

Influence of Organizational Culture on Performance Management Practices in Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

The main purpose of this study was to articulate the base of knowledge and empirically test the relationship between the component of organizational culture and performance management of Principals of secondary schools in Akwa Ibom State of Nigeria. Three null hypotheses were formulated to guide the study. A sample size of 137 teachers was randomly selected from the population of the study. The instrument used for data collection was organizational culture and performance management in secondary schools, questionnaire (OCP MSSQ). The data obtained were analyzed using Pearson Product Moment Coefficient analysis at 0.05 level of significance. Findings arising from hypotheses testing indicate that there was a significance relationship between teachers' perception of organizational culture and performance management in Akwa Ibom Secondary schools. Based on the findings, it was concluded that organization with strong culture would lead to high performance. Some recommendations were proffered among which, that management should adopt the values, norms to support teachers and their performance in organizations.

Keywords: Organizational culture, performance management, involvement, efficacy, consistency

1. Introduction

There is no arguing the fact that the study of educational management is incomprehensible without a proper understanding of the cultural environment of the organization. This argument applies mutatis mutandis to other forms and types of management such as business management, government management and health management. Organizational culture is said to be the beliefs, values and acquires coping techniques that develop over time within an organization which influence the behaviours of its members (Sebein, 2009). It is this culture which significantly determines the policies, planning, the process of decision-making and how change can be implemented. Though there has been no consensus definition of the term organizational culture, most writers agree that organizational culture manifested in beliefs and assumptions, values, attitudes and behaviours of its members with a valuable source of firm competitive advantage.

Nwagwu (2008) explained that the signature of true organizational culture is characterized by two attributes. She listed them to include: (1) organizational culture is dynamic and adaptive, it tends to blend and integrate with its outer environment. (2) it is best transmitted through language. This is informed by the fact that many managers use circulars, handbook, seminars to convey to workers, especially the new ones, the values and work ethics of the organization. Sehein (2009) mentioned values, behaviours, relationships, technology, structure, procedure, and goal as the component of organizational culture.

Afe (2012) captured the above features of organization culture by emphasizing that the important issue for educational administrator is to recognize that beliefs and attitudes are learnt as they become components of the culture of organization. However, they can also be re-learned, modified or even killed through the process of re-orientation and self-re-evaluation.

2. Determinants of organization culture

Nwagwu (2008) averred that political factor is most felt in organizations like the education system, which as social services depend on government funding, control and patronage. Society is a complex institution of human beings.

Some are educated societies while others have large illiterate and unenlightened citizens. The complexity of social norms, values and expectations certainly help to determine how an organization grows and develops. Organization such as education system is quite vulnerable to the vagaries of the national and state economic fortunes. In Nigeria, the funding of education is determined largely by the economy of crude oil production, which fluctuates almost on daily basis. Organizational leaders should be in touch with economic developments and respond appropriately in the way they plan, change and development. In this case, historical antecedents can serve to moderate and control the momentum of change. Kenny and Reedy (2007) emphasized that organizational culture affects the extent to which creative solutions are encouraged, supported and implemented. This seems to suggest that organizational culture in absence of laid down rules of the game, can either hinder creativity or stimulate innovation. From the foregoing, organization culture shapes organizational procedures, unifies organizational capabilities into cohesive whole, provides solutions to the problems encountered, thereby, hindering or facilitating the organization's achievement of its goal. Murphy and Cleveland (1995) justified the research on culture when they aver. that it will contribute to the understanding of performance management.

3. Concept of performance management

Performance management is said to be a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them by developing the capabilities of teams and individual contributors. It supports the rationale that people and not capital provide organizations with a competitive advantage (Reynolds & Ablett, 1998). The educational implications of this are that, the real purpose of performance management is to transform the raw potential of human resources into performance by removing the hindrance as well as motivating and rejuvenating the human resource (Kandula, 2006).

As a nation, we cannot afford the luxury of developing resources by recycling. However, competitive capacity of organization must be increased by building strong people, effectively managing and developing them which is the essence of performance management.

4. Relationship between organizational culture and performance management

There is symbiotic nexus between good performance and a strong culture. Kandula (2006) provided new information on the link between organizational culture and performance. He maintained that due to the difference in organizational culture, same strategies do not yield same results for two organizations in the same location. This implies that a positive and strong culture can make an average individual perform and achieve brilliantly whereas a negative and weak culture may demotivate an outstanding employee to underperform and end up with no achievement. In the opinion of Armstrong (2004), performance management is basically concerned with performance improvement in order to achieve organizational, team and individual effectiveness. This paper is based on Denison's Framework of organizational culture. The model is based on four cultural traits, involvement, consistency, adaptability and mission that have influenced organizational performance. Specifically, the dimension of involvement which is the degree of commitment by members to the organization is relevant to this study.

4.1 Culture of efficacy and performance management.

Hoy and Miskel (2008) opined that the shared beliefs of capacity, ability of teachers and administrators are important aspect of school culture. Collective teacher efficacy helps to explain the differential effect that schools have on student achievement. At collective level, a culture of efficacy is a set of beliefs or social perceptions that are strengthened rather than depleted through their use and that give the school a unique identity (Bandura, 2001).

4.2 Level of standard and performance management

Standards in education parlance are judged by what the society requires. Freeman (2004) stated that standard is the desired goal set by school authorities, academic institutions, accreditation bodies and society. Again, for effective management practices in the public secondary schools there is need to maintain standards in terms of supervision, and quality of teachers. This type of consistency is powerful source of stability and internal integration that results from a common mindset, and a high degree of conformity (Denison, 2000).

The focus of this study therefore, is to determine the relationship between components of organizational culture and performance management in secondary schools, in Akwa Ibom State of Nigeria.

5. Research Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between culture of efficacy and performance management of Principals in secondary school in Akwa Ibom State.
2. There is no significant relationship between cultural trait of involvement and performance management of Principals in secondary schools in Akwa Ibom State.
3. There is no significant relationship between culture of consistency and performance management of Principals in secondary schools in Akwa Ibom State.

6.1 Methodology

Population and Sample

The population of this study consisted of all the 6839 teachers distributed into 243 public secondary schools in Akwa Ibom State (source Akwa Ibom State Secondary Education Board, 2014). The sample of this study consisted of 137 teachers drawn from 15 secondary schools in the state. The subject, that constituted the sample for this study were drawn through stratified random sampling technique. The population of this study was therefore stratified into 3 groups, namely Uyo, Ikot Ekpene and Eket senatorial districts.

6.2 Instrument

The instrument used in the study for data collection is called organizational culture and performance management in secondary schools questionnaire (OCPMSSSQ) which was developed by the researcher. It has two sections: A and B. Section A contains six demographic variables namely, name of institutions, type of institutions, sex, marital status and qualification of teachers. These variables have no specific role to play with regards to data analysis but are just there to indicate the caliber of person that constitute the sample. Section B is a 12 –item on a four-point rating scale of Strongly agree (4 points) Agree (3 points), disagree (2 points) strongly disagree (1 point) from all-positive-worded items and vice versa for all negative –worded items. The questionnaire sought to obtain information concerning the variables of this study.

6.3 Data Analysis

Data obtained were analyzed using Pearson Product Moment Correlation to reflect the degree of linear relationship between two variables. The null hypotheses were tested at 0.05 level of significance.

6.4 Results

Hypothesis I

The first null hypothesis speculated that culture of efficacy and performance management of Principals in secondary schools are not significantly related.

Table I: Pearson Product Moment correlation analysis of teachers' perception of the relationship between culture of efficacy and performance management in secondary schools in Akwa Ibom State. (n=135)

Table I

Variable	\bar{X}	SD	r_{xy}
Teachers' perception of culture of efficacy (x)	11.67	2.86	
Performance management (y)	14.25	2.55	0.305

$P < .05$, critical $r = 0.196$, $df = 135$.

To test this hypothesis, scores from culture of efficacy and that of performance management were correlated. Table I presents the computed r-value of (0.305). This was tested for significance by comparing it with the critical r-value of (0.196) at .05 alpha level, with 135 degree of freedom. The null hypothesis that predicted a no significant relationship between the two variables was rejected and the alternative research hypothesis was accepted. This result implied that there is a significant positive relationship between culture of efficacy and performance management in secondary schools.

Hypothesis 2

The second null hypothesis stated that there is no significant relationship between cultural trait of involvement and performance management of principal of secondary school in Akwa Ibom State.

Table 2: Pearson Product Moment correlation analysis of relationship between cultural trait of involvement and performance management (n=137)

Variable	\bar{X}	SD	r_{xy}
Culture trait of involvement (x)	9.99	2.34	0.295
Performance management (y)	14.25	2.55	

$P < .05$, $df = 235$, $r\text{-critical} = 0.196$

As presented in Table 2, the results show that, there is a significant relationship between cultural trait of involvement and performance management of Principals in secondary schools in Akwa Ibom State. ($r = 0.295$, $p < .05$), the null hypothesis was thus rejected.

Hypothesis 3

The null hypothesis stated that there is no significant relationship between culture of consistency and performance management of Principals in Akwa Ibom State. The result of the analysis is presented in Table 3.

Table 3: Pearson Product Moment Correlation analysis of Teachers’ perception of the relationship between culture of consistency and performance management (n=137).

Variable	\bar{X}	SD	r_{xy}
Culture of consistency (x)	11.61	2.30	0.45
Performance management (y)	14.02	2.50	

$P < .05$, $df = 135$, $r\text{-critical} = 0.196$

The result presented in Table 3 shows a significant r-value of 0.45. The null hypothesis was thus rejected and the alternative hypothesis retained. Thus findings mean that there is a significant positive relationship between culture of consistency and performance management of Principals of secondary schools.

Discussion of Findings

Teachers’ perception of relationship between culture of efficacy and performance management in secondary schools. The findings from the hypothesis indicated that there is a significant relationship between the culture of efficacy and performance management. This result is consistent with the finding of study by Denison (2000) who observed that less efficacious organizations react in dysfunctional ways when confronted by problems which often reinforces their vulnerability towards failure. The result of this study also aligned with the findings of Bandura (2001) in his study of collective teacher efficacy. He reported that collective teacher efficacy shared perception of teachers in schools with a notion that efforts of the faculty as a whole will give a strong positive effect on students. If this is correct, it will be reasonable to assume that organizational culture leads to organizational performance in secondary schools in Akwa Ibom State. The result of hypothesis H_{02} reveals that there is a significant relationship between cultural trait of involvement and performance management of secondary school teachers. This findings lends credence to the work of Denison (2000). The implication of this finding is that, based on the objectives of performance management are:

1. Performance management concerns everyone in the organization-not just managers
2. Managers and their teams are jointly accountable for results and are involved in agreeing on what they need to do and how to do it.

Secondary school administrators should vigorously pursue the tenets of organizational culture to engender performance management.

Result of hypothesis H_{03} indicates that, there is a significant relationship between culture of consistency and performance of Principals in Akwa Ibom State. A plausible explanation for this result is that every organization has a history behind it. The reason it matured along a particular line, the successes and challenges of the past all combine to produce a-push-and-pull influence on how the organization will develop in the present time and environment. Thus quality standard assures that the level of achievement in a school is high.

Conclusion

The conclusion drawn in this study was that in organizational culture, “strong culture” leads to increased performance. Organizational culture profile comprises various types of traits which influence organizational performance.

Recommendations

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

1. Performance management should focus on standards and performance indicators. Principals should encourage high collective teacher efficacy.
2. It should be forward looking and developmental. Teachers should be motivated through regular staff training programme.
3. Management should adopt the values, norms and attitudes to support teachers and their performance in the organization.

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