



ORGANIZATIONAL CULTURE AND STAFF PERFORMANCE IN SECONDARY SCHOOLS IN BUKEDEA DISTRICT, EASTERN, UGANDA

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ABSTRACT

The study examined the relationship between organizational culture and staff performance in secondary schools in Bukedea District. The study adopted a cross-sectional survey design in which both quantitative and qualitative data were collected. The study objectives were as follows: to determine the relationship between teamwork and staff performance and to determine the relationship between innovation and staff performance in secondary schools in Bukedea District. A sample of 100 employees was selected from the population of 157 respondents. The study's primary informants included deputies, teachers, and head teachers. The sampling methods used included simple random for teachers and census sampling techniques for head teachers and deputies. After data collection, analysis, and presentation, it was established that there is a positive and moderate relationship between teamwork and staff performance, as represented by ($r = .530, n = 100, p = 0.000 < 0.05$). It was noted that staff understand the common goal for their organization, and hence, when an organization sets out the goals, all workers are mandated to abide by them to improve their performance. Similarly, it is concluded that in organizations where staff know each other, every member becomes consistent in their work, and in such a situation, all staff recognize each other for the job well done and staff proactively meet each other's needs by helping each other. In establishing the relationship between innovation and staff performance, it was found that there is a significant and moderate relationship between innovation and staff performance, represented by ($r = .503, n = 100, p = 0.000 < 0.05$). It was noted that organizations with a strong culture of innovation are different in the marketplace and introduce innovations into products and processes to increase their performance. It is therefore concluded that organizational culture through teamwork and a culture of innovation play a tremendous role in staff performance, and hence secondary schools in Bukedea district need to embrace it for better results. It is therefore recommended that a dynamic and entrepreneurial organizational culture that can help staff stick their necks and take risks needs to be built; teamwork needs to be built and improved; more resources should be allocated to the staff members to make their work easy; and staff members should be encouraged to be innovative. Staff members enjoy working in an environment that encourages creative thinking and personal innovation.

INTRODUCTION

Employee performance has attracted a lot of attention among scholars and practitioners. This is because employee performance is the company's key to success and a source of strategic advantage. Goal-oriented organizations typically rely on an organizational culture that is motivated by values to help them accomplish their goals and objectives. An organization's members must interact with one another and the outside world by a shared set of expectations, values, conventions, leadership styles, and work practices that make up their organizational culture to achieve its goals. Yusuf (2022) defines organizational culture as a system of customs, attitudes, and beliefs that dictate acceptable behavior for staff members. Being social creatures, humans essentially need the company of other humans to socialize, collaborate, and function. Because of this, there must be an organization to provide a space for people to interact and collaborate (Abdullahi et al., 2021).

The values, customs, beliefs, and behaviors that define an organization's identity and methods of operation are reflected in its organizational culture.

An effective corporate culture inspires workers, gives them clear direction, and has an impact on their decisions and behavior (Adam, 2020). It is impossible to overlook the significance of an efficient organizational culture that aligns with business objectives. Workers who are aligned with their personal beliefs and feel part of a positive company culture are typically more engaged in their work, have high job satisfaction, and make valuable contributions to the achievement of organizational objectives. An inclusive work environment, decreased interpersonal disputes, and more cooperation and collaboration among employees are all benefits of a strong organizational culture. Companies can encourage employees to embrace innovation, teamwork, high performance standards, and customer



focus by developing a strong organizational culture. This can boost the competitive edge of the business (Jufrizen, 2021). There may be a difference between the company's ideal culture and the culture that employees truly embrace, even in spite of the fact that organizational culture has a significant impact on worker performance. This disparity arises when the company's professed values and the norms followed on a daily basis at work diverge. Employee discontent, annoyance, and even poor performance may arise from this misalignment (Ekosusilo, 2020; Hasibuan & Bangun, 2020). Performance is both a qualitative and quantitative manifestation of an individual or group's ability to use their knowledge, skills, and talents to carry out and finish tasks in order to achieve goals (Altındağ & Kösedacı, 2015). Thus, it can be claimed that employee performance is a company's key to success and a source of strategic advantage (Diamantidis & Chatzoglou, 2019; Rusu et al., 2016). According to Diamantidis and Chatzoglou (2019), maintaining the organization's existence in a continually changing environment can be achieved through sustainable employee performance growth. A performance appraisal, which must be customized to the needs of each firm, can be used to determine if an employee's performance is good or bad (Rusu et al., 2016).

The specific objectives of the study are

1. To determine the relationship between teamwork and staff performance in secondary schools in Bukedea District
2. To determine the relationship between innovation and staff performance in secondary schools in Bukedea District.

The following are the null hypotheses of the study

H₀₂: There is no statistically significant relationship between teamwork and staff performance in secondary schools in Bukedea District.

H₀₃: There is no statistically significant relationship between the culture of innovation and staff performance in secondary schools in Bukedea District.

LITERATURE REVIEW

Teamwork and Staff Performance

Teamwork is usually defined as the extent to which a team can reach a predictable goal or completely reach the expected quality of a task Kadavakollu (2013). While there are many variables that can propel proper organizational functioning, teamwork is a key factor that cannot be ignored. While teamwork is regarded by management experts as an important factor in organizations, there is a broad consensus in the literature about its defining features. Katzenbach and Smith (2018) stated that a team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. In addition, regular communication, coordination, distinctive roles, interdependent tasks, and shared norms are important features'. In this era of increased competition, leaders within school management recognize the importance of teamwork more than ever before.

Teachers working in teams can improve the performance of students through collaboration. In schools where teachers work as teams, this becomes the standard for the organization (Beam & Carey, 2019). It is a means of improving manpower utilization and potentially raising the performance of students. With support from upper - level management, teachers work confidently in teams and increase the productivity of the organization. A recent study shows that employees working within a team can produce more output as compared to individuals (Jones, Richard, Paul, Sloane, & Peter, 2017). According to (Amadi, 2019), culture and teamwork in an organization foster openness, fairness, and sincerity, thus allowing full involvement of everyone in the organization. Additionally, Cohen & Bailey (2015) argued that an employee team is a collection of individuals who are interdependent on the tasks and who share responsibility for the outcomes. Teamwork is an important factor for the smooth functioning of the school. Most of the school activities become complex due to advancements in teamwork; therefore, teamwork is a major focus of many organizations. One research study concluded that teamwork is necessary for all types of organizations including non-profit organizations, since it enhances skills, knowledge, and abilities.

Amadi (2019) pointed out that 85% of problems are the result of system problems caused by a failed organizational culture in teamwork; on the other hand, 15% of the problems are attributed to the low performance of staff. Staff must receive clear standards for work and a stress-free working environment, among others, from the culture, and lead the team effectively through clear goals, and assessment technique. Further, (Amadi, 2019) gave staff the status of managers so that they could implement the culture, and be role models in dealing with the most vital processes of human life, that is, learning, coping with the challenges of the changing world, and socialization. As a culture, administrators must treat their staff fairly, and create a comfortable environment by stimulating them to cooperate with one another. (Amadi, 2019) argued that for teams to be successful, they must have attributes of clear objectives in the educational policy. The performance as a team works hand in hand with the school culture compliance team to make sure that school culture and quality are not compromised, as each employee is expected to perform at their best. In the United Kingdom, schools are involved in staff performance, while in Uganda, schools are mostly concerned with collective bargaining, terms and conditions of work without much concern about the performance of staff (Kelly et al., 2019). (Wambugu, 2014), points out that open-book management takes those new management ideas of empowerment, teams and gives them business logic. (Wambugu, 2014) additionally explains that, in open-book management, there are three essential differences to a conventional business. Every employee sees and learns to understand the organization's financial, along with all the other numbers that are critical to tracking organizational performance.



Innovation and Staff Performance

Organizations with the aim of improving innovation and the performance of staff must pay attention to their culture, since it's a key enabler or great barrier against both, depending on the values that make up the current organizational culture (Naranjo-Valencia et al., 2016). Additionally, Sharifirad and Ataei (2012) claimed that organizational culture impacts the culture of innovation, which is formed by traits that use values of flexibility as a means of reaching goals aimed at development, and interaction with the external environment, while culture is shaped by traits that involve order, information management, and communications with the goal of maintaining stability and control. Recent studies (Shahzad et al., 2017; Park et al., 2016) have considered the relationship between organizational culture of innovation and staff performance.

Shahzad et al (2017) established that product innovation does not affect staff performance in generous environments but has a positive impact on the performance of staff in antagonistic environments. Focusing on a sample of US business service companies, (Uzkurt et al., 2013) established that the availability of innovation has a positive impact on the organization's development, but has no effect on productivity, which is contrary to our study in Uganda. Callan and Levinson (2011) contended that goal setting is a process that uses the strengths of students to improve upon their weaknesses, and ultimately helps lead them to success. Teachers, administrators, parents, and the community should have a working relationship to that students are given every opportunity to succeed. Student achievement is ultimately the goal of all stakeholders, and everyone needs to understand how they work and what role they play in helping students achieve each goal that is set.

Naranjo-Valencia et al., (2016) investigated the value of creativity in corporate culture, indicating that organizations are based on knowledge; the success and survival of these depend on innovation, and originality, among others. The effect is that organizations foster the creation of an institutional environment in which innovation is accepted as a cultural norm in varying

environments, emphasizing the value of organizational culture in this context (Uzkurt et al., 2013). Organizational innovation and learning are affected by organizational values, work environment, knowledge sharing, and all other factors created by organizational culture (Shahzad et al., 2017). Researchers agree that the culture of the organization has an effect on staff performance and effectiveness (Saad & Abbas, 2018). Meanwhile, studies have been enthusiastic about examining the role of culture as an organizational resource that affects performance (Kumari & Singh, 2018). According to (Hogan and Coote, 2014), the fact that culture influences the effectiveness of a firm is an inherent assumption of many administrators, yet they admit that few empirical studies have provided a detailed view of these relationships. They further accomplish that, through the analysis of 99 health units in the United States, staff attitude has a mediating role in the relationship between organizational culture and various measures of organizational performance.

METHODOLOGY

A cross-sectional survey design was used in this study. Headteachers, teachers, and non-teaching staff from the secondary schools in Bukedea District constituted the study's population. A sample of 100 employees was chosen from the 157 respondents that made up the study population. The study's primary informants included deputies, teachers, and head teachers. A simple random sample was employed for teachers, while census sampling was used for head teachers and deputies. Interview techniques and questionnaires were used to gather data. Descriptive statistics and percentages were used to evaluate the quantitative data, and content analysis was used to study the qualitative data.

RESULTS

The hypotheses were tested using a Pearson correlation coefficient at the 0.05 level of significance. **Hypothesis One:**
H₀₂: There is no statistically significant relationship between teamwork and staff performance in secondary schools in Bukedea District.

Table 1: The Pearson Product Moment Correlation Index obtained on Team work and Staff Performance in Secondary School in Bukedea District.

		Team Work	Staff Performance
Team work	Pearson Correlation	1	.530**
	Sig. (2-tailed)		.000
	N	100	100
Staff Performance	Pearson Correlation	.530**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The results shown in Table 1 above pertain to the Pearson product moment correlation index, which measures teamwork and staff performance. It is denoted by $r = 0.530^{**}$. The results show a moderate relationship between teamwork and staff performance

in secondary schools in Bukedea District, with a positive sig value of $p = 0.000 < 0.05$. Based on the p- value the null hypothesis is rejected .The findings demonstrate the importance of teamwork in employee performance in firms, indicating that all



organizations should promote it. This relates to (Alie, Beam, & Carey, 2019), who observed that collaborative teaching among teachers can enhance students' performance. When educators collaborate in teams, it becomes the norm for the institution.

Hypothesis Two

Ho3: There is no statistically significant relationship organisational culture of innovation and staff performance in secondary schools in Bukedea District.

Table 2: The Pearson Product Moment Correlation Index obtained on Innovation and Staff Performance in Secondary School in Bukedea District.

		Innovation	Staff Performance
Innovation	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	100	100
Staff Performance	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 2, the Pearson product moment correlation index obtained on teamwork and staff performance is represented as $r = 0.503^{**}$. The null hypothesis is rejected because the association between innovation and staff performance in secondary schools in Bukedea District is positive and moderate, as indicated by the sig value of $p = 0.000 < 0.05$. This relates to Laforet (2011), who noted that organizations with a strong innovation culture stand out in the marketplace and incorporate new ideas into their operations and products to improve efficiency.

CONCLUSION

Based on the findings of the study, the following conclusions are made;

- The study established a positive and moderate relationship between teamwork and staff performance. This indicates that effective teamwork can contribute to improved staff performance in organizations, and hence, organizations need to embrace teamwork as a means of improving their staff performance.
- There was also a significant and moderate relationship between innovation and staff performance. Organizations with a strong culture of innovation were found to stand out in the marketplace and enhance their performance through innovative practices. This means that organizations need to be innovative for them to stand out from the rest of the organizations in the marketplace.
- The study highlighted the significant effect of teamwork and a culture of innovation in enhancing staff performance in secondary schools. Embracing these aspects can lead to better results in secondary schools in Bukedea and around the world.
- Finally, the study emphasizes the importance of teamwork, innovation, and a supportive organizational culture in enhancing staff performance in secondary schools. By recognizing and fostering these elements, schools can create an environment conducive to improving staff performance and overall organizational success.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. Organizations need to create a dynamic and entrepreneurial organizational culture that encourages staff members to take risks and be innovative, thereby enhancing staff performance and productivity.
2. Organizations need to build teamwork among staff members since it can positively impact staff performance, which leads to overall organizational success.
3. Organizations should allocate more resources to staff members to make their work easier and more efficient since more resources can contribute to improved performance amongst staff members in the organization.
4. Staff members should be encouraged to be innovative. Staff members enjoy working in an environment that encourages creative thinking and personal innovation.

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