



UNVEILING THE NEXUS: COLLABORATIVE WORKPLACE CULTURE AND BUSINESS EDUCATION LECTURERS' PERFORMANCE IN SOUTH EAST NIGERIAN UNIVERSITIES

Okeke-Ezeanyanwu, Joy .A. (Prof.), Okoye Anthonia Chinyere (PhD) and Nwagu Christy Chinyere (PhD)

^{1,2}Department of Vocational Education, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus

³Department of Business Education, Alvan Ikoku Federal University of Education, Owerri-Imo State

E-mail: chupjoy@yahoo.com & ja.okoke-ezeananwu@coou.edu.ng **E-mail:**

nwachristy330@yahoo.com

Keywords: Workplace Culture, Collaborative Culture, Business education Lecturers, Performance

Abstract: *The need to improve the performance of business education lecturers necessitated this study. The study determined the nexus between collaborative workplace culture and business education lecturers' performance in universities in South east, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted correlation research design, and 142 business education lecturers in public universities in South East, Nigeria that offer business education programme were studied without sampling. Two instruments namely; Collaborative Workplace Culture Survey (CWCS) and Business Education Lecturers' Performance Questionnaire (BELPQ) with 20 items and 15 items respectively, and structured in four point rating scales were used for data collection. Face and construct validity of the instrument were established by three experts in the field of Business Education and Educational Foundations of Chukwuemeka Odumegwu Ojukwu University. Pilot-testing was used to establish the reliability of the instruments and data collected were analyzed using Cronbach Alpha and Coefficient values of 0.79 and 0.88 for clusters B₁ to B₂ with an overall reliability value of 0.84, while coefficient value of 0.78 was obtained for BELPQ. The researcher and six research assistants were involved in administering copies of the questionnaires to the respondents. Pearson product moment correlation and multiple regression analysis were used for data analysis. The findings revealed that there were strong and positive relationships between teamwork-oriented culture and supportive workplace culture with business education lecturers' performance. Types of institutions and years of experience did not moderate the relationships between team-oriented and supportive workplace cultures and business education lecturers' performance. Based on the findings of the study, the researchers concluded that collaborative workplace culture is a determinant*

Okeke-Ezeanyanwu, Joy .A, Okoye Anthonia Chinyere and Nwagu Christy Chinyere



factor in business education lecturers' performance. It was recommended among others that; administrators of universities should develop and maintain collaborative workplace culture of teamwork and support in order to improve the attitudes, well-being and positive job experiences of business education lecturers. The adoption of these collaborative workplace cultures will no doubt result to better performance by business education lecturers.

Introduction

Performance is an essential concept for any university that wants to succeed. Performance evaluation can help a university to fulfill designed academic objectives and remain competitive. It also helps universities to uncover areas for staff training, and assist them to improve their skills. Performance can be referred to as the activity or process of carrying out or completing a task or function. It assesses how well an employee completes assigned tasks utilizing available resources. Employee performance is described by Ogbogu (2017) as the process of carrying out the obligations and responsibilities listed in the job description. It is determined by the quality and quantity of work completed in accordance with set standard. Nwokike and Unegbu (2019) noted that within the university community, employee performance has direct impact on the quality of lectures' instruction and graduates' readiness for the workforce. It can be monitored and measured as individual accomplishments, and used to guide decisions on resource allocation, compensation and promotions (Onwuka et al., 2017).

Since the success of universities depends largely on the performance of lecturers, in order to achieve set educational objectives, universities

must support factors that improve lecturers' performance. It should go without saying that lecturers at universities have challenges in imparting knowledge to students. The work environment that sets expectations for behaviour can facilitate lecturers' efforts. Bayar and Hürriyet (2021) stated that lecturers' performance depends not only on their professional skills, but also, on the workplace culture of the university. Workplace culture refers to the shared values, beliefs, attitudes, and behaviours that characterize an organization and shape its working environment. It encompasses the norms, customs, and practices that influence how employees interact with each other, approach their work, and perceive the organization. Workplace culture is the guiding principles and philosophies of the university, or the environment that the university fosters for its employees. A positive workplace culture prioritizes the welfare of staff while coordinating staff behaviour with university policies and goals. Kooser (2021) and Skillsforcare (2022) stated that workplace culture significantly impact lecturers' attitude at work, their relationship with others, their advancement, work-life balance, professional growth, and level of job satisfaction.

Okeke-Ezeanyanwu, Joy .A, Okoye Anthonia Chinyere and Nwagu Christy Chinyere



The workplace culture can be profiled into clan or supportive culture, adhocracy culture, market culture, and hierarchy culture (Kaufman, 2013). Similarly, Bashayreh, et al. (2016) listed supportive-oriented, communication-oriented, innovative-oriented, team-oriented, and performance-oriented as types of workplace culture. It could be creativity and risk-taking, aggression and stability, power distance culture, and collaborative culture. The Harvard Business Review (2018) enumerated purpose culture, learning organization, result organization, authority organization, and caring organization as types of workplace culture. This study focused on unveiling the nexus between collaborative workplace culture and performance of business education lecturers.

Collaborative workplace culture could be a significant determinant of lecturers' interactions, professional relationships, and opportunities for growth and development. Fostering collaborative culture in universities is linked to increased job satisfaction, productivity, and innovative practices among lecturers (Eze et al., 2020). Collaborative workplace culture covers teamwork-oriented and supportive workplace culture. It is a culture that encourages every staff in the university to feel respected and empowered to accomplish best job (Smart, 2021). In view of this, Howard et al. (2016) reported that a well-established culture of teamwork improves lecturers' teaching skills. Without a positive teamwork culture, universities could witness toxic behaviour, lower productivity, or even lecturers'

retention. Boakye (2015) earlier reported that lecturers become demoralized, dejected and unmotivated in universities with poor teamwork culture. However, some universities could decide to promote another type of workplace culture such as supportive culture in order to achieve their educational goals.

Supportive-oriented workplace culture of universities could be a determinant factor on business education lecturers' performance. A supportive workplace culture refers to a culture based on mutual trust between the lecturers and the university (Manetje, 2017). Universities that adopt supportive culture are more concerned about the welfare of their lecturers (Joseph & Kibera, 2019). Relationships are defined by mutual trust, which bind lecturers together. As a result, the link exists to serve the demands of the lecturers. By having a small degree of formal, central power and supportive-oriented culture substitute consensus decision-making for management control. Prajogo et al. (2021) claimed that lecturers feel empowered to think and act as leaders within their job purvey because of the culture of support. Prajogo et al. added that a supportive workplace culture encourages loyalty, drive and makes lecturers feel satisfied in their jobs. Aftab (2012) observed that a supportive workplace culture had a positive impact on employees' performance. Thus, the researcher' presume that supportive workplace culture could enhance work performance of business education lecturers, since it is among the factors that employees consider when applying for jobs in universities.



Business education is an aspect of vocational educational programme offered in tertiary institutions in Nigeria. It is a skill-based education that equips youths with the 21st-century skills for self-reliance or prepares youths for office occupations. Specialized options in business education programme are Accounting, Secretarial Studies/Office Technology and Management (OTM), Commerce-Cooperative and Economics, and Marketing/Distributive Education (Ementa & Alonta, 2021). The main objective of business education at the university level as noted by Okoye and Nwagu (2022) is to produce manpower with analytical and critical skills that can contribute to the development of a robust economy. These goals can invariably be achieved with qualified and competent business education lecturers.

In Nigeria, Federal and State universities employ business education lecturers with range of teaching years of experiences, which may moderate their work performance. Stakeholders in Nigeria are concerned about the issue of the poor performance of business education lecturers at universities in Nigeria. The researcher's cursory observation of business education lecturers in universities in Nigeria, found that some were failing to train students adequately. Also, in some universities visited, some business educators do not seem to be doing a good job or even caring about whether the educational objectives of their universities that employ them are met as long as they are receiving their pay. As noted by Oyewobiet al.

(2021), the high rate of unemployment rate among business education graduates is as result of inadequate skills. The FRN (2014) agreed, noting that the poor quality of business education courses taught in Nigerian universities contributes to the unemployment of graduates. These show that lecturers in business education are not performing up to par. Agu (2020) however, observed that few studies on the nexus between collaborative workplace culture and lecturers' performance in the Nigerian universities had contradictory results, noting that the majority of studies in this field are conducted outside Nigeria. In support, Oche (2020) noted that majority of studies in Nigerian universities focus more on how lecturers' performance correlates with their salary payment, incentive system and office working environment, with little to no attention on the nexus between workplace culture and their performance. This study sought to unravel the nexus between collaborative workplace culture and business education lecturers' performance, offering insights that can inform policies and practices aimed at enhancing the academic environment and promoting equitable professional opportunities for business educators.

Statement of the Problem

The Nigerian university education system now incorporates business education programme to better train students for self-reliance. The majority of business education graduates from Nigerian universities, however, struggle to find work even years after graduation, leading many



of them questioning the caliber of their lecturers. The government, parents, and employers of labour on their part are worried that business education lecturers are failing to adequately equip students with employable skills for the modern workplace. This suggests that business education lecturers' performance remains below par, and their level of inefficiency has extremely regressed for all to see. Due to this regrettable circumstance, university business education programmes' goals continue to be unmet. In order to address this disturbing situation, researchers have identified a number of factors that influence lecturers' job performance, such as leaders' dispute resolution strategies, staff welfare initiatives, and job satisfaction among others. The researchers makes the hypothesis that there may be a connection between university workplace cultures and the performance of business education lecturers.

The objectives of university business education programmes remain unfulfilled because of this unfortunate situation. Researchers have discovered a number of factors that affect lecturers' job performance in order to solve this unsettling circumstance, including job satisfaction, staff welfare programmes, and leaders' conflict resolution techniques. The researchers postulate that workplace cultures at universities may have an impact on how well business education lecturers train students or how far along they get in their careers. There is little to no study in this field, especially in universities in South East Nigeria, and most of

the research in the field focuses on employees in corporate organizations such as banks, manufacturing enterprises, and engineering firms. The problem of this study is that incompetent business education lecturers in Nigerian universities produce half-baked graduates who lack the 21st-century abilities necessary to land a job in a contemporary workplace or launch a profitable enterprise. This study therefore specifically determined (1) the relationship between teamwork-oriented culture and business education lecturers' performance in universities in South East, Nigeria, (2) the relationship between supportive workplace culture and business education lecturers' performance in universities in South East, Nigeria.

Research Questions

The following research questions guided the study;

1. What is the relationship between teamwork-oriented culture and business education lecturers' performance in universities in South East, Nigeria?
2. What is the relationship between supportive workplace culture and business education lecturers' performance in universities in South East, Nigeria?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

H₀₁: There is no significant relationship between teamwork-oriented culture and business education lecturers' performance in



universities in South East, Nigeria based on types of institution.

Ho₂: There is no significant relationship between supportive workplace culture and business education lecturers' performance in universities in South East, Nigeria based on years of experience.

Results

The correlation research design was adopted for this study. It was carried out in South-East Nigeria. The population of 142 business education lecturers in public Federal and State universities in South East, Nigeria that offer business education programme was studied without sampling. There are four Federal Universities with 57 business education lectures and four State universities with 85 business education lecturers in the region (Source: Academic Planning Unit of these institutions as at 28th December, 2023). Two instruments were used to collect data namely, Collaborative Workplace Culture Survey (CWCS) and Business Education Lecturers' Performance Questionnaire (BELPQ). The WCS was in section A and B. Section A contained information on personal data of the respondents such as type of institution and years of experience while Section B was divided into two clusters B1 to B2 with 10 items each covering teamwork-oriented and supportive workplace cultures. The BELPQ contained 15 items in section C. The two instruments (CWCS and BELPQ) were structured on a four point rating

scale of Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4. The face and construct validity of the two instruments were established by three experts in the field of Business Education and Measurement and Evaluation, and the internal consistency of the instruments was established using pilot-testing and data collected were analyzed using Cronbach Alpha formula which yielded coefficient values of 0.79 and 0.88 for clusters B₁ to B₂ with an overall reliability value of 0.84, while Coefficient value of 0.78 was obtained for BELPQ. The researcher administered 142 copies of the questionnaires to the respondents with the help of six research assistants adequately briefed on the modalities for administration and retrieval of the questionnaires. Out of the 142 copies of the questionnaire distributed, 134 were correctly filled and returned giving a 94% return rate. Pearson product moment correlation and multiple regression analysis were used to carry out the analysis. Pearson product moment correlation was used to answer research questions. For the relationship scale interpretation, the scales by Bryman and Bell (2011) were used. The hypotheses were tested at 0.05 level of significance using multiple regression by computed correlation index for appropriate decision. In testing the null hypotheses, where p-value is less than or equal to 0.05 ($P < 0.05$), the null hypothesis was rejected otherwise, the null hypothesis was accepted. The analysis was carried out using Special package for Social Sciences (SPSS) 23.0.



Results

Table 1: Summary of Pearson Product Moment Correlation (PPMC) Test for Relationship between Teamwork-Oriented Culture and Business Education Lecturers’ Performance

Variables		Teamwork-Oriented Culture	Employee Performance	r.	Remarks
Teamwork-Oriented Culture (X)	Pearson (r) N	45.84 134	5.22 134	.73	Strong Positive Relationship
Employee Performance (Y)	Pearson (r) N	51.35 134	4.90 134		

Table shows a correlation value (r) of .73, indicating a strong positive relationship existing between teamwork-oriented culture and business education lecturers’ performance. This is to say that teamwork-oriented culture of universities in South East, Nigeria is a strong determinant of business education lecturers’ performance.

Table 2: Summary of Pearson Product Moment Correlation (PPMC) Test for Relationship between Supportive Workplace Culture and Business Education Lecturers’ Performance

Variables		Supportive Workplace Culture	Employee Performance	r.	Remarks
Supportive Workplace Culture(X)	Pearson (r) N	49.17 134	3.92 134	.77	Strong Positive Relationship
Employee Performance (Y)	Pearson (r) N	51.35 134	4.90 134		

Table 2 shows a correlation value (r) of .77, indicating a strong positive relationship existing between supportive workplace culture and business education lecturers’ performance. This is to say that supportive workplace culture in universities in South East, Nigeria is a strong determinant of business education lecturers’ performance.

Table 3: Regression Analysis on the Relationship between Teamwork-Oriented Culture and Business Education Lecturers’ Performance Based on Type of Institution

N	R	R Square	Adjusted R Square	%	Cal. F	df	P-value	Remarks
134	.111	.012	.002	.2	.23	131	.27	Not Significant



Table 3 shows that with R Square Adjusted of .002, the teamwork-oriented culture and types of institutions jointly contribute .2 percent to business education lecturers’ performance. Also at 0.05 level of significance, 2 df numerator and 131 df denominator, the calculated F is .23 with p-value of .27. Since the p-value is greater than

the alpha level (P-value = .27 > .05), the null hypothesis is therefore accepted. This means that there is no significant relationship between teamwork-oriented culture and business education lecturers’ performance in universities in South East, Nigeria based on types of institution.

Table 4: Regression Analysis on the Relationship between Supportive Workplace Culture and Business Education Lecturers’ Performance Based on Years of Experience

N	R	R Square	Adjusted R Square	%	Cal. F	df	P-value	Remarks
134	.062	.004	.006	.6	.38	131	.54	Not Significant

Data in Table 4 reveals that with R Square Adjusted of .006, supportive workplace culture and years of experience jointly contribute .6 percent to business education lecturers’ performance. Also at 0.05 level of significance, 2 df numerator and 131 df denominator, the calculated F is .38 with p-value of .54. Since the p-value is greater than the alpha level (P-value = .54 > .05), the null hypothesis is therefore accepted. This means that there is no significant relationship between supportive workplace culture and business education lecturers’ performance in universities in South East, Nigeria based on years of experience.

Discussion of Findings

Findings of the study showed that a strong positive relationship exists between teamwork-oriented culture and business education lecturers’ performance in universities in South East, Nigeria. Findings of the study corroborate the findings of Ohioyenoye and Eboime (2014) which found a correlation between organizational culture and employee performance. Boakye (2015) discovered a

correlation between teamwork culture and employees’ performance. Additionally, Howard et al. (2016) reported a positive relationship between teamwork culture and lecturers’ performance. Furthermore, Gomez (2017) revealed that teamwork culture improves lecturers’ teaching abilities and develop their working momentum to achieve more. In support, Wanyeki et al. (2019) observed that teamwork culture makes it possible for newly hired lecturers to successfully fulfill the academic performance expectations and adjust smoothly to their new teaching responsibilities. Findings of the study further revealed that there was no significant relationship between teamwork-oriented culture and business education lecturers’ performance in universities in South East, Nigeria based on types of institution. In agreement, Wani (2017) found no significant relationship between demographic variables and organizational culture of tertiary institutions. However, Chen, Fosh and Foster (2018) reported that organizational workplace



culture perceptions of employees were influenced by demographic factors.

Findings of the study revealed that supportive workplace culture has a strong positive relationship with business education lecturers' performance in universities in South East, Nigeria. Findings of this study concurs with the findings of Stephen and Stephen (2016)) which found that clan or supportive workplace culture had a strong positive relationship with employees' performance and satisfaction levels. In support, Khan et al. (2020) reported that supportive workplace culture was positively related to employees' performance. In addition, Prajogo et al. (2021) revealed that supportive organisational culture had positive influence on job satisfaction. Furthermore, Madhavkumar (2017) observed that supportive workplace culture fosters teamwork among lecturers, provides encouraging and trusting work environment that makes lecturer to feel comfortable utilizing flexible benefits such as flextime. Findings of the study further revealed that there is no significant relationship between supportive workplace culture and business education lecturers' performance in universities in South East, Nigeria based on years of experience. The findings supports the findings of Peterson (2014) which found that years of experience had no effect on participants' responses on workplace culture and performance.

Conclusion

Business education is a skill-acquisition training programme that prepares youths for gainful

employment or self-employment by equipping them with relevant skills. In order to achieve these goals, business education requires its lecturers to perform highly in their instructional tasks. However, in order to get business education lecturers to perform optimally, there is urgent need to ascertain determinant factors to their performance. The findings of the study revealed that teamwork-oriented culture and supportive workplace culture had strong positive relationships with business education lecturers' performance. Based on the findings, the researchers concluded that collaborative workplace culture is a determinant factor in business education lecturers' performance.

Recommendations

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

1. Administrators of tertiary institutions should develop and maintain collaborative workplace culture of teamwork and support in order to improve the attitudes, well-being and positive job experiences of business education lecturers. The adoption of these workplace cultures will no doubt result to better performance by business education lecturers.
2. Administrators of tertiary institutions should develop policies and strategies to increase teamwork and supportive workplace cultures. This will help the adoption of these workplace cultures in business education departments which in turn will enhance the performance of business education lecturers.
3. Administrators of tertiary institutions in Nigeria should closely monitor the



implementation of collaborative workplace cultures by Heads of Department (HODs) of business education programme. This is to ensure that the HODs adopt these cultures that can positively influence the performance of business education lecturers.

References

- Aftab, M. (2012). *Design as a functional leader: A case study to investigate role of design as a potential leading discipline in multinational organizations* (Published PhD Dissertation). Northumbria University.
- Agu, C. O. (2020). Organizational culture and employee performance in selected higher institutions in Edo State, Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, 8(1), 20-32.
- Bashayreh, A. M., Assaf, N., & Qudah, M. (2016). Prevailing organizational culture and effect on academic staff satisfaction in the Malaysian higher education institutes. *International Journal of Statistics and Systems*, 11(1), 89-102.
- Bayar, A., & Hürriyet, A. K. (2021). The effects of school culture on students academic achievements. *Shanlax International Journal of Education*, 9(3), 99-109.
- Boakye, E. O. (2015). The impact of teamwork on employee performance. <https://doi.org/10.13140/RG.2.1.4959.8804>
- Chen, C. C., Fosh, P., & Foster, D. (2018). Gender differences in perceptions of organizational cultures in the banking industry in Taiwan. *Journal of Industrial Relations*, 50(1), 139-156.
- Ementa, C. N., & Alonta, G. C. (2021). Organising business education curriculum content in tertiary institutions for students' effective skill acquisition. *Global Journal of Education, Humanities and Management Sciences (GOJEHMS)*, 3(1), 155-174.
- Eze, S., Chinedu-Eze, V., & Bello, A. (2020). Factors influencing the use of e-learning facilities by students in a private Higher Education Institution (HEI) in a developing economy. *Palgrave Communications*, 7(133). <https://doi.org/10.1057/s41599-020-00624-6>
- Federal Republic of Nigeria. (2014). *National policy on education*. Federal Ministry of Education, Abuja.
- Gomez, C. (2017). The impact of leadership style on performance. *Bizfluent*. <https://bizfluent.com/info-7790214-impact-leadership-styleperformance.html>



- Harvard Business Review. (2018). The leader's guide to corporate culture. *Organizational Culture*. <https://hbr.org/2018/01/the-leaders-guide-to-corporate-culture>
- Howard, L. W., Turban, D. B., & Hurley, S. K. (2016). Cooperating teams and competing reward strategies: Incentives for team performance and firm productivity. *Journal of Behavioral and Applied Management*, 3(3), 10-54.
- Joseph, O. O., & Kibera, F. (2019). Organizational culture and performance: Evidence from microfinance institutions in Kenya. *Sage Journals*, 9(1), 1-11.
- Kaufman, J. A. (2013). *Organizational culture as a function of institutional type in higher education* (Published Doctoral dissertation). Minnesota State University, Mankato. <https://cornerstone.lib.mnsu.edu/etds/86/>
- Kooser, A. C. (2021). Workplace culture definition. *Small Business Chron*. <https://smallbusiness.chron.com/workplace-culture-definition-2949.html>
- Madhavkumar, V. (2017). A study on the impact of workplace culture on gender diversity in SMEs of the manufacturing sector. *ICTACT Journal on Management Studies*, 3(1), 470-478.
- Manetje, O. (2017). The study focus on the impact of organizational culture on employees' organizational commitment. *University of South Africa*. <http://uir.unisa.ac.za/bitstream/handle/10500/1133/02chapter1.pdf?>
- Nwokike, O. A., & Unegbu, V. E. (2019). Evaluating the job performance of librarians in universities in South-East, Nigeria. *Library Philosophy and Practice (e-journal)*, 2, 25-36. <https://digitalcommons.unl.edu/libphilprac/2536>
- Oche, N. A. (2020). Organizational culture as a correlate of staff performance in state polytechnic libraries in North Central, Nigeria. *International Journal of Library Science*, 9(1), 17-25.
- Ogbogu, C. O. (2017). The effects of motivation on staff job performance: Evidences from the Lagos State Ministry of Environment, Nigeria. *Journal of Sustainable Development*, 10(2), 183-190.
- Ohiorenoya, J., & Eboreime, O. F. (2014). Organizational culture types and performance in Nigerian universities. *European Journal of Business and Management*, 6, 23-31.
- Skillsforcare. (2022). Creating a positive workplace culture.



- Stephen, E., & Stephen, E. A. (2016). Organizational culture and its impact on employee performance and job satisfaction: A case study of Niger Delta University, Amassoma. *Higher Education of Social Science*, 11(5), 36-45.
- Okoye, A. C., & Nwagu, C. C. (2022). Business education and acquisition of employability skills for global competitiveness in the Covid-19 era: competency needs of business educators in Anambra State. *COOU Journal of Educational Research*, 7(1), 153-164.
- Oyewobi, I., Adeniyi, A., Nwachukwu, C., & Hieu, V. (2021). Covid-19 pandemic challenge. *Journal of Contemporary Issues in Business and Government*, 27(2), 18-29.
- Peterson, L. C. (2014). That's a wrap. The organizational culture and characteristics of successful film crews. *Journal of Organizational Culture, Communications and Conflict*, 18, 89-114.
- Prajogo, W., Kusumawati, H., & Wijaya, N. H. S. (2021). The relationship among supportive organizational culture, job satisfaction, employee affective response to organizational change, and organizational cynicism. *International Journal Trade and Global Markets*, 14(1), 19-30.
- Skillsforcare. (2022). Creating a positive workplace culture.
- Wani, S. A. (2017). The impact of organizational culture on employee motivation (Master's Thesis).
- Wanyeki, M. N., Maina, C. W., Sanyanda, J. N., & Kiiru, D. (2019). Impact of teamwork on employee performance: Study of faculty members in Kenyatta University. *Journal of Human Resource and Leadership*, 4(1), 1-8.