

ORGANIZATIONAL CULTURE AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

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ABSTRACT

The study examined organizational culture as correlates of teachers' job performance in public secondary schools in Anambra State. Four research questions guided the study and four null hypothesis were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study consisted of seven thousand two hundred and ninety (7,290) teachers in two hundred and sixty seven (267) public secondary schools in the six education zones of Anambra State (Department of Planning, Research and Statistics, Post Primary Schools Service Commission (PPSSC), Awka 2024). The sample size for this study comprised three hundred and sixty five (365) teachers drawn using simple random sampling technique. The instrument for data collection were two sets of questionnaires structured by the researcher tagged: "Organizational Culture Questionnaire (OCQ)" and "Teachers Job Performance Questionnaire (TJPQ)". The questionnaires were administered to the respondents with the help of five research assistants. The face validity of the instruments was established by three experts in the Department of Educational Foundations in Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Principal Component Analysis (PCA) approach was used to explore the validity of the instruments. Cronbach Alpha was used to determine the reliability of the instruments. Pearson Product Moment Correlation Coefficient (PPMC) was used to answer the research questions at 0.05 level of significance. The findings of the study revealed among others that there is a positive and significant relationship between clan, adhocracy, hierarchical culture and teachers' job performance in public secondary schools in Anambra State. It was also found out that there is low positive and no significant relationship between market culture and teachers' job performance in public secondary schools in Anambra State. Based on the findings, it was recommended that principals should ensure team work among teachers so that teachers will have opportunity to share their different experiences for others to learn. Principals in collaboration with Parents Teachers Association (PTA) should motivate creative and innovative teachers by implementing their good ideas and rewarding them. Principals should also provide organogram that would help teachers to know their job roles at all time and the

relationship that exists in the school. Anambra State Post Primary School Service Commission should organize periodic trainings for principals on organizational culture through the State Chapter of All Nigeria Conference of Principals of Secondary Schools (ANCOPSS).


Keywords: Organizational Culture, Teacher job Performance,

Introduction

Education is an essential tool for individual and national development. Education is necessary for an ideal society, FGN (2013) stressed that education is an instrument par excellence for national development. Education can enhance the creativity and productivity of learners. Similarly Ohamobi et al (2020) defined education as an instrument for socio-economic, political and cultural development of any nation. It is a channel of transformation of individuals and technological advancement. This is so considering that education is one of the instrument for economic progress, social mobilization, political survival and effective technological development (soetan et al 2020,osegbue et al 2018). Transfer of knowledge is the main job of a teacher in educational system. Ohamobi and Onyekazi (2024) posited that teachers play vital roles in the nation through their job performance. Good quality of teachers could be key for improving learning outcomes in students. It also implies that teachers are central to teaching and learning and development of individuals and nations, therefore, there is every need for continuous enhancement of their job performance.

Teachers job performance is the extent of involvement of teachers in the discharge of a specific duty assigned to them. Dike and Eric (2019) defined job performance as fulfilling of an obligation, carrying out of one's duties and accomplishing a specific job or duty. Similarly, Arop et al (2019) defined teachers' job performance as the statutory curricular function that is performed by the teacher to enable learners to achieve educational goal in the school. It is the measure of the outcome of teaching and learning. Mgberede and Andrew (2019) opined that teachers job performance is the sum total of teachers execution of tasks assigned to them. All the tasks assigned to teachers are geared towards the promotion of teaching and learning. Pezaro(2022) asserted that the activities or job roles teachers perform in schools include; classroom management, delivery of instruction, resource providing, motivating students, curriculum implementation, participating in extracurricular activities and conducting, disciplinary ability and their overall activities in terms of performance in teaching assessments. With all these tasks listed, Ohamobi et al (2018) maintained that teachers' task or job performance is very crucial for the achievement of the educational goals. In the context of this study teachers job performance is the extent of their involvement in the discharge of the tasks given to them at a particular period

In Anambra State, observation by researcher showed that there are laxities in teachers' job performance. This is evidenced through their inadequate preparation of lesson note, lateness to school,




high rate of absenteeism, teaching without instructional materials. Poor job performance of teachers in public secondary schools in Anambra State is worrisome and may be attributed to poor organizational culture. Principal in some public secondary schools in the state find it difficult to maintain right culture in the school. Heinz (2024) maintained that the success of an organization is influence by its organizational culture.

Culture exists in various organization. It is the pattern of behavior and the way of life of people in an organization. Different organizations have various cultures that shape their actions. Wong (2023) defined organizational culture as the set of values, beliefs, attitudes, systems, and rules that outline and influence employee behavior within an organization. Delgado et al. (2023) opined that organizational culture is the goal, expectations, and values of the organization for its employees which reflects in the way managers manage the organizational activities. Organization must have a strategy for achieving their goal in order for that organization to continue to adapt and survive favourably in its environment. Every schools has its own culture. At the secondary school level principals are entrusted with the leadership of the school and are therefore in many ways responsible for improving the schools (ohamobi,2019). In other words, the culture of public secondary schools is a reflection of the way principals manage the school. Understanding organizational culture is essential to comprehending how school operate and how leadership affects teachers' effectiveness and student's accomplishment (Osegbue et al 2025). Organizational study in this study could be seen as the manner of doing things in an organization which makes an organization different from another.

There are different types of organizational culture. Quinn and Cameron cited in Heinz (2024), identified internal focus and integration vs. external focus and differentiation, and flexibility and discretion vs. stability and control as the types of organizational culture. Whitfield (2024) opined that the types of organizational culture include; clan culture, adhocracy culture, market culture, hierarchy culture, coaching culture, accountability culture and learning culture. Chalmers and Brannan (2024) stressed that clan, adhocracy, market, hierarchy cultures are the type of organizational culture. This work examined clan, adhocracy, market and hierarchy cultures.

Clan culture is the type of organizational culture where the members of the organization feel and act like a family. Clan culture is a highly collaborative work environment where every individual is valued and communication is a top priority (Whitfield 2024). In other words clan culture is people-focused. Clan culture is committed to developing and mentoring staff in the school and listening to their input (Chalmers&Brannan, 2024). Another type of organizational culture is adhocracy culture.

Adhocracy culture is the type of organizational culture that emphasizes on creativity and innovation. Sasaki et al (2017), opined that adhocracy culture is the type of organizational culture where staff are encouraged by management to develop and communicate ideas. The employees are given the



opportunity to be involved in decision making to think of better ways of promoting the success of the organization. New ideas are welcome provided they will help in the success of the organization. Omenyi (2020) noted that adhocracy culture promotes team work, collegial support, innovation, freedom, autonomy. Adhocracy culture in schools gives room for teachers to participate actively and creatively towards the realization of school goals. It allows the staff and students in the school to work together and to share ideas which will foster the achievement of school goals. Market culture is also a type of organization culture.

Market culture emphasizes on the completing of tasks quickly and appropriately. The staff in an organization with this type of culture are expected to perform their job roles efficiently and with the stipulated time. Whitfield (2024), opined that market culture focuses on financial success and how each member of the organization contributes to the revenue increase through competition, Van et al (2020), asserted that market culture is the type of organizational culture where the goals of the organization are accomplished mainly through competition resulting from the motivation of the employees. This means that this motivation of employees is key in this type of organizational culture ensures that students and teachers are motivated. Motivation could be intrinsic (within) or extrinsic (outside). When teachers are motivated intrinsically, they feel happy and satisfied within themselves to perform their duties without necessarily receiving external reward. Extrinsic motivation could come in form of promotion, cash reward, praises wards among others. This type of culture makes the members of the organizing to have good sense of belonging. Apart from market, an organization can adopt hierarchy culture.

Hierarchy culture is another type of organizational culture. Gardner (2023) defined hierarchy culture as the type of organizational culture where job roles and activities are clearly defined and streamlined for each employee. This means that role ambiguity is avoided in this type of organizational culture by clear definition of role expectation of each staff. The principal makes sure that the teachers act according to their role expectations. Some principal in public secondary school seems to find it difficult to maintain the right culture or could teachers poor job be as a result of economic hardship, lack of motivation, conflict in the school among others. It is based on this background that this study examined organizational culture as a correlates of teachers job performance in public secondary schools in Anambra State.

Statement of Problem

The issue relating to teachers job performance is gaining serious attention in the public secondary schools in Anambra State. Observation of the researchers show that the persistence decline in the job performance of teachers in the state evidenced from teachers lateness to school, absenteeism, truancy, teaching without instructional materials, inability to produce test and examination results at the given time among others. This ugly situation as observed by the researchers is so worrisome that if not properly

checked, it would affect the students, schools, families and society at large negatively. Students will not acquire quality and positive knowledge from teachers, their learning output will decline, they will turn to become problem to their families and society where teachers and principals are members.

Principals in some public secondary schools in Anambra State seem to find it difficult to maintain the right culture in the school. Culture of unity, effective communication, motivation, encouragement of professional development absence of conflict and promotion of team work seem to be lacking in some public secondary schools. Could the decline in teachers' job performance in public secondary schools in Anambra State be as a result of family influence economic hardship, lack of motivation from principal, conflict in the school, work overload, the school organizational culture, among others? It is based on this background that this study examined organizational culture as correlates of teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to examine if organizational culture correlate teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to:

11. Ascertain the relationship between clan culture and teachers' job performance in public secondary schools in Anambra State.
12. Examine the relationship between adhocracy culture and teachers' job performance in public secondary schools in Anambra State.
13. Determine the relationship between market culture and teachers' job performance in public secondary schools in Anambra State.
14. Verify the relationship between hierarchy culture and teachers' job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

9. What is the relationship between clan culture and teachers' job performance in public secondary school in Anambra State?
10. What is the relationship between adhocracy culture and teachers' job performance in public secondary school in Anambra State?

11. What is the relationship between market culture and teachers' job performance in public secondary school in Anambra State?
12. What is the relationship between hierarchy culture and teachers' job performance in public secondary school in Anambra State?

Hypotheses

The following null hypotheses guided the study.

1. There is no significance relationship between clan culture and teachers' job performance in public secondary schools in Anambra State.
2. There is no significance relationship between adhocracy culture and teachers' job performance in public secondary schools in Anambra State.
3. There is no significance relationship between market culture and teachers' job performance in public secondary schools in Anambra State.
4. There is no significance relationship between hierarchy culture and teachers' job performance in public secondary schools in Anambra State.

Method

Correlational research design was adopted for this study. According to Ifeakor and Osegbo (2018), Correlational research design seeks to establish the relationship that exists between two or more variables. The study was conducted in the six education zones in Anambra State, Nigeria on a population of 7,290 in 267 public secondary schools. The sample size of 365 was drawn using simple random sampling technique. The instrument for data collection were two sets of questionnaires structured by the researcher tagged "Organization Culture Questionnaire ((OCQ)" and "Teacher Job Performance Questionnaire (TJPQ)". OCQ which is made up of four clusters, namely; A, B, C, and D. Cluster A which focused on clan culture contains 10 items, cluster B which focused on adhocracy culture contains 10 items. Cluster C which focused on market culture contains 10 items and cluster D which focused hierarchy culture contains 10 items. On the other hand, TJPQ contains 20 items. The items are placed on a 4-point rating scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and the range of scores were listed as 4,3,2, and 1 respectively. The face validity of the instrument was established by three experts. Principal Component Analysis (PCA) approach was used to explore the validity of the instruments. Cronbach Alpha was used to determine the reliability of the instrument.



A total of 365 copies of the questionnaires were administered on the teachers through the help of five research assistants who were briefed by the researchers on the importance of research, how to interact with respondents politely, how to administer and collect copies of questionnaire and time management. The research assistants were able to retrieve 255 indicating 96.63% return rate. 3.37% of the instruments were not retrieved. Duly filled and successfully retrieved copies of the instrument was used for data analysis. Pearson Product Moment Correlational Coefficient (PPMC) was used to answer the research questions. The (r) was used to determine the nature of the relationship between the variables. Test of significance of correlation was used to test hypotheses. The decision on the research questions, and the size of the relationship was interpreted using the correlation coefficient by Best and Kahn in Wonu, et al (2021).

Result:

Research question 1

What is the relationship between clan culture and teacher’s job performance in public secondary schools in Anambra State?

Table 1

Pearson (r) of the relationship between clan culture and teacher’s job performance in public secondary schools in Anambra State.

Variables	N	clan culture	Teachers’ job performance	Remark
clan culture	258	1.00	0.971	very high positive relationship
Teacher’s job Performance	258	0.971	1.000	

^{xx}(0.971)= very high positive relationship





The result from the table 1 above revealed that a very high positive relationship exist between clan culture and teacher’s job performance in public secondary schools in Anambra state. The result above showed that the Pearson (r) value of 0.971 was obtained. This indicated a very high positive relationship between clan culture and teacher’s job performance.

Research Question 2

What is the relationship between adhocracy culture and teacher’s job performance in public secondary schools in Anambra State?

Table 2:

Pearson (r) of the relationship between adhocracy culture and teacher’s job performance in public secondary schools in Anambra State.

Variables	N	Adhocracy culture	teacher’s job Performance	Remark
Adhocracy culture	258	1.000	0.852 ^{xx}	very high positive relationship
Teachers’ job performance	258	0.852 ^{xx}	1.000	

^{xx}(0.852)= Very high positive relationship

The result in Table 2 revealed the relationship adhocracy culture and teachers’ job performance in public secondary schools in Anambra State. The Pearson (r) indicated a value of 0.852 showing that a very high positive relationship between adhocracy culture and teachers’ job performance in public secondary schools in Anambra State.

Research Question 3

What is the relationship between market culture and teachers’ job performance in public secondary schools in Anambra State?





Table 3:

Pearson (r) of the relationship market culture and teachers’ job performance in public secondary schools in Anambra State.

Variables	N	market culture	Teachers’ job performance	Remark
market culture	258	1.00	0.328 ^{xx}	very high
Teacher’s job Performance	258	0.328	1.000	positive relationship

^{xx}(0.328)= Low positive relationship

The result in Table 3 revealed the relationship between market culture and teachers’ job performance in public secondary schools in Anambra State. The table showed a value of 0.328. This showed that there was a low positive relationship between market culture and teachers’ job performance in public secondary schools in Anambra State.

Research Question 4

What is the relationship between hierarchy culture and teachers’ job performance in public secondary schools in Anambra State?

Table 4:

Pearson (r) of the relationship between hierarchy culture and teachers’ job performance in public secondary schools in Anambra State.

Variables	N	Hierarchy culture	Teachers’ job performance	Remark
Hierarchy culture	258	1.00	0.687 ^{xx}	very high





positive

relationship

Teacher's job 258 0.678^{xx} 1.000

Performance

^{xx}(0.687)= High positive relationship

As shown in Table 4, the Pearson (r) on the relationship between hierarchy culture and teachers' job performance in public secondary schools in Anambra State was 0.687. The value revealed that the relationship between hierarchy culture and teachers' job performance had a high positive relationship. This implies that hierarchy culture had a high positive relationship with teachers' job performance in public secondary schools in Anambra State.

Test of Hypothesis

In order to make decision on organizational culture and teachers' job performance in public secondary schools in Anambra State, The following hypotheses were tested at 0.05 level of significance.

Hypothesis 1

There is no significance relationship between clan and teachers' job performance in public secondary schools in Anambra State.

Table 1:

Test of significance of correlation between clan culture and teachers' job performance in public secondary schools in Anambra State.

Variables	N	Coefficient (r)	r ²	p- value	Remark
Hierarchy culture	258				Significant
Teacher's job 258		0.971	0.943	0.000	
Performance					

^{xx}Correlation is significant at the 0.05 level (2- tailed)





Table 5 revealed that at than 0.05 level of significance, the calculated r was 0.971 with a p- value of 0.000 was less than 0.05, the null hypotheses was rejected. This indicated that the relationship between salary increases and teachers’ commitment to work in public secondary schools in Anambra State is significant.

Hypothesis 2

There is no significant relationship between adhocracy culture and teachers’ job performance in public secondary schools in Anambra State.

Table 2:

Test of significance of correlation between adhocracy culture and teachers’ job performance in public secondary schools in Anambra State.

Variables	N	Coefficient	(r)	r ²	p- value	Remark
Hierarchy culture	258					Significant
Teacher’s job Performance	258	0.852 ^{xx}	0.726	0.000		

^{xx}Correlation is significant at the 0.05 level (2 - tailed)

The result of the analysis shown in the table 6 depicted that the correlation between adhocracy culture and teachers’ job performance in public secondary schools in Anambra State was 0.852 and a p- value of 0.000 which was less than 0.05 level of significance Since, the p- value of 0.00 was less than 0.05 level of significance then, the study showed that the relationship between adhocracy culture and teachers’ job performance in public secondary school in Anambra State is significance.

Hypotheses 3

There is no significant relationship between market culture and teachers’ job performance in public secondary schools in Anambra State.

Table 3:

Test of significance of Pearson’s correlation between market culture and teachers’ job performance in public secondary schools in Anambra State.





Variables	N	Coefficient	(r)	r ²	p- value	Remark
market culture	258					Significant
Teachers' job Performance	258	0.328 ^{xx}	0.108	0.064		

^{xx}Correlation is significant at the 0.05 level (2 - tailed)

Analysis from Table 3 indicated that the correlation between promotion and teachers' commitment to work was 745 and a p- value of 0.064 was less 0.05 alpha level since, the p- value of 0.064 was greater than 0.05 alpha level, the null hypothesis was not rejected . This implied that there is no significant relationship between market culture and teachers' job performance in public in Anambra State.

Hypothesis 4

There is no significant relationship between hierarchy culture and teachers job performance in public secondary schools in Anambra state.

Table 4:

Test of significance of Pearson's correlation between hierarchy culture and teachers' job performance in public secondary schools in Anambra State.

Variables	N	Coefficient	(r)	r ²	p- value	Remark
Hierarchy culture	258					Significant
Teacher's job Performance	258	0.687 ^{xx}	0.471	0.000		

^{xx} Correlation is significant at the 0.05 level (2 – tailed)

Table 4 showed that at 0.05 level of significance calculated r was 0.687 with a p- value of 0.000, the p- value was less than 0.05 alpha level, since the p- value of 0.000 was less than 0.05 alpha level, the



null hypothesis was rejected. The study concluded that a significant relationship exist between hierarchy culture and teachers' job performance in public in Anambra State.

Discussion of Findings

Result of the study depicts that there is a very high positive relationship between clan culture and teachers' job performance. In public secondary schools in Anambra State. The test of hypothesis I showed that the p- value of 0.000 was less than 0.05 level of significance clan culture and teachers' job performance in public secondary schools in Anambra State. This means that the existence of clan culture in public secondary schools could help to boost job performance in public secondary schools in Anambra State. In other words, clan culture enhances teachers' job performance in public secondary schools in Anambra State to a very high extent. This is in line with the findings from a study carried out by Anya and Silvia (2024) which found positive and significance relationship between clan culture and job performance of secondary schools teachers.

Result of the analysis performed showed that there is a very high positive relationship between adhocracy culture and teachers' job performance in public secondary schools in Anambra State. The test of hypothesis 2 indicated that there is a significant relationship between adhocracy culture and teachers' job performance in public secondary schools in Anambra State. Thus, the null hypothesis of no significant relationship between adhocracy culture and teachers' job performance in public secondary school in Anambra State was rejected. This means that creating and maintaining adhocracy culture will enhance teachers' job performance in public secondary schools in Anambra State. This finding supports the findings of Omenyi (2020) which indicated that adhocracy culture had a positive and significant relationship with teachers' job performance. Adhocracy culture is the emphasizes on creativity and innovation.

Results of the study showed that there is a low positive relationship between market culture and teachers' commitment to work in public secondary schools in Anambra State. The test of hypothesis 3 showed that the p-value of 0.064 was greater than 0.05 alpha level, which meant that the null hypotheses of no significant relationship between market culture and teachers' job performance was not rejected in order words. There is no significant relationship between market culture and teachers' job performance in public secondary schools in Anambra State. This does not support the findings of study carried out by Oboreh (2020) which asserted that market (competition) culture have significance and positive relationship with job performance?

Market culture focuses on financial success and how each member of the organization contribution to the revenue increase through competition.



The result of the analysis in table 4 is that there is a high positive relationship between hierarchy culture and teachers' job performance in public secondary schools in Anambra State. The test of hypothesis 4 revealed that there is a significant relationship between hierarchy culture and teachers' job performance in public secondary schools in Anambra State. Therefore, the null hypothesis of no significant relationship between hierarchy culture and teachers' job performance was rejected. This finding agrees with the findings of Oboreh (2020) which showed a positive and significant relationship between hierarchy culture and job performance of teachers. Hierarchy culture is defined by structure established procedures, and levels of authority which makes the role of staff to be clear to them. In this type of organization culture role ambiguity is avoided because what is expected of each staff is clearly defined.

Conclusion:

Based on the findings of this study, it was concluded that organizational culture have positive and significant relationship with teachers' job performance in public secondary schools in Anambra State. Creating and maintaining the right organizational culture will help principals to create team spirit among teachers which will help them to communicate effectively, share opinions and learn from each other. Good organizational culture in schools will help teachers to have a sense of belonging which will make them to direct their energy willing in school activities and to boost their job performance.

Recommendations


Based on the findings and conclusion of this study, the following recommendations were made;

1. Principals should ensure that team work is promoted in school, through the formation of various clubs, societies, and departments.
2. Principals in collaboration with the Parents Teachers Association (PTA) should motivate creative and innovative teachers by implementing their good ideas and rewarding them.
3. Principals should ensure that the school has organogram. The organogram should be enlarged and placed at strategic places in the school so that teachers can be reminded of the hierarchy structure, job roles and relationships that exist in the school.
4. Anambra State Post Primary School Service Commission should organize periodic trainings for principals on organizational culture through the State Chapter of All Nigeria Conference of Principals of Secondary Schools (ANCOPSS).



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