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IMPACT OF ORGANISATIONAL CULTURE ON TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study assessed the impact of organizational culture on teachers' effectiveness in public secondary schools in Anambra State. Four research questions and hypotheses guided the study. The hypotheses were tested at .05 level of significance. Correlational research design was adopted for the study. The population of the study comprised all 269 principals in public secondary schools in Anambra State. A sample of 263 principals was drawn for the study through census technique. The instrument that guided the study was titled Organizational Culture Questionnaire (OCQ). The instrument was subjected to face validation by three experts made up of two experts in Educational Management and an expert in Measurement and Evaluation all from Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Cronbach Alpha was used for test of the internal consistency of the instruments the co-efficient of overall reliability index obtained was 0.79. The instrument was administered to the respondents by the researcher with the help of six research assistants using direct method. Data collected were analysed using Pearson's Product Moment Correlation Coefficient and multiple linear regressions analysis were used for data analysis. The p-value was used to determine the significant difference at .05 level of significant for the null hypotheses. The results also revealed that school organizational culture positively significantly relates to organizational culture (R-value of 0.76). Based on the findings, the study recommended among others that State Ministry of Education should upgrade some culture in line with present realities and ensure that secondary school teachers imbibe the secondary schools' culture in the state so as to enhance their effectiveness.

Keywords: Education, Organizational culture, norms, values, vision, practices, teachers' effectiveness.

Introduction

Education remains the most potent instrument for national development and transformation. Globally, nations that have made significant progress in economic, social and technological advancement have done so through investment in quality education. The United Nations

Educational, Scientific and Cultural Organization [UNESCO] emphasized that education is central to the achievement of the Sustainable Development Goals especially Goal 4 which focuses on quality education (2024). In Nigeria, education is regarded as the bedrock of national development as enshrined in the National Policy on Education (Federal Republic of Nigeria, 2013, revised 2020). The policy identifies secondary education as the bridge between basic and tertiary education. The effectiveness of secondary education therefore depends largely on the quality of management at the school level.

Organizational culture simply means the pattern, lifestyle, relationship and processes of managing teaching and learning in schools. It is obvious to note that culture has to do with people's way of life in a particular community. Akinyemi & Bello (2026) stated that, organizational culture is a set of values, beliefs, norms and practices that guide the behaviour and performance of members within a school system. Components of organizational culture as values, norms, mission, vision, practice and beliefs that govern how people behave in organizations. It provides boundaries and guidelines that help members of the organization to know the correct way to perform the job. In other words, organizational culture is about the norms, practices, values, visions and beliefs that employees and management in an organization share. Also, it includes the interaction of employees with each other and with the management. It includes artifacts and symbols in an organization.

In schools, there are components of organizational culture which tremendously have influence on teachers' effectiveness such as; organizational cultural norms, organizational cultural values, organizational cultural vision, organizational cultural practices, organizational cultural beliefs, organizational cultural narrative, organizational cultural place (Ismail et al., 2022). But for the purpose of this study, organizational cultural norms, organizational cultural values, organizational cultural vision and organizational cultural practice were studied.

Norms are components of school organizational culture. Jaana et al. (2022) perceived norms as informed rules that govern behaviour, they are developed over time and are influenced by attitudes and beliefs of those inside and outside school. They further explained school cultural norms as expectations regarding how things are done in the school. Nwankwo (2026) expressed that school cultural norms are the shared expectations, values and behavioural standards that regulate how teachers and students interact within a school.

From the above definitions, the school cultural norms may be defined as established ways of doing things which are common to the members of the school, community and are influenced by attitudes and beliefs of those that make up the school community. In relation to secondary school system, Ali (2019) identified many positive norms of the school culture as collegiality, high expectation, experimentation, caring humour and celebration, decision making, tangible support, recognition and praise etc.

Another important aspect of organizational culture that is essential for teachers' effectiveness is values. Values as one of the components of school organization culture are assumptions about ideas that are desirable and worth striving for. They are ideas about what

kind of goals members of an organization should pursue and ideas about the appropriate kind or standards of behaviour organizational members should use to achieve these goals. From organizational values, guidelines or expectations that prescribe appropriate kinds of behaviours by employees in a particular situation are stipulated which control the behaviour of organizational members toward one another (Emengini, et al., 2020). As stated by Robbins in Emengini et al., (2020), the system of shared meaning associated with organizational members is on closer examination, a set of key characteristics that the organizational value.

A great culture starts with a vision statement. This vision guides a school values and provide it with purpose. That purpose, in turn, orients every decision school principal and his teachers make. When they are deeply authentic and prominently displayed, good vision statements helps orient teachers, and other stakeholders. Admittedly, Kotter (2026) agreed that a vision statement is a clear, compelling mental picture of what an organization intends to become in the future. School vision and values define how people should behave. It helps teachers to define their own vision, and their own version of the culture and values within the school. The vision could be the first thing teachers see when they walk into the school. It could be printed and hung in strategic places in the school.

Practices are observable behaviours, rituals and routines through which the underlying values of an organization are enacted (Schein & Schein (2026). To Nwankwo et al. (2026) school cultural practices are the recurring patterns of behaviour, ceremonies and traditions that characterize a school and influence teachers' performance. Some schools hold practices in the form of annual awards ceremonies, in recognition of outstanding services or in recognition of success at achieving certain targets set by the school. These functions act as a motivator, by publicly recognising outstanding performance.

Organizational culture is pertinent in school because it reveals the level of team work that exists in the school. It also reveals the extent to which principals, teachers and students adhere to school rules and regulations as well as policies establishing the school in terms of keeping the school norms which include; punctuality, regularity, innovations, caring/team work and collegiality. It is the responsibility of the principal to create an organizational culture that encourages teachers to work hard and develop supportive work attitudes that allow people or groups to cooperate and work together effectively. From the above explanation, teachers' effectiveness in school is a function of personnel management strategies and school organizational culture. In public secondary schools, the expected organizational culture variables seem not to be implemented as teachers seldom abide by the school norms, values, vision and practices. These however, seem to have great influence on teachers effectiveness.

From the background discussion, the situation prompted the researcher's interest in correlating organizational culture in public secondary schools in Anambra State, with a view to evolve ways of enhancing teachers' effectiveness.

Statement of the Problem

A cursory look at the development of secondary schools in Anambra State seems to show evidence of lapses in the majority of teachers' task. These lapses are mostly expressed through their negative attitude towards work and commitment. This seems to have negative consequences on students' performance in both internal and external examinations. The problem of organizational culture in connection with teachers' job effectiveness in secondary schools in the state has become a new matter of discourse for researchers and questionable.

An ugly situation seems to be trending in public secondary schools in the state where teachers are still teaching with under difficult conditions and poor working environment due to inadequate and poorly maintained culture. The devastating state of schools in the state hinders teachers from performing their tasks and functions effectively. This constitutes a big problem towards the attainment of educational goals in the secondary schools. Consequently, field observation by researcher revealed that some non-teaching staff and teachers in the state appear to show little or no commitment in terms of carrying out assigned tasks. There are occurrences of incessant conflict among and between staff, administrators, and students, non-involvement of teachers in decision making as educational stakeholders, poor implementation of teachers' condition of service, weak culture. There are also cases of lateness to school, cheating, damage of school facilities, indecent dressing habits among students and staff. All these seem to point to the fact that the school administrators seem to have failed in providing favourable condition in the schools. This might be among the causes of apparent teachers' ineffectiveness in the public secondary schools in the state. The problem of this study is to examine the impact of organizational culture as correlates of teachers' job effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to examine the impact of organizational culture as correlate of teachers' job effectiveness in public secondary schools in Anambra State.

Specifically, the study sought to:

1. Investigate the relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State.
2. Examine the relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State.
3. Investigate the relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State and
4. Examine the relationship between school organizational cultural practices and teachers' effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State?
2. What is the relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State?
3. What is the relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State?
4. What is the relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and was tested at P < .05 level of significance:

1. There is no significant relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State.
2. There is no significant relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State.
3. There is no significant relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State.
4. There is no significant relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State.

METHOD

Correlational survey design was used for the study. The study was conducted in Anambra State, South-East, Nigeria. The population of the study comprised 269 principals from 269 public secondary schools in the six education zones of Anambra State. Researcher structured questionnaire titled 'Organizational Culture Questionnaire (OCQTE)' data collection. It has four clusters a, b, c, and d, each focusing on specific area in Organizational Culture Questionnaires (OCQ). These include: information on school organizational cultural norms (10 items), school organizational cultural values (10 items), school organizational cultural vision (10 items), and school organizational cultural practice (10 items). Thus there are a total of forty (40) items. A 4-point rating scale format of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) was provided for the respondents to make their ratings to questionnaire items. The respondents was instructed on how to respond to items in the questionnaires.

The instrument was subjected to validation by three experts, two from the field of Educational Management and one from the field of Educational Measurement and Evaluation, all from the Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The initial copy of the

instrument, the topic, and purpose of the study, research questions and hypotheses were given to these experts who were requested to examine the instrument in relation to relevance and adequacy, language comprehensiveness of items, appropriateness of the content and representatives of the various dimension to ensure its validity for the study. The instruments on Organizational Culture Questionnaires and Teachers' Effectiveness Questionnaire were trial-tested using a sample of twenty (20) principals in public secondary schools in Enugu State which is outside the area of study. Data collected using these instruments during the trial test were analyzed using Cronbach Alpha method to determine the internal consistency reliability. The reliability co-efficient values obtained for clusters I, II, III, IV of OCQ were .72, .77, .82, .87 with the overall reliability of .79 and coefficient value obtained for TEQ was .71 which indicated that the instrument are reliable.

The instruments were administered to the respondents with the help of six research assistants who were briefed on the method of administration and collection procedure especially as it affects the area of retrieval. The distribution and collection of copies of the questionnaire lasted for two weeks. At the end of the exercise, of the 269 copies of the questionnaire distributed, 261 were properly completed, retrieved and used for the data analysis. Data collected was analysed using Pearson's Product Moment Correlation Coefficient to answer research questions and hypotheses 1-4. The null hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 level of probability.

Results

Research Question One: What is the relationship between school organizational cultural norms and teachers' effectiveness in Public Secondary Schools in Anambra State?

Table 1: Pearson r on the Relationship between School Organizational Cultural Norms and Teachers' Effectiveness

Source of Variation	N	School Org. Cultural Norms	Teachers' Effectiveness	Remark
School Org. Cultural Norms	261	1.00	0.639	
				High Positive Relationship
Teachers' Effectiveness	261	0.639	1.00	

Table 1 shows that there is a high positive correlation of 0.639 between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State. This indicated that increase school organizational cultural norms by the principals will equally enhance teachers' effectiveness.

Research Question 2: What is the relationship between school organizational cultural values and teachers' effectiveness in Public Secondary Schools in Anambra State?

Table 2: Pearson r on the Relationship between School Organizational Cultural Values and Teachers' Effectiveness

Source of Variation	N	School Org. Cultural Values	Teachers' Effectiveness	Remark
School Org. Cultural Values	261	1.00	0.629	
				High Positive Relationship
Teachers' Effectiveness	261	0.629	1.00	

Table 2 shows that there is a high positive relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State. This is indicated by the size of the Pearson's Correlation Coefficient r, which is 0.629. This shown that increase in school organizational cultural values by the school principals will increase teachers' effectiveness.

Research Question Three: What is the relationship between school organizational cultural vision and teachers' effectiveness in Public Secondary Schools in Anambra State?

Table 3: Pearson r on the Relationship between School Organizational Cultural Vision and Teachers' Effectiveness

Source of Variation	N	School Org. Cultural Vision	Teachers' Effectiveness	Remark
School Org. Cultural Vision	261	1.00	0.747	
				High Positive Relationship
Teachers' Effectiveness	261	0.747	1.00	

Table 3 shows that there is a high positive relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State This is evident by the size of Pearson's Correlation Coefficient r, which is 0.747.

Research Question Four: What is the relationship between school organizational cultural practice and teachers' effectiveness in Public Secondary Schools in Anambra State?

Table 4: Pearson r on the Relationship between School Organizational Cultural Practices and Teachers' Effectiveness

Source of Variation	N	School Org. Cultural Practices	Teachers' Effectiveness	Remark
School Org. Cultural Practices	261	1.00	0.719	
				High Positive Relationship
Teachers' Effectiveness	261	0.719	1.00	

Table 4 reveals that there is a high positive relationship of 0.719 between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State. This indicated that the increase in school organizational cultural practice will increase teachers' effectiveness

Hypothesis Testing

Hypothesis One: There is no significant relationship between school organizational cultural norms and teachers' effectiveness in Public Secondary Schools in Anambra State.

Table 1: Test of Significance of Pearson Relationship between School Organizational Cultural Norms and Teachers' Effectiveness

Source of Variation	N	School Organizational Cultural Norms	Teachers' Effectiveness	p-value	Remark
School Organizational Cultural Norms	261	1.00	0.639		
				.000	Sig
Teachers' Effectiveness	261	0.639	1.00		

The above table shows that there is a significant relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State. The calculated r (0.639) had *P*.value <0.05. The 1st null hypothesis was therefore rejected. Therefore, there is a significant relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between school organizational cultural values and teachers' effectiveness in Public Secondary Schools in Anambra State.

Table 2: Test of Significance of Pearson Relationship between School Organizational Cultural Values and Teachers' Effectiveness

Source of Variation	N	School Organizational Cultural Values	Teachers' Effectiveness	p-value	Remark
School Organizational Cultural Values	261	1.00	0.629	.000	Sig
Teachers' Effectiveness	261	0.629	1.00		

The above table shows that there is a significant relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State. The calculated r (0.629) had *P*.value <0.05. The 2nd null hypothesis was therefore rejected. Therefore, there is a significant relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis Third: There is no significant relationship between school organizational cultural vision and teachers' effectiveness in Public Secondary Schools in Anambra State.

Table 3: Test of Significance of Pearson Relationship between School Organizational Cultural Vision and Teachers' Effectiveness

Source of Variation	N	School Organizational Cultural Vision	Teachers' Effectiveness	p-value	Remark
School Organizational Cultural Vision	261	1.00	0.747	.000	Sig
Teachers' Effectiveness	261	0.747	1.00		

The above table shows that there is a significant relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State. The calculated r (0.747) had *P*.value <0.05. The 3rd null hypothesis was therefore rejected. Therefore, there is a significant relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State

Hypothesis Four: There is no significant relationship between school organizational cultural practice and teachers' effectiveness in Public Secondary Schools in Anambra State.

Table 4: Test of Significance of Pearson Relationship between School Organizational Cultural Practices and Teachers' Effectiveness

Source of Variation	N	School Organizational Cultural Practices	Teachers' Effectiveness	p-value	Remark
School Organizational Cultural Practices	261	1.00	0.719	.000	Sig
Teachers' Effectiveness	261	0.719	1.00		

The above table shows that there is a significant relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State. The calculated r (0.719) had *P*.value <0.05. The 4th null hypothesis was therefore rejected. Therefore, there is a significant relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State.

The Summary of the Findings

Based on the data analysis, the summary of the findings is presented as follow:

1. There is a high positive relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State.
2. There is a high positive relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State.
3. There is a high positive relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State.
4. There is a high positive relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State.
5. There is a significant relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State.
6. There is a significant relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State.
7. There is a significant relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State.

8. There is a significant relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State.

Discussion of Findings

The findings of the study were discussed with respect to the specific purpose of the study. They are done under the following sub-headings:

1. Relationship between school organizational cultural norms and teachers' effectiveness
2. Relationship between school organizational cultural values and teachers' effectiveness
3. Relationship between school organizational cultural vision and teachers' effectiveness
4. Relationship between school organizational cultural practice and teachers' effectiveness.

Relationship between school organizational cultural norms and teachers' effectiveness

Research question one sought to find the relationship that exist between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State. The finding of this study showed that there was high positive relationship existing between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State. The result of hypothesis one (Ho1) which stated that there was no significant relationship between school organizational norms and teachers' effectiveness in public secondary schools in Anambra State showed that the calculated r (0.639) had *p*. value < 0.05 level of significant. The first null hypothesis (Ho1) of the study was rejected. This implied that there was a significant relationship between school organizational cultural norms and teachers' effectiveness in public secondary schools in Anambra State. The result also implied that when principals create rooms for certain norms such as collegiality, praise and celebration, experimentation, fairness during decision-making, recognition, teamwork, high expectation, supporting teachers towards goal achievement, it ensure effectiveness.

This finding disagreed with Okeze (2021) in Abia State who stated that there was no significant correlation between school organizational cultural norms and teachers' effectiveness. The finding of the study was in line with Thompson et al. (2021) in Anambra State, whose study revealed no significant correlation between school organizational cultural norms and teachers' effectiveness. The possible reason for the disagreement between the findings was probably due to differences in geographical locations.

Relationship between school organizational cultural values and teachers' effectiveness

Research question two sought to find the relationship that exist between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State. The finding of this study showed that there was a high positive relationship existing between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State. The result of hypothesis two (Ho2) which stated that there was no significant relationship between school organizational values and teachers' effectiveness in public secondary schools in Anambra State showed that the calculated r (0.639) had *p*. value < 0.05 level of significant. The second null hypothesis (Ho2) of the study was rejected. This implied is that there was a significant relationship between school organizational cultural values and teachers' effectiveness in public secondary schools in Anambra State. This showed that when principals inculcate certain values in the culture that already exist in the school such as when principal value staff members ideas, when professional development is valued, when school improvement is valued by principals, when principals encourage teachers for share values and also support teachers in working towards achieving values, all these can lead to teachers' effectiveness. The finding is in tandem with that of Robert et al. (2017) in Ghana and Addai (2020) in Ghana who stated that there was a significant correlation exist between school organizational cultural values and teachers job performance. The finding is also in consonance with Emengini et al. (2020). These cultural values are desirable and worth striving for, therefore, school principals should ensure that organizational cultural are inculcated in the school to enhance teachers' effectiveness. Invariably, when principals neglect to value positive and strong cultures in their schools such as: teachers' ideas, school improvement, classroom conditions, co-curricular activities, teachers' effectiveness may be seriously affected negatively.

Relationship between school organizational cultural vision and teachers' effectiveness

Research question three sought to find the relationship that exist between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State. The finding of this study showed that there was a high positive relationship existing between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State. The result of hypothesis three (Ho3) which stated that there was no significant relationship between school organizational vision and teachers' effectiveness in public secondary schools in Anambra State showed that the calculated r (0.747) had *p*. value < 0.05 level of significant. The third null hypothesis (Ho3) of the study was rejected. By implication, this showed that there was a significant relationship between school organizational cultural vision and teachers' effectiveness in public secondary schools in Anambra State. The result revealed that when principals support the school vision by providing a clear sense of direction for teachers to understand and carry the vision, these will improve teachers' effectiveness.

Relationship between school organizational cultural practice and teachers' effectiveness

Research question four sought to find the relationship that exist between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State. The findings of this study showed that there was a high positive relationship existing between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State. The result of hypothesis four (Ho4) which stated that there was no significant relationship between school organizational practice and teachers' effectiveness in public secondary schools in Anambra State showed that the calculated r (0.719) had *p*. value < 0.05 level of significant. The fourth null hypothesis (Ho4) of the study was rejected. Because a significant relationship between school organizational cultural practice and teachers' effectiveness in public secondary schools in Anambra State was established. The results implied that when principals provide teachers' needs, practice trust, practice intellectual response to the teachers, practice motivational behaviour to teachers, practice role model behaviour in school activities, practice staff participation in selecting learning experiences, assign subjects to teachers based on competence, this will likely enhance teachers' effectiveness. The finding is in line with Emengini et al., (2020) who stated that a significant correlation exist between school organizational cultural practice and teachers' effectiveness.

Conclusion

Based on the results of the study, it is observed that, principals in the state should admit that organizational culture (norms, value, vision and practice) correlates teachers' effectiveness. Thus, the study concluded organizational culture are important variables that influence teachers' effectiveness in public secondary schools in Anambra State.

Educational Implications of the Study

The implication of this study to the principals is that good culture in schools has been proven to enhance teachers' effectiveness. This therefore calls for enhancement in some aspect of school culture in which the some teachers see as poor culture.

Recommendations

Based on the discussions and educational implications of this study, the following recommendations were made:

1. The school management/ principals and management of Anambra State post primary school service commission (PPSSC) should upgrade some culture in line with present realities and ensure that secondary school teachers imbibe the secondary schools' culture in the state so as to enhance their effectiveness.
2. Finally, the State Ministry of Education should develop manual on school organizational culture to guide principals in their practices for improving teachers' effectiveness in public secondary schools in Anambra State.

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