

Nexus between Organizational Culture, Organizational Commitment and Performance of Lecturers in Nigeria Tertiary Institutions

Maryam Ronke Afariogun¹, Nor Azni Binti Abdul Aziz Ph.D.²,
and Aminuddin Bin Hassan Ph.D³

^{1, 2, 3}Faculty of Educational Studies, Department of Foundation of Education, Universiti Putra
Malaysia

Email: Maryamronke00@gmail.com, nor.azni@upm.edu.my, aminuddin@upm.edu.my

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Abstract

The Tertiary institution in Nigeria is very germane to entire education system and economic development, it is instrumental in promoting growth, knowledge-building capacity, knowledge dissemination and prepared students for the future career. However, lecturers are experiencing challenges relating to their performance including career advancement, and commitment to their job. This study sought to examine the views of lecturers on the extent to which organizational culture and organizational commitment impact job performance, and whether a relationship exist between organizational culture, organizational commitment and job performance. The theoretical framework that underpinned this study is theory of organizational culture, theory of organizational commitment and theory of job performance. This study utilised quantitative method with random sampling technique. The study employed survey questionnaire which was administered among lecturers who are currently working in randomly selected universities in South-West, Nigeria. A total of 384 valid questionnaires were analysed. The results showed that lecturers perceived high level of performance and highly enjoy organizational culture, while moderate level of organizational commitment among lecturers in Nigerian tertiary institutions. Pearson correlation analysis reveals a significantly positive and strong relationship between the organizational culture, organizational commitment and job performance. However, multiple regression analysis revealed that organizational culture has the highest beta coefficient of .459 compare to organizational commitment with .062 which indicates that organizational culture makes the strongest unique contribution in explaining the job performance. This study recommended that the institution management should be able to clearly defined institutional culture, value, system and structure, enhance competencies to stimulate staffs commitment and always ensure their institution culture is significantly correlated to job performance.

Keywords: Career Advancement, Job Performance, Organizational Culture, Organizational Commitment

Introduction

Tertiary institutions play an imperative role in strengthening the entire system of education and economic development. Tertiary institutions on the other hand serve an important part in the progress of any country (Okeke & Osuala, 2016). Likewise, in Nigeria, it also plays a significant role in her progress and development. It is instrumental in promoting growth, increasing shared prosperity, and reducing poverty. Pouris and Inglesi-Lotz (2014) suggested that tertiary institutions contributed immensely to economic and social development through four cardinal points: human capital formation, knowledge-building capacity (i.e., primarily research and knowledge development), knowledge dissemination (through interactions with knowledge users) and prepared students for the future career. Despite the contributions, Nigerian tertiary institutions are facing several challenges which include poor facilities, poor funding, an obsolete educational system, industrial action, and a lack of staff development (Romina, 2013).

The role of organizational culture in the academic environment cannot be overlooked, since it plays important role in employee job performance. It helps to evaluate and understand the factors that make educational organisations get structured, develop, and perform (Agbo & Okeoma, 2020). Besides that, organizational commitment is very essential in an academic environment because it helps the institutions achieve objectives, innovation, and stability. Kreishan and Al-Hawarin, (2019) posited that organizational commitment can help an institution perform effectively and also to achieve its goal. Therefore, this study aimed to examine the relationship between organizational culture, organizational commitment, and job performance among lecturers of tertiary institutions. This chapter explained the rationale behind this study, research objectives, and questions, research hypotheses, the significance of the study, scope and limitation of study as well as operational definition.

Problem Statement

In recent years, Nigerian tertiary institutions have experienced a significant drop in the job performance of academic staff (Ogunode, Ezema, & Olugbenga, 2022). This created bottleneck for the progress of higher institutions. Many universities had failed to produce quality and vibrant students capable of competing in the local and international labour market (Basil, Felix, & EnoE, 2013). Moreover, poor performance of academic staff in the university can lead to distraction for students, demotivation, and loss of interest in academics which in turn could result in failure, frustration, and low self-esteem (Ogunode, et al., 2022; Agbo & Okeoma, 2020). However, many investigators posited that superior performance would remain linked with culture only if the culture is able to adapt to changes in environmental conditions. Furthermore, the culture must not only be extensively shared, but it must also have unique qualities, which cannot be imitated (Bhat & Patni, 2023; Riatmaja, Suparmono, & Wulandari, 2023; Awadh et al, 2013).

The issue of job performance has been a major concern in tertiary institutions due to its significance for the institution's sustainability. Organizational culture has been identified as a key factor that plays a vital role in the success of every institution, although, the main asset for a tertiary institution's success remains the commitment of its academic staff (Akpa, Asikhia, & Nneji, 2021). Meanwhile, these academic staff in Nigerian institutions are facing many challenges such as poor motivation, poor development programmes for staff, teaching large classes, strike action, poor research funding, and inadequate infrastructural facilities

among others that hinder their performance (Jacob, Jegede, & Musa, 2021). A considerable number of studies have been done in the relevant literature to investigate the performance of the academic staff in tertiary education (Kansiime, 2023; Karim, 2023).

The ineffective performance of academic staff in Nigerian universities has been problematic for both students and tertiary institutions. Romina (2013) asserted that academic staffs perform below expectations due to excessive or improper organisation policies. It is argued that many Nigerian universities fail to put standard policies that would guide lecturers, this makes it difficult for lecturers to be innovative and bring creativity which could have led to high performance in their job. Meanwhile, the issue of job performance has an enormous effect on the university output as well as the quality of students produced by Nigerian universities (Akpa, Asikhia, & Nneji, 2021).

Research Objectives

- To determine the level of organizational culture, organizational commitment, and job performance among lecturers of tertiary institutions in Nigeria.
- To evaluate the relationship between organizational culture, organizational commitment, and job performance among lecturers of tertiary institutions in Nigeria.

Literature Review

Dishop and Good (2022) refer to job performance as the actions engaged by an individual at work that contributes and helps organisation achieve its goals. Job performance is the output of a task, similar to the outcome, result, or achievement (Xie & Li, 2021). According to Cambell (1990), job performance is related to an employee's act of carrying out a job to achieve a set of goals within an organisation. Although, Escorpizo (2009) relates job performance to how employee well performs their assigned duties. Meanwhile, job performance entails various components. For instance, employers might have some expectation from a certain employee to add value to the company due to his or her skills, knowledge, talents, and capacity of performing tasks at a maximal level (Venkatesh, Davis, & Zhu, 2022).

Campbell (1990) defined job performance as action or behaviour which are relevant to the organisational goals. Although, this definition is accompany with three notions which stated that: 1) job performance must be defined from behavioural perspective rather than outcomes, 2) job performance entails mainly those behaviours which are relevant to the goals of organisation, and 3) job performance should be considered as multidimensional. This definition were considered as the most widely accepted definiton of job performance by many scholars (Koopmans, et al., 2011). Therefore, job performance are characterised with components such as effectiveness, efficiency, productivity, market shares, abilities to meet deadline, profitability among others due to their relationship and capabilities to enhance company/firm/organisation growth and development.

Organizational Culture

Organizational culture has been defined as patterns of shared values and beliefs over time which produces behavioural norms that are adopted in solving problems (Schein, 1990). In another definition by Burton and Peachey (2013), organizational culture is the 'set of shared and implicit assumption taken-for-granted by a group which determines how people thinks, views, and reacts to the several environments. To an organization, culture is like a person

character that provides direction, meaning and motivation to the employees of an organisation (Lee, 2011). Hosseini (2014) suggested that organizational culture affects employees' behavioural expression and value judgment within the organisation.

Organizational Culture manifested in beliefs and assumptions, values, attitudes and behaviours of its members and it is a valuable source of firm's competitive advantage (Ahmady, Mehrpour, & Nikooravesh, 2016). In the view of van Wijk and Finchilescu (2008), connote that organizational culture shapes organizational procedures, unifies organizational capabilities into a cohesive whole, and it provides solutions to the problems faced by the organization, and, thereby, hindering or facilitating the organization's achievement of its goals. Having established that organizational 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.

Salfi and Muhammad (2007) emphasised the importance of five key components of organization culture which have capacity to influence change in the organisation. These dimensions include dominant and sub-culture; strong and weak culture; mechanistic culture and organic culture; authoritarian culture and participative cultures, and national culture versus organisational culture (Pavlidou & Efstathiades, 2021). While Hofstede (1980) highlighted six independent dimensions of organisation culture in terms of practices. These dimensions are: i) values, ii) rituals, iii) heroes, iv) symbols, v) structure and systems and vi) competencies.

Organizational Commitment

Organizational commitment is defined as individuals' attitudes or a positive psychological tendency toward the enterprise. It is the individuals' approval of a particular enterprise and their involvement in it. In similar views, Mowday, et. al. (1982) consider that organizational commitment contains three elements: individuals' attitudes toward and acceptance level of organizational objectives and values; employees' willingness to work harder for the organization; and the individual's willingness to keep acting as employee in the organization (Mowday et. al., 1982).

Organizational Commitment is one of the most popular research topics in the field of organizational behaviour, and the prior research about organizational behaviour shows that scholars are trying to understand the nature, consequences, and predictors of organizational commitment (Cobbinah, Ntarmah, Obeng, & Quansah, 2020). Organizational behaviour research has increasingly sought to understand the determinants, theoretical basis, and effects of organizational commitment (Ghumie, Alawi, & Al-refaei, 2022). Furthermore, the nature of ideal employment relationship has changed recently, as employees are seeking to find lifelong employment (Breitsohl & Ruhle, 2013). Organizational commitment reflects the commitment of employees to their organization (Andrew, 2017; Yan, Luo, Jia, & Zhong, 2019). Organizational commitment can also be explained as a psychological emotional state that describes an employee's identification with a firm (Allen & Meyer, 1990).

Organizational commitment is very important because employees' goals and needs must dovetail with the organization's needs and goals to gain the best from employees (Devece,

Palacios-Marqués, & Pilar Alguacil, 2016). It has also been referred to as how strongly employees are involved in and identify with the organization (Andrew, 2017). Many researchers have discussed the positive aspects of organizational commitment and its effects on work productivity, motivation, turnover intention, and absenteeism, and that it is a powerful tool for employees and organizations to increase productivity and effectiveness (Genevičiūtė-Janonienė & Endriulaitienė, 2014). Also, there are some studies that focus on the negative effects of organizational commitment, stating that, in some cases, it might impede the personal and social function of employees, as well as the organization (Genevičiūtė-Janonienė & Endriulaitienė, 2014). According to Meyer and Allen (1991), there are three different dimensions of organizational commitment that need to be studied: affective commitment, continuance commitment, and normative commitment.

The conceptual framework of this study was developed based on previous studies that shows there is a relationship between organizational culture and job performance, and organizational commitment on job performance. The dependent construct consists of job performance (such as input, output, efficiency, quality and outcome). While the independent construct consists of two variables: namely, organizational culture (such as value, ritual, heroes, symbols, structure and systems, and competencies) and organizational commitment (such as affective, normative and continuous commitment). The figure below shows the conceptual framework developed for this study.

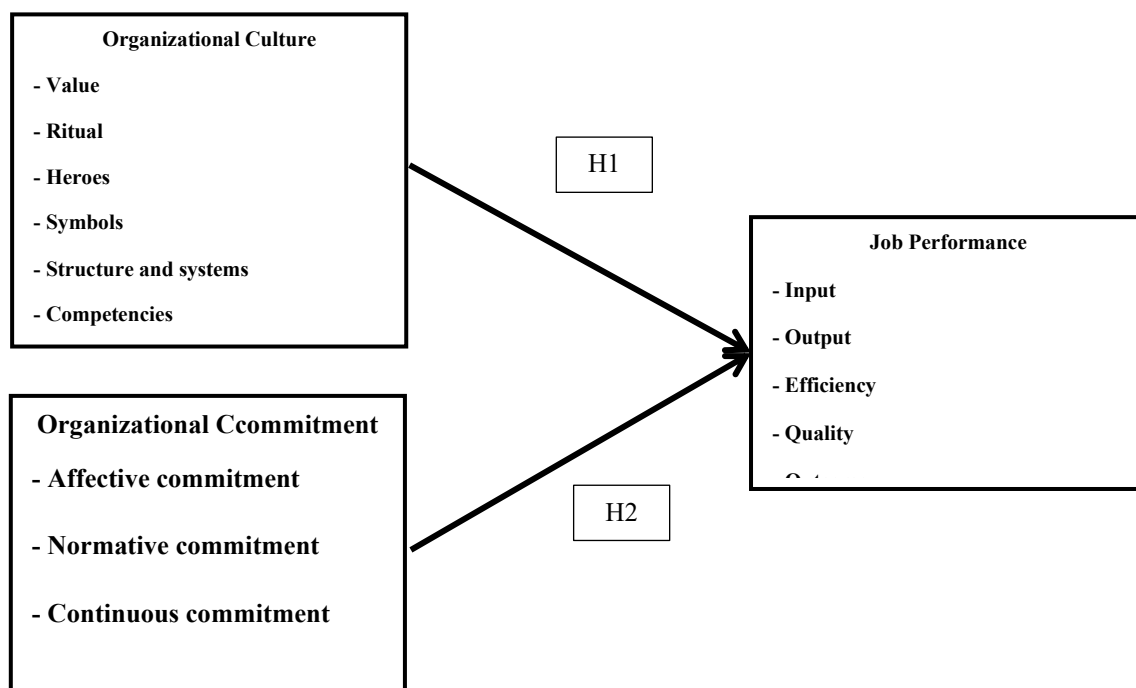


Figure 2: Conceptual Framework

The main purpose of this research is to examine the relationship between organizational culture (i.e., value, rituals, heroes, symbols, structure and systems as well as competencies culture); organizational commitment (i.e., affective commitment, normative commitment, and continuous commitment); and job performance (i.e., input, output, efficiency, quality, and outcome). Therefore, organizational culture and organizational commitment are

independent variable, while job performance is the dependent variable. This framework was developed based on the previous studies on the relationship between job performance and organisational culture and organisational commitment.

Theory of Organizational Culture

Theory of organizational culture propounded by Denison in 1990 was underpinning for this study theoretical background. This theory implicitly explains the cultural traits of job performance, while job performance practices as fundamental human resource management practice supports the view that employees and managers benefit from the understanding of organizational culture as a contextual factor (Pavlidou & Efstathiades, 2021). For the present empirical analysis Denison theory of organizational culture is employed which focuses on four cultural traits involvement, consistency, adaptability, and mission as key determinants of organisation performance (Roby, 2011). This theory is associated organizational culture to performance metrics such as innovation, customer satisfaction, quality, employee satisfaction sales growth and many more in the organisation (Denison & Mishra, 1995). Denison, Nieminen, and Kotrba (2012) confirmed that theory of organizational culture deals with performance in their based on their focus, it therefore can be explored to measured performance in tertiary institution where quality and outcome of students determine performance.

Denison's theory demonstrated that effective organisation such as tertiary institutions have high culture scores in whole four traits. Thus, effective organizations are likely to have cultures that are adaptive, yet highly consistent and predictable, and that foster high involvement, but do so within the context of a shared sense of mission. Denison's theory of organizational culture makes comparisons of organizations based on relatively more surface-level values and their manifest practices. Such values are deemed both more accessible than the assumptions and more reliable than the artifacts (Denison, 2000). The theory further specifies that each trait is measured by three indexes (i.e., value dimensions). The involvement trait, for instance, is composed of the component indexes such as empowerment, team orientation, and capability development (Salfi & Muhammad, 2007). Pavlidou & Efstathiades (2021) connotes that organizations that value individual authority and employee initiatives, working cooperatively toward common goals, and the development of employee skills are theorized to score high on this trait.

Theory of Organizational Commitment

Theory of leading and dominant propounded by Meyer and Allen in 1991, this theory of organizational commitment is grounded on earlier studies done by Becker. This theory considered most appropriate approach of evaluate employee's views on the number of tasks given to them other than measuring their attitudinal commitment (Akpa, Asikhia, & Nneji, 2021). In process of testing this argument, Meyer and Allen made comparisons of various associations of the common measures of commitment and the two scales they had formulated. The first scale dwelt on affective commitment and the second scale represented continuance commitment. Meyer and Allen developed a scale to measure affective commitment and were held as a major improvement over the organizational commitment questionnaire (OCQ). The Affective commitment scale was explained as an instrument of evaluating dedication categorized by means of positive emotions of identification with, attachment to and involvement in an institution.

Meyer and Allen (1991) postulated that continuance dimensions explain more on organizational commitment. It was planned to verify the level to which workers consider commitment to their firms by using benefits which they considered are related with quitting. Later on obligatory commitment was added as the third dimension of organizational commitment (Allen & Meyer, 1990). Obligatory or normative commitment is explained as a sense of duty to precede working in an institution. Workers who are fully committed believe they would remain with the institution (Meyer & Allen, 1991). Socialization is an important factor that affects normative commitment. Normative dedication is explained as sense of responsibility to working in an institution. Workers with excessive level of normative dedication consider they might remain with the institution (Meyer & Allen, 1991). Obligatory dedication is affected to a large extent by socialization. More studies began to examine the tools formulated by Meyer and Allen and to use them as the key tools for measuring commitment. This research concentrated on investigating the psychological feature of the instruments and their relationships with factors and results (Shurbagi, 2014).

Relationship between Organizational Culture and Job Performance

Drawing from the previous empirical studies, it was observed that these identified variables play vital role and significantly employed to influence job performance. Hence, they were considered suitable for this study. Previous studies emphasised the relationship between organizational culture and job performance. According to Riatmaja, Suparmono, and Wulandari (2023), organisational culture is a practices or set of shared beliefs that serve as a landmark or control point for top management, guiding decision-making among employees and navigating their action towards attaining company objectives. Yan, et al., (2019) stated that a strong culture is vital to job performance. Although, company cannot adopt same strategy due to difference in organizational culture; same strategies do not yield same results for two organizations in the same industry and in the same location (Bhat & Patni, 2023).

Ghumiem, et al., (2023) posited that a positive and strong culture can make an average individual perform and achieve brilliantly whereas a negative and weak culture may demotivate an outstanding employee to underperform and end up with no achievement. Therefore, organizational culture has an active and direct role in job performance. Yan, et al., (2019) believe that research on culture will contribute to the understanding of job performance. Bhat and Patni (2023) contends that without considering the impact of organizational culture, organizational practices such as job performance could be counterproductive because the two are interdependent and change in one will impact the other. A high level of culture found to have influence on poor individual job performance in a way (Grego-Planer, 2019).

Relationship between Organizational Commitment and Job Performance

Several researchers in organizational behaviour literature show that organizational commitment (OC) in general has positive effect on job performance (Sungu, et al., 2019; Caki, Asfuroglu, & Erbas, 2015). According to Basil, Felix, and EnoE (2013) employees who are dedicated to their institutions are very productive, loyal to their work and responsible in their line of duty which is a competitive advantage to the institution. Erdogan and Yildirim (2017) reported a positive relationship between organizational commitment and job performance in a meta-analysis which included sample of nurses. Riatmaja, et al., (2023) in a study of the three dimensions of organizational commitment identified a strong relationship between organizational commitment and job performance of employees.

Furthermore, Hafiz (2017) showed a significant relationship between affective commitment (AC), normative commitment (NC) and continuance commitment (CC) and employee performance. Sungu, et al., (2019) in a study that examined the moderating roles of occupational commitment and transformational leadership on the relationship between organizational commitment and job performance. The study findings revealed that organizational commitment positively relates to job performance. Further results showed that there is no relationship between employee's organizational commitment and supervisor's leadership style. The study further concluded that organizational commitment has a positive significant effect on the job performance. This is an indication that organizational commitment could be explored to investigate this research questions.

Methodology

The study adopts a descriptive correlational survey research. Descriptive design were employed because of its fundamental capacity to investigate the relationship and its capability of obtaining data that deal with the present situation. Data for this study was collected through quantitative methods using questionnaire. The target population of this study are lecturers who working currently in selected South-West universities in Nigeria, amount to 3, 969, based on sample size determination exploring Taro Yamane sampling formula for a finite population. Therefore, the questionnaire were distributed to collect information from 384 respondents. Proportional sampling technique were employed for this research study to allow a researcher divides a finite population into subpopulation. This technique is accurate, suitable and acceptable for carrying out the research process and it make it easy for lecturers that willingly volunteered to participate to be reached without a waste of time. The location comprises selected universities in South-West, Nigeria. Primary data was collected by using self-administered questionnaires distributed to lecturers. A questionnaire with a Likert scale ranges from 1-5 were used as a tool for this research study. Inferential statistics such as Pearson correlation and regression analysis was used to test the research questions and hypothesis.

Results

Multiple regression analysis was used to test this study hypotheses employing SPSS software. The regression analysis used to survey the relationship between more determinants or independent variable, this approach is considered appropriate specifically when comparing each determinants contribution. The multiple regression analysis model comprises of two predicting items, namely: Organizational culture (X_1) and Organizational commitment (X_2).

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485 ^a	.236	.231	.31310

a. Predictor: (Constant), Organizational Commitment, Organizational Culture

Based on the findings revealed in the table 4.9, the R square revealed coefficient of determination of the antecedent of dependent variable. This illustrates that a relationship exist between organizational culture, organizational commitment and job performance as R is 0.485. Additionally, R square is 0.236. Thus, 23.6% of variance in job performance is explained through organizational culture and organizational commitment. Therefore, the

model fit attained is valid for diverse sample sizes and can be validly generalized to the study population.

Analysis of Variance

ANOVA Table of the Multiple Regressions

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.995	2	5.497	56.078	.000 ^b
Residual	35.683	364	.098		
Total	46.677	366			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Organizational Commitment, Organizational Culture

The table above illustrates the summary ANOVA, which shows the model of multiple linear regression of job performance. The findings gathered from the multiple linear regression analysis includes organizational culture and organizational commitment which is significant $F(2, 364) = 56.078$ ($p < .000$). This reveals that the test for the slope of this estimated multiple linear regression model is not equal to zero due to the significant value $F < a$ (0.005) that stands as an evidence which the regression model fits the data at 0.005 level of significant. Moreover, reject H_0 : it is evident, there was a linear relationship between job performance and the other predictor variables ($p < .000$). In conclusion, in every models the variance in job performance is described by determinant of organizational culture and organizational commitment.

Multiple Regression Coefficients

The multiple linear regression analysis were used to estimate the contribution of selected elements to job performance. From this analysis, job performance (dependent variable) were regressed against the organizational culture and organization commitment (independent variables). The predicting variable is organizational culture and organizational commitment. These are evaluated to provide the level at which determinants has significantly contributed towards job performance. Thus, the multiple linear regression consist of predicting variable such as organizational culture (X_1) and organization commitment (X_2). Each of predicting variable indicated its level of contribution to job performance. The findings produced by SPSS in table 4.11 showed the level of contribution to job performance.

Results of Multiple Regression between Factors and Job Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	p
	B	Std. Error	Beta (β)		
Job Performance (Constant)	2.189	.174		12.601	.000
Organizational Culture	.420	.045	.459	9.335	.000
Organizational Commitment	.045	.036	.062	1.250	.000

F = 56.078 R = .485 Sig. = 0.000 $R^2 = .236$

The results of multiple linear regression in table above, indicates that organizational culture has a positive significantly contributed to job performance ($\beta = .459$, $t = 9.335$, $p = .000$). Therefore, H_{A1} is accepted. This showed that, organizational culture contributed significantly towards job performance at .005 level of significance as the perception of the lecturers in tertiary institutions. Clearly defined institutional culture to help improve core value and

competencies positively enhance lecturer job performance. This study collaborated with study which posited that organizational culture is very essential for organisation performance and organizational culture influence job performance (Bhat & Patni, 2023; Ghumiem, et al., 2023; Briody, et al., 2018; Yildizel, 2017).

The results of multiple linear regression in the table above, indicates that organizational commitment has a positive significantly contributed to job performance ($\beta=.062$, $t=1.250$, $p=.000$). Therefore, H_{A2} is accepted. This showed that, organizational commitment contributed significantly towards job performance at .005 level of significance as the perception of the lecturers in tertiary institutions. Motivating lecturers in the tertiary institution to stimulate their interest toward organisation development positively enhance job performance. This study supported the previous study which found that organizational commitment is a vital instrument employed to enhance organisation performance (Aslan, Yaman, Aksu, & Gungor, 2022; Ghumiem, Alawi, & Al-refaei, 2022; Cobbinah, Ntarmah, Obeng, & Quansah, 2020; Demerouti, Bakker, & Halbesleben, 2015).

Discussion of Findings

Tertiary institutions in Nigeria has been given lecturers an opportunity through organizational culture to engaged in mentorship, training and career advancement paths which allowed for growth. Although, these institutions adopted hierarchical culture which limit flexibility and innovation. In practice, once lecturers had started working with a universities they adapted with values and structural systems employed with the institution. Moreover, lecturers were given tasks that is expected to achieve within certain period of time. These tasks cannot be achieve without lecturers being motivated, committed and loyal to the universities structural system. The completion of the tasks given the lecturers is directly associated to behaviour developed by the lecturers over certain period of time; thus, this contribute to the key technical aspect of the institution.

The input of lecturers in term of effectiveness and efficiency, level at which lecturer spent on the tasks to successfully or achieving a desire results were used to monitor the level of their performance. Studies conducted by Dishop and Good (2022), to examined the performance of lecturers in the universities indicated that the high percentage of lecturers put more effort to ensure they perform the tasks assigned to them effectively. The study further indicated that the level of input exerted into tasks given to them have a positive significant impact on their job performance. Another research conducted by Odia, Odigwe, and Odia (2024) found that job performance in tertiary institutions are determine by the level of lecturers commitment and loyalty. The study stressed that commitment and loyalty has a positive and significant relationship with job performance in tertiary institutions. The results of this study correspond with the findings of this study which found that organisational culture and organisational commitment have positive significant relationship with job performance.

The culture component, a lecturer's competencies and value towards the task is very crucial to lecturer's commitment in a specific activity. Value is the most usual organizational culture variable associated with lecturer performance (Jamali, et al., 2024), while affective commitment happened to be the most frequent commitment variable associated with lecturer performance in tertiary institutions (Karim, 2023). Research findings consistently indicate a positive impact of organizational culture and organizational commitment on job

performance (Wijayanti & Tirtoprojo, 2023). Ahmady, Mehrpour, and Nikooravesh (2016); Zuliani, Huda, and Hawabi (2023) in their empirical study found that organizational culture and organizational commitment have a positive and significant relationship with job performance. This is equally associated with lecturers' loyalty, emotional attachment, sense of belonging and continuous improvement of employee capacity. Zuliani, Huda, and Hawabi (2023) stated that a very ambitious lecturers can be successful, especially when the institution balances the work demand with lecturer personal demands.

Consequently, when lecturer feel as if the institution's problems are own, feel emotionally attached to the institution, feel a strong sense of belonging to the institution that indicate the level of commitment which could enhance the lecturer job performance. Prior study shown that positive commitment and organizational culture relate positively to job performance, specifically when the institution talk seriously about the job and putting well structure and adequate system in place (Cobbinah, et al., 2020).

Conclusion

Practically, organizational culture level and job performance level was classified as high, while organizational commitment is classified as moderate. Whereas, it can be concluded that two variables (i.e., organizational culture and job performance) employed in this study having high values of mean, while one variable (i.e., organizational commitment) used having moderate values of mean. The study findings regression analysis indicates existence of a relationship between organization culture ($r=0.482$, $p=0.000$) and job performance. The results also shows that a positive relationship exists between organizational commitment ($r=0.229$, $p=0.000$) and job performance. Conclusively, the results of multiple linear regression revealed that organizational culture variables has a positive significant relationship but with a low contribution to variance job performance. Further findings also indicates that organizational commitment has a positive significant relationship but with a low contribution to variance job performance. By compare the contribution of organizational culture and organizational commitment, the result indicate organizational culture factors have stronger influence to the variance of job performance compare to organizational commitment factors.

It is recommended in this study that management must encourage organisation culture and organization commitment to enhance job performance in tertiary institutions. Based on these findings, the study suggests for general recommendations to management, lecturers, policy makers and other stakeholders.

1. It is suggested that this study should be used as a basis for carrying out further survey at the faculty level, examining the efforts of the organization culture and organization commitment practices at other departments. Management of tertiary institutions should be focus on concept of organizational value to promote lecturers motivation by continuously improving their capacity. Lecturers can be stimulate to exert their effort in performing the tasks given to them when they motivated, well equipped with knowledge and skills. Management of tertiary institution should leverage on the hierarchical structure systems to encourage innovation among lecturers.
2. Management of tertiary institutions should focus on creating enabling environment that would make lecturer feel attached to their work emotionally, because when lecturers believed that the institution has a great deal of personal meaning for them, they might feel like the institution is like part of their family. Effort should be made to increase

lecturers' motivation by helping them overcome challenges facing them in their workplace, this would improve lecturers' commitment and their job performance.

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