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ORGANIZATIONAL CULTURE AS PREDICTORS OF TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OYO STATE

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ABSTRACT

This study investigated Organizational Culture as Predictors of teachers' performance in public secondary schools in Oyo state as literature show paucity of studies on the subject. Two research questions were formulated. Descriptive survey research was adopted. Study population comprised of all the teachers (14508) and principals (625) in Oyo State. Sample size consisted of 178 principals and 2,569 teachers. Two self-constructed questionnaires titled: Organizational Culture Questionnaire (OCQ) (r=0.87) and Teacher's Job Performance Questionnaire (TJPQ) (r=0.81) were used. Data collected were analyzed using descriptive and inferential Statistics. Results showed that teaching (x=3.08) and administrative (2.70) performances of teachers is moderate. Organizational culture involvement (x=2.81), consistence (x=2.85) and adaptability (x=2.83) is good. It is therefore recommended that teachers and stakeholders should do everything necessary to improve their performance and that organizational culture should be maintained in the school.

Keywords: Organizational Culture, Principal, Teachers' performance.

Introduction

Performance is viewed as their ability and effort to perform instructional and administrative duties effectively within and without the school (Ajetunmobi, Maruff, & Muhideen, 2020). Their teaching or instructional performance include: quality delivery of lessons, providing essential inputs like adequate planning of lesson notes and improvisation of instructional materials, proper monitoring and evaluation of students 'performance and providing regular feed-back on students' performance. According to Ayeni, (2017) their administrative performance include: effective admission, classification and registration of students alongside participating in their welfare services, giving feedback reports to parents and guardians, taking part in co-curricular activities, keeping records adequately and disciplining of students.

Fitria, (2018) defines organizational culture as the collection of norms and values that governs the way in which people act and behave in the organization. Thompson & Unachukwu. (2021) defined it as the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. Organizational culture could therefore influence the behaviour, attitude, productivity and performance of staff members (Akshaya & Lavanya, 2021). Rivai, Gani., & Murfat, (2019) reported that there is a few link between organizational culture and teachers' performance in Nigeria. Emengini, Omenyi, and Nwankwo, (2020) reported that there is no significant

relationship between school organization culture and teachers' job performance and attitude to work in Anambra state. Contrarily, Okeke, (2020) reported a significant influence of organizational culture on teachers' job performance in public secondary school in Abia State. Although organizational culture could be an important predictor of teachers' performance, there seems to be a dearth of studies on organizational culture as determinant of teachers' performance (Emengini, Omenyi, & Nwankwo, 2020).

Wahyuningsih, Sudiro, Troena, & Irawanto, (2019) defined involvement as the degree to which teachers and members of staff at all levels of the school organization are engaged in pursuit of the mission and work in a collaborative manner to fulfill the objectives of the school. Prempeh (2020), emphasized that it ensures the participation of teachers in decision-making; relies on all team effort to get work done and continual investment in the development of teachers' skills (Abdulahi, 2020). Indices of involvement therefore include - 'empowerment' where teachers have authority, initiative and ability to manage their work; 'orientation towards teamwork' where the school counts on the team's efforts; and 'skills development' where the school organization invests in teachers' skills development. Prempeh (2020) reported a significant relationship between involvement and teachers' engagement. Ghanney, Antwi, & Ali, (2017) noted that involvement culture did not contribute significantly to teacher job performance in Ga municipality Ghana.

Similarly, Wahyuningsih, Sudiro, Troena, and Irawanto, (2019) and Zakari, et al. (2013) defined consistency is the school's core values and the internal systems (basis) that support problem solving, efficiency, and effectiveness at every level and across the school organizational boundaries. Consistency creates a strong culture that relies on beliefs, values, symbols that are understood and supported by the teachers and other members of staff. According to Zakari, et al. (2013), indices of consistency therefore include 'core values' which refer to the existence of a standard set of values; an agreement which means both consensus and the ability to reconcile differences that occur; and 'coordination and integration' meaning that although different, the members of the organization work together to achieve organizational objectives. Mohammad, (2017) have also shown a link between consistency and teachers' performance. Firuzjaeyan, Firuzjaeyan, & Sadeghi, (2015) showed that consistency significantly influenced high school teachers' organizational commitment in Iran. Also, Ghanney, Antwi, & Ali, (2017) noted that consistency culture made significant unique contribution to teacher job performance in Ga municipality Ghana. Search of literature also shows a dearth of indigenous studies on the influence of consistency organizational culture on teachers' performance.

Statement of the Problem

Poor performance of teachers have been observed in public secondary schools in Oyo state as these teachers are no longer taking their time to teach their lessons in an exciting and stimulating manner. They just teach for the sake of teaching not necessary because they like it. They no longer seem to do their work with zeal, show little or no concern to the academic progress of their students, are usually absent in the school and miss their lessons. Akinwumi, (2020), Adeola, Waliu, Adewale, Opeyemi, & John, (2017) and Abiodun-Oyebanji, (2019) also reported poor performance and productivity of teachers in the state. Poor performance of teachers towards teaching is therefore an issue of serious concern that is,

a cause for worry because of its huge consequences on the students, teachers, school and society at large. When teachers do not perform their duties diligently, students' academic performance would be negatively affected. The nation's educational system would deteriorate and its goals and objectives may not be attained. There would also be the release of untrained secondary school graduates into the society which could lead to a menace in the social and economic sector of the nation.

Research Questions

1. What is the level of teachers' performance (administrative) in secondary schools in Oyo state?
2. What is the status of organizational culture (involvement and consistency) in public secondary schools in Oyo state?

Research Method

This research work employed a descriptive research design. The target population for this study consists of all the teachers and principals in all the public secondary schools in Oyo State, Nigeria. There are a total of six hundred and twenty five (625) public secondary schools in Oyo State with a total number of six hundred and twenty five (625) principals and fourteen thousand, five hundred and eight (14,508) teachers (Ministry of Education, 2019/2020 Academic Session). These schools are scattered across three senatorial districts (Oyo Central, Oyo North and Oyo South) and thirty three (33) local government areas in the state. Primary data was obtained through the use of two self-constructed questionnaires titled– Organizational Culture Questionnaire (OCQ) (α = .772), and Teachers' Job Performance Questionnaire (TJPQ) (α = .787) were used to collect data. The first questionnaire consisted of two sections. The instruments were produced and administered to the sampled population personally. The data collected were analyzed using descriptive statistics to present the demographic data in tables of frequency counts and percentages and also answer the research questions using mean and standard deviation.

Presentation of Research Questions

Research Question 1: What is the level of teachers' performance (teaching and administrative) in secondary schools in Oyo state?

Table 1: Level of Teachers' Performance (Teaching) in Secondary Schools In Oyo State. (N=178)

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	My teachers are effective in delivering their lessons	9 (5.1)	157 (88.2)	12 (6.7)	0 (0)	2.98	0.34	Moderate Level
2	My teachers skilful in use of instructional materials for instruction	26 (14.6)	140 (78.7)	12 (6.7)	0 (0)	3.08	0.46	Moderate Level
3	My teachers ensure they meet up with their lesson periods	48 (27)	110 (61.8)	20 (11.2)	0 (0)	3.16	0.60	Moderate Level
4	My teachers effectively completes the scheme of work for each term	12 (6.7)	115 (87.1)	11 (6.2)	0 (0)	3.00	0.36	Moderate Level
5	My teachers ensure their lesson notes/plan are properly updated on time	9 (5.1)	128 (71.9)	41 (23)	0 (0)	2.82	0.50	Moderate Level
6	My teachers manages the classroom properly during instruction	66 (37.1)	108 (60.7)	4 (2.2)	0 (0)	3.35	0.53	Moderate Level
7	My teachers use well proven teaching methods for instructional activity	27 15.2%	151 (84.8)	0 (0)	0 (0)	3.16	0.36	Moderate Level

Weighted Mean = 3.08; S.D = 0.45; Overall Decision = Moderate Level

Source: Fieldwork, 2021

KEY: *HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation*

******Threshold*: *If mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level***

Table1 reveals that teaching performances of teachers in public secondary schools in Oyo State, Nigeria is at a moderate level. (**Weighted Mean=3.08; S.D = 0.45**

Research Question 2: What is the status of organizational culture (involvement and consistency) in public secondary schools in Oyo state?

Table 2: Status of Organizational Culture (Involvement Culture)

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	Most teachers are highly involved in their work	525 (21)	1589 (63.6)	376 (15)	10 (0.4)	3.05	0.61	Agree
2	Information is widely shared so that every teacher can get the information he or she needs when it is needed	157 (6.3)	1717 (68.7)	626 (25)	0 (0)	2.81	0.53	Agree
3	Cooperation across different parts of the school is actively encouraged	157 (6.7)	1649 (66)	694 (27.8)	0 (0)	2.78	0.54	Agree
4	Teachers are involved in the process of school planning/decision to some degree	140 (5.6)	1429 (57.2)	921 (37.2)	0 (0)	2.68	0.57	Agree
5	There is continuous investment in the skills of teachers	136 (5.4)	1660 (66.4)	656 (26.2)	48 (1.9)	2.75	0.58	Agree
	Weighted Mean = 2.81; S.D = 0.56; Overall Decision = Agree (Good)							

Source: Fieldwork, 2022

KEY: *SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation*

*****Threshold:*** *mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree*

Table generally reveals that status of organizational culture (Involvement) in public secondary schools in Oyo state (**Weighted Mean = 2.81; S.D = 0.56**) which is well agreed.

Table 3: Status of Organizational Culture (Consistency Culture)

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	There is a clear and consistent set of values that governs the way teachers work	201 (8)	2299 (92)	0 (0)	0 (0)	3.08	0.27	Agree
2	There is an ethical code that guides teachers' behaviour and tells them right from wrong	157 (6.3)	1717 (68.7)	626 (25)	0 (0)	2.81	0.53	Agree
3	It is easy to reach consensus (agreement), even on difficult issues	125 (5)	1663 (66.5)	712 (28.5)	0 (0)	2.77	0.53	Agree
4	My school's approach in doing education is very consistent and predictable	132 (5.3)	1814 (72.6)	554 (22.2)	0 (0)	2.83	0.50	Agree
5	Staff from different parts of the school organization share a common perspective	108 (4.3)	1671 (66.8)	721 (22.8)	0 (0)	2.75	0.52	Agree
	Weighted Mean = 2.85; S.D = 0.47; Overall Decision = Agree							

Source: Fieldwork, 2022

KEY: *SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation*

*****Threshold:*** *mean value of 0.000-1.499 = Strongly Disagree; 1.500-2.499 = Disagree; 2.500-3.499 = Agree; 3.500 to 4.500 = Strongly Agree*

Table 3 reveals that status of organizational culture (consistency culture) in public secondary schools in Oyo state is good (**Weighted Mean = 2.85; S.D = 0.47**)

Discussion of Findings

Findings from research question one showed that teaching performances of teachers in public secondary schools in Oyo State, Nigeria is at a moderate level. Hence, level of teachers' performance (teaching) in secondary schools in Oyo State is Moderate with a weighted Mean=3.08. This result is in line with a study carried out in Southwest, Nigeria precisely at Ibadan, Oyo state which revealed a slightly moderate level of teachers' job performance (Akshaya & Lavanya, 2021). In addition, the findings of this study also corroborates with the work of Prempeh (2020), who emphasized that it ensures that the participation of teachers in decision-making relies on all team effort to get work done and continual investment in the development of teachers' skills is important. Findings from research question two reveals that status of that status of organizational culture (Involvement) in public secondary schools in Oyo state is good as majority of the respondents agreed to the statements on involvement culture with weight mean = 2.81. This result agrees with that of Firuzjaeyan, Firuzjaeyan, & Sadeghi, (2015) which showed that consistency significantly influenced high school teachers' organizational commitment in Iran. Wahyuningsih, Sudiro, Troena, & Irawanto, (2019) and Zakari, et al. (2013) also considered consistency as the school's core values and the internal systems (basis) that support problem solving, efficiency, and effectiveness at every level and across the school organizational boundaries and significant to teachers 'job performance. In addition, majority of the respondents agreed to the statement on consistence culture with weighted mean of 2.85. This result is in line with Ghanney, Antwi, & Ali, (2017) who noted that consistency culture made significant unique contribution to teacher job performance in Ga municipality Ghana. The finding is also supported by the work of Mohammad, (2017) have also shown a link between consistency and teachers' performance.

Conclusion

Level of teachers' performance (teaching) in secondary schools was found to be moderate which means that teachers' performance level is good for effective teaching and administration. Status of organizational culture (involvement and consistence) in public secondary schools was found to be good.

Recommendations

The following recommendations are therefore put forth based on the findings and objectives of the study:

1. Teaching performances of teachers is moderate. It is therefore recommended that teachers and stakeholders should do everything necessary to improve their performance.

2. Organizational culture involvement and consistence is good. It is recommended that organizational culture should be maintained in the school.

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