Perceived Influence of Organizational Culture on Teachers' Job Performance in Public Secondary School in Abia State

Okeze, Wilson Obinna (PhD)

Department of Educational Management
Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria
Email: obisolid626@yahoo.co.uk

ABSTRACT
The study investigated perceived influence of organizational culture on teachers' job performance in public secondary schools in Abia state. Descriptive survey design was used for the study. The area of the study is Abia state. Two research questions and two hypotheses guided the study. A sample size of 398 respondents comprising 374 teachers and 24 principals in secondary schools in Abia state were drawn through the use of proportionate stratified random sampling technique from a target population of 3970. A 4-point rating scale questionnaire with face and content validity ascertained by three experts from; Measurement and Evaluation, Educational Management in the College of Agricultural and Science Education Michael Okpara University of Agriculture Umudike. Reliability index values of 0.74 and 0.75 respectively for the two clusters as a measure of internal consistency was obtained through Cronbach Alpha method. All the 398 copies of questionnaires were administered with the help of three research assistants through direct delivery and recovery were returned for the study. Research questions were answered using mean ratings, while the hypotheses were tested using t-test at 0.05 level of significance. The result of the findings revealed that principals' leadership behaviour and school organizational norms to a low extent influences sustainable teachers' job performance in public secondary schools in Abia state. Based on the findings, recommendations were made; that norms and values of secondary schools in the various states should be specified to teachers and principals for their daily practice, principals should encourage decision-making process in their staff meetings and allow every teacher to contribute his/her own idea and among others.
Keywords: Organizational Culture, Sustainable Teacher performance and Secondary Schools.

INTRODUCTION
Teacher performance is very crucial in the educational organization. Job performance refers to an act of accomplishing or executing a given task (Griffin, 2012). Teachers' job performance involves duties performed by teachers at a particular period in the school in achieving organizational goals. This could be measured through teachers' job satisfaction and attitudes such as job commitment, feelings, job challenges, job objectives and job responsibilities (John, 2016). When an individual is provided with all the teaching conditions, the job performance might increase and people become more committed to their job. The existence of every organization depends on its workers performance. Educational institutions such as secondary schools represent educational organization. Educational organization is an entity where there are engagements of students, teachers, and non-teaching staff (Modebelu & Duvie, 2013). For teachers in secondary schools to perform effectively with their duties, organizational culture to an extent has a role to play.
Teachers' job performance can be associated to very many variables such as leadership, classroom management, supervision, and teacher relationship etc. Allpart (2003) defined teachers' job performance as the level of effectiveness and efficiency of teachers' involvement in school activities, ranging from classroom teaching and learning activities among other duties stipulated in teachers' job description.

Teachers' job performance can be described as the extents of activities of teachers in terms of teaching have yielded effective and efficient output. Effective teachers' job performance can be characterized with: punctuality, regularity, excellent lesson preparation, efficient classroom management skill, good knowledge of teaching subject, good relationship skill, facilitating method of teaching, constant use of teaching aids among others. According to Higgs & McMillan (2006) when students observe their teachers engaging in such actions that promote their performance, students are more likely to adopt them. Teachers job performance when carefully observed to large extent have effect on school organization culture. This is however consider to be a fact by Ajayi (2010) who posited that school organizational culture such as school norms and leadership behaviour of principals influence teachers job performance in secondary schools in Lagos state. For better understanding of the concept school organizational culture, there is need to elaborate a bit on the concept culture.

Culture simply means life style of people or individual in a particular place. Ozigi (2007) defined culture as the behaviour and services observed by an organization. Also, Deal & Peterson (2005) defined school culture as traditions and unwritten rules of how to think, behave, feel and act in school organization. Deal and Peterson further explained that school culture consists primarily of the norms, values, practices, ceremonies, symbols and beliefs that school administrators and teachers hold about teaching and learning activities. Buitendach & Rordt (2012) are of the opinion that attitudes, beliefs, relationships and patterns of school organization decision-making constitute school culture that will enhance teachers' job performance in secondary schools.

Organization can be defined as individuals or group of individuals that are united in order to achieve a common goal. In this study, secondary schools in Abia state are the organization in question. Secondary education in this context can be described as the education children receive after primary education and before the tertiary stage. Secondary education can also be described as an intermediary level of education that receives input from the primary and sends output to tertiary education (Modebelu, Obunadike & Eya, 2016). Two broad objectives of secondary education includes; Provide an increasing number of secondary school leavers with opportunity for higher education irrespective of sex, religion and ethnic background and raise a generation of people who can think for themselves, respect the views and feelings of others, and respect the dignity of labour. Human components of secondary school organizations are made up of the principal, teaching, non-teaching staff and students. Owen (2004) opined that female teachers and principals appear to possess favourable behaviours in providing and encouraging effective organizational culture more than the male teachers and principals. In secondary schools, positive school organizational culture are recognized as an important target for school reform, improved behaviour of students and teachers, good academic performance, less student discipline problems, fewer high school suspensions and finally leads to positive youths development.

Organizational culture in this context simply means the pattern, lifestyle, relationship and processes of managing teaching and learning in secondary schools in Abia State. It is obvious to note that culture has to do with people's way of life in a particular community. Beni & Eni (2013) stated that, organizational culture is a set of shared assumptions that guide what happens in organizations by defining appropriate behaviour for various situations. John (2016) referred to organizational culture as a system of shared assumptions values and beliefs that govern how people behave in organizations. It provides boundaries and guidelines that help members of the organization know the correct way to perform the job. In schools, there are aspects of organizational culture which tremendously have influence on sustainable teachers' job performance such as; school organizational cultural norms, principals' leadership behavior and decision-making techniques are school organizational culture that has great influence on teachers' job performance (Mohammed, 2014).

Norms are aspects of school culture. According to Sneider (2000) norms are informed rules that govern behaviour, they are developed over time and are influenced by attitudes and beliefs of those inside and outside school. Sneider further explained school cultural norms as expectations regarding how things are done in the school. Azzara (2010) expressed that school cultural norms are long held practices which staff and students are subjected to as they struggle to meet their goals. From the above definitions, the school cultural norms may be defined as established ways of doing things which are common to the members of

the school, community and are influenced by attitudes and beliefs of those that make up the school community. With regard to the secondary school system, Mohammed (2014) identified many positive norms of the school culture as collegiality, high expectation, experimentation, caring humor and celebration, decision making, tangible support, recognition and praise etc. another important aspect of organizational culture that is essential for teachers job performance is principals leadership behaviour.

Principals' leadership behaviour can be seen as the way principals of secondary schools manage and relate with teachers and students in a particular school. The culture of organization is grained in the behaviour of the members. The principals' leadership behaviour is generally described in terms of their leadership style in practice. Mgbodile (2004) noted that what determines leaders' effectiveness is his behaviour or style of leadership in an organization. This led to paradigm from kinds of leaders to the style or behaviour of the leader. Style of leadership is currently a reference to the association of a number of patterns of behaviour which school leaders (principals) adopt in the process of guiding the efforts of their subordinates towards the accomplishing of organizational goals. There are different categories of leadership behavior or style. Thompson (2005) identified autocratic, democratic, laisses-faire, transactional and pseudo-democratic. All these leadership behaviours or styles form aspect of organizational culture needed to improve and maintain good teachers' job performance in secondary school organization. Culture is the personality of the organization. Organizational culture is pertinent in school because it reveals the level of team work that exists in the school. It also reveals the extent to which principals, teachers and students adhere to school rules and regulations as well as policies establishing the school in terms of keeping the school norms which include; punctuality, regularity, innovations, caring/team work and collegiality. It is the responsibility of the principal to create an organizational culture that encourages teachers to work hard and develop supportive work attitudes that allow people or groups to cooperate and work together effectively. From the above explanation, teacher job performance in school is a function of the school culture.

In Abia state secondary schools, the expected organizational culture variables seem not to be implemented as teachers seldom abide by the school norms. Also, teachers are rarely involved in decision-making and this could be responsible for teachers not being innovative. These however, seem to have great influence on teachers job performance. Teachers' job performance therefore indicates the level, way, manner, processes, and commitment of secondary school teachers performance of activities of teaching and learning in schools.

Ajayi (2010) opined that teacher job performance could be measured through a rating of their activities in terms of performance in teaching, lesson preparation, presentation, actual instructional delivery and teachers commitment to their job, extracurricular activities, supervision, effective leadership, motivation and morale among others. Mgbodile (2004) revealed that school cultural norms have positive relationship with teachers' task performance, also Ben and Eni (2012) opined that the factor that most influenced teachers' performance is the interpersonal relationship between principals and teachers. Many researchers have conducted researches on organizational climate, others on school discipline and job performance of teachers, yet they did not cover Abia State secondary school organizational culture on sustainable teachers' job performance. It is against this background that this study sought to investigate the influence of organizational culture on sustainable teachers' job performance in public secondary schools in Abia State.

Statement of the Problem

Naturally, secondary schools in Abia State should enjoy a serene and conducive organizational culture. In every secondary school cultural norms and good leadership behavior are required to enhance teachers' job performance. In Abia state secondary schools of today, the reverse seems to be the case. Thus, existence of conflicts, non-involvement of some teachers in decision-making, poor implementation of teachers' conditions of service and poor inter-personal relationships among educational stakeholders, principals, teachers and students resulted to low teachers' job performance in secondary schools. Principals and teachers exhibit quarrelsome characters that have been severally reported to the Secondary Education Management Board (SEMB). These also seem to create poor teachers' job performance in secondary

schools in Abia State. The state of poor teachers' job performance could be due to inadequate organizational culture in these schools. These issues and many more maybe traced to a lot of variables, hence the problem of the study put in question form. To what extent do organizational cultures actually influence sustainable teachers' job performance in secondary schools in Abia State?

Purpose of the Study

The purpose of the study is to examine the perceived influence of organizational culture on teachers' job performance in public secondary schools in Abia state, Nigeria

The Specific objectives sought to:

 i) Determine the extent to which school organizational cultural norms influence teachers' job performance in public secondary schools in Abia state.

 ii) Find out the extent principals leadership behaviour of organizational culture influences teachers' job performance in public secondary schools in Abia state

Research Questions

The following research questions were answered as guide to the study.

 i) 1. To what extent do school organizational cultural norms influence teachers' job performance in public secondary schools in Abia state?

 ii) To what extent does principals' leadership behavior of organizational culture influence teachers' job performance in public secondary schools in Abia state?

Hypotheses

Two null hypotheses were tested at 0.05 level of significance as guide to the study.

H0$_1$: There is no significant difference between the mean score responses of principals and teachers on the extent school organization cultural norms influence teachers' job performance in public secondary schools in Abia state.

H0$_2$: There is no significant difference between the mean score responses of principals and teachers on the extent principals' leadership behaviour of organizational culture influence teacher's job performance in public secondary schools in Abia state.

METHODOLOGY

Research Design

The study adopted descriptive survey design. Survey design always deals with the option of group of individuals on issues (Nworgu, 2007). Descriptive survey is a form of planned collection of data from a sample of the large population for the purpose of analyzing the relationship between variables. It is also a design that examines situation as it is without any attempt to manipulate dependent variables (Shields, & Rangarajan, 2013). The design was adopted because the study involves reporting the situation as it is after the investigation. The study was conducted in Abia state located in the eastern part of Nigeria. The choice of this state was informed by the constant conflicting issues such as quarreling, keeping malice and poor conditions of service that exist between teachers and principals in Abia state.

Population of the Study

The population of the study is made up of 3970 consisting of 235 principals and 3735 teachers in 235 secondary schools in Abia state.

Sample and Sampling Techniques

A sample size of 398 participants consisting of 374 teachers and 24 principals out of 3970 population was drawn for the study. Proportionate Stratified simple random sampling was used to select the schools according to their zones, 10% of the schools were selected using simple random sampling technique. The choice of ten percent was supported by Anthony (2006) who posits that drawing samples in percent helps to reduce bias and improve accuracy of figures selected.

Instrument

A researcher structured questionnaire titled "Perceived Influence of Organizational Culture on Teachers Job Performance Questionnaire (PIOCTJPQ), was used for data collection. The instrument comprised two sections (A and B). Section A seeks the demographic information of the respondents and section B consists of two clusters seeking information from teachers and principals on the influence of

organizational culture on sustainable teachers' job performance. Section B contained 10 items drawn from the research objectives. The items were rated on a four point scale response format constructed by the researcher, such as; Very High Extent (VHE) = 4 point, High Extent (HE) = 3 point, Low Extent (LE) = 2 point, Very Low Extent (VLE) = 1 point.

Validation of the Instrument

The face and content validity of the instrument were established by three experts, two from Educational Management and one from Measurement and Evaluation in College of Education, Michael Okpara University of Agriculture, Umudike. They validated the extent to which the items of (PIOCTJPQ), elicited the expected information based on the objectives of the study. They also considered language and content adequacy of the items. 10 structured items in the original draft were modified. The suggestions and corrections made were reflected in the final draft.

Reliability of the Instrument

The internal consistency reliability coefficient was determined using Cronbach alpha procedure. 80 copies of the questionnaire were administered to 40 teachers and 40 principals from ten schools in Orlu Education zone of Imo state. The rationale for the use of Cronbach alpha was that the items have no right or wrong answers, as they were not dichotomously scored. Again it was considered appropriate as it ensures the homogeneity of the items in the clusters. The two clusters yielded reliability index values of; 0.74 and 0.75 respectively.

Method of Data Collection

Copies of PIOCTJPQ were administered to 398 respondents, made up of 374 teachers and 24 principals drawn from 24 public secondary schools in Abia state through direct delivery and recovery method with the help of three trained research assistants selected from the three education zones in Abia state. The research assistants were given specific instructions on the purpose of the study and how to administer the instrument. These instructions included; explaining areas the respondents may not understand and ensuring that the respondents fill the questionnaire in confidence. The essence of the use of direct delivery and recovery method in the administration of the instrument was to ensure 100 percent return rate. However 398 copies of the instrument were returned representing 100% percent return rate. To this extent the mean score was then computed as follows:

$X = \sum x/n$

$X = 4+3+2+1/4 = 10/4 = 2.50$

The cut-off mean score becomes 2.50; hence, any value less than 2.50 is regarded as low extent while above 2.50 is regarded as high extent.

Method of Data Analysis

The data collected for the study were computed using mean scores to answer the research questions, while the null hypotheses were tested with t-test analysis at 0.05 level of significance. The null hypotheses were accepted when the t-calculated is less than the t-tabulated and the null hypotheses were rejected if the t-calculated is greater than t-tabulated of -1.96 and +1.96 in the statistic table at 0.05 level of significance with degree of freedom 396 i.e. $(n_{1+}n_2 - 2)$

RESULTS

The results of the study are presented in the tables below

Research Question 1

To what extent do school organization cultural norms influence teachers' job performance in public secondary schools in Abia state?

Table: 1: **Mean ratings of respondents on the extent school organization cultural norms influence teachers' job performance in public secondary schools in Abia state.**

S/N	CLUSTER F To what extent do school organization cultural norms influences sustainable teachers' job performance in public secondary schools in Abia state	N	N=374 Trs $\overline{X_1}$	S.D	N=24 Pal $\overline{X_2}$	S.D	Decision
1	School organization creates room for norms of collegiality which influences sustainable teachers job performance	398	2.03	1.5	1.83	1.22	Low extent
2	school organization norms of praise influences sustainable teachers job performance	398	2.24	1.5	2.22	1.22	Low extent
3	School organization norms of experimentation influences sustainable teachers job performance	398	2.26	1.5	2.07	1.22	High extent
4	School organization norms of fairness during decision making influences sustainable teachers job performance	398	2.09	1.5	2.22	1.22	Low extent
5	School organization norms of recognition influences sustainable teachers job performance	398	2.25	1.1	2.24	1.12	Low extent
	Pooled Mean	398	**2.17**	**1.11**	**2.12**	**1.13**	**Low extent**

Key: Trs = Teachers, Pal = Principals.

Table 1, revealed that items 1, 2, 3, 4 and 5 respectively scored below the weighted mean of 2.50 indicating that principals and teachers generally agree that these items on school organization cultural norms influence teachers' job performance to a low extent in public secondary schools in Abia state.

Research Question 2
To what extent do principals' leadership behaviour of organizational culture influence teachers job performance in public secondary schools in Abia state?

Table: 2:   Mean ratings of respondents on the extent principals' leadership behaviour of organizational culture influence teachers' job performance in public secondary schools in Abia state.

S/N	CLUSTER E To what extent do principals' leadership behaviour of organizational culture influences sustainable teachers job performance in public secondary schools in Abia state	N	N=374 Trs $\overline{X_1}$	S.D	N=24 Pal $\overline{X_2}$	S.D	Decision
6	Principals show consideration to the needs of the teachers which influences sustainable teachers job performance	398	2.33	1.92	1.92	1.66	Low extent
7	Principals' level of thrust influences teachers job performance	398	2.47	1.85	2.26	1.91	Low extent
8	Principals show of intellectual stimulation to the teachers influences sustainable teachers job performance	398	2.09	2.44	2.45	2.13	Low extent
9	Principals exhibiting motivational behavior to teachers influences sustainable teachers job performance	398	1.88	1.88	2.21	1.90	Low extent
10	Principals exhibiting a role model behavior in school activities influences sustainable teachers job performance	398	1.68	1.61	2.26	1.91	Low extent
	Pooled Mean	398	**2.09**	**1.01**	**2.22**	**1.20**	**Low extent**

Key: Trs = Teachers, Pal = Principal

Table 2, revealed that item 21, 22, 23, 24, and 25 respectively scoring below the weighted mean of 2.50 indicated that principals and teachers generally agree that these items on principals' leadership behavior of organizational culture influence teachers' job performance to a low extent in public secondary schools in Abia state.

Hypothesis 1
H0₁: There is no significant difference between the mean score responses of principals and teachers on the extent school organizational cultural norms influence teachers' job performance in secondary schools in Abia state.

Table 3: t-test analysis of Principals and Teachers responses on the extent school organizational cultural norms influence teachers' job performance in secondary schools in Abia state.

Group	N	$\overline{X_1}$	S.D	Df	Level	t-cal	t-tab
Teachers	374	2.17	1.11	396	0.05	-1.1209	1.96
Principals	24	2.12	.1.13				
Total	398						

The mean scores of the two groups were subjected to t-test statistic. The result presented in Table 3 shows that there is no significant difference between the mean ratings of the two groups. This is because the t-calculated (-1.1209) is less than the t-tabulated of 1.96, with degree of freedom 396. Since the value of t-calculated is less than t-tabulated, we would reject null hypothesis. This implies that there is no significant difference between the mean score responses of principals and teachers on the extent school organizational cultural norms influence teachers' job performance in secondary schools in Abia state.

Hypothesis 2
H0₂: There is no significant difference between the mean score responses of principals and teachers on the extent principals' leadership behaviour of organizational culture influences teachers job performance in public secondary schools in Abia state.

Table 4: t-test analysis of Principals and Teachers responses on the extent principals' leadership behaviour of organizational culture influences teachers' job performance in public secondary schools in Abia state.

Group	N	$\overline{X_1}$	S.D	Df	Level	t-cal	t-tab
Teachers	374	2.09	1.01	396	0.05	-1.6401	1.96
Principals	24	2.22	.1.20				
Total	398						

The mean scores of the two groups were subjected to t-test statistic. The result presented in Table 4 shows that there is no significant difference between the mean ratings of the two groups. This is because the t-calculated (-1.6401) is less than the t-tabulated of 1.96, degree of freedom 396. Since the value of t-calculated is less than t-tabulated, we would reject the null hypothesis. This implies that there is no significant difference between the mean score responses of principals and teachers on the extent principals' leadership behaviour of organizational culture influence teachers job performance in public secondary schools in Abia state.

DISCUSSION OF FINDINGS
The extent to which school organizational cultural norms influence sustainable teachers' job performance in public secondary schools in Abia state
Table 1 showed a cluster mean of 2.15 which is below the bench mark of 2.50 of a 4 point rating scale. This indicated that the respondents agreed that school organization cultural norms influence teachers' job performance to a low extent in public secondary schools in Abia state. Also, the hypothesis revealed that there is no significant difference between the mean score responses of principals and teachers on the extent school organizational cultural norms influence sustainable teachers' job performance in secondary schools in Abia state.
The findings of the study are in line with Mgbodile (2004) who revealed that school organizational cultural norms influence teachers' performance to low extent in secondary schools in Anambra state. Also, Ajayi and Mandakini (2013) agreed with the findings, they revealed that school organizational cultural norms influence teachers' job performance to a low extent in secondary schools in Kebbi state. The scholars further agreed that this is as a result of lack of norms of collegiality, caring, experimentation, recognition and praise.
The extent principals' leadership behaviour of organizational culture influences sustainable teachers' job performance in public secondary schools in Abia state
Table 2, showed a cluster mean of 2.2 which is below the bench mark of 2.50 of a 4 point rating scale. This indicated that the respondents agreed that principals' leadership behaviour as an aspect of organizational culture influence teachers' job performance to a low extent in secondary schools in Abia state. Also, the hypothesis revealed that there is no significant difference between the mean score responses of principals and teachers on the extent principals' leadership behaviour of organizational culture influence teachers job performance in public secondary schools in Abia state.
The findings of the study is in line with Faislat and Rasheed (2013) they revealed that principals' leadership behaviours do not significantly influence teachers job performance in Lagos state. Also Kandu (2007) supported the findings, he revealed that principals leadership behaviour influence teachers job performance to a low extent in secondary schools in South Africa. The findings was as a result of principals not exhibiting the required behaviour such as role model, thrust, consideration to teachers needs and lack of motivational behaviour. Viewing from a contrary angle, Mgbodile (2004) disagreed with the

findings; he revealed that leadership styles of principals influence teachers' job performance to a high extent in secondary schools in Anambra state.

CONCLUSION
Based on the discussion of findings of the study, the following conclusion were made; Principals' leadership behaviour and school organizational norms to a low extent influence sustainable teachers' job performance in public secondary schools in Abia state.

RECOMMENDATIONS
Based on the findings of the study and the conclusions made, the following recommendations were made:
1. Norms and values of secondary schools in Abia state should be specified to teachers and principals for their daily practice as a means of influencing teachers' job performance.
2. Principals should encourage decision-making process in their staff meetings and allow every teacher to contribute his/her own idea in order to have good school organizational culture.
3. Capacity building should be organized by Government to enrich the principals with the adequate leadership behaviour required for teachers' effective performance among others.

REFERENCES
Adaralegbe, A. (2010). *Towards better administration and supervision of instruction*. Ibadan: Caton Press.

Adeogun, A. A. & Olisaemeka, B. U. (2011). Influence of school climate on students' achievement and teachers' productivity for sustainable development.*US-China Edu. Review. 8(4):552–557.*

Adeyemi, T.O. (2010). School climate and teachers effectiveness in secondary schools in Ekiti State. Nigeria *International Journal of Economics and Management*, 1(3), 1-14

Ajayi, B. & Mandakini, K. (2013). Organizational climate as a predictor of teacher effectiveness. *European Academic Research, 1 (5), 553-568*

Ajayi, T. (2007). *Management: Staff welfare and staff development*. Enugu: Joecan Press

Allpart, G. (2003). The ego in contemporary psychology. *Psychological Review Journal, .2Q,* 451.

Attikinson, T. & Frechette, H. (2009). Creating a positive organizational climate and culture to transform performance. *FORUM transforming performance*. Canada University of Albert Press

Arthita, A. (2016). Organizational Climate and Culture as a Predictor of Employee Job Satisfaction Evidence. *FORUM transforming performance*. Canada University of Albert Press.

Asiegbu, O. (2012). Compensation administration and teachers' tasks performance in public secondary school in Abia State. *Unpublished Thesis Abia state University Uturu*.

Azzara, J. R. (2010). The heart of leadership in secondary schools. Nimo: Rex Charles & Patrick Limited.

Ben, C. B. & Eni, L. I. (2013). Organizational leadership and climate: The impact on agricultural science teachers' performance in secondary schools in Southern Cross Rivers State, Nigeria. *International Journal of Innovative and Applied Research, 1 (2) 1-16.*

Based, C. & Riggio, T. (2006). Organizational culture: *Organizational behavior in schools*. N.J: Prentice-Hall.

Buitandach, M. & Rordt, H. (2012). Environmental variation in studies of organizational behaviour. *Psychological Bulletin*, 62, 361-382.

Denga, D. I. (2006). *Managerial psychology in business educational administration*. Calabar: Rapid Education Publisher Limited.

Edem, A. (2003). *Introduction to educational administration in Nigeria*. Ibadan: Spectrum Books limited.