Relationship between Teachers' Role Culture and their Perceived Task Performance in Public Secondary Schools in Akwa Ibom State.

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Abstract
The study investigated the relationship between teachers' role culture and their perceived task performance in public secondary schools in Akwa Ibom State. one research question and one hypothesis guided the study. The study adopted a correlational research design. The population of the study was made of 8010 secondary school teachers in all the 270 public secondary schools in Akwa Ibom State. The sample size was 200 teachers sampled through simple random sampling technique. Two instruments titled: Rolel Culture Questionnaire (RCQ) and Teachers Task Performance Questionnaire (TTPQ) were used for data collection in this study with a total of 28 items. The instruments were validated by three experts, two in Educational Management and Policy and one in Department of Educational Foundations (Measurement and Evaluation Unit) all in the Faculty of Education, from Nnamdi Azikiwe University, Awka. Cronbach alpha was used to determine the internal consistency of the instruments of which 0.75 for RCQ and 0.92 for TTPQ were obtained as reliability coefficients. Data were analyzed using Pearson product moment correlation coefficient in answering the research question. The hypothesis was tested at .05 level of significance. Findings revealed that there is low positive relationship existing between the teachers' role culture and their perceived task performance in public secondary schools in Akwai-Ibom State. Accordingly, it was recommended among others that government should provide teachers with clear role expectations and responsibilities to enhance their understanding of their role and improve task performance

Keywords: Teachers' Role Culture, Perception, Task Performance, Secondary School

Introduction.
The Encarta Dictionary (2009) defines education as the imparting and acquiring of knowledge through teaching and learning'. It has to do with the transmission of knowledge from one source (or sources) to a person or group of persons (Asiegbu and Amojo, 2021). It can be in the form of informal and formal education. Compton's interactive encyclopaedia (2009) states that formal education 'consists of experiences that are deliberately planned and utilized to help young people learn what adults consider important for them to know and to help teach them how they should respond to choices. Unlike informal education, formal education consists of well-planned activities, programmes and policies that necessitate high academic performance of students through improved teaching and learning processes in a school (Oluchukwu, 2000).

The school system in Nigeria is classified essentially into primary, secondary and university or tertiary levels (Ojo, 2019). Secondary education is critical to the development of the nation being the bridge between primary/basic and tertiary education (Nwajagu and Asiegbu, 2022). This is why Collins (2017) posited that secondary school is an intermediate level between elementary school and college and usually offering general, technical, vocational or college-preparatory courses. According to Okorji Asiegbu & Ibeziakor (2018), Secondary Education occupy a strategic and prominent position in Nigeria's education system because it serves as the core link to the Tertiary education and the world of work.

Secondary school exposes children to acquire fundamental knowledge that will harness their political behaviour, skills, thought, feelings and actions, which are considered necessary for all citizens, regardless of social status, vocation or sex. To support this assertion, Mogbo and Ajigbo (2019), affirmed that learners in secondary schools are mainly adolescents and these adolescents are meant to have good political education so that they can know their rights, duties and obligations, know the types and different systems of government; have knowledge about administration and other institutions in government, acquire leadership qualities, have spirit of nationalism and patriotism and participate in political culture. However, for secondary school education to be effective and efficient in terms of quality teaching and learning, Akachukwu (2018), noted that there is need for administrators at this level of education to recommend to government to employ teachers with suitable knowledge and skills needed to enhance teaching and learning. This is why teachers' task performance has become a matter of concern to researchers, teachers, educational policy makers, government among other stakeholders in Nigeria.

Task performance of teachers therefore is a critical factor that ensures the success of students in school. Mgbere and Andrew (2019) stated that teacher performance is defined as the sum total of a teacher's execution of assigned tasks. The success and quality of the school organization is closely tied to the task performance of each teacher and this success is greatly dependent on the quality of the teachers and their performance level in terms of professional qualification, teaching experience, knowledge of subject matter and quality of students produced which is (output) (Akachukwu, 2018). Kahler (2016) elaborated that teacher's task performance include aspects of curriculum delivery (teachers are expected to plan, implement and evaluate their lessons); participation in extra-curricular activities (being in school on time for morning assembly, participation in sports, disciplining students, rendering of support services by teachers among others) and professional development (taking part in professional organizational life, reading professional write-ups, attending professional lectures aimed at staff training) and all other activities that continuously enhance the teachers' task performance. This enables them to design and deliver more effective lesson plans, assessments, and instructional strategies, ultimately leading to better student learning outcomes.

Expectedly, the task performance of teachers may be rated poor, fair, good, very good or excellent depending on individual's commitment to teaching exercise. Accordingly, Nwoloko (2016) reported that the task performance of teachers in many secondary schools in Nigeria is contrary to expectation. Many a times, supervisors from Ministry of Education who go to supervise teachers in secondary schools appear to be disappointed because of the poor performance of teachers in their task. The practical issue in the foregoing centres on the question of whether teachers possess the pedagogical skills to satisfy the criteria. This is because some teachers may find it difficult to bring about change in the student probably because of school organizational culture among other variables.

Schools possess an organizational culture and the dynamism of this culture vary from one school to another. Denya (2017) asserted that culture is the general pattern of behaviour, shared beliefs and values that members of an organization have in common. In education, it

involves the transmission of knowledge, beliefs and patterns of behaviour over a period of time. Thus organizational culture is therefore fundamentally made up of the beliefs, norms, ideologies, principles and values shared by a working group in a human organization. Every organization is affected by its culture and every organization has a culture (Thompson, 2021). Also, formal organizations like schools, have various set guidelines which usually help the employees to work willingly and accordingly in the workplace. It is widely believed that the effectiveness of a school, achievement of its tasks and set objectives are to a large extent dependent on the level of effort put in by each member of the work-force as well as the school's organizational culture (Berg, 2017).

Al-Shammari and Al-Am (2018) posited that organizational culture has a lot to do with the collective effect of the common beliefs, behaviours, and values of the people within an organization. Those norms within any organization regulate how their employees perform, how they co-operate with each other, whether they feel motivated to meet goals, and if they are sincerely committed to the organization's overall mission. Furthermore, it exposes how employees get their work done either independently or collaboratively. It also emphasizes whether employees feel inspired, committed, and engaged, or annoyed, overworked, and underappreciated in the course of carrying out their assigned tasks? Aranki, Suifan, and Sweis (2019) prescribed a multi-dimensional approach to understanding the attributes and situational contexts of school organizational culture. According to the Aranki *et al*, four types of organizational culture are mostly prevalent in schools and they include: role culture, collegial culture, atomistic culture and power culture. It is important to note that not all cultures operating in schools can foster the growth and proper development of the school. In view of this, it is important to briefly introduce the role culture (focus of this study) as a type of culture that can be seen in most secondary schools.

Role culture is a culture where every teacher is delegated roles and responsibilities according to area of specialization, educational qualification and interests in order to extract the best out of the teacher. Schools that practice role culture stress the need for teachers to perform their roles creditably and teachers are held solely responsible for the roles assigned to them. Teachers in such schools carry out their teaching roles, delegated tasks and other responsibilities with trust and there is autonomy in each person's role and some teachers are involved in decision making.

Bamidele (2022) asserted that one of the fundamental concerns of the school as an organization is the effectiveness and improvement of the teaching and learning process. Teachers are a very important facet of any society and are also the bedrock of the educational system because they play a vital role in the attainment of goals in education and also the nation at large. They are the ones responsible for high standards in education, transmission of norms and national values in their pupils by teaching them as well as being good models to them (Chukwuemeke and Owenvbiugie, 2022).

From literature and visits to some public secondary schools in Akwa-Ibom State, the researcher observed that the task of teaching demands competence, dedication, consistency and efficiency, but many teachers in secondary schools in the State seem to have failed in this call to duty (Effiong, 2019). Some teachers seem to display acts of unseriousness, lack of dedication to their task performance and inconsistency. Dereje, Woldie, Adamu, and Bekele, (2020) observed that many teachers appear to be unprepared in the performance of their task and end up manifesting poor teaching skills, inefficient school administration and these ultimately affect the proper growth and development of the school.

It is this worrisome situation that urged the researcher to embark on this study which sought to determine the relationship between teachers' school organizational culture and task performance in public secondary schools in Akwa Ibom State.

Purpose of the Study

The relationship between teachers' role culture and their perceived task performance in public secondary schools in Akwa Ibom State.

Research Question

What is the relationship between teachers' role culture and their perceived task performance in public secondary schools in Akwa Ibom State?

Hypothesis

There is no significant relationship between teachers' role culture and their perceived task performance in public secondary schools in Akwa Ibom State.

Methods.

The design for this study was correlation research design. The study was conducted in Akwai-Ibom State, South-South geopolitical zone of Nigeria. The population of the study is made of 8010 secondary school teachers (4506 female and 3504 male) in all the 270 public secondary schools in AkwaIbom State. The sample size was 200 teachers sampled through simple random sampling technique. There are two instruments used for data collection. The first is titled: Role Culture Questionnaire (RCQ), which consisted of 7-items. The second instrument titled: Teachers Task Performance Questionnaire (TTPQ) has 21-item statements all developed by the researchers and structured on a four-point scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The face and content validation of the instruments were determined by three experts who are lecturers, two in Educational Management and Policy and one in Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. The Cronbach Alpha reliability estimate method was employed which yielded reliability coefficient values of 0.75 for role culture and 0.92 for teachers' task performance. The instruments were administered to the respondents by the researchers with the help of two research assistants adopting on-the-spot method of administration and collection. Data were analyzed using Pearson product moment correlation coefficient in answering the research question. The hypothesis was stated in the null form and was tested at 0.05 level of significance. Decision rule for the hypothesis was: reject the null hypothesis if the probability value (P-Value) is less than significant value of 0.05, otherwise do not reject the null hypothesis.

Results

Research Question:

What is the relationship between role culture and teachers' task performance in public secondary schools in Akwa Ibom State?

Table 1: Pearson r on teachers' perceived role culture and their task performance

Source of Variation	N	Org. Culture r	Task Performance r	Remark
Role Culture	200	1.00	0.27	Low Positive Relationship
Task Performance	200	0.27	1.00	

Adjusted r^2= 0.131

Data in Table 1 reveals that there is low positive relationship r = 0.27 existing between the teachers' perceived role culture and their task performance in secondary schools in Akwai Ibom State. The adjusted r^2 explains that 13.1% of the total variability of teacher task performance can be explained by role culture.

Hypothesis

There is no significant difference in the relationship between role culture and teachers' task performance in public secondary schools in Akwa Ibom State.

Table 2: Significance of Pearson r on the role culture and task performance using probability table of r.

Pearson r	N	Df	Cal. T	P. Value	α	Decision
.71	200	198	0.27	0.000	0.05	Significant

Data in Table 2 revealed that at 0.05 level of significance and 198 df, the calculated r 0.27 is greater than the critical r 0.000 which is less than alpha level of 0.05 (r= .71, p< 0.05), the null hypothesis is rejected. This implies that the relationship existing between role culture and teacher task performance in secondary schools is significant.

Discussion of Findings

The Relationship Between Role Culture and Teachers' Task Performance in public secondary schools in Akwa Ibom State

The findings of the study reveals that there is low positive relationship existing between the teachers' perceived role culture and their task performance in secondary schools in Akwai-Ibom State. To support this result, Sujaya (2023), posited that teacher motivation, school leadership, and resources play a more significant role in shaping teacher task performance than role culture. Similarly, Thompson and Unachukwu (2021) agree that teacher performance is influenced by external factors, such as school policies and administrative support, rather than internal factors like role culture. This is consistent with the study's findings, which indicate that teachers' perceived role culture does not significantly impact their task performance.

Furthermore, Kosar (2016) supported that teacher effectiveness is context-dependent, and that factors like school culture, student factors, and community support can influence teacher performance. In addition, the findings by Okorji and Ebelechukwu (2018) notes that role culture can play a significant role in shaping teacher behavior and performance, particularly in schools with strong professional communities.

Summary of the Findings

1. There is low positive relationship existing between the teachers' perceived role culture and their task performance in secondary schools in Akwai-Ibom State.
2. The relationship existing between the teachers' perceived role culture and their task performance in secondary schools in Akwai-Ibom State is Significant.

Conclusion

Based on the finding of this study, it was concluded that a there is low relationship between teachers' perceived role, collegial, atomistic, and power culture and their task performance in secondary schools in Akwa Ibom State. This suggests that teacher effectiveness is influenced by factors beyond school culture, highlighting the need for a more nuanced approach like favourable school environ to supporting teacher development and performance.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should provide teachers with clear role expectations and responsibilities to enhance their understanding of their role and improve task performance.

2. Government should foster a collaborative environment through team-building activities, peer mentoring, and regular staff meetings to encourage teacher interaction and support. This is achievable when government implements regular collaborative professional development in public secondary schools.
3. Government and school administrators should encourage teacher collaboration and teamwork by providing opportunities for co-planning, peer observation, and shared decision-making.

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