

RELATIONSHIP BETWEEN TEACHERS' PERCEIVED ORGANIZATIONAL CULTURE AND THEIR JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study investigated the relationship between teachers' perceived organizational culture and their job performance in secondary schools in Anambra State, Nigeria. three research questions guided the study and three null hypotheses were tested. The study adopted correlational survey research design. The population of the study comprised all the 6396 teachers in public secondary schools in the state. Out of the population, sample of 1279 teachers were drawn through proportionate stratified random sampling techniques. Data was collected using two different questionnaires developed by the researchers. The questionnaires include school organizational culture questionnaire (SOCQ) and Teachers' job performance questionnaire (TJPQ). The instruments were validated by three experts from Faculty of Education Nnamdi Azikiwe University Awka. Cronbach Alpha method was used to determine the reliability of the instruments which yielded a reliability coefficient of .959 and .957 respectively. The reliability indices were considered high enough and thus the instruments were deemed reliable. Data collection was done by the researchers with the help of ten research assistants. Aggregate score was used to answer research questions 1 and 2 while Pearson r was used to answer research question 3; and critical probability table of Pearson r was used to take decision on the three null hypotheses at 0.05 level of significance. The findings showed among others that: teachers rated their school organizational culture to be good; teachers' job performance is good. Also, it was found that there is no significant relationship between school organization culture and teachers' job performance. Based on the findings it was recommended that: School management and management of Anambra State post primary school service Commission should ensure improvement in secondary school culture in order that all the teachers would rate their school culture to be good without some rating it to be poor. It was also recommended that in- service training be organized for secondary school teachers through seminars, workshops and advance learning in order to ensure that all of the teachers have good job performance.

Key Words: Relationship, organizational culture, Teachers, Job Performance

Introduction

Teachers promote quality education from the domain of teaching and learning through creative ideas, participation and cooperative learning, research,

analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking. Joshua and Ifedayo (2012) noted that teachers' activities in area of teaching and learning lead to proper development of knowledge, skills, attitudes, values that enable students to function effectively and live as responsible citizens and also make useful contribution to the society. Therefore, teachers' job performance play a crucial role in the students' learning processes. Kamalu, Samsu and Selamat (2013) noted that good performance of the students depend on the effective job performance of their teachers. In the same vein, Ololube (2006) noted that teachers are expected to render a very high job performance and the ministry of education is always curious regarding the job performance of its teachers. As defined by Griffin (2012), job performance is an act of accomplishing or executing a given task. In the school system, a teacher's job performance could be described as the duties performed by a teacher at any given time in school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education (Duze, 2012). Such duties could include among others: covering of scheme of work adequately, give and marking of continuous assessment regularly, be able to manage stubborn students in the class without distorting teaching and learning, preparing plan of any lesson to be taught to mention but a few. From the definitions one would understand that teachers' job performance is sinequanon for the achievement of educational goal at large.

According to Aurah and McConnel (2014) teachers' job performance have been influenced by gender. In the same vein, Kingua and Boko (2013) noted that gender have significant influence on teachers' job performance. However, Bilali (2013) found that there is no significant difference in job performance level across gender. Jex and Britt (2008) argued that job performance should be measured in terms of task performance and contextual performance in order to fully grasp a holistic concept of the latent construct. Contextual job performance consists of behaviours that help support incumbents in delivering their task performance and such behaviours are important to ensure organizational effectiveness. Examples of teachers' contextual job performance include helping a colleague to carry out his or her duties if need be without minding they will not face any consequences of non completion of such duty(ies) by the teacher in charge.

On the other hand, task performance involves the maintenance of the technical core of the organization (Luo, Shi, Li & Miano, 2008). Example of teacher task performance could be preparation of lesson plan for any lesson to be taught, giving continuous assessment to the students, copying note for the students, teaching proper and the likes. Also, Jex and Brit (2008) asserted that in measuring job performance, it is important to integrate items on the basis of task performance as well as contextual performance or specifically organizational citizenship behaviour (OCB). Thus, teachers' job performance was measured in this study with items from both dimensions of task and contextual performance.

However, one factor that might influence teachers' job is organizational culture. As defined by Davoren (2013), organizational culture is the beliefs, values, rituals

and symbols that govern the operating style of the people within an institution. In the view of Ng'ang'a and Nyongesa (2012), it is the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholder outside the organization. Thus, organizational culture is the set of ideas and assumptions about organization's operation. In other words, organizational culture is about the norms, values and beliefs that employees and management in an organization share. Also, it includes the interaction of employees with each other and with the management.

School organizational culture is all about inter-relatedness among organizational members (collegiality) but in most secondary schools' culture, there seems to be closed principals/teachers relationship as a result of keeping a social distance from the teachers by practicing excessive rules and regulations. In the same vein, Raza (2010) opined that the main reason why some principals choose to keep themselves at distance from teachers and avoid intimating with them is because they are very strict about the rules and regulations of the school. No wonder Kumar (2006) noted that some culture are bureaucratic oriented. Thus, the employee would see everything done in the organization as theirs (the management) and not ours (excluding him/herself). Thus, the value systems that promote staff interest to work for organization include the ones that promote team work, collegial support, innovation, freedom, autonomy, risk taking, use of creativity, supervisory support, empowerment, informal communication, opportunity for advancement, objective feedback and the likes. A fundamental part of the substance of school organizational culture is their values which are assumed to be unique to the school

Therefore, all the secondary schools have organizational cultures; some appears to have stronger, more deeply rooted culture than others who may have weak and shallowly rooted cultures (Riley, 2013). Strong culture as defined by Riley (2013) is a culture which is deeply embedded into the ways a school organization does things. Riley noted that with a strong culture, employees and management understand what is required of them and they will try to act in accordance with core values. A key feature of a strong school culture is that there is less need for detailed policies and procedures because the way things are done around here is understood and accepted. In their own opinion, Chatman, Demison, Kuenzi and Schneider (2012) noted that strong culture is one with combination of wide agreement and intensity about norms and values among organizational members. In the context of this study, strong school organizational culture describe an organizational culture adopted by a school with a value system that promotes team work, innovation, freedom or discretion to take risk, supervisory support, use of equitable reward, relationship among teachers and colleagues and with that of principal being open to all which arise as a result of goal clarity and goal alignment widely shared among teachers in order to achieve school goal.

On the other hand, weak school culture according to Kumar (2006) is where there is little alignment with organizational values and control must be exercised

through extensive procedure and coercion to achieve organizational goals. Riley (2013) opined that weak school culture is one in which the core values are not clearly defined, communicated or widely accepted by those working for the organization. Riley (2013) concurred with Kumar (2006) where he argued that a key consequence of weak organizational culture is the greater need for procedures, policies and bureaucracy in order to get things done. Thus, a weak school culture will emphasize on bureaucracy and policies and excessive control on the teachers toward goal achievement. As used in this study, a weak school culture is one which seeks to guide and influence the teachers to goal attainment through emphasis on bureaucracy, hierarchy, policy, procedure closed management teacher communication and low preference for human needs.

For the purpose of this study, the researchers define school organizational culture as set of written and unwritten beliefs, norms, values, artifacts/symbols, practices and various forms of interaction among the stakeholder inside the school organization and which define appropriate behaviour for various situations for goal achievement. The culture prevailing in a school may have effect on the teachers' job performance. In a study carried out by Kamalu, Samsu and Selamat (2013), it was found that teachers in a secondary school were unable to carry out their task performance.

According to Inayatullah and Jehangir (2014) in schools, teachers' performance can be mapped well through arranging training programmes for them and they will get motivated and their confidences will also increase. Nadeem, Rana, Lone, Magbool, Naz and Ali (2011) were of the opinion that social and economic conditions of teachers have an effect on teachers' performance i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and moral, stress of work, relationship with the principals, working environment are all those factors that have strong impact on teachers job performance.

In another study by Wetungu (2012) titled human resource practices, team work and perceived teacher performance in secondary schools in Kampala City Council and Wakiso district Uganda. The purpose was to find out the relationship between human resource practices, team work and perceived teacher performance in secondary schools. The study was a correlational study. Three research questions and four hypotheses were formulated and tested for the study. The researcher through the use of questionnaire gathered information from 8000 teachers from 100 schools from the two districts of Kampala and Wakiso. The data was analyzed using the statistical package of social sciences (SPSS) to establish the reliability, correlation and regression results. The correlation results showed an existence of a significant positive relationship between the variables, human resource practices and teacher performance. ($r = .09$, $P < .01$). However, there was no significant relationship between team work and teacher performance. The regression results however revealed that human resource practices and team work ($r = .39$, $p < .01$) were statistically significant predictors of teacher performance ($R^2 \text{ adjust} = .012$) in secondary schools. Consequently, the researcher recommended that secondary schools managers should put in place all the initiatives that aim at promoting

human resource practices. This would ultimately enhance teacher performance. And that secondary school managers and other stakeholder like the government should recognize the underlying value of team work towards the improvement of teacher performance. Teacher should take the initiative to constantly improve on their team work abilities through training so as to facilitate sustainable performance. The study is related to the present study because one of the purposes was to investigate the teachers' job performance in secondary schools. But the different is that the study was carried out in Uganda setting.

Emmanuel (2010) also carried out a study on the role human needs satisfaction can play in teachers' performance in secondary schools in Gasabo district. The objectives of the study were; to establish the relationship between physiological needs satisfaction and secondary school teachers' performance in Gasabo district. To find out the relationship between safety needs satisfaction and secondary school teachers' performance in Gasabo district, and To determine the relationship between social needs satisfaction and secondary school teachers performance. A non-experimental research design was employed for the study. This correlation study involved a total of 118 secondary school teachers from ten schools. Data was analyzed using ANOVA, t-test and Pearson's linear correlation co-efficiency (PLCC). The study findings revealed that whereas satisfaction of safety and social needs have significant positive relationship with secondary school teachers' performance, satisfaction of physiological needs does not have significant positive relationship with teachers' performance. It was recommended that safety needs should be consistently handled by responsible personnel since they have significant positive relationship with teachers' performance in secondary school. School management should encourage formation of small group (informal groups) in their school to ensure social needs satisfaction which will go along way ensuring job performance among teachers. The above study was not carried out in Nigerian school setting, thus, the need for the present study.

In another study by Boyle (2014) titled, High school teachers and administrators' perceptions of teachers performance factors Georgia. The study was prompted by decreasing teacher moral and higher students' achievement standards and the needs for educational leaders to better understand teachers' perceptions on teacher performance and how administrators' perceptions may differ from those of teachers. A quantitative approach was used to examine if there was statistically significant differences between teachers' and administrators' perceptions of teacher performance. Twenty six item survey was created and then completed by 184 teachers and 15 administrators from an ethnically diverse suburban public school system in Georgia. Results were analyzed to find if statistically significant differences existed between teachers and administrators' perceptions of teacher performance. Findings showed that significant difference existed between teacher and administrator perceptions of teacher performance in three of the seven subscales statistically significant difference occurred in teachers' perceptions of teachers' performance between/among difference sex. Teacher and

administrator' scored all seven subscales to be above average showing the strength of each teacher motivators. The study is related to the present study because one of the aim was to find out teachers' performance in school and the fact that gender serves as one of the variables the study considered. However, the study was carried out in Georgia. Thus, result from Georgia study cannot be generalized in Nigeria setting without empirical investigation. This called for the present study.

Also in another study by Amin, Alta, Ayaz and Shah (2013) titled teachers' job performance at secondary level in Khyber Pakhtunkhwa, Pakistan. The study was centred on the investigation of teachers' job performance at secondary school level in southern district of Khyber Pakhtunkhwa. The objective of the study was to find out the expressed job performance of secondary schools teachers. The survey research design was used. The study was guided by the research question i.e. what is the expressed job performance level of teachers at secondary school levels? The population of the study was comprised of all teachers of government boys secondary schools of southern districts of Khyber Pakhtunkhwa. From the population four districts were randomly selected from each district ten schools and from each school ten teachers were selected randomly and thus the sample was 400 teachers from 40 secondary schools. Questionnaire was used for data collection. The collected data was analyzed using mean, standard deviation to provide answers to the research questions. The expressed teacher performance was found to above average and was good. However, this study is related with the present study because it was carried out in the school setting and the respondents were the teachers in the secondary schools from the location of the study. On the other hand, the study was not carried out in Nigeria setting rather it was carried out in Pakistan.

In a study carried out by Aftab, Rana and Sarwar (2012) on investigation of the relationship between organizational culture and employee's role based performance: Evidence from the banking sector in Pakistan, Variable of the culture include coordination/integration, adaptability, empowerment, customer focus while employee's role based performance was a combination of job, career, innovator, while elements were quality of work, quantity of work, accuracy of work, customer service. The area of the study was Pakistan. The design was a correlational study. Four research questions and four research hypotheses guided the study. The population of the study comprises of all the employees having designation of AVP, OG - I, OG - II and OG - III. Sample size was 400 employees working in the bank on the designation level of middle level managers. Questionnaire was used as instrument for data collection and was based on two main variables: organizational culture and role based performance. Total items of the questionnaire were 67 and were measured by using likert scale. Correlational analysis was performed within and across the variables. Considering all the dimension of organizational culture and performance level, correlational coefficient value is high showing a positive relationship between organization culture and role based performance. The study is related to the present study because it investigated the relationship between organizational culture and employees' role

based performance. Thus, the respondents were the employees. On the other hand, the fact that the cultural dimensions studied were different from that of the present study and also the setting (Banking Sector) and the location not in Nigeria are reasons why this present study is relevance.

In another study by KamaluSamsu and Selamat (2013) on impact of organizational climate on performance in Malaysia, the purpose of the study was to find out the effect of organizational climate on performance in the district of Klang. The design was a descriptive survey. Four research questions and four hypotheses guided the study. Up to 260 teachers in the district of Klang comprise the population of the study and 37 secondary school teachers in the district of Klang participated in the study. They were selected based on simple random sampling. Data were collected using the survey method and were analyzed using descriptive statistics and inferential statistic. Based on the data collected, the findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant factor that could affect teachers' performance. In terms of organizational climate dimension, one aspect of principals' leadership behaviour and teachers' behaviour thrust and hindrance were found to be critical factors in enhancing performance. In his contribution Raza (2010) noted that in cases where teachers are burdened with paper work and administrative duties, teaching and learning process may be affected. Even though the study is related to the present study, it is worthy to note that organizational climate can only be effect of organizational culture, thus organizational culture is broader. Moreover, the study was carried out in Malaysia and not in Nigeria.

Another study was concerned with the relationship between leadership styles, school climate and staff job performance in Oyo State by Ogunbowale (2007). Specifically, the purpose of the study was to find out the nature of climate which existed between principal (internal supervisor) and teacher and its effect on teachers' attitudinal disposition. The study was correlation study. Four research questions and six hypotheses guided the study. The population comprise of all the secondary school students in the State. The instructional improvement questionnaire was used and 19 large secondary schools with a students' population of about 1,000 were sampled. The study was analyzed using spearman product moment correlation coefficient. It was found that an open leadership climate was more effective. Also it was found that principals interact less on professional dimension with teachers. Also, it was found that there is significant relationship between leadership style, school climate and staff job performance. Open and interactive supervision and consideration were thus recommended as an effective leadership style that produce conducive climate for teachers' performance. The study is related to the present study because leadership style and organizational climate are aspect of organizational culture moreover, it involves staff job performance in school. However, the above study was not done in Anambra State, thus, the need for the present study.

Adeyemi (2010) conducted a study on organizational climate and teachers' job performance in primary schools in Ondo State, Nigeria. The purpose of the study was to find out the relationship between organizational climate and teachers' job performance in primary schools in Ondo State. The study was a correlation study. Three research questions and four hypotheses guided the study. The population comprise of all the teachers in government owned secondary school in the State. Questionnaire was the instrument for data collection and the data was analyzed using spearman product correlation coefficient. 360 school in the state participated. Findings revealed that most of the schools run an open climate/cultural types. However, the level of organizational climate in most of the schools was very poor. Also it was found that the level of teachers' job performance was equally low. Thus, it was found that there was a relationship between organizational climate and teachers' job performance. However, the study using organizational climate and organizational climate been just an aspect or effect of organizational culture cannot be used to generalize organizational culture effect on teachers' job performance. Moreover, the study was carried out in primary school in Ondo State and not in secondary school neither was it carried out in Anambra State which called for the present study.

In Raza and Arids (2010) study, they examine the impact of organizational culture on performance of college teachers in Punjab. The study was a correlational survey. Four research questions and four hypotheses guided the study. The population of the study comprise of all the college principals and teachers in Punjab. 59 principals and 1500 teachers were sampled from the population. Seventy item questionnaire was used to collect data and were measured by using likert scale. The results of their study revealed principals perceived that espirt behavior of teachers and production emphasis behavior of principals were correlated to teachers' job performance. Also, most of the principals perceived that their leadership behavior such as consideration and aloofness were negatively correlated to teachers' job performance while intimacy behavior of teachers is slightly correlated to teachers' job performance. However, the organizational culture dimension studied is different from the cultural dimension under investigation in the present study. Also the above, study was carried out in Punjab and not in Nigeria neither is it in Anambra State.

Thus, these unwholesome dispositions by some teachers in their work seem to suggest that teachers have tendency of having to poor job performance. The problem then is what is the relationship between school organizational culture and teachers' job performance in secondary schools in Anambra State?

Purpose of the Study

The main purpose of this study was to find out how organizational culture determines teachers' job performance in secondary schools in Anambra State. Specifically, this study sought:

1. To find out rating scores of teachers on the school organizational culture existing in secondary schools in Anambra State.

2. To find out teachers' job performance scores in secondary schools in Anambra State.
3. To determine the relationship existing between the school organizational culture scores of the teachers and their job performance scores in Secondary Schools in Anambra State.

Scope of the Study

This study focused on organizational culture as determinant of teachers' job performance in secondary schools in Anambra State. Content wise, it involved school organizational culture, teachers' job performance. It was carried out in the public secondary schools in all the six education zones in the state. The subjects were all the teachers in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

- (1) What are the teachers' school organizational culture scores in secondary schools in Anambra State?
- (2) What are the teachers' job performance scores in secondary schools in Anambra State?
- (3) What relationship exists between teachers' school organizational culture scores and teachers' job performance scores in secondary schools in Anambra State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha levels.

- (1) The relationship existing between teachers' school organizational culture scores and their job performance scores will not be significant.
- (2) The relationship existing between school organizational culture scores and male teachers' job performance scores will not be significant
- (3) The relationship existing between school organizational culture scores and female teachers' job performance scores will not be significant.

METHOD

Research Design

This study is a correlational survey design, which is a type of descriptive research design concerned mainly with describing events as they are without manipulation of what is being observed. Correlational study seeks to establish what relationship exists between two or more variables. According to Nworgu (2015), a correlational study is one which seeks to establish what relationship exists between two or more variables. Thus, in this study, this design was used to clarify through the use of correlation coefficients if school organizational culture determines teachers' job performance in Anambra State Secondary schools.

Population of the Study

The targeted population for the study consisted of all 6,396 teachers who are teaching in the 256 government owned secondary schools in the state as of the

time of this study. The selection of the population was based on the data obtained from Anambra State Post Primary School Service Commission at Awka (2019). In the population Aguata education zone has 836 teachers of which 173 are male teachers and 663 are female teachers. Awka education zone has 1711 out of which there are 254 male teachers and 1457 female teachers. Nnewi education zone has 1005 with 166 representing the male teachers and 839 the female teachers in the population. Ogodi has 980 teachers out of which 132 are males and 848 are females. Onitsha education zone has 1397 teachers out of which 118 are male teachers and 1279 are female teachers. And finally, Otuocho education zone has 467 teachers out of which 202 teachers are males while the females are 265.

Sample and Sampling Technique

The sample for this study comprised 1279 respondents. In selecting this sample, proportionate stratified-random sampling technique was adopted. This is to ensure that sub-groups in the population participate in the study in the same proportion as they exist in the population. To do this, the teachers in the secondary schools were stratified on the basis of the education zones where they are located. From each education zone, approximately 20 percent of the teachers were selected. Also, 20% each was taken from both male and female numbers in the population respectively. Therefore, 168 teachers were selected from Aguata zone (male 35 from population of 173 and female 133 from population of 663), 342 from Awka zone (male 51 from population of 254 and female 291 from population of 1457), 201 from Nnewi zone (male 33 from population of 166 and female 168 from population of 839), 196 from Ogidi zone (male 26 from population of 132 and female 170 from population of 848), 279 from Onitsha zone (male 24 from population of 118 and female 256 from population of 1279) and 93 from Otuocho zone (male 40 from population of 202 and female 53 from population of 265), thus, bringing the total sample size of 1279 respondents (male 209 and female 1070).

Instrument for Data Collection

The researchers constructed two questionnaires namely: School Organizational Culture questionnaire, and Teachers' Job Performance questionnaire. The construction of the questionnaires was guided by a collection of views and findings from related literature and survey instruments. The questionnaires have two parts each (parts A & B) with Part A for personal data of the respondents like gender. Thus, part B has two sections A and B. Section A is on organizational culture questionnaire containing 50 items with a four points scale ranging from Always (ALW), Most often (MST OFTN), Rarely (RLY) and Never (NV). While section B on teachers' job performance questionnaire comprises of 30 items with options ranging from Strongly Agree - 4 points, Agree - 3 points, Disagree - 2 points and Strongly Disagree - 1 point.

Validation of the Instruments

Draft copies of the questionnaires alongside with the research purpose, research questions and hypotheses were submitted to two experts in educational management and policy and an expert in measurement and evaluation for face validity. These experts were requested to examine the items in terms of their relevance, item clarity, as well as to ascertain if the items were related to the objectives of the study. After scrutinizing the instruments, they offered useful suggestions which were incorporated immediately.

Reliability of the Instruments

The Cronbachalpha method of reliability was applied. In doing this, the researchers administered copies of the questionnaires on a sample of 40 teachers from secondary schools in Enugu State of Nigeria because Enugu State has the same boundary with Anambra State and also they both have similar values and culture. The researchers waited for them to complete the questionnaire before retrieving them. After the analysis organizational culture questionnaire yielded alpha coefficient of .959, while teachers' job performance questionnaire yielded a coefficient of .957. The results were indications of the internal consistency of the instruments. Suwannoppharat and Kaewa-ard (2015) noted that reliability coefficient of .696 and above is acceptable. Thus, the reliability coefficients of the three instruments are considered satisfactory for the study.

Method of Data Collection

Direct approach method of data collection was adopted by the researchers in distributing copies of the questionnaires to ensure maximum recovery of the questionnaires administered. Copies of the questionnaires were distributed to the respondents by the researchers and 10 research assistants who are post graduate student of NnamdiAzikiwe University Awka. A total of 1,279 copies of the questionnaires were administered and 1269 were recovered and used for analysis.

Method of Data Analysis

For data analysis, the researcher used aggregate scores, Pearson product moment correlation, critical probability table of Pearson r. Research questions 1 and 2 were answered using the aggregate scores while Pearson r was used to answer research questions 3, while the critical probability table of Pearson r was used to test the three null hypotheses at $p < 0.05$ level of significance.

For interpretation of correlation coefficient, Onunkwo (2002:216) have it that;

0.8 to 1.0 = very high relationship

0.6 to 0.8 = high relationship

0.4 to 0.6 =Average relationship

0.2 to 0.4 =low relationship

0.0 to 0.2 = Very low or no relationship.

RESULTS

Research Question 1

What are the teachers' perceived school organizational culture scores in secondary school in Anambra state?

Table 1: Range of scores of teachers' on their school organizational culture

Range of scores	N	%	Remarks
50 – 124	29	2.3	Poor organizational culture
125 – 200	1240	97.7	Good organizational culture

Table 1 shows that 1240 (97.7%) of the teachers with the scores ranging from 125 to 200 perceived their school organizational culture to be good, while 29 (2.3%) others who scored between 50 and 124 perceived their school organizational culture to be poor.

Research Question 2

What are the job performance scores of secondary school teachers in Anambra state?

Table 2: Range of scores on teachers' job performance

Range of scores	N	%	Remarks
30 – 74	136	10.7	Poor job performance
75 – 120	1133	89.3	Good job performance

Table 2 indicates that 1133 (89.3%) of the teachers with the scores ranging from 75 to 120 have good job performance, while 136 (10.7%) others who scored between 30 and 74 have poor job performance.

Research Question 3

What relationship exists between the teachers' perceived school organizational culture and their job performance in secondary schools?

Table 3: Pearson r on teachers' perceived school organizational culture and their job performance

Source of Variation	N	Org. Culture r	Job performance r	Remark
Org. Culture Relationship	1269	1.00	0.14	Very low or no Positive

Job performance 1269 0.141.00

Table 3 reveals that there is very low or no positive relationship of 0.14 existing between the teachers' perceived school organizational culture and their job performance in secondary schools.

Testing the Null Hypotheses

Null Hypothesis 1

The relationship existing between the teachers' perceived school organizational culture and their job performance in secondary schools is not significant.

Table 4: significant of Pearson r on the teachers' school organizational culture and their job performance using probability table of r.

N	cal. r	df	crit. r	Remark
1269	0.14	1267	0.19	NS

NS =Not Significant

Table 4 indicates that at 0.05 level of significance and 1267df, the calculated $r_{0.14}$ is less than the critical $r_{0.19}$. Therefore the first null hypothesis is accepted. The relationship existing between the teachers' school organizational culture and their job performance in secondary schools is not significant.

Null Hypothesis 2

The relationship existing between the male teachers' perceived school organizational culture and their job performance in secondary schools is not significant.

Table 5: significant of Pearson r on the male teachers' school organizational culture and their job performance using probability table of r.

N	cal. r	df	crit. r	Remark
204	0.07	202	0.19	NS

NS =Not Significant

Table 5 shows that at 0.05 level of significance and 202df, the calculated $r_{0.07}$ is less than the critical $r_{0.19}$. Therefore the second null hypothesis is accepted. The relationship existing between male teachers' perceived school organizational culture and their job performance in secondary schools is not significant.

Null Hypothesis 3

The relationship existing between the female teachers' perceived school organizational culture and their job performance in secondary schools is not significant.

Table 6: significant of Pearson r on the female teachers' school organizational culture and their job performance using probability table of r.

N	Cal. r	df	Crit. r	Remark
1065	0.17	1063	0.19	NS

NS =Not Significant

In table 9 it was observed that at 0.05 level of significance and 1063df, the calculated $r_{0.17}$ is less than the critical $r_{0.19}$. Therefore the third null hypothesis is accepted. The relationship existing between female teachers' school organizational culture and their job performance in secondary schools is not significant.

Discussion of Findings

The findings were discussed under the following subheadings:

- i. Perception scores of teachers on the school organizational culture existing in secondary schools.
- ii. Teachers' job performance in secondary schools
- iii. The relationship existing between the school organizational culture and teachers' job performance in secondary schools

Perception Scores of Teachers on the School Organizational Culture Existing in Secondary Schools

The study found that majority of the teachers perceived their school organizational culture to be good as against few ones who perceived their school organizational culture to be poor. The above finding agreed to the result of Yesil and Kaya (2012) who found that majority of the companies in Turkey have good organizational culture. The finding is also related to that of Adeyemi (2010) who found that most secondary schools run humanistic culture. The reason for the similarity in the findings may be as a result of the fact that some cultural variables or indices of organizational culture that were used in their works were considered in this study. Also, both the study of Adeyemi (2010) and the present study except that of Yesil and Kaya (2012) were carried out in Nigerian education setting, thus having teachers as the respondents.

Teachers' Job Performance in Secondary Schools

With regards to this, it was found that majority of the teachers in secondary schools have good job performance as against few others who have poor job performance. This finding agrees with that of Amin, et al (2013) who found expressed teachers' job performance to be above average and was good. However,

this finding disagreed with the work of Joshua and Ifedayo (2012), Kamalu, Samsu and Selamat (2013) and that of Adeyemi(2008) who revealed that teachers' performance are poor, teachers were unable to carry out their task performance and teachers' job performance being low respectively. The disagreement of the result this study with that of those just mentioned could be as a result of the fact that teachers' task performance were measured in their studies with perception of teachers' job performance while task performance is just an aspect of job performance and cannot constitute the full construct of teachers' job performance.

The Relationship Existing Between Teachers' Perceived School Organizational Culture and their Job Performance in Secondary Schools

Another finding of this study shows that there is very low or no positive relationship existing between the teachers' perceived school organizational culture and their job performance in secondary schools. Thus, the relationship between teachers' perceived school organizational culture and their job performance in secondary schools is not significant. Also, found is that the relationship existing between both males and females' perceived school organizational culture and their job performance is not significant. The above findings contradict Aftab, Rana and Sarward (2012) who asserted that there is high positive relationship between organizational culture and role based performance of employees. Contradicting this finding is also, the assertion of Boyle (2014) who found that there is significant difference between teachers of different genders' perceptions of teachers' job performance. However, the disagreement in the findings could be as a result of the fact that the work of Aftab, Rana and Sarward (2012) was carried out in the banking sector in Pakistan thus, the difference in the respondents of the two studies and the ethics of the two organizations could bring about the difference in the results. Also, that of Boyle (2014) was carried out not in Nigeria but rather Georgia, USA, thus could account for the difference in the findings of the results.

Conclusion

Based on the interpretation of findings of the data collected and analyzed, and discussion of results, it is concluded that teachers in the secondary schools in Anambra state perceived their school organizational culture to be good.

It has also been shown by the result of the study that the job performance of the teachers in secondary schools is good. This has been proven by majority of the teachers 89.3% scoring very high in their job performance.

The relationship existing between school organizational culture and teachers' job performance in secondary schools is not significant. Thus, there is no significant relationship between school organizational culture and teachers' job performance as perceived by teachers of different genders.

Recommendations

The following recommendations were made based on the findings of the study:

- i. School management/principals and management of Anambra State post primary school service commission should ensure there is improvement in the secondary schools' culture in the state. Although, the school culture is perceived to be good by majority of the teachers, there is evidence that there is other aspects of their school cultures that are poor as identified by the very few teachers. Thus, the need for improvement in order to ensure that all the teachers perceive their school culture to be good.
- ii. There is need for in-service training to be organized for all teachers in order to ensure that all the teachers in the secondary schools have good job performance without having few others that would rate their job performance poorly as found by the study. This could be through seminar, workshop, advance learning and the likes.

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