

Organizational Culture and Multidimensional Employee Performance in Public Higher Educational Institutions in Delta State, Nigeria: A Cross-Institutional Analysis

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ABSTRACT

Organizational culture is widely recognized as a critical determinant of employee behaviour and organizational effectiveness. However, empirical evidence remains inconclusive regarding its influence on multidimensional employee performance, particularly within public higher educational institutions characterized by diverse institutional environments and governance structures. This article examined the relationship between organizational culture and multidimensional employee performance in selected public higher educational institutions in Delta State, Nigeria. A cross-sectional survey research design was adopted. The broader study population comprised 2,749 academic and senior non-teaching staff drawn from seven public higher educational institutions in the state. Using the Krejcie and Morgan (1970) sample size determination procedure, a sample was obtained from which a purposive subsection of 278 respondents from five institutions was selected for the present analysis. Data were collected through a structured questionnaire and analysed using descriptive statistics, Pearson Product Moment Correlation, simple linear regression, one-way Analysis of Variance, eta squared, and Tukey HSD post hoc test. Reliability coefficients were satisfactory, with Cronbach's alpha values ranging from 0.76 to 0.87. The findings revealed that culture exhibited positive but statistically non-significant relationships with task performance, adaptive performance, contextual performance, counterproductive work behaviour, and overall multidimensional employee performance. Conversely, significant institutional differences were observed in organizational culture and all employee performance dimensions. The findings suggest that institutional context may exert greater influence on employee performance than organizational culture considered in isolation. The article concludes that improving employee performance in higher educational institutions requires a holistic approach that combines positive organizational culture with effective leadership, adequate resources, employee development opportunities, and supportive organizational systems.

Keywords: Organizational Culture; Multidimensional Employee Performance; Task Performance; Adaptive Performance; Higher Educational Institutions

INTRODUCTION

The effectiveness of contemporary organizations increasingly depends on their ability to create internal environments that encourage desirable employee behaviours and support the achievement of organizational objectives. In knowledge-driven institutions where human resources constitute a primary source of organizational capability, organizational culture has emerged as a critical determinant of employee attitudes, workplace behaviour, and organizational effectiveness (Schein & Schein, 2017; Bogale & Debela, 2024). As organizations confront technological change, heightened stakeholder expectations, and growing demands for accountability, scholarly attention has increasingly shifted towards understanding how organizational culture influences employee behaviour and performance (Iskamto, 2023; Zhang et al., 2023).

Organizational culture refers to the shared values, beliefs, assumptions, norms, and behavioural expectations that guide members' actions within an organization. According to Schein and Schein (2017), culture develops through shared learning experiences that enable organizational members to address challenges associated with

external adaptation and internal integration. Over time, these assumptions become embedded within organizational practices and shape employees' perceptions, decisions, and workplace conduct. A supportive culture promotes organizational identity, coordination, commitment, and cooperation, whereas dysfunctional cultures may generate ambiguity, weaken collaboration, and undermine employee effectiveness (Bogale & Debela, 2024).

The importance of organizational culture is particularly evident within higher educational institutions. Universities, polytechnics, colleges of education, and specialised institutes operate in complex environments characterized by knowledge creation, technological advancement, diverse stakeholder interests, and increasing performance expectations. Employees in these institutions are expected not only to perform assigned duties effectively but also to demonstrate adaptability, collaboration, innovation, and commitment to institutional objectives. Consequently, organizational culture has become an important consideration in understanding employee behaviour and institutional effectiveness within the higher education sector (Akanji et al., 2020; Ismail et al., 2024).

Contemporary scholarship increasingly recognizes that employee performance is multidimensional rather than limited to the execution of formal job duties. The multidimensional perspective conceptualizes performance through task performance, adaptive performance, contextual performance, and counterproductive work behaviour (Koopmans et al., 2011; Campbell & Wiernik, 2015). Collectively, these dimensions provide a more comprehensive assessment of employee contributions to organizational success than traditional task-based measures. Employees may perform effectively in one dimension while exhibiting weaknesses in another, making multidimensional assessment particularly relevant for contemporary organizations.

Empirical evidence generally suggests that organizational culture influences employee behaviour by shaping workplace norms, expectations, and behavioural standards. Supportive cultures have been associated with higher levels of commitment, engagement, innovation, cooperation, and productivity, whereas dysfunctional cultures have been linked to reduced motivation, resistance to change, and lower performance outcomes (Iskamto, 2023; Zhang et al., 2023; Pham et al., 2024). However, existing findings remain inconclusive regarding the extent to which organizational culture influences the different dimensions of employee performance, particularly within public higher educational institutions.

This issue is especially important in Nigeria's public higher educational system, where institutions differ considerably in governance structures, administrative practices, funding arrangements, organizational traditions, and operational mandates. Such differences create the possibility that organizational culture and employee performance may vary across institutions. Despite growing scholarly attention to organizational culture, limited empirical evidence exists regarding its relationship with multidimensional employee performance across different categories of public higher educational institutions.

Against this backdrop, this study examines the relationship between organizational culture and multidimensional employee performance in selected public higher educational institutions in Delta State, Nigeria. Specifically, the study investigates the influence of organizational culture on task performance, adaptive performance, contextual performance, and counterproductive work behaviour, while also undertaking a cross-institutional analysis of organizational culture and employee performance outcomes.

LITERATURE REVIEW

Organizational Culture

Organizational culture is one of the most influential constructs in organizational behaviour and human resource management because it provides the social and psychological framework through which employees interpret workplace realities and regulate their behaviour. It encompasses the shared values, beliefs, assumptions, norms, and behavioural expectations that shape how employees think, interact, make decisions, and perform their responsibilities. As an informal control mechanism, culture influences organizational behaviour beyond what can be achieved through formal rules and procedures and is therefore regarded as a strategic resource capable of

enhancing commitment, cooperation, innovation, adaptability, and performance (Schein & Schein, 2017; Bogale & Debela, 2024).

According to Schein and Schein (2017), organizational culture consists of shared basic assumptions developed through collective learning as organizational members address challenges associated with external adaptation and internal integration. Over time, these assumptions become embedded within organizational life and shape perceptions of acceptable behaviour,

communication patterns, teamwork, leadership, accountability, and organizational commitment. Consequently, culture provides behavioural direction and establishes expectations that guide employee conduct within the workplace.

A key function of organizational culture is to promote both organizational integration and adaptability. Internally, it fosters cohesion, cooperation, coordination, and a shared organizational identity among members. Externally, it assists organizations in responding to environmental pressures such as technological change, competition, stakeholder demands, and institutional reforms. Organizations characterized by cultures that encourage participation, learning, innovation, and continuous improvement are generally better positioned to achieve sustainable performance outcomes than those characterized by rigid and bureaucratic cultures (Schein & Schein, 2017).

The relationship between organizational culture and employee performance has attracted considerable scholarly attention. Existing evidence suggests that culture influences employee motivation, engagement, commitment, innovation, and productivity by shaping the behavioural environment within which employees operate (Iskamto, 2023; Zhang et al., 2023). Similarly, Bogale and Debela (2024) contend that culture remains a critical determinant of organizational effectiveness because it influences how organizational resources are coordinated and utilised to achieve strategic objectives. Consequently, organizational culture is increasingly viewed as an organizational asset that creates conditions capable of supporting desirable employee attitudes, behaviours, and performance outcomes.

From a performance perspective, organizational culture is important because it influences how employees perform assigned duties, respond to change, interact with colleagues, and contribute to organizational success. Understanding organizational culture therefore provides valuable insight into the factors that shape employee behaviour and multidimensional employee performance.

Multidimensional Employee Performance in Contemporary Organizations

Growing empirical evidence supports the view that employee performance is best understood as a multidimensional construct rather than a single behavioural outcome. A major contribution in this regard is the work of Koopmans et al. (2011), who conceptualized individual work performance through task performance, adaptive performance, contextual performance, and counterproductive work behaviour. This framework has provided the foundation for subsequent studies examining employee effectiveness across different occupational and national settings.

Much of the recent literature has focused on validating the multidimensional structure of employee performance. Ramos-Villagrasa et al. (2019) demonstrated the usefulness of brief self-report measures in assessing multiple dimensions of work performance, while Platanía et al. (2024) and Lousã et al. (2024) confirmed the reliability and applicability of the Individual Work Performance Questionnaire across different contexts. Collectively, these studies reinforce the argument that employee effectiveness is more accurately captured through multiple behavioural dimensions than through a single global performance measure.

The multidimensional perspective is particularly relevant in contemporary organizations characterized by technological advancement, changing work requirements, and increasing demands for adaptability and collaboration. Under such conditions, employees are expected not only to perform assigned duties effectively but also to adjust to change, support organizational functioning, and avoid behaviours that undermine organizational objectives (Koopmans et al., 2011; Ramos-Villagrasa et al., 2019).

Despite the growing acceptance of the multidimensional framework, much of the literature remains concentrated on measurement validation rather than examining how organizational factors influence the individual dimensions of performance. Consequently, limited attention has been given to the role of organizational culture in shaping task performance, adaptive performance, contextual performance, and counterproductive work behaviour simultaneously. This study addresses that gap by applying the multidimensional framework within the context of public higher educational institutions.

Task Performance

Task performance is a fundamental dimension of employee performance because it reflects employees' effectiveness in carrying out activities formally required by their jobs. It encompasses behaviours that directly contribute to the production of goods, delivery of services, and achievement of organizational objectives through the execution of assigned duties and responsibilities (Koopmans et al., 2011; Campbell & Wiernik, 2015). Consequently, task performance is often regarded as the core behavioural component of employee effectiveness because organizational success depends largely on employees' ability to perform prescribed tasks efficiently and effectively.

According to Koopmans et al. (2011), task performance comprises work behaviours that support the technical core of an organization and facilitate the conversion of organizational resources into desired outputs. Beyond mere task completion, task performance reflects the quality, accuracy, efficiency, and consistency with which employees execute their responsibilities (Ramos-Villagrasa et al., 2019). Employees who demonstrate high levels of task performance are generally characterized by competence, responsibility, goal orientation, and commitment to established performance standards (Platania et al., 2024).

Existing literature suggests that task performance is influenced by both individual and organizational factors. Individual determinants include knowledge, skills, experience, motivation, and self-efficacy, while organizational influences include leadership practices, training opportunities, resource availability, reward systems, communication processes, and organizational culture (Campbell & Wiernik, 2015; Iskanto, 2023). Among these organizational factors, culture occupies a particularly important position because it shapes behavioural expectations, accountability standards, and perceptions regarding work quality and performance (Schein & Schein, 2017).

Studies indicate that organizational cultures characterized by professionalism, collaboration, continuous learning, and performance orientation are more likely to support effective task accomplishment than cultures marked by ambiguity, poor coordination, and weak accountability (Bogale & Debela, 2024; Zhang et al., 2023). Consequently, task performance remains a critical indicator of employee effectiveness and an important dimension through which employees contribute directly to organizational success (Koopmans et al., 2011; Campbell & Wiernik, 2015).

Adaptive Performance

Adaptive performance refers to employees' ability to adjust effectively to changing work conditions, emerging challenges, technological developments, and evolving job requirements. Unlike task performance, which focuses on the execution of established duties, adaptive performance emphasises behavioural flexibility and the capacity to acquire new knowledge, learn new skills, and remain effective under changing circumstances (Pulakos et al., 2000; Koopmans et al., 2011). As contemporary organizations increasingly operate in dynamic and uncertain environments, adaptive performance has become a critical dimension of employee effectiveness (Tan & Antonio, 2022).

The growing importance of adaptive performance is largely attributable to rapid technological change, digital transformation, organizational restructuring, and evolving stakeholder expectations. Under such conditions, employees are frequently required to respond to unfamiliar situations, solve emerging problems, learn new technologies, and support organizational change initiatives (Tang et al., 2024). Consequently, organizations increasingly depend on employees who can function effectively beyond routine procedures and demonstrate resilience in the face of workplace uncertainty (Pulakos et al., 2000).

Adaptive performance encompasses behaviours such as learning new work methods, adjusting to changing processes, solving unfamiliar problems, responding effectively to emergencies, and managing work-related challenges (Charbonnier-Voirin & Roussel, 2012). Employees who exhibit high levels of adaptive performance are generally characterized by learning orientation, resilience, openness to change, creativity, and problem-solving competence (Pulakos et al., 2000; Charbonnier-Voirin & Roussel, 2012). These attributes enable employees to remain productive and effective even when confronted with changing organizational demands.

Research suggests that adaptive performance is influenced by both individual and organizational factors. While personal attributes such as cognitive ability, emotional intelligence, and learning orientation are important, organizational conditions including leadership support, training opportunities, communication systems, and organizational culture also play significant roles (Tan & Antonio, 2022; Tang et al., 2024). Organizational culture is particularly relevant because cultures that encourage learning, innovation, participation, and flexibility are more likely to promote adaptive behaviours among employees than rigid and highly bureaucratic cultures (Schein & Schein, 2017; Bogale & Debela, 2024).

Given the increasing pace of organizational and environmental change, adaptive performance remains an important behavioural dimension through which employees contribute to organizational resilience, effectiveness, and long-term sustainability (Koopmans et al., 2011; Tan & Antonio, 2022).

Contextual Performance

Contextual performance encompasses those discretionary behaviours that strengthen the social, psychological, and organizational environment within which formal work activities are carried out. Unlike task performance, which is directly linked to prescribed job duties, contextual performance reflects employees' willingness to engage in behaviours that support organizational functioning beyond formal role expectations (Borman & Motowidlo, 1993; Koopmans et al., 2011). Such behaviours foster cooperation, trust, and positive workplace relationships that enhance overall organizational effectiveness.

The concept emerged from the recognition that organizational success depends not only on technical competence but also on employees' contributions to the broader organizational system. Borman and Motowidlo (1993) maintained that while task performance contributes directly to organizational outputs, contextual performance strengthens the organizational and social conditions necessary for effective work performance. Employees who assist colleagues, support organizational initiatives, and demonstrate commitment beyond minimum job requirements therefore contribute meaningfully to organizational success.

Common manifestations of contextual performance include helping colleagues, volunteering for additional responsibilities, supporting organizational objectives, maintaining positive interpersonal relationships, and complying with organizational expectations (Koopmans et al., 2011). These behaviours encourage teamwork, cooperation, trust, and organizational cohesion, thereby creating conditions that facilitate sustained effectiveness and collective achievement (Campbell & Wiernik, 2015).

Research indicates that contextual performance is shaped by both individual and organizational influences, including organizational commitment, job satisfaction, leadership practices, perceived organizational support, communication climate, and organizational culture (Iskamto, 2023; Schein & Schein, 2017). Organizational culture is particularly significant because it establishes norms relating to cooperation, participation, mutual support, and collective responsibility. Cultures characterized by trust, collaboration, and shared commitment are generally more conducive to contextual behaviours than cultures marked by poor communication, excessive competition, and limited employee involvement (Bogale & Debela, 2024; Zhang et al., 2023).

By encouraging employees to contribute beyond formal job requirements, contextual performance strengthens organizational functioning and remains an important dimension through which employees support long-term organizational effectiveness (Koopmans et al., 2011; Campbell & Wiernik, 2015).

Counterproductive Work Behaviour

Among the dimensions of employee performance, counterproductive work behaviour represents the negative behavioural domain through which employees can undermine organizational effectiveness. Interest in this aspect

of performance has grown considerably because organizations incur substantial costs from behaviours that reduce productivity, damage organizational resources, disrupt workplace relationships, and weaken organizational outcomes (Spector & Fox, 2005; Koopmans et al., 2011).

Counterproductive work behaviour encompasses actions that interfere with organizational goals either by harming the organization itself or by negatively affecting individuals within it. Such behaviours include absenteeism, lateness, withdrawal behaviours, misuse of organizational resources, deliberate reduction of work effort, policy violations, workplace incivility, and other forms of conduct that diminish organizational effectiveness (Koopmans et al., 2011). Although often examined as isolated acts of misconduct, scholars argue that these behaviours frequently emerge from broader organizational and workplace conditions rather than from individual dispositions alone (Spector & Fox, 2005).

The literature suggests that counterproductive work behaviour may be influenced by factors such as perceived injustice, workplace stress, poor supervision, inadequate organizational support, role ambiguity, and unfavourable work environments (Spector & Fox, 2005). When such conditions persist, employees may become more susceptible to behaviours that undermine productivity, weaken cooperation, and damage organizational climate. High levels of counterproductive behaviour have also been associated with reduced employee morale, lower organizational commitment, diminished service quality, and weakened institutional effectiveness (Koopmans et al., 2011).

Organizational culture has been identified as an important mechanism for discouraging counterproductive work behaviour because it shapes employees' perceptions of acceptable workplace conduct. Cultures characterized by fairness, accountability, trust, participation, and ethical standards are generally less conducive to harmful workplace behaviours than cultures marked by favouritism, poor communication, weak accountability, and limited employee support (Schein & Schein, 2017; Zhu & Zhang, 2021). Through shared values and behavioural expectations, culture can reinforce professionalism, responsibility, and cooperation while discouraging behaviours that undermine organizational objectives.

Consequently, counterproductive work behaviour remains an important dimension of employee performance because it captures the extent to which employee actions detract from, rather than contribute to, organizational effectiveness. Examining its relationship with organizational culture therefore provides valuable insight into how organizations can minimise harmful workplace behaviours while promoting positive performance outcomes (Koopmans et al., 2011; Spector & Fox, 2005).

Empirical Review

Organizational Culture and Employee Performance

Empirical evidence generally supports the view that organizational culture influences employee performance by shaping work values, behavioural expectations, communication patterns, commitment, and motivation. Across public, private, service, and knowledge-based organizations, studies have shown that supportive organizational cultures contribute to improved employee outcomes through greater behavioural alignment, accountability, cooperation, and engagement (Iskamto, 2023; Pham et al., 2024). These findings suggest that culture influences performance not merely through formal organizational structures but through the behavioural environment within which employees perform their roles.

Research has also linked organizational culture with innovation, organizational learning, and work-related behaviours that support performance. For instance, Zhang et al. (2023) found that organizational culture influences innovation performance through social and managerial contexts. Although innovation performance differs from employee performance, the study highlights the role of culture in encouraging learning, knowledge sharing, responsiveness to change, and other behaviours associated with effective employee performance. Similarly, Pham et al. (2024) reported a positive relationship between organizational culture and employee performance in foreign-invested logistics enterprises, demonstrating the relevance of culture in environments where coordination, efficiency, and adaptability are essential.

Collectively, these studies indicate that organizational culture contributes to performance by strengthening employees' understanding of organizational expectations, encouraging commitment to organizational goals, and promoting behaviours that support effectiveness (Iskamto, 2023; Pham et al., 2024; Zhang et al., 2023). Nevertheless, a notable limitation within this stream of research is the tendency to treat employee performance as a broad outcome variable. As a result, limited evidence exists regarding whether organizational culture influences task performance, adaptive performance, contextual performance, and counterproductive work behaviour in similar or different ways. Addressing this limitation provides an important basis for examining organizational culture within a multidimensional employee performance framework.

Organizational Culture in Higher Educational Institutions

Within higher educational institutions, organizational culture has been widely associated with employee engagement, commitment, innovation, leadership behaviour, and institutional effectiveness. Given the knowledge-intensive and people-centred nature of universities, polytechnics, colleges of education, and specialised institutes, cultural values and behavioural norms play an important role in shaping employee attitudes and workplace experiences (Ismail et al., 2024; Riza et al., 2025).

A prominent stream of research links organizational culture with employee engagement. Ismail et al. (2024) found that organizational culture influences engagement through job-related conditions in higher education institutions. Although engagement is distinct from employee performance, the finding is relevant because engaged employees are generally more willing to invest effort, demonstrate commitment, and contribute positively to organizational objectives. Related evidence also links organizational culture with organizational commitment and institutional effectiveness. Riza et al. (2025) reported that organizational culture interacts with participative leadership and innovation to support organizational commitment and performance within higher education settings.

Evidence from Nigeria similarly highlights the importance of organizational culture in shaping employee-related outcomes. Akanji et al. (2020) demonstrated that cultural values influence leadership behaviour and workplace relationships within Nigerian higher education institutions, while Abiona et al. (2024) linked organizational culture with employee commitment in federal colleges of agriculture. Collectively, these studies suggest that organizational culture contributes to positive organizational outcomes by shaping employee attitudes, relationships, and institutional functioning.

Despite these contributions, the higher education literature has focused predominantly on engagement, commitment, innovation, leadership, and institutional performance rather than multidimensional employee performance. Consequently, limited empirical evidence exists regarding how organizational culture relates to task performance, adaptive performance, contextual performance, and counterproductive work behaviour among employees of higher educational institutions. This limitation provides further justification for the present study.

Multidimensional Employee Performance in Contemporary Organizations

Growing empirical evidence supports the view that employee performance is best understood as a multidimensional construct rather than a single behavioural outcome. A major contribution in this regard is the work of Koopmans et al. (2011), who conceptualized individual work performance through task performance, adaptive performance, contextual performance, and counterproductive work behaviour. This framework has provided the foundation for subsequent studies examining employee effectiveness across different occupational and national settings.

Much of the recent literature has focused on validating the multidimensional structure of employee performance. Ramos-Villagrasa et al. (2019) demonstrated the usefulness of brief self-report measures in assessing multiple dimensions of work performance, while Platania et al. (2024) and Lousã et al. (2024) confirmed the reliability and applicability of the Individual Work Performance Questionnaire across different contexts. Collectively, these studies reinforce the argument that employee effectiveness is more accurately captured through multiple behavioural dimensions than through a single global performance measure.

The multidimensional perspective is particularly relevant in contemporary organizations characterized by technological advancement, changing work requirements, and increasing demands for adaptability and collaboration. Under such conditions, employees are expected not only to perform assigned duties effectively but also to adjust to change, support organizational functioning, and avoid behaviours that undermine organizational objectives (Koopmans et al., 2011; Ramos-Villagrasa et al., 2019).

Despite the growing acceptance of the multidimensional framework, much of the literature remains concentrated on measurement validation rather than examining how organizational factors influence the individual dimensions of performance. Consequently, limited attention has been given to the role of organizational culture in shaping task performance, adaptive performance, contextual performance, and counterproductive work behaviour simultaneously. This study addresses that gap by applying the multidimensional framework within the context of public higher educational institutions.

Organizational Culture and Behavioural Dimensions of Performance

Empirical evidence increasingly suggests that organizational culture influences employee performance through several behavioural pathways rather than through a single general outcome. This aligns with the multidimensional performance perspective, which recognizes task performance, adaptive performance, contextual performance, and counterproductive work behaviour as distinct but related domains of employee effectiveness (Koopmans et al., 2011; Ramos-Villagrasa et al., 2019).

With respect to task performance, studies indicate that organizational cultures characterized by accountability, professionalism, communication, support, and performance orientation are associated with improved work outcomes (Iskamto, 2023; Pham et al., 2024). Such cultures clarify work expectations, reinforce responsibility, and create conditions that support employees in carrying out assigned duties effectively. Evidence from higher education further suggests that organizational culture, leadership, commitment, and innovation interact in ways that shape institutional performance (Riza et al., 2025).

Adaptive performance has also been linked to organizational conditions that encourage learning, flexibility, and responsiveness to change. Tan and Antonio (2022) showed that work-related and organizational conditions influenced employees' adaptive performance during the COVID-19 period, while Tang et al. (2024) emphasised the relevance of psychological and organizational resources to adaptability. Bonini et al. (2024) further demonstrated that leadership styles influence adaptive performance, suggesting that supportive organizational contexts can strengthen employees' capacity to respond to change.

For contextual performance, the literature indicates that supportive organizational cultures promote cooperation, engagement, commitment, and discretionary effort. Studies in higher education show that culture strengthens engagement and commitment, which are closely related to behaviours such as helping colleagues, supporting institutional initiatives, and contributing beyond formal job requirements (Ismail et al., 2024; Riza et al., 2025). In this regard, organizational culture may influence contextual performance by shaping trust, participation, collaboration, and shared responsibility within the workplace.

Counterproductive work behaviour represents the negative side of employee performance and is also shaped by workplace conditions. Zhu and Zhang (2021) demonstrated that negative workplace experiences can increase counterproductive work behaviours through anger and turnover intention, while Rosalina and Jusoh (2024) showed that institutional control systems are relevant to counterproductive behaviour and work performance among academics in Indonesian higher education institutions. These findings suggest that cultures grounded in fairness, accountability, ethical conduct, and organizational support may help reduce behaviours that undermine institutional effectiveness.

Overall, existing studies support the view that organizational culture is connected to several performance-related behaviours. However, much of the literature still examines selected outcomes such as engagement, commitment, innovation, or general performance, rather than assessing task performance, adaptive performance, contextual performance, and counterproductive work behaviour simultaneously (Koopmans et al., 2011; Ramos-Villagrasa

et al., 2019; Ismail et al., 2024; Riza et al., 2025). This limitation reinforces the need for the present study's multidimensional and cross-institutional approach.

Cross-Institutional Evidence and Comparative Perspectives

Institutional context is an important consideration in organizational culture research because higher educational institutions differ in governance structures, leadership practices, administrative systems, workforce composition, and organizational traditions. These differences can influence how employees experience organizational culture and, consequently, shape workplace attitudes and behaviours (Akanji et al., 2020; Ismail et al., 2024; Riza et al., 2025).

Empirical evidence supports the relevance of organizational culture across different higher education settings. Ismail et al. (2024) found that organizational culture influenced employee engagement in higher education institutions, while Abiona et al. (2024) linked organizational culture with employee commitment in federal colleges of agriculture. Similarly, Akanji et al. (2020) showed that organizational culture influences leadership behaviour and workplace relationships in Nigerian universities, whereas Riza et al. (2025) demonstrated its association with leadership, innovation, commitment, and organizational performance.

Despite these contributions, cross-institutional evidence remains limited. Existing studies focus predominantly on universities and often emphasise engagement, commitment, leadership, or institutional performance rather than multidimensional employee performance. Furthermore, comparative analyses rarely examine differences in task performance, adaptive performance, contextual performance, and counterproductive work behaviour across different categories of public higher educational institutions. This limitation provides justification for the present study's cross-institutional perspective.

Gap in Literature

The literature consistently identifies organizational culture as an important influence on employee and organizational outcomes, including performance, innovation, engagement, commitment, and organizational effectiveness (Iskamto, 2023; Pham et al., 2024; Ismail et al., 2024; Riza et al., 2025). Similarly, studies support the multidimensional view of employee performance, encompassing task performance, adaptive performance, contextual performance, and counterproductive work behaviour (Koopmans et al., 2011; Ramos-Villagrasa et al., 2019; Platania et al., 2024; Lousã et al., 2024).

However, several gaps remain. First, many organizational culture studies continue to treat employee performance as a single outcome rather than examining its specific behavioural dimensions (Iskamto, 2023; Pham et al., 2024). Second, higher education research has focused more on engagement, commitment, innovation, leadership, and institutional effectiveness than on multidimensional employee performance (Akanji et al., 2020; Ismail et al., 2024; Riza et al., 2025). Third, organizational culture research and multidimensional performance research have largely evolved independently, resulting in limited integration of the two perspectives within higher educational contexts.

Another important gap concerns comparative institutional evidence. Existing studies rarely examine whether organizational culture and employee performance dimensions differ across universities, polytechnics, colleges of education, and specialised institutes. Consequently, limited evidence exists regarding how institutional context influences multidimensional employee performance.

The present study addresses these gaps by integrating organizational culture with the multidimensional employee performance framework and by adopting a cross-institutional approach involving different categories of public higher educational institutions in Delta State, Nigeria.

METHODOLOGY

This study adopted a cross-sectional survey design to examine the relationship between organizational culture and multidimensional employee performance in selected public higher educational institutions in Delta State,

Nigeria. The broader study population comprised 2,749 academic and senior non-teaching staff drawn from seven public higher educational institutions in the state. Using the Krejcie and Morgan (1970) sample size determination procedure, a representative sample was initially established from the population. However, because the present study focused on five institutions relevant to its objectives, a purposive sample of 278 respondents was selected from the Federal University of Petroleum Resources, Effurun; Petroleum Training Institute, Effurun; University of Delta, Agbor; Delta State Polytechnic, Ogwashi-Ukwu; and College of Education, Mosogar. Data were collected through a structured questionnaire measured on a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). Organizational culture served as the independent variable, while employee performance was operationalised through task performance, adaptive performance, contextual performance, and counterproductive work behaviour.

The instrument was subjected to content validation by experts in Human Resource Management and Measurement and Evaluation. Reliability was assessed using Cronbach's alpha, yielding coefficients of 0.87 for organizational culture, 0.87 for task performance, 0.81 for adaptive performance, 0.80 for contextual performance, and 0.76 for counterproductive work behaviour, indicating satisfactory internal consistency. Counterproductive work behaviour items were coded in a positive performance direction; therefore, higher scores reflected lower tendencies toward harmful workplace behaviour. Data were analysed using descriptive statistics (frequencies, percentages, means, and standard deviations), Pearson Product Moment Correlation, simple linear regression, one-way Analysis of Variance (ANOVA), eta squared (η^2), and Tukey's Honestly Significant Difference (HSD) post hoc test. All analyses were conducted using SPSS version 23 at the 0.05 level of significance.

Analysis and Results

Table 1: Institutional Distribution of Respondents

Institution	Frequency (n)	Percentage (%)
Federal University of Petroleum Resources, Effurun	77	27.7
University of Delta, Agbor	62	22.3
Delta State Polytechnic, Ogwashi-Ukwu	58	20.9
Petroleum Training Institute, Effurun	47	16.9
College of Education, Mosogar	34	12.2
Total	278	100.0

Source: Data from the field

Table 1 presents the institutional distribution of the 278 respondents drawn from five public higher educational institutions in Delta State. The Federal University of Petroleum Resources, Effurun accounted for the largest proportion of respondents (27.7%), while the College of Education, Mosogar contributed the smallest proportion (12.2%). The distribution provides adequate representation across the selected institutions and supports the cross-institutional focus of the study.

Table 2: Demographic Characteristics of Respondents

Category	Frequency	Percentage
Gender		
Male	141	50.7
Female	137	49.3
Marital Status		
Single	42	15.1
Married	221	79.5
Widowed	10	3.6
Divorced	3	1.1
Missing	2	0.7
Educational Qualification		
NCE/ND	9	3.2

HND	34	12.2
Bachelor's Degree	89	32.0
Master's Degree	85	30.6
PhD	54	19.4
Others	7	2.5
Age Bracket		
Below 21 Years	4	1.4
21-30 Years	25	9.0
31-40 Years	86	30.9
41-50 Years	105	37.8
51-60 Years	51	18.3
Above 60 Years	6	2.2
Missing	1	0.4
Institutional Ownership		
Federal-Owned Institutions	124	44.6
State-Owned Institutions	154	55.4
Institution Type		
University	139	50.0
Polytechnic	58	20.9
College of Education	34	12.2
Institute	47	16.9

Source: Researcher's Analysis of Field Data (2025)

In table 2 is the demographic characteristics of the respondents. Male respondents constituted a slight majority of the sample, while most respondents were married. The dominant age category was 41–50 years, indicating that the respondents were largely within the active working-age population. In terms of educational attainment, Master's degree holders constituted the largest group, reflecting the highly educated nature of the workforce in public higher educational institutions. Overall, the demographic profile indicates that the respondents possessed the characteristics necessary to provide informed responses on organizational policies

Table 3: Descriptive Statistics of Organizational Culture and Employee Performance Dimensions

Variable	Mean (M)	Standard Deviation (SD)
Organizational Culture	3.89	0.77
Task Performance	4.53	0.49
Adaptive Performance	4.43	0.48
Contextual Performance	4.41	0.45
Counterproductive Work Behaviour*	4.45	0.52
Multidimensional Employee Performance	4.45	0.37

Source: Researcher's Analysis via SPSS Version 23 (2025)

Note. Higher scores on counterproductive work behaviour indicate lower tendencies toward harmful workplace behaviour because the items were coded in a positive performance direction.

Table 3 presents the descriptive statistics for organizational culture and the dimensions of employee performance. The results indicate that respondents generally perceived organizational culture favourably ($M = 3.89$, $SD = 0.77$). The employee performance dimensions also recorded high mean scores, with task performance ($M = 4.53$, $SD = 0.49$) emerging as the highest-rated dimension. Adaptive performance ($M = 4.43$, $SD = 0.48$) and contextual performance ($M = 4.41$, $SD = 0.45$) similarly recorded positive ratings, indicating favourable perceptions of employees' ability to adjust to changing work demands and contribute beyond formal job requirements. Counterproductive work behaviour recorded a high mean score ($M = 4.45$, $SD = 0.52$); given the positive coding direction, this indicates relatively low tendencies toward harmful workplace behaviour. Overall,

the composite mean for multidimensional employee performance ($M = 4.45$, $SD = 0.37$) suggests a generally high level of employee performance across the institutions included in the study.

Table 4: Institutional Comparison of Organizational Culture and Employee Performance Dimensions

Institution	Organizational Culture M (SD)	Task Performance M (SD)	Adaptive Performance M (SD)	Contextual Performance M (SD)	Counterproductive Work Behaviour* M (SD)
Federal University of Petroleum Resources, Effurun	3.85 (0.90)	4.78 (0.41)	4.78 (0.32)	4.71 (0.37)	4.81 (0.29)
University of Delta, Agbor	4.08 (0.69)	4.36 (0.57)	4.24 (0.54)	4.33 (0.39)	4.45 (0.55)
Delta State Polytechnic, Ogwashi-Ukwu	3.68 (0.76)	4.44 (0.46)	4.26 (0.42)	4.23 (0.46)	4.28 (0.43)
Petroleum Training Institute, Effurun	3.87 (0.70)	4.43 (0.46)	4.27 (0.39)	4.29 (0.43)	4.23 (0.47)
College of Education, Mosogar	4.02 (0.59)	4.53 (0.39)	4.47 (0.43)	4.37 (0.40)	4.21 (0.61)

Source: Researcher's Analysis via SPSS Version 23 (2025)

Note. Higher scores on counterproductive work behaviour indicate lower tendencies toward harmful workplace behaviour because the items were coded in a positive performance direction.

The table above presents the institutional mean scores for organizational culture and the dimensions of employee performance. The University of Delta, Agbor recorded the highest mean score for organizational culture ($M = 4.08$, $SD = 0.69$), followed by the College of Education, Mosogar ($M = 4.02$, $SD = 0.59$), while Delta State Polytechnic, Ogwashi-Ukwu recorded the lowest mean score ($M = 3.68$, $SD = 0.76$). For the employee performance dimensions, the Federal University of Petroleum Resources, Effurun recorded the highest mean scores in task performance ($M = 4.78$, $SD = 0.41$), adaptive performance ($M = 4.78$, $SD = 0.32$), contextual performance ($M = 4.71$, $SD = 0.37$), and counterproductive work behaviour ($M = 4.81$, $SD = 0.29$). Given the positive coding of counterproductive work behaviour, this indicates lower tendencies toward harmful workplace behaviour in that institution. The observed variations across institutions provide a basis for further inferential analysis of institutional differences.

Table 5: Pearson Product-Moment Correlation between Organizational Culture and Employee Performance Dimensions (N = 278)

Variable	r	p
Task Performance	.109	.069
Adaptive Performance	.029	.632
Contextual Performance	.110	.068
Counterproductive Work Behaviour*	.028	.636
Multidimensional Employee Performance	.089	.139

Source: Researcher's Analysis via SPSS Version 23 (2025)

Note. Higher scores on counterproductive work behaviour indicate lower tendencies toward harmful workplace behaviour because the items were coded in a positive performance direction.

The above table shows the Pearson Product-Moment Correlation results between organizational culture and the dimensions of employee performance. The findings indicate positive relationships between organizational culture and all employee performance dimensions. However, none of the relationships attained statistical significance at the 0.05 level. The strongest relationships were observed for contextual performance ($r = .110$, $p = .068$) and task performance ($r = .109$, $p = .069$), although both remained weak and non-significant. Similarly, organizational culture exhibited very weak and non-significant relationships with adaptive performance ($r =$

.029, $p = .632$), counterproductive work behaviour ($r = .028$, $p = .636$), and multidimensional employee performance ($r = .089$, $p = .139$). Overall, the results indicate that organizational culture was not significantly associated with any of the employee performance dimensions examined in the study.

Table 6: Simple Linear Regression of Organizational Culture on Employee Performance Dimensions

Dependent Variable	β	R^2	p
Task Performance	.109	.012	.069
Adaptive Performance	.029	.001	.632
Contextual Performance	.110	.012	.068
Counterproductive Work Behaviour*	.028	.001	.636
Multidimensional Employee Performance	.089	.008	.139

Source: Researcher's Analysis via SPSS Version 23 (2025)

Note. Higher scores on counterproductive work behaviour indicate lower tendencies toward harmful workplace behaviour because the items were coded in a positive performance direction.

Regression analysis examining the predictive influence of organizational culture on the dimensions of employee performance revealed no statistically significant effects. Organizational culture did not significantly predict task performance ($\beta = .109$, $p = .069$), adaptive performance ($\beta = .029$, $p = .632$), contextual performance ($\beta = .110$, $p = .068$), counterproductive work behaviour ($\beta = .028$, $p = .636$), or multidimensional employee performance ($\beta = .089$, $p = .139$).

The explanatory power of the models was generally low. Organizational culture accounted for 1.2% of the variance in task performance and contextual performance ($R^2 = .012$), 0.1% of the variance in adaptive performance and counterproductive work behaviour ($R^2 = .001$), and 0.8% of the variance in multidimensional employee performance ($R^2 = .008$). Overall, the findings indicate limited predictive capacity of organizational culture for employee performance outcomes across the institutions included in the study.

Table 7: One-Way Analysis of Variance and Eta Squared Results for Institutional Differences

Variable	df	F	p	η^2	Effect Size
Organizational Culture	4, 273	2.413	.049	.034	Small
Task Performance	4, 273	8.461	< .001	.110	Moderate
Adaptive Performance	4, 273	20.856	< .001	.234	Large
Contextual Performance	4, 273	14.928	< .001	.179	Large
Counterproductive Work Behaviour*	4, 273	18.738	< .001	.215	Large
Multidimensional Employee Performance	4, 273	27.825	< .001	.290	Large

Source: Researcher's Analysis via SPSS Version 23 (2025)

Note. Higher scores on counterproductive work behaviour indicate lower tendencies toward harmful workplace behaviour because the items were coded in a positive performance direction. Effect size interpretation follows conventional guidelines: $\eta^2 = .01$ (small), $\eta^2 = .06$ (moderate), and $\eta^2 \geq .14$ (large).

Analysis of variance revealed statistically significant institutional differences in organizational culture, $F(4, 273) = 2.413$, $p = .049$, as well as in task performance, adaptive performance, contextual performance, counterproductive work behaviour, and multidimensional employee performance ($p < .001$). These results indicate that employees' perceptions of organizational culture and performance-related behaviours varied significantly across the participating institutions.

The magnitude of the institutional differences differed across the study variables. Organizational culture recorded a small effect size ($\eta^2 = .034$), while task performance recorded a moderate effect size ($\eta^2 = .110$). Larger institutional differences were observed for adaptive performance ($\eta^2 = .234$), contextual performance ($\eta^2 = .179$), counterproductive work behaviour ($\eta^2 = .215$), and multidimensional employee performance ($\eta^2 = .290$).

These effect sizes indicate that institutional affiliation accounted for a meaningful proportion of the variation in employee performance outcomes. Consequently, a Tukey HSD post hoc analysis was conducted to identify the institutional groups responsible for the observed differences.

Table 8: Tukey HSD Post Hoc Analysis of Institutional Differences

Variable	Significant Institutional Comparison	Mean Difference	p
Organizational Culture	University of Delta, Agbor > Delta State Polytechnic, Ogwashi-Ukwu	0.403	.033
Task Performance	Federal University of Petroleum Resources, Effurun > Delta State Polytechnic, Ogwashi-Ukwu	0.340	< .001
Task Performance	Federal University of Petroleum Resources, Effurun > Petroleum Training Institute, Effurun	0.348	.001
Task Performance	Federal University of Petroleum Resources, Effurun > University of Delta, Agbor	0.416	< .001
Adaptive Performance	Federal University of Petroleum Resources, Effurun > College of Education, Mosogar	0.312	.004
Adaptive Performance	Federal University of Petroleum Resources, Effurun > Delta State Polytechnic, Ogwashi-Ukwu	0.524	< .001
Adaptive Performance	Federal University of Petroleum Resources, Effurun > Petroleum Training Institute, Effurun	0.511	< .001
Adaptive Performance	Federal University of Petroleum Resources, Effurun > University of Delta, Agbor	0.545	< .001
Contextual Performance	Federal University of Petroleum Resources, Effurun > College of Education, Mosogar	0.343	.001
Contextual Performance	Federal University of Petroleum Resources, Effurun > Delta State Polytechnic, Ogwashi-Ukwu	0.478	< .001
Contextual Performance	Federal University of Petroleum Resources, Effurun > Petroleum Training Institute, Effurun	0.424	< .001
Contextual Performance	Federal University of Petroleum Resources, Effurun > University of Delta, Agbor	0.384	< .001
Counterproductive Work Behaviour*	Federal University of Petroleum Resources, Effurun > College of Education, Mosogar	0.599	< .001
Counterproductive Work Behaviour*	Federal University of Petroleum Resources, Effurun > Delta State Polytechnic, Ogwashi-Ukwu	0.527	< .001
Counterproductive Work Behaviour*	Federal University of Petroleum Resources, Effurun > Petroleum Training Institute, Effurun	0.583	< .001
Counterproductive Work Behaviour*	Federal University of Petroleum Resources, Effurun > University of Delta, Agbor	0.360	< .001
Multidimensional Employee Performance	Federal University of Petroleum Resources, Effurun > College of Education, Mosogar	0.376	< .001
Multidimensional Employee Performance	Federal University of Petroleum Resources, Effurun > Delta State Polytechnic, Ogwashi-Ukwu	0.467	< .001
Multidimensional Employee Performance	Federal University of Petroleum Resources, Effurun > Petroleum Training Institute, Effurun	0.467	< .001
Multidimensional Employee Performance	Federal University of Petroleum Resources, Effurun > University of Delta, Agbor	0.426	< .001

Source: Researcher's Analysis via SPSS Version 23 (2025)

Note. Only statistically significant pairwise comparisons are reported. Higher scores on counterproductive work behaviour indicate lower tendencies toward harmful workplace behaviour because the items were coded in a positive performance direction.

The Tukey HSD post hoc analysis identified the specific institutional comparisons responsible for the significant institutional differences reported in the ANOVA results. For organizational culture, the only significant pairwise difference occurred between the University of Delta, Agbor and Delta State Polytechnic, Ogwashi-Ukwu, with the University of Delta, Agbor recording the higher mean score.

For the employee performance dimensions, the Federal University of Petroleum Resources, Effurun consistently recorded significantly higher scores than other institutions. The institution differed significantly from Delta State Polytechnic, Ogwashi-Ukwu, Petroleum Training Institute, Effurun, and University of Delta, Agbor in task performance. It also recorded significantly higher scores than all other institutions in adaptive performance, contextual performance, counterproductive work behaviour, and overall multidimensional employee performance. Given the positive coding of counterproductive work behaviour, the higher scores indicate lower tendencies toward harmful workplace behaviour. Overall, the post hoc results show that the institutional differences observed in the ANOVA were driven mainly by the stronger employee performance outcomes recorded in the Federal University of Petroleum Resources, Effurun, whereas organizational culture differences were more limited and occurred in only one institutional comparison.

DISCUSSION OF FINDINGS

The study revealed that organizational culture exhibited positive but statistically non-significant relationships with task performance, adaptive performance, contextual performance, counterproductive work behaviour, and overall multidimensional employee performance. Although respondents generally reported favourable perceptions of organizational culture, these perceptions were not sufficiently associated with variations in employee performance across the participating institutions. This finding contrasts with the studies of Iskamto (2023) and Pham et al. (2024), which reported positive associations between organizational culture and employee performance. A plausible explanation for this divergence lies in the multidimensional performance framework adopted in the present study. Whereas many previous studies assessed employee performance as a broad outcome, the present study examined task performance, adaptive performance, contextual performance, and counterproductive work behaviour separately, thereby providing a more nuanced assessment of employee effectiveness. The finding suggests that favourable cultural perceptions alone may not necessarily translate into measurable differences across multiple behavioural dimensions of performance.

The finding also differs from studies conducted in higher educational institutions that linked organizational culture with employee engagement, commitment, innovation, and organizational effectiveness (Ismail et al., 2024; Riza et al., 2025). While such outcomes are important indicators of organizational functioning, they are conceptually distinct from employee performance behaviours. Employees may identify positively with institutional values and remain committed to organizational goals without necessarily demonstrating superior task accomplishment, adaptability, contextual contribution, or reduced counterproductive behaviour. The present finding therefore highlights the importance of distinguishing between employee attitudes and actual behavioural performance outcomes when evaluating the effectiveness of organizational culture.

Another important finding was the existence of significant institutional differences in organizational culture and all dimensions of employee performance. This suggests that employees across the participating institutions operate within different organizational environments that shape workplace experiences and behavioural outcomes. The finding supports Akanji et al. (2020), who argued that organizational environments influence leadership experiences, workplace relationships, and employee behaviour within higher educational institutions. It also aligns with the studies of Ismail et al. (2024) and Riza et al. (2025), which emphasised the role of institutional conditions in shaping employee-related outcomes. Collectively, the evidence suggests that organizational realities differ across institutions and may contribute substantially to variations in employee performance.

The post hoc analysis further revealed that the Federal University of Petroleum Resources, Effurun consistently recorded stronger performance outcomes across most employee performance dimensions. This suggests that institutional conditions such as leadership practices, administrative systems, organizational support mechanisms, and workplace relationships may exert considerable influence on employee effectiveness (Akanji et al., 2020; Ismail et al., 2024; Riza et al., 2025).

A particularly noteworthy finding was that the University of Delta, Agbor recorded the most favourable perception of organizational culture but did not emerge as the strongest-performing institution across the employee performance dimensions. This outcome suggests that positive organizational culture, while desirable, may not be sufficient on its own to produce superior employee performance outcomes. The finding supports the multidimensional perspective advanced by Koopmans et al. (2011), which recognizes that employee performance is influenced by multiple behavioural, organizational, and contextual factors. It also aligns with Campbell and Wiernik (2015), who argued that employee performance reflects the combined influence of individual capabilities, workplace conditions, and organizational support systems. Accordingly, favourable cultural perceptions may coexist with performance outcomes shaped by factors such as leadership effectiveness, resource availability, employee competencies, technological support, workload conditions, and opportunities for professional development.

Overall, the evidence suggests that organizational culture may not function as a direct determinant of multidimensional employee performance across diverse higher educational institutions. Rather, employee performance appears to reflect the combined influence of organizational culture and broader institutional conditions.

CONCLUSION

Based on the findings, the study concludes that organizational culture was not a significant predictor of multidimensional employee performance among employees of the selected public higher educational institutions in Delta State, Nigeria. Although organizational culture was positively associated with task performance, adaptive performance, contextual performance, counterproductive work behaviour, and overall multidimensional employee performance, these relationships were not statistically significant.

The study further concludes that significant differences existed among the participating institutions with respect to organizational culture and all dimensions of employee performance. Consequently, variations in employee performance across the institutions were more strongly associated with institutional context than with organizational culture considered in isolation.

Overall, the study concludes that multidimensional employee performance in public higher educational institutions is influenced by a broader combination of institutional conditions and organizational realities that extend beyond employees' perceptions of organizational culture.

RECOMMENDATIONS

Based on the conclusion, the following are recommended:

- i. Management of public higher educational institutions should complement organizational culture initiatives with practical performance-enhancing mechanisms such as employee development programmes, resource support systems, effective supervision, and performance feedback processes, since organizational culture alone did not significantly predict employee performance.
- ii. Institutional administrators should periodically assess organizational conditions that may influence employee performance, including leadership practices, communication systems, work processes, and employee support structures, with a view to identifying areas requiring improvement.
- iii. Institutions should promote workplace environments that encourage adaptability, collaboration, and responsible work behaviour, as these dimensions constitute important components of multidimensional employee performance.
- iv. Management should undertake regular benchmarking and inter-institutional learning exercises to identify and adopt effective practices from institutions that consistently demonstrate stronger employee performance outcomes.
- v. Policy makers and governing councils should recognize the importance of institutional context when designing strategies for employee performance improvement, given the significant differences observed across the participating institutions.

Contributions to Knowledge

- i. This study extends the organizational culture literature by examining employee performance as a multidimensional construct comprising task performance, adaptive performance, contextual performance, and counterproductive work behaviour rather than relying on a single aggregate measure of performance.
- ii. The study provides empirical evidence from public higher educational institutions in Delta State, Nigeria, thereby contributing context-specific knowledge to a literature that has been dominated largely by evidence from corporate and non-African settings.
- iii. The study demonstrates that favourable perceptions of organizational culture do not necessarily translate into significant improvements across multiple dimensions of employee performance, thereby contributing to the debate on the performance implications of organizational culture.
- iv. The study highlights the significance of institutional context in shaping employee performance outcomes by incorporating cross-institutional comparisons and post hoc analysis, providing evidence that institutional differences may be more influential than organizational culture alone in explaining variations in performance.

Limitations and Suggestions for Future Research

The study was limited to selected public higher educational institutions in Delta State, Nigeria. Consequently, caution should be exercised in generalising the findings to private institutions or higher educational institutions located outside the study area. The study also adopted a cross-sectional design, which captured respondents' perceptions at a single point in time and therefore did not permit the assessment of changes in organizational culture or employee performance over time. In addition, the study relied on self-reported data, which may be susceptible to response bias.

Future studies may adopt longitudinal designs to examine how organizational culture and employee performance evolve over time. Researchers may also investigate additional organizational and institutional variables that could influence multidimensional employee performance, including leadership effectiveness, organizational support, employee engagement, job resources, and human resource management practices. Comparative studies involving public and private higher educational institutions across different regions would further enrich understanding of the factors that shape employee performance in higher education settings.

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