



UTILIZATION OF MARKET AND HIERARCHICAL ORGANIZATIONAL CULTURES FOR EFFECTIVE MANAGEMENT PRACTICES IN SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined the utilization of market and hierarchical organizational cultures for effective management practices in senior secondary schools in Rivers State. The study was guided by two research questions and corresponding hypotheses. A descriptive survey research design was adopted, with a population of 350 principals of public senior secondary schools in Rivers State, consisting of 241 males and 109 females. Given the manageable size, the study employed a census sampling technique, involving all members of the population. Data were collected using a self-structured 35-item questionnaire titled “Organizational Culture for Effective Management of Public Senior Secondary Schools Questionnaire (OCEMPSSSQ)”, validated by experts in educational management. The reliability of the instrument, determined through the test–retest method, yielded a coefficient of .891, indicating high consistency. Data analysis involved the use of mean and standard deviation for the research questions, and independent t-test for hypothesis testing at .05 level of significance. Findings revealed that both market and hierarchical organizational cultures significantly enhance the effective management of public senior secondary schools through improved leadership, discipline, performance orientation, and accountability. The study concluded that the combination of these cultural dimensions promotes institutional efficiency and sustainable development. It recommended the integration of cultural values into school administration and capacity-building programs for principals to strengthen management effectiveness.

Keywords: Organizational culture, market culture, hierarchical culture, management effectiveness, senior secondary schools, Rivers State.

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INTRODUCTION

Organizational culture shapes how institutions interpret goals, allocate resources, and coordinate actions; in schools it directly affects leadership practices, teacher behaviour, and student outcomes (Schein, 2010). Two contrasting cultural archetypes like the market culture, which prizes competitiveness, achievement and external performance metrics, and the hierarchical culture, which emphasises rules, formal structure and stability are especially relevant when analysing management practices in senior secondary schools (Cameron & Quinn, 2011). Understanding how these cultures are utilized for effective management in the specific socio-political and educational context of Rivers State helps educational leaders and policy-makers craft interventions that are contextually appropriate and sustainable.

Market organizational culture foregrounds results, targets and accountability. In a school with a strong market orientation, principals and senior managers set clear performance targets (e.g., examination results, enrolment growth, graduation rates), monitor progress rigorously, and reward measurable success (Kotter & Heskett, 1992). Such a culture can drive improvements in academic standards when target-setting is combined with professional support for teachers, data-informed decision-making, and community engagement to mobilise resources. However, an unchecked market results on risks that narrow the curriculum, over-emphasising examination performance, and undermining intrinsic motivations among staff (Fullan, 2001). In Rivers State public senior secondary schools operate within constrained budgets, varied local expectations and evolving accountability regimes and the deliberate use of market-oriented practices (target-setting, stakeholder reporting, and performance incentives) must therefore be balanced with attention to equity and the broader educational mission.

Hierarchical culture, by contrast, provides stability through clearly defined roles, regulations and standardised procedures (Cameron & Quinn, 2011). In many public education systems, hierarchical features in formal job descriptions, inspection regimes, and procedural checks have been central to maintaining order and ensuring compliance with policy. When effectively utilised in senior secondary schools, hierarchical mechanisms can ensure consistency in curriculum delivery, safety protocols, and transparent administrative processes (Bush, 2011). For Rivers State schools, hierarchical strength may be particularly useful for managing logistics, ensuring regulatory compliance, and coordinating large-scale activities (e.g., examinations, school feeding, or infrastructure maintenance). Yet excessive bureaucracy can stifle innovation and responsiveness, making it difficult for schools to adapt to local needs or to empower teachers and students (Schein, 2010).

Effective school management often requires not a pure adoption of one culture but a strategic blending of cultural elements: using market mechanisms to set clear goals and drive improvement while relying on hierarchical systems to sustain order and fairness (Kotter & Heskett, 1992; Cameron & Quinn, 2011). This integrative approach is consistent with contemporary models of educational leadership that emphasise both direction-setting and capacity-building: leaders must craft performance expectations and accountability structures (market elements) while also developing systems, rules and routines (hierarchical elements) that support reliable delivery of services (Bush, 2011; Fullan, 2001).

Empirical investigation into how these cultures are actually utilised for the practices, artefacts and leadership behaviours that translate cultural orientation into day-to-day management is critical. Such research should examine how principals interpret state and community expectations, how teachers experience incentives and rules, and how students and

parents perceive the consequences of cultural emphases. In the Rivers State context, factors such as resource constraints, socio-cultural diversity and policy implementation gaps will mediate how market and hierarchical cultures operate in practice.

This study, therefore, explored the utilisation of market and hierarchical organizational cultures for effective management practices in senior secondary schools in Rivers State. It aims to identify which cultural practices promote instructional quality, administrative efficiency and stakeholder trust, and to suggest balanced management strategies that leverage the strengths of both cultural types while mitigating their risks.

Statement of the Problem

Effective management of public senior secondary schools in Rivers State is central to achieving educational quality, accountability, and student success. However, persistent administrative challenges like poor coordination, low staff motivation, inadequate supervision, and weak goal attainment continue to undermine school effectiveness and improvement. These problems are often linked to the underlying organizational culture that shapes the management practices, decision-making, and staff behaviour in schools. Despite government policies and reforms aimed at improving efficiency, many senior school leaders still rely on traditional hierarchical structures that emphasize control and compliance, while others attempt to adopt market-oriented approaches that are focused on performance, competition, and results.

The extent to which these organizational cultures (market and hierarchical) are utilized to enhance effective management in Rivers State senior secondary schools remains unclear. Schools struggle to balance the stability and order provided by hierarchical systems with the flexibility and innovation encouraged by market-oriented practices. Inadequate understanding of how these cultural dimensions influence leadership styles, communication patterns, teacher engagement, and accountability mechanisms has contributed to inconsistent administrative outcomes across schools.

Consequently, there is a pressing need to examine how market and hierarchical organizational cultures are being applied in the management of senior secondary schools in Rivers State. This inquiry is supposed to provide insights into which cultural orientations or combinations best promote administrative effectiveness, improved teaching and learning conditions, and sustainable school development within the state's public education system.

Aim and Objectives of the Study

The aim of the study was to investigate the utilization of market and hierarchical organizational cultures for effective management practices in senior secondary schools in Rivers State. The study was intended to:

- Ascertain how market organizational culture is utilized for effective management of public senior secondary schools in Rivers State.
- Determine how hierarchical organizational culture is utilized for effective management of public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

- How is market organizational culture utilized for effective management of senior secondary school in Rivers State?
- How is hierarchical culture utilized for effective management of public senior secondary school in Rivers State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

- There is no significant difference in the mean rating of male and female principals on how market organizational culture is utilized for effective management of public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of male and female principals on how hierarchical culture is utilized for effective management of public senior secondary schools in Rivers State.

CONCEPTUAL CLARIFICATIONS

The Competing Values Framework (CVF)

The Competing Values Framework (CVF), developed by Cameron and Quinn (2011), is one of the most influential models for understanding and diagnosing organizational culture, leadership, and effectiveness. The framework emerged from extensive research into indicators of organizational success and has since been applied in various sectors, including education, health, and business management. The CVF provides a lens through which organizations can examine their internal dynamics, identify dominant cultural orientations, and understand how these orientations influence performance, decision-making, and management practices.

At the heart of the CVF are two key dimensions that describe how organizations operate. The first dimension contrasts flexibility and discretion with stability and control, while the second contrasts an internal focus and integration with an external focus and differentiation. When these two dimensions intersect, they form four quadrants representing distinct organizational culture types: Clan, Adhocracy, Market, and Hierarchy (Cameron & Quinn, 2011).

The Clan culture is internally focused and emphasizes flexibility, teamwork, participation, and a family-like environment. It values loyalty, collaboration, and employee involvement. The Adhocracy culture, on the other hand, is externally oriented and emphasizes innovation, creativity, and adaptability. Organizations with this culture thrive in dynamic environments that require experimentation and risk-taking. The Market culture is externally focused but oriented toward stability and control. It values competitiveness, productivity, goal achievement, and tangible performance outcomes. Finally, the Hierarchy culture is internally focused and emphasizes order, rules, uniformity, and efficiency through formalized structures and procedures (Cameron & Quinn, 2011; Denison & Spreitzer, 1991).

The strength of the CVF lies in its recognition that these cultural types represent competing values that organizations must balance to achieve effectiveness. For instance, flexibility and control are inherently conflicting priorities, yet both are essential for long-term success. Similarly, organizations must attend to both internal integration (maintaining harmony and stability) and external adaptation (responding to market and environmental demands). Effective leaders, therefore, understand how to reconcile and integrate these competing values based on contextual demands (Quinn & Rohrbaugh, 1983).

In the context of educational management, the CVF provides a useful framework for examining how school leaders utilize different cultural orientations to achieve institutional goals. For example, a hierarchical culture within a school emphasizes structure, compliance with policies, standardized procedures, and accountability. Hierarchical culture ensures stability and reliability in the management of large public institutions like senior secondary schools. Rules, schedules, and reporting lines provide consistency and reduce uncertainty, which is important for ensuring that educational standards and government regulations are met (Bush, 2011).

Conversely, the market culture emphasizes competitiveness, performance, and results-oriented management. In secondary schools, it manifests as a focus on academic achievement, examination outcomes, enrolment targets, and performance-based accountability systems. Leaders operating under a market orientation often use measurable goals and reward mechanisms to motivate teachers and students toward higher productivity (Kotter & Heskett, 1992). However, excessive reliance on market mechanisms can lead to undue pressure, reduced collaboration, and an overemphasis on measurable outputs at the expense of holistic education (Fullan, 2001).

The CVF helps explain how these two seemingly opposing cultures like market and hierarchy can coexist and complement each other when properly balanced. In Rivers State, for instance, senior secondary school management comply with the bureaucratic structures of the Ministry of Education while they also strive to meet performance benchmarks such as students' results, community satisfaction, and teacher effectiveness, which are the market elements. Successful senior school leaders draw from both cultural orientations like the use hierarchical structures to ensure order and accountability, and market-driven strategies to enhance motivation, competition, and performance.

Nonetheless, researches (e.g., Bush, 2011; Ololube, 2024) have indicated that organizations with cultural balance that integrate aspects of multiple CVF quadrants tend to exhibit higher levels of adaptability and effectiveness (Cameron & Quinn, 2011). For educational institutions, this balance means blending procedural control with innovation and performance focus. Such integration enables schools to respond to both internal needs (discipline, consistency, staff welfare) and external expectations (academic excellence, community accountability). The CVF therefore promotes a holistic understanding of how school culture can be managed to achieve sustained effectiveness.

Furthermore, the CVF informs leadership development by highlighting that effective leaders embody competencies from multiple cultural orientations. For example, senior secondary school principal should not only act as a coordinator and monitor (hierarchy role) but also as a competitor and producer (market role). This versatility allows leaders to adapt to different challenges, from enforcing discipline to motivating staff toward higher performance. In this way, the CVF aligns with contemporary leadership theories such as transformational and strategic leadership, which emphasize adaptability, vision, and balanced decision-making.

The Competing Values Framework provides a comprehensive theoretical foundation for analyzing how market and hierarchical cultures are utilized for effective school management. It

captures the tension and synergy between structure and performance, control and innovation, internal order and external competitiveness. Applying this framework to the management of senior secondary schools in Rivers State enables a deeper understanding of how cultural orientations influence leadership practices, organizational effectiveness, and educational outcomes. The CVF thus serves not only as an analytical tool but also as a practical guide for developing adaptive, balanced, and effective educational management strategies.

Public Senior Secondary Schools in Rivers State

Public senior secondary schools in Rivers State form a crucial tier of the state's formal education system. It provides the final phase of pre-university education that prepares students for national examinations, vocational pathways, and tertiary education. Public senior secondary schools are governed primarily by the Rivers State Ministry of Education and the Schools Board. These schools follow the national senior secondary curriculum while also responding to state-level policy directives and local community needs. They typically encompass three grades (SS1-SS3), offering subject streams such as Sciences, Arts, Social Sciences, and Vocational/Technical studies.

Geographically distributed across urban semi-urban and rural communities, public senior secondary schools in Rivers State serve diverse student populations with varying socio-economic backgrounds. The urban schools often have higher enrolment, relatively better infrastructure, and greater access to qualified teachers, whereas rural schools frequently struggle with shortages of specialist staff, dilapidated facilities, and limited instructional resources. This uneven distribution of resources affects equity of access and learning outcomes across the state.

According to Ololube (2017), the administration in these schools follows a hierarchical model where the principals are the leaders, supported by vice-principals, heads of departments, and non-teaching officers. Governance involves compliance with state regulations, oversight through inspectorate visits, and reporting to education authorities. At the school level, leadership is responsible for curriculum implementation, staff supervision, discipline, record-keeping, and community engagement. Community stakeholders like parents, PTA, local chiefs, and religious bodies often play active roles in mobilizing support, infrastructure maintenance, and fee-related matters.

The key challenges confronting public senior secondary schools in Rivers State include inadequate and irregular funding, poor physical infrastructure (classrooms, libraries, laboratories), limited access to teaching and learning materials, high teacher turnover or absenteeism in remote areas, and gaps in continuous professional development. These constraints are compounded by socio-economic pressures on students (poverty, irregular attendance), and occasionally by security concerns in certain localities. As a result, performance on national examinations varies widely between schools.

Despite these challenges, several strengths exist like committed teaching personnel in many schools, growing ICT adoption in urban centers, active PTAs, and state-led programs aimed at improving infrastructure and teacher capacity. Strategic priorities for strengthening the sector include targeted investment in laboratory and library facilities, systematic in-service training for teachers, improved teacher posting and retention policies for rural schools, stronger data-driven supervision systems, and enhanced partnerships with communities and private stakeholders. Strengthening these areas would improve equity, raise academic standards, and

ensure that Rivers State's public senior secondary schools better fulfill their mandate of preparing youths for higher education and productive citizenship.

How Market Organizational Culture is Utilized for Effective Management

Market organizational culture is characterized by competitiveness, productivity, and a results-oriented focus. It emphasizes goal achievement, efficiency, and measurable performance outcomes as indicators of effectiveness (Cameron & Quinn, 2011). Within the context of educational management, especially in public senior secondary schools in Rivers State, Nigeria, market culture translates into administrative strategies that promote accountability, excellence, and competition. The essence of this culture lies in driving schools to achieve tangible educational outcomes such as improved academic performance, enhanced staff productivity, and effective resource utilization.

Market organizational culture prioritizes setting clear objectives and performance standards for both staff and students. In senior secondary schools, this is seen in the establishment of measurable targets such as examination pass rates, attendance levels, and teacher evaluation metrics. School principals, acting as result-oriented managers, align institutional activities with performance goals mandated by the Rivers State Ministry of Education and other regulatory bodies. This target-based approach motivates teachers to improve instructional delivery and adopt innovative teaching methods to enhance student achievement. According to Kotter and Heskett (1992), when organizational members share a commitment to defined performance goals, productivity and institutional effectiveness are significantly enhanced.

Another key aspect of market culture utilization in school management is accountability and performance appraisal. Principals in Rivers State employ structured performance evaluation systems to assess teacher effectiveness and student progress. Regular supervision, classroom observations, and examination analyses help ensure that teachers adhere to instructional standards. Through data-driven evaluations, school administrators identify performance gaps and develop intervention strategies such as professional development workshops or mentoring programs. This aligns with the principles of managerial accountability, which strengthen transparency and improve decision-making (Bush, 2011).

Market culture promotes healthy competition among staff and students, serving as a motivational tool. Teachers are encouraged to demonstrate excellence through rewards, recognition, and opportunities for promotion. Similarly, students are motivated through prize-giving ceremonies, scholarships, and public acknowledgment of outstanding performance. Such recognition reinforces a culture of merit and continuous improvement, encouraging both teachers and learners to strive for excellence. According to Fullan (2001), competition within an educational setting can be a powerful catalyst for innovation and commitment when it is ethically managed and supported by collaborative structures.

Effective utilization of market culture also requires strategic leadership. School heads act as performance-oriented leaders who drive the vision, mission, and strategic direction of their institutions. They develop action plans aligned with government educational policies and ensure the effective deployment of human and material resources to achieve desired outcomes. In Rivers State, this may include aligning school improvement plans with state education reforms, using budgetary allocations to enhance learning infrastructure, and fostering partnerships with community stakeholders. Kotter (1996) noted that leaders in market-oriented organizations

succeed by inspiring others through goal clarity, measurable progress, and reward for achievement.

Communication and stakeholder engagement are also integral to the implementation of market culture in schools. Principals engage with parents, community leaders, and education boards to ensure that the school's goals are understood and supported. Regular meetings, open forums, and newsletters communicate achievements and challenges, promoting transparency and accountability. This engagement helps build trust and creates a sense of shared responsibility for school success. In market-oriented schools, effective communication ensures that all stakeholders understand performance expectations and contribute meaningfully to the achievement of institutional goals (Schein, 2010).

However, successful application of market culture requires balance and contextual sensitivity. Overemphasis on competition and performance metrics can lead to stress, burnout, and a neglect of intrinsic educational values such as creativity, ethics, and emotional development. Therefore, effective management in Rivers State schools involves integrating market principles with supportive leadership and ethical considerations. This balance ensures that performance goals are achieved without compromising the well-being of teachers and students (Fullan, 2001).

Furthermore, market culture influences resource management by encouraging efficiency and accountability in the use of financial and material resources. School administrators are expected to manage funds judiciously, ensure timely procurement of instructional materials, and maintain facilities in optimal condition. The emphasis on results compels leaders to adopt cost-effective strategies that yield measurable educational improvements. Okumbe (1998) explained that resource optimization and performance orientation are central to effective school administration, particularly in resource-constrained environments.

In Rivers State, the utilization of market organizational culture has contributed to fostering professionalism, accountability, and improved educational outcomes in many schools. By promoting clear expectations, rewarding high performance, and ensuring transparent management practices, principals enhance school credibility and community trust. However, achieving this requires competent leadership, effective supervision, and continuous professional development to ensure that market-oriented strategies are appropriately implemented and ethically grounded.

Market organizational culture provides a valuable framework for achieving effective management of senior secondary schools in Rivers State. Through goal setting, accountability, healthy competition, performance evaluation, and efficient resource management, schools can achieve higher levels of productivity and educational excellence. When combined with supportive leadership and ethical practice, market culture enhances the overall effectiveness of school administration and contributes to the realization of the state's educational objectives. Thus, the effective utilization of market culture serves as a driving force for continuous improvement, innovation, and sustainable educational development in Rivers State's secondary education system.

How Hierarchical Organizational Culture is Utilized for Effective Management

Hierarchical organizational culture emphasizes order, structure, formal rules, authority, and control as mechanisms for ensuring efficiency and stability within an organization. It is characterized by clear lines of command, standardized procedures, and strict adherence to

policies and regulations (Cameron & Quinn, 2011). In educational management, particularly within the public sector, hierarchical culture serves as a fundamental framework through which schools maintain discipline, accountability, and coordination. In the context of public senior secondary schools in Rivers State, hierarchical culture plays a vital role in ensuring effective management, policy implementation, and consistent educational outcomes across diverse institutions.

At its core, hierarchical culture promotes clarity in roles and responsibilities. Each member of the school community from the principal to teachers, non-teaching staff, and students understands their position within the system and the expectations attached to it. This well-defined structure minimizes confusion, enhances coordination, and ensures smooth execution of administrative and instructional duties. According to Schein (2010), hierarchical systems reduce ambiguity by establishing authority lines and creating predictable patterns of behaviour. In Rivers State schools, this manifests in the appointment of principals, vice-principals, heads of departments, and class teachers with distinct functions that support the achievement of institutional goals.

The principal, as the administrative head, occupies a central role in the hierarchy. Acting as both a manager and leader, the principal enforces rules, ensures adherence to government policies, and oversees teaching and learning processes. The hierarchical structure allows principals to delegate tasks effectively while maintaining oversight through reporting and supervision mechanisms. This structured leadership ensures that educational activities are implemented according to established standards set by the Rivers State Ministry of Education. In the same vein, Bush (2011) emphasized that hierarchical systems provide the control mechanisms necessary for ensuring accountability and consistency in school operations.

Another way hierarchical culture is utilized in Rivers State schools is through policy implementation and compliance. Public secondary schools operate under policies formulated by the state government and educational boards. Hierarchical culture facilitates the translation of these policies into practical action by creating a chain of command that communicates directives from the top to the grassroots. Teachers and administrators adhere to prescribed curricula, attendance regulations, and disciplinary codes. This uniformity across schools promotes equity and ensures that educational standards are maintained throughout the system. Furthermore, hierarchical procedures such as inspections, audits, and performance evaluations help monitor compliance, thereby sustaining quality assurance (Okumbe, 1998).

The maintenance of discipline is another key aspect of hierarchical culture in school management. Rules and regulations are critical to maintaining order and shaping the behaviour of students and staff. In Rivers State public schools, disciplinary committees, student handbooks, and staff codes of conduct are established to guide behaviour and promote institutional harmony. Such structures reflect hierarchical control mechanisms that foster a conducive learning environment. According to Hoy and Miskel (2008), the enforcement of discipline through clear rules and consequences contributes significantly to school effectiveness and stability.

Hierarchical culture also enhances communication and decision-making by following formalized procedures. Information flows vertically from the Ministry of Education to school management, then to teachers and students. This top-down approach ensures that decisions are consistent with state educational objectives and that accountability is maintained at every level. While this may limit flexibility, it ensures that policies are uniformly understood and implemented. Regular staff meetings, reports, and memos serve as communication tools that reinforce hierarchical coordination and transparency (Cameron & Quinn, 2011).

Furthermore, hierarchical systems promote efficiency in administrative and resource management. Principals and bursars operate under strict financial guidelines, ensuring transparency and accountability in the management of funds. Procurement procedures, budget approvals, and expenditure controls are formalized to prevent misuse of resources. Such structures are essential for maintaining integrity and trust in public institutions. As noted by Kotter and Heskett (1992), formal systems of control ensure that organizational activities align with established goals, leading to improved performance and sustainability.

In terms of teacher supervision and evaluation, hierarchical culture establishes clear performance expectations and accountability systems. Principals and heads of departments conduct regular classroom observations, appraise teaching performance, and provide feedback aimed at improvement. These supervisory processes ensure that teaching standards are upheld and that students receive quality instruction. Through these mechanisms, hierarchical culture reinforces professionalism, commitment, and continuous improvement among teachers (Bush, 2011).

However, while hierarchical culture provides stability and order, it must be managed carefully to avoid rigidity and resistance to change. Excessive bureaucracy can hinder creativity, innovation, and participatory decision-making. In the dynamic educational environment of Rivers State, school leaders must therefore combine hierarchical order with flexibility and collaboration to achieve balanced management. Fullan (2001) argued that effective leadership requires adaptability and the ability to respond to emerging challenges while maintaining structural integrity. According to Ololube (2017), hierarchical organizational culture is utilized in the management of public senior secondary schools in Rivers State through structured leadership, policy compliance, disciplined environments, efficient communication, and transparent resource management. It provides the administrative backbone that ensures consistency and accountability in educational delivery. When complemented by elements of flexibility and participatory leadership, hierarchical culture serves as a reliable framework for achieving effective school management and sustaining educational quality across public institutions in the state.

METHODOLOGY

The study employed a descriptive survey research design, which was deemed appropriate for investigating the relationship between organizational culture and effective management of public senior secondary schools in Rivers State. This design enabled the researcher to gather data directly from participants to describe and analyze existing conditions, opinions, and management practices within the school system.

The population of the study consisted of 350 principals of public senior secondary schools in Rivers State, comprising 241 males and 109 females (Source: Planning, Research, and Statistics Department, Rivers State Senior Secondary Schools Board, 2024).

Given the manageable size of the population, the study adopted a census sampling technique, whereby all 350 principals were included in the study. This approach ensured full representation of the target population, thereby eliminating sampling bias and enhancing the reliability of the findings. The sample therefore included 241 male and 109 female principals from all the public senior secondary schools in the state.

Data were collected using a self-structured 35-item questionnaire titled “Organizational Culture for Effective Management of Public Senior Secondary Schools Questionnaire

(OCEMPSSSQ)”. The instrument comprised two sections: Section ‘A’ captured demographic information of the respondents, and Section ‘B’ sought responses to the two research questions. Items in Section B were structured on a 4-point Likert scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

The validity of the instrument was established through expert review. The researcher’s supervisor and two senior lecturers from the Department of Educational Management, Ignatius Ajuru University of Education, examined the questionnaire for clarity, relevance, and content adequacy. All suggested corrections and modifications were made before final administration.

The reliability of the instrument was determined using the test-retest method. The questionnaire was administered to 20 principals of private secondary schools in Rivers State and re-administered after a two-week interval. The responses from both administrations were correlated using the Pearson Product Moment Correlation (PPMC) method, yielding a reliability coefficient of .891, which indicates a high level of internal consistency and stability over time.

A total of 350 copies of the questionnaire were distributed to the principals of public senior secondary schools across Rivers State by the researcher with the assistance of two trained research assistants. Respondents were encouraged to complete the questionnaires immediately to ensure a high return rate. Some were allowed to complete them later and were subsequently visited for collection. Out of the 350 copies distributed, 340 were properly completed and returned, representing a response rate of 97.14%, which was considered adequate for analysis.

Data collected were analyzed using mean and standard deviation to answer the research questions, while independent t-test statistics were employed to test the null hypotheses at .05 level of significance. The decision rule for interpreting the mean was set at 2.50: any item with a mean score of 2.50 or above was regarded as Agree, while any mean score below 2.50 was interpreted as Disagree. For hypothesis testing, a null hypothesis was accepted when the calculated t-value (t-cal) was less than the tabulated t-value (t-tab) and rejected when the t-cal exceeded the t-tab value.

RESULTS

Research Question One: How is market organizational culture utilized for effective management of senior secondary school in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on how market organizational culture enhance the effective management of senior secondary school in Rivers State

s/n	Item Statements (N=340)	Male Principals N=236		Female Principals N=104		Mean Set	SD	Decision
		Mean	SD ₁	Mean	SD ₂			
1	Market organizational culture encourages healthy competition among students and teachers	2.61	.65	2.63	.66	2.62	.66	Agree
2	Market organizational culture promotes efficiency in resource allocation and management	2.59	.65	2.52	.63	2.56	.64	Agree
3	Market organizational culture views students and parents as "customers" and strives to meet their needs and expectations	2.64	.66	2.56	.60	2.60	.63	Agree

4	Market organizational culture responds quickly to changes in educational trends and student needs	2.62	.65	2.60	.64	2.61	.65	Agree
5	Market organizational culture encourages continuous improvement in teaching methods	2.64	.66	2.57	.60	2.61	.63	Agree
Grand Mean Set & Standard deviation		2.62	.65	2.58	.63	2.60	.64	Agree

Table 1 presents the mean ratings and standard deviation of the respondents on how market organizational culture is utilized for effective management of senior secondary school in Rivers State. The analysis presented in the above table showed the following range perceptions for items 1 to 5: Market organizational culture encourages healthy competition among students and teachers (Mean=2.62 and SD=.66), Market organizational culture promotes efficiency in resource allocation and management (Mean=2.56 and SD=.64), Market organizational culture views students and parents as "customers" and strives to meet their needs and expectations (Mean=2.60 and SD=.63), Market organizational culture responds quickly to changes in educational trends and student needs (Mean=2.61 and SD=.65) and Market organizational culture encourages continuous improvement in teaching methods (Mean=2.61 and SD=.63). These indicated that respondents generally agreed on all the items as their mean ratings exceeded the criterion of 2.50. Furthermore, the table showed a grand mean and standard deviation (Mean = 2.60 and SD = .64), which is above the criterion mean of 2.50. This further implies that, market organizational culture is utilized for effective management of senior secondary school in Rivers State.

Research Question Two: How is hierarchical culture utilized for effective management of public senior secondary school in Rivers State?

Table 2: Mean ratings and standard deviation of the respondents on how hierarchical culture enhance the effective management of public senior secondary school in Rivers State

s/n	Item Statements	Male Principals N=236		Female Principals N=104		Mean Set	SD	Decision
		Mean	SD ₁	Mean	SD ₂			
6	Hierarchical organizational culture provides a clear hierarchy of authority, roles, and responsibilities	2.58	.65	2.60	.65	2.59	.65	Agree
7	Hierarchical organizational culture establishes clear rules, procedures, and processes	2.57	.64	2.58	.65	2.58	.65	Agree
8	Hierarchical organizational culture ensures that each staff member understands their roles and responsibilities	2.61	.65	2.61	.65	2.61	.65	Agree
9	Hierarchical organizational culture holds individuals accountable for their actions and performance	2.59	.64	2.59	.64	2.59	.64	Agree
10	Hierarchical organizational culture Encourages respect for authority figures such as principals and administrators	2.61	.65	2.53	.63	2.57	.64	Agree
Grand Mean Set & Standard deviation		2.59	.65	2.58	.64	2.59	.65	Agree

Table 2 presents the mean ratings and standard deviation of the respondents on how hierarchical culture is utilized for effective management of public senior secondary school in Rivers State. The analysis presented in the above table showed the following range perceptions for items 6 to 10: Hierarchical organizational culture provides a clear hierarchy of authority, roles, and responsibilities (Mean=2.59 and SD=.65), Hierarchical organizational culture establishes clear rules, procedures, and processes (Mean=2.58 and SD=.65), Hierarchical organizational culture ensures that each staff member understands their roles and responsibilities (Mean=2.61 and SD=.65), Hierarchical organizational culture holds individuals accountable for their actions and performance (Mean=2.59 and SD=.64) and Hierarchical organizational culture Encourages respect for authority figures such as principals and administrators (Mean=2.57 and SD=.64). These indicated that respondents generally agreed on all the items as their mean ratings exceeded the criterion of 2.50. Furthermore, the table showed a grand mean and standard deviation (Mean = 2.59 and SD = .65), which is above the criterion mean of 2.50. This further implies that, hierarchical culture contributes to effective management of public senior secondary school in Rivers State.

H₀₁: There is no significant difference in the mean rating of male and female principals on the use of market organizational culture for effective management of public senior secondary schools in Rivers State.

Table 3: Summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the use of market organizational culture for effective management of public senior secondary schools in Rivers State

Respondents'	N (340)	\bar{X}	SD	Df	t-tab	t-cal	Decision
Male Principals	236	2.62	.65	338			
Female Principals	104	2.58	.63		± 1.96	.759	No significant

Table 3 presents the summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the use of market organizational culture for effective management of public senior secondary schools in Rivers State. The result of table above shows that the t-calculated value of .759 is less than t-critical value of ± 1.96 at P-value of 0.05 level of significance at the degree of freedom of 338. Therefore, the null hypothesis is accepted. This implies that there is no significant difference between the mean ratings of male and female principals on the use of market organizational culture for effective management of public senior secondary schools in Rivers State.

H₀₂: There is no significant difference in the mean ratings of male and female principals on the use of hierarchical culture for effective management of public senior secondary schools in Rivers State.

Table 4: Summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the use of hierarchical culture for effective management of public senior secondary schools in Rivers State

Respondents'	N (340)	\bar{X}	SD	Df	t-tab	t-cal	Decision
Male Principals	236	2.59	.65	338			
Female Principals	104	2.58	.64		± 1.96	.189	No significant

Table 4 presents the summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the use of hierarchical culture for effective management of public senior secondary schools in Rivers State. The result of table above shows that the t-calculated value of .189 is less than t-critical value of ± 1.96 at P-value of 0.05 level of significance at the degree of freedom of 338. Therefore, the null hypothesis is accepted. This implies that there is no significant difference between the mean ratings of male and female principals on the use of hierarchical culture for effective management of public senior secondary schools in Rivers State.

DISCUSSION

Market Organizational Culture for Effective Management

It was also revealed in this study that market organizational culture enhances the effective management of senior secondary school in Rivers State and there is no significant difference in the mean rating of male and female principals on the market organizational culture for effective management of public senior secondary schools in Rivers State. This finding is in line with the view of Cameron and Quinn (1998) who opined that market culture is focused on transactions with external stakeholders such as suppliers, consumers, associates and so on. Competiveness and performance are the main principles. Schools maximize competitiveness and growth by putting a heavy focus on outward positioning and control. The basic principles in a corporate culture are that the external world is aggressive that customers are picky and valued oriented, and that the school's goal is to improve its competitive position.

Competitive or market culture brings out the best of people and motivates them to achieve their goals. When used properly in classrooms, it has the potentials to greatly improve literacy. Competitive culture or market culture in the classroom is certainly beneficial, it should be welcomed. It enables students to stretch themselves, to make the most of their true talents and potentials. It's more beneficial when used together with students with the same talents. Supporting this view Nwosu (2018), Ogbosu (2013) and Okafor (2010) stated that by awarding places at the end of the term/semester, schools have traditionally fostered competitive culture among students. The average score obtained from an aggregate of assessments and assignment grades is used to assign apposition to each student.

In reality, some schools award ranks based on subject as well as overall class rank. The conscientious students is usually concerned with the position that he or she obtains, and no decent student tries to transfer from a high to lower position in the curriculum. This keeps the spirit of competition alive in the classroom (Hoy and Miskel, 2008). Students will quickly compare their skills with that of their peers to identify who their competitors are. In other words, they access their own capabilities and identify their opponents. They will then determine how

much time they would bring into their jobs in order to maintain their place on top. They will eventually admit that there are certain students on whom they are unable to compete with. And must admit defeat. The competitive climate in school is mostly projected by the teachers and also demonstrated among the students.

Hierarchical Culture for Effective Management

Finally, it was revealed that Hierarchical culture enhances effective management of public senior secondary school in Rivers State and there is no significant difference in the mean ratings of male and female principals on the hierarchical culture for effective management of public senior secondary schools in Rivers State. This finding is in line with the view of Bush (2011) and Schein (2010) who opined that the school where hierarchy prevails is strictly structured, with rigid administrative protocols in place to provide direction. The hierarchy culture emphasizes on performance and creditability, and leadership is focused on well-organized and teamwork and monitoring in school. Consistency and uniformity are among the ideas of schools where there is hierarchy culture. It is the codification of knowledge and the principal's and the principal management approach that distinguishes the management of school within the hierarchy culture type. As a result, knowledge can be accessed and without needing to notify others (Onyeka, 2018; Ololube, 2017). A hierarchy culture has a central center of authority from where rays of force scatter across the school (Corell et al., 2019). This means that power is in the center. This type of organizational culture is rule-oriented, in the sense that it emphasizes reference for authority, rationality in operations, task separation, and standardization (Okorie, 2012; Okoro, 2015). The center is the formal authority within the organization, with the ability to monitor and manipulate operations.

CONCLUSION

This study on the utilization of market and hierarchical organizational cultures for effective management of senior secondary schools in Rivers State underscores the vital role of organizational culture in shaping administrative efficiency, leadership practices, and institutional performance. The findings revealed that both market and hierarchical cultures contribute significantly to effective school management, though they do so through different mechanisms. While market culture emphasizes competitiveness, goal attainment, and performance-driven leadership, hierarchical culture promotes order, stability, and adherence to established procedures. Together, these cultural dimensions foster accountability, enhance decision-making, and support the achievement of educational objectives.

Furthermore, the study established that the effective management of public senior secondary schools depends not only on leadership competence but also on the alignment of school practices with appropriate cultural frameworks. Through the cultivation of a balance between innovation, discipline, and structured administrative processes, school leaders can create an enabling environment for staff motivation, collaboration, and improved student outcomes. Hence, education administrators in Rivers State should strategically integrate elements of both market and hierarchical cultures to enhance productivity, ensure policy compliance, and promote sustainable development within the secondary education system.

Recommendations

- School principals and education administrators in Rivers State should consciously integrate both market and hierarchical cultural values into their management practices. This can be achieved by promoting competitiveness and goal orientation (from the market culture) alongside structure, discipline, and procedural consistency (from the hierarchical culture) to enhance overall administrative effectiveness.
- The Rivers State Ministry of Education and relevant education boards should organize continuous professional development programs for principals and administrators focused on organizational culture and management effectiveness. Such training will enable them to understand, adapt, and apply the most suitable cultural approaches to improve leadership performance, staff productivity, and student achievement.

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