

SCHOOL CULTURE AND TEACHER JOB PERFORMANCE: A COMPARATIVE ANALYSIS OF THE PERCEPTION OF TEACHING STAFF IN PRIVATE AND PUBLIC BASIC SCHOOLS IN GA SOUTH MUNICIPALITY

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ABSTRACT: *This study examined the effect of school culture on teachers' job performance in private and public basic schools in the Ga South Municipality. Based on the work of Denison's (2000) Framework of Organizational Culture and Teacher Job Performance, the study adopted a descriptive survey design through the quantitative approach where a structured questionnaire was developed and distributed to collect data from 46 teachers using the census sampling technique. With the aid of the Statistical Package for Service Solution version 20, descriptive (mean, standard deviation) and inferential statistics such as t-test, One-way ANOVA, Pearson correlation, and multiple regression were used to analyze the data. The study revealed that adaptability culture was more dominant ($M=4.30$, $SD=0.60$) than involvement culture ($M=4.16$, $SD=0.55$), mission culture ($M=4.06$, $SD=0.43$), and consistency culture ($M=3.82$, $SD=0.58$), and that generally job performance of teachers was rated as very good ($M=4.43$, $SD=0.26$). Besides, the study indicated that school culture was a good predictor of teacher job performance. However, the study revealed that adaptability culture ($P=0.785$, $p=0.000$) and consistency culture ($P=-.334$, $p=0.017$) made significant unique contribution to teacher job performance whilst involvement culture ($P=-.240$, $p=0.213$) and mission culture did not contribute significantly to teacher job performance. It was therefore recommended that school administrators and teachers should be guided to strengthen the culture in their schools, especially the adaptability and consistency cultural traits since they contribute significantly to teacher job performance. Further, it was recommended that the Ministry of Education and the Ghana Education Service should design and implement programmes to assist public basic schools to improve their culture and teacher job performance so as to attain educational goals.*

KEYWORDS: Job Performance, Organizational Culture, And School Culture

INTRODUCTION

There is plethora of theoretical and empirical proofs to sustain the argument that culture matters in all organizations, both public and private. Darmawan (2013) theorized that the culture of an organization is linked to its success as it inspires employees to achieve organizational objectives. He further stressed that for an organization to develop and sustain competitive advantage over rivals, management ought to pay attention to its organizational culture (OC). Consistently, the culture in educational institutions arouses enthusiasm in staff to accomplish educational goals.

According to Kandula (2006), the key to good performance is a strong culture. Uha (2010) also demonstrated that OC improves the behaviour and motivation of human resources leading to its performance and attainment of organizational goals. With reference to the above views, it

It is obvious that OC has a direct positive relationship with employee performance. It is therefore anticipated that a positive and strong school culture can make an average staff perform and achieve objectives whereas a negative and weak culture may demotivate an outstanding staff to underperform and end up with no achievement. In his study, Aluko (2003) established a significant positive relationship between OC and employee's performance, and found that organizations and their employees were not performing and working together very well because of weak culture. This perspective hints that success would elude schools that ignore culture in their activities.

Statement of the Problem

Large-scale comparative international and national surveys continue to show that OC influences performance. Despite the plethora of studies on the correlation between OC and employee performance in the last few decades, empirical evidence emerging from various studies about the effect of OC on performance has so far yielded mixed results that are inconclusive and contradictory. For instance, Sorenson (2002) discovered that the relationship between many cultural attributes and employees' performance has not been consistent over time. Whilst Lahiry (1994) found a weak association between OC and performance, a study conducted by Ghani (2006) concluded that OC did not significantly influence employee performance. Due to the contradictory results, the question of whether corporate culture improves or worsens employee's performance is still worthy of further research. Besides, studies on the effect of school culture on teacher performance in private and public basic schools in Ghana are rare. This study therefore sought to fill these gaps

Purpose of the Study

The purpose of this study is to investigate the effect of school culture on teachers' job performance in private and public basic schools in the Ga South Municipality.

Objectives of the Study

The objectives guiding the study are to:

1. determine the perception of participants on the nature of school culture in private and public basic schools in the Ga South Municipality.
2. ascertain the effect of school culture on job performance of teachers in private and public basic schools in the Ga South Municipality.

Research Questions

The research was guided by the following questions:

1. What is the perception of participants on the nature of school culture in private and public basic schools in the Ga South Municipality?
2. What is the effect of school culture on the job performance of teachers in private and public basic schools in the Ga South Municipality?

Research Hypotheses

The following hypotheses are tested in this study:

H01: There is no statistically significant difference between private school and public school in their perception of the level of teacher job performance.

H02: There is no statistically significant relationship between school culture and teacher job performance.

Significance of the Study

It is the hope of the researchers that the findings of this study will be beneficial to school administrators, teachers, and researchers. It is hoped that the study will contribute to existing knowledge and debate on the effect of OC on employee performance, particularly in educational institutions in Ghana. The study will discover the nature of OC and the level of teacher job performance, and it is therefore anticipated that findings of the study will help administrators of schools to streamline their operations in line with the prevailing OC so as to heighten teacher performance. The results of the study will unravel the precise cultural traits that are required to enhance teacher performance. This will help to shed more lights on the models of OC that predict employee performance in specific contexts. Additionally, the findings will guide evaluate the viability of applying extant western OC models in educational institutions in Ghana.

RELATED LITERATURE

The review of literature, delve into the theoretical, conceptual frameworks and empirical review of the study.

Theoretical Framework of the Study

Denison's (2000) Framework of Organizational Culture constitutes the theoretical framework of the study. This theory has been used extensively by researchers. In arguing for the choice of this theory, Yilmaz (2008) states that:

... at the core of Denison's model are the underlying beliefs and assumptions that represent the deepest levels of organizational culture. These fundamental assumptions provide the foundation from which (1) more surface-level cultural components such as values and observable artifacts - symbols, heroes, rituals are derived, and (2) behaviour and action spring (p. 292).

From the above observation, it could be noticed that most theories of OC resembles Denison's theory. Therefore, the outcome of research based on this theory could be used in making inferences on other OC theories.

Denison's organizational culture model is based on four cultural traits: involvement, consistency, adaptability, and mission. The four traits of organizational culture in Denison's framework are discussed in the following sub-sections.

Involvement Culture

This theory is based on the idea that involvement and participation will contribute to a sense of responsibility and ownership and hence organizational performance and loyalty (Baker,

2002; Denison, Jonovics, Young and Cho, 2006).

Involvement culture affects the organization, positively and negatively. It leads to greater employee commitment to the organization thereby reducing the needs for formal systems of control and leading to performance enhancement (Denison, 2000). From the above, it is evident that involvement culture is crucial to enhance the accomplishment of organizational goals.

Denison, Jonovics, Young and Cho, 2006) have identified three components of involvement culture: (i) empowerment, team orientation, and capability development. Empowerment occurs when individuals have the authority, initiative and ability to manage their own work. This creates a sense of ownership and responsibility toward the organization. Team orientation is value placed on working collaboratively toward common goals for which all employees feel mutually accountable. Capability development is seen when the organization continuously invests in the development of employee skills in order to stay competitive and meet on-going business needs.

In educational institutions, involvement culture exists when the head teacher seeks the participation of the staff in decision-making in relation to financial administration, curriculum planning and implementation, recruitment and remuneration, student policies, school-community relationships. From the discussion, it is could be seen that involvement culture promotes teamwork, interdependence, cooperation, and respect for the contribution of all members of the organization.

Consistency Culture

According to the consistency theory, organizations tend to be effective because they have strong cultures that are highly consistent, well-coordinated and well integrated (Davenport, 1993). This kind of culture occurs when the leader and employees maintains the stability in the organization. Denison, Jonovics, Young and Cho (2006) have found that consistency culture has three features: core values, agreement, and co-ordination and integration.

Linking the consistency culture to the school setting, the head teacher follows the procedures for the administering human, material, and financial resources of the school. For instance, in the administration of the Capitation Grant, the head teacher would disburse the money based on the items captured in the School Performance Improvement Plan (SPIP), and the head teacher would adheres strictly to the timetable provided by the Ghana Education Service without any modifications and employees.

Adaptability Culture

This theory is based on the idea that norms and beliefs that enhance an organization's ability to receive, interpret and translate signals from the environment into internal organizational and behavioural changes will promote its survival, growth and development (Denison, 2000; Denison, Jonovics, Young & Cho, 2006; Loisch, 2007).

In educational settings, adaptability culture is vital. The school is set up to achieve the aims and aspirations of the society which is dynamic in nature. It is therefore expected that the school adjusts to the changing cultural, economic, social, political, and technological systems of the society so that the educated individuals fit in the society and perpetuates its development.

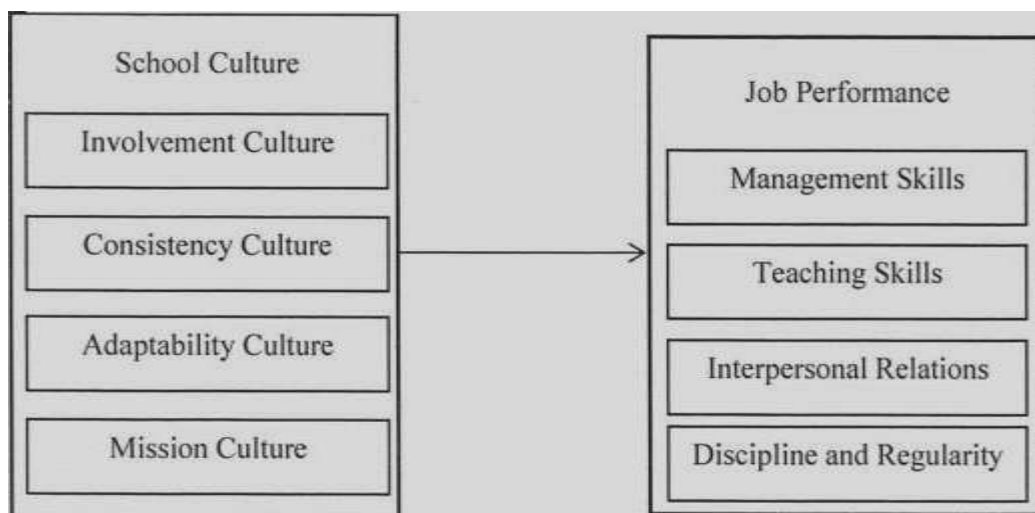
Mission Culture

Vision is the purpose of the business; what it is ultimately trying to achieve (Denison Consulting, 2007). Denison (2000) states that, the vision of an organization represents it's most important values, and it is an emotional connection between the employees and the organization.

Employee's job performance means the ability of employees to attain goals either personal or organizational by using resources efficiently and effectively (Stannack, 1996; Daft, 2000). The above definitions suggest that job performance requires the judicious use of resources to maximize productivity. This resources could be animate (human) or inanimate (material). From this perspective, a teacher's job performance is the extent a teacher utilizes his knowledge, skills, attitudes, and time as well as material resources such as text books, furniture, computers, and school supplies to achieve the goals of the school.

Conceptual Framework of the Study

This study has two set of variables: school culture and job performance. School culture constituted the independent variable whilst job performance was the dependent variable. As discussed in the literature reviewed, school culture has four components which includes involvement, consistency, adaptability, and mission whereas job performance is measured on four indicators: management skills, teaching skills, interpersonal relations, and discipline and regularity. The variables are presented in Figure below



Source: Designed by Researchers, 2017

A study by Me Garvy and Wolfe (2000) in examining the organizational culture of two clinics in the Virginia Health Department discovered that involvement culture was the least prevailing cultural trait. Vacco (2012) conducted a study to examine the level of cultural traits in a not-for-profit organization based in Western New York.

The results of Vacco's (2012) study have implications for the organization. With an

adaptability scored of 3.44, it was evident that the organization has the ability to translate the demands of the environment into action but has not yet excelled in the ability to receive, interpret, and translate the demands of the environment. The score of 3.58 for involvement provided the insight that employees are committed or feel that their work is connected to the goals of the organization.

Boerema (2009) observed that culture in private schools was better than that of public schools. He noted that there was a well-defined mission and staff beliefs about what is important in education was better in private schools than in public schools. Inayatullah and Jehanjir (2012) found in their study that private school teachers had higher level of job performance ($M=4.0229$, $SD=.60694$) as compared with public school teachers ($M=3.6792$, $SD=.37632$). The results imply that teachers in private schools prepare for lessons, manage their classes, use effective teaching methods, and assess their students better than their colleagues in public schools.

Many researchers have found a positive relationship between the organizational culture and employee performance (Stewart, 2010; Racelis, 2010; Ehtesham, Muhammad & Muhammad, 2011). Stewart (2010) argued that an organization's cultural norms strongly affect all who are involved in the organization. In a study of Hong Kong and Australian managers, Lok and Crawford (2004) found a positive effect of organization culture on employee performance. Zain, Ishak and Ghani (2009) examined the effect of organization culture on employee performance and found that organization culture was an important determinant of performance.

Nongo (2012) investigated the relationship between organizational culture and corporate effectiveness in Nigeria and found that there is positive relationship between the variables. The organizational culture stands out as one of the most important variables for companies' sustainable performance and competitive advantage (Madu, 2012). Although the evidence organizational culture is linked with employee performance, other studies have demonstrated that the relationship between many cultural attributes and high performance has not been consistent over time (Denison, 1990; Sorenson, 2002).

METHODOLOGY

Research Design

A research design provides a systematic outline for the conduct of an investigation (Amedahe, 2002). This study adopted a cross-sectional survey design. This design typically involves collecting data at one point and over a short period of time to provide a 'snapshot' of the outcome and the characteristics associated with a population (Cohen, Morison & Manion, 2011). Descriptive survey seeks to describe and interpret what exists in its present condition, attitudes, practices and beliefs (Seidu, 2007). Therefore, descriptive cross sectional survey fits the purpose of the study which was to describe the nature of school culture and the effect of school culture on teacher job satisfaction.

Population of the Study

The target population for this study consisted of all administrators and teachers who have worked in their schools for at least one year. One year was considered enough period for staff to be acquainted with the school culture and job performance. The accessible population was

all administrators and teachers who have worked a year or more in the Ga South Municipality.

Sample and Sampling Technique

The study adopted census sampling technique to select the sample for the study. Census sampling techniques involves collecting information from each and every person of interest (Babbie, 1990). This sampling strategy was used to select all administrators and teachers in the study school for the study. This sampling strategy was used because school culture is the creation of all the members of the school community; therefore in analyzing this construct, everybody's view was relevant and required.

Instrumentation

Structured questionnaire was used for the collection of data. According to Cohen, Morison and Manion, (2011), structured questionnaire contains pre-determined responses and the respondents can only choose from the responses. The Denison (2000) Organizational Culture Survey instrument and Teachers' Job Performance Self-rating Questionnaire (TJPSQ) were adapted for the study. The Denison (2000) Organizational Culture Survey instrument is a five point Likert scale such that 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, and 5= Strongly Agree. This framework focuses on cultural traits of involvement, consistency, adaptability, and mission. The Teachers' Job Performance Self-rating Questionnaire (TJPSQ) was developed to measure teachers' job performance. This questionnaire comprised 25 items. Four facets of teachers' job performance: teaching skills, management skills, discipline and regularity, and interpersonal relations were included in the questionnaire. The response scale was a 5- point Likert scale such that 1=Never, 2=Seldom, 3=Sometimes, 4=Usually, and 5=Always. All the administrators and teachers responded to the same items in the Denison (2000) Organizational Culture Survey instrument and Teachers' Job Performance Self-rating Questionnaire (TJPSQ) for the purpose of triangulation.

Validity

Validity is the extent to which a measuring instrument (like a questionnaire) really measures the characteristics it intends to measure (Leedy&Ormrod, 2005). According to Borg and Gall (2003), content validity of an instrument is improved through expert judgment. Therefore, content validity of the instrument was granted by supervisors and other lecturers who are experts and have knowledge in the issues of the study.

Data Collection Procedure

Before the administration of research instruments, the researcher acquired an introductory letter from the Department of Educational Administration and Management, University of Education, Winneba. Then, a research permit was also obtained from the Directorate of Education. The researcher personally administered the instruments to the respondents. The respondents were given one week to fill in the questionnaires after which the filled-in questionnaires were collected.

Data Analysis Procedure

The analysis began with checking all the filled-in questionnaires. The questionnaire was coded, and entered into the Statistical Package for the Social Sciences (SPSS) version 22. The data were then explored to identify missing data and outliers.

Descriptive and inferential statistics were used to analyze the data. Descriptive statistics (mean, standard deviations) was used for the analysis of demographic data.

Inferential statistics such as the independent samples t-test, one-way between-groups analysis of variance (ANOVA), Pearson Product Moment correlation, and multiple regressions were used to make inferences from the data. The independent samples t-test and the one-way analysis of variance (ANOVA) were used to compare means so as to determine if any significant differences existed between them. The one-way analysis of variance (ANOVA) was appropriate because it is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups while the independent samples t-test is suitable for comparing the means of two independent groups (Lund & Lund, 2012).

Demographic Characteristics of Respondents

This section of the study examined the demographic characteristics of the respondents. The distribution of the respondents based on type of school, sex, and experience were analyzed, and the results are presented in Table 1.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency	Percent
<i>Type of School</i>		
Private	15	32.6
Public	31	67.4
<i>Sex</i>		
Male	21	45.7
Female	25	54.3
<i>Work Experience</i>		
1-4	8	17.4
5-8	14	30.4
9-12	18	39.1
13 and above	6	13.0

Source: Fieldwork, 2016

The information in Table 1 discloses that about two-thirds of the respondents were drawn from the public school (n=31, 67.4%), leaving the remaining 15 representing 32.6% for the private school. It could be observed that more females (n=25, 54.3%) than males (n=21, 45.7%) participated in the study. The distribution of the respondents by work experience showed that majority of them had 9-12 years of experience (n=18, 39.1%) more than those with 5-8 (n=14, 30.4%), 1-4 (n=8, 17.4%), and 13 and above (n=6, 13.0%) years. The demographic composition of the respondents is consistent with the structure of the entire population which depicts a fair representation of the target population. In addition, the demographic characteristics were vital in the study because they were used as factors to conduct a comparative analysis of the respondents to determine the extent to which they influenced their

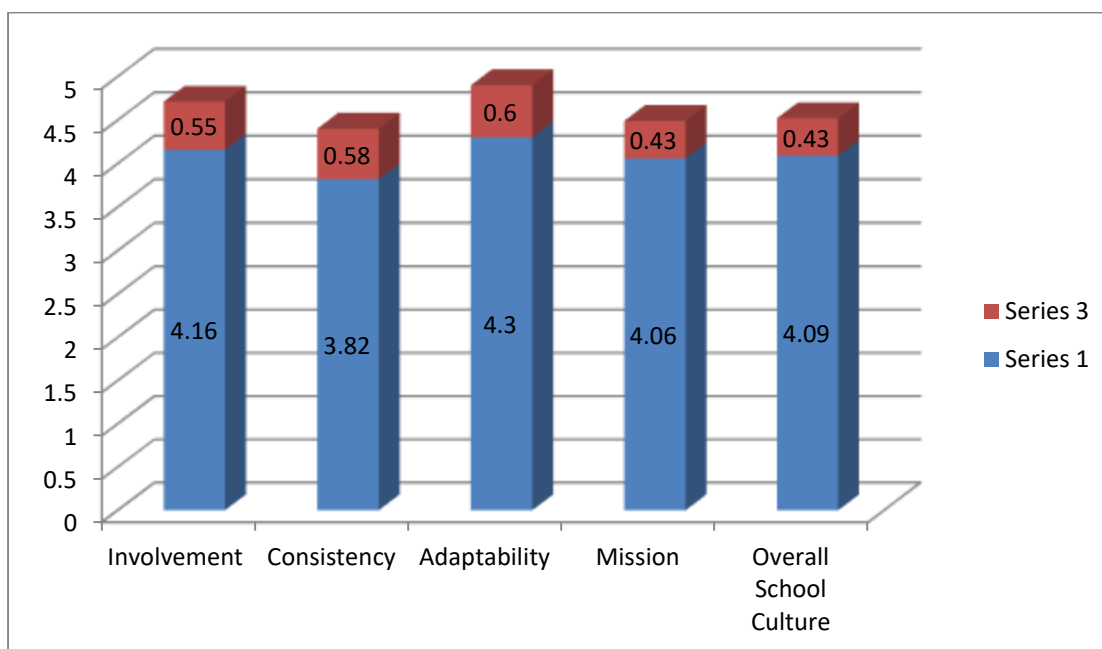
perception of school culture and teacher job performance.

Data Presentation and Analyses of Research Questions

Research Question One - *What is the perception of participants on the nature of school culture in private and public basic schools in the Ga South Municipality?*

The first research question examined the perception of the participants on the nature of school culture, and the results are presented in Figure 1.

Figure 1: Nature of School Culture



Source: Fieldwork, 2016

The results in Figure 1 revealed that adaptability culture was more dominant ($M=4.30$, $SDK.60$) than involvement culture ($M=4.16$, $SDK.55$), mission culture ($M=4.06$, $SDK.43$), and consistency culture ($M=3.82$, $SDK.58$). The overall school culture a mean of 4.09 ($SDK.43$). Based on the 5-point Likert scale used for the data where the mean is 3.0, it could be noticed that all the components of culture as well as the overall culture were above the mean which implies that all the facets of school culture and the overall culture were common in the schools.

Research Question Two - *What is the effect of school culture on the job performance of teachers in private and public basic schools in the Ga South Municipality?*

Test of the Study's Hypotheses

H01: There is no statistical significant difference between private school and public school in their perception of the level of teacher job performance.

To provide answers to this question, an independent samples t-test was used and the results are presented in Table 2.

Table 2: Mean, Standard Deviation and t-test results for Type of School and Teacher Job Performance

Variable	Type of School	Mean	Std. Dev.	t	Df	P-value
Teacher Job Performance	Private	4.61	.20	3.711	44	.001
	Public	4.35	.27			

Source: Fieldwork, 2016

The results in Table 2 indicate that there was a statistically significant difference in the perception of private school ($M=4.61$, $SD=0.20$) and public school ($M=4.35$, $SD=0.27$) for teacher job performance [$t(44) = 3.711$, $p < 0.05$] where teachers in the private school had better job performance than their public school counterparts. Based on these results, the null hypothesis that there is no statistical significant difference between private school and public school in their perception of the level of teacher job performance is rejected whilst the alternative hypothesis is accepted.

H0₂: There is no statistical significant difference in the perception of private school and public school in their perception of school culture.

An independent samples t-test was carried out in order to answer this hypothesis, and the results are shown in Table 3.

Table 3: Mean, Standard Deviation and t-test results for Type of School and School Culture

Variable	Mean	Std. Deviation	t	Df	P-value
School Culture	Private	4.38	.02	3.637	44
	Public	3.94	.46		

Source: Fieldwork, 2016

It could be seen from Table 3 that there was a statistical significant difference in the perception of private school ($M=4.38$, $SD=0.02$) and public school ($M=3.94$, $SD=0.46$) for school culture [$t(44) = 3.637$, $p < 0.05$] where private school possessed better school culture than the public school. Accordingly, there is ample evidence to conclude that the null hypothesis that there is no statistically significant difference in the perception of private school and public school in their perception of school culture is rejected whilst the alternative hypothesis is accepted.

H0₃: There is no statistical significant relationship between school culture and teacher job performance.

Pearson Product Moment correlation was used to investigate the relationship between school culture and teacher job performance. The interpretation of the strength of correlation coefficients was based on the view of Cohen (1988) who suggests that correlation coefficient of $r=.10$ to $.29$ or $r=-.10$ to $-.29$ is small, $r=.30$ to $.49$ or $r=-.30$ to $-.49$ is medium, and $r=.50$ to

1.0 or $r = -.50$ to -1.0 is large. The results of the correlation matrix are shown in Table 4.

Table 4: Pearson Correlation Matrix for School Culture and Teacher Job Performance

		Overall School Culture	Overall Teacher Job Performance
School Culture	Pearson Correlation	1	.2731
	Sig. (2-tailed)		.066
Teacher Job Perf.	Pearson Correlation	.273**	1
	Sig. (2-tailed)	.066	

N=46

**Correlation is significant at $p < 0.05$ (2-tailed)

Source: Fieldwork, 2016

The Pearson correlation results in Table 4 indicated that there is a small but significant positive relationship between school culture and teacher job performance ($r = 0.273$, $p = 0.066$, 2-tailed) at 0.05 alpha level. Therefore, a positive school culture engenders good teacher performance whilst an adverse school culture stifles teacher job performance. Therefore, the null hypothesis that there is no statistical significant relationship between school culture and teacher job performance is rejected whilst the alternative hypothesis is accepted. Based on this result, the study concluded that school culture is a good predictor of teacher job performance.

Discussion of the Results

Research question one sought to investigate the nature of school culture in private and public basic schools. The results discovered that adaptability culture was more dominant ($M = 4.30$, $SD = 0.60$) than involvement culture ($M = 4.16$, $SD = 0.55$), mission culture ($M = 4.06$, $SD = 0.43$), and consistency culture ($M = 3.82$, $SD = 0.58$). However, it was established that all the components of school culture as well as the overall culture were common in the schools. The findings of this study disagree with Me Garvy and Wolfe (2000) and Vacco's (2012) findings where they discovered that mission culture were dominant. This study found that consistency culture was the least cultural trait which departs from the revelation of Me Garvy and Wolfe (2000) where they discovered that involvement culture was the least prevailing cultural trait. However, this study's finding is consistent with Vacco's (2012) finding that consistency culture was the least cultural trait, and that each of the traits performed above average.

The second research question sought to investigate the extent to which school culture influenced teachers' job performance, and it was revealed that it is adaptability culture and consistency culture that contributed significantly to teacher job performance. The results for hypothesis one showed that there was a statistically significant difference in the perception of private school ($M = 4.61$, $SD = 0.20$) and public school ($M = 4.35$, $SD = 0.27$) for teacher job performance [$t(44) = 3.711$, $p < 0.05$] where teachers in the private school had better job performance than their public school counterparts. This result is consistent with Inayatullah and Jehanjir's (2012) finding that private school teachers had higher level of job performance than their public school peers. Furthermore, there was a statistically significant difference in the perception of private school ($M = 4.38$, $SD = 0.02$) and public school

($M=3.94$, $SD=0.46$) for school culture [$t(44) = 3.637$, $p<0.05$] where private school possessed better school culture than the public school. This finding agrees with Boerema's (2009) finding that culture in private schools was better than that of public schools. The results of hypothesis three revealed a small but significant positive relationship between school culture and teacher job performance ($r=0.273$). This implies that teachers' job performance heightens when the culture of the school is appropriate. This finding is consistent with previous studies (Racelis, 2010; Ehtesham, Muhammad, & Muhammad 2011; Nongo (2012) where they found a positive relationship between the culture and employee performance.

It is necessary to investigate the phenomenon of organizational culture and its effects on teacher job performance as it is context-specific. Based on this, the issue is "will similar findings about the effect of OC on employee performance be found in educational institutions in Ghana?"

CONCLUSION

The study produced enough evidence to conclude that organizational cultural traits by Denison (2000) exist in both private and public schools. However, even though adaptability culture was dominant than involvement culture, mission culture, and consistency culture, the study concluded that all the components of culture were held in the schools. However, the study identified adaptability culture and consistency culture as the necessary cultural traits that are needed to enhance teacher job performance. It is ever important to foster these two types of culture within the school to ignite job performance of teachers. However, it is important to note that the fragmented cultural traits do not impact teacher performance better than the composite culture. Therefore, a blend of the cultural traits is crucial to boost job performance of the teachers.

RECOMMENDATIONS

School administrators should be equipped with relevant knowledge through in-service training by the Ministry of Education on the various cultural traits and assist them to develop and sustain such traits in their schools so as to realize educational goals.

The Ghana Education Service should support teachers through in-service training to improve on their job performance especially their teaching skills, management skills, and interpersonal relations so as to attain educational goals. Teachers should be guided by the Directors of Education to strengthen the adaptability and consistency cultural traits since they contribute significantly to teacher job performance.

The Ministry of Education and the Ghana Education Service should design and implement programmes to assist the public basic schools to improve their culture and teacher job performance. Further, they should reorient the school administrators and teachers to improve on the mission culture and involvement culture so that they could impact teacher job performance.

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