



Improving Teachers Productivity through Enculturation in Secondary Schools

Deborah Abraham Ogosu

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria
debraogosu@gmail.com

Ugochukwu Kysburn Agi

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Abstract

The establishment of a teacher-identity and his understanding his role as a teacher are critical factors in the development and productivity of every teacher. As Subcultural group within the larger society, Teachers learn distinctive ways of belief and behavior that set them apart from other groups. This paper discussed Enculturation and teachers' productivity in Secondary Schools. Enculturation is the socialization process whereby people learn and adapts to the norms, practices, values and the traditional content of the culture or subculture of the society where they live. The paper also discussed the influence of enculturation on teachers. The indices which serve as benchmark for teachers enculturation include teachers' alignment with educational values and norms, teacher's orientation, pedagogical knowledge, teaching methodology, classroom management skills, student's discipline. The paper also discussed the approach which can be adopted to enculturate teachers for better productivity. The paper concluded that a successful management of teacher's ethical behavior through enculturation is necessary for maximum productivity in secondary schools. The paper suggested, among others that State government in conjunction with the educational authorities should organize awareness and enlightenment campaigns for teachers on the importance of discipline and proper ethical conduct and the positive influence of such on students disposition. Government should ensure that schools are staffed with responsible teachers who are passionate for the job and are willing to learn and adapt to the culture of the teaching profession.

Keywords: Enculturation, Productivity, Organisational Culture, School Culture, Secondary Schools.

Reference to this paper should be made as follows:

Ogosu, D. A., & Agi, U. K. (2024). Improving teachers productivity through enculturation in secondary schools. *International Journal of Scientific Research in Education*, 17(1), 49-59.

INTRODUCTION

The school is a social system where consciously designed learning experiences are provided with the aim of achieving long-term goals and objectives. Every social system has its unique norms and value system. The school is not just a social system but an open system which draws raw materials (students/pupils) from the society, processes the raw materials and feeds back to the society the transformed individuals. The unique feature of the secondary education is its transmission of cultures and skills which an individual needs to function well in the society.

Agi (2023) noted that the possession of adequate knowledge and skills is critical for existing jobs for which employers require maximum outputs in highly competitive markets with cutting edge strategies and technologies. Therefore if secondary education is deficient in preparing school leavers with the necessary skills, then its credibility is at stake. The main function of the educational system itself is to transmit the cultural heritage to the individual and the place of the teacher in transmitting the right values in the child within the school context is very crucial and inevitable.

Teachers represent a constituent culture group within the society and the establishment of a teacher-identity and his understanding his role as a teacher is a critical factors in the development and productivity of every teacher. According to Blakley (2006), School districts and schools must comprehensively examine various organizational factors impacting the socialization of teachers in order to reduce teacher turnover, thereby reducing the demand for new teachers and eliminating teacher shortages.

As previously stated, teaching represents a subculture within the society. Teachers do not learn exactly the same set of beliefs and behaviors as people in other subcultural occupations and according to Dutton and McLaughlin (2023), Subcultures matter in organizations because they make employees feel appreciated, respected, and valued. The subcultures can help increase workers' productivity levels. Additionally, subcultures in organizations create a sense of belonging because individuals have a group they can associate with in the organization. They may share the same basic values, the same set of correct behaviors that everyone must learn, but they also learn those special beliefs and behaviors which establish them as a distinct occupational culture group in their own rights. When unethical behaviour of teachers in schools are neither responded to nor appropriately managed by principals and educational authorities, there is tendency that productivity of the teachers will be jeopardized.

The possible influence of Induction, Enculturation and the socialization process could be of immense benefit in the indoctrination and assimilation of teachers into the teaching profession and the school culture thereby reducing the dissatisfaction of teachers as a result of their negative experiences which makes them question their decision in becoming and remaining as teachers. Regardless of their preparation, novice teachers, most especially are often faced with overwhelming problems without the proper advice or support from more experienced colleagues within the school environment (Moir & Gless, 2001 in Blakley, 2006). To achieve a high productivity, all efforts must be made to ensure that teachers are trained to understand the norms, values and ethical behaviors expected of the teaching profession.

CONCEPTUAL CLARIFICATION

Teachers Productivity

Babalola (2009) in Oduwaiye (2011) noted that productivity to any sector would mean increase in output. In the education sector teachers' productivity would mean better performance from teachers leading to school leavers or graduates who are morally, spiritually, physically and mentally able to fit into the society as well as the labour market. Teachers are directly responsible for the success or failure of the educational system because their productivity reflect the productivity of the school. Anisah et al. (2020) also noted that teachers as professional and functional staff are responsible for carrying out the school's primary duties and functions, namely implementing education and learning services for students, have the most significant contribution to realizing school productivity. A teacher cannot give what he does not have. Johnson and Birkland (2003) in Etomes and Molua (2019) also defined teacher productivity as a measure of the quantity and quality of the outcome, to their inputs in any aspect of their activities as teachers such as test results, graduation rates, dropout rates, labour market outcome, school climate, teacher commitment and discipline. The success of Students in the education and learning process will be determined by their teachers' work productivity. Getange (2016) in Etomes and Molua (2019) explained that productivity on the part of the teachers is determined by their level of participation in the day to day running of the school, regularity in school, class attendance, and student's level of discipline and proper use of instructional materials to facilitate learning process. In this regard, the teachers' performance could be measured through annual report of the activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities.

Teachers Enculturation

Every new member of an organization needs to be taught the norms and standards of the organisation. According to Letina and Dikovie (2021), enculturation is the process where the culture that is currently established teaches an individual the accepted norms and values of the culture or society where the individual lives. The individual can become an accepted member and fulfill the needed functions and roles of the group. Most importantly the individual knows and establishes a context of boundaries and accepted behavior that dictates what is acceptable and not acceptable within the framework of that society.

Enculturation refers to the process of learning one's culture. It is a life-long process whereby in the context of formally structured, institutionalized learning or in the informal mode usually, humans learn by imitation, instruction, and inference. Through the interaction of these three processes, the members of every society learn the general patterns of their culture. When people have these understandings internalized, they may be in a position to refine the concepts to the extent of imposing personal behavior and personal interpretations on them (Naylor, 1990). Glavaa and Glavab (2016) indicated that it represents a complex process that involves implicit and explicit action of learning contents that are culturally shaped and of constructing one's own cultural identity. Enculturation is a process that is essential for all people. It helps us to understand and appreciate our own culture and the cultures of others, thereby making us to build strong and healthy relationships with them.

Teachers' enculturation refers to the process through which educators become immersed in the culture, values, and practices of the teaching profession. This includes understanding the mission and vision of the school, the curriculum, the concept of their role, responsibilities and expectations and the influence of their teaching responsibilities on students' academic and personal development. It involves fostering a positive learning environment, imparting knowledge, and promoting critical thinking skills. A well-enculturated teacher effectively navigates the educational landscape, contributing to the overall success of students and the school community.

Teachers learn distinctive ways of belief and behavior that set them apart from other groups. Enculturated members of a culture group such as teachers express the values of the group through their beliefs and behaviors. Lortie (1975) in Naylor (1990) contended that teachers can add to the knowledge of their profession and that this knowledge will be valuable for effective performance.

School (Organisational) Culture

The culture of an organization, according to Weli (2017), also called corporate culture, is a system of shared beliefs and values that develops within an organization and guides the behavior of its members, social glue that binds members of the organization together and determines how they act. This shared values also influence the way in which individuals, groups and teams interact with each other and cooperate to achieve organisational goals. Culture translates how people give meaning to their world. A person can rarely be productive on his profession without having a measure of attachment to that profession. The school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

Students, parents, teachers, administrators, and other staff members all contribute to their school's culture, like other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded. Principals and school administrators play an important role in creating and maintaining school culture (Glossary of Education Reforms, 2023). The kind of experiences and the interactions of teachers with their environment and their perceptions of their workplace cultures are vital in any effective teacher's performance.

Elements of Teachers Enculturation

Developing professional teachers who are confident in teaching and who can provide an exciting and challenging learning environment for students of different backgrounds is very important in the enculturation. There are specific indices which serve as benchmark for assessing the enculturation of teachers:

Teachers' Orientation

Teacher orientation is very crucial in determining performance and productivity of teachers. According to Wey-Amaewhule and Udofia (2022), Teachers Orientation programme is meant for new staff transferred or old staff depending on the purpose of the programme. The main purpose of orientation is to acquaint the new teachers with their primary functions, their privileges and obligation in the school environment. This will enable them to work with confidence and derive personal satisfaction on the job. The first few months within any organization represent the critical period during which an employee will or will not learn how to become a high performer. Productivity is enhanced, when, simultaneously, both the school and employee expectations are integrated. Wey-Amaewhule and Udofia (2022) opined that a significant problem that continues to confront our schools in Nigeria is the provision of adequate orientation for newly recruited teachers to cope with the school ethics. Although, it is an undeniable fact that problems exist everywhere, especially where there are human interactions and activities, there is need for principals in public secondary schools to orient its staff to eradicate these problems. New and inexperience teachers are expected to upgrade and be updated with educational ethics, teaching methodology, evaluation, yet the needed training and orientation which school principals should organized are not given due consideration. This has led to poor professional practice and the inability to adopt the changes and innovations in the educational system. As much, it can be said that teachers' orientation enhances teacher's instructional delivery.

Pedagogical Knowledge

Teaching is a specialized function and pedagogical content knowledge is required to effectively carry out teaching functions. Before a teacher can be effective, he or she must be taught how to plan and organize his or her teaching well. Lessons come in chains, each lesson has a different part but leads to the final goal. The principle of sequence means that newly acquired knowledge has connection with the old knowledge so that it has relevance and optimum results.

Therefore, in order to make teaching relevant, there is need for consideration of the teacher's Content knowledge, which is the knowledge of subject matter, pedagogical knowledge, which is the knowledge of subject matter for teaching, and pedagogical reasoning knowledge, which is the process of transforming content knowledge into pedagogically power. These forms appropriate basis for diverse learners, and they are each necessary for teachers to possess before they could become successful expert teachers. Okafor (1998) in Iyunade (2011) noted that teachers professional development outcome is usually classified in terms of the teachers academic competence which are in the form of knowledge of the goals and implementation of teaching, knowledge of the subject matter and skills through which it could be taught and how this impacts on teaching and learning.

Teaching Methodology

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Example of teaching methods include teacher-centred instruction, small group instruction, students centered, project method. In addition to the general principles of teaching, every subject area of the school curriculum has its own methodology. Teachers most at times find it difficult to apply sound methods in teaching the various subjects. Their

methodology lacks students' participation and activities. The teacher does all the talking even in areas where practical experiments are to be applied. According to Adiele et al. (2010), a good teacher aims at imparting as much knowledge as possible to his students using all available methods and strategies with the aim of producing well-adjusted and integrated persons who will be able to function as responsible members of the society. Teachers are placed according to their subject area and they are to ensure that the lesson content is presented and applied accordingly. Some heads of schools, especially in private schools think that the versatility of teachers and graduates is an open credential for teachers to know the subject matter, hence they make mistakes of posting or deploying teachers in specific areas to teach in another field. The methods used in teaching vary depending on the information or skills that are being taught and also be influenced by the aptitude and enthusiasm of the students. Thus, enculturation of the teachers in this direction is to acquaint them with the strategies and procedures that will boost their productivity as well as engender students' performance.

Classroom Management Skills

Teachers are the managers of classroom activities. They are concerned with maintaining order, regulating the sequence of events and directing his/her own attention towards achieving educational goals. The success of any educational system depends largely on the activities within the classroom and effectiveness of classroom management. Enculturation of teachers require a proper orientation of Teachers on classroom management. This is required for all teachers upon recruitment or transfer into a school. It is intended to give teachers a hands-on introduction to classroom ethics, curriculum and discipline in class. The method of presentation and exact content of the orientation to class management is up to the school management.

Teachers' orientation on classroom management is the process teachers use to ensure that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. This includes the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. Such disruptions may range from normal peer conflict to more severe disturbances of the social class dynamics, such as bullying among students, which may result in poor performance of students. Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices and putting them into action (Musuko, 2010 in Wey-Amaewhule and Udofia, 2022). The participation of faculty should be geared towards commitment to modeling best teaching practices which fosters active students participation

Students Discipline

Discipline in school organization includes any rational approach used by teachers to overcome the problems of the school environment. To bring about effective discipline of students, the school formulates a set of rules to guide the conduct of students. The power of teachers to discipline students in the school stems from the doctrine of teachers acting in *in-loco parentis*, that is, on behalf of the parents with respect to the education of their children. There are alleged cases of teachers being threatened by students in course of discharging their lawful duties. In some cases, the attacks have been violent. In the midst of these problems, there is a growing debate over the declining standard of education due to incessant students' unrest and the attendant blame on teachers (Ololube, 2017).

There is a growing need for the teacher to be a reflective practitioner, to review their practice, and continuously improve it. Letina and Dikovic (2021) noted that establishing and maintaining quality classroom management to maximize students' learning experiences is a challenging task for pre-service and novice teachers. Understanding the belief structures of student teachers is important to improve their professional readiness in classroom management and research-based teaching (Garrett 2005 in Letina & Dikovic, 2021).

Alignment with Educational Values and Norms

The norms of the work group define a major aspect of the culture of the organization. Norms determine the way people dress and talk; the way participants respond to authority, conflict, and pressure; and the way people balance self-interests with organizational interests. Norms are enforced by sanctions; people are rewarded and encouraged when they conform to norms and are confronted, ostracized, or punished when they violate the cultural norms of the group.

Teacher's alignment with the core values and norms of education is very crucial for the maintenance of consistency and ensuring that instruction reflects the core principles of education. Teachers collaboration with colleagues, adapting to the school's community and imbibing with the values of education could enhance students learning experiences and contribute to the overall effectiveness of the educational system. As vessels of delivery for the successful implementation of the curriculum and the school policies, teachers should be equipped with adequate and appropriate character, academic and professional knowledge and skills and this can be achieved by proper enculturation of teachers (Ololube, 2017).

Influence of School Culture on Teachers

Weli (2017) asserted that not all cultures have equal impact on employees. Strong cultures in organization have greater influence on employees than weak cultures. However, strong cultures are the key values of the organization intensely held and widely shared by employees. Schools with a strong culture exhibit trust between the principal, teachers and students especially in making decisions, strong cultures exhibit social, emotional, and physical safety, shared values, beliefs, norms, behaviors, sustained efforts on improvement, increase motivation of staff and students. Kanya and Fathoni (2021) also indicated that the influence of organizational culture in schools can also be a variable that can affect teacher performance in schools. The quality of the teacher's performance as a professional is very important, considering its significant role on student achievement. But this role cannot be separated from the educational context, student characteristics, and school factors. In addition, the ability of teachers to be confident, create a comfortable climate for students, maintain interaction and contact with students and also increase student involvement in learning. Teacher instructional qualities such as classroom management and cognitive skills also affect students' motivation to learn.

A careful observation of the climate around teachers in secondary schools shows that there are some school cultures that have not been embedded in some teachers and lack of discipline in some teachers are evident in their approach towards the teaching and learning processes. There are teachers who come late to school, some teachers who are not present to teach during their lesson period, those who teach without giving assignments, and those who do not write lesson notes or write lesson notes only when supervisors are coming for clinical inspection. Also there are still teachers who are present but leave teaching responsibilities in class and there are some

teachers who do not improvise or use the available learning materials. Therefore, schools are required to enculturate teachers and keenly monitor compliance to acceptable norms of the teaching profession within their school. Hoy and Miskel (2008) also noted that Teachers can be changed by talks, workshops, professional development activities, and feed-back about achievement.

Approach to Enculturation of Teachers for Improved Productivity

Perceived problems of teachers, especially beginner teachers include discipline, motivating students, assessing students' work, parent apprehension, organization of class work, insufficient or inadequate teaching materials, and dealing problems with fellow teachers may arise from social differences in faculty groups, and teachers over rated view of students. Enculturating teachers can boost productivity. This can be achieved through:

Aligning Teachers Professional Development with Cultural Awareness

This approach helps teachers connect with students, engage in more effective teaching practices, and ultimately enhances overall productivity in the educational setting. When properly cultured to understand the norms of the school, Teachers become responsible, motivated, and capable of governing themselves and making decisions in the best interests of their students, and share in the values of the school.

Embedding Cultures in School Organization

The process of enculturation involves embedding the desired cultures in the school system. School administrators that wish to shape the culture and climate of their school can do so through emphasizing on specific behaviors, practices, mechanisms, that communicate to staff the operational, values, behavioral norms, and expectations that they are expected to exhibit in order for the school to achieve its overall goals, which can also help them to succeed within the school. This can be done through consistent meetings, conferences, symposiums and workshops, pictorial representation of school core values pasted at strategic places within the school.

Role Modelling

Principals and school administrators are role models to teachers and students. Their influence can have greater positive or negative impact on the staff and students. Apart from teaching and training, principals can use coaching and modeling to demonstrate the culture they wish to promote in their schools. Hoy and Miskel (2008) noted that the principal who stood by the teacher despite overwhelming pressure from parents and superiors becomes a symbol of the cohesiveness and loyalty in a school's culture.

Building a Strong School Structure

Most students enter schools full of dreams and aspirations but along the way they drop out of school, taking wrong turns in their school career path. Bridgeland, Dilulio & Morison (2006) in Aviles (2012) indicated that reasons students drop out of school include being bored in the

classroom, feeling disconnect between their life and the academic program they have been exposed to, and simply not being challenged by educators who have low expectations of them. Many times, there are feelings of disconnect between the students and their peers, students and teachers, and staff and administrators. Schools and their systems find themselves without human capital and resources to meet the complex academic needs of the school. Building a strong school structure involves encouraging greater interaction with others who are committed to the school culture. This way, everyone can help get the positive message spread more quickly and clearly.

Fostering Interactions among Staffs

According to Hoy and Miskel (2008), direct experience is not the only source of information for teachers about their collective efficacy. Teachers also listen to stories about the accomplishments of their colleagues as well as success stories of other schools. Culture is spread through connections. Regular celebrations of student and staff success are also a way of reminding them of what is important. It also inspires continued commitment to shared values. Shared values define the basic character of the organization and give the organization a sense of identity. If members know what their organization stands for, if they know what standards they should uphold, they are more likely to make decisions that will support those standards. They are also more likely to feel part of the organization and that organizational life has important meaning (Hoy & Miskel, 2008). Creating formal and informal space for honest conversation about the attitudes, norms, and practices that are core to being a member of the school community is a vital way of enculturating teachers.

Teachers Working Condition and Reward Systems

A good working condition of teachers is that condition that keeps them happy, regular and highly dedicated to their duty. It embraces adequate training and discipline, enough qualified staff and supply of necessary equipment that make for effective teaching and above all, regular promotions and payment of salaries and benefits that must be in tune with economic situation and demand and in addition, allowing teachers to fashion out and implement educational innovations and policies when necessary.

Staff Trainings and Development

Use those trainings and other professional development to model the beliefs and desirable behaviors. One step in the right direction is to ensure that schools are staffed with quality teachers and that no school is victim to an inequitable school finance system. Teachers must be taught to value their students and engage them meaningfully. The daily planning of lessons and use of effective instructional strategies that focus on student-centered learning with proper and equitable resources is vital to teachers' productivity. Obviously this requires quality teacher preparation programs and intentional effective professional development that supports exceptional teaching and learning outcomes.

CONCLUSION

The highest goal of any meaningful educational system is quality productivity through moral refinement and a successful management of teachers and students ethical behavior. The variables of teachers' productivity such as effective teaching, lesson note preparation, effective use of scheme of work, creativity, innovativeness, and responsibility, monitoring of students' work, disciplinary ability and work ethics are virtues which should be upheld effectively by teachers in the school system. Enculturating teachers for quality productivity is achievable if principals and school administrators have the right mechanism to foster a positive professional culture, provide continuous professional development, promote collaboration among staff and students and align goals with educational standards. Hence a successful management of teachers' ethical behavior through enculturation is necessary for maximum productivity in secondary schools.

Suggestions

- State government in conjunction with the educational authorities should organize awareness and enlightenment campaign for teachers on the importance of discipline and proper ethical conduct and the positive influence on students disposition.
- Government should ensure that schools are staffed with responsible teachers who are passionate for the job and are willing to learn and adapt to the culture of the teaching profession.
- Government in conjunction with non-governmental agencies should organize orientation and reorientation seminar and workshops for all the teachers on how to maintain their integrity.
- School administrators should monitor ethical practices of teachers, and ensure appointment of professionals as teachers.
- School administrators should adopt a good rewards and incentives system to for best behaved teachers to encourage good behaviour among teachers. On the other hand, disciplinary measures should be adopted against unethical behaviour among teachers.

REFERENCES

- Adiele, E. E., Leigha, M. B., & Abraham, L. N. (2010). *Introduction to Teaching Profession*. Harey Publications.
- Agi, U. K. (2023). *Priming Internal Mechanisms for the Improvement of Nigeria Nigeria's Secondary Education System in the 21st Century*. Pearl Publishers.
- Anisah, Gistituati, N., & Rusdinal (2020). Analysis of Factors Affecting Teachers' Productivity. *Advances in Social Science, Education and Humanities Research*, vol. 504.
- Aviles, N. (2012). Building Strong School Systems that Hold on to All Students. *Intercultural Research Development Association (IDRA)*. <https://www.idra.org>.
- Blakley, L. (2006). Rites of Passage: The Role of Induction in the Enculturation of Beginning Teachers. ScholarWorks@UNO. <https://scholarworks.uno.edu/td/379>
- Dutton, P., & McLaughlin, J. (2023). Organizational Subculture: Types, Importance & Examples. <https://study.com/academy/lesson/organizational-subculture-definition-examples.html>.

- Etomes, S. E., & Molua, E. L. (2019). Strategies for Enhancing the Productivity of Secondary School Teachers in South West Region of Cameroon. *Journal of Education and Learning*, 8(1).
- Glavaa, C., & Glavab, A. (2016). Beliefs of Pre-service Teachers Master Students on School as an Enculturation Factor. *European Proceedings of Social and Behavioural Sciences* <https://www.europeanproceedings.com>.
- Glossary of Education Reforms (2023). School Culture. <https://www.edglossary.org/school-culture>.
- Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research and practice*. McGraw-Hill.
- Iyunade, O. T. (2011). Teachers' Continuing Professional Development as Correlates of Sustainable Universal Basic Education in Bayelsa State, Nigeria. *An International Multidisciplinary Journal, Ethiopia*, 5(4).
- Kanya, N., & Fathoni, A. B. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education*, 10(4). <https://www.researchgate.net/publication/356664542>.
- Letina, A., & Dikovic M. (2021). Student Teachers' Classroom Management Orientations and Their Beliefs on Effective Teaching Behaviour. *Journal of Contemporary Educational Studies*, 72(138).
- Naylor, S. L. V. D. (1990). Teachers' Perceptions of their Enculturation Process. UNT Digital Library. <https://digital.library.unt.edu/ark>.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2nd Edition)*. Pearl Publishers.
- Weli, S. E. (2017). *Contemporary educational administration*. Harey Publications.
- Wey-Amaewhule. B., & Udofia, A. E. A. (2022). Influence of teachers' orientation on instructional delivery in public senior secondary schools in Rivers State. *International Journal of Research Publication and Reviews*, 3(12). www.ijrpr.com.