



The Implication of Institutional Culture on Staff Work Behaviour in Public Universities

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Abstract

This study examined the implication of institutional culture on staff work behaviour in public universities in Rivers State. The study was guided with three research questions and three hypotheses. The study adopted a correlational and survey design. The target population for the study consists of two thousand nine hundred and thirty-four (2,934) teaching staff drawn from the three (3) public universities in Rivers State; University of Port Harcourt [UNIPORT], Rivers State University [RSU] and Ignatius Ajuru University of Education [IAUE] in Rumuolumeni. The sample size of the study is 587 lecturers who are drawn from the population of 2,839 lecturers thereby making 20% of the total population. In this regards, the stratified simple random sampling technique was used to select the departments and lecturers. The instrument that was used for data collection was a self-designed questionnaire, titled: Institutional Culture Questionnaire (ICQ) and Staff-Work Behavior Questionnaire (SWBQ). The instrument was structure on the 4 point modified likert scaling pattern of Very High Extent (VHE- 4points High Extent CHE – 3points) Low Extent (LE – 2points) and Very Low Extent (VLE – 1point). The instrument was validity by the researcher supervisor and three other experts while its reliability was tested using Pearson Product Moment Correlation coefficient and a reliability index of 0.71 was established (r); a total of 587 copies of questionnaires were distributed to the respondents and 520 (90%) copies of questionnaires were retrieved. Mean and standard deviation were used as statistical tools to answer the research questions while the null hypotheses were tested using Pearson Product Moment Correlation Coefficient. Findings from the study revealed that values, performance orientation and leadership as institutional culture enhance staff work behaviour in public universities in Rivers State. The study concluded that institutional culture enhances staff work behaviour in public universities in Rivers State. The study recommended among others that institutional cultures, such as value, performance and leadership should be regarded as a vital tool in enhancing staff work behavior and that culture of the institutions should be review on constant or regular basis for improved staff work behavior.

Keywords: Institutional Culture, Values, Performance Orientation, Leadership, Staff, Work Behaviour.

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INTRODUCTION

Colleges and universities all over the world have engaged in an impressive number of institutional initiatives and activities that complicate the notion of a single, unified culture in higher education. To promote research and cultivate ties with business communities, universities have sorted private sponsorship, create alliances with dissimilar institutions, and promulgate entrepreneurial partnerships with a variety of corporate entities (Eckel & Hartley, 2008). Education today has gone beyond the normal traditional way; the introduction of online education has transformed what many institutions think of as their traditional constituency or who teach their courses. Government at all levels is focused on improving the skillsets of workers to meet the challenges of a knowledge based economy by encouraging tertiary institutions to create new degree programs and expand access to students from previously underrepresented ethnic and socioeconomic backgrounds (Jongbloed et al., 2008).

The identity of a university is not often easily definable, especially since the culture of an institution is both subjective depending on the perspectives and motivations of different individuals and complex moving beyond the descriptive clarity offered by institutional charts and quantitative measurements of institutional progress (Tierney & Lanford, 2018). As faculty and staff endeavor to ascribe meaning to their work and students attempt to decide which college or university is the best fit for their career goals. Institutional culture has taken on special relevance in higher education studies, which explores institutional culture by defining the culture of the university and explaining its utility in a more complex nature. Four important terms that establish a framework for examining institutional culture are provided and discussed in detail. Subsequently, the import of an institutional culture framework for administrators and researchers is delineated. The paper concludes with a summary of the advantages and disadvantages of a cultural perspective, along with a brief prospectus for future research on institutional culture in higher education.

Institutional culture until the 1980s, was thought to reside in the discipline of anthropology, where researchers studied “exotic” tribes. Modern institutional studies, conversely, presumed that rational decision-making and strategic planning could be fostered by a clarification of lines of authority (Chaffee & Tierney, 2008). Through such a hierarchical structure, a select group of leaders would chart a path for the institution, setting necessary rules and guidelines, while lower-level staff and faculty assiduously followed. The environment of an institution consisted of a fixed number of identifiable elements. To the extent that an organization might undergo substantive change, it was perceived as a necessary response to consumer preferences. Over the past couple of decades, however, the field of cultural studies has become a mature, active area of academic research. Concurrently, linear and formalized decision-making arrangements have been displaced by flatter, more collaborative structures. Inasmuch as they encourage diversity, intrinsic motivation, and autonomy, such environments are often better incubators for the cultivation of innovative ideas (Tierney & Lanford, 2018).

A deeper understanding of culture has become vital for those who wish to encourage an innovative climate that can enable higher education to positively impact diverse societies and nations. Culture is most conspicuous when people transcend their home culture and recognize that their assumptions, beliefs, and practices are at odds with the norms of a new cultural environment. Likewise, institutional culture in higher education is perhaps most apparent when individuals move to a new campus environment after spending a significant amount of time at a single college or university. In such instances, the relationships between faculty and administrators, the expectations concerning office hours, the procedures concerning student

grading and plagiarism, and the implicit, yet axiomatic, practices guiding dozens of daily interactions may be quite different, if not alienating.

It is important to emphasize that these practices are only seldom codified, they are rarely static. Therefore, it takes considerable time for an individual to comprehend the intricate web of relationships and routines that constitute institutional culture. Moreover, one's understanding of institutional culture is subject to reinterpretation as new individuals instigate change through the unique perspectives and ideas they introduce and propagate (Austin & McDaniels, 2006). For these reasons, most contemporary discussions of institutional culture proceed from the epistemological stipulation that the institutional environment of higher education is socially constructed.

According to Geertz (2008), the definition of culture concerns the following; man is an animal suspended in webs of significance he himself has spun. Culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law, but an interpretive one in search of meaning. By consciously interrogating and understanding the codes, symbols, and interpretations that inform institutional culture, leaders can appraise likely outcomes before charting a course of action. The next section outlines a conceptual language that can be utilized to depict and examine institutions across various national higher education systems, thus delineating a useful framework for the consideration of institutional culture.

Statement of the Problem

In recent years, colleges and universities throughout the world have engaged in an impressive number of institutional initiatives and activities that complicate the notion of a single, unified culture in higher education. To promote research and cultivate ties with business communities, universities have courted private donors, forged alliances with dissimilar institutions, and cemented entrepreneurial partnerships with a variety of corporate entities (Eckel & Hartley, 2008).

Aim and Objectives of the Study

The aim of the study is to examine the implication of institutional culture on staff work behaviour in public universities in Rivers State. The study specifically sought to:

- Determine the extent values as institutional culture enhance staff work behaviour in public universities in Rivers State.
- Investigate the extent performance orientation as institutional culture enhances staff work behaviour in public universities in Rivers State.
- Ascertain the extent leadership as institutional culture enhances staff work behaviour in public universities in Rivers State.

Research Questions

The following research questions were raised to guide the study:

- To what extent do values as institutional culture enhance staff work behaviour in public universities in Rivers State?

- To what extent does performance orientation as institutional culture enhance staff work behaviour in public universities in Rivers State?
- To what extent does leadership as institutional culture enhance staff work behaviour in public universities in Rivers State?

Hypotheses

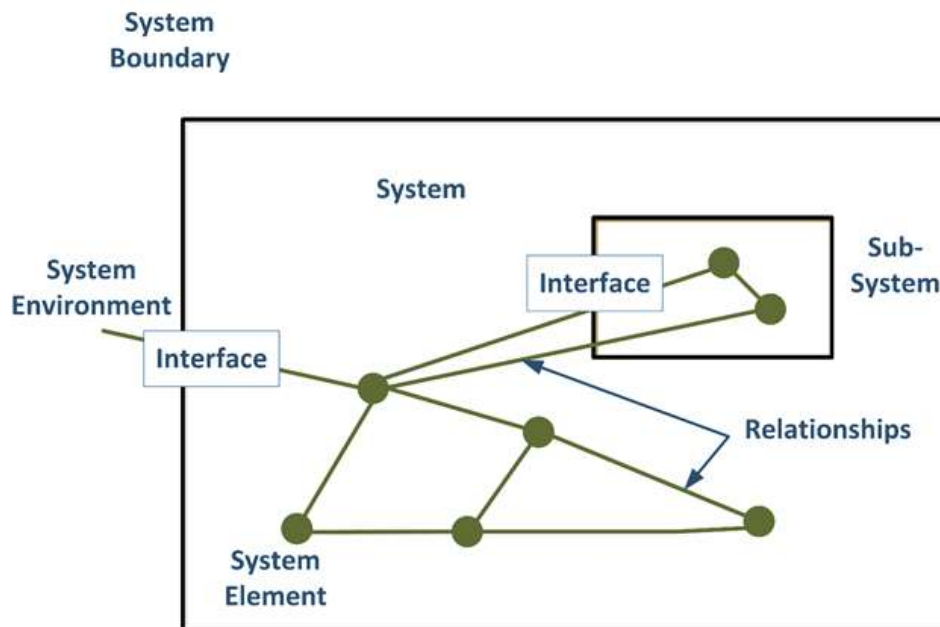
The following hypotheses guided the study, and were tested at 0.05 level of significance:

- There is no significant relationship between values as institutional culture and staff work behaviour in public universities in Rivers State.
- There is no significant relationship between performance orientation as institutional culture and staff work behaviour in public universities in Rivers State.
- There is no significant relationship between leadership as institutional culture and staff work behaviour in public universities in Rivers State.

Theoretical Framework

This study is anchored on the System theory by Ludwig von Bertalanffy in 1940.

Systems Theory



Systems theory, also called social systems theory, in social science, the study of society as a complex arrangement of elements, including individuals and their beliefs, as they relate to a whole (e.g., a country) (Whitchurch & Constantine, 2009). The study of society as a social system has a long history in the social sciences. The conceptual origins of the approach are generally traced to the 19th century, particularly in the work of English sociologist and philosopher Herbert Spencer and French social scientist Émile Durkheim (Durkheim & Weber, 2002). In the 19th century, Spencer, influenced by British naturalist Charles Darwin's theory of

evolution, argued for a unitary form of the social system. In his approach, the system of society was constantly evolving into an even-more-complex state of perfection. However, alternative forms of social systems theory argued for a very different view of social evolution. In those perspectives, society is not evolving toward some perfect state; rather, it is reaching a state of increasing complexity.

This was called structural differentiation. Structural differentiation refers to the adaptation of society to its environment through changes in its internal complexity. An important aspect of social differentiation is the way in which adaptation occurs, or how changes in the structure of the system relate to the processes of the system. On one hand, society can be viewed as a total organism that is sustained by the various processes that support its function and survival. An alternative view argues that stabilizations in social systems occur not because of any rational plan of overall survival but simply because they happen to work. Systems theory is also involved in analyzing how society adapts to its environment through adjustments in its structure, with important implications for the understanding of social order (Buckley, 2007). Systems theory reveals the complexity of social evolution and, on this basis, stresses the limited possibility of steering society. On the other hand, because society is vastly complex, the social scientist can nonetheless have an appreciation of the large range of adaptive possibilities for social systems.

The main assumption of systems theory is that a complex system is made up of multiple smaller systems, and it is the interactions between these smaller systems that create a complex system as it is known. Systems theory assumes certain underlying concepts and principles can be applied universally in different fields, even if these fields evolved separately. This assumption is a crucial factor in systems theory because it is this reasoning that enables people like social workers and psychologists to employ systems theory in a way that benefits those they're assisting. Following that assumption, a general systems theory that provides universal guidelines for scientific research and education will enable further integration and unification of the natural and social sciences. This will yield a better understanding of how these sciences are interrelated and affect our daily lives.

Systems theory plays a key role in the advancement of society. Only by looking at all the moving parts can we have a greater understanding of the whole and how it works a principle that holds true in physical sciences and social sciences alike (Buckley, 2007). By applying these broad truths across disciplines, we can further integrate our understanding of separate phenomena. As it applies to social science, systems theory is crucial because it looks holistically at the individual to draw insights and use them to take steps forward.

CONCEPTUAL FRAMEWORK

Culture

The origin of the Latin word *cultura* is clear. It is a derivative of the verb *colo* (infinitive *colere*), meaning "to tend," "to cultivate," and "to till," among other things (Bature, 2020). It can take objects such as *ager*, hence *agricultura*, whose literal meaning is "field tilling." Another possible object of the verb *colo* is *animus* "character". In that case, the expression would refer to the cultivation of the human character. Consequently, the Latin noun *cultura* can be associated with education and refinement. The etymological analysis of "culture" is quite uncontroversial. But in the field of anthropology, the situation is much more complex. Definitions of culture abound and

range from very complex to very simple. For example, a complex definition was proposed by Kroeber and Parsons (2007): transmitted and created content and patterns of values, ideas, and other symbolic- meaningful systems as factors in the shaping of human behavior (Bature, 2020).

Culture is shared mental software, the collective programming of the mind that distinguishes the members of one group or category of people from another (Hofstede, 2001). The group or category can be a national society but Hofstede believed that his definition applies also to other collectives, such as regions, ethnicities, occupations, organizations, or even age groups and genders. According to Jahoda (2012), “culture” is the most elusive term in the vocabulary of the social sciences and the number of books devoted to the topic would fill many library shelves. Culture can be pragmatically defined by the contents and boundaries of the interests of the scholars who study it. Even better, we should look at what is in the focus of their interests.

Institutional Culture

The concept of institutional culture has attracted a significant amount of research since the 1980s. Before the concept surfaced in the literature, the concept of institutional culture was common in the institutional and management literature in the 1960s and 1970s. The terms culture and culture were used interchangeably until the concept of institutional culture established itself as a distinctive field of research (Hofstede, 2011).

In spite of the fact that organizations have always had cultures, managing these cultures has been a challenging and ambiguous task for business leaders. Cameron and Quinn (2011) argued that institutional culture has a strong association with the organization’s sense of uniqueness, its values, missions, aims, goals and ways of building shared values. Also, institutional culture represents a system of intangible and unquestionable beliefs that justify how organizations behave. These beliefs, however, are taken for granted and are rarely stated or discussed openly. Institutional culture is well regarded as one of the unique characteristics that distinguish successful organizations from others (Berson et al., 2008). Therefore, understanding the concept of institutional culture is a crucial task for leaders because of its great impact on different aspects of institutional behavior.

Ignoring institutional culture in plans for any changes within the organization would yield unforeseen and negative consequences (Cameron & Quinn, 2011). Having established that institutional culture comprises a range of complex social phenomena, it is not surprising that scholars have identified corporate culture as a multi-layered construct which can be divided into layers according to these phenomena’s observability and accessibility. Institutional culture has been defined as patterns of shared values and beliefs over time which produces behavioral norms that are adopted in solving problems. The organization’s internal environment is represented by its culture and is construed by the assumptions and beliefs of the managers and staff. Institutional culture manifested in beliefs and assumptions, values, attitudes and behaviors of its members is a valuable source of firm’s competitive advantage since it shapes institutional procedures, unifies institutional capabilities into a cohesive whole, provides solutions to the problems faced by the organization, and, thereby, hindering or facilitating the organization’s achievement of its goals (Yilmaz & Ergun, 2008).

An institutional culture defined the proper way to behave within the institution. This culture consists of shared beliefs and values established by leaders and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviors and

understanding. Institutional culture sets the context for everything an enterprise does (Wilson, 2001). Because industries and situations vary significantly, there is not a one-size-fits-all culture template that meets the needs of all organizations. A strong culture is a common denominator among the most successful institutions. All have consensus at the top regarding cultural priorities, and those values focus not on individuals but on the organization and its goals. Leaders in successful institutions live their cultures every day and go out of their way to communicate their cultural identities to staff as well as prospective new hires. They are clear about their values and how those values define their organizations and determine how the organizations run

Culture also provides an informal control mechanism, a strong sense of identification with the organization and shared understanding among staff about what is important. Staff whose organizations have strongly defined cultures can also justify their behaviors at work because those behaviors fit the culture. Institutional culture is defined as the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization (Sondakh & Pandowo, 2020). Fairness in the workplace is a key element to the successful management and development of an organization. By evaluating the treatment of staff within educational settings, as well as examining their reaction to fair and effective leadership practices, an institution gains a competitive edge within the global academic landscape (Ololube, 2016).

Institutional culture can be referred to as the glue that keeps an organization together (Sriramesh et al., 2013). It is the silent code of conduct; it is more about how things get done, rather than what gets done. It can also be referred to as white noise, the background static that may affect you but goes unnoticed. When a new employee is learning the ropes, they are learning the culture. Culture is not a thing. It is not something an organization has or does not have. Culture is something an organization is. An organization could be assessed today, and one would be able to define its culture in specific terms and even identify subcultures. The challenge for any organization, as a leader, is to recognize that it exists and that it molds reality for their staff. Institutional job is to ensure that the culture does not become dysfunctional. When this happens, culture, especially if it is a strong one, can be a liability. A cultural assessment allows organization to continuously examine their culture and to determine how healthy it is. It will identify where their incongruence's lie, determine what effect they are having on their business, and help organization develop a plan to rectify the situation.

Institutional culture has defined as the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization. Institutional culture includes an organization's expectations, experiences, philosophy, as well as the values that guide member behavior, and is expressed in member self-image, inner workings, interactions with the outside world, and future expectations (Ahiauzu & Ololube, 2016). Culture had based on shared attitudes, beliefs, customs, and written and unwritten rules that has developed over time and has considered valid (Abera, 2019). Culture also includes the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. However, in other way of culture express how the construct plays out in the workplace.

In institutional culture definitions stress staff behavioral components and how institutional culture directly influences the behaviors of staff within an organization. Under this set of definitions, institutional culture is a set of shared assumptions that guide what happens in organizations by defining appropriate behavior for various situations (Ravasi & Schultz, 2006).

Institutional culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, institutional culture may influence how much staff identify with their organization (Schrodt, 2002).

Forms of Institutional Culture

For the purpose of this study, the followings were considered as the various forms of institutional culture:

Values as a Form of Institutional Culture: Put simply, institutional values are the guiding principles that provide an organization with purpose and direction. They help companies manage their interactions with both customers and staff.

Performance Orientation as a Form of Institutional Culture: if what reflects a working environment, where effort and success are acknowledged and rewarded. Rewards don't have to be exclusively financial. Bernardin and Beatty (2004) define performance as the record of outcomes produced on a specified job function, activity, or behaviour during a specified time period.

Staff Work Behaviour

There is a certain way individuals behave in a particular situation. No two individuals behave in similar ways. There are individuals who find it difficult to handle stress whereas there are certain individuals who have the ability to face unforeseen circumstances with a smile. Staff behaviour is defined as a staff reaction to a particular situation at workplace. Staff need to behave sensibly at workplace not only to gain appreciation and respect from others but also to maintain a healthy work culture. One needs to adhere to the rules and regulations of workplace. The term staff behavior, refers to the way in which staff respond to specific circumstances or situations in the workplace. While many elements determine an individual's behavior in the workplace, staff are shaped by their culture and by the institutional culture. The behaviors of staff in the workplace have a direct correlation to the business' operations, and concurrently, its success. Typically, professional behaviors generate collaborative work product and elevate the status of the institutional, while poor or unprofessional behaviors have the potential to thwart productivity, decrease morale and create a poor public image.

In any workplace, there are various classic types of behavior an employee exhibits. When at their worst, each of these type of behavior makes the employer and institution vulnerable in different ways. Here is a brief description of each type:

Task Performers: Such individuals are well aware of their key responsibility areas and what they are supposed to do at the workplace. Every individual needs to have some goals in life. Task performers set targets for themselves and strive hard to accomplish tasks within the stipulated time frame. Set a direction for yourself. It works. The roles and responsibilities should be in line with organization's goals and objectives. Task performers concentrate on their work, never lose their focus so that they meet deadlines and achieve targets on or before time.

Institutional Citizenship: In today's scenario of cut-throat competition, organizations need to provide something extra to clients for them to survive in the long run and outshine competitors. Remember, mere performing daily job responsibilities would not help. They need to think out of the box, if they aspire to reach the top slot within the shortest possible time frame. Find out what extra, apart from their regular job, they are doing for the organization. Leadership of institutions need to encourage staff to gain from each other's knowledge and expertise.

Counterproductive Work Behaviour: Individuals with counterproductive work behaviour have a tendency to harm their organization. Such individuals not only speak ill of their organization but also abuse fellow workers and pass lewd comments. They are often involved in objectionable activities and doing unproductive tasks which spoil the entire work culture. Individuals with counterproductive work behaviour are often indulged in thefts, leaking confidential information, data tampering and so on. Such individuals need to be dealt with patience. Encourage them to get rid of their negative traits, else show them the exit door immediately.

Maintaining Work Attendance: Staff need to attend office regularly. Take a leave, only when there is an emergency. Staff who find work as a mere source of burden and have nothing new and interesting to do, take frequent leaves as compared to individuals who love coming to work.

Values as Institutional Culture and Staff Work Behaviour

Institutional values described the core ethics or principles which the institution will abide by, no matter what. They inspire staff's best efforts and also constrain their actions. Strong, clearly-articulated values should be a true reflection of your organization's aspirations for appropriate workplace behaviour, and play an important role in building a positive culture at your organization. Staff often rate the organization's "vision, culture and values" as the most important factor in determining how they perceive their employer. Research also indicates that organization's which demonstrate a coherent set of ethical principles are more likely to be profitable and stand the test of time. Having clarity in organization's values will also help organization attract the right people (staff, collaborators) and increase their loyalty, focus, trust and cooperation (Stinchcomb & Ordaz, 2007).

Institutional values are the beliefs and principles that drive a business forward. These ideas guide the way people within an organization think and act in everything they do and may even inspire the institution's creation (Mootee, 2013). Leadership of organization may also consider their organization's values before deciding how their institution or department should operate and develop. As institutional values shape corporate culture, hiring managers look for people who share their institutional values. They also expect staff will act according to the organization's values to achieve the institutional goals and maintain the organization culture (Rokeach, 2008).

Performance Orientation as Institutional Culture and Staff Work Behaviour

Performance orientation is the degree to which innovation, high standards, and excellent performance are encouraged and rewarded. Institutions with high performance orientation value materialism and competitiveness, and they expect to invest in training to promote performance improvements at workplace. Performance orientation reflects the extent to which a community

encourages and rewards innovation, high standards and performance improvement (Suderman, 2021).

A high-performance orientation culture focuses on staff growth and development, as well as encouraging staff to experiment and innovate. This will improve overall institutional agility and accelerate the implementation of change at workplace. A good work orientation program gives new staff a positive first impression of their new work environment, boosts morale, motivation, job satisfaction, and institutional commitment in the short and long term. High-performance orientation cultures establish effective performance processes and prioritize them at all levels of the organization, creating a working environment most conducive to growth.

Having a high-performance orientation culture boosts overall institutional performance and staff workplace behavior and there are many factors that contribute to this. Firstly, a performance culture encourages staff to feel empowered and therefore achieve their best work. Staff working in this environment will be more productive, engaged and motivated improvement in behavior at workplace.

Leadership Culture and Staff Work Behaviour

Leadership culture is important to building institutional culture. Leadership culture is how leaders interact with one another and their team members. It is the way leaders operate, communicate, and make decisions. And it is about the everyday working environment; their behaviors, interactions, beliefs, and values. Leaders must understand their role in shaping an institutional culture, and institutions must make intentional efforts to help develop their leaders. Effective leadership development goes beyond training classes, adding on to their institutional structure, or even determining the right cultural fit when hiring new leaders. The best way to ensure their leadership culture is positively contributing to their institutional culture is to create modern leaders.

Leaders have a tremendous impact on institutional culture. They set the agenda, prioritize work, manage, lead, and delegate. Strong leaders provide a sense of vision, purpose, mentorship, and inspiration to those they lead. Today's diverse workforce is reshaping what it means to achieve personal and professional success. The personality of any institutional leadership is influenced by everything. Effective leadership is one of the greatest fundamentals to building great institutional cultures. A leader can be anyone who has influence or authority, regardless of title, and leaders set the tone for institutional culture.

Leaders can reinforce values while simultaneously holding people accountable. This influence over others can be either positive or negative based on the leadership style and execution of strategy, but both effective and ineffective leadership will influence and build institutional culture in the workplace.

Review of Related Empirical Studies

Putranta (2017) examined the relationships between personal values, institutional values and affective commitment (A Case of Graduate Students at A Faith-Based Institution in Indonesia). The study aimed at sketching personal values of graduate students at a faith-based institution in Indonesia. It also investigated the possible influence of these personal values and the students' perceptions towards the values of their institution on their emotional attachment (affective commitment) to the institution. Methodology/Technique - A cross-sectional survey was

employed as the primary method in the collection of the data. The fieldwork comprised the distribution of a self-administered questionnaire to potential respondents through direct contact. A convenience sampling was used to invite respondent participation. A total of 250 questionnaires were distributed of which 143 were usable, representing an overall response rate of 53 %. Findings – Results derived from the research suggested that the students, in general, embraced religious and intellectual values in their personal life. These dominant values seemed to be congruous with the demands of academic life in a faith-based educational institution as well as the demand of business worlds in the future. Likewise, a high level of affective commitment was exhibited by the students. Findings of the research also showed perceived institutional and personal values of students were more strongly predictors of students' affective commitment than either one alone. Novelty - There has been little research on the relationships between personal values, institutional values and affective commitment in the Indonesian higher education institution contexts. Thus, this research fills this gap.

Shehu and Mahmood (2014) conducted an empirical analysis of market orientation and business performance relationship in the context of developing economy. The objective of this study is to investigate the relationship between market orientation and business performance of small and medium enterprise (SMEs) in Nigeria. A quantitative method was used, employing a cross – sectional research design. The data were collected through the self-administration method from 320 respondents using a structured questionnaire, a total of 212 valid questionnaires was completed and returned representing 66 percent response rate. SMEs are very important to the economic growth of Nigeria, they serve as a major source of employment, contributes toward local resource utilization, a source of entrepreneurship development, an avenue for the conservation of foreign exchange, ensures equitable distribution of income and wealth and help in the preservation of cultural heritage. A model was developed based on theoretical reflection to examine the relationship. Smart PLS is used in the data analysis, which reported a significant and positive relationship between the market orientation and business performance of SMEs. The findings of this study will benefit owner/managers of SMEs, regulatory agencies, government at all levels and will also serve as a frame of reference for future studies, and future research directions were discussed.

Ferine et al. (2021) carried out an empirical study to examine the influence of conflict, leadership, organizational culture, and work ethic on employees' work performance in North Sumatra Education Authority, Indonesia. This becomes important because this organization is not a profit-oriented organization, so it needs further understanding about how to foster the work performance. However, most of these research topics still concentrate on the western populations. A quantitative approach was used to conduct this study, where data were collected directly to the office of Education Authority with $n = 180$. Partial Least Square Structural Equation Modeling (PLS-SEM) is employed for data analysis in this study. The results showed that conflict negatively affects employees' work performance. However, leadership, organizational culture, and work ethic have positive effect on employees' work performance.

METHODOLOGY

This study adopted a correlational and survey design. The target population for the study consists of two thousand nine hundred and thirty-four (2,934) teaching staff drawn from the three (3) public universities in Rivers State; University of Port Harcourt [UNIPORT], Rivers State University [RSU] and Ignatius Ajuru University of Education [IAUE] in Rumuolumeni. The

sample size of the study is 587 lecturers who are drawn from the population of 2,839 lecturers thereby making 20% of the total population. In this regards, the stratified simple random sampling technique was used to select the departments and lecturers. The instrument that used for data collection was a self-designed questionnaire, title: Institutional Culture Questionnaire (ICQ) and Staff-Work Behavior Questionnaire (SWBQ). The instrument was structure on the 4 point modified likert scaling pattern. Very High Extent (VHE- 4points High Extent CHE – 3points) Low Extent (LE – 2points) and Very Low Extent (VLE – 1point).

The instrument was validity by the researcher supervisor and three other experts while its reliability was tested using Pearson’s Product Moment Correlation coefficient and a reliability index of 0.71 was established (r). A total of 587 copies of questionnaires were administered or distributed to the respondents and of 520 (90%) copies of questionnaires were retrieved and duly filled which was used for the analysis. Mean and standard deviation were used as statistical tools to answer the research questions while the null hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance, using the statistical package for social sciences. SPSS version 25.0.

RESULTS

Research Question One: To what extent does institutional culture promote values of staff work behaviour in public universities in Rivers State?

Table 1: Mean and standard deviation to what extent on the institutional culture promote values of staff work behaviour in public universities in Rivers State

S/N	Item	N	Mean	Std	Remark
1	Institutional Culture have always enhanced values of academic staff-work behavior.	520	2.37	0.75	Low-Extent
2	Institutional culture have promote a wellbeing between lecturers and students’ community,	520	2.97	0.66	High-Extent
3	Institutional culture is regulated by the university management.	520	2.79	0.76	High-Extent
4	Academic staff are strongly guided by the university culture.	520	2.17	0.94	Low-Extent
5	Institutional culture help students of the universities to shape in their performance.	520	2.54	0.91	High-Extent
Grand Mean			2.57	0.81	High Extent

Table 1 shows the extent of institutional culture in values enhance staff work behaviour of public universities in Rivers State. item 2,3 and 5 has a high mean score 2.50 and above, while item 1 and 4 has a low mean score of 2.37 and 2.13 respectively. Therefore, from the table analysis, it is reasonable to state that answer to research one is that institutional culture in values enhance staff work behaviour of public universities in Rivers State.

Research Question Two: To what extent does institutional culture in performance orientation enhance staff work behavior in public universities in Rivers state?

Table 2: Mean and standard deviation on the level of performance orientation enhances staff-work behavior of public universities in Rivers State

S/N	Item	N	Mean	Std	Remark
1	Performance forms the basis for better communication with academic staff.	520	2.37	0.87	Low-Extent
2	Institutional culture performance creates good grounds between students and lecturers' relationship.	520	2.75	0.92	High-Extent
3	Performance orientation always increase good staff-work behavior.	520	2.33	0.61	Low-Extent
4	Institutional culture performance orientation builds strong staff-work behavior.	520	2.54	0.65	High -Extent
5	Staff-work behavior anchored on the basis of institutional culture integration.	520	2.63	0.89	High-Extent
Grand Mean		520	2.52	0.79	High Extent

Table 2 shows the extent of institutional culture in performance orientation enhance staff work behaviour of public universities in Rivers State. item 2, 4 and 5 has a high mean score 2.50 and above, while item 1 and 3 has a low mean score of 2.37 and 2.33 respectively. Therefore, from the table analysis, it is reasonable to state that answer to research one is that institutional culture in performance orientation enhance staff work behaviour of public universities in Rivers State.

Research Question Three: To what extent does institutional culture in leadership enhance staff work behavior in public universities in Rivers state?

Table 3: Mean and standard deviation on the level of leadership enhances staff-work behavior of public universities in Rivers State

S/N	Item	N	Mean	Std	Remark
1	Leadership with integrity enhance staff work behaviour	520	2.85	0.62	High -Extent
2	Leadership with vision enhance staff work behaviour	520	2.58	0.91	High-Extent
3	Leadership that is honest enhance staff work behaviour	520	2.92	0.88	High -Extent
4	Leadership with value enhance staff work behaviour	520	2.27	0.57	Low -Extent
5	Leadership effective communication enhance staff work behaviour	520	2.61	0.84	High-Extent
Grand Mean		520	2.65	0.76	High Extent

Table 3 shows the extent of institutional culture in leadership enhances staff work behaviour of public universities in Rivers State. Items 1, 2, 3 and 5 has a high mean score 2.50 and above, while item 1 and 3 has a low mean score of 2.27. Therefore, from the table analysis, it is reasonable to state that answer to research one is that institutional culture in leadership enhance staff work behaviour of public universities in Rivers State.

TESTING OF HYPOTHESES

Hypothesis one: There is no significant relationship between institutional culture on values and staff work behaviour in public universities in Rivers State.

Table 4: Pearson Product Moment Correlation Coefficient of Respondents Answer to institutional culture on value and staff work behavior in public universities in Rivers State

		Value as Institutional culture	Staff work behavior
Value as Institutional culture	Pearson Correlation	1	.236
	Sig. (2-tailed)		.001
	N	519	519
Staff work behavior	Pearson Correlation	.236**	1
	Sig. (2-tailed)	.001	
	N	519	519

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

The results from the table of analysis for hypothesis one stated above, showed that there is a significant relationship between institutional culture on value and staff work behavior in public universities in Rivers State, where (correlation value $r=0.236$, $p<0.01$). the implication of this result is that the respondents agreed that institutional culture on value by universities does have a significant relationship with staff work behavior in public universities in Rivers State. Thus, the hypothesis was rejected.

Hypothesis two: There is no significant relationship between institutional culture in performance orientation and staff work behaviour in public universities in Rivers State.

Table 5: Pearson Correlation Coefficient of Respondents Answer to institutional culture in performance orientation and staff work behavior in public universities in Rivers State

		Performance orientation as Institutional culture	Staff Work Behavior
Performance orientation as Institutional culture	Pearson Correlation	1	.115
	Sig. (2-tailed)		.030
	N	519	519
Staff Work Behavior	Pearson Correlation	.115**	1
	Sig. (2-tailed)	.030	
	N	519	519

** Correlation is not significant at the 0.01 level (2-tailed)

The results from the table of analysis for hypothesis two stated above, showed that there is a significant relationship between institutional culture in performance orientation and staff work behavior in public universities in Rivers State, where (correlation value $r=0.115$, $p<0.30$). the implication of this result is that the respondents agreed that institutional culture in performance orientation by universities does have a significant relationship with staff work behavior in public universities in Rivers State. Thus, the hypothesis was rejected.

Hypothesis three: There is no significant relationship between institutional culture on leadership and staff work behaviour in public universities in Rivers State.

Table 6: Pearson Product Moment Correlation Coefficient of Respondents Answer to institutional culture on leadership and staff work behavior in public universities in Rivers State

		Performance orientation as Institutional culture	Staff Work Behavior
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Performance orientation as Institutional culture	Pearson Correlation	1	219
	Sig. (2-tailed)		001
	N	519	519
Staff Work Behavior	Pearson Correlation	.219**	1
	Sig. (2-tailed)	001	
	N	519	519

** Correlation is not significant at the 0.01 level (2-tailed)

The results from the table of analysis for hypothesis two stated above, showed that there is a significant relationship between institutional culture in leadership and staff work behavior in public universities in Rivers State, where (correlation value $r=0.219$, $p< 0.05$). the implication of this result is that the respondents agreed that institutional culture in leadership by universities does have a significant relationship with staff work behavior in public universities in Rivers State. Thus, the hypothesis was rejected.

DISCUSSIONS

Value as Institutional culture and staff work behaviour in public universities in Rivers State

The study found that some institutional values are not consciously created but are part of fabric of the institution, as a result of founders' views that, institutional values describe the core ethics or principles which the institution will abide by, no matter what. The study agreed with (Stinchcomb & Ordaz, 2007) Values remain unchanged but evolved over the years unnoticeably until the organization decided to encapsulate it in words and lay as fundamental part of the way the organization thinks.

Performance Orientation as Institutional culture and staff work behaviour in public universities in Rivers State

The study found that performance includes management activities to ensure that goals are consistently being met in an effective and efficient manner. Performance focus on organization, a department, processes to build a product or service, staff, etc. Performance assessment has a long history based on comparative judgements of human worth. In the early part of the 19th century, for example, Robert Owen used coloured wooden cubes, hung above work stations, to indicate the performance of individual staff at his New Lanark cotton mills in Scotland. Various merit ratings were represented by different coloured cubes which were changed to indicate improvement or decline in employee performance (Avishikta, 2021).

Leadership as Institutional culture and staff work behaviour in public universities in Rivers State

The study found that leadership includes management activities to ensure that both human and other resources are properly and adequately organized, controlled and directed in an effective and efficient manner towards enhancing staff work behavior. This was supported by Ferine et al.

(2021) who added that leadership, organizational culture, and work ethic have positive effect on employees' work performance.

CONCLUSION

Based on the above findings, it is reasonable to conclude that institutional culture is a vital tool to enhance quality in the university education academic staff. Because institutional culture has an indispensable role in the improvement of staff work behavior which is a major factor that stands in the quality of professional education. Also it is realistic to clinch that the proxies, value and performance orientation are the fundamental forces that cultured the academic staff for classic and creation of good academic ground and quality governance for long time sustainable development in the education environment.

It is therefore concluded that among others that value and performance orientation are important to institutional culture for perfect and quality education in the public universities in Rivers State.

Recommendations

Based on the findings, the researcher recommended that:

- Management of universities should promote institutional culture such as value and performance should be regarded as a vital tool in enhancing staff work behavior.
- Management of universities should ensure that the culture of the institutions be review on constant or regular basis for quality education scheme and improved staff work behaviour
- Management of universities should that the institutional leadership should be visionary with the aims ad objectives of the institution.

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