

**RELATIONSHIP BETWEEN SCHOOL ETHICAL CLIMATE AND JOB PERFORMANCE
AMONG TEACHERS OF PRIVATE SECONDARY SCHOOLS IN AKUTE AGBOLA AREA OF
OGUN STATE, SOUTH-WEST NIGERIA**

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ABSTRACT

Organizational culture is an elementary part of what integrates the members of an organizational workforce. Employees must thus be given a chance to participate and be involved in the organization as this tends to create a positive motivation within the organizational workforce. The management has to believe that their employees are capable of decision making and controlling their work situations. It therefore remains imperative for employees to possess a thorough understanding of their organizational culture as this contributes significantly to identification with the organization. This study investigated the dynamics of organizational culture and its impact on employee motivation among workers in selected private organizations in Anambra State. A total of 260 respondents were selected for this study. The organizational culture was for this study dimensionalised as bureaucratic culture and supportive culture. The result indicated that supportive culture is more correlated with employee motivation compared to bureaucratic culture. The outcome of this study is expected to be of immense industrial utility to employers and sundry organizational authorities.

KEYWORDS: Ethical Climate, Work Environment, Job Performance, Teachers, School Management, and Ethics

INTRODUCTION

The development of nation is primarily dependent on the education system available in the country. The Education system will be crippled without teachers playing a pivotal role in ensuring the achievement of institutional objective. As organizational structures expand globally, the need to establish a positive ethical climate is increasingly crucial on employees' production level especially in the educational sector. The school climate is an orderly environment in which the school family feels valued and able to pursue the school mission from concerns about safety (Mgbadile, 2004). School climate as described by Marshall (2002) is the atmosphere that consists of attitudes shared by members of group such as the principals, teachers and parents as experience that affect their behavior based on their collection perception of the school. Today, management of most schools has given less attention to the ethical climate state of their schools which is capable of attracting and retaining workers / teachers.

Studies have been carried out on ethical climate which generally excluded educational organizations. Some of which are:

- Relationship between ethical climate and job satisfaction by Desponded (1996)
- Relationship between ethical climate and behaviour by Wimbush et al (1997)
- Relationship between ethical climate types and commitment by Cullen et al (2003)
- Due to this, the nature of schools ethical climate lacked adequate attention which in turn affected the psychological and moral state of school teachers.

STATEMENT OF THE PROBLEM

Due to the evolving competition in the educational sector of Nigeria economy, the number of new schools have increased and they seen to exult different climate types. In some schools the atmosphere might be healthy and friendly while in others, the atmosphere might be tensed. Hence, teachers' job performance is a function of the school ethical climate. It is of a time that every individual employee helps to get the best of reward and benefits from the organization where he or she works. But in most private organizations, the reverse is the case. Thus there has been constant mobility of highly skilled persons from one organization to the other. This of which is tagged "BRAIN DRAIN". However, the management of most private schools has little or no understanding in how to satisfy their workers physically and mentally which tends to affect the realization of the institution vision.

OBJECTIVES OF THE STUDY

The main purpose of this study was to investigate the relationship between school ethical climate and teachers job performance - whether school ethical climate is a predictor of teachers' job performance or not in Akute Agbola Area of Ogun state. Specifically, this study sought to identify the different dimensions of school ethical climate and how they affect teachers performance in Akute Agbole, Ogun State.

RESEARCH QUESTIONS

The research questions addressed in this study provide the theoretical framework for assessing the relationship between school ethical climate and teachers' job performance:

To what extent does school ethical climate affect teachers' job performance among private secondary schools in Akute Agbole Ogun State?

To what extent does the caring climate predict teachers' job performance among private secondary schools in Akute Agbole Ogun State?

To what extent does instrumental climate predict teachers' job performance among private secondary schools in Akute Agbole Ogun State?

To what extent does law & code climate predict teachers' job performance among private secondary schools in Akute Agbole Ogun State?

To what extent does rule climate predict teachers' job performance among private secondary schools in Akute Agbole Ogun State?

To what extent does independence climate predict teachers' job performance among private secondary schools in Akute Agbole Ogun State?

RESEARCH HYPOTHESES

H₀₁: School Ethical Climate will not predict teachers' job performance among private secondary schools in Akute Agbole Ogun State

H₀₂: Caring climate will not predict teachers' job performance among private secondary schools in Akute Agbole Ogun State

H₀₃: Instrumental climate will not predict teachers' job performance among private secondary schools in Akute Agbole Ogun State.

H₀₄: Rule climate will not predict teachers' job performance among private secondary schools in Akute Agbole Ogun State.

H₀₅: Law and Code climate will not predict teachers' job performance among private secondary schools in Akute Agbole Ogun State.

H₀₆: Independence climate will not predict teachers' job performance among private secondary schools in Akute Agbole Ogun State.

SIGNIFICANCE OF THE STUDY

The findings of this study provide practical benefits to the students, educational planners, researcher, school management and the society. By deepening the understanding of school ethical climate influence on teachers' job performance, management of various schools could better understand the impact of managerial decisions on the long-term viability of the school. This study is important as it highlighted the major ethical climate variables and defined how these variables influenced teachers' job performance. A worker who achieves success in his/her job and whose needs are not in the workplace tend to be happy and therefore share to maintain excellence.

This study enumerated adoptable strategies and theories for enhancing job performance of workers especially those in the educational sector. Students would benefit from the findings as it would lead to the provision of a conducive learning environment. The study will also be useful for educational planners and state education commissions for proper formulation of policies with regards to evaluation of school principals and transfer of teachers; it would raise the awareness of teachers. Society would use the findings as a means of enhancing their involvement in the school management.

SCOPE OF STUDY

The geographical scope covers top (5) five private schools in Akute – Agbole Area of Ogun of State. The content scope include, the identification of school ethical climate, types in private secondary schools with reference to Victor and Cullen (1988) view on ethical climate factors that affect male and female teachers job performance as well as strategies for enhancing good ethical climate in private schools.

LIMITATIONS OF THE STUDY

For the purpose of this study, only five (5) top private secondary schools were selected within Akute–Agbola L.G.A of Ogun State implying that the results obtained may not be generalized to other sectors or population outside that included in the study.

A second limitation of this study pertains to the definition and reference to ethical climate. This study analyzed the paradigms of full- time and part time teachers regarding their current schools ethical climate and their self reported levels of job performance. A third limitation could also be in form of social desirability. Some respondents may have the tendency to exaggerate or provide responses deemed to be desirable by others, instead of giving honest responses. A relatively small sample size was used.

REVIEW OF RELATED LITERATURE

Major Types of Ethical Climates

Caring Climate

Employees are expected to act in ways most beneficial to stakeholders of the enterprise. Caring corresponds to the degree to which the environment may be characterized by workers who are sincerely interested in the well-being of each other. Caring climate is associated with egoism ethical criteria at the cosmopolitan level and benevolence at all levels.

Instrumental Climate

Under this climate, fulfillment of individual interests is in focus, instrumental corresponds to the degree to which employees look out for their own self-interest. The instrumentalist climate involves egoism criteria at the individual and local levels. In this climate, personal interest and organizational interest are important

Law and Code Climate

Here, employees are expected to respect and obey the law as well as codes and professional standards. Law and code correspond to the degree to which employees adhere strictly to the codes and regulations of their profession and government. Law and code climate is associated with the principle criteria at the cosmopolitan level.

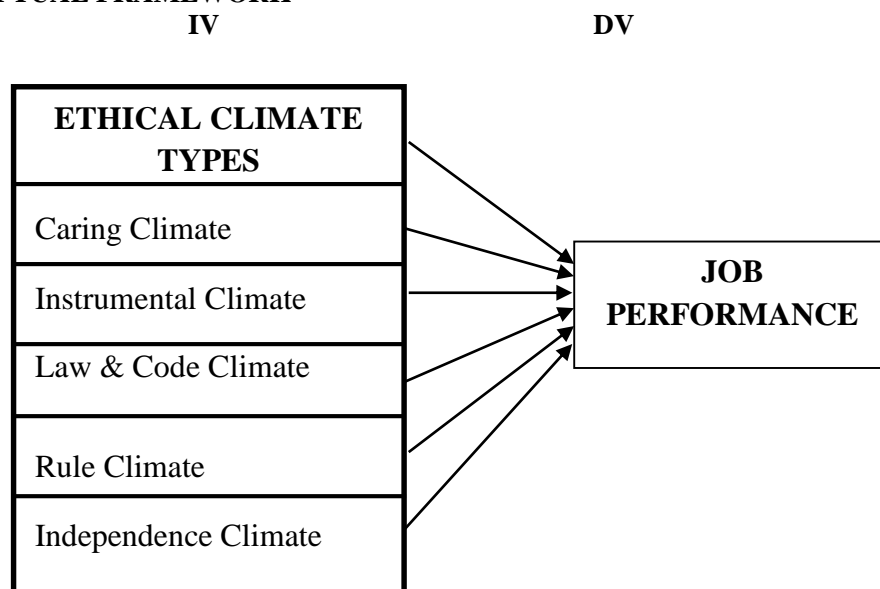
Rules Climate

Here, employees must obey rules and procedures determined by the enterprise. Rules correspond to the degree to which employees strictly adhere to the mandates and rules of their organization or submit. Rule climate is associated with the principal ethical criteria and organizations rules and procedures determined by the organization such as code of conduct.

Independence Climates

Under this climate, employees are expected to follow their own moral beliefs in their decision making. Independence refers to the degree to which employees would be expected to be guided by their personal moral beliefs. Independence climate is associated with principle criteria at the individual level.

**THEORETICAL MODELS RELATED TO ETHICAL CLIMATE
CONCEPTUAL FRAMEWORK**



Proposed Conceptual Framework of the Relationship between the IV Indices and the DVs

THEORETICAL FRAMEWORK

Only two ethical work climate (EWC) theories have emerged over the last 30 years. These theories includes the pioneering theory of EWCs by Victor and Cullen (1987, 1988), and a more recent theory, the Moral Climate Continuum, proposed by Vidaver-Culen (1995, 1998). Other newly established EWC theories like Rest’s four component model and Psychological process model also exist. However, only the EWC theory by Victor and Cullen has resulted in empirical research on the phenomenon and therefore constitutes the driving force of the present study.

The theory of ethical work climate by Victor &Cullen

The theory of ethical work climate by Victor &Cullen defined ethical as “the shared perception of what is ethically correct in terms of behavior and how ethical issues should be handled (Victor &Cullen, 1987), “This theory is built on the assumption that employee perception of ethical events, ethical practices and ethical procedures depend on two dimensions: the ethical criteria, used for organizational decision- making, and the loci of analysis, used as a referent in ethical decision – making. The researcher cross – tabulated the loci of analysis dimension and ethical criteria dimension to obtain nine different climate types which shall be illustrated later in this work.

JOB PERFORMANCE

Workers' job performance was evaluated by some known theories of motivation. According to Owev, et.al (1999), performance refers to an act of accomplishing or executing a given task. In attempting to explain the performance construct, this study utilized the McGregor's (1960) Theory X and Theory Y; Fredrick Herzberg's Two Factor Theory; the Victor Vroom's Expectancy Theory; as well as Maslow's Needs Hierarchy Theory.

McGregor's Theory X and Theory Y

This was one of the earlier theories of motivation developed to assist managers motivate their employee. McGregor postulated two theories on the perception of managers about the employees at work. He held that theory X represents the traditional assumption that workers cannot be trusted and they must be forced or threatened in order to get them do their work. Theory X and theory Y draws much from self-fulfilling prophecy that the attitudes of workers are largely reinforced by the dispositions of their bosses them in terms of the level of trust and confidence.

Fredrick Herzberg's Two-Factor Theory

Another popular theory of motivation is the one developed by Fredrick Herzberg (1957). The theory which is also referred to as motivation-Hygiene Theory motivation-maintenance theory was also widely used by managers in organizations. Herzberg noted that situations of job satisfaction {good feelings} were associated with certain factors to the job content, or intrinsic factors, such as achievement, recognition for achievements, the nature of the job itself, responsibility, growth and advancement opportunities. He regarded these factors as satisfiers or motivators. According to him, when these factors are present in the job, they contribute to job satisfaction leading to greater performance.

On the other hand, situations of dissatisfaction {bad feelings} about the job were associated with context or extrinsic factors, such as the company policy and administration, supervision, inter-personal relations, working conditions and salary. They are referred to as hygiene or maintenance factors because they are needed to maintain at least a level of no dissatisfaction on the job. Though the hygiene factors are not prerequisite for motivation, they must be present so that motivating factors could be effective (Ozara, 2013).

Expectancy Theory

The expectancy theory was proposed by Victor Vroom (1964). This theory explains motivation from the point of view that has hard a person works essentially depends upon the expectation of the person from the hard work. Instrumentality means the relationship between reward desired by the individual and his or her performance in terms of achieving the goals or objectives of the organization. Vroom distinguishes between first and second level outcome of behavior. The first level outcome relate to the performance of the individual in the organization. The second level outcome is his reward for performance. Instrumentally is then the extent to which first level outcome leads to second level outcome

The motivational force in Vroom's theory can be explained as follow: That the worker will be spurred to greater performance when he/she believes and acts in agreement that, hard work leads to favorite performance; favorable performance leads to reward; rewards satisfy important needs; and that there is high urge for need satisfaction which compels people to put effort in certain descramble directions.

Maslow's Need Hierarchy Theory

The need theory postulated by Abraham Maslow is widely used by managers to understand, explain and induce workers behavior towards organizational goals. Maslow stated that people work to satisfy needs. A worker will work hard order to satisfy perceived needs which are currently not being satisfied. Maslow believed that different levels of needs exist within an individual and these relate to each other in the form of hierarchy which range in importance from the lowest physiological, through safety, love, esteem, to the highest – self- actualization. However, before one is motivated towards satisfying this- level needs, certain lower-level needs must be reasonably satisfied. The theory is relevant to this study because it is only when individual basic needs are met that he/she can strive to attain other height. It is only when the teachers are motivated through enhanced ethical climate, that better conditions of service will be perceived which In turn leads to better performance (Awujo, 2013).

EMPIRICAL REVIEW

Adeyemi (2008) carried out a research on the relationship between organizational climate and teachers' job performance in primary schools in Ondo state, Nigerian he utilized a descriptive survey and came up with 360 sample size out of a total population of 1153 school. Data were collected through a questionnaire on organizational climate and teachers' performance in school. Data analyses were done by percentages-test correlations and multiple regression analysis. The findings revealed that most schools run open climate type of organization.

Obiorah (2006) conducted a study an improving management of school organizational climate of secondary school in Kogi east education. The population for the study was 476. Questionnaire was used as the main instrument. Data was analyzed using mean and standard derivation while T-test was applied in testing the hypothesis. The study revealed that the school organizational climate that existed in Kogi-East secondary schools were satisfied with the administrative leadership style of the open antonymous and controlled school climate.

Wageeh (2015) studied the significant role of ethical in the relationship between job satisfaction and organizational commitment. The study was conducted at the industrial companies in Egypt. 372 questionnaires were distributed but only 295 reasonable questionnaires were returned at a response rate of 78%. Multiple regression analysis was used to confirm the research hypotheses. The findings revealed that there is significant relationship between job satisfaction, Ethical climate and organizational commitment.

Van Wyk (2015) carried a research to investigate the prediction of psychological capital (residence, hope, self, efficacy and optimism) by the ethical climate (rules instrumental, code of caring, independence and laws). He used a total population of 101 individuals from a banking branch in Gauteng South Africa. The analysis proved that the caring and rules ethical climate factor significantly positively predicted optimism and hope. The findings served as an indication to management that the more employees experience ethical codes and law being enforced, the more resident, optimistic and hopeful they are.

RESEARCH METHODOLOGY

RESEARCH DESIGN

The primary objective of a research design is to plan and structure the project in a way that maximizes the ultimate validity of the study findings. The research design for present study was a survey design.

AREA OF STUDY

This study was focused on only four dimensions of organizational climate and their relationship with job satisfaction. It focused on organizational climate of top (3) schools of Agbole-Akute Ogun State.

POPULATION OF THE STUDY

The population of this study covers all academic staff of Break-through Academy, Isolog College, and Fortune land International School with a total population of 150.

SAMPLE SIZE/SAMPLING TECHNIQUE

According to Alugbuo (2005), sample size is defined as the optimal number of sampling unit element that should be studied, interviewed or those who are useful in the study. The Yaro Yamane formula was adopted to determine the sample size.

Formula:

$$n = \frac{N}{1 + N (e)^2}$$

n = sample size- ?

N = total population of study - 150

(e)² = square of level of significance - (0.05)²

$$n = \frac{150}{1 + 150 (0.05)^2}$$

$$n = \frac{150}{1 + 150 (0.0025)}$$

$$n = \frac{150}{1 + 0.225}$$

$$n = \frac{150}{1.225}$$

$$n = 109$$

INSTRUMENTS FOR DATA COLLECTION

Two instruments were adopted for the purpose of this study. Ethical Climate Questionnaire (ECQ) by Victor and Cullens, (1988) and Job Performance Scale (JPS) by Predhan and Jena (2016). Both Instruments have been used among Nigerian samples. While the Ethical Climate Questionnaire (ECQ) yielded a cronbach alpha of 0.77 the Job Performance Scale (JPS) yielded a cronbach alpha of 0.82.

DATA PRESENTATION AND ANALYSIS

Descriptive statistics were performed to find out the frequencies, percentages (%) and mean elements of information, gathered from the respondents.

Distribution of Questionnaires by School

Schools	Total population	Bowler’s population	Estimated
Doland Int’l school	25	$\frac{25 \times 109 =}{150}$	19
Breakthrough Academy	30	$\frac{30 \times 109 =}{150}$	22
Isolog College	35	$\frac{35 \times 109 =}{150}$	25
Early Height College	28	$\frac{28 \times 109 =}{150}$	20
Peak lane Int’l Sch	$\frac{32}{150}$	$\frac{32 \times 109 =}{150}$	$\frac{23}{109}$

Mortality Rate of Questionnaires

	Questionnaire distributed	Questionnaire returned	Questionnaire unreturned	Total
	109	106	3	
% of questionnaire returned		$\frac{106 \times 100}{109}$	-	97%
% of questionnaire unreturned			$\frac{3 \times 100}{109}$	3%
				100%

Gender Distribution

Sex	Frequency	Percentage (%)
Male	32	30%
Female	74	70%
Total	106	100%

The above table reveals that 32 respondents were males with the percentage of 30% and 74 respondents were females (70%).

Distribution by Age

Ages	Frequency	Percentages (%)
20 – 30	50	47%
31 – 41	39	36%
42 – 52	16	15%
53 and above	2	2%
Total	106	100%

This table shows that out of 106 respondents 50 (47%) are within ages of 20 – 30; while 38 (36%) were within the ages of 31 – 41. 16 (15%) fell within the age of 42 – 52 years, and 2 (2%) fell within the ages of 53years and above.

Distribution by Marital Status

Status	Frequency	Percentage %
Married	54	51 %
Single	52	49%
Total	106	100%

The table shows that out of 106 respondents, 54 represented by 51% are married and 52 represented by 49% are single.

Distribution by Length of Service

No of years	Frequency	Percentage (%)
1 – 5 years	52	49%
6 – 11 years	33	31%
12 – 17 years	16	15%
18 years and above	5	5%
Total	106	100%

This reveals that out of 106 respondents, 52 represented by 49% have working experience of 1 – 5 yrs, 33 represented by 31% have working experience of 6 – 11yrs, 16 represented by 15% have working experience of 12 – 17yrs and 5 represented by 5% have working experience of 18years and above respectively.

EDUCATIONAL QUALIFICATION

Qualification	Frequency	Percentage (%)
GCE / WAEC	16	15%
OND / HND	32	30%
B.Sc Degree	45	43%
Masters Degree	11	10%
Others (NCE)	2	2%
Total	106	100%

The above table reveals that 16 respondents out of the total of 106 are GCE / WAEC holders represented by 15%, 32 respondents are OND / HND holders represented 30%, 45 respondents are B.Sc degree holders represented by 43%, 11 respondents are Masters degree holders represented by 10% and 2 respondents are NCE holders represented by 2% respectively.

ANALYSIS OF QUESTIONNAIRE ITEMS

Questions under the Overall Ethical Climate

Q1 – everyone is expected to stick to the school rules and regulations.

Q2 – staff becomes successful here when they strictly obey the policies and regulations of the school.

Options	Q1	Q2	Average	%
Strongly disagree	6	7	$13 / 2 = 6.5$	6.1
Disagree	3	6	$9 / 2 = 4.5$	4.3
Marital	7	21	$28 / 2 = 14$	13.2
Agree	38	44	$82 / 2 = 41$	38.7
Strongly agree	52	28	$80 / 2 = 40$	37.7
Total	106	106	106	100

From the above table 38.7% and 37.7% of respondent ticked agree (A) and strongly agree (SA) respectively. This implies that the rule climate greatly affect the teachers job performance.

Questions under Caring Climate

Q1 – in this school, our major concern is what is best for everyone.

Q2 – in this school, people look out for each other’s good.

Options	Q1	Q2	Average	%
Strongly	11	11	$22/2 = 11$	%
Disagree	4	8	$12 / 2 =$	5.6
Neutral	16	25	$41 / 2 = 20.5$	19.4
Agree	51	48	$99/2 = 49.5$	46.7
Strongly agree	24	14	$38/2 = 19$	17.9
Total	106	106	106	100

Source: field survey 2017

From the above, 46.7% of the respondent’s ticked agree (A) which implies that the caring climate has effect on teachers job performance.

Questions under Instrumental Climate

Q1 – there is no room for one’s personal morals or ethics in this organization.

Q2 – the major responsibility of teachers here is to consider efficiency first.

Q3 – teachers tend to protect their own interests above other considerations.

Table 4.4.2

Options	Q1	Q2	Q3	Average	%
Strongly disagree	7	4	19	$30 / 3 = 10$	9.4
Disagree	27	8	29	$64 / 3 = 21.3$	20.1
Neutral	25	19	20	$64 / 3 = 21.3$	20.1
Agree	26	48	27	$101 / 3 = 33.7$	31.8
Strongly agree	21	27	11	$59 / 3 = 19.7$	18.6
Total	106	106	106	106	100

Source: field survey 2017

From the table above, 31.8% of respondents ticked Agree (A) which implies that instrumental climate of the school has effect on teachers’ job performance.

Questions under Law and Code Climate

Q1 – in this school teachers are expected to strictly follow legal professional standards.

Options	Q1	Percentage (%)
Strongly disagree	2	1.9
Disagree	5	4.7
Neutral	18	17
Agree	54	50.9
Strongly agree	27	25.5
Total	106	100

From the above table, 54 is the highest which represent 50.9% of respondents that ticked Agree. This implies that law and code climate has great impact on teacher’s job performance.

Questions under the Independence Climate

Q1 – Teachers are guided by their own personal ethics.

Q2 – Each teacher here decides for themselves what is right or wrong.

Q3 – The most important concern of this school is the teachers’ sense of rights and wrongs.

Table 4.4.5

Options	Q1	Q2	Q3	Average	%
Strongly disagree	17	33	17	67 / 3 = 22.3	21
Disagree	18	22	18	58 / 3 = 19.3	18.2
Neutral	30	20	35	85 / 3 = 28.5	26.7
Agree	26	15	27	58 / 3 = 22.8	21.5
Strongly agree	15	16	9	40 / 3 = 13.3	12.6
Total	106	106	106	106	100

Source: field survey 2017

From the table above 26.7% of the respondents went for the neutral option which implies that the independence climate to an extent affects and does not affect teacher's job performance.

TEST OF HYPOTHESES

Hypothesis 1

H₀₁: Caring climate does not predict job performance

Table 4.5.1

Variable entered	B	R ²
Caring Climate	.372	.138***

Significant at .001

The above table showed that caring climate ($\beta = .372$, $P < .001$) predicted job performance highly. However the model showed a significant result of $r^2 = .138$, adjusted $r^2 = .130$, $df(1, 104) = 4.089$, $p < .001$. The variable studied explained 13.8% of the total variance in performance. As predicted, a significant effect was observed for caring climate. The null hypothesis was rejected.

Hypothesis 2

H₀₂: Instrumental climate will not predict job performance.

Table 4.5.2

Variable entered	B	R ²
Instrumental climate	.004	.000

The above table showed that instrumental climate of $\beta = .004$, $p > .05$, does not predict job performance. Hence, the null hypothesis was accepted.

Hypothesis 3

H₀₃: Rule climate does not predict job performance.

Table 4.5.3

Variable entered	B	R ²
Rule climate	.318	.101***

The above table showed that rule climate of $\beta = .318$, $p = .001$, predicted job performance. However, the model showed a significant result of $r^2 = .101$ and adjusted $r^2 = .092$, $df(1, 104) = 3.417$, $p < .01$. The variable studied explained 10.1% of the total variances in performance. A significant effect was observed for rule climate. Hence, the null hypothesis was rejected.

Hypothesis 4

H₀₄: Law and code climate will not predict job performance.

Table 4.5.4

Variable entered	B	R ²
Law and code climate	.290	.084**

The above table showed that law and code climate of $\beta = .290$, $p < .05$, predicted job performance highly. However the model showed a significant result of $r^2 = .084$ and adjusted $r^2 = .075$, $df(1, 104) = 3.093$. The

variable studied explained 8.4% of the total variance in performance. As predicted, a significant effect was observed for law and code climate. The null hypothesis was rejected.

Hypothesis 5

H₀₅: independence climate will not predict job performance.

Table 4.5.5

Variable entered	B	R ²
Independence climate	-.026	.001

The above table showed that independence climate of $\beta = .026$, $p > .05$ did not predict job performance.

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FUTURE STUDIES

CONCLUSION

The finding of this study leads to the conclusion that ethical climate types are critical and essential in teachers' job performance in private secondary schools in Ogun State, Nigeria. The findings of the study was in line with that of Van Wyk (2015) who investigated the predicting effect of ethical climate types on psychological capital and found out that the more ethical the law, code and conducts of the management, the more optimistic the workers are. The findings of this study have led the researcher to conclude that the level of ethical climate types in the schools was low. This perhaps could have led to the low level of the teachers' job performance in the schools.

RECOMMENDATIONS

Based on the findings, it was recommended that school management should maintain or create a favorable ethical climate in schools to enhance better job performance among teachers. Managements should also motivate workers by providing incentives that would make them perform better.

SUGGESTION FOR FURTHER STUDIES

Further studies can be conducted for teachers working at different levels of education and different type of schools, and thus enhancing comparative studies in the field.

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