



The Influence of organisational culture on Teachers' Performance in South East primary schools in Botswana

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ABSTRACT

The purpose of the study was to examine the influence of organisational culture (OC) on teachers' classroom performance in South East primary schools in Botswana. This was to find the relationship between OC and academic performance, to establish how OC contributes to teachers' performance towards their instructional practices, and to find strategies that can be used to strengthen OC in the Southeast Region Primary Schools. A Mixed methods research methodology was used. The target group consisted of 353 teachers from 18 primary schools with an enrollment of 11602 learners, in Botswana's South East Region. Probability sampling using a simple random sampling procedure was used. The sample used in the study was 70 out of 353 teachers from four primary schools in the South East region of Botswana. The OC Model by Denison was applied as a theoretical framework for the study. The findings revealed that OC significantly influences teacher classroom performance and can enhance their attitudes toward instructional practices. This shows that OC is needed in schools to have a clear and consistent set of values that govern the way teachers do business in schools. The study recommends that training in OC should be given to school leaders and teachers.

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1. INTRODUCTION

Organizational culture (OC) is the values that become habits and standards of a person's quality in the organization (Fitriana, Fitri, & Fitriani, 2021). The standards applied in OC contribute to the performance of learners, teachers, and the school. This means that OC determines how each teacher executes processes when carrying out instructional practices and for the smooth running of the organization. Teachers are the cornerstone of every institution. Therefore, it can be suggested that if we want to improve teacher performance, we must improve the organization's work culture (Khairia & Zakaria, 2018). The notion is that teachers' performance influences learners' results. On the other hand, teacher performance is influenced by the culture within the school.

The performance of teachers in schools is vital as it determines the quality of education offered in Botswana. Education is the fundamental right of every child in Botswana, as it is in many countries. Khairiah and Zakaria (2018) assert that in developing human resources, the implementation of education must be managed in a quality manner because the quality of education is determined by the quality of teacher performance. As a result, OC in primary schools in the South East Region of Botswana was carefully investigated to ascertain its effectiveness in improving teacher performance. Collegiality among organizational members is central to school organizational complexity (OC), but in the culture of most secondary schools, there appears to be a closed principals-teacher relationship because of the excessive rules and regulations that are used to maintain a social distance from the teachers (Emengini, Omenyi, & Nwankwo, 2020). For this reason, the effectiveness of OC in primary schools in the South East Region of Botswana was evaluated. This effectiveness could be attributed to elements like teacher-student and principal-teacher relationships.

Numerous studies were conducted to determine the effect of OC on various societal sectors around the world. A research study was conducted by Makwinja (2017) in Botswana to review the obstacles leading to a high failure rate in one primary school in Gaborone and the need to overhaul, rethink, reform, and transform the country's education system. High rates of failure at the primary and secondary school levels were found to be evidence that the standard and quality of education are declining. The study's findings also showed that students were not engaging in self-directed learning, which necessitates both parental and school supervision.

Another significant research study was carried out by Lolowang, Troena, Djazuli, and Aisjah (2019) in Jayapura, Indonesia. They discovered that organizational culture, leadership, and work motivation all significantly affect employee performance. According to Lolowang, Troena, Djazuli, and Aisjah (2019), OC refers to everything that should be done within a company or organisation, including how employees are treated and other operational aspects of the organisation. The definition unequivocally establishes that primary school teachers' performance is influenced by how their employers treat them. The established guidelines also have an impact on how well teachers perform and the culture of the school. In the Primary School Leaving Examinations in Botswana, students' academic performance has reportedly been falling since 2014, according to Maimela (2016). The decline in students' academic performance could be associated with teachers' performance and attitudes toward their instructional practices. The absence of OC within schools could result in drastically low performance of both teachers and students alike. The investigation into the problem of OC in primary schools in Botswana's South East Region assumes that, without improvement, the academic performance of the primary school sector will continue to deteriorate. Therefore, the study was intended to close the existing teachers' performance gaps which could be

because of the nature of OC within their schools. There was a need to conduct a study of this nature as it would be beneficial to learners, teachers, school management, and the region through the application of desired OCs.

1.1 Research Aim and Research Questions

This study aimed to investigate how organizational culture affects teachers' performance in primary schools in Botswana's South East Region.

The research study was influenced by the following main research question:

What is the influence of OC on teachers' performance in South East Region Primary Schools in Botswana?

The above main question was supported by the following secondary research questions:

- What is the relationship between OC and academic performance?
- How does OC contribute to teachers' performance towards their instructional practices in South East primary schools in Botswana?
- What strategies can be used to strengthen OC in South East Region Primary Schools in Botswana?

2. LITERATURE REVIEW

According to Denison (1990), the early 1980s saw the inclusion of organizational behavior as well as social science fields including anthropology, sociology, and social psychology in the theory of OC. According to Brown (2013), a successful OC represents organizational excellence.

2.1 The influence of OC on teacher performance

Teacher performance is the real behavior of teachers in carrying out work related to their main tasks, functions of the work business, and competency in teaching with indicators: planning learning programmes, implementing learning, evaluating learning outcomes, and following the results of the assessment (Khairiah & Zakaria, 2018). A study on the OC and the enhancement of teacher performance was conducted by Khairiah & Zakaria, (2018) at Madrasah Aliyah Religious Senior High School in the Indonesian Province of Bengkulu. The study aimed to describe the efforts to improve teacher performance, and the results of the study showed that the Madrasah Aliyah Religious Senior High School OC has a positive and direct significant effect on teacher performance. This suggests that OC enhances teacher effectiveness. However, the study was not done in primary schools.

The impact of school culture on teachers' performance was investigated in a different study by Ghanney et al. (2017) on the topic of "School culture and teacher performance: a comparative analysis of the perception of teaching staff in private and public basic schools in Ga South Municipality in Ghana." The results demonstrated that instructors' job performance was generally considered as great and that the adaptability culture predominated over the participation, mission, and consistency cultures. Therefore, it was necessary to thoroughly investigate the idea of OC and its impact on teachers' performance in South East Primary Schools in Botswana to improve teachers' attitudes toward teaching.

2.2 The relationship between OC and academic performance

Sujata, Lian, and Mulyadi (2021) carried out a study at Nigeri Kayuagung in Indonesia on the impact of OC and teacher performance on students' learning outcomes to provide a full account of the findings of the analysis of the influence of OC and teacher performance on student learning outcomes. The study's findings showed that OC and teacher performance together had a favorable and significant impact on the learning outcomes of students. It was determined through the study that OC and teacher performance help students achieve good academic results.

Al-Otaibi, Yusof, and Ismail's (2019) study on the effect of OC on students' contentment was another way they investigated the connection between OC dimensions and general satisfaction in Saudi Arabia. The results of the study indicated a positive correlation between OC aspects and student satisfaction. It was important to carry out a study along these lines to ascertain the association between OC and the academic performance of teachers in South East Region primary schools in Botswana.

2.3 Contribution of OC on Teachers' Attitudes Towards their Instructional Practices

To examine factors that impacted students' performance on the elementary School Leaving Examination (PLSE), Maimela (2016) undertook a second research study to discover characteristics that affect students' performance in Botswana's elementary schools. According to the study's findings, several variables, such as parental involvement, the mode of instruction, the teaching and learning materials, infrastructure, the learner-teacher ratio, school libraries, teacher motivation, teacher qualification, and learner discipline, affect PSLE students' academic performance. The study concluded that another study was required to ascertain how OC impacts pupils' academic performance. A similar study needed to be undertaken to find the effect of OC on teachers' performance towards their instructional practices in South East Region primary schools in Botswana.

2.4 Strategies used to strengthen OC in primary schools.

Ndaipa (2016) used head teachers, teachers, and non-teaching staff in primary schools in the Chimoio cluster in Mozambique to conduct a research study to examine the leadership styles used by head teachers and the influence on staff performance in the selected primary schools. The study's conclusions showed that staff performance in different primary schools in the Chimoio cluster was influenced by a democratic approach, employee involvement and participation in school concerns, and positive interpersonal relationships between school staff and head teachers. As a result, the OC of the various schools was impacted by the type of leadership that was used there. To explore the nature of strategies used in enhancing OC in Southeast Region primary schools, there was a need to carry out a study.

2.5 Denison Organization Culture Model as the study's conceptual framework

The research study embraced this model and used it as a conceptual framework. Taking part in decision-making encourages teachers to be more dedicated towards good performance of the organization as they feel it's their responsibility to take the highest level of productivity (Denison,1990). Denison's Organizational model is crucial while developing and maintaining an effective OC inside an organization. Mission, adaptability, involvement, and consistency are its four components. Its concepts are discussed below:

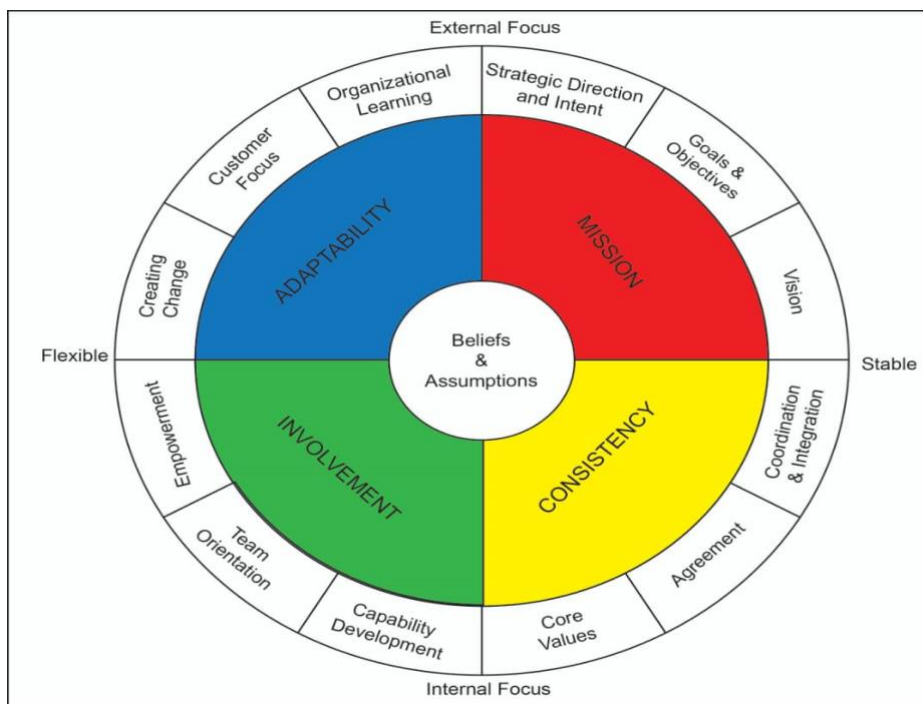


Figure 1: Denison Organizational Culture Model. Source: (Denison, 1990)

The Denison OC model's four categories and its substructure are shown in Figure 1. Each concept is explained below:

Involvement

According to Engelen, Flatten, Thalmann, Brettel (2014), involvement requires open communication, leadership that prioritizes the needs of the workforce, and solid interpersonal ties inside the company. When there is clear communication, effective leadership, and positive working relations everyone participates fully to achieve a shared goal. Primary school teachers need good leadership skills and strong interpersonal relationships which could determine their level of performance during instructional practices. Involving primary school teachers in instructional design could increase ownership and have an impact on their OC in Botswana's South East Region.

Consistency

Consistency reflects the effectiveness of OC (Pathiranage, Jayatilake & Abysekera, 2020). In the organization, consistency calls for reliability. An organization should be entrusted for its existence through values, systems, structures, and processes in place. Linking the consistency culture to the school setting, the head teacher follows the procedures for administering human, material, and financial resources of the school (Denison, Janovics, & Young, 2006). Therefore, consistency as a component of OC would be useful in assessing the effectiveness of instructors in Botswana's South East Region Primary Schools.

Adaptability

Adaptability involves adopting the beliefs and principles of an organization to fully function as its member. Denison (1990) states that the key principle of adaptability is to ensure that employees adapt, restructure, and reinstate their internal processes, behaviours, and

attitudes in response to external influences. Primary school teachers should understand patterns of job processes and set principles and marketing strategies that are part of OC. Adaptability assesses an organization's capacity to change, take chances, and learn from its failures (Wahyuningsih, Sudiro, Troena & Irawanto, 2019).

Mission

Nongo and Ikyanyon (2012) asserted that the organization's mission statement gives it meaning and direction. Along with goals, strategic choices, and objectives, all of which are largely used by managers to carry out the organization's mandate, a mission gives organizational direction (Mousavi, Hosseini, and Hassanpour, 2015). It supports the organization's corporate and business strategies. Schools are organizations with goals and principles that guide their OC. Wahyuningsih et al, (2019) contended that the mission is the capacity to articulate one's future vision. A company without a mission runs the risk of following the wrong business processes leading to loss. Therefore, the concerned primary schools needed to be checked for the effectiveness of their missions.

3. METHOD

Combining quantitative and qualitative methodologies is known as mixed methods. As a result, the most important paradigm to choose should consider the two methods of problem-solving. According to Perera (2018), the proper paradigm for mixed techniques, where reality is continuously renegotiated, thought through, and deduced, is pragmatism. Generally, the paradigm acts as a mediator between other paradigms by intervening in the world and not just by observing it. The pragmatism paradigm was applied to guide the study as it appeared to be suitable for mixed methods. Combining qualitative and quantitative data in a single study enabled the researcher to generate rich data about the study (Addae, 2015). According to Kamal (2019), by examining the relationship between variables, quantitative research examines objective hypotheses. A multiple case study was used in Schools A, B, C, and D respectively. Asenahabi (2019) asserts that as part of the case study design of inquiry, the researcher conducts a thorough investigation of an account that involves a method, a living thing, an individual, family members, a company, a community, the sector, a tradition, or a country. To be able to select samples from all level descriptors within the primary school setup, the researcher applied multiple case studies. The target population comprised 353 teachers from 18 primary schools in the South East Region of Botswana. The four elementary schools in Botswana's South East served as the sample for the study selected from a total of 18 schools in the region. The research study's sample consisted of 70 teachers derived from a total of 353 individuals. Primary school class teachers across all levels were used as samples. Both written questionnaires and interview items were used in the study. While the questionnaire had closed-ended questions, the written interviews had open-ended questions. The 48-item Denison's OC Model Survey Questionnaire served as the basis for the survey. The ten (10) items, which were selected from the four (4) primary categories of OC, were rated on a 5-point Likert scale containing the alternatives of strongly disagree, disagree, neither disagree nor agree, strongly agree, and agree. Ten closed-ended questions were used for the quantitative method whereas five open-ended ones were used for the qualitative approach.

The following sub-research questions were used in questionnaires:

a. What is the relationship between OC and academic performance?

b. How does OC contribute to teachers' performance towards their instructional practices in South East primary schools in Botswana?

In responding to interview questions, participants were labelled "participants 1,2, and 3 respectively". Both the goals of the report and the features of the data objects directed the analysis carried out. Software called Statistical Package for Social Sciences (SPSS) was used to evaluate quantitative data. The SPSS software is regarded as the best software in providing the reliability of the items. When the reliability correlation value is between 0,6 to 0,7, that means the items that were asked of the respondents are reliable. Tables and graphs were used to represent further data analysis to display nominal scores and statistical interpretations. To analyze qualitative data, narrative analysis using the participants' verbatim quotes was used.

4. RESULTS AND DISCUSSION

Presentation of Data from Questionnaire (The Close-Ended Questions)

Section A: Biographic information

In this section, data presentation is done based on a reliability test of the quantitative instrument, gender, age, work experience, highest level of education, and end-of-year class performance of the respondents.

The questionnaire's validity was examined using the Cronbach Alpha reliability test. The indicator of measurement error is created by squaring this correlation and deducting it from 1.00 (Takavol et al., 2011).

Table 1: Case Processing Summary

		N	%
Cases	Valid	70	100. 0
	Excluded	0	.0
	Total	70	100. 0

Seventy (70) individuals took part in the study. This showed a 100% response rate which the researchers did not expect as it is rare in any research to get the whole nod from participants. Perhaps this could have emanated from the information sessions that we had with the participants where the topic in question was close to their wellbeing.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.849	15

The reliability of the test is 0.880. So, $0.880 \times 0.880 = 0.7744$.

$1.0 - 0.7744 = 0.2256$ error variance. The internal consistency ranges from 0 to 1 (Streiner, 2003). Excellent is defined as above 0.9, good as between 0.7 and 0.9, acceptable as between 0.6 and 0.7, poor as between 0.5 and 0.6, and unacceptable as less than 0.5. This demonstrates that the questionnaire's internal consistency is strong because it lies between 0.7 and 0.9.

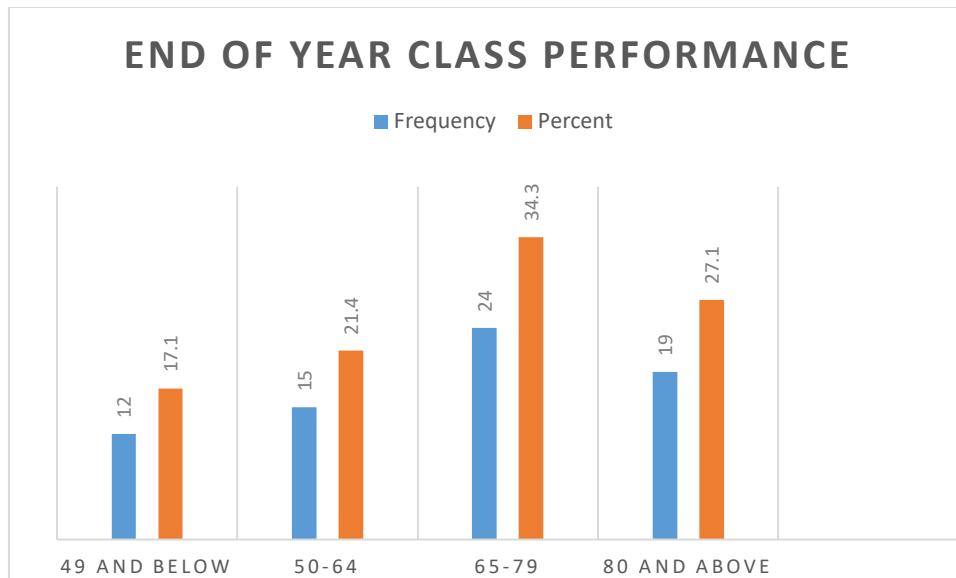


Figure 2: Distribution of respondents by end-of-year class performance

- 49% and below – 12 (17.1%)
- 50 – 64% - 15 (21.4%)
- 65 – 79% - 24 (34.3%)
- 80% and above – 19(27.1%)

In Figure 2, the results show that 17.1% of the respondents got less than 49 % on end-of-year class performance. Fifteen (21.4%) of the respondents are in the range of 50-64% while 24 (34.3 percent) are in the 65-79 percent range. Nine-teen, [19 (27.1%)] of the respondents are in the 80 percent and above category. The results reveal that most teachers cannot score 80% or higher, which verifies that they require a certain OC for them to effectively handle instructional practices that auger well with the school and evade averageness.

Section B: Response to close-ended questions (questionnaire)

The following questionnaire questions were adopted from the Denison Survey Questionnaire consisting of 48 items and were answered on a 5-point Likert scale: 1= Strongly disagree (SD); 2 = Disagree (D); 3 = Neither Disagree nor Agree (NDNA); 4 = Strongly Agree (SA); and 5 = Agree (A). The four (4) broad categories of the Denison Organizational Model (1990)—involvement, consistency, adaptability, and mission—were addressed by the chosen items. Some of the subcategories are covered by the items as well. The responses to information sharing are displayed in the table below. This section demonstrates how the OC main research question 1 – “What is the influence of organizational culture on teachers’ performance in Southeast Region Primary Schools in Botswana?” was addressed via questionnaire.

Involvement – Empowerment**Table 3: Information is widely shared so that everyone can get the information she needs when it's needed.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	21.4	21.4	21.4
	Disagree	21	30.0	30.0	51.4
	Neither Disagree nor Agree	13	18.6	18.6	70.0
	Strongly Agree	6	8.6	8.6	78.6
	Agree	15	21.4	21.4	100.0
	Total	70	100.0	100.0	

Table 3 reveals that overall, 21 (30%) of respondents agree and 36 (51.4%) of respondents disagree with the claim that knowledge is widely disseminated to ensure that everyone has access to it. The number of respondents who neither disagree nor agree is 18.6%. This indicates most of the respondents are not involved in information sharing when it is needed.

Consistency – Core Values**Table 4: There is a clear and consistent set of values that governs the way we do business.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	15.7	15.7	15.7
	Disagree	33	47.1	47.1	62.9
	Neither Disagree nor Agree	13	18.6	18.6	81.4
	Strongly Agree	3	4.3	4.3	85.7
	Agree	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

According to Table 4, there are 44 (62%) participants who disagree that a clear and consistent set of values determines how we conduct business, while there are 13 (18.6%) respondents who agree. The number of respondents who neither disagree nor agree is 13(18.6%). Most respondents 44 (62.8%) disagreed showing unequivocally that no established set of values directs how teachers conduct their businesses in schools. This shows that OC is needed in schools to direct and improve communication channels.

Mission – Strategic Direction and Intent

Table 5: There is a clear mission that gives meaning and direction to our work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	22.9	22.9	22.9
	Disagree	14	20.0	20.0	42.9
	Neither Disagree nor Agree	2	2.9	2.9	45.7
	Strongly Agree	15	21.4	21.4	67.1
	Agree	23	32.9	32.9	100.0
	Total	70	100.0	100.0	

According to Table 5, 30 respondents (42.9%) disagree that their work has a clear mission that provides it significance and direction, while 38 respondents (54.3%) agree. Two (2.9%) neither disagree nor agree. 54.3% that agree with the statement show that primary schools have missions that direct their work. However, 42.9% of the respondents disagree is an indication that OC is needed in schools to strengthen clear understanding and ownership of missions by teachers.

Involvement – Team Orientation

Table 6: People work like they are part of a team.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	20.0	20.0	20.0
	Disagree	20	28.6	28.6	48.6
	Neither Disagree nor Agree	15	21.4	21.4	70.0
	Strongly Agree	8	11.4	11.4	81.4
	Agree	13	18.6	18.6	100.0
	Total	70	100.0	100.0	

Table 6 shows that the number of respondents who disagree that they work like they are part of a team is 34(48.6%) whilst those who agree stands at 21(30%). The number of those who neither disagree nor agree is 15(21.4%). The 48.6 % of respondents who disagree is an indication that most of the respondents do not work like they are part of teams in their schools. The findings of the results revealed that teamwork does not prevail in primary schools.

Involvement

Table 7: Everyone believes that he or she can have a positive impact.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	25.7	25.7	25.7

Val id	Disagree	26	37.1	37.1	62.9
	Neither Disagree nor Agree	13	18.6	18.6	81.4
	Strongly Agree	3	4.3	4.3	85.7
	Agree	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

Table 7 shows that in all, 44(62.8 %) of respondents disagree with the statement that they can have a positive impact during their instructional practices, while 13 (18.6%) do agree. Thirteen (18.6%) neither disagree nor agree. A high percentage of 62.8% shows that most of the teachers do not agree that they can have a positive impact during their instructional practices.

Mission – Goals and Objectives

Table 8: Leaders set goals that are ambitious but realistic.

		Freque ncy	Perce nt	Valid Percent	Cumulativ e Percent
Val id	Strongly Disagree	11	15.7	15.7	15.7
	Disagree	17	24.3	24.3	40.0
	Neither Disagree nor Agree	16	22.9	22.9	62.9
	Strongly Agree	12	17.1	17.1	80.0
	Agree	14	20.0	20.0	100.0
	Total	70	100.0	100.0	

Table 8 reveals that 26 respondents (37.1%) agree with the statement that leaders should create goals that are ambitious but attainable, whereas 28 respondents (40%) do not. 16 (22.9%) people expressed no opinion. A significant 40% demonstrates that the majority of school administrators do not set goals that are both aspirational and attainable. This suggests that most school administrators do not set challenging yet achievable goals for teachers to meet during their teaching activities.

Consistency – Coordination

Table 9: There is good alignment of goals across levels.

		Freque ncy	Perce nt	Valid Percent	Cumulativ e Percent
Val id	Strongly Disagree	15	21.4	21.4	21.4
	Disagree	17	24.3	24.3	45.7
	Neither Disagree nor Agree	8	11.4	11.4	57.1

Strongly Agree	17	24.3	24.3	81.4
Agree	13	18.6	18.6	100.0
Total	70	100.0	100.0	

Table 9 reveals that whereas 30 respondents (42.9%), on average, agree with the statement that goals are well aligned across levels, 32 respondents (45.7%), disagree. Eight (11.4%) neither disagree nor agree. A high percentage of 45.7% shows that most of the teachers' goals are not aligned across levels to anchor their instructional practices. The lack of alignment of teachers' goals across levels shows that they need OC that can have clear goals across levels.

Adaptability – Organisational Learning

Table 10: Innovation and Risk-Taking are Encouraged and Rewarded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	11.4	11.4	11.4
	Disagree	28	40.0	40.0	51.4
	Neither Disagree nor Agree	12	17.1	17.1	68.6
	Strongly Agree	11	15.7	15.7	84.3
	Agree	11	15.7	15.7	100.0
	Total	70	100.0	100.0	

Overall, Table 10 reveals that 31.4% of respondents agree and 51.4% of respondents disagree with the assertion that creativity and risk-taking are valued and rewarded. Twelve (17.1%) people said they were indifferent. The majority of teachers do not feel that taking risks and being innovative are encouraged and appreciated, as evidenced by the high number of 51.4%. This is an indication that most teachers do not feel free to make some innovations and take risks during their instructional practices.

Adaptability – Creating Change

Table 11: Different parts of the Organisation cooperate to create change.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	18.6	18.6	18.6
	Disagree	25	35.7	35.7	54.3
	Neither Disagree nor Agree	4	5.7	5.7	60.0
	Strongly Agree	13	18.6	18.6	78.6
	Agree	15	21.4	21.4	100.0
	Total	70	100.0	100.0	

Table 11 reveals that overall, 28 respondents (or 40%) agree with the assertion that various organizations work together to bring about change, whereas 38 respondents (or 54.3%) don't. Four people (5.7%) are indifferent. A high percentage of 54.3% shows that most of the teachers according to their different panels, committees, and departments do not cooperate to create change in their schools. This indicates that the majority of teachers according to their different panels, committees, and departments in South East Region primary schools in Botswana do not cooperate to create change in their schools.

Mission- Goals and Objectives

Table 12: There is widespread agreement about goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	17.1	17.1	17.1
	Disagree	28	40.0	40.0	57.1
	Neither Disagree nor Agree	12	17.1	17.1	74.3
	Strongly Agree	10	14.3	14.3	88.6
	Agree	8	11.4	11.4	100.0
	Total	70	100.0	100.0	

Table 12 reveals that overall, 18 respondents (or 25.7%) do not agree with the assertion that there is general agreement about aims, while 40 respondents (or 57.1%) do. Twelve (17.1%) people said they were indifferent. Most instructors do not feel that there is general agreement over goals, as seen by the high figure of 57.1%. This shows that there isn't a lot of consensus over the objectives set in South-East Region primary schools in Botswana.

Presentation of Data from Interview–Open–Ended Questions:

This section demonstrates how the research questions were addressed via interview questions. When asked on how does OC of a school affects the performance of its teachers, below is how the teachers responded:

Participant 1: *The organization's vision and mission are driven by its organizational culture to produce the desired results.*

Participant 2: *Organisational culture encourages professional development and brings unity and self-motivation.*

Participant 3: *When there is positive OC, teachers feel comfortable, valuable, and motivated.*

When asked what impact OC has on academic performance, the participants said the following:

Participant 1: *Positive OC promotes teamwork and self-motivation and optimizes performance.*

Participant 2: *Toxic culture can lead to low morale and decreased performance.*

Participant 3: *It results in achieving the predetermined goals and objectives.*

When the participants were responding to how organisational culture affect the teaching and learning process, this is what they said:

Participant 1: *Good organisational culture makes teaching and learning more effective.*

Participant 2: *Set standards and principles of an organisation affect teaching and learning.*

Participant 3: *Both teachers and learners are motivated if the culture is great and demotivated if the culture is not good.*

In response to the teachers' understanding of organisational culture, they said the following:

Participant 1: *Values, beliefs, attitudes, behaviour, and practices.*

Participant 2: *Leadership, motivation, taking care of staff social welfare.*

Participant 3: *Setting goals, vision, and mission, and how decisions are made in line with guidelines of conduct and policies.*

Discussion

The study findings revealed that teachers' OC and their classroom performance have some correlations. This is so because it was found that approximately 40% of the teachers manage to produce results that are 60% on average and less. This concurs with Sujata, Lian, and Mulyadi (2021) who found that the impact of OC and teacher performance on students' learning outcomes have a favorable and significant impact on the learning outcomes of students. To add to that, 30% of the respondents agreed to the notion that they get involved in issues relating to OC in their schools. This left a whopping 51% disagreeing with being part of the drafting of OC rules in their schools. Hao and Yazdanifard (2015) stated that the best approach to build trust between individuals and bind the entire workforce of an organization together is through communication, and to ensure that everyone is involved in how the school is run including issues around OC. When responding to issues of being called for a consistent set of core values in their schools, 44 (62%) respondents disagreed that a clear and consistent set of values determines how they conduct business, while there are 13 (18.6%) respondents agreed. The number of respondents who neither disagree nor agree is 13(18.6%). The bigger majority of respondents 44 (62.8%) who disagreed shows unequivocally that no established set of values directs how teachers conduct their businesses in schools. This shows that OC is needed in schools to direct and improve communication channels. Good organizational communication between employees and their managers ensures they do their job well (Ramdhani, Ramdhani & Ainisyifa, 2017). The interviews revealed that respondents in schools held the opinion that OC drives the organization's vision and mission to get the desired results. This is so because individuals who are more content and fulfilled at work are more efficient and committed to the organization's mission (Kelepile, 2015). A teacher's job performance is the extent a teacher utilizes his knowledge, skills, attitudes, and time as well as material resources such as textbooks, furniture, computers, and school supplies to achieve

the goals of the school (Denison & Mishra,1995). Consequently, teachers should adopt standards emanating from a robust OC. To boost both employee and organizational performance, managers and leaders have been urged to foster a strong organizational culture (Kelepile, 2015).

5. CONCLUSION

The findings of the study revealed that teamwork can improve OC in primary schools. The results also revealed that school leaders should be trained in OC and leadership skills. This shows that their involvement is a trait of OC. Ghanney et al., (2017) argued that an involvement culture fosters collaboration, interdependence, respect for one another's contributions, and teamwork among all members of the organization. In a study on the conceptual framework of corporate culture and its impact on employee engagement to the organization, Ramdhani, Ramdhani, and Ainsiyifa (2017) found that corporate culture matters in improvement of communication and teamwork consistently. It was discovered that the established frameworks, training, development, and incentive recognition increased staff loyalty to the company, which may be the case in the South East Region of Botswana's primary schools.

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