Teamwork, Motivation, and Leadership Skills as Predictors of Healthy Work Culture in Public Middle Schools in Iwo Local Government, Osun State

[1]Afolakemi, O. Oredein (PhD) & [2]Joshua, O. Akinrinolu
+234 8055 1450 60, +234 8054 0355 22
[1]opefolake1@yahoo.com, a.oredein@lcu.edu.ng
[2]joshuaolu1962@gmail.com
[1&2]Department of Educational Management
Faculty of Education
Lead City University, Ibadan, Oyo State

Abstract

This study examined teamwork, motivation, and leadership skills as determinants to a healthy work culture in public middle schools in Iwo local government, Osun state, Nigeria. The research design used was descriptive survey method. The population for the study encompassed all the teachers, principals and vice principals of the twenty middle schools in Iwo local government area of Osun State, Nigeria. The teachers, principals and vice principals have been stratified to middle schools in Iwo local government area. All the twenty principals and vice principals were used for the research while ten teachers were randomly selected from each school making two hundred and forty respondents for the study. One research instrument was designed named Teamwork, Motivation and Leadership Skills Questionnaire (TMLSQ) and used to collect relevant data. The reliability of the questionnaire was determined using test-retest method and the Cronbach alpha is 0.853. Two research questions and two hypotheses were set for the study. The simple percentage was used to calculate the research questions while regression statistical analysis was used to test for the research hypotheses

at 0.05% level of significance. The findings of the study revealed that lack of trust amidst the teachers (36.5%) is the highest perceived inhibiting harmonious factor towards teachers working together in schools, while keeping malice has the least percentage (12.5%). The results also revealed that prompt payment of salary (66.5%) is the highest perceived identified factor that can motivate teachers in the schools, followed by promotion (32%) and healthy competition (13%) was the least perceived factor that can motivate teachers. Moreover, the multiple regression analysis produced a coefficient of correlation R of 0.687, indicating that there is a very high positive influence of team work, motivation and leadership skills on a healthy work culture in middle secondary schools, Iwo local government. The joint influence also produced a value of 0.572, which implies that the combined influence of the independent variables is about 57.2% which is relatively high. Therefore, the study recommended that government should always pay teachers salary as at when due and salary review should be done regularly. The principals should try as much as possible to eliminate the inhibiting harmonious factors towards teachers working together in the middle schools.

Introduction

Healthy culture in a school is an environment that promotes innovation, inquiry, and risk taking. A healthy, safe, and supportive environment enables students, teachers and even the school as a system to learn in powerful ways. It reinforces and enhances the leadership capacity in school because competent, excellent and dedicated teachers will want to work under such conditions.

Leadership is concerned with the execution of policies and decisions which help to direct the activities of an organisation towards its specified goals. It is a status of dominance and prestige acquired by ability to control, initiate or set the pattern of behaviours for others (Drath, McCauley, Palus, Van Velor, O'Connor, & McGuire, 2008). Every Organisation is composed of three elements that is, people, goals and

2

system. Each organisation has a distinct purpose. Every organisation has a systematic structure that defines the limit of each member. School is an organisation with the three elements mentioned earlier. School has levels, from cradle to primary, to middle secondary, to senior secondary and higher level but for the sake of this study, concentration will be on the middle school. At every school, there is a leader who monitors and sees to the smooth running of the school. Leadership has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task (Dvir, Eden, Avolio, & Shamir, 2002). A leader is simply seen as somebody whom people follow or as somebody who guides or directs others to achieve a common goal. Dvir, Eden, Avolio, & Shamir, (2002) observed that subordinates perceived their leaders behaviour in terms of two broad categories referred to as consideration and initiating structure. Consideration includes behaviour involved in fostering effective relationships. Examples of such behaviour would include showing concern for a subordinate or acting in a supportive manner towards others. Initiating structure involves the actions of the leader focused specifically on task accomplishment. This could include role clarification, setting performance standards, and holding subordinates accountable to those standards. A leader should be able to exhibit a reasonable level of teamwork spirit, motivation skills that can move people to work more than expected (Dvir, Eden, Avolio, & Shamir, 2002).

Motivation can be defined as a psychological feature that arouses an organism to act towards a desired goal, elicits controls and sustains certain goal directed behaviours. It can be considered to be a driving force; a psychological one that compels or reinforces an action toward a desired goal. So many things influence people's behaviour at any point in time in any organisation (Maidiani, 1991). This could be intrinsic or extrinsic or both factors that can potentially make employees happy with their job and motivate to excel at work. Maidiani (1991) conducted research based on Herzberg's motivation hygiene theory, which showed new interesting insights into validity of Herzberg's theory and its rather normative approach. In short, the research conducted by Maidani

concluded that both intrinsic motivation factors and extrinsic hygiene factors can influence overall job motivation.

Teamwork is work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole. Tasks are accomplished at a faster pace when it is done by a team rather than an individual. An individual will definitely take more time to perform if he is single-handedly responsible for everything. When employees work together, they start helping each other and responsibilities are shared and thus it reduces the work load and work pressure. Every team member is assigned one or the other responsibility according to his specialisation, level of interest and thus the output is much more efficient and faster. Work never suffers or takes a backseat in a team. Teamwork spirit is needed in the schools now when what is now operating in the school system is subject teacher unlike before when one teacher will teach all the subjects (Voyles, 2014).

Culture refers to social forces that influence values and help to mould the behaviours of individuals. Weak cultures can send mixed messages, whereas a strong culture helps to provide reliable and consistent messages acting at both the conscious and unconscious levels (Greiner & Knebel, 2004). That is why it can have such a profound effect in the workplace. A strong workplace culture will mean organisation's policies become mirrored and enforced by peer behaviour and group mentality, pushing an unconscious drive to change and maintain group status, resulting in a united workforce that is more actively engaged in your organisation's vision (Kohn, Corrigan, & Donaldson, 2000). According to Greiner & Knebel, (2004), a healthy work culture gives room to good output as workers will do their work conscientiously; thus leading to the progress of organisation and the workers.

Organisational culture is the behaviour of humans who are part of an organisation and the meanings that the people attach to their actions. Culture includes the organisation values, visions, norms, working language, systems, symbols, beliefs and habits. It is also the pattern of

such collective behaviours and assumptions that are taught to new organisational members as a way of perceiving, and even thinking and feeling. Organisational culture affects the way people and groups interact with each other, with clients, and with stakeholders.

Statement of the Problem

The ill-management of the offices by the leaders is infiltrated with animosity and hostility that is hampering healthy work culture in the schools. This does not allowed the schools to achieve the expected goals and it affects negatively the results of the performances of the teachers as well as the students. Poor relationship among the workers is a threat to the healthy work culture of different levels of schools in Nigeria. Solution needs to be proffered to the hindrance which is serving as a problem of personnel among the hierarchy of administration which is pulling down the brilliant performance of teachers in middle schools. Problem of bureaucracy is another great barrier to a good teamworking and motivational leadership skills. Thus, this study examined teamwork, motivation and leadership skills as a determinant of healthy work culture in middle schools in Iwo local government. To this end, the study focused on answering the following research questions and hypotheses.

Research Questions

1. What are the inhibiting harmonious factors towards teachers working together in the middle schools in Iwo local government area?
2. What are the perceived identified factors that can motivate teachers in the middle schools in Iwo local government area?

Research Hypotheses

Ho1: There is no statistically significant combined influence of teamwork, motivation and leadership skills on a healthy work culture in the middle schools in Iwo local government area.

Ho2: There is no statistically significant individual influence of teamwork, motivation and leadership skills on a healthy work culture in the middle schools in Iwo local government area.

5

Methodology

Design

The research was to elicit information on the influence of teamwork, motivation and leadership skills on a healthy work culture in middle schools in Iwo. The study was purely a descriptive survey research where no variable were manipulated.

Population and Sample

The population of this study consists of the Teachers, the Principal and the Vice Principal of the twenty middle schools in Iwo local government area, Osun State, Nigeria. A sample of ten teachers were randomly selected from each school, the twenty principals and twenty vice principals were used for the research making two hundred and forty respondents for the study. A total of 237 (99%) respondents selected samples returned their questionnaires for the study.

Instrumentation

The instrument used has five sections: A, B, C, D, & E. Section A include items on age, gender, academic level, and position, among others. Sections B, C, D, & E consist of 10 structured items each measuring teamwork spirit among teachers (adapted from Mckinney, 2003), motivation, and leadership skills (adapted from Gilley, Jerry & McMillan, 2009; Hatchett, 2010) and a healthy work culture in schools with four-Likert rating scale format to elicit information. The instrument was first administered to 10 teachers and 2 principals as pilot survey (the Cronbach alpha = 0.853). The respondents were required to tick the best response that satisfies their knowledge of the items.

Method of Data Analysis

All data collected were grouped based on the various research questions formulated for testing in this study. The data was subjected to statistical test and analysis using descriptive statistics, Regression analysis and T-test.

Results

Research Question One: What are the inhibiting harmonious factors towards teachers working together in the middle schools in Iwo local government area?

Table 1: The inhibiting harmonious factors towards teachers working together in Schools

Order of inhibiting harmonious factors

Factors	Frequency	Percent
Lack of trust	73	36.5
Envy	57	28.5
Conflict	51	25.5
Hatred	31	15.5
Malice	25	12.5

Survey 2014

A number of factors were discovered to inhibit teachers' harmonious working together in schools. Dominant among these factors is Lack of trust as affirmed by 73 (36.5%) of the respondents. Trust is a necessary ingredient that builds confidence and reflects reliability on staff. When it is absent, teachers will most likely feel unreliable and unwanted in such an organisation. The other inhibiting factor is Envy. When envy is present in an establishment, it has a way of sinking deep into the fabrics of such systems to the point of destroying its foundations. Envy breeds the other inhibiting factors such as hatred, conflict and malice. Other factors that could also inhibit teachers' harmonious working together in schools include lack of good welfare package for teachers, lack of good working relationship between the administration and her staff among others.

Research Question Two: What are the perceived identified factors that can motivate teachers in the middle schools in Iwo local government area?

Table 2: *The perceived identified factors that can motivate teachers in the Schools*

Order of motivation factors	Frequency	Percent
Prompt Payment of Salary	133	66.5
Promotion	64	32
Training and Re training	62	31
Praise	50	25
Healthy Competition	26	13

Survey 2014

The other side to the coin is the motivation factor for teachers. A number of motivation factors have been explored, however some ranked higher than the others. The study showed that prompt payment of salary is most capable of motivating teachers. 133 (66.5%) of the teachers affirmed this as shown in the table above. The other motivation factor is promotion; people naturally want to move higher and get better (32%). This study showed that when teachers are promoted, it has a way of motivating them to doing better. The other motivation factors are training and retraining of teachers (31%), healthy competition (13%) and giving praise to teachers (25%), that is by way of commendation or affirmation when teachers make notable and significant impacts.

Ho1: There is no statistical significant combined influence of teamwork and motivation leadership skills on a healthy work culture in the middle schools in Iwo local government area.

Table 3: *Regression Analysis*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687[a]	.572	.563	1.742

a. **Predictors:** (Constant), Leadership, Team Work, Motivation

Table 4: *ANOVA*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	530.844	3	176.948	58.305	.000[a]
Residual	594.836	196	3.035		
Total	1125.680	199			

Survey 2014

The regression analysis was used to test the hypothesis that there is no statistical significant combined influence of team work, motivation and leadership skills on a healthy work culture in an organisation. The result produced a coefficient of correlation R of 0.687, indicating that there is a very high positive influence of team work, motivation and leadership skills on a healthy work culture. The joint influence also produced a value of 0.572, which implies that the combined influence of the independent variables is about 57.2% which is relatively high. This is inline with Gilley, Jerry & McMillan (2009) work that leadership skills have impact on a healthy work culture in an organisation. Furthermore, the F value of 58.305 P: 0.000 < 0.05 shows that teamwork, motivation and leadership skills all contribute to healthy work culture significantly and independently. Hence the null hypothesis that there is no statistically significant combined influence of teamwork, motivation and leadership skills on a healthy work culture in an organisation will be rejected while the alternative hypothesis will be accepted.

Ho2: There is no statistically significant individual influence of teamwork, motivation leadership skills on a healthy work culture in the middle schools in Iwo local government area.

Table 5: *Individual Influence of the Independent variables on the Dependent variable*

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.890	1.241		1.523	.129
Team Work	.148	.060	.149	2.473	.014 (s)
Motivation	.371	.056	.409	6.642	.000 (s)
Leadership	.332	.071	.286	4.678	.000 (s)

a. Dependent Variable: Healthy Work Culture

The test ascertaining if there is no statistical significant individual influence of teamwork, motivation and leadership skills on a healthy work culture in the Schools as shown in the table above proves that all the three independent variables significantly influence healthy work culture in the schools. With teamwork having a standardized beta coefficient of 0.149 P: 0.014 < 0.05, Motivation 0.409, P: 0.000 < 0.05, and Leadership, 0.286 P: 0.000 < 0.05. The results show that there is a statistically significant individual influence of teamwork, motivation and leadership skills on a healthy work culture in the Schools. Sinhna, Singh, Gupta and Dutt (2010); Sledge, Miles, & Coppage, (2008) revealed in their studies that there is significant relationship between teamwork, motivation and leadership skills on a healthy work culture in private sector companies, which is support of the result. Hence the null hypothesis that there is no statistically significant individual influence of teamwork, motivation, and leadership skills on a healthy work culture in the Middle Schools is rejected.

Discussion

Among the schools interviewed, 64.5% of the teachers accented that they had the forming stage where they regularly met with the school administrators as teams with different responsibilities designated to them.

The storming stage which is characterized by some form of disagreements and misunderstandings among the teachers was also visible as about 35% of the teachers agreed that occasionally good teamwork was absent from their schools. At this point the leadership abilities of the administrators, especially the school management determines to a large extent if teamwork will be sustained in the schools or not. In the schools sampled, most of the principals had a platform for integrating teams to work together and this is seen from the response of the 118 teachers, who opined that the principal gave them regular feedback on academic performances. That is why; one individual variable cannot completely be responsible for a healthy work environment. It is this process that builds relationship between staff and staff with administration, leading to the 3rd stage of Tuckman's teamwork theory (Tuckman, 2013). The final stage which was the performance was not explored within the scope of this study; perhaps future studies can examine the performance of teachers when good teamwork is practiced in their schools.

70% of the teachers said they were always encouraged, 25% occasionally were encouraged to while 5% were never encouraged to. 72% have always been appreciated and their responsibility considerate. Only 8.5% said that they are rarely appreciated and sometimes never. This form of motivation conforms to the Cognitive Evaluation Theory. This theory suggests that there are actually two motivation systems: intrinsic and extrinsic that corresponds to two kinds of motivators. Intrinsic motivators include achievement, responsibility and competence. Motivators that come from the actual performance of the task or job is known as the intrinsic interest of the work. Extrinsic motivators are pay, promotion, feedback, working conditions, that is, things that come from a person's environment, and controlled by others. One or the other of these may be a more powerful motivator for a given individual. Intrinsically motivated individuals perform for their own achievement and satisfaction. If they come to believe that they are doing some job because of the pay or the working conditions or some other

extrinsic reason, they begin to lose motivation. For many of the schools interviewed, there is balance between the Intrinsic and extrinsic motivations. For instance, since promotion is one of such motivations as discussed earlier, 61% of the teachers said they have always been motivated in their schools with an opportunity of career growth; 22.5% said occasionally while 13% declared that rarely have been motivated by such.

One negative discovery from this study is the fact that many of the teachers have not been motivated by the infrastructure in their schools. 70% rarely, never or occasionally derive satisfaction and motivation from their facilities. Many of the infrastructures in the sampled schools are dilapidated or absent and this cannot create a healthy work culture. If the offices are inadequate or absent, if there are no teaching aids, if the classrooms are insufficient or not conducive, teachers will not be motivated.

This study revealed from the test of hypothesis, that teamwork is very strategic in determining the healthiness of a work environment, with a P value of 0.14 < 0.05, its contribution to building a healthy work environment cannot be overrated. There is a strong need for many school administrators to meticulously incorporate team spirit and team work in their various organisations. Principals and their vice should build teams that can help achieve the goals of their schools; as majority of the schools in this study revealed, there is a teamwork structure available in over 70% of the schools and a number of their strategies at building these teams from the questions asked conformed to Tuckman's teamwork theory which has the following characteristics; firstly an orientation, testing phase which often led to a period characterized by a degree of conflict. This then generally resolved itself, leading to a more socially cohesive phase. Finally, groups settled to a functional phase, during which they focused on role-relatedness.

As discovered in this study, apart from the fact that motivation stood out as an important significant variable at determining the healthiness of

the work culture with P: 0.000 < 0.05, motivation is responsible for the reasons why teachers continue to teach in the schools they currently work at. The study showed that apart from the incentive motivations they receive by means of their monthly pay, they are also largely motivated by encouraging words from their superiors and encouragement from them as well.

The findings from this study showed that many of the schools have good leaders who are not only liberal but firm as well. While many of these principals give their staff freedom to make certain decisions, they also ensure that decisions are in the best interest of the schools. Many of the schools around only reflect the quality of the leaders they possess. When schools project a negative image to the society, it is because they have a bad leadership but when schools have good principals who are capable of leading them well; there is a reflection of this on the total institutional structure of the schools. The leader is also to ensure the active participation of all members since successful teams recognize the professional and personal contributions of all members; promote individual development and team interdependence; and recognize the benefits of working together; and also see accountability as a collective responsibility.

Conclusion
It is worthy of note here that while these individual independent variables contribute significantly to having a healthy work culture, the combination of these is very phenomenal as the coefficient of determination of 0.572 already shows. Hence schools that have identified the importance of teamwork, motivation and leadership and are able to integrate them into the fabrics of their schools will no doubt have a very healthy work culture. A healthy work culture leads to satisfied employees and an increased productivity.

Similarly, employees must be cordial with each other. One must respect his fellow worker. Backbiting is considered strictly unprofessional and must be avoided for a healthy work culture. Other suggestions that

could lead to a healthy work culture are treating others fairly and objectively and ensuring freedom from discrimination, harassment and bullying, being honest and treating people courteously, so that they maintain their dignity and their rights are upheld, treating members of the public and their colleagues fairly and consistently, in a non-discriminatory manner with proper regard for rights and obligations and showing respect for parents and children, by dealing with them fairly and courteously and by respecting their rights as citizens and members of the school.

Since the study also identified a number of behaviours that are inimical to a healthy work culture, as much as possible these behaviours like lack of trust, envy, conflict, hatred and malice should be avoided as much as possible. On the other hand, behaviours that encourage a healthy work culture as identified above should be encouraged, such as prompt payment of salary, promotion, training and retraining of staff, praise and commendation of staff and encouraging healthy competition among staff.

In conclusion, maintaining healthy workplace behaviour is not meant to impose rigid rules on workplace styles, or on workplace relationships and social activities. Rather, healthy behaviour recognises that people with different backgrounds, interests and friends need to get along with each other in the workplace.

Recommendations
Based on the findings, the following is hereby recommended:
- Government should pay teachers' salary regularly and as at when due
- School leaders should encourage teamwork spirit amidst teachers
- Teachers should respect one another and be cordial
- Government should provide sufficient and conducive classrooms for students
- School leaders should ensure freedom from discrimination, harassment and bullying

- School leaders should be honest and treat teachers courteously
- Promotion, training and retraining of teachers, praise and commendation of teachers and encouraging a healthy competition among teachers.

References

Barbuto, J.E. Jr. (2005), Motivativation and transactional, charismatic and transformational leadership: A test of antecedents. *Journal of Leadership and Organisational Studies*, 11, 26-40

Brungardt, C. (1997), The making of leaders: A review of the research in leadership development and education. *The Journal of Leadership Studies*, 3(3), 81-95.

DeRue, D.S., & Myers, C.G. (2013), Leadership development: A review of agenda for future research. *Psychology, Organisational Psychology*, DOI:10.1093/oxfordhb/9780199755615.013.040 Online Journal

Drath, W. H., McCauley, C. D., Palus, C.J., Van Velor, E., O'Connor, P., & McGuire, J.B. (2008), Direction, alignment, commitment: Towards a more integrative ontology of leadership. The Leadership Quarterly, 10(6), 635-653.

Dvir, T., Eden, D., Avolio, B.J., & Shamir, B. (2002), Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45, 735-744.

Gilley,A., Jerry, W., & McMillan, H.S., (2009), Organisational change: Motivation, communication and leadership effectiveness. *International Society for Performance Improvement*. Published in Dublin in Wiley InterSceinec (www.interscience.wiley.com). DOI: 10: 1002/piq.20039.

Greiner, A.C., & Knebel, E. (2004), Health professions education: A bridge to quality. Washington, DC: *National Academy Press*

Hatchett, D.Y. (2010), The impact of school culture, teachers job satisfaction and student attendance rates on academic achievement of middle school students. A PhD Dissertation submitted to the

Faculty of Graduate School of the University of Louisuille, USA. ***Unpublished***

Kohn, L., Corrigan, J., Donadson, M. (2000), To err is human: Building a safer health system. Washington, DC: ***National Academy Press***, 127

Maidani, E.A. (1991), Comparative study of Herzberg's Two-factor theory of Job satisfaction among Public and Private sectors. ***Public Personnel Management***, 20(4), 441-448.

Mckinney, P. (2003), Helping and guiding sharing openly and willingly functioning: Exhibits flexibility, show commitment to the teamwork. Teamwork Skills in the Workplace: Definition, Examination and Quiz. Available on http://www.google.com.

Sinhna, S., Singh, A. Kr., Gupta, N. & Dutt, R. (2010), Impact of work culture on motivation and performance level of employees in private sector companies. **ACTA OECONOMICA PRAGENSIA. AOP** 18(6). ISSN 0572-3043.

Sledge, S., Miles, A., & Coppage, S. (2008), What role does culture play? A look at motivation and job satisfaction among hotel workers in Brazil. ***International Journal of Human Resource Management***. 19, ISSN 1667-1682.

Takada, P.W. & Westbrook, J. W. (2009), The impact of organisation culture on satisfaction of engineers in technology. University of Alabama in Huntsville. 2009. (cit. 2009-02-27). http://ntrs.nasa.gov/archieve/casi.nasa.gov/20020017756_2002010173.pdf. **Unpublished.**

Tuckman, B. (2013), Teamwork definition, Powered by WordPress, Available Online http://www.google.com

Voyles, R. (2014), In the spirit of teamwork. Herald Review, February. Available Online http://www.herald-review.com