AMERICAN JOURNALS
Open Access, Peer Reviewed Journals

American Journal of Research in Humanities and Social Sciences
ISSN (E): 2832-8019 Volume 38, | July - 2025

ORGANISATIONAL CULTURE AND EMPLOYEE PERFORMANCE IN DEPOSIT MONEY BANKS IN YENAGOA, BAYELSA STATE, NIGERIA

F. N. Kieriseiye
Department of Business Administration
Federal University Otuoke
Faithnyana@gmail.com

L. L. Gilbert
Department of Business Administration
Federal University Otuoke
laguog@gmail.com

A B S T R A C T

The study investigated organisational culture and employees' performance of deposit money banks in Yenagoa, Bayelsa State, Nigeria using four objectives. This study employs a descriptive survey research design and utilizes a quantitative research method by distributing an online questionnaire through the use of Google Form. This study sample consist of 231 employees using simple random sampling technique. The regression analysis results in hypotheses one and three found that organisational core values ($R2 = 0.413$; $\beta = 0.643$, $t = 12.705$; $p = 0.000$) and ($R2 = 0.475$; $\beta = 0.689$, $t = 14.400$; $p = 0.000$) has a strong influence in determining employee efficiency and work behaviour respectively. The study also found in hypotheses two and four that organisational learning ($R2 = 0.678$; $\beta = 0.824$, $t = 21.981$; $p = 0.000$) and ($R2 = 0.289$; $\beta = 0.537$, $t = 9.640$; $p = 0.000$) has a strong influence in determining employee efficiency and work behaviour respectively. This study concluded that organisational core values and learning have significant positive influence on employee efficiency and work behaviour. Therefore, it is recommended that organisations should foster a positive organisational culture through effective leadership and core values alignment.

K E Y W O R D S

Core values, Employee efficiency, Employee learning, Organisational culture, Work behaviour.

Introduction

An organisations success and longevity in today's cutthroat business environment are heavily dependent on the performance of its employees. Organisational culture is one of the most important elements that affects employee performance. It includes the rules, attitudes, beliefs, and behaviour that everyone in a business context follows to determine how they act and talk to each other (Nasruddin et al. 2023). Cultural alignment is especially important in the banking industry, where service quality, operational efficiency, and customer pleasure are all crucial for staying ahead of the competition (Fakhar et al., 2014; Bulach et al., 2012).

Deposit Money Banks (DMBs) in Yenagoa, the capital of Bayelsa State in Nigeria, face a wide range of difficulties. These include rigorous rules and regulations, rapid changes in technology, changing client needs, and complicated social and economic situations (Ojo, 2012; Ali, 2017). The success of these banks depends a lot on how well their employees constantly do their jobs. Their productivity has a direct impact on how well they serve customers, keep customers, and reach their financial goals. However, the culture of the organisation typically determines whether this performance improves or deteriorates. Yenagoa is a unique place to look at these processes. Organisational culture is even more strategic in the Niger Delta, which is noted for its poor infrastructure, security issues, and political instability because it is a regional banking centre. It not only helps employees work together, but it also keeps them engaged and helps them provide excellent service even when things go wrong outside the company (Salih, 2019; Mba et al., 2014).

It is widely accepted that employees are important contributors whose work makes other organisations resources more successful. But banks don't always do poorly because they hire the wrong people or don't offer enough incentives. A lot of the time, it's because managers, supervisors, and HR experts don't completely understand how much organisational culture affects behaviour and results at all levels (Ada & Cross, 2021; Erica et al., 2022). Changing cultural norms in Yenagoa's banking industry, which are generally shaped by high performance goals and client expectations, can put a lot of stress on workers. If this stress isn’t handled in a supportive environment, it could cause burnout, unhappiness with work, and inconsistent performance (Ridwan et al., 2020; El Leithy, 2017).

Many employees are unaware of the core beliefs, mission, and strategic direction of their organisations, which further weakens their sense of purpose and alignment with corporate goals. Bolarinwa and Soetan (2019) highlighted several pressing challenges in Nigeria’s modern banking environment, including rising competition, difficulty in retaining customers, and the constant pressure to meet innovation demands amid evolving business models.

In addition, organisations tend to prioritize financial performance metrics, often overlooking intangible drivers like organisational culture, which profoundly influence employee attitudes and behaviour. Despite implementing modern motivational programs, many firms still struggle with employee engagement and performance largely due to underestimating the influence of workplace culture (Cascio, 2006). As Nasruddin et al. (2023) emphasized, strong and positive cultures can transform average employees into top performers, whereas poor cultures can demoralize even high achievers. Given this, it is imperative to examine how organisational culture affects employee performance within deposit money banks in Yenagoa, Bayelsa State.

Literature Review

Organisational Culture

Ada and Cross (2021) argue that culture is fundamentally connected to the idea of human society. Erica, Chang, and Simon (2022) articulate that culture is a multifaceted construct that includes knowledge, belief, art, morals, law, customs, and various skills and habits that individuals acquire within a societal context. The existing customs, traditions, and operational methods of an organisation are largely shaped by its historical actions and the degree of success attained in those efforts. Hauwa (2022) detailed that culture is transmitted to employees through multiple channels, with the most impactful being narratives, rituals, symbols, and languages. Melletus and Meruo (2020) argue that the concept of culture has a rich and extensive historical background. In the last decade, certain organisational scholars and leaders have employed it to represent the atmosphere and practices that organisations foster in relation to their personnel management, or to indicate the articulated values and principles of an organisation.

Nasruddin et al. (2023) describe organisational culture as the collection of important assumptions that are widely shared among all members of an organisation, frequently existing in an implicit manner. Organisational culture is fundamentally shaped by two core elements: values and beliefs. The values reflect the assumptions put forth by leaders within the organisation and are viewed as the ideals that all members strive to achieve. Conversely, beliefs are assumptions about reality that are influenced by experience (Nasruddin et al., 2023). Organisational culture includes the shared views of work practices within particular organisational units, which can differ from those in other units (Mba, 2014). The interconnected array of collective values and behaviour inherent to the organisation often sustains itself (Kotter & James 2008). Schein (2010) articulates that organisational culture comprises a collection of fundamental assumptions that a group creates, discovers, or develops while tackling challenges related to external adaptation and internal integration. The effectiveness of these assumptions has led to their recognition as valid, making them suitable for teaching new members the appropriate ways to perceive, think, and feel about these challenges.

Core values and Work behaviour of employees are examined as the dimensions of organisational culture in this study.

Core Values

Organisational core values represent the fundamental beliefs that guide its direction and purpose. The values articulated here represent the essence of a company, distinguishing it from its competitors in the marketplace. The organization's perspective and core principles are communicated to all stakeholders (Bourne, Jenkins & Parry, 2019). The values of an organisation should be authentic and tailored to the specific context of the business. It is essential to clearly articulate the expectations of the business for its employees, providing a framework for informed decision-making. Examples of an organization's values include equality, loyalty, integrity, respect, innovation, teamwork, and efficiency (Avota, McFadzean & Peiseniece, 2015). Caga (2022) defines organisational values as the standards that dictate acceptable behaviour among individuals within the organisation. The absence of these values may cause employees' actions to be swayed by their personal beliefs, potentially leading to behaviour that is deemed unacceptable by the organisation.

Organisational Learning

Learning is therefore an essential concept for businesses, encompassing both personal and organisational forms of learning. Organisational learning has consistently been acknowledged as a key driver and indicator of business success (Qi & Chau, 2018). Organisational learning represents a multifaceted process that encompasses intuition, interpretation, integration, and the institutionalization of information (Chou and Ramser 2019; Engström & Käkelä, 2019). It involves the conversion of tacit knowledge into explicit knowledge (Oh & Han, 2020; Ghasemzadeh et al., 2019) and facilitates the rapid exchange of knowledge among individuals and organisations (Jain & Moreno, 2015). According to Muniz (2019), the foundation of organisational learning lies in in-person learning. In defining organisational learning or the learning organisation, numerous scholars have highlighted the importance of "proper learning" that yields specific outcomes. These outcomes include enhanced organisational intelligence, an improved knowledge base, greater shareholder satisfaction, increased long-term adaptability, heightened organisational productivity, more effective activities for customers and partners, and the development of a competitive advantage (Kaminska & Borzillo, 2018; DiBella, 2019; Bates & Khasawneh, 2005).

Employees Performance

The significance of employee performance for the sustainability and expansion of an organisation is widely recognised by managers (Armstrong & Taylor, 2020). This occurrence has been observed among professionals in human resource management across both public and private sectors. The performance level of an individual is contingent upon the effort they exert, the skills they possess, and the knowledge they have gained in carrying out tasks. The contribution of employees in reaching organisational goals and facilitating efficient resource distribution is essential, as they are responsible for overseeing all non-human resources (Lee, Idris & Tuckey 2019). In conclusion, employee performance serves as a vital criterion that is intricately connected to a company's results and successes (Peccei & Van De Voorde 2019).

Kotter and Heskett (2011) articulate that employee performance refers to the degree to which an individual effectively completes a designated task in relation to established benchmarks of accuracy, completeness, cost-effectiveness, and productivity. According to Davies, McNabb, and Whitfield (2015), performance is characterised by the degree to which an individual meets the objectives set by the organisation in their role. The evaluation of employee performance pertains to how well an employee's contributions correspond with the attainment of organisational goals (Iqbal, 2015). Performance encompasses the collective contributions of employees in effectively executing their roles and responsibilities, with the intention of reaching the organisations' goals and objectives (Delery & Gupta, 2016). Employee performance refers to the effective completion of assigned tasks by individuals or teams, assessed by a supervisor within an organisation (Berberoglu & Secim, 2015).

Employees Efficiency

The efficiency of employees is a primary focus of organisational behaviour due to its impact on the overall performance of the organisation. The efficiency of employees is regarded as a critical factor due to its correlation with various organisational aspects, including performance quality, organisational citizenship, and reduced job turnover rates (Kotagi, Angolkar & Koppad, 2023). Weak employee efficiency results in numerous negative consequences that lead to the deterioration of organisational performance. Efficiency is evaluated based on performance criteria related to adherence to schedule and budget constraints. Carefulness is the most reliable predictor; employees who exhibit this trait are generally competent, dutiful, self-disciplined, and motivated to achieve (Kotagi, Angolkar & Koppad, 2023).

Employee efficiency refers to the capacity of an employee to generate the maximum output within the least amount of time. It is crucial to distinguish between employee efficiency and employee productivity, the latter of which solely emphasises raw outputs (Shin & Konrad, 2017). Efficiency encompasses quality considerations. This indicates that an employee must generate a significant volume of high-quality output to be considered efficient. Quality is contingent upon various factors specific to each organisation. Devi (2017) posits that employee efficiency varies based on individual knowledge, skill sets, and experience.

Employee Work Behaviour

The work behaviour of employees is defined as their particular reactions to various situations encountered in the workplace (Onikoyi, Awolusi & Ayodeji, 2015). The work behaviour of employees is fundamentally formal and can be shaped by job requirements, poor job designs, or less-than-ideal work conditions. Responses from employees in these situations can lead to two distinct types of work behaviour: positive work behaviour, known as Organisational Citizenship Behaviour (OCB), and negative work behaviour, termed Counterproductive Work Behaviour (CWB). Meta-analytic studies in management have primarily focused on negative work behaviour rather than positive ones, operating under the assumption that positive work behaviour naturally improve organisational performance (Susanty & Miradipta, 2013).

The evaluation of employee work behaviour can be conducted using metrics like absenteeism, disloyalty, and the embezzlement of public funds (Uche, George & Abiola, 2017). The work attitude of employees relates to their conduct within an organisation (Fakhar, Iqbal & Gulzar, 2014).

Empirical Review

Agwu (2014) examined the impact of organisational culture on employee performance within the National Agency for Food and Drugs Administration and Control in Nigeria, finding a significant correlation between organisational culture and enhanced employee productivity. A study conducted by Fakhar, Iqbal, and Gulzar (2014) examined the influence of organisational culture on employee job performance within Software Houses in Pakistan, revealing a significant positive relationship between the two variables. Ojo (2012) analysed various concepts related to organisational culture and sought to determine the significance of the relationship between organisational culture and corporate performance within a business context. The research employed a survey design. The researcher selected Nigerian employees within the commercial banking sector as the population for the study. The researcher's findings indicate that organisational culture significantly influences an organisations' overall performance.

Ali (2017), conducted a study on the impact of organisational culture on corporate financial performance, focusing on the mediating role of organisational communication. Cultures have been identified as predictors of organisational effectiveness (OE). This article examines the impact of organisational culture (OCL), whether strong or weak, on organisational effectiveness (OE) within the context of Indian technical education. The study also investigates the mediating role of organisational communication (OCM). Data were collected from 167 heads of engineering and management schools regarding OCL and OE, as well as from 334 of their subordinates concerning OCM, through a questionnaire survey. Findings suggest that organisations characterised by a robust and well-established culture exhibit superior performance compared to those with a weaker cultural foundation. The impact of OCL passes on institutional effectiveness via OCM. Therefore, higher educational institutions must prioritise the enhancement of OCL and OCM to increase their effectiveness.

Mba, Njugi, and Agusioma (2014) examined the impact of organisational culture on performance within non-financial institutions, specifically focussing on World Vision Kenya. The study employed linear regression analysis to examine the correlation between organisational culture and organisational performance. It was found that organisational culture significantly influenced performance by enhancing organisational philosophy, work atmosphere, performance targets, and organisational stability.

Bulach, Lunenburg and Potter (2012) summarised the impact of organisational culture on employee behaviour and performance through four key concepts. Understanding an organization's culture enables employees to comprehend its history and current operational methods. This insight offers direction regarding anticipated future behaviours. Secondly, organisational culture can enhance commitment to the organization's philosophy and values. This commitment fosters a collective sense of striving towards shared objectives. Organisations can attain effectiveness only when employees align in their values. Third, organisational culture functions as a control mechanism through its norms, directing behaviours towards desired outcomes and away from undesired ones. This can be achieved by recruiting, selecting, and retaining employees whose values align with those of the organisation. Certain types of organisational cultures may be directly associated with enhanced effectiveness and productivity compared to others.

A study conducted in Kurdistan revealed a significant and positive relationship between organisational values in the banking sector and employee performance (Salih, 2019). They suggest that the values upheld by an organisation influence the performance of its employees. Ridwan et al. (2020) discovered that the culture within Indonesian companies has the potential to either foster or obstruct innovation and overall company performance.

Kyoungshin and Zhenqiu (2019) emphasised that organisational learning serves as a crucial driver for the sustained survival and performance of all organisations. Calantone et al. (2002), in their examination of learning organisations, noted that these entities gather and assimilate information and knowledge from various sources, ensuring that such insights are effectively utilised to inform both current and future decision-making processes within the organisation. Chaveerug and Ussahawanitchakit (2008) suggested that the experience and knowledge from different units and departments should be preserved in the organisation’s memory for convenient access when required; asserting that this knowledge can enhance organisational learning and performance. Several investigations have been conducted concerning organisational learning across different contexts.

Methodology

This study employs a descriptive survey research design. The population for this study consists of all employees in various banking departments such as operation, administration, customer service, front desk officers, loan officers, marketing, relationship managers and others. The total population of the deposit money banks in Yenagoa is about 25 with 546 employees. The sample size from the study population is calculated using the Taro-Yamene Formula is 231 employees from the deposit money bank branches in Yenagoa, Bayelsa State, Nigeria. The closed-ended structured questionnaire was used to generate data.A questionnaire made from the 60-item survey scale by Denison (2000) was adapted to gather data about the organisation culture (Independent variable). The dependent variable (employee job performance) survey scale was drawn from Han et al. (2007) and was used to measure employee performance. The reliability of the study's instruments was evaluated using the Cronbach alpha test. Descriptive and inferential statistics were used in this study's data analysis. Testing hypotheses was the main emphasis of the inferential analysis. With the use of the Statistical Package for Social Science

(SPSS) 23.0 window version, Linewar regression analysis was used to determine hypotheses 0ne, two, three and four.

Objectives of the Study

The aim of this study is to investigate the influence of organisational culture on employee performance of deposit money banks in Yenagoa, Bayelsa State.

The specific objectives of this study are therefore:

i. To examine the influence of organisational core values on employees' efficiency in the money deposit banks in Yenagoa, Bayelsa State.
ii. To determine the effect of organisational learning on employees' efficiency in deposit money banks in Yenagoa, Bayelsa State.
iii. To investigate the relationship between organisational core values and employees' work behaviour in money deposit banks in Yenagoa, Bayelsa State.
iv. To find out the relationship between organisational learning and employees' work behaviour in deposit money banks in Yenagoa, Bayelsa State.

Research Questions

i. What is the influence of organisational core values on employees' efficiency?
ii. What is the effect of organisational learning on employees' efficiency?
iii. Do organisational core values have significant relationship with employees' work behaviour?
iv. What is the relationship between organisational learning and employees' work behaviour?

Research Hypotheses

H_{01}: Organisational core values do not have significant influence on employees' efficiency.

H_{02}: Organisational learning does not have significant effect on employees' efficiency.

H_{03}: Organisational core values have no positive significant relationship with employees' work behaviour.

H_{04}: There is no significant relationship between organisational learning and employees' work behaviour.

Conceptual Framework

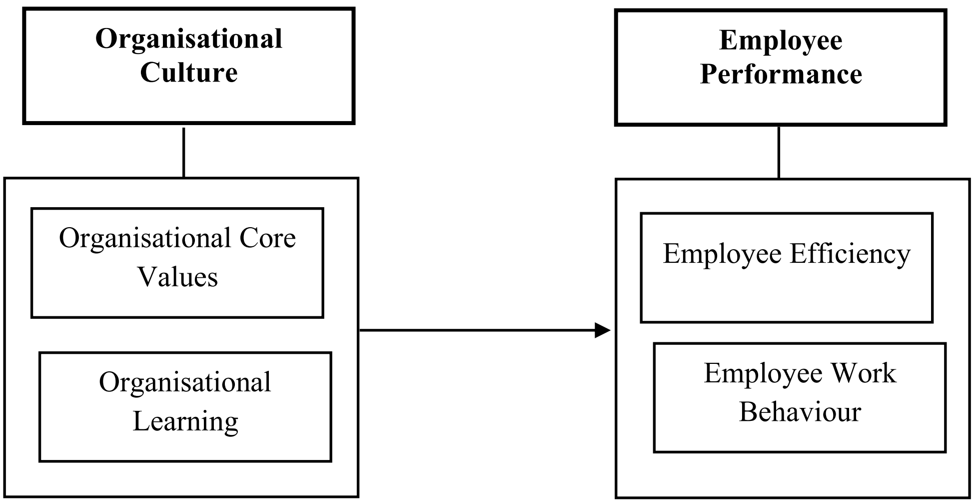

Figure 1.1: Conceptual Framework of the study

Source: The dimensions of organisational culture were adopted from Denison Organisational culture Model (2005) while the measures of employee performance were adopted from Robbins, S. P., & Judge, T. A. (2019).

Data Analysis

Questionnaire Distribution and Collection

A total of two hundred and thirty-one (231) copies of questionnaire were distributed to the respondents of the studied firms. Out of seventy set of questionnaires distributed in this study, all of them were retrieved. This represents 100% rate of return. The researcher discovered that the entire questionnaire returned where correctly filled.

Descriptive Analysis

Table 1: Organisational core values on employees' efficiency

S/N	Items	SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean	Std. Dev.
1	In this organisation, leaders and managers "practice what they preach" and this aid employee effectiveness.	115 (49.8)	79 (34.2)	29 (12.6)	6 (2.6)	2 (0.9)	4.29	.850
2	There is a clear and consistent set of values that governs the way we do business in this organisation and it has a way of improving our efficiency.	107 (46.3)	70 (30.3)	28 (12.1)	20 (8.7)	6 (2.6)	4.09	1.078
3	When people ignore our core values, they are held accountable for their inefficiency.	95 (41.1)	98 (42.4)	20 (8.7)	16 (6.9)	2 (0.9)	4.14	.942
4	There is an ethical code that guides our behaviour and tells us right from wrong when carrying out our individual tasks and it lead employees towards the right direction.	113 (48.9)	95 (41.1)	21 (9.1)	2 (0.9)	-	4.38	.687
5	There is a clearly defined culture for everyone to follow in order to improve their performance.	135 (58.4)	85 (36.8)	9 (3.9)	2 (0.9)	-	4.35	.965

Source: Researcher's findings, 2025.

According to the findings on table 1, majority of the respondents in the deposit money banks, agreed and strongly agreed that organisational core values have influence on employee efficiency as indicated in the five questions being answered. For question one, 84.0% (194) of the respondents agreed and strongly agreed. For question two, 76.6% (177) of the respondents agreed and strongly agreed. For question three, majority of the respondents agreed and strongly agreed with the question 83.5% (193). Furthermore, in question four respondents agreed and strongly agreed to the question with 90% (208).

Finally, it was agreed and strongly agreed in question five that there is a clearly defined culture for everyone to follow in order to improve their performance with 95.2% (220).

Table 2: Organisational learning on employees' efficiency

S/N	Items	SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean	Std. Dev.
1	This organisation encourages employees to attend training programmes in order to gain new skills.	113 (48.9)	105 (45.5)	11 (4.8)	2 (0.9)	-	4.11	.857
2	Innovation and risk taking are encouraged and rewarded by the leadership of this organisation and this helps in improving employee's efficiency.	94 (40.7)	129 (55.8)	-	6 (2.6)	2 (0.9)	4.09	.764
3	In this organisation, failure is seen as an opportunity for learning and improvement which tends to lead to better performance.	122 (52.8)	95 (41.1)	12 (5.2)	2 (0.9)	-	4.15	.899
4	Head of units make certain that everyone is informed about what is going on across the organization so that they can better understand the culture of the organisation for better performance.	129 (55.8)	93 (40.3)	7 (3.0)	2 (0.9)	-	4.06	.870
5	Employee learning is viewed as an investment in the knowledge generation in the institution	116 (50.2)	100 (43.3)	-	13 (5.6)	2 (0.9)	4.07	.897
6	New and improved ways to do work are continually adopted by this organisation.	104 (45.0)	98 (42.4)	27 (11.7)	2 (0.9)	-	3.46	.907

Source: Researcher's findings, 2025.

According to the findings on table 2, majority of the respondents in the deposit money banks, agreed and strongly agreed that organisational learning have influence on employee efficiency as indicated in the five questions being answered. For question one, 94.4% (218) of the respondents agreed and strongly agreed with the question. In question two, 96.5% (223) of the respondents agreed and strongly agreed. For question three, 93.9% (217) of the respondents agreed and strongly agreed. For question four, majority of the respondents agreed and strongly agreed with the question 96.1% (222). Furthermore, in question five respondents agreed and strongly agreed to the question with 93.5% (216). Finally, it was agreed and strongly agreed in question six that new and improved ways to do work are continually adopted by the banks with 87.4% (202).

Table 3: Organisational core values and employees' work behaviour

S/N	Items	SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean	Std. Dev.
1	This organisation has an ethical code that guides employee's behaviour and tells us right from wrong work behaviour.	95 (41.2)	128 (55.4)	-	6 (2.5)	2 (0.9)	4.08	.767
2	The cultural values inform every move and decision made by employees or managers in my organisation, hence shaping their behaviour.	116 (50.2)	107 (46.3)	6 (2.6)	2 (0.9)	-	4.11	.821
3	My organisation core values capture the heart and mind of the employees while providing guidance and direction on how to carry out work tasks.	134 (58.0)	92 (39.8)	-	5 (2.2)	-	3.89	.810
4	The ethical codes and values of this organisation helps to improve employees work behaviour.	128 (55.4)	90 (39.0)	-	7 (3.0)	6 (2.6)	4.35	.925
5	Employees having sense of belonging and recognition helps in shaping their working behaviour.	122 (52.7)	107 (46.4)	-	-	2 (0.9)	4.21	.906

Source: Researcher's findings, 2025.

According to the findings on table 3, majority of the respondents in the deposit money banks, agreed and strongly agreed that organisational learning have influence on employee efficiency as indicated in the five questions being answered. For question one, 96.6% (223) of the respondents agreed and strongly agreed. For question two, 96.5% (223) of the respondents agreed and strongly agreed. For question three, majority of the respondents agreed and strongly agreed with the question 97.8% (226). Furthermore, in question four respondents agreed and strongly agreed to the question with 94.4% (218). Finally, it was agreed and strongly agreed in question five that employees having sense of belonging and recognition helps in shaping their working behaviour with 99.1% (229).

Table 4: Organisational learning and employees' work behaviour

S/N	Items	SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean	Std. Dev.
1	This organisation continually invests in the development of its employee's skills in order to remain competitive and meet on-going business needs which tends to lead to positive behaviour.	119 (51.5)	106 (45.9)	-	6 (2.6)	-	4.16	.946
2	Cultivating a culture of training and development in this organisation improves performance and work behaviour.	126 (54.5)	96 (41.5)	9 (4.0)	-	-	4.20	.966
3	When organisation develop employees' capabilities, they become more efficient and thus they perform better with a positive work behaviour.	149 (64.5)	80 (34.6)	-	-	2 (0.9)	4.48	.768
4	Employees are rewarded in proportion to the excellence of their job effectiveness based on their learning on the job.	136 (58.9)	92 (39.8)	-	3 (1.3)	-	4.34	.869
5	Celebrating performance achieved by staff as well as teams is a way of encouraging better performance through on the job learning.	137 (59.3)	93 (40.2)	-	1 (0.4)	-	4.37	.833

Source: Researcher's findings, 2025.

According to the findings on table 4, majority of the respondents in the deposit money banks, agreed and strongly agreed that organisational learning have influence on employee efficiency as indicated in the five questions being answered. For question one, 97.4% (225) of the respondents agreed and strongly agreed. For question two, 96.0% (222) of the respondents agreed and strongly agreed. For question three, majority of the respondents agreed and strongly agreed with the question 99.1% (229). Furthermore, in question four respondents agreed and strongly agreed to the question with 98.7% (228). Finally, it was agreed and strongly agreed in question five that celebrating performance achieved by staff as well as teams is a way of encouraging better performance through on the job learning with 99.5% (230).

Bi-variate Analysis

Hypothesis 1: H_0: Organisational core values do not have significant influence on employees' efficiency.

Table 5: Regression Model Summary[b] on the influence of Organisational Core Values on Employees' Efficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.643[a]	.413	.411	.589	.413	161.414	1	229	.000	2.433

a. Predictors: (Constant), Organisational Core Values
b. Dependent Variable: Employees' Efficiency

Source: Researcher's findings, 2025.

Decision rule: The regression analysis results shown in Table 5 indicate an R-square (R^2) coefficient of 0.413. This suggests that organisational core values accounts for 41.3% of the total variance, demonstrating a strong influence in determining employee efficiency within the money deposit banks at a 0.05 level of significance.

Table 6: Coefficients[a] on the influence of Organisational Core Values on Employees' Efficiency

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.588	.200		7.935	.000		
	Organisational Core Values	.581	.046	.643	12.705	.000	1.000	1.000

a. Dependent Variable: Employee Efficiency

Source: Researcher's findings, 2025.

Decision rule: The coefficient summary table 6 demonstrated the extent of significant influence that organisational core values has on employee efficiency in the deposit money banks. The statistical outcome is presented as; Organisational core values: β= 0.643, t= 12.705; p= 0.000, indicating a statistically significant result at the 0.05 level. The results of the multicollinearity test indicate that the "linearity statistic" value reveals a VIF value of less than 10 and a tolerance greater than 0.1. The analysis indicates that multicollinearity is absent among the VIF values of the independent variable.

Hypothesis 2: H_0: Organisational learning does not have significant effect on employees' efficiency.

Table 7: Regression Model Summary[b] on the effect of Organisational Learning on Employees' Efficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.824[a]	.678	.677	.467	.678	483.178	1	229	.000	2.297

a. Predictors: (Constant), Organisational Learning
b. Dependent Variable: Employee Efficiency
Source: Researcher's findings, 2025.

Decision rule: The regression analysis results shown in Table 4.7 indicate an R-square (R^2) coefficient of 0.678. This suggests that organisational learning accounts for 67.8% of the total variance, demonstrating a strong effect in determining employee efficiency within the money deposit banks at a 0.05 level of significance.

Table 8: Coefficients[a] of the effect of Organisation Learning on Employees' Efficiency

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	.952	.147		6.474	.000		
	Organisational Learning	.778	.035	.824	21.981	.000	1.000	1.000

a. Dependent Variable: Employee Efficiency
Source: Researcher's findings, 2025.

Decision rule: The coefficient summary table 8 demonstrated the extent of significant effect that organisational learning has on employee efficiency in deposit money banks. The statistical outcome is presented as; Organisational learning: β= 0.824, t= 21.981; p= 0.000, indicating a statistically significant result at the 0.05 level. The results of the multicollinearity test indicate that the "linearity statistic" value reveals a VIF value of less than 10 and a tolerance greater than 0.1. The analysis indicates that multicollinearity is absent among the VIF values of the independent variable.

Hypothesis 3: H_0: Organisational core values have no positive significant relationship with employees' work behaviour.

Table 9: Regression Model Summary[b] on the relationship between Organisational Core Values and Employees' Work Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.689[a]	.475	.473	.651	.475	207.365	1	229	.000	1.485

a. Predictors: (Constant), Organisational Core Values
b. Dependent Variable: Employee Work Behaviour
Source: Researcher's findings, 2025.

Decision rule: The regression analysis results shown in Table 9 indicate an R-square (R^2) coefficient of 0.475. This suggests that organisational core values accounts for 47.5% of the total variance, demonstrating a strong relationship with employee work behaviour within money deposit banks at a 0.05 level of significance.

Table 10: Coefficients[a] on the relationship between Organisational Core Values and Employees' Work Behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.763	.234		3.269	.001		
	Organisational Core Values	.809	.056	.689	14.400	.000	1.000	1.000

a. Dependent Variable: Employee Work Behaviour
Source: Researcher's findings, 2025.

Decision rule: The coefficient summary table 10 demonstrated the extent of significant relationship between organisational core values and employee work behaviour in the deposit money banks. The statistical outcome is presented as; Organisational core values: β= 0.689, t= 14.400; p= 0.000, indicating a statistically significant result at the 0.05 level. The results of the multicollinearity test indicate that the "linearity statistic" value reveals a VIF value of less than 10 and a tolerance greater than 0.1. The analysis indicates that multicollinearity is absent among the VIF values of the independent variable.

Hypothesis 4: H_0: There is no significant relationship between organisational learning and employees' work behaviour

Table 11: Regression Model Summary[b] on the relationship between Organisational Learning and Employees' Work Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.537[a]	.289	.286	.718	.289	92.936	1	229	.000	1.613

a. Predictors: (Constant), Organisational Learning
b. Dependent Variable: Employee Work Behaviour
Source: Researcher's findings, 2025.

Decision rule: The regression analysis results shown in Table 11 indicate an R-square (R^2) coefficient of 0.289. This suggests that organisational learning accounts for 28.9% of the total variance, demonstrating a strong relationship with employee work behaviour within money deposit banks at a 0.05 level of significance.

Table 12: Coefficients[a] on the relationship between Organisational Learning and Employees' Work Behaviour

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	1.383	.306		4.523	.000		
	Organisational Learning	.665	.069	.537	9.640	.000	1.000	1.000

a. Dependent Variable: Employee Work Behaviour

Source: Researcher's findings, 2025.

Decision rule: The coefficient summary table 12 demonstrated the extent of wsignificant relationship between organisational learning and employee work behaviour in deposit money banks. The statistical outcome is presented as; Organisational learning: $\beta = 0.537$, $t = 9.640$; $p = 0.000$, indicating a statistically significant result at the 0.05 level. The results of the multicollinearity test indicate that the "linearity statistic" value reveals a VIF value of less than 10 and a tolerance greater than 0.1. The analysis indicates that multicollinearity is absent among the VIF values of the independent variable.

Discussion of Findings

This study found out in hypothesis one that organisational core values have significant influence on employees' efficiency among the employees of money deposit banks in Yenagoa. This suggests that adherence to the fundamental principles of their organisations can enhance employees' performance and efficiency in the workplace. This finding aligns with the research conducted by Swetha and Padmavathy (2018) as well as Larissa (2024), who discovered that core values within an organisation serve as significant tools for measuring business operations and enhancing employee efficiency. In a comparable investigation, Adamonienė et al. (2017) discovered that the values of an organisation represent the beliefs and norms that steer the decisions and actions of that organisation in pursuit of its goals and objectives. This study found out in hypothesis two that organisational learning has significant effect on employees' efficiency. This finding highlights the importance of ongoing education and skill enhancement for employees within an organisation to ensure their effectiveness. A study by Watkins and Marsick (2019) revealed that organisations fostering an enabling environment that emphasises a strong learning culture, team learning, and collaboration significantly contributes to the performance of learning organisations and empowers employees to work towards a shared vision. Aham (2024) conducted another study that revealed the organisational learning process facilitates the achievement of desired results, along with fostering improvement and innovation. Consequently, the process of learning within an organisation significantly impacts its performance, as shared knowledge among employees helps them adapt to the swiftly evolving environment and demands of customers (Giniuniene & Jurksiene, 2015).

Furthermore, in hypothesis three, this study found that organisational core values have positive significant relationship with employees' work behaviour. This finding suggests that core values within an organisation can influence employee behaviour, ultimately enhancing job performance. This aligns with the findings of Caga (2022), who discovered that organisational values establish acceptable standards that regulate individual behaviour within the organisation. This may result in employees' behaviour being shaped by their personal values, ultimately leading to behaviour that is deemed acceptable by the organisation. The discovery made by Salih (2019) is consistent with the results of this study, indicating that the core values of an organisation can effectively influence and steer the practices and behaviours of managers. This study found in hypothesis four that there is a positive significant relationship between organisational learning and employees' work behaviour. This finding indicates that organisational learning fosters positive working behaviour among employees of the selected deposit money banks. A comparable investigation conducted by Lin et al. (2017) explored the impact of organisational learning on employees' innovative behaviour and work engagement. The investigation revealed that organisational learning significantly influences employee innovativeness; however, the organisation under study was not situated within the banking sector. The findings from the study by Tan and Olaore (2022) indicate that there is a positive correlation between organisational learning and both job satisfaction and employee performance. The findings of this study corroborate earlier research indicating that organisational learning positively influences employee performance.

Conclusion

This study has made it very evident that both the underlying principles of an organisation and the way it learns are very important in determining how well people do their jobs and behave at work in Yenagoa's money deposit institutions. The results show that when workers share the core values of their company, it not only gives them a feeling of direction and dedication, but it also makes them more productive and effective at work. A positive learning culture at a company also gives employees the tools they need to adapt, come up with new ideas, and stay productive in a changing work environment. The results of all four hypotheses reveal that organisational values and learning are not just ideas; they are real things that affect how employees perform and how well the business runs. A lot of current research backs these results up, showing that how things work inside an organisation has a big effect on how well employees do their jobs, both individually and as a group. So, businesses, especially those in the banking sector, should focus on developing fundamental values and putting money into systems that support ongoing learning. This will help them get better at keeping employees engaged, improving service delivery, and staying ahead of the competition in a financial world that is becoming more and more competitive.

Recommendations

1. Organisations ought to cultivate a constructive organisational culture by implementing effective leadership and aligning core values, which will enhance employee efficiency in executing their job responsibilities. A robust organisational culture facilitates the effective and efficient management of personnel. The overall advantage within an organisation contributes to improving employee performance. Utilising resources effectively within the same cultural association contributes to the positive advancement of the organisation. Under specific conditions, the culture within an organisation can enhance and offer a competitive advantage for businesses.
2. This study further recommends that organisations in Nigeria should focus on leveraging the strong and positive cultural elements among employees, such as core values and organisational learning, to enhance employee performance through improved work behaviour. To accomplish this, upper management must prioritise the responsibility of addressing employees exhibiting negative cultural traits while recognising and rewarding those who demonstrate a commitment to achieving superior performance in their roles.

3. It is recommended, based on the study's findings, that organisations should consistently strive to enhance their staff through organisational learning by effectively establishing a knowledge management culture that will contribute to sustained employee performance over time.
4. Banks should promote constructive work habits by encouraging collaboration and creativity through rewards for sharing knowledge and addressing problems. Recognising and rewarding teams and people that are flexible in their learning and use new information well can help build a culture of always becoming better and doing the right thing.

References

1. Abejirinde, J., & Odoh, M. (2025). Workforce distribution and performance in Nigerian financial institutions. Journal of Management and Development Studies, 13(1), 56–68.
2. Ada, R., & Cross, L. (2021). Culture and human society: Intersections and implications. Journal of Social Theory, 17(1), 45–60.
3. Adamonienė, R., Krikštolaitis, R., & Zinkeviciene, G. (2017). The influence of organizational values on employee behaviour. Business, Management and Education, 15(1), 1–12.
4. Agwu, M. O. (2014). Organizational culture and employees' performance in the National Agency for Food and Drugs Administration and Control (NAFDAC), Nigeria. Global Journal of Management and Business Research: A Administration and Management, 14(2), 1–9.
5. Aham, M. (2024). Organisational learning and innovation: A pathway to improved performance. Journal of Business and Organizational Development, 19(2), 67–81.
6. Ali, I. (2017). Organisational culture and corporate financial performance: The mediating role of organisational communication in technical education institutions in India. International Journal of Business and Social Science, 8(4), 112–122.
7. Armstrong, M., & Taylor, S. (2020). Armstrong's handbook of human resource management practice (15th ed.). Kogan Page.
8. Avota, S., McFadzean, E., & Peiseniece, L. (2015). Core values impact on corporate culture during the change process. Procedia - Social and Behavioral Sciences, 213, 979–984.
9. Bates, R., & Khasawneh, S. (2005). Organizational learning culture, learning transfer climate and perceived innovation in Jordanian organizations. International Journal of Training and Development, 9(2), 96–109.
10. Berberoglu, A., & Secim, H. (2015). Organizational justice and employee performance: A study in public sector in Turkey. International Business Research, 8(9), 134–141.
11. Bolarinwa, K. K., & Soetan, F. (2019). Challenges in the Nigerian banking sector: Competition, customer retention, and innovation. Journal of Banking and Finance, 11(2), 45–59.
12. Bourne, H., Jenkins, M., & Parry, E. (2019). Mapping values for business: Strategic implications of value diffusion in organizations. British Journal of Management, 30(2), 508–525.
13. Bulach, C. R., Lunenburg, F. C., & Potter, L. (2012). Creating a culture for high-performing schools: A comprehensive approach to school reform and dropout prevention (2nd ed.). Rowman & Littlefield Education.
14. Caga, T. (2022). Organisational values and behavioural standards: An empirical study. African Journal of Management Studies, 14(3), 210–225.
15. Calantone, R. J., Cavusgil, S. T., & Zhao, Y. (2002). Learning orientation, firm innovation capability, and firm performance. Industrial Marketing Management, 31(6), 515–524.

16. Cascio, W. F. (2006). Managing human resources: Productivity, quality of work life, profits (7th ed.). McGraw-Hill Irwin.
17. Chaveerug, A., & Ussahawanitchakit, P. (2008). Learning organization and competitive advantage: An empirical investigation of frozen food exporting firms in Thailand. Journal of International Business and Economics, 8(3), 11–25.
18. Chou, S. Y., & Ramser, C. (2019). Organisational learning and innovation performance: A meta-analysis. Journal of Knowledge Management, 23(6), 1051–1073.
19. Davies, R., McNabb, B., & Whitfield, T. (2015). Measuring performance: Definitions and dilemmas. Public Administration Quarterly, 39(4), 573–598.
20. Delery, J. E., & Gupta, N. (2016). Human resource management practices and organizational effectiveness: Insights from the strategic human resource management literature. Human Resource Management Review, 26(2), 106–115.
21. Denison, D. R. (2000). Organizational culture: Can it be a key lever for driving organizational change? In S. Cartwright & C. Cooper (Eds.), The Handbook of Organizational Culture and Climate (pp. 347–372). John Wiley & Sons.
22. Devi, K. (2017). Understanding employee efficiency: Impact of skill and experience. International Journal of Management Research, 12(4), 42–51.
23. DiBella, A. J. (2019). Learning practices: Assessment and action for organizational improvement (2nd ed.). Routledge.
24. El Leithy, W. (2017). Work attitude and employee performance in the Egyptian banking sector. International Journal of Business and Social Science, 8(10), 121–129.
25. Engström, A., & Käkelä, J. (2019). Organisational learning and performance: The role of collective memory. Learning Organization, 26(1), 40–56.
26. Erica, M., Chang, L., & Simon, J. (2022). Cultural dimensions and societal learning. Journal of Intercultural Studies, 25(3), 231–245.
27. Erica, M., Chang, L., & Simon, J. (2022). Cultural dimensions and societal learning. Journal of Intercultural Studies, 25(3), 231–245.
28. Fakhar, A., Iqbal, M. Z., & Gulzar, M. A. (2014). Impact of organizational culture on employees job performance: An empirical study of software houses in Pakistan. International Journal of Business and Management Invention, 3(9), 43–50.
29. Ghasemzadeh, M., Safari, H., & Hosseini, S. (2019). Organisational learning and competitive advantage through tacit knowledge sharing. Journal of Knowledge Economy, 10(2), 456–472.
30. Giniūnienė, J., & Jurksienė, L. (2015). Dynamic capabilities, organisational learning and organisational performance: A case of a European university. Procedia - Social and Behavioral Sciences, 213, 985–991.
31. Han, G. H., Chiang, H. H., & Chang, A. (2007). Employee participation in decision making, psychological ownership and knowledge sharing: Mediating role of organizational commitment in Taiwanese high-tech organizations. The International Journal of Human Resource Management, 21(12), 2218–2233.
32. Hauwa, A. (2022). Channels of organisational culture transmission: A behavioural perspective. International Journal of Business Psychology, 7(1), 88–99.
33. Iqbal, M. Z. (2015). Measuring individual performance in business organisations. Management Studies and Economic Systems, 2(1), 23–29.

34. Jain, R., & Moreno, A. (2015). Organizational learning and knowledge management: An integrative framework. Journal of Knowledge Management Practice, 16(2), 1–11.
35. Kaminska, B., & Borzillo, S. (2018). Organisational learning through failure: The case of corporate restructuring. Journal of Organizational Change Management, 31(2), 378–398.
36. Kotagi, S., Angolkar, D., & Koppad, A. (2023). Employee efficiency and organisational productivity: A comprehensive assessment. Journal of Management and Innovation Studies, 18(2), 101–117.
37. Kotter, J. P., & Heskett, J. L. (2011). Corporate culture and performance. Free Press.
38. Kotter, J. P., & James, L. H. (2008). Organisational culture and change: Key drivers for transformation. Leadership Quarterly, 19(2), 295–303.
39. Kyoungshin, K., & Zhenqiu, L. (2019). Organizational learning as a pathway to sustainable performance. Journal of Knowledge Management, 23(4), 823–847.
40. Larissa, K. (2024). Core values and employee engagement: Insights for modern organisations. International Journal of Human Resource Studies, 14(1), 45–58.
41. Lee, C., Idris, M. A., & Tuckey, M. R. (2019). Supervisory coaching and performance: Exploring the mediating role of work engagement and the moderating role of job resources. International Journal of Environmental Research and Public Health, 16(20), 3886.
42. Lin, H. F., Hsu, M. H., & Yeh, Y. C. (2017). A study on the organizational learning, innovation, and performance relationship in service organizations. Management Decision, 55(1), 1–17.
43. Mba, O. (2014). Organisational culture and employee performance in the Nigerian public sector. African Journal of Business Management, 8(15), 539–546.
44. Mba, O., Njugi, D., & Agusioma, N. (2014). The impact of organisational culture on performance in non-financial institutions: A case of World Vision Kenya. International Journal of Academic Research in Business and Social Sciences, 4(12), 222–232.
45. Melletus, O., & Meruo, T. (2020). Historical roots of organisational culture: Implications for modern management. Journal of Historical Management, 6(2), 34–49.
46. Muniz, C. (2019). The foundation of organisational learning: The importance of face-to-face learning. Management Learning Review, 14(1), 52–68.
47. Nasruddin, E., Abdullah, A., & Ishak, M. (2023). The impact of organisational culture on employee performance: Evidence from service industries. International Journal of Business and Management Studies, 15(1), 22–35.
48. Nasruddin, E., Abdullah, A., & Ishak, M. (2023). The impact of organisational culture on employee performance: Evidence from service industries. International Journal of Business and Management Studies, 15(1), 22–35.
49. Oh, J. H., & Han, S. (2020). From tacit to explicit: Knowledge transformation and its effect on performance. Journal of Knowledge Management, 24(3), 497–512.
50. Ojo, O. (2012). The effect of organizational culture on corporate performance: An empirical study of Nigerian companies. International Journal of Business and Social Science, 3(8), 211–217.
51. Onikoyi, I. A., Awolusi, O. D., & Ayodeji, H. (2015). Employee behaviour and productivity in Nigerian organisations. Journal of Management and Strategy, 6(2), 112–121.
52. Peccei, R., & Van De Voorde, K. (2019). Human resource management and the well-being-performance link: A review and research agenda. Human Resource Management Journal, 29(3), 277–294.

53. Qi, Y., & Chau, P. Y. K. (2018). Relationship between organisational learning and performance: A systematic review. Management Research Review, 41(1), 34–52.
54. Ridwan, A., Nugroho, Y., & Lestari, D. (2020). Organisational culture and innovation: A study of Indonesian firms. International Journal of Innovation Management, 24(1), 2050007.
55. Salih, M. A. (2019). Organisational values and employee performance in the banking sector of Kurdistan. Middle East Journal of Management, 6(3), 210–225.
56. Schein, E. H. (2010). Organizational culture and leadership (4th ed.). Jossey-Bass.
57. Shin, D., & Konrad, A. M. (2017). Causality between high-performance work systems and organisational performance. Journal of Organizational Effectiveness: People and Performance, 4(1), 53–71.
58. Susanty, A., & Miradipta, R. (2013). Employee's work behaviour and performance: The role of culture and attitude. Journal of Business and Management, 14(6), 1–6.
59. Swetha, S., & Padmavathy, S. (2018). The impact of core organizational values on employee performance. International Journal of Management Research and Reviews, 8(2), 32–41.
60. Tan, D. R., & Olaore, I. B. (2022). The relationship between organisational learning, job satisfaction and employee performance. International Journal of Business and Management Invention, 11(4), 20–29.
61. Uche, I., George, O., & Abiola, K. (2017). Employee behaviour and ethical practices in Nigerian public institutions. African Journal of Human Resource Management, 10(2), 96–108.
62. Watkins, K. E., & Marsick, V. J. (2019). Informal and incidental learning in the workplace (2nd ed.). Routledge.