A CORRELATIONAL STUDY OF ORGANIZATIONAL CULTURE AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

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ABSTRACT

This paper investigated organizational culture as a determinant of teachers' job performance in public secondary schools in Benue State, Nigeria. Two research questions guided the study, while two hypotheses were formulated and tested. The study adopted Edgar Schein's organizational culture model (1971) and Victor Vroom's expectancy theory (1964). The study adopted Correlational research design. The population comprised 2,472 teachers in 319 public secondary schools with a sample size 247 teachers. The sample was selected using multistage sampling procedure. Organizational Culture Questionnaire (OCQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The questionnaires were structured on 4-point rating of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. It was validated by three experts in Faculty of Education, Benue State University, Makurdi. Cronbach Alpha statistic was used to determine the reliability of the instrument using 40 teachers. The result yielded co-efficient value of 0.84. Pearson's Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. The findings of the study showed that there was a strong significant positive correlation of teamwork and equitable reward system with teachers' job performance in public secondary schools. The study concluded that there was a strong positive significant correlation of organizational culture with teachers' job performance in public secondary schools in Benue State, Nigeria. It was recommended that principals should ensure that there is improved teamwork among teachers and they should also ensure equitable reward system is maintained in public secondary schools. This could help in improving teachers' job performance in public secondary schools.

Keywords: Organizational culture, teamwork, equitable reward system, teachers' job performance

Introduction

Teachers' job performance has long been regarded as a critical factor that can either improve or diminish the quality of education and the overall development of students. As the backbone of any educational system, teachers' job performance in the classroom is essential to fostering academic success and nurturing well-rounded individuals. In recognition of this significance, there has been a growing global focus on improving teachers' job performance. According to Emengini, et al. (2020), the governments, international organizations and educational stakeholders, such as school administrators, parents, and donor agencies, have increasingly prioritized strategies like professional development, improving working condition for teachers and fostering a positive organizational culture to ensure that teachers perform at their best. This attention highlights the vital role that teachers' performance plays in shaping the future of education and the social economic development of the society at large.

Teachers' job performance is also described as activities of teachers in terms of performance in teaching, lesson preparation, lesson presentation, teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others (Hervie & Winful, 2018). It also include responsibilities such as effectively covering the curriculum, regularly administering and grading continuous assessments, managing challenging students without disrupting the learning process and preparing lesson plans for each lesson, among others (Griffin, 2015). The definitions suggest that teachers' job performance is essential to achieving overall educational goals. However, Musa (2016) laments on the state of teachers' job performance in public secondary schools in Nigeria and stress that teachers' job performance has been poor. Ogbulafor (2017) decries that the deteriorating level of teachers' job performance in educational institutions in Nigeria is fast becoming a serious threat to the survival of many schools in Nigeria which needs to be addressed urgently. In Benue State, Nigeria, the declining level of teachers' job performance, particularly in public secondary schools is a course of concern by relevant stakeholders such as government and principals. Observation suggests that this issue of low teachers' job performance may be attributed to school administrators' inability to cultivate an effective organizational culture.

Organizational culture is the beliefs, values, rituals, and symbols that shape the operational style of individuals in an institution (Davoren, 2017). It is also described as a specific set of shared values and norms among individuals and groups in an organization, guiding their interactions with one another and with stakeholders outside the organization (Ng'anga & Nyongesa, 2015). Organizational culture, therefore, encompasses the ideas and assumptions about how an organization functions. In other words, it reflects the shared norms, values and beliefs among employees and management as well as their interactions with each other. It also includes the organization's symbols and artifacts. Yasil and Kaya (2017) opine that organizational culture has a substantial influence on employees' performance and the achievement of institutional goals and objectives. In educational institutions such as public secondary schools, an effective organizational culture is crucial for enhancing teachers' job performance. Awoyemi and Ekwoaba (2014) maintain that positive organizational cultures foster an environment where teachers feel supported, valued and motivated to excel in their roles. This culture encourages collaboration among staff, promoting a sense of belonging and collective responsibility towards achieving educational goals.

When teachers are part of a cohesive community, they are more likely to share ideas, resources and best practices, which can lead to improved teaching outcomes and student success (Davoren, 2017). Moreover, cultural elements are seen as instrumental tools that enable teachers to perform optimally and align their efforts with the school's objectives. On the other hand, weak organizational culture emphasizes guiding and influencing teachers toward goal attainment through bureaucracy, hierarchy and strict adherence to policies and procedures. In such an environment, the rigidity of rules and a lack of open communication may stifle collaboration and discourage teachers from taking initiative. This approach ultimately impedes teachers' professional growth and job performance by limiting creativity and innovation (Kumar, 2016). In public secondary schools in Benue State, Nigeria teamwork and equitable reward system are some of the organizational culture which appear to be affecting teachers' job performance that calls for great concern and thorough investigation.

Teamwork is defined as the collaborative efforts of group of individuals working towards a shared goal, effectively utilizing their combined skills, knowledge, and resources to achieve desired outcomes (Emeka & Ndubisi, 2021). It is an essential culture that fosters collaboration among teachers, encouraging them to work together towards common objectives while sharing knowledge, resources, and expertise (Okon, 2020). Where teamwork is prioritize, teachers feel supported by their colleagues in schools. According to Soyombo (2023), there was a significant positive correlation of teamwork and teachers' job performance in public and private primary schools in Ibadan North Local Government Area, Oyo State, Nigeria. Ngor and Nyumkongun (2019) opine that when teachers collaborate on lesson planning, exchange best practices and participate in peer mentoring, they not only refine their own teaching methods but also enrich the educational experiences of their students. Mohammad, Hasan and Seyed (2022) found that there was a positive and significant relationship between teamwork and teachers' job performance in the city of Galehdar. According to Okon (2020), teamwork fosters interconnectedness among teachers, enhancing individual performance and contributing to a more effective and engaging learning environment, thereby instilling a sense of accountability as teachers strive for excellence, knowing their colleagues rely on them.

Equitable reward system is a culture in an organization where rewards such as salaries, promotions, recognition and development opportunities are distributed fairly and transparently based on consistent criteria, individual performance and contributions (Smith, 2021). This system fosters a sense of fairness, motivation and recognition, which significantly impacts teachers' job performance in public secondary schools. Kwame, et al. (2013) found that there is significant positive perceived impact of a fair reward system on teachers' job performance. Donald and Lee (2019) posit that educational institutions that do not value inequitable distribution of rewards creates a feeling of resentment and disengagement, as teachers may perceive favouritism or unfair treatment, which can undermine morale and reduce overall productivity. According to Aminu, Bello, and Idris (2017), equitable reward system has significant positive relationship with teachers' job performance in public secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. Organizational cultures that emphasize equitable reward systems ultimately creates thriving school environment (Gugher & Osbert, 2023). It is based on this background that this study investigated organizational culture as a determinant of teachers' job performance in public secondary schools in Benue State, Nigeria.

Statement of the Problem

The performance of teachers in public secondary schools plays a critical role in shaping the quality of education and the overall development of students. However, in Benue State, Nigeria, it seems that teachers' job performance has been ineffective. It has been observed by the researcher that some teachers seem not to effectively plan and delivery lessons, assess students effectively, others seem not to engage in students' discipline leading to increase level of disciplinary problems in schools. These challenges in job performance among teachers seem to be linked to organizational culture, particularly in the areas of teamwork and equitable reward systems. Teamwork fosters collaboration, mutual support and the exchange of ideas, which are essential for achieving educational goals. Similarly, a well-structured reward system motivates teachers by recognizing and incentivizing their efforts. Despite these benefits, many schools in Benue State, Nigeria seem to struggle with poor organizational culture, leading to low morale, lack of collaboration among teachers and diminished job performance.

The extent to which organizational culture, specifically teamwork and reward systems, correlate with teachers' job performance in Benue State remains inadequately explored. While some schools seem to exhibit effective teamwork and fair reward practices, others lack these critical elements, resulting in disparities in teacher effectiveness and student outcomes. Understanding the correlation between these factors and job performance is crucial for identifying gaps and implementing strategies to improve educational quality. Therefore, this study investigated the correlation of organizational culture in terms of teamwork and equitable reward systems with teachers' job performance in public secondary schools in Benue State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate organizational culture as a determinant of teachers' job performance in public secondary schools in Benue State, Nigeria. Specifically, the study sought to:

1. ascertain correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria.
2. explore correlation of reward system with teachers' job performance in public secondary schools in Benue State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria?
2. What is the correlation of reward system with teachers' job performance in public secondary schools in Benue State, Nigeria?

Hypotheses

The following hypotheses were formulated and tested for the study:

1. There is no significant correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria.
2. There is no significant correlation of reward system with teachers' job performance in public secondary schools in Benue State, Nigeria.

Theoretical Framework

This study hinged on Edgar Schein's organizational culture model (1971) and Victor Vroom's expectancy theory (1964). Schein's model offers a structured way to analyze and interpret the complexities of organizational culture by categorizing its components into three levels: artifacts, espoused values, and basic underlying assumptions. The expectancy theory also states that, people will put in their greatest efforts if they expect the effort to lead to performance that in turn leads to a reward. The study holds theoretical significance for stakeholders by introducing them to Edgar Schein's organizational culture model and Victor Vroom's expectancy theory. These theories may provide valuable insights for school administrators and educational stakeholders, guiding them in fostering positive organizational cultures that align with teachers' expectations. This could go a long way in enhancing teachers' motivation, commitment, and enthusiasm, leading to improved job performance in public secondary schools in Nigeria.

Methodology

Correlational research design was adopted for this study. The population of the study comprised 2,472 teachers in the 319 public secondary schools in Benue State, Nigeria (Teaching Service Board, Makurdi, 2024). The sample size for this study comprised 247 teachers. It was selected using purposive, stratified and sampling random sampling techniques through multistage sampling procedure. Two sets of instruments titled Organizational Culture Questionnaire (OCQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. OCQ contains 10 items with five items each on the two variables of the study (team work and equitable reward system), while TJPQ contained 10 items which measured teachers' job performance. The items of the questionnaires were structured on a 4-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was validated by three experts in Faculty of Education, Benue State University, Makurdi. Cronbach Alpha statistic was used to determine internal consistency of the instrument using 40 teachers. The result yielded co-efficient values of 0.86 for OCQ and 0.81 for TJPQ with the overall reliability index of 0.84. Pearson's Product Moment Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. For decision on the research questions, the coefficient r and the strength of the relationship was interpreted using the correlation coefficient by Creswell (2014), as follows: Coefficient Relationship 0.00 - 0.19 Weak correlation, 0.20 - 0.39 Fair correlation, 0.40 - 0.69 Moderate correlation, 0.70 - 0.89 Strong correlation, 0.90 - 1.00 Very strong correlation. In taking decisions on the null hypotheses, if p-value is equal to or less than significant value of 0.05 (p-value ≤ 0.05), the null hypothesis was retained, but if p-value is greater than, the significant value of 0.05 (p-value > 0.05) the null hypotheses was accepted.

Results

Research Question 1: What is the correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria?

Table 1:

Correlation of Teamwork with Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria

Variables	N	$\overline{X}$	SD	r	Decision
Teamwork	247	3.18	0.31		
				0.73	Strong Positive Correlation
Teachers' Job Performance	247	3.02	0.25		

* Correlation coefficient is significant at p < 0.05

The result in Table 1 shows that the mean value of teamwork is 3.18 slightly above that of teachers' job performance which is 3.02 and r = 0.73. This implies that there is a strong positive correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria.

Research Question 2: What is the correlation of equitable reward system with teachers' job performance in public secondary schools in Benue State, Nigeria?

Table 2:

Correlation of Equitable Reward System with Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria

Variables	N	$\overline{X}$	SD	r	Decision
Equitable Reward System	395	2.98	0.31		
				0.89	Strong Positive Correlation
Teachers' Job Performance	395	3.02	0.415		

* Correlation coefficient is significant at p < 0.05

The result in Table 2 shows that the mean value of equitable reward system is 2.98 slightly below that of teachers' job performance which is 3.02 and r = 0.89. This implies that there is a strong positive correlation of equitable reward system with teachers' job performance in public secondary schools in Benue State, Nigeria.

Test of Hypotheses

Hypothesis 1: There is no significant correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria.

Table 3:

Test of Significant Correlation of Teamwork with Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria

Variables	N	$\overline{X}$	SD	r	P	Decision
Teamwork	247	3.18	0.31			
				0.73	0.000	Strong Significant Positive Correlation
Teachers' Job Performance	247	3.02	0.25			

* Correlation coefficient is significant at $p < 0.05$

The result in Table 3 shows that $r = 0.73$; $p < 0.05$. Since p-value = 0.000 was less than 0.05, the hypothesis was not rejected. This implies that there is a strong significant positive correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria.

Hypothesis 2: There is no significant correlation of equitable reward system with teachers' job performance in public secondary schools in Benue State, Nigeria.

Table 4:

Test of Significant Correlation of Equitable Reward System with Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria

Variables	N	$\overline{X}$	SD	r	P	Decision
Equitable Reward System	395	2.98	0.31			
				0.89	0.000	Strong Significant Positive Correlation
Teachers' Job Performance	395	3.02	0.415			

* Correlation coefficient is significant at $p < 0.05$

The result in Table 4 shows that $r = 0.89$; $p < 0.05$. Since p-value = 0.000 was less than 0.05, the hypothesis was not rejected. This implies that there is a strong significant positive correlation of equitable reward system with teachers' job performance in public secondary schools in Benue State, Nigeria.

Discussion of Findings

The first finding shows that there is a strong significant positive correlation of teamwork with teachers' job performance in public secondary schools in Benue State, Nigeria. This finding agrees with that of Soyombo (2023) whose finding shows that there was a significant positive correlation of organizational culture such as teamwork and shared vision with teachers' job performance in public and private primary schools in Ibadan North Local Government Area, Oyo State, Nigeria. The finding also agrees with the finding of Mohammad, et al. (2022) which shows that there was a positive and significant relationship between teamwork and teachers' job performance in the city of Galehdar. The researcher also agrees that teamwork has is strong significant positive correlation with teachers' job performance in public secondary schools. This implies that teamwork helps teachers to address work challenges and share responsibilities leading to improved teachers' job performance.

The second finding also shows that there is a strong significant positive correlation of equitable reward system with teachers' job performance in public secondary schools in Benue State, Nigeria. This finding is in line with that of Kwame, et al. (2013) whose finding indicated that significant positive perceived impact of a fair reward system on teachers' job performance. Aminu, et al. (2017) finding indicated that equitable reward system has significant positive relationship with teachers' job performance in public secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The researcher is also agrees that there is strong significant positive correlation of equitable reward system with teachers' job performance in public secondary schools. This means that equitable reward system such as recognition, gift and praise motivate teachers which enhance their job performance in public secondary schools.

Conclusion

Based on the findings of the study, it was concluded that there is a strong significant positive correlation of organizational culture with teachers' job performance in public secondary schools in Benue State, Nigeria. This implies that significant improvement in organizational culture in terms of teamwork and equitable reward system could enhance teachers' job performance in public secondary schools in Benue State, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals of public secondary schools should endeavour to encourage teachers in promoting teamwork in public secondary schools so that their job performance could be improved. This could be achieved through providing teachers with useful advice on the benefit of teamwork so that teacher could see the need to imbibe the spirit of teamwork and improve their job performance.

2. Principals of public secondary schools should also ensure that equitable reward system is practiced in public secondary schools. This would give teachers a sense of recognition and equity thereby motivating to improve their job performance towards achieving the objectives of public secondary schools.

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