negatively in an educational institution. A positive school culture is characterized by collaboration, mutual respect, shared goals, and supportive leadership, creates an environment conducive to professional growth and personal fulfillment (Hoy and Miskel, 2018).

Corresponding author: Ogbeide Agbons Kennedy
✉ agbons.ogbeide@uniben.edu
Department of Educational Management, Faculty of Education, University of Benin, Benin City.

Conversely, a negative toxic school culture is marked by isolation, mistrust, autocratic leadership, and perceived inequity can lead to frustration, burnout, and high turnover among teachers (Nwachukwu, 2018).

In Edo North Senatorial District, public secondary schools operate within diverse cultural climates influenced by leadership styles, community expectations, and historical institutional practices. Preliminary observations suggest variances in teacher morale and engagement across schools, potentially linked to differences in their organizational cultures. This study, therefore, aims to investigate the relationship between school culture and teachers' job satisfaction, providing evidence to guide school improvement and teachers' welfare initiatives.

STATEMENT OF THE PROBLEM

Teachers in public secondary schools in Edo North Senatorial District in Edo State face numerous professional challenges, including large class sizes, inadequate instructional materials, delayed salaries, and demanding workloads. While these systemic issues are widely acknowledged, less attention has been paid to the internal organizational environment the school culture within which teachers operate daily. There is growing anecdotal evidence and concerns expressed by teacher unions indicating widespread dissatisfaction, low morale, and high attrition rates in some schools, while other schools with similar resource constraints appear to retain more motivated staff.

This disparity suggests that factors beyond material resources significantly impact teacher well-being. A negative school culture, where teachers feel undervalued, excluded from decision-making, professionally isolated, or subject to unfair treatment, seems to exacerbate the stress caused by external challenges (Adeyemo, 2019). Such an environment may diminish intrinsic motivation, reduce extra-role behaviors, and ultimately compromise the quality of teaching and learning (Ofoegbu, 2019).

Despite the probable significance of school culture, there is insufficient empirical data within Edo North Senatorial District that:

1. Systematically assesses the prevailing types of school culture in public secondary schools.
2. Measures the level of teachers' job satisfaction across these schools.

This study, therefore, seeks to address this problem by investigating the influence of school culture on teachers' job satisfaction, offering a foundation for culturally-sensitive strategies to enhance teacher welfare and school effectiveness.
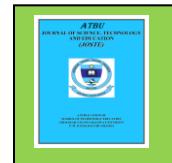
Objectives of the Study

This study aims to:

1. Identify the predominant types of school culture existing in public secondary schools in Edo North Senatorial District.
2. Assess the level of job satisfaction among teachers in public secondary schools in the district.
3. Examine the relationship between school culture and teachers' job satisfaction.
4. Determine which dimensions of school culture (collaborative environment, leadership style, professional recognition, resource support) most significantly predict teachers' job satisfaction.

Research Questions

1. What are the predominant types of school culture in public secondary schools in Edo North Senatorial District?
2. What is the level of job satisfaction among teachers in the selected public secondary schools?
3. What is the relationship between school culture and teachers' job satisfaction?
4. Which dimensions of school culture are the strongest predictors of teachers' job satisfaction?

Corresponding author: Ogbeide Agbons Kennedy
✉ *agbons.ogbeide@uniben.edu*
Department of Educational Management, Faculty of Education, University of Benin, Benin City.

Hypotheses

H_{01}: There is no significant relationship between overall school culture and teachers' job satisfaction.

H_{02}: There is no significant difference in job satisfaction between teachers in schools with collaborative cultures and those in schools with competitive/isolative cultures.

H_{03}: There is no significant difference in job satisfaction among teachers experiencing different leadership styles (participative vs. autocratic).

H_{04}: Dimensions of school culture do not significantly predict teachers' job satisfaction.

Theoretical Framework

This study is anchored on two complementary theoretical perspectives: Social Exchange Theory (Blau, 1964): This theory posits that human relationships are formed through subjective cost-benefit analysis and comparison of alternatives. In the school context, teachers engage in a social exchange with the organization. When the school culture provides socio-emotional benefits such as support, respect, and recognition (positive inducements), teachers reciprocate with higher commitment, effort, and satisfaction. Conversely, a negative culture represents a poor exchange, leading to dissatisfaction and withdrawal.

Herzberg's Two-Factor Theory (Motivation-Hygiene Theory) (Herzberg, Mausner, & Snyderman, 1959): This theory distinguishes between hygiene factors (e.g., salary, working conditions, policies) whose absence causes dissatisfaction, and motivators (e.g., achievement, recognition, responsibility, growth) which generate satisfaction. School culture elements like professional recognition and participative leadership can function as powerful motivators, while aspects like poor collegial relations or unfair policies act as potent hygiene factors. This theory helps explain how school culture influences both the prevention of dissatisfaction and the promotion of positive job satisfaction.

Empirical Studies

Extensive research underscores the culture-satisfaction link. Hoy and Miskel (2018) investigated the relationship between school culture and teacher satisfaction in schools. Using a quantitative research approach involving a large sample of teachers and school administrators drawn from multiple school systems, the study found that schools with open and collegial cultures consistently recorded higher levels of teacher satisfaction and efficacy than schools with closed or contrived-collegial cultures. The study concluded that positive school culture plays a critical role in enhancing teacher satisfaction; however, it did not focus on a specific national or regional context.

Nwachukwu (2018) examined the relationship between school climate and teacher morale in secondary schools in Imo State, Nigeria. Adopting a descriptive survey design, the study sampled 300 secondary school teachers. The findings revealed a significant positive correlation between a supportive school climate and teacher morale. The study concluded that school climate influences teachers' morale; however, it focused broadly on climate and morale without examining the specific dimensions of school culture that affect teacher satisfaction. Ofoegbu (2019) investigated the influence of leadership style on teacher job satisfaction in secondary schools in Lagos State. Using a survey research design, the study involved a sample of 420 teachers. The findings indicated that transformational leadership, which promotes a positive school culture, was a strong predictor of teacher job satisfaction, while authoritarian leadership negatively affected satisfaction levels. The study concluded that leadership style is a major driver of school culture, but it did not isolate other cultural factors influencing teacher satisfaction.

Adeyemo (2019) studied the effect of perceived organizational support on job stress and job satisfaction among teachers in Southwestern Nigeria. Employing a descriptive survey design, the study sampled 350 secondary school teachers. The findings showed that perceived organizational support significantly reduced job stress and increased job satisfaction among

Corresponding author: Ogbeide Agbons Kennedy
✉ *agbons.ogbeide@uniben.edu*
Department of Educational Management, Faculty of Education, University of Benin, Benin City.

teachers. The study concluded that supportive organizational culture enhances teacher satisfaction, consistent with Social Exchange Theory; however, the study did not comprehensively examine other cultural elements within schools.

Wang (2020) conducted a meta-analysis to examine the influence of school culture on teacher job satisfaction across different countries. The study reviewed findings from over 60 empirical studies involving thousands of teachers worldwide. The results revealed that school culture factors accounted for a substantial proportion of variance in teacher job satisfaction, with collegial support and professional autonomy emerging as the most influential factors. The study concluded that positive school culture is a global determinant of teacher satisfaction, although it did not provide country-specific evidence for the Nigerian education system. Despite this body of work, a gap exists in research that specifically and comprehensively measures multiple dimensions of school culture and their relative predictive power on job satisfaction within the unique socio-cultural and administrative context of Edo North Senatorial District's public secondary schools. This study aims to fill that gap.

METHODOLOGY

This study adopted a descriptive survey research design of the correlational type. This design was chosen because it allows the researcher to describe variables and examine the relationships between them without manipulating any factor. It is suitable for investigating how school culture influences teachers' job satisfaction across public secondary schools in Edo North Senatorial District.

The population consisted of all teachers in public secondary schools across the six Local Government Areas (LGAs) of Edo North: Etsako West, Etsako Central, Etsako East, Owan West, Owan East, and Akoko-Edo. A multi-stage sampling technique was employed. First, 15 schools were randomly selected from a stratified list based on LGA. Then, 25 teachers were randomly chosen from each school's staff roster, resulting in an initial sample of 375 teachers. After accounting for potential non-responses, 350 fully completed questionnaires were obtained and used for analysis.

Data were collected using a structured questionnaire divided into three sections. Section A gathered demographic information, including gender, years of experience, and qualifications. Section B measured school culture using the Organizational Culture Scale Questionnaire (OCSQ), a 20-item scale adapted from Hoy & Miskel (2018), assessing collaborative environment, leadership style, professional recognition, and resource support on a 4-point Likert scale. Section C measured teachers' job satisfaction using the Teachers' Job Satisfaction Scale (TJSS), a 15-item scale adapted from Brayfield & Rothe (1951), covering intrinsic, extrinsic, and overall satisfaction. The instruments were validated by three experts and piloted with 40 teachers from a neighboring district, yielding high reliability (OCSQ $\alpha = 0.86$, TJSS $\alpha = 0.89$).

Questionnaires were administered during staff meetings with principals' permission, ensuring confidentiality and anonymity, and collected immediately. Data were analyzed using SPSS Version 25. Descriptive statistics (Mean and Standard Deviation) addressed the first two research questions, while Pearson correlation, Independent Samples t-test, One-Way ANOVA, and Multiple Linear Regression Analysis were used to test hypotheses at a 0.05 significance level.

RESULTS
Hypothesis 1
There is no significant relationship between overall school culture and teachers' job satisfaction.

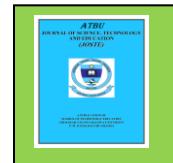Table 1: Correlation between Overall School Culture and Teachers' Job Satisfaction

Variables	N	Mean	SD	R	p-value	Decision
School Culture	350	2.63	0.65	.724	.000	**Significant**
Job Satisfaction		2.78	0.68			

Corresponding author: Ogbeide Agbons Kennedy
✉ *agbons.ogbeide@uniben.edu*
Department of Educational Management, Faculty of Education, University of Benin, Benin City.

A strong, positive, and statistically significant correlation was found between overall school culture and job satisfaction (r = .724, p < .05). H_{01} is rejected.

Hypothesis 2
There is no significant difference in job satisfaction between teachers in schools with collaborative cultures and those in schools with competitive/isolative cultures.

Table 2: Independent Samples t-test of Job Satisfaction by Cultural Type

Group	N	Mean Satisfaction	SD	t-value	df	p-value	Decision
Collaborative Culture	185	3.25	0.52	9.447	348	.000	**Significant**
Less Collaborative Culture	165	2.28	0.61				

Schools were categorized based on the Collaborative Environment sub-scale mean. Schools above the overall mean (M=2.85) were "Collaborative" (n=185), others were "Less Collaborative/Isolative" (n=165). A significant difference exists (t(348)=9.447, p=.000). Teachers in collaborative cultures report significantly higher job satisfaction. H_{02} is rejected.

Hypothesis 3
There is no significant difference in job satisfaction among teachers experiencing different leadership styles (Participative, Mixed, Autocratic).

Table 3: One-Way ANOVA of Job Satisfaction by Leadership Style

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	42.18	2	21.09	45.112	.000	**Significant**
Within Groups	162.45	347	0.468			
Total	204.63	349				

Table 3.1 Post-Hoc Scheffe Test

Comparison	Mean Difference	p-value
Participative vs. Autocratic	0.96	.000
Participative vs. Mixed	0.51	.002
Mixed vs. Autocratic	0.45	.008

Leadership Style scores were trichotomized into Low (Autocratic, n=110), Medium (Mixed, n=125), and High (Participative, n=115). A significant difference exists, F(2, 347)=45.112, p=.000. Post-hoc tests show all pairwise comparisons are significant, with participative leadership linked to the highest satisfaction. H_{03} is rejected.

Hypothesis 4

Dimensions of school culture do not significantly predict teachers' job satisfaction.

Table 4: Multiple Linear Regression Analysis of Culture Dimensions Predicting Job Satisfaction

Model Summary	Values
R	.783
R²	.613
Adjusted R²	.608
Std. Error	.425

Table 4.1: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	125.441	4	31.360	173.561	.000
Residual	79.189	345	0.230		
Total	204.630	349			

Corresponding author: Ogbeide Agbons Kennedy
✉ *agbons.ogbeide@uniben.edu*
Department of Educational Management, Faculty of Education, University of Benin, Benin City.

Table 4.2: Coefficients

Predictor	Unstandardized B	Std. Error	Standardized Beta (β)	t-vlaue	p-value
(Constant)	0.721	.155		4.652	.000
Collaborative Environment	.305	.048	.323	6.354	.000
Leadership Style (Participative)	.289	.044	.347	6.568	.000
Professional Recognition	.256	.051	.294	5.020	.000
Resource Support	.188	.046	.235	4.087	.000

The regression model is significant, $F_{(4, 345)}=173.561$, p=.000, explaining 61.3% (R^2=.613) of the variance in job satisfaction. All four culture dimensions are significant positive predictors: Collaborative Environment (β=.323), Leadership Style (β=.347), Professional Recognition (β=.294), Resource Support (β=.235). H_{04} is rejected. Participative leadership style was the strongest predictor.

DISCUSSION OF FINDINGS

The first hypothesis examined the relationship between overall school culture and teachers' job satisfaction. The results showed a strong, positive, and significant correlation (r = .724, p < .05), indicating that schools with a more positive culture are associated with higher levels of teacher satisfaction. This finding aligns with Hoy and Miskel (2018), who reported that schools with open and collegial cultures consistently enhance teacher satisfaction and efficacy. Similarly, Owoeye and Olatunde (2020) in Nigeria found that a supportive school climate, as a cultural element, significantly boosts teacher morale. The current study confirms that overall school culture is a key factor influencing how satisfied teachers feel in their work environment.

The second hypothesis explored whether teachers in collaborative schools experience higher job satisfaction than those in less collaborative or competitive/isolative schools. The independent samples t-test revealed a significant difference (t(348)=9.447, p=.000), with teachers in collaborative environments reporting higher satisfaction (M=3.25) compared to their counterparts in less collaborative schools (M=2.28). This supports the idea that a cooperative and inclusive work environment positively impacts teacher attitudes and motivation. Ofoegbu (2019) similarly found that transformational and participative leadership, which fosters collaboration, significantly improves job satisfaction. These results emphasize the importance of cultivating a collaborative school culture to enhance teacher well-being and productivity.

The third hypothesis investigated the effect of leadership style on teacher satisfaction. The One-Way ANOVA indicated a significant difference in satisfaction across participative, mixed, and autocratic leadership styles (F(2, 347)=45.112, p=.000). Post-hoc comparisons showed that participative leadership is linked to the highest job satisfaction, followed by mixed, and then autocratic styles. This finding aligns with Nwachukwu (2018), who noted that democratic or participative leadership encourages teacher involvement and commitment, leading to better administrative outcomes.

The fourth hypothesis tested the predictive power of school culture dimensions on teacher satisfaction using multiple regression. The model was significant (F(4, 345)=173.561, p=.000) and explained 61.3% of the variance in job satisfaction. All four dimensions— Collaborative Environment (β=.323), Leadership Style (β=.347), Professional Recognition (β=.294), and Resource Support (β=.235)—positively predicted satisfaction, with participative leadership style emerging as the strongest predictor. This suggests that a culture combining collaboration, recognition, supportive leadership, and resource adequacy creates the most satisfied teachers.

These findings corroborate Adeyemo (2019), who emphasized that building collaborative cultures and setting clear expectations are central to effective school

Corresponding author: Ogbeide Agbons Kennedy
✉ *agbons.ogbeide@uniben.edu*
 Department of Educational Management, Faculty of Education, University of Benin, Benin City.

management. Collectively, these results underscore that a multifaceted approach to school culture, particularly emphasizing participative leadership and collaboration, is essential for fostering high teacher satisfaction.

CONCLUSION

This study concludes that school culture is a fundamental and powerful determinant of teachers' job satisfaction in public secondary schools in Edo North Senatorial District. A positive school culture, characterized by a collaborative professional community, participative and supportive leadership, meaningful recognition of teacher contributions, and adequate instructional support, fosters high levels of job satisfaction. Conversely, the absence of these cultural attributes significantly diminishes teacher satisfaction. Therefore, strategic efforts to diagnose, shape, and nurture a positive school culture represent a highly effective approach to enhancing teacher welfare, motivation, and retention, thereby improving overall educational quality.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. There is need to actively cultivate a participative leadership style by instituting regular, structured forums for teacher consultation in decision-making (e.g., through active Academic Staff Meetings, representative committees).
2. Edo State Ministry of Education/Post-Primary Education Board should integrate "School Culture Audits" into the regular supervision framework.
3. Teachers should proactively engage in building a positive sub-culture within their departments and staff rooms by initiating collaborative practices, offering peer support, and providing constructive feedback to school leadership on cultural issues.
4. Policy Makers should allocate resources not only for physical infrastructure but also for "cultural infrastructure" funding for team-building activities, professional learning communities, and leadership training. Consider school culture indicators as part of school performance evaluations.

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Corresponding author: Ogbeide Agbons Kennedy
✉ *agbons.ogbeide@uniben.edu*
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