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**EMPIRICAL STUDY ON THE EFFECT OF ORGANIZATIONAL CULTURE ON
EMPLOYEE PERFORMANCE IN UMARU ALI SHINKAFI POLYTECHNIC, SOKOTO-
NIGERIA.**

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Abstract

This paper examines the influence of organizational culture as the indicators that effect both high employee and organizational performance which has been the central concern of organizations for years. The research employed quantitative study, whereby data was analyzed using PLS-SEM. Also, the study used cross sectional method on 169 lecturers from Umaru Ali Shinkafi Polytechnic in Sokoto State of Northern West Nigerian Region. The results indicated that four out of the eight hypothesis had significant positive influence on EP, such as (Adhocracy culture is significant with contextual performance, Hierarchical culture is significant with task performance, market culture is significant, market culture is significant with task performance). However, Adhocracy culture is not significant with task performance, Clan culture is not significant with both contextual performance and Hierarchical) on employee (lecturers) performance.

Keywords: *Organizational Culture, Task performance, Contextual performance.*

1.1 Introduction

Even though world over a remarkable achievement has been recorded in the Nigerian educational sector. Still, Nigeria's high educational institutions are faced with the problem of low employee performance (Adamolekun, 2016; Ogoamaka & Duze, 2011). According to United Nations Development Programme [UNDP], (2015). Nigeria is faced with low quality of education compared to other countries. One of the contributing factors is lack of organizational culture among lecturers in the Nigerian high educational institutions (HEIs). However, Bello (2015) pointed out that challenges facing educational sector especially in the HEIs in Nigeria are compounded prevailing unethical culture among the employees who need to be addressed for greater employee performance in an organization (Trust, 2015). Therefore, neglect of ethical culture that suit organization leads to low performance and productivity whereby, culture is one of the vital components to sustaining efficient performance, and competitive advantage (Madu, 2011) mainly in the Nigerian HEIs.

Some researchers (Abdulkareem, Sheu, & Kayode, 2015; Omisore, 2015) have tried to examine the relationship between organizational cultures with employee performance in the Nigerian high educational institutions, but still, there is a problem of employee performance. Based on the above mention problems it is important to conduct more research and find out the issues that hinders improvement in the areas of education of the Nigerian polytechnics especially in Umaru Ali Shinkafi Polytechnic.

Employee performance is the collective result of effort, perception, and ability of tasks (Armstrong, Flood, Guthrie, Liu, Maccurtain, 2010). Also, employee performance is seen as the amount of employee contribution to the development effort as captured by the number of defects fixed by individuals in an organization (Ehrlich & Cataldo, 2012). Over the years, academics have made significant headway in clarifying the concept of performance, Campbell, McCloy, Oppler, and Sager, (1993) considered employee performance as behaviors or activities that are related to the objectives of the organization. Koopmans *et al.* (2013) define employee performance as the performance of employees in an organizational setting to achieve goals and objectives of the organization. It is also the level of individuals' output as a result of activity (Erat, Erdil, Kitapçı, & Comlek, 2012). But Muda, Rafiki, and Harahap (2014) sees employees' performance as an effective utilization of resources which are made up of human, material finance and machines for any organization's growth and success it is as a result of good employees' performance direct to exhibiting positive behaviors by the employees and added to the accomplishment of goals and objectives. Therefore, employee performance is the eligibility of an employee to carry out the organizational task at a given time using available resources. Bonsu and Kusi, (2014) maintained that performance is a standard routine in organizations and the degree to which employee perform responsibilities, assignments as well as executing given tasks. But, according to Tsui, Pearce, and Tripoli (1997) considered EP as a multi-dimensional construct consisting of task and citizenship behaviors. Whereby, TP refers to activities of employees that are within their job description which are measured in terms of quantity, quality, efficiency and effectiveness while CP are the activities of employee that are outside the description but enhances the organizational effectiveness (i.e. voluntary and discretionary activities) as pointed out by (Tsui *et al.*, 1997).

Several factors have been considered as factors influencing employee performance, some of the factors are ethics, values, and attitudes Fatale (2013); Omisore (2015), communication Ehrlich and Cataldo, (2012), human resource development (Adiguzel, Yukse, & Tekin, 2010; Muchhal, 2014; Okoye & Ezejiofor, 2013), emotional intelligent Kumar & Kamalanaban, 2005; Shooshtarian *et al.*, 2013), organizational culture (Bodla, Ali, & Ali, 2013; Hofferberth & Urich, 2011; Nazir & Zami, 2015; Okechukwu, 2014; Shaukat, Ashraf, & Ghafoor, 2015), engagement Anitha, (2014) job stress (Chen, 2009; Yozgat, et al., 2013), leadership and politics (Ogbonna & Harris, 2000; Sabir, Iqbal, & Rehman, 2012), personality (Abdullah et al., 2013; (Durrah, Al-Tobasi, 'aqoulah, & Ahmad, 2016).

However, these studies assist us to understand the factors influencing performance in organization, several studies have been conducted on employee performance, (Agwu, 2014; Bennett, Bies, & Martin, 1998; Bonsu & Kusi 2014; Brockner et al. 2013 and Nazir & Zamir, 2015), found significant relationship between employee performance and organizational culture. While other studies (Ajala, 2012; Durrah, Al-Tobasi, 'aqoulah & Ahmad, 2016; Ahmed, 2012) found an insignificant relationship between employee performance and organizational culture.

Similarly, further studies (Rahman, Hussain & Haque, 2011; Wambugu, 2014; Morgan, Chiroso & Karodia, 2015; Uddin, 2013; Shahzad, 2014) suggested that studies on organizational culture and employee performance revealed no relationship. However, previous studies have been conducted on employee performance, (Orth & Robins, 2014; Shahzad, 2014; Wambugu, 2014) emphasized the need for further empirical studies to ascertain more relationship between organizational culture and employee performance.

2. LITERATURE REVIEW

2.1 Employee performance

It has often been debated in several academic discourses that not much emphasis was shown in clarifying the concept of performance; in essence, attention has always been on what qualifies performance. For instance, employee performance, organizational performance, etc. as far as this study is concerned, the researcher will try and give an elaborate explanation of the concept of performance. Several authors such as Tutar, Altinoz, and Cakiroglu (2011) sees performance as the level of attaining the desired end for both the individual and organization. Also, Justine and Florence (2015) explained performance as the ability of individual departments and sections execute given duties allocated to him/her. It serves as a basis for organizations to measure an individual employee input and outputs to obtain his/her amount of contribution to the success of organizational goals.

Arowolo, (2012) believed that performance is the process that involved a lot of efforts that are geared towards the execution of a purpose and can be assessed based on a well-known phenomenon that determines how bad or good work is executed thus performance can be excellent or poor. Campbell et al., (1993); Kanfer (1990) and Roe (1999) hold the opinion that there has to be a clear-cut difference between action / behavioral perspective and outcome perspective performance. For instance, where the behavioral aspect refers to what an individual does such as core work activities, outcome perspective, on the other hand, explains the consequence of the employees' behavior. In other words, outcome perspective performance is an upshot of behavioral perspective performance. Though in practice, it is not easy to define the action aspect of performance without referring to the outcome aspect because actions relevant to organizational goals constitute performance.

In the words of Aguinis and Kurt Kraiger (2009) performance does not include the results of an employee's behavior, but only the behaviors themselves. It was argued further that perceived employee performance signifies employee believes that their behaviors contribute to the success of the organizations. Earlier claimed by McCloy, Campbell, and Cudeck, (1994) that employee performance could be explained from the standpoints of three factors which enable them to perform better compared to others these factors are "declarative knowledge," "procedural knowledge" and "motivation." Put differently, Carlson¹, Upton¹ and Seaman (2006) projected human resource management practices about five of them that may affect performance such as compensation, training and development, performance appraisal, a package of recruitment, and preserving morale. In a related scenario, (Tessema & Soeters, 2006) used eight HR practices, i.e., recruitment and selection, placement, training, compensation, performance evaluation, promotion, grievance handling and pension or social security about employee performance. Similarly, Tabiu & Allumi, (2013) agreed on some factors such as recruitment, training, involvement, maintenance, and separation that enhance employee performance. Whereas, job security, working conditions, employee empowerment relationship with colleagues and relationship with supervisors are also strong contributing determinants of employee performance in organizations, Shahzad, Khan, and Khan, (2014). Subsequently, a significant link was found between Human Resource Practices of working conditions, job description, internal career growth and result oriented appraisal with the performance of the employee, (Nadeem, Ahmad, Ahmad & Abdullah, 2015).

Previous empirical studies were conducted to determined performance in an organization. For instance, the study conducted by Edirisooriya (2014) on the impact of rewards on employee performance with 100 sample collected from a population of 1075 employees in the Electro Co in Sri Lanka. The study uses two types of rewards, i.e., intrinsic and extrinsic rewards. The results revealed a significant relationship between intrinsic and extrinsic rewards and employee performance. Similarly, Bonsu and Kusi (2014) conducted their study on the relationship between motivation and performance of District Assembly workers in Ashanti Region where 60 participated as respondents. The study is qualitative, but the strategy for the analytical framework is both quantitative and qualitative also the study was analyzed using SPSS computer software. The study indicated that lack of motivation brings high absenteeism and high cost, the study was also able to found out that 40% of the employees are de-activated due to a poor working condition in the organization which affirms the Herzberg theory of Y. More so, the study of Suleiman and Al-Harethi (2013), 514 sample was collected from full-time respondents of public security organization in UAE randomly chosen from top, middle and lower level management to measure the perceived work climate and employee performance and the investigations show that organizational climate and its components significantly predict performance and its factors

However, in the study conducted by Kuzu and Ozilha (2014) on the effect of employee relationship and knowledge sharing on employee performance in five-star hotels in Antalya,

Turkey with a sample of 80 respondents and used statistical package SPSS. The study showed knowledge sharing relate to employee relationship significantly

2.2 Organizational culture

According to scholars Ogbonna and Harris (2000), Zhang and Li (2013), Prajogo and McDermott (2011), organizational culture is seen as collection of beliefs, assumptions, values, attitudes, as well as behavior of its member. It can become as valuable sources for creation of advantages, development of guidelines, creation of solutions for issues faced by an organization; and drivers for achieving objectives (Cameron & Freeman, 1991; Smirch, 1983).

Also Daft, (2005) emphasized that in the field of human resource management that if organizations desire commitment of their employees, those organizations will have to ensure that employees strictly identify with the values, beliefs, and norms of the organization. That is done by explaining the culture of the organization to the employees who will imbibe the culture to be able to get familiar with the organizational system. The process of imbibing the culture entails learning and deciding whether or not they can cope with the job requirements. Arguably, the organization being a learning environment, it depicts the proper understanding and organizational culture. Scholars such as (Uha, 2010) opined that with the organizational culture we could improve the behavior and motivation of human resources to improve its performance and in turn improve the performance of the organization to achieve organizational goals. Jones and George, (2006) believe that the culture of the organization should be developed and improved upon to support continuous improvement of employee performance, improve employees' style of performing their job and thus develop quality awareness. For employees to perform successfully in organizations, it is important to be able to identify cultural differences and be adjustable (Deter, Schroeder, & Mauriel, 2000). Hakim, (2015) denotes that organizational culture has a positive and significant impact on organizational commitment and performance of the employee. And organizational commitment has a significant role as a mediating variable between organizational cultures with employee performance. Therefore his findings give meaning that to improve employee performance it is necessary to increase organizational culture and organizational commitment. Wambugu, (2014) exclaimed that organizations should focus on organizational factors that have a significant effect if at all they want to enhance their goals such factors include organizational values, organizational climate leadership styles, and work process have the more substantial impact on employee job performance. Therefore organizational culture has an active and direct role in employee performance (Ahmed, 2012).

2.2.1 Organizational culture and employee performance

Previous studies on organizational culture and employee performance found significant positive results, for instance, the study conducted by Dahie (2016). In African context on the effect of Organizational Culture on Employee performance using a sample of 80 respondents from three Telecommunication Firms in Mogadishu, Somalia however, using correlation coefficient, the study

found that academic achievement (Dependent variable) had significant positive influence on three independent variables namely: competitive culture, entrepreneurial culture and consensual culture. Also, the result of regression analysis found that three constructs had statistically significant, positive, and straight effects on employee performance.

Again, study conducted by Nazir and Zamir (2015) on Impact of Organizational Culture on Employee's Performance in Pakistan, whereby 60 respondents were sampled from different organizations on 5 point scale and mean standard deviation and t-test, Pearson correlation were applied the results shows that there is positive relationship between employees performance and organizational culture and also indicates that there is no significant difference in responses between gender of employees regarding organizational culture and employee performance . While, some studies have shown that there is an indirect and insignificant relationship between organizational culture and employee performance (Jiony, Tanakinjal, Gom & Sigamul, 2015; Ojo, 2009; Wambugu, 2014; Zakari, Poku, & Owusu-Ansah, 2013; Harlett 2003; Uddin and Jasim 2013).

Therefore, based on the above justification, if the four components of organizational culture are possessed and attained then there will be increased in performance. Again, both the aspects of performance are very important in achieving the organizational aim and objectives. Additionally, task performance deals with behaviors that are needed to complete core task activities; while, contextual performance (i.e. community services) is used as evident by all Nigerian polytechnics, for mandatory annual measurement and evaluation of academics for promotion. Thus, contextual performance is required to promote and maintain the social, psychological and organizational environment in the organization (Borman & Motowidlo, 2000; Van Scotter & Motowidlo, 1996).

Hence, present study hypothesizes that

H1a: Adhocracy culture positively relates to task performance.

H1b: Adhocracy culture positively relates to contextual performance.

H2a: Market culture positively relates to task performance.

H2b: Market culture positively relates to contextual performance.

H3a: Clan culture positively relates to task performance.

H3b: Clan culture positively relates to contextual performance.

H4a: Hierarchical culture positively relates to task performance.

H4b: Hierarchical culture positively relates to contextual performance.

2.3 Theoretical Framework

Based on the hypotheses developed and the theoretical explanation, a research framework was developed. As shown in Fig. 1, it is expected that the four components of organizational culture can significantly influence positive employee task and contextual performance.



Figure 1: Theoretical framework

3. Method

3.1 Research Design

This study employed a quantitative research design as the study is interested in exploring the relationships between employees' perception of organizational culture and self-report employee performance. Data was analyzed using SPSS and Smart PLS method (Ringle, Wende, & Will, 2005). Questionnaires were personally administered by the researcher to polytechnic lecturers in northern Nigeria. Additionally, lecturers were selected in collaboration with the registrar establishment so as to ensure that the sample truly represent the whole workforce. Lecturers were also informed about the objective of the study and its confidentiality. Participants were encouraged to participate in the survey and two weeks was given to them to complete and submit back the questionnaires.

3.2 Participants

The participants are 169 lecturers of Umaru Ali Shinkafi polytechnic Sokoto in the north western region of Nigeria. Majority of the participant 244 (92.1%) are male, while the remaining 21(7.9%) are female. Based on age, 48 (18.1%) are between 19-25 years, 74 (27.9%) are between 26-35 years, 95 (35.8%) are between 36-45 years, 46 (17.4%) are within the range of 46-55 years and lastly 2 (0.8%) are 56 and above years. The description of participant also indicates that 43 (15.3%) are single, 229 (81.5%) are married and 9 (3.2%) fall under divorced/widowed/separated. The academic qualification of respondents shows that 16 (6%) are certificate holders, 99 (37.4%) had Diploma/NCE, 122 (46%) are Degree/HND holders, 21 (7.9%) had master degrees, 2 (0.8%) are PhD graduates and 5 (1.9%) acquired other academic qualifications apart from the one listed. In relation to the number of years with the present organization only 9 (3.4%) of the participant work for less than one year, 32 (12.1%) are between 1-3 years, 58 (21.9%) spent about 4-7 years and majority of the participants 166 (62.6%) work with the organization for more than 7 years.

3.3 Measuring Instruments

In this study, EP was measured by task performance with 11 items and contextual performance with nine items adapted from (Tsui et al., 1997). Task performance is operationalized as the behavior of employees in relation to the quality, quantity and efficiency of the core activities he/she is assigned to perform. Also, contextual performance is operationalized as the behavior of employees that are outside job description but enhances the organizational effectiveness. Also, organizational culture was measured using 16 items by four independent components including market culture, adhocracy culture, clan culture and hierarchical culture. Market culture was measured using four items; adhocracy culture was measured with four items; clan culture was measured with four items and hierarchical culture was measured with four items all from Deshpande et al. (1993). Individual responded to each item in organizational culture and employee performance using five-point scale (1= strongly disagree to 5=strongly agree).

4. Results

Table 1 provides the reliability results of all the study constructs, the average variance extracted (AVE) and the values of R².

Table 1
Constructs validity and reliability

S/No.	Constructs	CR	AVE	R ²
1.	Adhocracy Culture	0.903	0.702	
2.	Clan Culture	0.910	0.717	
3.	Contextual Performance	0.934	0.613	0.76
4.	Hierarchical Culture	0.915	0.728	
5.	Market Culture	0.912	0.721	
6.	Task Performance	0.956	0.664	0.78

Note: CR= Composite Reliability; AVE= Average Variance Extracted; R²= R square

Table 1 showed that all of the constructs have a composite reliability above the minimum threshold of 0.70 (Hair, Hult, Ringle, & Sarstedt, 2014). The reliability ranged from 0.90 to 0.96. Also, the entire latent construct had attained AVE above 0.50 as recommended by Hair et al. (2014). Table 1 further, showed that R² for the dependent variable had a substantial value based on Cohen (1988) criterion for assessing coefficient of determination (see Fig 2.1 for the PLS algorithm results). Results of correlations and square roots of AVE of all the latent variables are shown in Table 2.

Table 2
Correlations and square roots of AVE of latent variables

Constructs	AC	CC	CP	HC	MC	TP
Adhocracy Culture	0.838					
Clan Culture	0.760	0.847				
Contextual Performance	0.828	0.724	0.783			
Hierarchical Culture	0.675	0.712	0.662	0.853		
Market Culture	0.833	0.683	0.820	0.648	0.849	
Task Performance	0.795	0.728	0.815	0.728	0.836	0.815

Note: The diagonals in bold is the square root of the average variance extracted (AVE), while the other entries are the correlations between variables.

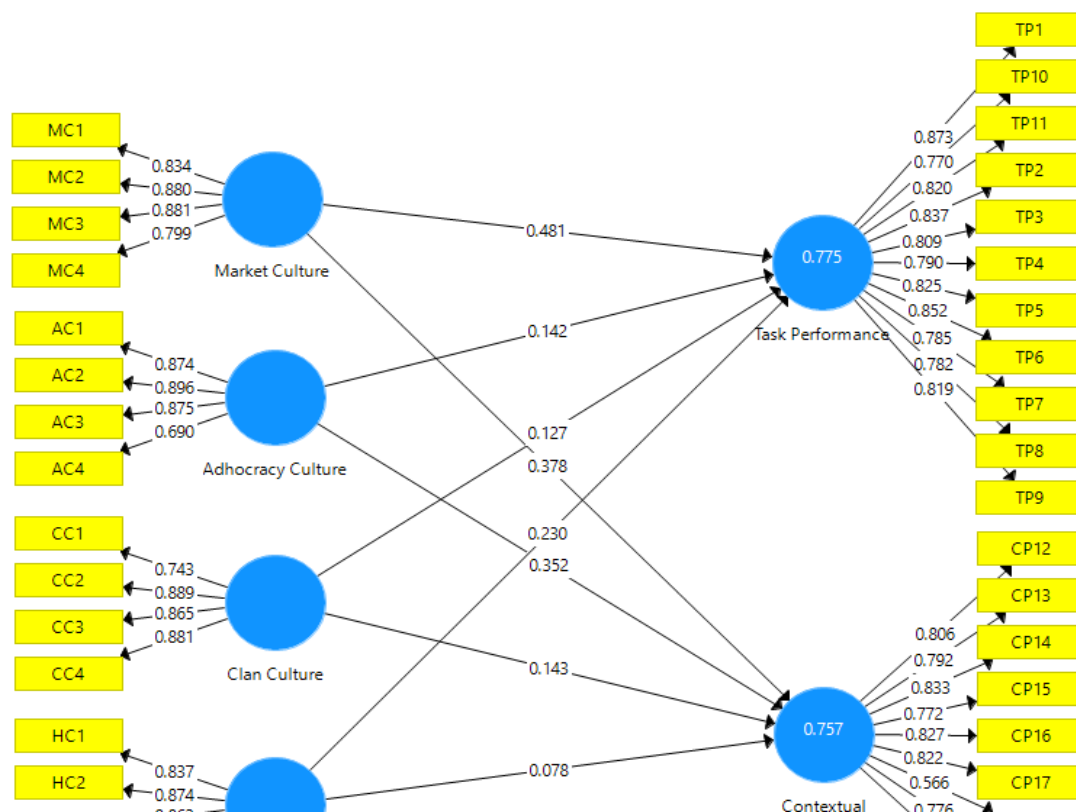


Fig. 2.1: Measurement model (PLS Algorithms)

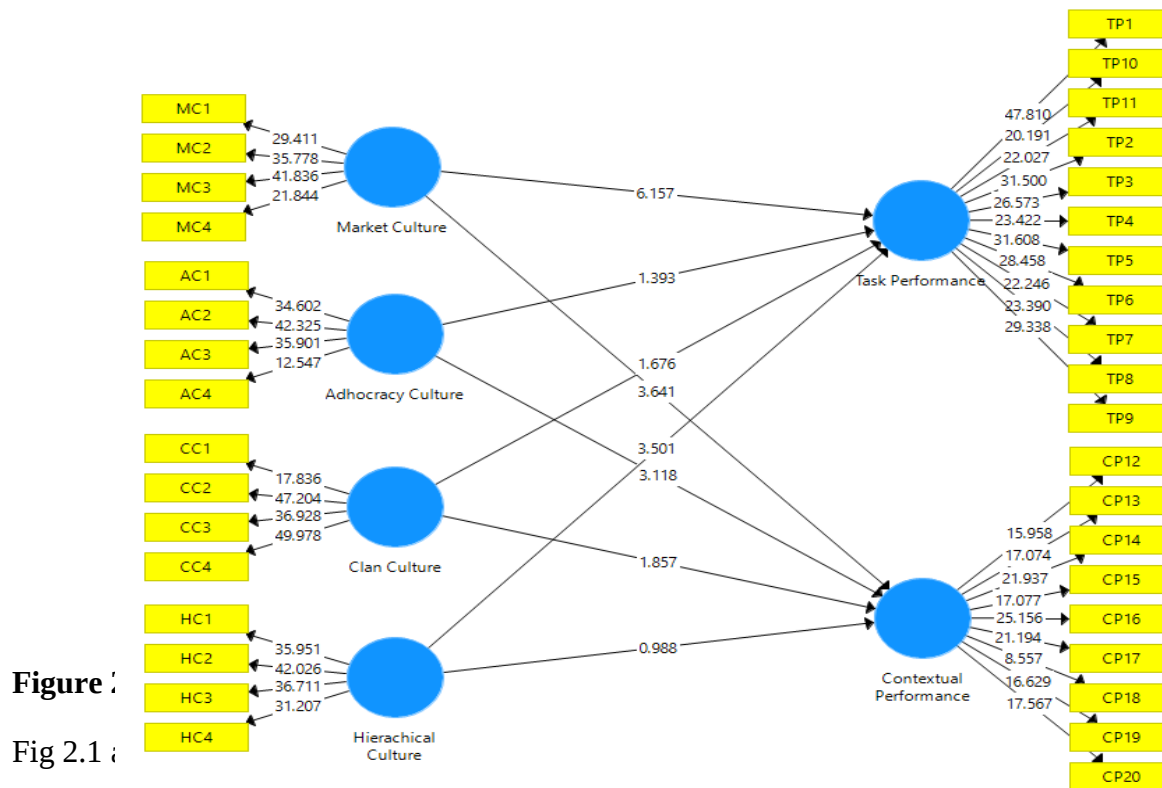


Figure :

Fig 2.1 :

H1a, H3b, H4a, and H4b were supported i.e. AC>CP ($\beta = 0.352$; $t = 3.118$; $p = 0.002$), HC> TP ($\beta = 0.230$; $t = 3.501$; $p = 0.001$), MC>CP ($\beta = 0.481$; $t = 6.157$; $p = 0.000$) and MC>TP ($\beta = 0.378$; $t = 3.641$; $p = 0.000$). However, H1b, was not supported, ($\beta = 0.142$; $t = 1.393$; $p = 0.164$). In the same vein, negative relationship was found in H2a, H2b and H3b, i.e., CC > CP, CC>TP & HC> CP ($\beta = 0.127$; $t = 1.676$; $p = 0.094$), ($\beta = 0.143$; $t = 0.1857$; $p = 0.064$), and ($\beta = 0.078$; $t = 0.988$; $p = 0.323$) respectively.

Table 3

Test of hypotheses

Hypotheses (Relationship)	Beta	Std.	T -	P-	Decisions
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		Error	Value	Values	
Adhocracy Culture -> Contextual Performance	0.352	0.113	3.118	0.002	Supported
Adhocracy Culture -> Task Performance	0.142	0.102	1.393	0.164	Not Supported
Clan Culture -> Contextual Performance	0.143	0.077	1.857	0.064	Not Supported
Clan Culture -> Task Performance	0.127	0.076	1.676	0.094	Not Supported
Hierarchical Culture -> Contextual Performance	0.078	0.079	0.988	0.323	Not Supported
Hierarchical Culture -> Task Performance	0.230	0.066	3.501	0.001	Supported
Market Culture -> Contextual Performance	0.378	0.104	3.641	0.000	Supported
Market Culture -> Task Performance	0.481	0.078	6.157	0.000	Supported

In summary, Table 3 and Figure 2 showed that out of the eight hypotheses tested, four were supported while the remaining four was not empirically supported.

5. Discussion and conclusions

The purpose of this study is to develop and test a model on how organizational culture (market culture, adhocracy culture, clan culture and hierarchical culture) can influence employee task and contextual performances in the context of Nigerian polytechnics lecturers. The statistical results of the research showed that four of the hypotheses were supported, while four hypotheses were not supported. Specifically, H1a= AC->TP, H3a= CC>TP, H4a= HC>TP and H4b= HC>CP were supported, this result was similar to that of the study of (Ogbonna & Harris, 2000: Bodla, Ali, & Ali, 2013: Nazir & Zami, 2015: Uddin & Jasim, 2013). On the other hand, H1b= AC>CP, H2a= CC>TP, H2b= CC>CP, H3b= HC>CP were not supported. Thus, the possible reasons may be as a result of the sample size and the context of the study. More so, Mariama and Kofi, (2013) argued that not all models developed in advanced countries for predicting differences in performance can be applied in developing countries e.g. Nigeria.

All in all, the results indicated that four out of the eight hypotheses had significant positive influence on EP, while four out of the eight hypotheses had negative influence.

5.1 Implications of the study

The current research findings have several implications for both theory and practice. On the theoretical side, this study extends the current literature on organizational culture and EP by providing empirical evidence on the relationship between organizational culture and EP. Additionally, the study extends the understanding and influence of Social exchange theory in explaining the relationship between organizational culture and EP. To the management and practitioners in the educational sectors, the application of this model will provide management with good understanding of organizational culture in order to enhance most favorable EP. It should also be highlighted that lecturers with poor performance do not serve as role models to newly hired ones. If such lecturers still do not perform up to management expectations, letting them leave the polytechnic rather than wasting polytechnics' resources may be a potential remedy.

5.2 Limitations and direction for future study

Although, this research provided additional supports for understanding the influence of organizational culture in improving and proper management of EP in the context of Nigerian polytechnics, nevertheless, the study had some limitations. Firstly, the study used only organizational culture. Therefore, the need for further research that will incorporate other components of organizational culture and a moderating factor like physical working condition. Secondly, in this study the participants were lecturers from only one polytechnic Umaru Ali Shinkafi polytechnics Sokoto of Northern region of Nigeria. Therefore, there is need to expand the scope of research to other polytechnics in order to generalize the findings. Also, future research should include lecturers from other institutions such as universities and colleges of education and beyond is appropriate.

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