



SOCIO-CULTURAL ENVIRONMENT AND EMPLOYEE PERFORMANCE OF NON TEACHING STAFF IN CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY

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Abstract

This study is on social cultural environment and employee performance of Chukwuemeka Odumegwu Ojukwu University. The broad objective of the study was to examine the relationship between social cultural environment and employee performance of Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus; while specifically, the study assessed how societal norms within the university influence the quality-of-service delivery by non-teaching staff, determine the relationship between power distance and administrative accuracy among non- teaching staff, and to evaluate how prevailing social values within the university affect employee innovation among non-teaching staff. The study employed descriptive survey research design, the population of the study comprised of the 634 none teaching staff of Chukwuemeka Odumegwu Ojukwu University as at the time of this study, the data for the study was analyzed using correlation analysis technique to ascertain the nature of relationship between the variables of study. The findings of the study shows that there is a strong positive relationship between societal norms and service quality, there is a very strong positive relationship between power distance and administrative accuracy, and there is a strong positive relationship between social values and employee innovation ($r = 0.775$). Based on the findings, the study concluded that the social cultural environment significantly influences the performance of non-teaching staff in Chukwuemeka Odumegwu Ojukwu University and recommend that the university management should strengthen positive societal norms that promote ethical conduct, punctuality, teamwork, and professionalism among non-teaching staff, the university should maintain a healthy balance in power relationships by promoting open communication and participatory decision-making, while preserving respect for institutional hierarchy, and also management should foster social values that encourage creativity and innovation through reward systems, recognition schemes, and capacity-building initiatives that empower non-teaching staff to contribute new ideas

and deliver results.

Introduction

Background to the Study

Organizations, particularly universities, operate within dynamic socio-cultural environments that shape the behavior, motivation, and performance of their employees. The socio-cultural environment encompasses the values, norms, beliefs, communication styles, and power relationships that influence how individuals relate to one another and perform their duties within a given institution (Hofstede, 2011; Trompenaars & Hampden-Turner, 2012). In the context of Nigerian higher education, socio-cultural factors such as ethnic diversity, communal living patterns, religious beliefs, and respect for authority are deeply embedded in institutional operations and play a decisive role in determining how employees function

At Chukwuemeka Odumegwu Ojukwu University (COOU), the non-teaching staff constitute the administrative engine of the institution. They handle vital services ranging from student records, finance, works and maintenance, security, ICT operations, and registry functions to other forms of support that sustain academic activities. The efficiency and effectiveness of these staff members largely determine the operational performance of the university. However, their attitudes, interpersonal relations, and commitment to duty are often shaped by the socio-cultural environment within which they work. As such, understanding the socio-cultural dynamics that influence their behavior is critical for improving quality-of-service delivery and institutional

sustainability.

The socio-cultural environment in COOU can be understood through key dimensions such as cultural diversity, communication patterns, power distance, social values, societal norms and organizational socialization. Cultural diversity reflects the mix of ethnic, linguistic, and religious backgrounds that characterize the university's workforce. While diversity can foster innovation and collaboration, it can also generate tension or favoritism if not well managed (Adler, 2017).

Despite the critical role that socio-cultural factors play in shaping administrative performance, empirical research in Nigeria has disproportionately focused on academic staff, leadership styles, or motivation, leaving a significant gap concerning non-teaching employees who constitute the operational backbone of universities (Ololube, 2017; Amah & Ahiauzu, 2013). This gap underscores the need to investigate how the socio-cultural environment affects the performance of non-teaching staff in COOU. Consequently, this study seeks to examine the influence of cultural diversity, communication patterns, power distance, social values, and organizational socialization on task efficiency, service delivery quality, administrative accuracy, innovation and adaptability, and teamwork competence among non-teaching staff. The findings will contribute to developing culturally responsive management practices that enhance employee performance and institutional effectiveness in Nigerian public universities.

Statement of the Problem

Employee performance in Nigerian public universities has continued to attract scholarly and administrative attention due to its direct impact on institutional productivity, reputation, and sustainability. In universities like Chukwuemeka Odumegwu Ojukwu University (COOU), the performance of academic and non-academic staff is central to achieving quality teaching, groundbreaking research, administrative efficiency, and innovative service delivery. However, despite numerous reforms and human resource development initiatives, there remain persistent issues such as low motivation, poor communication flow, and workplace conflicts, inadequate collaboration, and cultural misalignment between management and staff.

Previous empirical studies on employee performance in Nigeria have largely focused on leadership styles, motivation, training, and job satisfaction (Amah & Ahiauzu, 2013; Ololube, 2017), with limited emphasis on how socio-cultural factors interact with performance outcomes in public universities. This gap in knowledge necessitates an in-depth investigation into how societal norms, power distance, and social values shape employee performance dimensions in Chukwuemeka Odumegwu Ojukwu University. Hence, this study seeks to fill this gap by examining the influence of the socio-cultural environment on employee performance within Nigerian Universities.

Objectives of the Study

The broad objective of the study is to examine the relationship

between socio cultural environment and employee performance in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus; while specifically, the study seeks to:

1. Assess how societal norms within the university influence the quality-of-service delivery by non-teaching staff.
2. Determine the relationship between power distance and administrative accuracy among non-teaching staff.
3. Evaluate how prevailing social values within the university affect employee innovation among non-teaching staff.

Research Questions

4. How does societal norms within the university influence the quality-of-service delivery by non-teaching staff?
5. What is the relationship between power distance and administrative accuracy among non-teaching staff?
6. How do prevailing social values within the university affect employee innovation among non-teaching staff?

Hypotheses

7. Societal norms within the university have no influence on the quality-of-service delivery by non-teaching staff.
8. There is no relationship between power distance and administrative accuracy among non-teaching staff.
9. The prevailing social values within the university have no effect on employee innovation among non-teaching staff.

Review of Related Literature

Conceptual Review

Social Cultural Environment

The social cultural environment refers to the cultural and societal factors that shape the behavior, attitudes, and values of individuals and groups. It includes factors such as socioeconomic status, race and ethnicity, gender, religion, language, and education. The following are some examples of social cultural environment with citations: "Socioeconomic status affects children's access to education, healthcare, and other important resources, which ultimately influence their development and life chances" (Bronfenbrenner, 1979), "Race and ethnicity influence the way people experience discrimination in society and can impact their mental and physical health outcomes" (Williams & Mohammed, 2009), "Gender roles and expectations vary across cultures and can impact the opportunities and experiences of men and women in their personal and professional lives" (Eagly & Wood, 2012), "Religious beliefs and practices can influence individuals' values, attitudes, and behaviors, as well as their social and political engagement" (Haynes & Thomas, 2010) and "Language barriers can create social isolation and limit opportunities for individuals and groups, particularly in education, healthcare, and civic engagement" (Castro & Kellison, 2015).

Social-cultural environments are those forces within the environment and societies that influence the thoughts, feelings and behaviors of the people (Drucy, 2012). Thus, organizations should be aware of the predominant attitudes, values and beliefs in their business environment so that they can determine the employee expectations. Indeed, the differences in the attitudes and values among management of organizations and employees can lead to grave functional issues (Ajami & Goddard, 2014). There are various social-cultural environmental factors that significantly influence employee work activities as well as the performance of employee and quality-of- service delivery. Some of the social-cultural environmental factors that have major impact on employee performance according to Masovic (2018) include social value, societal norms, culture, language, religion, education, customer preferences and attitude of the society towards goods and services

Social Values

Social values are cultural set standards that guide and inform certain behaviors in a society (Mable, 2015). Social value engenders generally accepted social behavior that was laid down from our great grand-fathers to the present generations. For instance, the Igbo's mode of dressing, building pattern, tradition, and beliefs which are opposed to other cities with their own system values. Social value of every society is central in predicting lifestyle change of the society members. Away from the igbo's is the Hausa Fulani. Most of the Hausa Fulanis' that are resident here in Anambra State have their unique way of dressing, the kind food they eat, their pattern of building, and their relationships. From a distant, you would easily identify their women from the crowd, due to their pattern of dressing. Mable (2015) attempted to differentiate social values from individual values. Individual values are relatively sought by individual for personal dignity. Although, individual values could be shared, but cannot take the place of social values. On the other hand, social values are society-based value that tends to influence individual perception to life, induce certain behaviors amongst society members. These social values tend to instill certain behavioral tendencies which of cause influence their attitudes, approaches and perceptions to issues around them. The process of socialization according to Mable (2015) tends to co-opt certain values as a fundamental aspect of cultural antecedents in the area.

Societal Norms

Societal norms are generally acceptable rule that dictate standard of behaviour amongst members of a given society. Societal norms provide detailed framework through which activities within the community setting could be done. These norms have the propensity of influencing the behaviours of individuals living within a geographical location. When people comes together to deliberate, a set of shared standards emerge that modulate their relationships and their characters. For instance, the perceived assumptions that sisters and brothers must not have sexual relationships, one does not marry anyone that relates to his decent and uncle should not joke with his nephews and nieces are off-shoot of societal

norms which regulate the behaviours of the society members. Mable (2015) argues that adhering to societal norms is structurally a powerful force in the internal environment of organizations. These standards of individual behaviours are referred to as social norms.

Yunde (2014) sees social norm as a prescribed mode of behaviours that are shared amongst the society members. Adeoye (2012) observes that individual that reneges the set standards is subjected to certain punishment within the local context. The fear of being punished when reneged further engenders the efficacy of the societal norms. Yunde (2014) opines that organizations that wish to survive and make impact must be proactive to the societal norms since they are external to them. This is imperative considering the influence of societal norms in regulating the activities of the society members.

Power Distance

Hofstede (Hofstede, 1980) defines power distance as the degree to which less powerful individuals in an organization accept that power is distributed unequally. Those higher in perceived power distance tend to view social hierarchy as acceptable, expect large power differentials, and believe that inequalities among people in terms of pay, privilege, and status are normal, assuming that the less powerful can rely on those in power. Power distance reflects the degree of acceptance by less powerful members of a society regarding power and authority inequalities. It pertains to the tolerance for hierarchy and inequality among group or community members (Hofstede, 2001). Hofstede describes power distance as a dimension that varies significantly across cultures: some societies perceive power inequalities as a natural and accepted aspect of social and organizational life whereas others strive for equality and minimize power level differences.

The Power-Distance Index (PDI) measures the acceptance of a power hierarchy by individuals in a nation, culture, or organization, providing insight into the extent to which subordinates accept or challenge authority (Hofstede, 1993). The PDI ultimately provides insight into the extent to which regular citizens, or subordinates, accept or challenge the authority of the person or people in charge. This is inequality (more versus less) defined from below, not above. High power distance cultures are typified by pronounced hierarchies and control mechanisms, limited communication across organizational levels, and constrained opportunities for upward social mobility (Hofstede, 1993). Power distance in an organizational context assesses the perceived disparity in power between leaders and subordinates (Hofstede, 2001; Mulder, 1977). Individuals who strongly endorse high power distance are more likely to accept power inequalities (Ng, Sorensen, & Yim, 2009), support hierarchical structures, and believe that subordinates should demonstrate trust and obedience toward their superiors (Schiller & Cui, 2010). Behaviorally, those with high power distance beliefs tend to exhibit lower levels of trust in others (Ji, Zhou, Li, & Yan, 2015), seek more feedback from peers than from superiors (Hwang & Francesco, 2010), and show a reduced inclination toward innovation. Individuals with strong

beliefs in power distance typically demonstrate a supportive and deferential attitude toward leaders, often refraining from taking initiative (Wang, Wen, Liu, Jiang, & Huai, 2023). In cultures characterized by high power distance, leaders hold significant sway as career “gatekeepers” (King, 2004). Consequently, individuals striving for professional success must seek guidance from their superiors.

Employee Performance

The term employee performance signifies individual’s work achievement after exerting required effort on the duty which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Karakas, 2010). According to Al Mehrzi and Singh, (2016) performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or targets or predetermined criteria that have been mutually agreed upon. Furthermore (Yang, Lee & Cheng, 2016) state that performance is basically what employees do or do not do. According to Shmailan (2016), employee performance is an action and what employees do in carrying out the work done by the organization. Performance in carrying out its functions is not independent, but always relates to employee career fulfillment and the amount of reward given, and influenced by individual skills, abilities, and traits. For the purpose of this research, the researcher’s interest will be on employee performance, which is about the timely, effective, and efficient completion of mutually agreed tasks by the employee, as set out by the employer (Gaulin, Steven & Donald, 2003).

Employee performance outlines the assigned specific and functional tasks of workers in-line with the expectations of the organization. Pattanayak (2005) proposes that the overall employee performance is as a consequence of the behavior of an employee towards the accomplishment of organization intent. Often, workers' output is synonymous to the effectiveness of leadership that may be accessed through employee performance. Thus, the primary purpose of every organization was in reviving the work overall performance of its employees by motivation through the combined efforts, abilities and perception of tasks. Employee Performance is the accomplishment of an assigned task measured against preset known standards of accuracy, completeness, cost and speed and employee’s performance can only be replicated through acceptable levels of precision, extensiveness, cost and speed for the achievement of the organization's objectives. Performance is the amount of work produced in a given period of time (Alfes, et al 2010).

Administrative Accuracy

Administrative accuracy refers to the degree of precision, correctness, and consistency with which administrative tasks, processes, and records are executed and maintained within an organization. In institutional settings such as universities, administrative accuracy is a critical dimension of employee performance that ensures reliability, transparency, and efficiency in service delivery. It embodies the systematic handling of information, documents, and procedures in ways

that align with organizational standards, legal frameworks, and ethical norms (Armstrong, 2014). In essence, administrative accuracy is the hallmark of procedural integrity— it signifies that employees carry out their duties with meticulous attention to detail, avoiding errors, omissions, or misrepresentations that could undermine institutional credibility or operational effectiveness.

The concept of administrative accuracy draws from classical management theories that emphasize structure, order, and efficiency in organizational systems. Max Weber’s bureaucratic theory provides one of the earliest intellectual foundations for administrative accuracy, highlighting the importance of clear rules, standardized procedures, and documentation in achieving organizational precision (Weber, 1947). According to Weber, accuracy in administration ensures predictability, fairness, and accountability by minimizing discretion and personal bias. Similarly, Henri Fayol’s administrative theory underlines the need for order, discipline, and control as essential principles of management that promote accuracy in records, reporting, and communication (Fayol, 1949). These theoretical underpinnings remain relevant in contemporary organizations where information management and data reliability are vital for decision-making and performance evaluation.

In modern management discourse, administrative accuracy is closely linked to operational efficiency and quality-of-service delivery. Accurate administrative operations reduce the cost of errors, prevent duplication of efforts, and improve service quality (Drucker, 2007). Within university systems, accuracy in administration extends to maintaining reliable student records, processing payments correctly, issuing timely correspondences, and ensuring compliance with institutional and governmental regulations. Errors in these areas not only disrupt workflow but can also damage the institution’s reputation, erode stakeholder trust, and invite legal or ethical consequences. Consequently, administrative accuracy is both a performance indicator and a moral obligation in public service institutions such as Chukwuemeka Odumegwu Ojukwu University.

The human element plays a significant role in achieving administrative accuracy. Employees’ skills, attitudes, and organizational commitment influence the extent to which administrative processes are executed correctly. According to Robbins and Judge (2019), employee competence and attention to detail determine the quality of administrative outcomes. Training and supervision are therefore critical in building the cognitive and technical capacities required for accurate task performance. Moreover, accuracy is sustained through effective communication, technological support, and clear job descriptions. Poor communication, ambiguous instructions, and lack of accountability mechanisms often lead to administrative inaccuracies, errors in documentation, and inefficiencies in workflow (Daft, 2016).

Innovation

Innovation is widely regarded as a critical driver of organizational growth, competitiveness, and adaptability in

today's dynamic and knowledge-driven environment. It involves the process of generating, developing, and implementing new ideas, methods, or products that result in improved efficiency, effectiveness, or value creation within an organization (Schumpeter, 1934). From a managerial standpoint, innovation is not limited to technological advancement alone; it encompasses all dimensions of an organization's operations, including administrative processes, service delivery, human resource practices, and customer engagement. In the context of public institutions such as universities, innovation becomes particularly important in enabling staff to respond creatively to challenges, streamline administrative processes, and deliver quality services within limited resources.

According to Drucker (1985), innovation is the specific instrument of entrepreneurship through which organizations exploit change as an opportunity for a different or improved product or service. This view positions innovation as both a mindset and a continuous process rather than a one-time event. It demands a culture that supports creativity, experimentation, and learning from failure. Within the non-teaching workforce of universities, innovation manifests in the ability to design efficient administrative systems, develop user-friendly service procedures, enhance data management processes, and adopt technology-driven solutions that facilitate institutional performance. Thus, innovation among non-academic staff is a vital mechanism for improving university operations, student services, and general administrative efficiency.

Scholars have conceptualized innovation from different perspectives. Product innovation involves introducing new goods or services that meet emerging needs or improve upon existing ones (Damanpour & Aravind, 2012). Process innovation, on the other hand, focuses on implementing new or significantly improved production or delivery methods, including techniques, equipment, or software used in organizational operations. Administrative or organizational innovation deals with introducing new managerial systems, structures, or work practices that improve coordination, communication, and decision-making. In university administration, such innovations might include digitalization of student records, automated communication systems, or novel approaches to staff evaluation and service delivery. Each of these forms of innovation is essential for ensuring that institutions remain efficient, competitive, and responsive to stakeholder expectations.

Furthermore, innovation is influenced by several factors within the organizational environment. These include leadership support, employee empowerment, access to information and technology, organizational culture, and the socio-cultural environment in which the organization operates (Amabile et al., 1996). A culture that encourages risk-taking, collaboration, and open communication tends to foster innovative behaviors among employees. Conversely, rigid hierarchies, excessive bureaucracy, and fear of failure often stifle creativity and inhibit the adoption of new ideas. In Nigerian public universities, non-teaching staff are often

constrained by traditional bureaucratic systems and limited decision-making autonomy, which can hinder their capacity to innovate. Nonetheless, as public service reforms and technological changes continue to transform higher education administration, the need for innovative thinking and practices has become more compelling.

The relevance of innovation to employee performance cannot be overstated. Innovative employees demonstrate greater adaptability, problem-solving ability, and efficiency in handling administrative tasks. They contribute to improved service delivery, better resource utilization, and enhanced organizational image. Empirical studies have established positive relationships between innovation and various performance indicators, including productivity, job satisfaction, and organizational commitment (Jiménez-Jiménez & Sanz-Valle, 2011). Within universities, fostering innovation among non-teaching staff can therefore lead to faster administrative processes, reduction of errors, improved interdepartmental collaboration, and overall institutional effectiveness. It is the mechanism through which institutions transform challenges into opportunities, respond to environmental changes, and achieve strategic goals. For Chukwuemeka Odumegwu Ojukwu University and similar institutions, cultivating a climate that promotes innovation among non-teaching staff is essential for achieving administrative excellence, operational efficiency, and long-term competitiveness in the higher education sector.

Service Quality

Quality of service delivery is a fundamental concept in management and quality-of-service delivery literature, particularly in institutions that rely heavily on human interaction and administrative processes, such as universities. It refers to the extent to which a service meets or exceeds the expectations of its users or clients (Parasuraman, Zeithaml, & Berry, 2018). In the context of a public university, service delivery quality captures how effectively non-teaching staff execute administrative, technical, and support functions that facilitate teaching, learning, research, and community engagement. These services include student registration, records management, financial administration, facility maintenance, ICT support, and other administrative processes that collectively determine the overall efficiency and reputation of the institution.

Service quality is often conceptualized as a multidimensional construct encompassing both functional and technical aspects. The functional dimension refers to the process by which services are delivered that is, the efficiency, courtesy, responsiveness, and professionalism of staff in dealing with clients. The technical dimension concerns the outcome of the service the accuracy, timeliness, and reliability of the service provided (Grönroos, 1984). For non-teaching staff in a university setting, quality service delivery means ensuring that administrative procedures are carried out correctly, information is processed without delay, communication with students and colleagues is clear, and institutional policies are implemented consistently.

One of the most widely accepted frameworks for assessing service quality is the SERVQUAL model developed by Parasuraman, Zeithaml, and Berry (2008). The model identifies five key dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Tangibles refer to the physical facilities, equipment, and appearance of personnel; reliability measures the ability to perform the promised service dependably and accurately; responsiveness reflects the willingness to help customers and provide prompt service; assurance relates to employees' knowledge and courtesy and their ability to inspire trust; while empathy denotes the caring and individualized attention given to service users. When applied to university administration, these dimensions provide a practical lens through which the quality-of-service delivery by non-teaching staff can be evaluated.

Furthermore, scholars have emphasized that the quality-of-service delivery in higher education institutions is influenced by organizational culture, leadership style, employee motivation, and socio-cultural environment (Hill, Lomas, & MacGregor, 2003). A culture that values professionalism, continuous learning, and accountability promotes higher standards of service among staff. Similarly, effective leadership fosters clarity of purpose, encourages employee commitment, and enhances responsiveness to student and staff needs. Conversely, bureaucratic procedures, limited resources, and weak communication channels often lead to inefficiencies, delays, and dissatisfaction among service recipients.

In Nigerian universities, the quality-of-service delivery by non-teaching staff remains a critical issue affecting institutional effectiveness and stakeholder satisfaction. Persistent challenges such as inadequate ICT infrastructure, poor record management systems, lack of staff training, and attitudinal deficiencies have been identified as major impediments to efficient administrative service delivery (Olatokun & Gbinedion, 2020). These shortcomings not only reduce productivity but also undermine public confidence in university governance. For institutions like Chukwuemeka Odumegwu Ojukwu University, ensuring quality service delivery among non-teaching staff is essential for maintaining operational excellence, supporting academic activities, and enhancing student satisfaction.

Theoretical Framework

The theoretical framework of this study is based on Lewin (1991) Person-Environment Theory. The theory takes into cognizance the ever-changing phenomenon of individual in congruence with the work environment. Person-environment fit captured the individual characteristics that dovetail with those factors that interact in a work environment. The theory assumes that human behavior and attitudes are a function of the person and the environment, and that a person's vocational satisfaction, stability and achievement depend on the congruence or fit between the person's personality and the environment in which the person works.

In other words, the person environment fit is not a static

model but a very dynamic one because the environment is constantly in a state flux. It helps to delineates how organizations respond to their environment. The theory is one of the few conceptualizations of a person's relationships to the environment that encompasses such a broad range of relationships. Lastly, the aim of the person environment fit model is not only on employees' behaviors but also on group or organizational behavior. Thus, predictions in this model include group or organizational as well as individual outcomes (Roberts & Robins, 2014).

Empirical Review

The impact of socio-cultural environmental factors on performance of small and medium scale enterprises in Kenya was studied by Joseph, Peter and Yegon (2014). Data collected were analyzed with regression model of which Ordinary Least Square (OLS) formed the basis for estimations. The findings showed that socio-cultural factors have propulsive effect on the performance ($r^2 = -0.638$) of small and medium scale performance in Kenya. The study recommended that small and medium scale businesses should positively harness socio-cultural forces to boost their operations since every business establishment never exist in vacuum.

On the other hand, Gabriel (2014) studied the relationship between socio-cultural factors and quality-of-service delivery in the South West, Nigeria. The study explored the nature of relationship between those socio-cultural factors such as attitudes, authority relationship and value system on quality-of-service delivery. The study was a survey research design such that structured questionnaire was distributed on the sample of three hundred and forty six drawn from the population of the study. Pearson Correlation Coefficient (r) was used to analyze the data. The result showed significant negative relationship ($r = -0.45$) between attitudes and performance, significant negative relationship between authority relationship ($r = -0.35$) and the performance while value system has a positive relationship ($r = 0.53$) with quality-of-service delivery. The study concludes that quality-of-service delivery would improve significantly if they should modify those socio-cultural factors that have negative impact on the quality-of-service delivery.

Further, Bembenutty (2014) conducted a study on the effects of socio-cultural forces on performance of small-scale businesses in Italy. The study explored the implications of socio-cultural forces on performance of small-scale businesses in Italy. The study employed a cross-sectional survey of which structured questionnaire was administered on the sample of two hundred and sixty-four respondents. The data were analyzed with regression analysis to ascertain the effect of socio-cultural forces on performance of small-scale businesses in Italy. The study found a significant negative correlation between religion difference on performance of small-scale businesses ($r = -0.76$) significant negative relationship between value system and the performance ($r = -0.42$). The study also reported constant term of -216.182 and the associated t -value was statistically insignificant at 5%

level of significance. The study reported that as the people continue to demonstrate religious difference and their values, it will contribute to significant decrease of 216 on the performance of small-scale business. The study concluded that there is a significant negative relationship between socio-cultural forces and performance of small-scale business and recommended that since small scale enterprises play a vital role on economic development of any country, therefore the people should modernize their value system to drive their business performance. However, the study wrongly interpreted the constant term with the negative sign. The implication of the constant term -216.182 as the people continue to entrench their religion difference which also influences their life-style will significantly contribute to 22% decrease in business performance these firms. The study failed to report the F- statistics to capture the joint effect of the model.

In a related study, Muroe (2015) studied socio-cultural environment and its implications on organizational competitiveness in Malaysia. Muroe examined the effects of those socio-cultural indicators such as norms, value, and attitudes influence organizational competitiveness. The study surveyed four hundred (400) firms across selected countries in West Africa. The data collected were analyzed with Component Factor Analysis via varimax in determining the usability and reliability of the instrument and Pearson Correlation Coefficient was employed to determine the degree of relationship between socio-cultural environment and organizational competitiveness. The study found significant negative relationship ($r=-0.56$, $r^2=0.31$) between monochronism, rationality, system values, hierarchy and collectivity as decomposed variables of socio-cultural dimensions and organizational competitiveness. The study revealed that socio-cultural indicators are not the only factors affecting international competitiveness but the country economic development also have considerable influence on it. From the findings, the study concludes that all the socio-cultural indicators affect competitiveness positively, except collectivism and hierarchy.

Abbate, C. S, Bonfanti, R.C, Misuraca, R. and Ruggieri, S. (2015), conducted a study on Power distance in the workplace and its effect on prosocial behavioral intentions. This study investigates the effect of power distance on prosocial behavioral intentions in a workplace context and examines the moderating role of prosocial personality traits. A convenience sample of 169 employees from medium-sized enterprises was analyzed. The findings confirmed that participants with lower power distance perceptions exhibited significantly higher prosocial intentions and revealed the moderating role of prosocial personality traits. By examining the interaction between power distance beliefs, prosocial intentions, and prosocial dispositional traits, our study contributes new insights into how both structural beliefs and personality traits jointly shape prosocial intentions in organizational settings, potentially informing strategies to cultivate a supportive and collaborative work environment.

Hollman, Ewhrudjakpor, and Ogege. (2023), examined Socio-

cultural Factors and Employees' Performance in Organizations: A study of Hydrocarbon Pollution Remediation Project, Port-Harcourt, Rivers State, Nigeria. The study examined socio-cultural factors and employees' performance in organizations: A study of Hydrocarbon Pollution Remediation Project (HYPREP), Port-Harcourt, Rivers-State, Nigeria. Based on the study's specific objectives, two hypotheses were developed. The study focused on the problems with the identified sociocultural elements and how they affect productivity at work. The study employed symbolic interactionist theory to explain how socio-cultural characteristics including marital status and educational background affect how well people perform at work. The study used a cross-sectional research design as its methodology. A sample of 232 respondents was subjected to this using a questionnaire. Respondents from the organization sampled for the study were chosen at random using a simple random sampling procedure. To analyze the data gathered from the study, descriptive statistics and the Student T-Test were utilized. According to the study's findings socio-cultural factors such as marital status and educational background have a big impact on how well they do their jobs. The study suggests that organizational policy should be designed to assist married people, particularly women, in bringing forth their finest qualities. Also, merit and educational qualification should be the criteria to measure performance.

Onyekachi, M.D., and Muogbo, U. S., (2023), explored Socio-Cultural Environment and Performance of Small and Medium Scale Enterprises in Nigeria. The study sought to assess the extent to which religion and Performance of Small and Medium Scale Enterprise in Nigeria, evaluate how ethnicity influenced Performance of Small and Medium Scale Enterprise in Nigeria. It was anchored on the Contingency Theory, and employed a descriptive survey approach. The Population of the study is 1737 SMEs, A sample size of 327 was drawn from the population by the use of Borg and Gall formula for finite population. Questionnaire was administered to the top managers and owners of the SMEs. The hypotheses of the study were tested by simple and multiple regression analysis, at 0.05 level of significance, through the use of Pearson Product Moment Correlation Coefficient and Simple Linear Regression. The study revealed that there is a strong positive relationship between religion and ethnicity on Performance of Small and Medium Scale Enterprise in Nigeria. Based on the findings of the study, some recommendations were made, which include among others; that SMEs administrators ought to think about the religion of the host local area while finding their organizations and get adjusted to it to guarantee smooth running of the business both in the short and long run. SMEs administrators ought to think about the ethnicity of individuals while finding their organizations and get adjusted to it to guarantee smooth running of the business both in the short and long run

Vincent and Ifeanyi (2017) evaluated the effect of socio-social elements on pioneering advancement in Nigeria. As far as possible itself socio-social variables which influences earnestly on pioneering improvement in Nigeria. The Review

found that a few social qualities like marriage, age grade and religion have influenced intensely on pioneering improvement.

Mutegi, (2016), examined the influence of social-cultural diversity on employees' attitude towards performance: A survey of Private Universities in Meru, Kenya. The study adopted a descriptive survey design. Primary data was collected through questionnaires administered to sampled university employees selected through simple random sampling. The collected data was comprehensively edited, coded and analyzed using SPSS. The results indicated that most of the university employees had a bachelor's degree which highly improved their competence at work thus high performance, religion had an important role to play since it affected the relationship among employees and their work, Gender considerations especially on women was necessary to boost morale and effect gender mainstreaming and income levels of employees affected how they interacted with each other at the work place thus affecting their performance. This study concludes that the above factors affect the performance of employees in private universities in the greater Meru region, Kenya.

Aikodion., Okhakhu, and Akhator, (2018), An Analysis of the Socio-Cultural Environment and Performance Influences on Manufacturing Enterprises in Nigeria. The objectives are: to ascertain the extent to which each of the five decomposed variables of socio-cultural environment of lifestyle change, attitude, consumerism, values, norms, and authority relationship of the people relate to performance of manufacturing enterprises. This survey study used the correlational research design to ascertain the degree of the magnitude of the relationship between the studied variables. A structured questionnaire was administered on the sample of N=300 distributed evenly amongst the six geopolitical sectors of the country. The study found a significant negative relationship between lifestyle change of the society and the performance, a significant negative relationship between attitude of the society and the performance, a significant positive relationship between consumerism and the performance, a significant negative relationship between the values and norms of the society and performance, and a significant negative relationship between authority relationship and the performance of manufacturing enterprises. For these manufacturing enterprises to improve their performance, there must be a proactive effort to understand and consciously appreciate the interplay of the socio-cultural environmental factors. The study recommends that the government and community leaders look at the socio-cultural environmental factors that influence people's perceptions.

Methodology

Research Design

This study employed descriptive survey research design to evaluate the relationship between social cultural environment and employee performance of none teaching staff of Chukwuemeka Odumegwu Ojukwu University. The purpose

of this design is to accurately describe the characteristics of the phenomenon using a questionnaire, observation and or interviews.

Population of the Study

The population of the study comprised of the 634 non-teaching staff of Chukwuemeka Odumegwu Ojukwu University as at the time of this study. This information was gotten from the personnel department of the institution of study.

Sample Size Determination and Sampling Technique

The study made use of complete enumeration/census method. The decision for this method of sample size determination was on the bases that the population of the study was considered a relatively manageable size by the researcher. Hence, the 634 none teaching staff of Chukwuemeka Odumegwu Ojukwu University are used for the study.

Sources of Data

The researcher made use of primary data for the study. In this regard, a structured questionnaire was used to garnered the required data for the study.

Instrument of Data Collection

The instrument used for the study was a structured questionnaire which has two sections (A&B). Section A consisted of the demographic characteristics of the respondents namely; gender, age grade, marital status, educational qualification, and years of services. The section B consisted of questions relating to the study's objective 1 – 3, which was also a close-ended questionnaire with a five (5) Likert scale. The Likert scale used include; 5 for strongly agreeing, 4 for agreeing, 3 for neutral, 2 for disagreeing, and 1 for strongly disagreeing.

Method of Data Collection

The questionnaire was administered in a paper-and-pencil format, allowing respondents to fill it out manually. The choice of Direct Delivery Method (DDM) used by the researcher gave him the opportunity to collect back the instrument immediately.

Method of Data Analysis

The hypotheses formulated for this study were tested using correlation analysis technique to ascertain the nature of relationship between the variables of study.

Data Presentation and Analysis

4.1 Data Presentation

Table 4.1 Questionnaire Distribution Analysis

S/N	Items	Number	Percentage
1	Returned Valid	623	98.3
2	Unreturned	11	1.7
	Total	634	100%

Source: Field Survey, 2025

Table 4.1 shows that a total of 634 copies of the questionnaire

were administered to the none teaching staff of Chukwuemeka Odumegwu Ojukwu University, out of which 623 signifying 98.3% were returned dully filled and valid while 11 signifying 1.7% were either not returned nor mutilated which rendered it not fit to be used for data analysis. The 98.3% return rate depicts a very high return rate which makes the inference to be drawn from the empirical analysis valid.

4.2 Test of Hypotheses

Test of Hypothesis One

Societal norms within the university have no influence on the quality of service delivery by non- teaching staff.

Table 4.2 Correlation for societal norms and quality-of-service delivery by non-teaching staff

Correlations			
Societal Norms	Societal Norms		Quality-of-service delivery
	Pearson	1	.733**
	Correlation		
	Sig. (2-tailed)		.000
	N	623	623

Table 4.3 Correlation for power distance and administrative accuracy among non-teaching staff

Correlations			
Power Distance	Power Distance		Administrative Accuracy
	Pearson	1	.900**
	Correlation		
	Sig. (2-tailed)		.000
	N	623	623
Administrative Accuracy	Pearson	.900**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	623	623

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation 2025

Table 4.3 shows the correlation result for test of hypothesis on power distance and administrative accuracy among non-teaching staff of staff of Chukwuemeka Odumegwu Ojukwu University. The result reveals a very strong positive relationship between power distance and administrative accuracy among non-teaching staff of Chukwuemeka Odumegwu Ojukwu University with the correlation coefficient of 0.900, and statistically significant with a P-value of $0.000 < 0.05$ significant level. Hence the null hypothesis is rejected, and we accepted the alternate

Quality-of-service Delivery	Pearson	.733**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	623	623

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation 2025

Table 4.2 shows the correlation result for test of hypothesis on societal norms and quality of service delivery by non-teaching staff of Chukwuemeka Odumegwu Ojukwu University. The result reveals a strong positive correlation between societal norms and quality of service delivery by non-teaching staff of Chukwuemeka Odumegwu Ojukwu University, with the correlation coefficient of 0.733 and statistically significant with a P-value of $0.000 < 0.05$ significance level. Hence the null hypothesis is rejected in favour of the alternate hypothesis which states that societal norms have an influence on the quality of service delivery of non-teaching staff of Chukwuemeka Odumegwu Ojukwu University.

Test of Hypothesis Two

There is no relationship between power distance and administrative accuracy among non- teaching staff.

hypothesis which states that there is a relationship between power distance and administrative accuracy among non-teaching staff of Chukwuemeka Odumegwu Ojukwu University.

Test of Hypothesis Three

H_0 : The prevailing social values within the university have no relationship with employee innovation among non-teaching staff.

H_1 : The prevailing social values within the university have a relationship with employee innovation among non-teaching staff.

Table 4.3 Correlation for social values and employee innovation
Correlations

Social Values	Social Values			Employee Innovation		
	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
Employee Innovation	N	623		623		
	Pearson	.775**		1		
	Correlation					
	Sig. (2-tailed)	.000				
	N	623		623		

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation 2025

Table 4.4 shows the correlation result for test of hypotheses on social values and employee innovation of none teaching staff of Chukwuemeka Odumegwu Ojukwu University. The result reveals a strong positive correlation between social values and employee innovation of non- teaching staff of Chukwuemeka Odumegwu Ojukwu University with the correlation coefficient of 0.775 and its statistically significant with a P-value of $0.000 < 0.05$ significant level. Hence the null hypothesis is rejected in favour of the alternate hypotheses which state that social values have influence on employee innovation of none teaching staff of Chukwuemeka Odumegwu Ojukwu University.

Discussion of Findings

The study examined the influence of the social cultural environment on employee performance of non-teaching staff at Chukwuemeka Odumegwu Ojukwu University, focusing on societal norms, power distance, and social values as dimensions of culture. The results revealed a strong and statistically significant relationship between each of these cultural factors and employee performance indicators such as quality-of-service delivery, administrative accuracy, and employee innovation.

First, the finding from Hypothesis One indicated a strong positive correlation ($r = 0.733$; $p < 0.05$) between societal norms and the quality-of-service delivery by non-teaching staff. This suggests that the behavioral expectations, ethical standards, and shared beliefs within the university community significantly shape how staff deliver services. When societal norms emphasize discipline, respect, and accountability, employees are more likely to adhere to professional standards and deliver quality services. This aligns with the findings of Gabriel (2014) who studied the relationship between socio-cultural factors and quality-of-service delivery in the South West, Nigeria. The result of his study showed significant negative relationship between attitudes and performance, significant negative relationship

between authority relationship and the performance while value system has a positive relationship with quality-of-service delivery. The study concludes that quality-of-service delivery would improve significantly if they should modify those socio-cultural factors that have negative impact on the quality-of-service delivery.

Second, the test of Hypothesis Two revealed a very strong positive correlation ($r = 0.900$; $p < 0.05$) between power distance and administrative accuracy. This means that the level of hierarchical authority and respect for leadership strongly affects how administrative duties are performed. In institutions where authority is clearly defined and communication flows effectively across levels, administrative tasks are executed with greater accuracy and efficiency. This finding supports earlier studies of Hollman, Ewruhjakpor, and Ogege. (2023), who examine Socio-cultural Factors and Employees' Performance in Organizations: A study of Hydrocarbon Pollution Remediation Project, Port-Harcourt, Rivers State, Nigeria. The finding of the revealed that socio-cultural factors such as marital status and educational background have a big impact on how well they do their jobs.

Third, the result of Hypothesis Three showed a strong positive correlation ($r = 0.775$; $p < 0.05$) between social values and employee innovation. This implies that a university culture that promotes openness, teamwork, and recognition of creativity encourages staff to contribute innovative ideas. When employees feel supported and valued within the institutional culture, they become more motivated to explore new methods of performing their duties and solving work-related challenges. This finding is supported by the findings of Abbate, Bonfanti, Misuraca, and Ruggieri, (2015), who investigated the effect of power distance on prosocial behavioral intentions in a workplace context and examines the moderating role of prosocial personality traits. The findings confirmed that participants with lower power distance perceptions exhibited significantly higher pro social intentions and revealed the moderating role of prosocial personality traits. By examining the interaction between power distance beliefs, prosocial intentions, and prosocial dispositional traits, our study contributes new insights into

how both structural beliefs and personality traits jointly shape prosocial intentions in organizational settings, potentially informing strategies to cultivate a supportive and collaborative work environment.

Summary of Findings, Conclusion and Recommendations

Summary of Findings

1. There is a strong positive relationship between societal norms and service quality ($r = 0.733$).
2. There is a very strong positive relationship between power distance and administrative accuracy ($r = 0.900$).
3. There is a strong positive relationship between social values and employee innovation ($r = 0.775$).

Conclusion

Based on the findings, the study concludes that the social cultural environment significantly influences the performance of non-teaching staff in Chukwuemeka Odumegwu Ojukwu University. Specifically, societal norms positively affect quality of service delivery; power distance impacts administrative accuracy; and social values enhance employee innovation. Therefore, creating and maintaining a healthy social culture within the university is essential for achieving institutional efficiency and employee effectiveness.

Recommendations

4. The university management should strengthen positive societal norms that promote ethical conduct, punctuality, teamwork, and professionalism among non-teaching staff. Regular sensitization workshops should be organized to reinforce expected service behavior and accountability.
5. The university should maintain a healthy balance in power relationships by promoting open communication and participatory decision-making, while preserving respect for institutional hierarchy. This will ensure that administrative duties are carried out with precision and mutual accountability.
6. Management should foster social values that encourage creativity and innovation through reward systems, recognition schemes, and capacity-building initiatives that empower non-teaching staff to contribute new ideas.

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