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GENDER DIFFERENCES ON THE RELATIONSHIP BETWEEN SCHOOL ORGANISATIONAL CULTURE AND TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

This study investigated gender differences on the relationship between school organizational culture and teachers' task performance in public secondary schools in Anambra State. It adopted a correlation survey research design. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Out of a population of 6,396 teachers (comprising 1,045 males and 5,351 females) in the 261 public secondary schools in the State, a sample of 1,280 respondents comprising 209 male teachers and 1,071 female teachers from the six educational zones in the State was used for the study. The sample was composed using multi-stage sampling procedure which included proportionate stratified and simple random sampling techniques. Stratification was based on gender. Two researchers developed instruments namely School Organizational Culture Questionnaire (SOCQ) and Teachers' Task Performance Questionnaire (TTPQ) were used for data collection. The instruments were validated by experts. The Cronbach's Alpha statistics was used to determine the internal consistency of the instruments and this yielded co-efficient values of 0.80 and 0.70 for the two instruments respectively. The researcher with the aid of three research assistants administered a total of 1,280 copies of each of the questionnaires on the respondents. Out of this number, 1,256 copies representing 98% were completed, successfully retrieved and used for data analysis. Data relating to both the research questions and hypotheses were analyzed using Pearson Product Moment Correlation Coefficient. The results of the findings include that there is a significant low positive relationship between male and female teachers' perceived school organisational culture and their task performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that the management of public secondary schools in Anambra State should encourage teachers to practice those organizational cultures that are seen as

positive and which can lead to improved teacher task performance. Such cultures include the collegial and role culture. Implications of the study were drawn and conclusions made.

Introduction

Every organization is affected by its culture and every organization has a culture. It has been shown by several researchers such as Ogbor (2003), Schein (2004) and Alvesson (2003) that the performance of an organization should be explained against the backdrop of its culture. Every organization have their own specific way of doing things, with developed norms and procedures over time giving rise to different atmosphere and feeling and this is what organizational culture is all about. Organizational culture adopts overtime to cope up with such dynamic change3ues and meet the varying demand of employee expectations and satisfaction which in turn influence the employee's performance *(Wambugu, 2014).*

Formal organizations schools inclusive, have set guidelines which help the employees to work willingly and accordingly in the workplace. It also seems that the successful functioning of any organization and the achievement of its tasks and set objectives is dependent to a large extent on the level of effort put by each member of the workforce (Berg, 2009). Every organization has its unique style of working which contributes to form the organizational culture. Koontz and O' Donnell (2011) asserted that culture is the general pattern of behaviour, shared beliefs and values that members of a school have in common. It involves the learning and transmitting of knowledge, beliefs and patterns of behaviour over a period of time. Agreeing on this, Sunarsi (2019) stated that the organizational culture is also important for teachers to create a conducive and focused work environment,

Cultures are therefore fundamentally made up of the beliefs, norms, ideologies, principles and values of such an organization. Since the school is an organization, it therefore means that the culture of any school could influence the people within the school. Lunenburg and Orstein (2012) affirmed this when they stated that the effectiveness of the school as a formal organization is influenced by the school culture.

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn. The

term **also is** generally referred to as h*+the beliefs, perceptions, relationships and attitudes and written rules that shape and influence every aspect of how a school functions. In furtherance Schein (2011) opined that school culture refers to the deep patterns of values, beliefs, and traditions that have been formed over the course of the school's history which are understood by members of the school community. Schein further asserted that school culture is built within the school overtime as teachers, school principals, parents and students work together.

Deal and Peterson (1999) stated that a positive school culture serves several beneficial functions, including the following: fostering effort and productivity, improving collegial and collaborative activities which promote better communication, creates room for problem solving and building commitment amongst members. In addition, it helps the students and teachers to identify with the school, enhances motivation of teachers and students while focusing attention and daily behaviour on what is important and valued.

Hampden-Turner (1990) prescribed a multi-dimensionally framed approach in understanding the attributes and situational contexts of school culture. According to Hampden-Turner, four types of organizational culture are mostly prevalent in schools and they include: role culture, collegial culture, atomistic culture and power culture. However, it is important to note that not all cultures operating in schools can foster the growth and proper development of the school.

Role culture is a culture where every teacher is delegated roles and responsibilities according to his area of specialization, educational qualification and interests in order to extract the best out of him. Schools that practice role culture stress the need for teachers to perform their roles creditably and are held solely responsible for the roles assigned to them. Teachers in such schools carry out their teaching roles, delegated tasks and other responsibilities with trust and there is autonomy in each person's role. Each teacher tries to protect what is valued and important in the roles they perform.

In the collegial culture, there is recognition of achievements, exchange of ideas, involvement of teachers in decision making, experimentation of ideas, celebration of achievements and open communication among teachers. Each teacher in the school is encouraged to reach his or her highest potential. It is a culture that helps people achieve their goals while developing a genuine interest in every faculty members'

growth, people are treated with respect and dignity always, most relationships here are built on trust and fed by personal integrity, acknowledge that leadership is more a function of people's relationships than the position, Recognize people publicly for their achievements. Teachers here work hard to reach school goals as effectively as possible, while also working tirelessly to strengthen the bonds among various members Cipriano (2012). This type of school culture is task or project oriented. Teams are formed in such culture to solve particular problems and produce results. Contributing on this, Mitchell and Sackney (2006) opined that in the collegial culture that emphasis is on high levels of teamwork and productivity.

The atomistic culture is alternatively referred to as person/ support culture. Person/support culture is formed where all individuals believe themselves to be superior to the school organisation. This type of organizational culture is mainly centralized on the individual needs, goals and ambitions with less interest in ensuring the continuous organizational growth of the school. In this cultural type, teachers in such schools want to maintain their own unique culture and there is so much emphasis on individualized support. In this culture, individuals are very much concerned about their own well-being and how to better their lot rather than the cooperate goals of the school.

There are organizations especially schools where greater amounts of power lies in the hands of only a few people who are the ones authorized to take decisions. These few are the priviledged ones in the school. They are mostly seen as the major decision makers. Whereas other teachers have no option than to strictly follow their principal's instruction. This type of school culture is also known as power culture. Writing on this, Handy (2003) asserted that in power culture, the principals are dedicated towards ensuring that teachers perform their duties as and when due; they expect people to do what they are told without delay or debate. If principals get this culture right, it can result in a happy and satisfactory school environment that in turn breeds intense commitment of teachers to the corporate goals of the school. However, operating it wrongly can lead to a high turnover of labour as well as a general lack of effort and enthusiasm on the part of the teachers in such schools. This is because the other teachers will lack a sense of belonging and as such decreased level of productivity is highly inevitable.

According to Kahler (2006) one of the fundamental concerns of the

school as an organization is the effectiveness and improvement of the teaching and learning process. Supporting this, Sunarsi andKusjono (2019) stated that a well-aimed organizational culture will be able to improve the teacher's performance in carrying out the teaching activity. Teachers are very important facet of any society and are also the bedrock of the educational system. This assertion was further affirmed by Elmagri and Laton (2011) who stated that teachers are the turning point on which all school activities revolve. Kahler further defined teacher's task performance as the performance of teaching tasks and rendering of expected teaching services by teachers. In furtherance, Kahler elaborated that teacher's task performance include aspects of curriculum delivery (teachers are expected to plan, implement and evaluate their lessons); participation in extra-curricular activities (being in school on time for morning assembly, participation in sports, disciplining students, rendering of support services by teachers among others) and professional development (taking part in professional organisational life, reading professional write-ups, attending professional lectures aimed at staff training) and all other activities that continuously enhance the teachers' task performance. To analyze effective task performance certain indices are involved and according to Bottery (2008) these include: understanding of educational goals, continuous learning, professional competence, sound knowledge of the subject matter, proper planning of lessons, regular curriculum implementation and delivery, optimization of instructional resources, and collegiality.

However, Maduewesi (2005) observed that many teachers in Anambra State appear to be unprepared in the performance of their task and end up manifesting poor teaching skills, inefficient school administration all of which ultimately affect the proper growth and development of the school. Umejih (2005) further noted that there is a rise in cases of declining morale and discipline amongst teachers in Anambra State. Umejihnoted that this general decline in the task performance of teachers has led to a lower perception of public secondary schools in Anambra State by most parents. Obanya (2008) in agreement noted that the amount of learning and knowledge imparted in some public secondary schools in Anambra State is scanty and poor due to inefficiency of some teachers in the performance of their duty.

This seeming ineffectiveness of teachers in public secondary schools in

Anambra State has greatly attracted public attention. This has led to criticisms against teachers as not being committed to their duties. With all these complaints comes the need to ensure that secondary schools in Anambra State have laid down contexts within which the schools operate with greater emphasis on their set norms, standards, principles and values. It is also important to determine what is acceptable or unacceptable in the school system and the expected code of conduct for the teachers.

However, certain factors may influence teacher task performance such as gender and since it is the primary goal of any school to achieve high performance among both the teachers and their students, the issue of gender should not be neglected, especially now that females are gradually dominating the teaching profession in Nigeria particularly in the secondary education level. Gender is the physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and feminist (Haig, 2004). Scholars differ on the views regarding the place of gender and its relationship to staff performance as regards their duties. According to Emeghara (2007) gender is among the factors that influence teacher's task performance because men and women bring systematic differences in their task performance. However earlier theorists like Astin and Leland (2000) believe that there are no systematic gender-related differences in the task performance of male and female teachers in schools. In view of this disparity in the views of scholars, the place of gender in this present study cannot be over.

The researcher in the course of her visits to some public secondary schools in Anambra State and also ideas gotten from the review of literature, observed that irrespective of the fact that there is great need for teachers to show high level of competence, dedication, consistency and efficiency in executing their duties, yet many teachers in secondary schools in Anambra State including male and female teachers, seem to have failed in this solemn duty. Some male teachers especially their female counterpart seem to display acts of unseriousness, lack of dedication to their task performance and a high level of inconsistency. There seems to be low level of cordiality among staff, low school tone, lack of discipline and trust, non-chalant attitudes and negligence in the teachers' task performance.

These challenges seem traceable to perhaps the school culture, poor administration, others to ineffectiveness on the part of the teachers and yet others to the unwillingness to learn on the part

of the students themselves. With specific reference to the teacher, these challenges among others include: indiscipline in its different ramifications such as: lateness and outright non-attendance to classes, poor preparation of lessons, very poor delivery of even well prepared lessons, non- involvement in extra-curricular activities in the school, lack of enthusiasm in continuous professional development, and all these ultimately affect teacher's task performance (Uzoechina, 2014).

It is this worrisome situation that urged the researchers to embark on this study which sought answers to the question: Is there gender differences on the relationship between school organizational culture and teachers' task performance in public secondary schools in Anambra State

The following research questions guided the study:

1. What is the nature of relationship between male teachers' perceived school organizational culture and their task performance in secondary schools in Anambra State?
2. What is the nature of relationship between female teachers' perceived school organizational culture and their task performance in secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between male teachers' perceived school organizational culture scores and their task performance scores in public secondary schools in Anambra State.
2. There is no significant relationship between female teachers' perceived school organizational culture scores and their task performance scores in public secondary schools in Anambra State.

Method

The research design employed in this study is the correlation survey research design. This study was carried out in the 261-state government owned public secondary schools in Anambra State. The population of the study is 6,396 teachers, comprising 1,045 males and 5,351 females in the 256-state government owned public secondary schools in the state. The sample is 1,280 respondents comprising 209 males and 1,071 females drawn from the population of the study using multi-stage sampling procedure. The sample represents 20%

of the entire population. Two researcher developed questionnaires titled School Organizational Culture Questionnaire" (SOCQ) and Teachers' Task Performance Questionnaire" (TTPQ) were used for data collection. The school organizational culture questionnaire was divided into two sections A and B. Section A sought the personal data of respondents while section B which contains 32 items sought information on school organizational culture operating in their schools. The second questionnaire tagged: Teachers' Task Performance Questionnaire" (TTPQ) contains a total of 22 items which centered on teachers' task performance in public secondary schools in Anambra. Both questionnaires were structured on a four-point response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), which were weighted 4,3,2,1 respectively.

The instruments were subjected to face validation using three experts the internal consistency method was used to ascertain the reliability of the coefficients. The reliability of the questionnaires were determined by distributing the instruments to 50 teachers in two secondary schools in Enugu State. Cronbach Alpha reliability coefficient for School Organizational Culture Questionnaire" (SOCQ) was 0.80 whereas the Teachers' Task Performance Questionnaire" (TTPQ) was 0.70. These were considered high enough and the instrument deemed reliable and adequate for the study. The direct method of administration of the questionnaire to respondents was adopted. All the 1,280 copies of questionnaire administered were filled, returned and used for data analysis. Data collected were analyzed using Pearson Product Moment Correlation Coefficient. The critical table of Pearson r was used to test the two null hypotheses at 0.05 level of significance. For the purposes of interpretation of the correlation coefficient, the rule posited by Nworgu (2015) was adopted, thus: 0.80 and above = very high relationship, 0.60 to 0.80 = high relationship, 0.40 to 0.60 = medium relationship, 0.20 to 0.40 = low relationship, 0.00 to 0.20 = very low or no relationship. In testing the hypotheses, the calculated probability value (P) was compared with the level of significance such that where the P value is less than the stipulated level of significance (0.05), the null hypotheses was not accepted but where the P value is greater than the stipulated level of significance, the null hypothesis was accepted.

RESULTS

Research Question 1

What is the nature of relationship between the male teachers'perceived school organisational culture and their task performance in secondary schools?

Table 1: Pearson r on male teachers' perceived school organisational culture and their task performance

Source of Variation	N	Org. Culture	Task performance	r	Remark
Org. Culture relationship	205	1.00	0.40		LowPositive
Task performance	205	0.40	1.00		

Table 4 indicates that there is low positive relationship r = 0.40 existing between the male teachers' perceived school organisational culture and their task performance in secondary schools.

Research Question 2

What is the nature of relationship between the female teachers' perceived school organisational culture and their task performance in secondary schools?

Table 2: Pearson r on female teachers'perceived school organisational culture and their task performance

Source of Variation	N	Org. Culture r	Task performance r	Remark
Org. Culture	1051	1.00	0.25	LowPositive relationship
Task performance	1051	0.25	1.00	

S= Significant

Table 2 reveals that there is low positive relationship r = 0.25 existing between the female teachers' perceived school organisational culture and their task performance in secondary schools.

Null Hypothesis 1
There is no significant relationship between the male teachers'perceived school organisational culture and their task performance in public secondary schools in Anambra State.

Table 1: significance of Pearson r on the male teachers'school organisational culture and their task performance using probability table of r.

N	cal. r	df	crit. r	Remark
205	0.40	203	0.19	S

S =Significant

Table 7 reveals that at 0.05 level of significance and 203 df, that the calculated r 0.40 is greater than the critical r 0.19. Therefore the second null hypothesis is rejected. The relationship existing between male teachers'school organisational culture and their task performance in secondary schools is therefore significant.

Null Hypothesis 3
There is no significant relationship between the female teachers' perceived school organisational culture and their task performance in public secondary schools in Anambra State.

Table 8: Significance of Pearson r on the female teachers' school organisational culture and their task performance using probability table of r.

N	Cal. r	df	Crit. r	Remark
1051	0.24	1049	0.19	S

S =Significant

In Table 8 it was observed that at 0.05 level of significance and 1049 df, the calculated r 0.25 is greater than the critical r 0.19. Therefore, the second null

hypothesis is rejected. The relationship existing between female teachers' school organisational culture and their task performance in public secondary schools in Anambra State is significant.

Discussion of Findings

The findings of this study, revealed that the various types of school organizational culture including the role culture, atomistic culture, collegial culture and power culture were practiced in secondary schools in Anambra State. The findings further revealed that the majority of the schools practice more of role culture followed closely by collegial culture, and atomistic culture and that the least practiced was power culture. This is in line with the view of Hampden-Turner (1990) that the following four types of organizationalculture are mostly prevalent in schools: role, collegial, atomistic and power culture. He noted that not all types of organizational culture found in schools can foster the growth and development of the school. Furthermore, the findings revealed that majority of teachers in public secondary schools in Anambra State perceive their school organizational culture to be good whereas a minority perceive their school organizational culture as poor. The findings of this study as revealed in Table 2 differed sharply from the assertions of previous scholars in Anambra State Maduewesi (2005), Umejih (2005) and Obanya (2008) all of who suggest that teachers in public secondary schools in Anambra State have poor task performance.

Scholars like Maduewesi (2005) also stated that many teachers in Anambra State appear to be unprepared in the performance of their task and end up manifesting poor teaching skills, inefficient administration and these ultimately affect the proper growth and development of the school. Collaborating this statement Umejih (2005) posited that there is a rise in cases of declining morale and discipline amongst teachers in public secondary schools in Anambra State which has led to a general decline in the task performance of teachers. The findings of this present study is therefore quite different from the assertions of these earlier scholars and the reason could be that these studies were the happenings as at the time; and the findings of the present study reveals that things must have changed overtime and improved for the better. Again, perhaps the public secondary schools in Anambra State as at the time of carrying of the previous studies may have been practicing negative organizational cultures which

also negatively influenced their level of task performance.

The findings of this study as revealed in Table 3 shows that there is a low positive relationship existing between the teachers' perceived school organizational culture and their task performance in public secondary schools in Anambra State and from the findings of the null hypotheses 1, the measure of this low positive relationship is significant. From the results of this findings, it can be deduced that school organizational culture is actually a positive predictor for teacher task performance although it is on a low and significant scale. This is supported by the findings of scholars like Efanga and Ifejiagwa (2014) who reported that there is a significant relationship between teachers' perception of their organizational culture and performance management in Secondary schools in AkwaIbom State. This however, contradicts the findings of Ahmad (2013) which stated that the relationship between school organizational culture and teacher task performance has no direct effect against teachers' performance. This contradiction could be attributed to difference in geographical location. Again, the study by Efanga and Ifejiagwa was carried out in the year 2014 whereas the present study which is more current was carried out in the year 2016 and as such is in a better position to reflect the recent situations in the school system. This implies that the differences in time of conducting both studies could have influenced the findings of both studies.

Conclusion

From the findings of this research an inference that can be made is that the majority of the teachers perceive their school organizational culture and their task performance to be good. Therefore, one can conclude that the reason for this finding could be as a result of the fact that the perceived type of organizational culture being practiced by most public secondary schools in Anambra State is a good and positive culture and this enabled the teachers to have good task performance. It was also found that there is low positive relationship that between teachers' perceived school organizational culture and their task performance in public secondary schools in Anambra State is on a significantly low positive relationship. The findings further concluded that there is also a significantly low positive relationship between male and female teachers' perception of the relationship existing between their school organizational culture and their task performance.

Recommendations

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

1. The management of public secondary schools in Anambra State, should encourage and foster the continuous practice of the role and collegial types of organizational culture in their schools since these can lead to further improvement of both male and female teachers thus improving the present level of the teachers' task performance.
2. The management of public secondary schools in Anambra State should discourage schools from practicing the atomistic type of culture because it leads to poor task performance among male and female teachers and if it is continuously practiced, it can lead to further decay in the school system.
3. The government and management board of schools, should regularly organize workshops, seminars and conferences aimed at revealing the importance of fostering good organizational culture in schools. This will enable both the principals and their teachers to know what is expected of them to do and how to go about inculcating and fostering the positive types of cultures in their schools.
4. Principals and teachers in public secondary schools in Anambra state should be encouraged by their principals to identify the positive cultures being practiced in their schools and let go of the negative ones.
5. Educational policy makers should ensure that positive types of culture are inculcated and enshrined in the policy making process. They should further endeavour to ensure that the formulated policies are being adhered to by all the public secondary schools in Anambra State.

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