

ORGANISATIONAL ETHICS AND GOAL ATTAINMENT OF SECONDARY SCHOOLS IN IBADAN NORTH LOCAL GOVERNMENT AREA OF OYO STATE, NIGERIA

Ukutegebe, Samuel Oroghenemudiake* & Oladele, Roseline Adewumi

Department of Educational Management, University of Ibadan, Ibadan, Oyo State

Abstract

Organizational ethics, when upheld ensures accountability, stakeholders' collaboration and institutional credibility geared towards the attainment of set goals. This study examined organizational ethics (teamwork, effective communication, and sense of responsibility) and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria. Three research questions and three hypotheses guided the study. Descriptive survey research design was employed. The population of the study comprised all 1036 teachers in 36 public secondary schools. Multi-stage sampling procedure was adopted. Simple random sampling technique was used to select 18 secondary schools, while 262 teachers were selected using proportionate sampling technique. Face and content validity of the questionnaire were ascertained by experts and its reliability was confirmed using Alpha Cronbach test. Research questions 1 to 3 were answered using mean and standard deviation whereas the hypotheses 1 to 3 were tested at 0.05 level of significance with linear regression. The findings of the study showed that the level of professional ethics which staff uphold is high with overall mean of 2.61 which is greater than 2.5 threshold and Standard deviation of 0.763. There is a significant relationship between staff teamwork and goal attainment in the secondary schools. There is also a significant relationship between effective communication and goal attainment in the secondary schools. The findings further revealed that there is a significant relationship between sense of responsibility and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State. The study concluded that, in order to achieve goals in the secondary schools, all the staff need to be fully aware of the organizational ethics and practice them. The researchers recommended that concerted efforts should be made by the management of secondary schools to drive high sense of responsibility that are sustainable among the teachers as well as involvement in decision making and guaranteeing effective communication to ensure free flow of information on continuous basis.

Keywords: Organizational Ethics, Goal Attainment, Secondary Schools

Introduction

Secondary schools in Nigeria are established to attain certain predetermined goals and objectives. To attain these goals, ethical guidelines must be strictly followed by all stakeholders since they will help to enhance the staff job performance in their administrative and executive functions towards the attainment of the goals in an effective and efficient manners (Adewale, James, Hezekiah & Akinrole, 2015). Organisational ethics plays effective roles in the prevention of corruption and tyranny in the society and workplace as well as can helping to identify opportunities, threats, strengths and weaknesses due to the fact that organisational ethics is the moral principles, policies, and values that govern the way organisations and individuals engage in all the activities of the organisation. In essence, organisational ethics are set of cultural norms that provide the positive foundations for doing a right and good job in the organisation, and are based on the belief that the work itself has an intrinsic value. Organisational ethics comprises of attitudes and beliefs concerning work behavior and are multidimensional, secular, and consists of motivational constructs reflected in behavior. An organisational ethics can be investigated through its employees' perceptions of the organizational climate, their decisions when faced with ethical issues, and the level of their participation in solving those issues. Social participation, social justice, cultural unity and cohesion in society are correlated with adherence to organisational ethics in the secondary

school system. However, employees who are optimistic about the institutional values and goals follow organisational ethics strictly than those who are not.

Institutions such as secondary schools can be structured in various ways, and the structure of an organization can determine the modes in which it operates and performs. Team structure is a newer type of organizational structure, often seen as less hierarchical, in which individuals are grouped into teams. Deep thought and consideration are required to identify, assemble and also convince the team members to work together on a variety of assignments. The ethical philosophy that the organizations may apply to carry out the tasks and functions can have an effect upon the reputation, productivity and overall goal attainment especially in the secondary school system. In most cases, within educational institutions, the members of staff need to communicate with individuals both internal and external to the organization. These include, clients, customers, consultants, advisors, directors, managers and supervisors, employed in other organizations and so forth. When communication takes place with these individuals, in most cases, it is in the form of negotiating, convincing, assigning, conveying and exchanging. The individuals aim to be successful in this form of communication and achieve their goals and objectives. In order to achieve success in this form of communication methods, inculcating the traits of morality and ethics are regarded to be of utmost significant.

Responsibility is an ethical concept that refers to the fact that individuals and groups have morally based obligations and duties to others and to larger ethical and moral codes, standards and traditions. Responsibility in a business context refers to a sphere of duty or obligation assigned to a person by the nature of that person's position, function or work. The roles taken on by decision-makers imply a responsibility and accountability to perform certain functions associated with those roles. To be more specific, responsibility refers to more than just the primary function of a role; it refers to the multiple facets of that function, which includes both processes and outcomes, and the consequences of the acts performed as part of that set of obligations. However, Ordofa and Asegedom (2022) in their study on school accountability submitted that aspects of school culture that have been impacted by accountability include classroom assessment and data-driven decision-making. Additionally, teacher evaluations, classroom assessments, and inspections are employed in schools to hold people accountable or responsible to their duties. Learning outcomes and school accountability are positively correlated, however this relationship depends on the circumstances. It might be challenging to trace the lines of accountability and responsibility, but ultimately, if one bears any responsibility for an activity, then one must assume some level of accountability. (Tetty, 2006). On the other hand, if responsibility and accountability are not equitably shared and if the process by which they are assigned is not transparent, then problems will arise. In secondary schools, not every actor is blame worthy, especially if the actor's autonomy is limited by structure, process, or circumstance. However, the organisational ethics that would help in secondary schools' goal attainment in this study are staff teamwork, effective communication, and sense of responsibility.

Statement of the Problem

Nigerian secondary schools are expected to achieve their goals and meet up with social demand but there seem to be noticeable failure on their part to achieve the pre-determined goals in terms of producing the right quantity and quality of students expected for meaningful life and preparation for higher education. The seeming failure in the goal attainment can be attributed to many factors among which is organisational ethics. Consequently, the Oyo State Ministry of Education has set down ethical standard to guide the activities of staff in all the secondary schools in Oyo State. Yet, many secondary schools still fall below expectation in real sense. This could be due to the missing link among various stakeholders in identifying the most critical factor (organisational ethics) in the pursuit of organizational goals that this study sought to examine the its influence on goal attainment of secondary school in Ibadan North, Local Government Area of Oyo State, Nigeria.

Purpose of the Study

The aim of the study is to examine organizational ethics and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State. Specifically, the study sought to:

1. find out the relationship between staff teamwork and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State;
2. determine the relationship between effective communication and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State; and
3. examine the relationship between staff sense of responsibility and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State;

Research Questions

The following research questions guided the study:

1. What is the level of staff teamwork on goal attainment in secondary schools in Ibadan North Local Government Area of Oyo State?
2. What is the influence of effective communication on goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State?
3. What is the level of staff sense of responsibility on goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- H₀₁:** There is no significant relationship between staff teamwork and goal attainment of secondary Schools in Ibadan North Local Government Area of Oyo State.
- H₀₂:** There is no significant relationship between staff effective communications and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State.
- H₀₃:** There is no significant relationship between staff sense of responsibility and goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State.

Review of Literature

Conceptual Review

Concept of Secondary Schools' Goal Attainment

The process of reaching a particular objective within a specified time frame is known as goal attainment. It requires the integration and mobilization of human and material resources for the collective purpose. Goals are predetermined and described future results towards which present efforts are directed. Secondary schools' goals are the end that an organization seeks to achieve by its existence and operation. Consequently, secondary schools all over the world are established for the essential goal of producing high quality of students needed for useful living and preparation for higher education. In keeping with this, the broad goals and objectives of Nigerian secondary education were articulated in the National policy on education, Federal Government of Nigeria (2013) to include; provide an increasing number of primary school pupils with no opportunity for education of a higher quality, irrespective of sex or social, religious, and ethnic background; diversify its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course; equip students to live effectively in our modern age of science and technology; develop and project Nigerian culture, art and language as well as the world's cultural heritage; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens; foster Nigerian unity with an emphasis on the common lies that unite use in our diversity; inspire its students with a desire for achievement and self-improvement both at school and in late life.

It is generally known that the general goals of secondary school are to continuously advance the frontier of knowledge in all the disciplines, and ultimately to advance human civilization. Worth of note that, formal organizations are established to pursue and achieve

predetermined goals and objectives. Therefore, the goals and objectives of any institution serve as the yardstick for measuring its effectiveness. Hence, society and critical stakeholders form expectations for institutions or organizations in line with the goals and objective they pursue. This makes the achievement of institutional goals critical to both managers and members of any institutions.

Concept of Organizational Ethics

The Oxford Advanced Learner's Dictionary defines ethics as "the science which deals with morals". Ethics is the systematic study of the fundamental principle of the moral law; or as normative science of human conduct (Aniele, 2004). This implies that ethics is basically a normative science, as distinct from the descriptive or empirical sciences. Moral principles that form the subject matter of ethics are about the way people ought to behave in terms of the commitment to their work and their team, integrity and being self-disciplined. It follows that ethics, primarily is the critical investigation of the norms of conduct to which human actions ought to conform.

Organizational ethics as a cultural norm that advocates people to be held accountable and responsible for the work, they do based on the belief that work has intrinsic value to the individual in an organization (Shahrul, Mohd-Nur, Siti and Siti, 2016). An organizational code of ethics is simply a statement of corporate principles, ethics, rules of conduct, code of practice or company philosophy regarding responsibility to employees, shareholders, consumers, the environment or any other aspects of society external to the organization.

Teamwork

Teamwork is the ability to work together towards a common vision. It is a well-known fact that teamwork is not only the foundation of all successful managements, but the means of improving overall results in organizational productivity. It is that variable that allows common people to attain uncommon results. Teamwork facilitates employees to cooperate with each other, improve their skills and deliver useful response without any dispute between them (Adeyeye, Adeniji, Osinbanjo and Oludayo, 2015). The essence of teamwork is to encourage division of labour, specialization and ultimately increased productivity. The importance of teamwork in terms of productivity sees employees coming together to achieve same goals and objective for the good of the organization.

Moreover, the study conducted by Obiekwe, Mobolade and Akinade (2021) on team building and teamwork in organizations: implications to managers and employees in work places revealed that team building encourages continuous growth, open and positive communication, and development of trust and leadership potentials of organizations members. It however pointed out that team building encounter serious challenges in employee resistance, lack of trust, virtual workplace and globalization. It concluded that team building promotes effective collaboration of all team members, and also make organizations better places of work.

Effective Communication

The term communication is derived from the Latin word, (Communis), which means "to share". Consequently, this means sharing would enable one to partake and co-operate hence it is a social activity. However, if there are no common understanding results from the transmission of symbols (verbal or non-verbal), there is no communication. Effective communication is strategic for organizational goal achievement. Effective communication is one of the most important components used to meet secondary school goals and objectives. These goals are achieved through the stimulation and motivation of employees via organizational communication (Clampitt and Dwon, 2012). Communicating may be non-verbal or verbal. Non-verbal communication is important to successful relationships in the workplace through body movement including gestures, posture and gait and facial expression (Burgoon, Guerrero and Manusov, (2011). Non-verbal communication is also associated with social behavior and can be viewed as conveyor of emotion. 65% to 75% of most communication is

nonverbal and includes cues about what we sense, feel and think about others (Schwartz, 2012). Breakdown in the communication will occur because the misinterpretation of information received. Improper word choice, differing communication style and perspective can all contribute to communication breakdown.

Furthermore, Mukelabai, Musheke and Jackson (2021) on the effects of effective communication on organizational performance based on the systems theory revealed that there was an influence of staff channel of communication used and effective communication which showed that effective communication has a positive effect on organizational performance. In business and industry, communication helps to align workers to work with one another and to achieve the objective of the organization, which means objectives, can be in the target, attained and improved. Without workplace communication, nothing can be done. Therefore, the individuals need to put emphasis upon reinforcement of ethics throughout their lives, irrespective of categories and backgrounds (Mohamad, Wan, Noorazura, Asraf and Nuralifah, 2018)

Theoretical Framework

This study is anchored on the Labour Process Theory by Karl Marx and expanded by Newton and Findlay (1996). The 'labour process' perspective on the ordering of work suggests that managerial action is chiefly motivated by capital-labour relations, by strategies of employers and their agents to try and control and stabilize the 'unruly' element/factor of production, namely living labour. The theory argued for how organization can move away from the belief in freedom of employees to act the way they want and establish control mechanisms at their disposal

Methods

The design that was employed for this study is descriptive survey research design. It is chosen because it enables us to investigate and objectively explain the phenomenon, gather quantitative and qualitative data, carry out preliminary research, and do it efficiently in terms of time and resources and to draw valid conclusion from the facts to discovered. The population for this study comprises of all 1036 teachers in the thirty-six (36) public senior secondary schools in Ibadan North Local Government Area. Multistage sampling technique was used to select participants for this study. At the first stage, eighteen (18) secondary schools was selected from the thirty-six (36) public senior secondary schools in Ibadan North Local Government Area of Oyo State, which represent fifty percent (50%) of the total public secondary schools in Ibadan North Local Government Area of Oyo State using simple random sampling technique. Hence, the choice of the sampling technique is to ensure that the selection captured sufficient number of schools based on the community. At the second stage, two hundred and sixty-two (262) teachers was randomly selected using proportionate sampling technique from all the schools that was sampled. Proportionate sampling technique was chosen to give each of the teachers' equal representation of participating in the survey. Fifty percent (50%) of these teachers are randomly selected across all the schools that was sampled which is proportionate to the size of the population being studied. In the study, all participants were 262 teachers. Questionnaire is the main instrument that was used to gather information from the respondents for this study.

The questionnaire titled "Influence of Organisational Ethics on Secondary Schools' Goal Attainment in Ibadan North Local Government Area of Oyo State Questionnaire" was used. The questionnaire contains three sections, Section A consists of three (3) items to elicit the demographic details of the respondents, Section B consists of fourteen (14) items that is raised on organizational ethics which is the independent variable while Section C consists of fifteen (15) items that is raised on secondary schools' goal attainment which is the dependent variable. The questionnaire is designed in Likert scale of "Very High" (VH), "High" (H), "Moderate" (M) and "Low" (L). The questionnaire was administered to selected teachers of secondary schools in Ibadan North Local Government Area of Oyo State. The instruments was

validated by the researcher's supervisor and some experts in the field of Educational Management and also experts in Measurement and Evaluation in the University of Ibadan to ascertain the face and content, validity of the Questionnaire. Finally, the constructive criticisms, advice, and suggestions of the consulted experts was critically considered to ensure strong validity of the instrument. The reliability coefficient value was obtained as 0.6 via the Alpha Cronbach test which showed that the instrument is reliable. Data collected was analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the three research questions whereas linear regression was applied in testing the three hypotheses at 0.05 level of significance.

Results

Research Question One: What is the level of staff teamwork on goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State?

Table 1: Mean and Standard Deviation for level of staff teamwork on goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State

S/N	Variables	VH	H	M	L	Mean	Std	Decision
1.	Staff Teamwork							
2.	Putting aside personal needs for the benefit of the work team or the organization	44 16.8%	109 41.6%	92 35.1%	17 6.5%	2.69	.827	High
3.	Working with team for efficiency of the teachers	59 22.5%	121 46.2%	66 25.2%	16 6.1%	2.85	.838	High
4.	Team work to achieve participation, confidence and skills development towards the stated goal attainment	46 17.6%	131 50.0%	76 29.0%	9 3.4%	2.82	.756	High
5.	Possession of unique recognition by team members which instill spirit of achievement	47 17.9%	118 45.0%	87 33.2%	10 3.8%	2.77	.784	High
6.	Facilitation cooperation by highlighting the impact of individual members on team productivity and clarifying valued team member behaviors.	44 16.8%	112 42.7%	85 32.4%	21 8.1%	2.68	.86	High
	Weighted Mean					2.76	.810	High

Source: Researchers' Field Work 2023

From table 1 showed the level of staff teamwork on goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State. 58.4% of the respondents agreed that the level putting aside personal needs for the benefit of the work team or the organization is high while 41.6% disagreed. Also, 68.7% of the respondents agreed that the level of working with team for efficiency of the teachers is high whereas 31.3% disagreed. Moreover, 67.6% of the respondent agreed that the level of team work to achieve participation, confidence and skills development towards the stated goal attainment is high while 32.4% disagreed. Likewise,

62.9% of the respondents agreed that the level of possession of unique recognition by team members which instill spirit of achievement is high while 37.1% of the respondents disagreed. Also, 59.5% of the respondents agreed that the level of facilitation cooperation by highlighting the impact of individual members on team productivity is high whereas 40.5% disagreed. The table revealed a weighted mean of 2.76, this implies that level of staff teamwork on goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State is high.

Research question Two: What is the influence of effective communication on goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State?

Table 2: Mean and Standard Deviation for influence of effective communication on goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State

Effective Communication	VH	H	M	L	Mean	Std	Decision
Effective communication which boosts employee morale and satisfaction	71 27.1%	101 38.5%	76 29.1%	14 5.3%	2.87	.873	High
Better acceptance of ideas which is established through effective communication	48 18.3%	110 42.0%	85 32.4%	19 7.3%	2.71	.848	High
Effective communication to teachers on what to do.	64 24.4%	98 37.4%	90 34.4%	10 3.8%	2.82	.844	High
Clear and effective communication to reduce conflicts which may hinders goal attainment of the organisation.	51 19.5%	111 42.4%	85 32.4%	15 5.7%	2.76	.831	High
Minimizes workplace diversity	32 12.2%	110 42.0%	104 39.7%	16 6.1%	2.60	.780	High
Weighted Mean					2.75	.835	High

Source: Researchers' Field Work 2023

Table 2 showed the influence of effective communication on goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State. 65.6% of the respondent agreed that the level of effective communication which boosts employee morale and satisfaction is high while 34.4% disagreed.

60.3% of the respondents agreed that the level of better acceptance of ideas which is established through effective communication is high while 39.7% of the respondents disagreed. Also, 61.8% of the respondents agreed that the level of effective communication to teachers on what to do is high whereas 38.2 disagreed. Moreover, 61.9% of the respondents agreed that the level of clear and effective communication to reduce conflicts which may hinders goal attainment of the organisation is high while 38.1% disagreed. 54.2% of the respondents agreed that the level of minimizes workplace diversity via effective communication is high while 45.8% of the respondents disagreed. The table revealed a weighted mean of 2.75 which implies that influence of effective communication on goal attainment of secondary schools in Ibadan North Local Government Area of Oyo State is high.

Research question 3: What is the level of staff sense of responsibility on goal attainment Secondary schools in Ibadan North Local Government Area of Oyo State?

Table 3: Mean and Standard Deviation for the level of staff sense of responsibility on goal attainment Secondary schools in Ibadan North Local Government Area of Oyo State

C.	Sense of Responsibility	VH	H	M	L	Mean	Std	Decision
	Teachers committed to the roles assigned to them in	89 34.0%	124 47.3%	46 17.6%	3 1.1%	3.14	.737	High

the organisation.							
Teacher developed the capacity to carry out their assigned duties	89 34.0%	127 48.5%	43 16.4%	3 1.1%	3.15	.727	High
Freedom of teachers to act from free external compulsion.	38 14.5%	79 30.2%	114 43.5%	31 11.8%	2.47	.883	Low
Through sense of accountability by superior to staff accept delegation of authority	57 21.8%	105 40.1%	81 30.9%	19 7.2%	2.76	.874	High
Weighted Mean					2.88	.805	High
Overall Weighted Mean					2.61	.763	

Source: Researchers' Field Work 2023

Table 3 showed the level of staff sense of responsibility on goal attainment Secondary schools in Ibadan North Local Government Area of Oyo State. 81.3% of the respondents agreed that the level of teachers' commitment to the roles assigned to them in the organisation is high while 18.7% of the respondents disagreed. Also, 82.5% of the respondents agreed that the level at which teachers developed the capacity to carry out their assigned duties is very high whereas 17.5% disagreed. Moreover, 44.7% of the respondents agreed that the level of freedom of teachers to act from free external compulsion is low whereas 55.3% disagreed. Likewise, 61.9% of the respondents agreed that the level of the sense of accountability by which superior to staff acceptance of delegation of authority is high while 38.1% disagreed. The table revealed a weighted mean of 2.61 which implies that the level of staff sense of responsibility on goal attainment Secondary schools in Ibadan North Local Government Area of Oyo State is high. From the foregoing, the level of organisational ethics staff uphold in secondary schools of Ibadan Local Government is high as revealed by the overall mean of 2.61; Standard deviation of 0.763 which is above the 2.5 mean value (threshold) of the 4-points Likert scale from tables 1, 2 and 3 above.

Testing of the Hypotheses

H₀₁: There is no significant relationship between staff teamwork and goal attainment of Secondary Schools in Ibadan North Local Government Area of Oyo State.

Table 4: Linear Regression of the significant relationship between staff teamwork and goal attainment of Secondary Schools in Ibadan North Local Government Area of Oyo State.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15.354	1	15.354	78.577	.000
Residual	50.803	260	.195		
Total	66.157	261			

R = .482

R Square = .232

Adjusted R Square = .229

Std. Error of the Estimate = .44204

Source: Researchers' Field Work 2023

Table 4 shows the finding of the linear regression analysis of teamwork and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State. Finding shows the coefficient determination of (R Square = .229; $p < 0.05$). This implies that 22.9% of the total variations on goal attainment in secondary schools in Ibadan North accounted for change in teamwork. The linear predictor (teamwork) variable was found to have ($F_{(1, 260)} = 78.577$); $p = .000 < 0.05$). Since the probability value of .000 is less than 0.05 set as level of significance for

testing the hypothesis, hence, the null hypothesis which stated that; there is no significant relationship between teamwork and goal attainment was therefore rejected. This shows that, there is a significant relationship between teamwork and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State.

H₀₂: There is no significant relationship between staff effective communications and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State.

Table 5 Linear Regression of the significant relationship between staff effective communications and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.544	1	20.544	117.102	.000
Residual	45.613	260	.175		
Total	66.157	261			

R= .557

R Square = .311

Adjusted R Square = .308

Std. Error of the Estimate = .41885

Source: Researchers' Field Work 2023

Table 5 revealed the result of the linear regression analysis of staff effective communications and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State. Finding shows the coefficient determination of (R Square = .311; $p < 0.05$). This implies that 31.1% of the total variations on goal attainment in secondary schools in Ibadan North accounted for change in effective communication. The linear predictor (effective communication) variable was found to have ($F_{(1, 260)} = 117.102$; $p = .000 < 0.05$). Since the probability value of .000 is less than 0.05 set as level of significance for testing the hypothesis, hence, the null hypothesis which stated that; there is no significant relationship between staff effective communication and goal attainment was therefore rejected. This shows that, there is significant relationship between staff effective communication and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State.

H₀₃: There is no significant relationship between staff sense of responsibility and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State.

Table 6: Linear Regression of the significant relationship between staff sense of responsibility and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.052	1	31.052	229.986	.000
Residual	35.105	260	.135		
Total	66.157	261			

R= .685

R Square = .469

Adjusted R Square = .467

Std. Error of the Estimate = .36745

Source: Researchers' Field Work 2023

Table 6 revealed the result of the linear regression analysis of sense of responsibility and goal attainment in Secondary schools in Ibadan North Local Government Area of Oyo State. Finding shows the coefficient determination of (R Square = .469; $p < 0.05$). This indicated that

46.9% of the total variations on goal attainment in secondary schools in Ibadan North accounted for change in sense of responsibility. The linear predictor (sense of responsibility) variable was found to have ($F_{(1, 260)} = 229.986$; $p = .000 < 0.05$). Since the probability value of .000 is less than 0.05 set as level of significance for testing the hypothesis, hence, the null hypothesis which stated that; there is no significant relationship between staff sense of responsibility and goal attainment of Secondary schools was therefore rejected. This shows that, there is a significant relationship between staff sense of responsibility and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State.

Discussions

Relationship between Teamwork and Goal Attainment in Secondary Schools in Ibadan North Local Government Area of Oyo State

The findings of this study revealed that there is a significant relationship between staff teamwork and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State as $F_{(1, 260)} = 78.577$; $p = .000 < 0.05$). The findings of this study aligned with Obiekwe, Mobolade and Akinade (2021) whose result indicated that team building stimulates organizational productivity, service quality and general positive performances and enhances organizational development and efficiency. It also noted that team building encourages continuous growth, open and positive communication, and development of trust and leadership potentials of organizations members. It however pointed out that team building encounter serious challenges in employee resistance, lack of trust, virtual workplace and globalization. The study also supported the findings of Mohsin and James (2019) which submitted that there was a significant relationship between teamwork development and organization performance. Also, the findings also aligned with Abuzid and Abbas (2017) whose findings revealed that there is strong and enormous connection between the unbiased variables; teamwork, trust, leadership and structure, overall performance evaluation and rewards and the performance of the faculty staff. Moreso, the findings agreed with Oguru (2022) who found out that teamwork strategies which is a leadership coping strategy is significantly related to secondary schools goal attainment in Rivers State.

Relationship between Staff Effective Communications and Goal Attainment in Secondary Schools in Ibadan North Local Government Area of Oyo State

The study found out that there is a significant relationship between staff effective communication and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State ($F_{(1, 260)} = 117.102$; $p = .000 < 0.05$). The result of this study agreed with Mukelabai, Musheke and Jackson (2021) whose result indicated that effective communication has a positive effect on organizational performance and goal attainment. The findings also aligned with Oguru (2022) who submitted that communication strategy is significantly related to secondary schools goal attainment in Rivers State.

Relationship between staff sense of responsibility and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State

The findings showed a significant relationship between staff sense of responsibility and goal attainment of Secondary schools in Ibadan North Local Government Area of Oyo State with ($F_{(1, 260)} = 229.986$; $p = .000 < 0.05$). The findings contradicted Lapuz and Pecajas (2022) who found out that there is no significant correlation between the performance level of the school and school heads' level of accountability. This result implies that even if the school heads do not always practice a high level of accountability, the schools can still perform better. Furthermore, the findings of this study agreed with the findings of Ubah., Egwunyenga, and Asiyai, (2023) which established that teachers' accountability significantly influences students' academic achievement positively. However, the findings of this study countered the findings of Mohammad (2013) which revealed that there is no strong relationship between teachers' sense of responsibility and job satisfaction which in turn leads to goal attainment.

Level of Professional Ethics Staff Uphold in Secondary Schools in Ibadan North Local Government Area of Oyo State

From the research questions 1, 2 and 3, the study affirmed that the level of professional ethics staff uphold in secondary schools of Ibadan North Local Government Area of Oyo State is high with an overall mean = 2.61 and Standard deviation= 0.763 which is above the 2.5 mean value of the 4-points Likert scale. This study's findings supported Akpan (2013) who asserted that the level professional ethics staff uphold was high in secondary schools in cross Rivers State

Conclusion

Based on this study's findings, it concluded that in order to achieve goals in the secondary schools, all the staff need to be fully aware of the organisational ethics and practice them. Ethical strategies in organizations are, examining the purpose, highlighting legends of the organization, incorporation of new ways in understanding ethics, implementation of ethics in job duties, development of evaluation methods, development of feedback mechanisms, organization of seminars and workshops, organization of discussion meetings, conducting research on regular basis, and possessing abilities to work under stress.

Thus, in order for teachers to carry out their job duties well and achieve the desired goals and objectives, it is indispensable for the teacher to comply with the ethical guidelines of the institution because organizational ethics are indispensable for up-grading the structure of the organization and in the achievement of the organizational goals.

Recommendations

Based on significant findings, this study recommends the following:

- i. Members of staff in the secondary schools should be encouraged to maintain a high level of professional ethics.
- ii. Concerted efforts should be made by the management of secondary schools to drive high sense of responsibility that are sustainable among the teachers as well as involvement in decision making on school-related and welfare issues while their opinions should also be given desired attention
- iii. Professional development programmes such as capacity building workshops, seminars and in-service trainings should be organized for schools members of staff periodically to keep them up to date and enable them discharge their duties in the right ethical manner towards institutional goals attainment irrespective of their levels and designations.
- iv. Effective communication should be guaranteed to ensure free flow of information on continuous basis.

References

- Abuzid, H. F. T. & Abbas, M. (2017). Empowering leadership and its role on job satisfaction and employee creativity: An empirical study of Saudi Arabians bank. *Journal of Engineering and Applied Sciences* 12(4), 933-944.
- Adewale, O. O., James, O. A., Hezekiah, O. F & Akinrole O. O. (2015). Organisational ethics and Employees' Job Performance. *African Journal of Leadership, Accountability and Ethics*, 12(1), 107-117.
- Adeyeye, O. J., Adeniji, A. A., Osinbanjo, A. O., and Oludayo, O. O. (2015). *Effects of workplace ethics on employees and organisational productivity in Nigeria*. International Conference on African Development Issues, (CU-ICADI).
- Akpan, C. P. (2013). Job security and job satisfaction as determinants of organizational commitment among secondary school teachers in cross river state, Nigeria. *British Journal of Education*. 1(2), 82-93.
- Aniele, D. (2004). *Business Ethics and Corruption*. Lagos. Tope Ogun Printers.
- Burgoon, J.K., Guerrero, L.K., Manusov, V. (2011). Non-verbal Communication, 570

- Clampitt, P.H., Downs, C.W. (2012). Employee Perceptions of the relationship between communication and productivity: *A field study. Journal of Business Communication* 30(1),5-28.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos.
- Lapuz, M. C. L. & Pecajas, E. S. (2022). School Heads' Authority, Accountability, and Empowerment as Functions of School Performance. *International Journal of Novel Research in Humanity and Social Sciences*, 9 (3), 69-83.
- Newton, T. and Findlay, P. (1996). Playing God? The Performance of Appraisal. *Journal of Human Resource Management*, 6.2:42-58.
- Noe, R.A., Hollenbeck J.H., Gerhart B., Wright P.M. (2004). Fundamentals of human resource management. *Boston, MA: Irwin*
- Masooma, J., Rifat, B and Hassan, F. (2014). Determinants of job satisfaction and its impact on employee performance and turnover intentions. *Psychology International Journal of Learning and Development*, 4(2), 120 – 140.
- Micheal, S. and Chimpunza, C. (2013).. Attrition and retention of senior academics at institution of higher learning in South Africa. *Journal of Social Science*, 35(2), 97- 103.
- Mohamad, R., & Noorazura, A. (2018). Effective communication as a tool for achieving organizational goals. *Kne Social Sciences*, 380-387.
- Mukelabai, M.M., Jackson, P. (2021). The effects of effective communication on organizational performance based on the systems theory. *Open Journal of Business and management* 9(2), 659-671.
- Obiekwe, O., Mobolade, G. O and Akinade, M. E. (2021). Team building and teamwork in organizations: implications to managers and employees in work places. *International Journal of Management, Social Sciences, Peace and Conflict Studies*, 4(1), 261-276.
- Oguru, C. O. (2022). Leadership Coping Strategies and Secondary Schools Goal Attainment in Rivers State. *International Journal of Institutional Leadership, Policy and Management* Volume 4(2), 249-265.
- Radhika, K. (2018). *Ethics in organizational communication*. Unpublished Thesis.
- Schwartz, L.C. (2012). *Nonverbal communication with workplace interactions*. Retrieved from: <http://smallbusiness.chron.com/nonverbal-communication-workplace-interactions->
- Shahrul N. S., Mohd-Nur R. A., Siti S. B. and Siti S. H. (2016). *The influence of staff works ethics and job performance*. The European Proceedings of Social and Behavioural Sciences. 3rd International Conference on Business and Economics, 21 – 23 September
- Tetty, J. W. (2006). *Staff retention in African secondary school: Element of sustainable strategy*. Washington DC. World Bank.
- Tetty, R. P. (2006.) Job satisfaction, organizational commitment, turnover intention and turnover: Path analysis based on meta-analytic findings. *International Journal of Personnel Psychology*, 46(2), 256-292.
- Ubah, C., Egwunyenga, E. J. & Asiyai, R. N (2023). Teacher Accountability and Student's Academic Achievement in Mission Secondary Schools in Anambra State, Nigeria: An Appraisal of Market- Based Accountability Model in Education. *International Journal of Education, Learning and Development*, 11(7), 53-64,