Effect of Organisational Culture on Employee Performance Among Non-Academic Staff of Public Universities in South-West Nigeria

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Abstract: Organisational culture shapes employee attitudes, motivation, and overall job performance, especially in public universities where non-academic staff play crucial administrative roles. However, limited empirical studies have examined the combined effect of organisational culture, such as leadership style, communication patterns, and shared values, on employee performance across all six South-West states of Nigeria. This study therefore investigated the effect of organisational culture on employee performance among non-academic staff of public universities in South-West Nigeria. The objectives of the study are to examine the effect of leadership style, communication patterns, and shared values on employee performance. A descriptive survey research design was adopted. The study was conducted across 12 public universities (federal and state) within Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti States. Data were collected from 395 respondents using a structured questionnaire, selected through a multistage sampling technique from a population of 34,880 non-academic staff. Descriptive statistics (frequencies and percentages) and multiple regression analysis were performed using SPSS version 25. The results showed that leadership style (B = 1.548), communication patterns (B = 1.465), and shared values (B = 1.436) all significantly affected job commitment (p = .000). The study concluded that organisational culture components positively affected employee performance. The study recommended that university administrators should adopt transformational leadership, promote internal communication, and embed institutional values.

Keywords: Communication patterns, leadership style, organisational culture, shared values

I. Introduction

Organisational culture is widely seen as a key factor shaping employee performance, especially in higher education. Alkahtani (2020) noted that culture, built on shared values, beliefs, and assumptions, guides how employees think, act, and work. It directly supports institutional success and staff productivity. In public universities, which often have complex bureaucratic structures, Nguyen and Mohamed (2021) found that culture influences the motivation, commitment, and performance of non-academic staff. These employees form the foundation of university operations. Bui and Baruch (2022) also observed that their performance largely depends on the surrounding organisational environment. Both Bui and Baruch (2022) and Nguyen and Mohamed (2021) showed that a positive culture promoting support, recognition, and inclusion enhances morale and work quality, while a poor culture limits creativity and weakens accountability. Understanding the link between culture and performance is therefore crucial for universities to achieve their goals and build effective administrative teams.

In developed nations, researchers such as Hassan and Wright (2021) and Zhang and Liu (2020) highlighted that organisational culture strongly shapes employee performance, especially in public universities where non-academic staff manage essential support and administrative functions. Al Shobaki et al. (2021) noted that shared values, leadership styles, communication, and institutional rules all affect how staff perform their duties. Zhang and Liu (2020) added that besides culture, access to funding, business support services, and government policies also impact employee performance, particularly in public institutions that depend on state budgets and planning. Hassan and Wright (2021) further found that in European universities, supportive work environments, sound policies, and effective institutional support boost performance, morale, and creativity. Therefore, across global higher education, organisational culture, along with funding and governance, plays a vital role in improving the performance of non-academic staff.

Recent studies across Africa increasingly explore how organisational culture shapes employee performance in public universities. Ouko and Ouma (2021) and Kesse and Kolog (2022) found that values, leadership approaches, communication, and institutional norms influence how non-academic staff perform their duties. In Kenya, Omari and Moronge (2020) showed that a supportive culture strengthens staff commitment, service quality, and efficiency. Similarly, Kesse and Kolog (2022) observed in Ghana that inclusiveness, shared goals, and staff recognition raise motivation and reduce turnover. Abebaw and Tilahun (2021) also discovered that open communication and transformational leadership boost morale and productivity. Together, these findings show that clear goals and strong leadership make organisational culture a key factor in improving non-academic staff performance in African public universities.

In Nigeria, studies reveal a strong link between organisational culture and employee performance, especially among non-academic staff who handle administrative duties. Edeh and Okey (2021) and Lawal and Adeoye (2020) found that leadership style, communication, and shared values directly affect motivation and efficiency. In South-West Nigeria, Akinyemi and Babalola (2022) noted problems such as staff dissatisfaction, low morale, and rigid systems. However, they reported that performance rises when institutions promote inclusive, supportive, and transparent cultural practices.

This study is important because it connects workplace culture with employee needs to improve service delivery, reduce waste, and help universities achieve their goals. It also provides direction for policy reform and staff development. The research targets non-academic employees in selected public universities in South-West Nigeria, examining how cultural traits influence their job performance.

Globally, Zhang and Liu (2020) found that organisational culture greatly affects employee performance, particularly in universities where administrative efficiency is key. In Africa, Kesse and Kolog (2022) and Ouko and Ouma (2021) showed that leadership style, shared values, and workplace norms shape staff motivation and productivity in public universities. In Nigeria, Edeh and Okey (2021) and Lawal and Adeoye (2020) reported similar findings, showing that a positive work culture increases job satisfaction and performance among non-academic staff. However, most studies in South-West Nigeria focused only on individual states, with no research covering all six states as one study area. In addition, many past works examined single aspects of organisational culture rather than their combined effect. These gaps make this study essential, as it explores how the overall organisational culture affects the performance of non-academic staff in public universities across South-West Nigeria.

The main objective of the study is to assess the effect of organisational culture on employee performance among non-academic staff of public universities in South-West, Nigeria. The specific objectives are to:

- examine the effect of leadership style on employee performance among non-academic staff of public universities in South-West, Nigeria;

- assess the effect of communication patterns on employee performance among non-academic staff of public universities in South-West, Nigeria;

- determine the effect of shared values on employee performance among non-academic staff of public universities in South-West, Nigeria.

II. Literature   Review

Organisational Culture

Organisational culture strongly shapes how employees act, interact, and perform at work. It affects decision-making, communication, and commitment, especially in public universities. Alkahtani (2020) defined organisational culture as the shared values, beliefs, norms, and practices that guide how tasks are done within an institution. It gives employees identity and direction, shaping their attitude and performance. For non-academic staff, culture affects work ethics, accountability, and service delivery. Nguyen and Mohamed (2021) found that when the culture promotes trust, support, and recognition, staff become more satisfied and productive. However, a toxic or unclear culture lowers morale and performance. Bui and Baruch (2022) added that a strong, positive culture improves engagement, reduces conflict, and increases efficiency in administrative units. Therefore, understanding how organisational culture works is therefore essential for enhancing non-academic staff performance in public universities. Consequently, this study focused on three specific dimensions of organisational culture, such as leadership style, communication patterns and shared values. The next paragraphs contain the conceptual review of these three dimensions of organizational culture.

Leadership Style

Leadership style strongly affects workplace behaviour and employee performance in any organisation. In public universities, especially among non-academic staff, how leaders act determines how well staff align with the university's goals. According to Abasilim and Osigwe (2021), leadership style refers to the ways leaders guide, influence, and manage others to achieve objectives. Zareen et al. (2020) observed that leadership style shapes an organisation's culture, which affects employee motivation, engagement, and performance. Transformational leaders build trust, teamwork, and high performance, while authoritarian leaders tend to reduce morale and productivity. In public universities, supportive leaders promote open communication, appreciation, and cooperation (Zareen et al., 2020). This environment boosts non-academic staff performance by fostering responsibility, creativity, and job satisfaction.

Communication Patterns

Good communication shapes how an organisation works and influences how well employees perform, especially in higher education. In public universities, non-academic staff depend on clear communication to get information, make decisions, and complete their duties (Okpara & Agwu, 2021). Communication patterns refer to the usual and organised ways messages move within an organisation (Mensah & Nizam, 2020). These patterns can be formal or informal, vertical or horizontal, and are shaped by the organisation's culture. According to Okpara and Agwu (2021), open and consistent communication builds trust, improves understanding, and raises performance. In contrast, poor communication causes confusion and reduces morale. Within universities, supportive and goal-focused communication promotes teamwork, clarity, and accountability among non-academic staff. Therefore, communication both reflects the organisation's culture and drives employee performance.

Shared Values

Shared values form the foundation of an organisation's culture and greatly affect how employees act and perform, including in public universities. They reflect the common beliefs and principles that guide staff in their actions, decisions, and relationships. Ouma and Kipkoech (2020) defined shared values as the joint commitments that bring staff together and align their goals with the university's mission. According to Akinyemi and Babalola (2022), when non-academic staff uphold values such as integrity, accountability, and teamwork, their job satisfaction, commitment, and performance improve. These values also build trust, reduce conflicts, and encourage collaboration, leading to a more positive work environment. Akinyemi and Babalola (2022) further observed that in universities where effective administration is vital, shared values help link personal roles with institutional goals, boosting productivity and service delivery. Thus, shared values play a vital role in explaining how organisational culture affects employee performance in higher education.

Non-Academic Staff of Public Universities

In public universities, effective service delivery relies on both academic and non-academic staff. Non-academic staff play vital roles in administration and support that keep the institution functioning smoothly. According to Akinyemi and Babalola (2022), these employees provide professional, technical, clerical, and support services, excluding teaching and research duties. Edeh and Okey (2021) noted that public universities are government-funded institutions established to provide accessible and quality higher education. Ouko and Ouma (2021) observed that organisational culture, shaped by shared values, leadership style, and internal communication, strongly affects the behaviour and performance of non-academic staff. A positive culture encourages commitment, while a negative one reduces morale and productivity. Therefore, aligning organisational culture with performance goals is essential to enhance the effectiveness and contribution of non-academic staff in public universities.

Employee Performance

Employee performance shows how productive and successful an organisation is. It measures how well workers complete their duties and achieve goals. Akinyemi and Babalola (2022) described it as the extent to which employees finish their tasks and meet targets within a given time. They noted that ICAN and NIM stress accuracy, timeliness, and accountability, while CIPMN values consistency and job commitment. Global bodies such as the CBN, IMF, and World Bank highlight efficiency, service delivery, and impact (CBN, 2023; IMF, 2022; World Bank, 2021). This study uses job commitment, expressed through dedication, reliability, and enthusiasm, as the main measure of employee performance. Kesse and Kolog (2022) found that organisational culture affects job commitment by shaping values, motivation, and behaviour. A positive culture strengthens commitment and boosts employee performance, especially in public universities.

Theoretical   Review

Organisational Culture Theory

Organisational Culture Theory, proposed by Edgar Schein (1985), explains how shared values, beliefs, and assumptions influence employee behaviour and institutional outcomes. Cameron and Quinn (1999) and Hofstede (1991) expanded this idea by identifying cultural types and national culture dimensions that influence workplace behaviour (Alshammari et al., 2020). The theory suggests that culture is something people learn and share, and it guides their actions to align with organisational goals. However, Willmott (1993) and Martin (2002) criticised the theory for simplifying power relations and overlooking external influences such as politics and the economy (Yahyazadeh-Jeloudar et al., 2021). In contrast, supporters like Denison (1990) and Kotter and Heskett (1992) argued that the theory strengthens unity, commitment, and employee performance. This theory applies to the present study because it helps explain how the cultural environment in public universities shapes the job performance and commitment of non-academic staff.

Empirical Review

Akinyemi and Babalola (2022) conducted a study on organisational culture and employee productivity in Nigerian public universities in Oyo State. The study used a descriptive survey design and collected data with structured questionnaires from 150 non-academic staff, selected through stratified random sampling. The study covered non-teaching staff in three public universities. The study analysed the data using regression analysis and found that supportive and flexible cultures greatly improved staff commitment and task performance. Kesse and Kolog (2022), in their study exploring the impact of organisational culture on employee performance in Ghanaian public universities, examined how shared values affect non-academic staff performance. The research took place in selected public universities in Ghana and used a descriptive survey design. Data were gathered through structured questionnaires from 450 non-academic staff. Using stratified random sampling, 210 respondents were chosen. The researchers used regression analysis to interpret the data. The results showed that shared values like trust, teamwork, and integrity greatly improved staff commitment, efficiency, and job satisfaction.

Ibrahim and Musa (2022) carried out a study on the effect of organisational communication on job performance in Malaysian public institutions using a quantitative design. They gathered data from 200 administrative staff selected through purposive sampling using a validated questionnaire. Descriptive and inferential statistics were used to analyze the data. Their findings showed that upward and horizontal communication greatly improved employee engagement and efficiency. Likewise, Mensah and Ntim (2021) studied

communication patterns and employee performance in public universities in Ghana using a descriptive survey design. They collected data with structured questionnaires from 180 non-academic staff across three public universities, chosen through stratified random sampling. The respondents came from the registry, finance, and administrative units. Regression analysis was used to examine the data. The results showed that clear and consistent communication improved staff productivity, motivation, and accuracy.

Mensah and Asare (2021) studied how leadership style affect non-academic staff performance in public universities in Ghana. They carried out the research in three public universities using a descriptive survey design. Data were gathered through structured questionnaires from 420 non-academic staff. From this, 200 respondents were chosen using stratified random sampling. The researchers analyzed the data with regression analysis. Results showed that transformational leadership had a strong positive impact on staff performance, while autocratic leadership reduced morale and productivity. Likewise, Edeh and Okey (2021) carried out a study on the effect of organisational culture on administrative staff performance in Nigerian universities in Enugu State. They used a cross-sectional survey and gathered data from 120 staff through purposive sampling. The data were analysed using correlation methods. The findings showed that shared values and clear communication had a positive effect on administrative staff performance.

III. Methodology

This study used a descriptive survey design to examine how organisational culture affects employee performance among non-academic staff in public universities across South-West Nigeria. The research covered the six states in the region, involving Lagos, Oyo, Ogun, Osun, Ondo, and Ekiti, due to their large number of public universities and administrative diversity. The study population included 34,880 full-time non-academic staff from 12 purposively selected public universities, with one state-owned and one federal-owned university chosen from each state. A multi-stage sampling method was used. Departments were first stratified, and staff within each stratum were then selected using simple random sampling. Taro Yamane's formula produced a sample size of 395 respondents. Data were collected using a structured questionnaire based on a 5-point Likert scale. The questionnaire had three sections: Section A gathered demographic data, Section B measured aspects of organisational culture such as leadership style, communication patterns, and shared values, while Section C assessed job commitment.

To ensure validity, experts reviewed the instrument, and a test–retest pilot study was carried out with 60 non-academic staff—five from each of the six states, excluding those in the main study area. The pilot lasted two weeks, and feedback was used to refine the questionnaire for clarity and reliability. Cronbach's Alpha confirmed strong internal consistency for all variables: leadership style ($\alpha = 0.781$), communication patterns ($\alpha = 0.771$), shared values ($\alpha = 0.712$), and job commitment ($\alpha = 0.752$). Ethical approval was obtained from the participating universities, and all respondents gave informed consent. Hard-copy questionnaires were distributed, and confidentiality was strictly maintained. Data were analysed using SPSS version 25. Descriptive statistics such as frequencies and percentages summarised the data, while multiple regression analysis tested how organisational culture components affected employee performance among non-academic staff in the selected universities.

Model Specification

Mathematically, the model is expressed as follows:

Model: $EP = F(X_{1i}; X_{2i}; X_{3i})$

Where: EP= Employee performance, X_{1i}= leadership style, X_{2i}= communication **patterns**, X_{3i}= shared values, β_0 = Intercept, β_1 - β_3= Regression Coefficient, μ= Stochastic error term.

IV. Results and Discussion

Testing of Hypothesis

All 395 questionnaires given to non-academic staff across 12 selected public universities in South-West Nigeria were fully completed and returned, giving a 100% response rate. Trained research assistants helped guide the respondents to ensure the answers were clear and complete.

Table 1: Multiple regression analysis showing the effect of organisational culture on employee performance among non-academic staff of public universities in South-West, Nigeria

Model		R= .786[a]	R²= .618	Adj. R²= .615	DW =1.903	Std. Error of the Estimate = 11.427	
		Sum of Square	Df	Mean Square		F	Sig.
1	Regression	75.645	3	75.645		25.374	.000[b]
	Residual	47.346	393	.539			
	Total	122.991	394				

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std Error	Beta		
	3.423	1.419		6.497	.000
(Constant)	1.548	.773	.694	2.378	.000
Leadership style	1.465	.665	.623	1.346	.000
Communication patterns Shared values	1.436	.481	.591	1.249	

Dependent Variable: Job commitment

Predictors: (Constant), Leadership style, communication patterns & shared values platforms

Source: Field Survey, 2025.

The multiple regression analysis tested how organisational culture influences employee performance among non-academic staff in public universities across South-West Nigeria. The findings showed a strong positive link (R = 0.786), explaining 61.8% of the changes in job commitment (R^2 = 0.618). The adjusted R^2 of 0.615 confirmed a good model fit after adjusting for the predictors. The model was statistically significant (F = 25.374, p = 0.000), showing that leadership style, communication patterns, and shared values together strongly affect employee performance. The Durbin-Watson value of 1.903 indicated no serious autocorrelation. Each predictor—leadership style (B = 1.548, p = 0.000), communication patterns (B = 1.465, p = 0.000), and shared values (B = 1.436, p = 0.000)—had a significant and positive impact on job commitment. Overall, the results confirmed that elements of organisational culture strongly influence employee performance in South-West Nigeria's public universities.

V. Discussion of Findings

The multiple regression results in Table 1 showed that organisational culture strongly affects the performance of non-academic staff in public universities across South-West Nigeria. The model revealed a high positive correlation (R = 0.786) and an R^2 of 0.618, meaning that leadership style, communication, and shared values account for 61.8% of the changes in job commitment. The adjusted R^2 of 0.615 and F-statistic of 25.374 (p = 0.000) confirm that the model fits well and that these factors jointly affect employee performance. These findings align with the Organisational Culture Theory, which emphasises the effect of shared norms and leadership on employee behaviour and outcomes.

Among the predictors, leadership style had the strongest effect (B = 1.548, p = 0.000). This suggests that supportive and transformational leadership increases staff commitment. This agrees with Mensah and Asare (2021), who reported that transformational leadership boosts non-academic staff performance, while autocratic leadership lowers morale. In public universities, good leadership promotes inclusion, accountability, and recognition, which strengthen dedication among staff. The second predictor, communication patterns, also showed a strong positive effect (B = 1.465, p = 0.000). This indicates that clear, timely, and consistent communication helps employees understand their duties better. Mensah and Ntim (2021) also found that structured communication enhances productivity, motivation, and accuracy. When staff receive clear instructions and feedback, confusion reduces and job performance improves. The third variable, shared values, also positively affected job commitment (B = 1.436, p = 0.000). This supports Edeh and Okey (2021), who found that shared values and effective communication improved administrative staff performance. When employees identify with institutional values, they become more engaged and responsible in their work.

VI. Conclusion and Recommendations

Based on the study's findings, the conclusion is that organisational culture has a strong effect on employee performance among non-academic staff in public universities in South-West Nigeria. Leadership style, communication, and shared values all have positive and significant effect on job commitment. For the first objective, the study showed that leadership style has the greatest effect. Transformational and inclusive leadership improves staff performance. For the second objective, the study revealed that clear communication affects understanding, productivity, and engagement. For the third objective, it found that shared values such as trust, teamwork, and integrity strengthen commitment and service quality. Based on these findings, the study recommended that university leaders adopt people-oriented leadership, strengthen internal communication, and promote shared values that motivate and engage non-academic staff.

Policy Implications and Limitations

The findings of this study have important policy implications for improving employee performance in public universities. University management and policymakers should institutionalise transformational leadership training, establish clear and consistent

communication frameworks, and integrate shared values into operational procedures to enhance job commitment among non-academic staff. These measures can improve staff motivation, service delivery, and institutional efficiency. However, the study focused solely on non-academic staff, excluding academic personnel whose experiences may differ. Also, the cross-sectional design does not capture long-term trends. Future studies should adopt longitudinal approaches and consider academic staff or comparative studies across other geopolitical zones in Nigeria.

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