AN ASSESSMENT ORGANIZATIONAL CULTURE AND EMPLOYEES COMMITMENT IN GURAGE ZONE EDUCATION DEPARMTMENT (SNNPR)

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TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS i
TABLE OF CONTENTS ii
LIST OF TABLES v
LIST OF FIGURES vi
ACRONYMS vii
ABSTRACT viii

CHAPTER ONE: THE PROBLEMS AND ITS APPROACH 1
1.1. Background of the Study 1
1.2. Statement of the Problems 4
1.3. Objectives of the Study 7
1.3.1. General Objectives 7
1.3.2. Specific objective 8
1.4. Significance of the Study 8
1.5. Delimitation of the Study 9
1.6. Limitation of the study 9
1.7. Definitions of Terms 10
1.8 Organization of the Study 10

CHAPTER TWO: REVIEW OF RELATED LITRATURE 11
2.1 Organizational Culture 11
2.1.1. The Creation and Development of Culture in Organizations 14
2.1.1.1. The Strength of Culture 15
2.1.1.2. Subcultures and Countercultures 16
2.1.1.3. The Function of Culture in Organization 17
2.1.2. The Importance of Organizational Culture 18
2.1.3. The Cultural Web 20
2.1.4. Levels of Organizational Culture 21
2.1.5. Typologies of Organizational Culture 23
2.1.6. Determinants of Organizational Culture 27
2.1.7. Developing, Changing and Managing, Maintaining and Sustaining Organizational Culture 30
2.1.7.1 Mechanisms for Developing Organizational Culture 30
2.1.7.2 Changing and Managing Organizational Culture 32
2.1.7.3 Maintaining Organizational Culture 33

It is strategic importance to understand why members of an organization join a team and do their work in order to understand and even prediction reactions to managerial actions. So commitment can provide a useful frame of reference for understanding human behavior for both individuals and organizations. It has been found that an increased employee's commitment has led to a reduced turnover of employees and resulted in an increased organizational performance (Wasti, 2003). Ensuring to reduced turn over, dissatisfaction of customers and conflict among leaders and employees are crucial for education department in Guraghe zone to maintain its key skills.

According to Lahiry (1994), it has been fund that a positive correlation exists between employee commitment and certain types of organizational cultures. This would be indicating that there are particular types of employee commitment that are better suited to certain types of organizational culture for as long as possible.

Therefore, the first rationale for conducting this research is that currently the education department been experiencing high staff/teacher/ turn over especially in the years 2007/2008-2008/2009 employees who have different education level and experiences totally **313** employees were turn-over from Zone Education Department. Because of this fact, this study aims to assess the organizational culture and commitment of employees of the Guraghe Zone Education Department. Consequently, it is important for the education sector to try and retain these skilled teachers for as long as possible.

The education sector now faces major challenges in preventing to the loss of experienced teachers to its competitors as well as changing technology and teaching learning processes. These challenges have, therefore, created the need to change the organization's culture to be more supportive to the new technology and teaching methods while at the same time finding possible ways of retaining experience teachers. It is the fact that, most teaching staff and experts want to be proved of their sectors, to have a good relationship with other members of the see for and leaders and to believe they have worth whole jobs.

The survey research conducted in GZED in 2001, has clearly indicated that , many teachers' complaints on promotion decision especially, the practices seems to have caused great feeling of annoyed because of this; teachers may not performed were their actual duties. In addition to this, the schools in the zone are characterized by high repetition and dropout rates.

Therefore, the previous study was contributed to give valuable information about the Zone Education Department. However, the study did not assess the organizational culture and employee's commitment of the Zone Education Department. So, this research was tried to assess and identify the dominant culture as perceived by members of the Zone Education Department both in the current and preferred future culture situation and it provides the existing level of employees' commitment that relates the finding may contribute to search for effective education system.

The second rationale of the study is that currently the sector managed 430 educational institutions (schools) but the success of any organization depends on customer satisfaction; quality of output and its contribution to the development endeavor of the society. However, most of the students are low achievers in their academic result at different level of education. To indicate some, the academic achievement of 8^{th} grade students in the year **2001.E.C**. were **23321** 8^{th} grade student who were taken primary school leaving regional examination, among this only, **6477 (27.8%)** of students promoted and the remaining **16844(62.2%)** students were repeated. In addition, in the next year **2002.E.C**. **23296** students who taken primary school leaving 8^{th} grade regional examination only **9801 (32.8%)** student were promoted and the remaining **13495(57.9%)** of student repeated in the class..Therefore, these problems are prevalent to the aforementioned challenges of Gurage Zone Education Department. Thus, it is timely and important to assess the organization culture and employees commitment of GZED.

1.3. Objectives of the Study

1.3.1General Objectives

The general objective of this study is to analyze, identify and understand the current and preferred organizational culture profile and employees commitment of GZED.

1.3.2.Specific Objectives

1. To identify the dominant existing and the preferred organizational culture within GZED.
2. To identify the gap between the existing and the preferred Organizational Culture within GZED.
3. To identify the current dominant levels of employee commitment within GZED.
4. To examine what factor attributed to the employees commitment gap in Guraghe zone Education Department.

In order to address the above objectives the following basic question were raised.

1.1. What is the current dominant culture type in Guraghe Zone Education Department as perceived by leaders, core process owners and employees?

1.2. What is the preferred culture type of Guraghe Zone Education Department as perceived by:

- leaders, core process owners, and employees?

2. What does the level of employees commitment look like?

2.1. What is the dominant employee's commitment type currently prevalent in Gurage Zone Education Department?

2.2. What factors attributed to the employees commitment gap in Guraghe Zone Education Department?

1.4. Significance of the Study

Organizational culture is known to have a significant effect on how employees view their organizational responsibilities and their commitment. Basically, the commitment of the people in the organization is also essential to ensure the successful implementation of the organizational policies and plants. It is agreed that while shaping the appropriate values or culture that is important to the organization, ensuring the necessary level of commitment among employees or managers are unequivocally important so as to ensure successful implementation of the organizational strategies and plans of action.

Therefore, the researcher believes that the result of this study may improve the organizational culture of the Guraghe zone Education Department and the findings of the study would serve for the following purpose.

1. It may help to assist Guraghe zone Education Department in understanding a way in which culture can be diagnosed and changed in order to enhance employee commitment.
2. It may help to render information to assist the GZED those in leadership positions in moving towards to fulfill the organization mission.
3. It may help to keep public interest and welfare by ensuring commitment and effectiveness of the zone Education Department
4. It helps to suggest the culture change strategies for zone based on the existing organizational culture.
5. It may serve as a spring board for other researches that have an interest to study the problem in wider scope.

1.5. Delimitation of the Study

In order to make the study manageable, the study is delimited in Guraghe Zone Education Department on the basis of the availability of time and resource. Moreover, the researcher of this study has a twenty years experience of working in one of Woreda Education Office of Gurage Zone Education Department and during these years he has investigated that the problem under study was more serious than the other public sector institutions in Gurage Zone. The study was delimited to assess the current dominant and preferred culture type of Gurahe Zone Education Department and to identify the level of employee's commitment that would bring improvement as preferred by the Guraghe zone Education Department of leaders, supervisors, core process owners and employees.

1.6. Limitations of the study

The major difficulties that the student researcher faced in the process of working on this study were complexities of the Harrison's standard tools, to be understood, boredom of filling the lengthy standard questionnaires, failure of some respondents to complete and return on time and inadequacy of time and financial support.

1.7. Definitions of Terms

The following are the definitions of some operational terms.

- **Organizational culture**:- is a system of shared values believes, assumptions, expectation; feelings which interact with organization people, structure and systems to produce behavioral norms (Kilman et al ,1985).
- **Culture:** - includes the written and unwritten rules that shape and reflect the way an organization operates (Schein (1999).
- **Commitment:** - is as a tendency to engage inconsistent lines of activity, such as intent to study in the organization (Beclar, 1960).

1.8 Organization of the Study

This paper is organized in to five chapters: the first chapter includes background of the study, statements of the Problems, objectives, significances, delimitations, and limitations of the study and definitions of terms. The second chapter is about the review of various topics that are pertinent to provide important information. Chapter three enclosed research methodology, samples and sampling techniques, data gathering tools, data analysis, and procedures of data collection. Chapter four is about the presentation analysis and interpretation of data. Finally, summary of major finding, conclusion and recommendation of the study are included as chapter five.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 Organizational Culture

The Concept of Culture in Society

The contemporary understanding of culture in society has evolved since the definition proposed by Taylor in primitive culture first published in 1871" culture is that complex whole which includes knowledge, beliefs, art, morals, law, customs and any other capabilities and habits acquired by man as member of society" (Taylor, 1920: 1) . Although there are various definitions of culture in the literature, Tyler's definition is compatible with most and has found some acceptance (Brinkman, 1999).

According to Kilman and others (1985), culture has been characterized by many authors as something to do with the people and unique quality and style of organization. Culture describes patterns of behavior that form a durable template by which leads and images can be transferred from one generation to anther or from one group to another (Wilson, 2001).

Many authors characterized culture as something to do with people and unique quality and style (Kilman and others, 1985), the expressive non- rational qualifies of an organization or the way we do things around here. Within an organization, corporate culture is the expression of collective staff attitudes and shared values this enables them to believe in the organization values and goals, and to want to keep working for that organization (Kono and Clegg, 1998)

Culture is important firstly, because these basic assumptions influence the community member's communications, justifications and behavior. Secondly, culture is important because the differences between 'nonconformity' in behavior and 'nonconformity' in beliefs can be better understood and accounted for when considering the individuals fit with organization.

According to Vande post and others (1998), culture is, to the organization, what personality is to the individual. It is a hidden but unifying force that provides meaning and direction.

It is also a system of shared meanings, or systems of beliefs and values that ultimately shaped employee behavior. Organizational culture forms an integral part of the general functioning of an organization.

Since culture is thought to affect the way in which individuals interpret events and how they are react to these events, it strongly influences how employees are likely to act as well as how they understand their own others; action .

Definitions of Organizational Culture

Various definitions of organization culture have been proposed by different authors over the years but no universally accepted definition currently exists (Schien, 1990). It is however, important to have clarity on what is meant by the term organizational culture, if it is to be analyzed and managed (O'Reilly, 1989: 10).

According to Hellriegel and others (2004: 357), organizational culture is the distinctive pattern of shared assumptions, values and norms that shape the socialization activities language, symbols, rites and ceremonies of group of people.

Mullins (1999: 53) defines organizational culture as the collection of traditions, values. Beliefs, policies and attitudes that constitute a pervasive context for everything one does and thinks in an organization. So, culture as complex whole which includes knowledge, belief art, morals, low, custom and other capabilities and habits acquired by man in a society (Aswathappa,2003 : 479)

Collins and Porras (2000: 338) state that organizational culture refers to a system of shared meaning held by members that distinguish one organization from other organizations. They believe that these shared meanings are a set of key characteristics, and that the organization values and the essence of an organization's culture can be captured in seven primary characteristics. These characterstics are:-

- Innovation and risk-taking: The degree to which employees are encouraged to be innovative and take risks;

- Attention to detail; The degree to which employees are expected to exhibit precision analysis and attention to detail;
- Out comes orientation; The degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve those out comes;
- People orientation; The degree to which management decisions take in to consideration the effect of out comes on people within the organization;
- Team orientation: The degree to which work activities are organized around teams rather than individuals;
- Aggressiveness; The degree to which people are aggressive and completive rather than easygoing ; and
- Stability; The degree to which organizational activities emphasize maintaining the status quo in contrast to growth.

Each of these characteristics exists on continuum from low to high. Appraising the organization on these seven characteristics gives a composite picture of the organization culture.

Deal and Kennedy (1982: 4) propose a simplified definition of organizational culture as ''the way we do things around here''. Schien (1990) maintains that very little consensus existing in terms of the definition, measurement and use of organizational culture. He proposes that organizational culture be defined as those developed ''basic assumptions'' that have been proven to be valid to cope with the organizations internal and external problems and are taught to new numbers as the only correct way to address those problems (Schien, 19990 : 111) .

One way of describing organization culture is by comparing it to personality, because like personality, culture affects how people behave when they are not being told what to do (Hellriegel and others, 2004: 357). Upon close examination of the definitions, it can be assumed that there exists a general agreement that organizational culture comprises common beliefs, attitudes, and values. These values according to Moorhead and Griffin (1995: 626), help employees understand how they should act in the organizations. In terms of various definitions reviewed in this research, four common themes were identified and have been summarized, namely that culture is (1) a set of shared values, beliefs and assumptions (2)

visible behavior patterns, symbols and language (3) based on technology (4) emergent, evolving with learning gained from crises.

For the purpose of this research organizational culture is regarded as being the shared values, beliefs and assumptions that have an impact on the visible manner in which things are done in the organization through the symbols, rituals and language. There is also a notation that culture is not static but evolves over time as technology is utilized to adopt to a changing environment. Some key concepts of organizational culture namely: the creation of culture in organization, the strength of organizational culture, the formation of subculture as well as the function of organization culture in organizations.

2.1.1. The Creation and Development of Culture in Organizations

According to Schein (1986) not all organizations have a culture as it requires a stable collection of people with as significant shared history to form. Schein (1990) acknowledges that culture is learned and that learning models are required to understand the creation of culture. (Schein, 1983) mentions that requirement to develop a culture is form a group to overcome various crises which leads to the formation of assumptions on how to deal with problems. If these are validated over time, they are taught to new members as the correct way to deal with these problems. Culture can also develop from new members that join the organization and bring with them ''new beliefs, Values and assumptions'' (Schien 1992: 211).

Robbins (2001: 518), on the other hand, argues that company's organizational culture does not pop out of thin air and, once it is established, it does not fade away. An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and the degree of success it has had with these endeavors. This leads one to its ultimate source of an organization's culture: its founders. Robbins further emphasizes that the founders of an organization have a major impact on that organization's early culture. They have vision of what the organization should be, and they are unconstrained by previous customs and ideologies. The process of culture creation occurs in three ways:- first, founders only hire and keep employees who think and feel the way they do; second , they indoctrinate and socialize these employees to their way of thinking and feeling and finally, the founders own behavior acts as a role model that encourages employees to identify with them and there by internalize their beliefs, and assumptions.

The leader or founder of an organization has a very important role to play in the establishment as well as the maintenance of the organizational culture. Schein (1983) describes how organizations are initially formed around the assumptions and beliefs of their founders but as the group grows and learns from its own experience new assumptions begin to develop.

Hofsteds and others (1990) maintain that even though the leader has an important role to play in determining the values of an organization, it is the manner in which those values are socialized to new members which can result in a variation of practices in people with the same values.

2.1.1.1 The Strength of Culture

The concept of ''strong culture'' was made popular by authors. Deal and Kennedy (19982), Kotter and Heskett (1992) who links a strong culture to a positive impact on performance. This notation is how ever not without its critics and there are opposing views on the concepts of a strong culture.

A strong culture according to Deal and Kennedy (1982) exist when employees are aware of the goals of the organization and cohesion exists in order to achieve them. Deal and Kenney (1982: 5) support the concept of a strong culture and believe that it almost ''always been the driving force behind continuing success of American business''

Kotter and Heskett (1992: 16) relate strong culture to an organization's performance in terms of three factors; (1) goal alignment that ensures employees work towards a common purpose. (2) a high motivation level due to rewarding shared values and practices and (3) providing structure and control without stiffing innovation through bureaucracy. Schein (1990: 111) argues that not all organizations will have a prevalent culture while those ''strong'' culture would be as a result of along shared history or an ''intense experience''. The strength of culture according to Schien(1990: 111) is determined by the stability of the group, length of time it has existed, intensity of learning experience and the assumption held by the founders and leaders of the group.

Scaffold (1988) maintains that the strong culture model is not sophisticated enough to explain the link between organization culture and performance. Scaffold (1988:547) identified five shortcomings and assumptions of the strong culture frame work.

- Unitary culture: It assumes that the organization can be generalized by a single culture with the impact of subcultures minimized;
- The term strength: it assumes that one set of cultural value is superior to another;
- Composite cultural profiles: It assumes modal cultural profiles typical of high performance organization which are too broad;
- Insufficient culture performance links: It over simplifies the relationship that developing a particular trait will increase overall performance.
- In adequate methodologies: It is often based on too many assumptions and lack of cause and effect comparisons;

From this, strong culture exists when almost all members support it, or if it is composed of deeply hold value and belief sets .On the other, a weak culture is one that is not strongly supported or rooted in the activities and value system of the group.

To sum up, a short comings and assumption of the strong culture frame work were also true to the conditions of Guraghe Zone Education Department because, strong culture give people direction for behavior, ideas, and how to respond or make decisions in uncertain situation. Culture simply can be viewed as behavior, how employees act or react to situations based on past experiences with on organization.

In conclusion, it is therefore evident that merely measuring the ''strength'' of an organizational culture and relating it to performance may lead to incorrect conclusion, therefore more complex model of organizational culture needs to be explored

2.1.1.2. Subcultures and Countercultures

According to Schein (1990: 111) any ''definable group with a shared history'' can have a culture which would therefore imply that there could be numerous sub cultures in a large organization. Martin and Siehl (1983:54) indicate that there could be at least three variations of subcultures that co-exist with the dominant cultures describing them as enhancing orthogonal

and 'counterculture. The enhancing subculture promotes adherence to the values of the organization to a greater extent than in the rest of the organization; the orthogonal subculture accepts the core values of the dominant culture together with their own distinctive values that are not in position, In position, a counter culture has values in opposition with the dominate culture and exists in a stat of ''uneasy symbols'' (Martin and Siehl, 1983: 54).

According to Martin and Siehl (1983 : 55) a counter culture is most likely to arise in an organization with a decentralized power base and most often would be limited to a structural boundary led a ''charismatic leader'' Smirch (1983 : 346) refers to counter cultures as subculture that are ''competing, to define the nature of situations'' in organizations. Martin and Siehl (1983) argue that a counter culture can have a positive function by acting as a check against in appropriate behavior and be a haven for innovation.

Parker (2000) opposes the use of the term sub-culture as it implies that it is always subordinate to another culture and prefers to rather address the various cultures separately by unique name. According to Kotter and Heskett (1992: 6) all organizations have ''multiple cultures'' refers to the shared values and practices across all groups in the organization.

2.1.1.3. The Function of Culture in Organization

There are a number of functions described in the literature that culture can fulfill in an organization: First, it offers an interpretation of the organizations history in order to guide employees future behavior (Martin and Siehl,1983) ,Second ,it generates commitment to the values and pharos philosophies of the organization (Martin and Siehl, 1983) .Third, it acts as a control mechanism encouraging or discouraging certain forms of behavior (Martin and Siehl, 1983) ,Fourth, it may lead to greeter productively and profitability (Martin and Siehl, 1983) ,Fifth, it reduces anxiety levels caused by uncertainty as a common set of rules exist for relating with the environment (Schien, 1986) ,finally, It can assist in projecting appositive image of the organization. According to Want (2003) many companies make the mistake of believing their corporate culture is invisible to investors as well as the market place.

Culture plays several important roles within the organization, because culture provides categories that have immediate relevance for understanding how groups and organization

work. In addition culture is used to solve the problem of group through, such mechanism conflict resolution, coordination, control, motivation and directing each individual towards the common goal (Kotter and Heskett, 19920. In general, therefore, culture serves the basic function of reducing anxiety, bind group together in an organization, to generate commitment, coordinate organizational activities and so on (Deal and Kennedy, 1982). Thus, it applicable in Guraghe Zone Education Department, because organizational cultures are central aspects of organizations and serve important communication function for the people who create and participate in them. Therefore, the need to create a competitive advantage over other public organizations to achieving superior performance with improving student achievement and customer satisfaction. From the above discussion it is easy note that all these functions are very crucial for individual performance and organizational growth in the context of Guraghe Zone Education Department.

2.1.2. The Importance of Organizational Culture

Mullins (1999: 807) attests that culture help to account for variations among organizations and managers, both nationally and internationally. Culture helps to explain why different groups of people perceive things in their own way and perform things differently from other groups. Culture can help reduce complexity and uncertainty. It provides a consistency in outlook and values, and makes possible the process of decision making, co-ordination and control. ''There is nothing accidental about cultural strengths... there is a relationship between an organizations culture and its performance''.

Harrison (1972: 119) explains that culture performs the following functions:-First, culture supplements rational management: creation of work culture is a time consuming process. Therefore, organization culture cannot suddenly change the behavior of people in an organization. Culture communicates to people through symbols, values, physical settings and language, and there by supplements the rational management tools such as technology and structure, second, culture facilitates induction and socialization: induction is a process through which new entrants to an organization; are socialized and indoctrinated in the expectations of the organization its cultural norms, and undefined conduct. The new comer imbibes the culture of the organization, which may involve changing his/her attitudes and belief's to achieving an in internalized commitment to the organization; thirdly, culture promotes a code of conduct: as

a strong culture is an organization explicitly communicates modes of behaviors so that people are conscious that certain behavior are expected and others would never be visible. The presence of a strong culture would be evident where members share a set of beliefs, values, and assumptions which would influence their behavior in an invisible way. Where culture has been fully assimilated by people, they persistently indulge in a typical behavior in a spontaneous way. Promotion of the culture of quality can help achieve good business results; and finally, sub-cultures contribute to organizational diversity; sub cultures and sub-systems of values and assumptions, which may be based on departmentalization activity centers, or geographical locations, provide meaning to the interests of localized, specific groups of people within the macro organizations. Sub-cultures can affect the organization in many ways; (i)they may perpetuate and strengthen the existing culture; (ii) they may promote something very different from those existing; (iii) they may promote a totally opposite sub- culture (beliefs and values) or counter culture when in a difficult situation.

Schien (1999: 110) suggests that organizational culture is even more important today than it was in the past. Increased competition, globalization, mergers, acquisitions, alliances and various workforce developments have created a greater need for:- co-ordination and integration across organizational units in order to improve efficiency, quality, and speed of designing, manufacturing and delivering products and services; product and strategy innovation; process innovation and the ability to successfully introduce new technologies and programmers; effective management of dispersed work units and increase workforce diversity; cross cultural management of global enterprises and multinational partnerships; construction of net or hybrid cultures that merge aspects of culture from what were distinct organizations prior to an acquisition or mergers; management of work force diversity ; and facilitate and support of team work;

It becomes more important because maximizing the value of employees as intellectual assets requires cultures that promote their intellectual participation and facilitate both individual and organizational learning, new knowledge creation and application, and willingness to share knowledge with others.

- Power structure- the most power full individuals or groups in the organization which may be based on management position and seniority, but, in some organizations, power can be lodged with other levels or functions;
- Control system – the measurement and reward systems that emphasize what it is important to monitor, and to focus attention and activity upon – for example, stewardship of funds or quality of service and
- Organization structure- which reflect power structure and delineate important relationships and activities with organization, and involves both formal structure and control and less formal system.

All of the aspects, which make up the cultural web, help define and develop the culture of an organization's culture can be disseminated by analyzing each aspects of the cultural web.

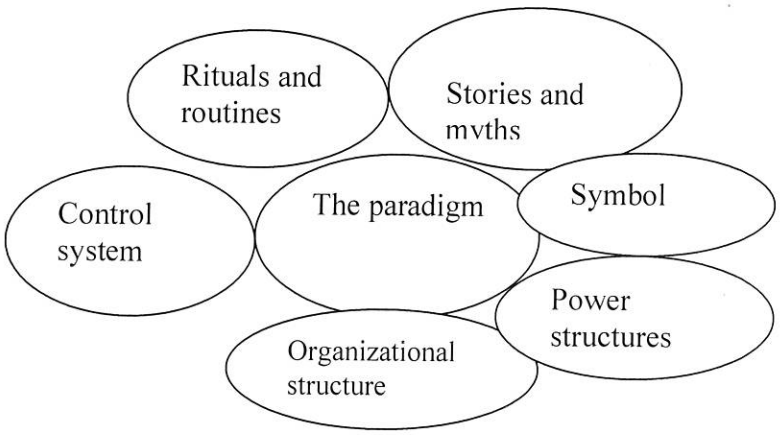

Figure 1:- Mullins (1999; 806) the cultural web of an organization

2.1.4. Levels of Organizational Culture

Organizational culture exists on several levels, which differ in terms of visibility and resistance to change. When it comes to changing the culture of the organization, it becomes difficult to determine which the more are, and which are the less important elements that help shape an organization's culture.

According to Schein (1992) identified three levels of culture we re developed from the perspective of the observer; observable artifacts, exposed norms and basic underlying assumptions.

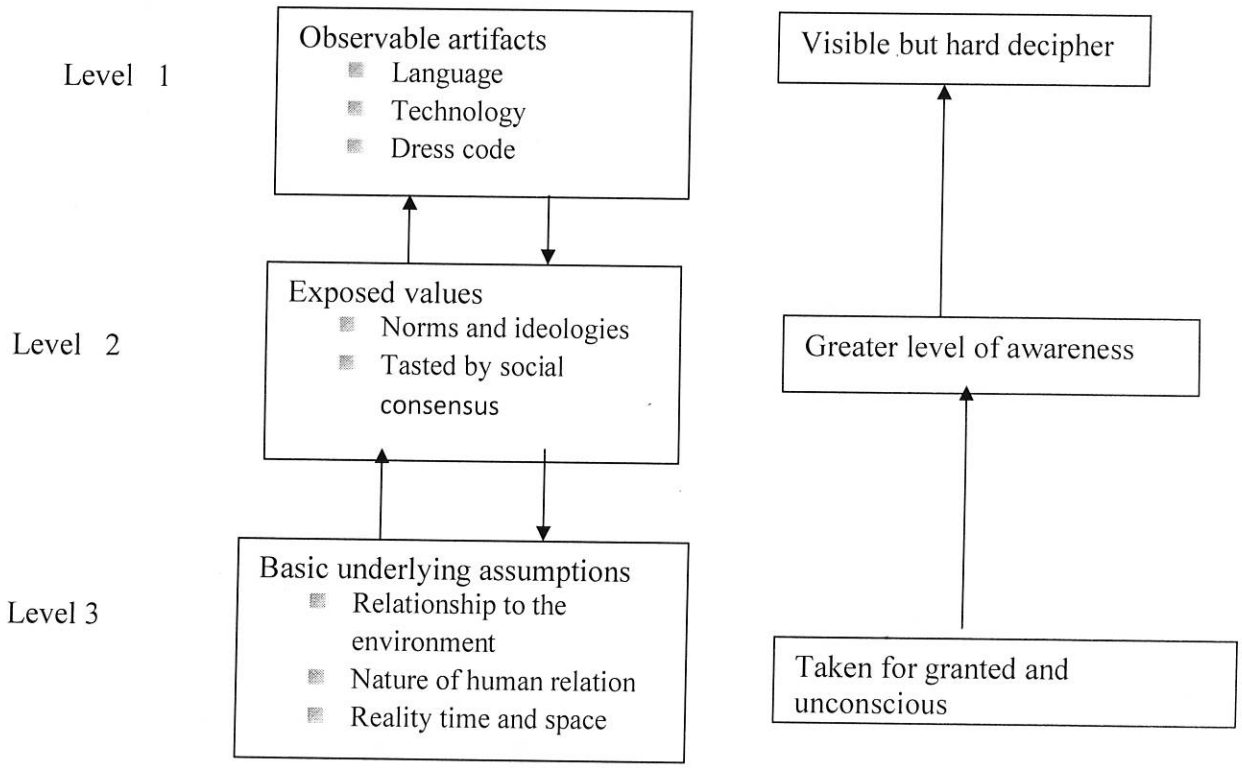

Fig 2:- source adapted from Schein (1992)

Level 1:- Artifacts:- this is the easiest level to notice as it relates to the observable aspects of the organizational culture such as the dress code, office environment as well as the written and spoken language (Schien, (1990). This would also include the verbal, action and material elements of organizational symbols myths, stories, language, rituals and logo's (Dandridge and others, 1980). It is however not that easy to decipher accurately the meaning ascribed to these artifacts by the members of the organization (Schien, 1990).

Level 2:- exposed values: - are generally determined by the leader and later become assimilated in to the organization (Schien, 1983). At this level it also refers to norms, ideologies, charters

and philosophies that are found in the organization (Schien, 1992). According to Schien (1990; 112) values will become assumptions over a period of time as they are perceived to lead to success. They are then taken for granted and no longer questioned.

Level 3:- basic underlying assumptions: - basic assumption is found at the deepest level of the organizational culture and is the hardest for an outside observer to identify. They have been taken for granted as reality and are no longer challenged; they determine perceptions, behavior and thought processes (Schien; 1990). Once these assumptions are understood it is much easier to decipher the meanings behind the observed are facts and behaviors.

Martin and Sichl (1983; 53) have proposed a fourth level of culture to this model, which they have termed "management practice" these include training programs, hiring of staff, allocation of rewards and making use of artifacts to instill values that are based on the underlying assumptions (martin and Sichl, 1983).

Though the essence of organizational culture is its pattern of shared basic taken for grand assumptions, the culture will manifest itself at the level of observable artifacts and shared espoused beliefs and values. So that, in assessing or analyzing organizational culture, it is important to recognize the basic elements of culture sorted in to layers or levels based on the degree to which the culture phenomenon is visible to the observer.

The levels are ranging from the very tangible overt manifestations that one can see and feel (i.e. artifacts) but difficult to decipher to the deeply embedded and unconscious (i.e. basic underlying assumptions) in between these layers are various espoused beliefs, values, and norms of behavior that members of the culture use as away of depicting the culture to themselves and others, but many only reflect rationalization and aspirations.

Therefore, in analyzing the organizational culture, one must attempt to get as its shared basic assumptions and understand the shared learning process by which such basic assumption come to be(schien,1985),

2.1.5. Typologies of Organizational Culture

A number of theoretical frameworks, or typologies, have been designed with regards to organizational culture (Deal and Kennedy, 1982; Harrison and Stokes, 1992; Schien, 1992). Topologies are useful because they provide broad overviews of the variations that exist between organizational cultures (Brown, 1995; 57). In order to get a better understanding of different concepts of organizational culture, organizational researchers used a variety of dimension and attributes to classify organizational culture. Hellriegel and others 2004: 365) state that cultural elements and their relationships within an organization create a pattern that is a unique part of that organization, creating an organization's culture. Several types of organizational culture can be described, namely the bureaucratic culture, clan culture, entrepreneurial culture, and market culture. Deal and Kennedy's developed two particular aspects of organizational culture. They firstly describe four types of culture, which are based on the effects of the degree of risk and speed of feedback that comes from the environment on decision. These are Work and play hard culture, Process culture, and macho culture and Best your company culture.

Secondly, Deal and Kenndy (1988) added a perspective that includes the existence of strong and weak cultures. Rowe and others 1994:473) developed classification which identifies four types of cultural environment as the productive culture, the quality culture, the creative culture and the supportive culture. Cameron and Queen (1999) developed an organization culture assessment instruments which identifies four types of culture, namely clan culture, adhocracy culture, hierarchy culture and market culture.

These four culture types are all represent different types of management philosophies or styles. The cultures of these organizations are governed by how these companies are run or the beliefs of the founders of the organizations. Essentially, the cultures in these organizations are driven top- down, with emphasis on the type of business or industry that this organization serves.

Harrison (1972: 121). Identify another four culture types. These four culture types are namely power orientation, role orientation, task orientation and person orientation. Harrison's ideologies were developed further by Handy (1985) and latter by Harrison and Stoke (1993) in to Power, Role, Achievement and Support orientations.

Harrison and Stokes (1993:13-22) organizational culture typology is used in this research to classify the different types of organizational cultures in Gurage zone Education Department. Based on Harrison's (1972) classification Harrison and Stokes (1992 development research instrument that they subsequently have tasted and found to favorable reliability as well as construct validity (Harrison 1993: 26-27). Harrison and Stoke (1993: 13) belief that every organization has a combination of the four culture types; with each type evoking different behaviors and each are based on different human values. The four culture types identified by Harrison and Stokes (1993: 13-20) are: Power culture, Role culture, Achievement culture and Support culture.

The Power Culture

A power- orientated organization is based on inequality of access to resources. In other words, the people in power use resources to either satisfy or frustrate the needs of others, and by so doing, they control behavior of others. Leadership resides in the person who is in charge and rest on the leader's ability and willingness to administer reward and punishments. At the best, the power oriented leader is firm, fair and generous and has loyal subordinates. At worst, the power oriented leader leads by fear, with abuse of power for personal gains. As a group work is not evident in power culture, the organization can react quickly to danger around if no consultation is involved. However this culture has its problem lack of consultation can lead to staff feeling under valued and de-motivated, which can also lead to high employee turnover (Harrison and Stokes, 1993).

The Role Culture

In a role culture oriented organization, structures and system give protection to sub- ordinates and stability to the organization. The duties and rewards of employee's roles are defined. This is usually defined in writing as job description. People in these organizations perform specific functions in order to receive defined rewards and both the individual and the organization, are expected to their parts of the bargain. The main values of a role- orientated organization are order, dependability, rationality, and consistency and at best, these types of organizations

provide stability, justice, and efficient performance. People are protected in their jobs and need to spend less time looking out for themselves, and can devote more energy to their work.

To sum up, role culture has the benefit of specialization. Employees focus on their particular role as assigned to them by their job description and they should increase productivity for the organization. This culture also focuses on rules, regulations and procedures and thus lacks flexibility (Harrison and Stokes, 1993).

The Achievement Culture

The achievement- orientated organization is known as the "aligned" organization because it "lines people up" behind a common vision or purpose. This type of organization uses the mission to attract and release the personal energy of its employees in the pursuit of common goals. There is an inner commitment within these achievement oriented individuals. Many people like their work and want to make a contribution to society thus enjoying an intrinsic reward a typical type of achievement orientated organization would be an intensive care unit in a hospital or voluntary community organization.

The achievement culture clearly offers some benefits, staff feels motivated because they are empowered to make decision within their team, they will also feel valued because they may have been selected within that team and given responsibly to bring the task to successful end (Harrison and Stokes, 1993).

The Support Culture

The support culture may be defined as an organization climate that is based on mutual trust between the individual and the organization. In such organizations, people are valued as human beings and aren't just "cogs in a machine". This culture centers on warmth and even love and if makes people want to come to work in the morning, not only because they like their work but also because they care for their colleagues. A quality and service often shown in support oriented organizations, since successful approaches to quality improvements are often based on small work teams. People contribute towards the organization out of a sense of commitment. Employees feel a sense of belonging and that they have a personal stake in the organization.

These four types of culture all have different implications to the success of business where the power culture is dependent on a central power source with rays of power and influence spreading out from the central figure. These types of cultures are proud and strong and have the ability to move quickly and can react well thereat and danger, as postulated by Handy (1993: 184). The role culture, according to Harrison (1993: 15), gives protection to subordinates and stability to the organization he also claims that people are protected in their jobs in a role orientation, and need to spend less time looking out for themselves and can devote more energy to their work. The achievement culture organization expects its employees to contribute their personal energy in return to rewards. This type of organization is known as an "aligned" organization because it. "Lines people up" behind a common vision or purpose (Harrison and stokes 1993: 20).

Harrison and Stoke (1993: 21) affirm that quality and service often show in support- orientated organizations, since successful approaches to quality improvements are often based on small work teams.

2.1. 6. Determinants of Organizational Culture

Martin (200: 601) point out that organizational culture depended heavily on the founders of the organization, their personalities and their preferred way of doing things Martin (2001:601) believes that employees go through a process of enculturation, in which employees enter an organization and they first have to get to know their boss and the way of doing things, through socialization. This is then followed by an adjustment period, when both parties become accustomed to working with each other (Martin, 2001: 601). Greenberg and Baron (2003: 523) state that organizational culture can also develop through contact between groups of employees working together with in the organization, who begin to share ideas and actions in the organization. The socialization process can therefore be seen to serve as an important source of being introduced to culture of an organization (Hellriegel and others, 2004).

In addition to the importance of socialization process, Handy (1993 192-199) indicates a number of other influences that determine the organization.

LIST OF TABLES

Table 1: Size of Population and Sample 50

Table 2: Description of biographic data of Responde4nts by Sex, Age, Qualification and Years of experience. 58

Table3: Frequency distribution of existing and preferred OC dimensions Perceived by leaders 63

Table4: Frequency distribution of existing and preferred OC dimensions perceived by core Process owners 66

Table5: Frequency distribution of existing and preferred OC dimensions perceived by Employee 69

Table, 4.3. 1 Affective Commitment Scales Statistics Scores 73

Table4.3.2 Continuance Commitment Questionnaire Statistic 74

Table 4.3.3 Normative Commitment Scales Statistics Score 75

LIST OF FIGURES

Figure 1:- Mullins (1999; 806) the cultural web of an organization 21

Fig 2:- source adapted from Schein (1992) 22

Figure 3: How Organization Cultures form 34

Figure 4: the three pillar model of commitment 38

Figure 5: Types of commitment 41

Figure 4.1.1 Gender of Respondents 59

Figure 4.1.2.Age of Respondents 60

Figure 4.1.3 Level of Education of Respondent 60

Figure 4.1.4. Length of Service year of Respondents 61

Figure 4.2.1: The existing organizational culture scales as perceived by leader's respondents 62

Figure 4.2.2 Preferred organizational culture as perceived by leaders 64

Figure 4.2.3. The existing organizational culture scales as perceived by Core process Owner's respondents 65

Figure 4.2.4 preferred culture as perceived by core process owners 67

Figure 4.2.5. The existing organizational culture scales as perceived by Employee respondents 68

Figure 4.2.6. The Preferred Organizational Culture as Perceived by Employee 70

Figure 4.1.1.1. Cultural Index 71

Figure 4.1.1.2. Existing and Preferred Culture as Perceived by all Respondents 72

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study.

1.1. Background of the study

*Culture is a characteristics of all organizations through which, at the same time, their individually and uniqueness is expressed. The culture of an organization refers to the unique configuration of norms, values, beliefs, ways of believing and so on that characterize the manner in which groups individuals, combine to get things done the distinctiveness of particular organization in intimately both up with its history and a character building efforts of the past decision and past leader (*Elderige ,1974). *It is manifested in folk ways, mores, and the ideology to which members differ, as well as in the strategic choice made by the organization as a whole. The individuality or cultural distinction of an organization in attained through the more or less constant exercise of choice in all section and level.*

The character of organizational choice is one of the manifestations of organization culture. Organizational culture is the pattern of basic assumptions, values, norms and artifacts shared by organization members. The model developed by Schein (1985) helps to understand organizational culture. According to Schein's model (1985) culture represented at three levels: behaviors and artifacts, beliefs and values and underlying assumptions.

These levels are arranged according to their visibility such that behavior and artifacts are the easiest to observe while the underlying assumptions need to be inferred. While behavior and artifacts may be observable and beliefs and values can be articulated, the meaning may not readily comprehensible. To understand what the behavior or beliefs actually mean to the employee, the underlying assumption has to be brought to the surface or made manifest, which is most difficult as this level of culture is considered to be taken-for-granted and thus beyond awareness.

Therefore, any organization to grow and prosper, it is important that its mission and its philosophy be respected and adhered to by all members of the organization has strong and establish culture, the dynamic of environment require change in it or the sub cultures may have to be encouraged to support and enhance organizational culture or counter culture may have to be controlled to minimize its harmful effects (Chandan, 1994). Since culture is an important aspect of organizational success, it is important that managers play significant role in keeping values and behavior of the organizational members under control (Chandan, 1994). This means that the leaders pay continuous attention to maintaining the members as to what is expected of them at all times.

It is true that culture, at the work place, is very powerful force, which is consciously and deliberately cultivated and is passed on to the incoming employees. It is the very thread that holds the organization together. The importance of corporate culture is emphasized by Peters and Waterman (1982: 808) who state that" without exception, the dominance and coherence of culture provide to be an essential quality of the excellent organization. Moreover, the stronger the culture, the more it was directed to the market place, the less need was therefore policy manuals organizational charts and detailed procedures.

Therefore, all members in the organization had concerned about the organizational culture of their organization because this affects the employee commitment and productivity, to discharges their responsibilities effectively within the organization (Clugston, Howell and Dorman, 2000) As such, organizational culture could be equated with the "personality" of the organization depicting the manner in which employees behave when they are not being told what to do (Hellriegel and others, 2004). So in explaining why culture is so important to an organization, Schein (1990) suggested that an organizational culture develops to help it cope with its environment. Therefore, an assessing or analyzing OC, it is important to recognize the basic elements of culture sorted into layers or levels based on the degree to which the culture phenomenon is visible to the observer.

Rowe and others (1994) assert that there is often a gap between the existing and preferred organizational cultures, so it is important to assess whether an organizational cultural gap existed within the organization. The Harrison and Stokes (1992) questionnaire enables organizations to identify wither or not that gap is present. An organization culture gap exists in an organization when there is a difference between the dominant, existing organizational type, and the preferred or desired cultural type (Bourantas and Paplexandris, 1992).

Employees commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization , and willingness to help the organization achieve such goals and values (Pareek ,2004)

According to Wasti (2003) organizational culture has an effect on employee commitment influencing the effectiveness and efficiency of organizations and it plays an important role in promoting organizational success, which can be only achieved by an appropriate organizational culture. Therefore, the importance of assessing the organization culture of the Guraghe zone Education Department comes to the fore.

Organizational culture influences individuals and organizational process by generating strong pressure on employees to go along with, and to think and act in a ways that are consistent with, the existing organizational culture (Greenberg and Baron, 2003: 526). This influence can either lead to enhanced employee commitment, or hinder its effectiveness (Schien, 1992: 3). To this end, the purpose of this study is to create a better understanding of organizational culture and employee's commitment in Gurage Zone Education Department.

Guraghe zone, which is part of Southern, Nationalities and People Region (SNNPR), is located in the western part of central Ethiopia and at the northern tip of the region. It is bounded with Hadiya and Yem special woreda in the south and south west respectively. The northern, western and eastern parts are share boarder with Oromia Reginal state. The zone has an area of 5932 sq. km. For the purpose of administration, the zone has been divided in to 13 Woreda (districts) 2 Urban Administration Education Offices and 421 Keble's (local communities). Based on the figure from the CSA in 2009, this zone has an estimated total population of 1,280,483 of whom 622,254 were male and 688,229 were female with a percent of 48.6% and

51.4% respectively. The overwhelming majority 92% lives in rural areas leading an agricultural life.

The Guraghe zone consists of 22 zonal administrative departments with a total number of 253 public sector institutions and 14,632 numbers of employees. Among these, zonal Administrative department, Guraghe zone educational department is an interesting research area which, encompasses 430 schools in different levels and with 4606 teachers and 179,850 male and 152,531 female totally 332,381 students were enrolled. Having this fact in mind, the main responsibility of the education department, which focus on delivery of education with the intention of "producing skilled man power and equipped good citizens" as being one of the vehicles of or national development.(GZED, 2002).

The effectiveness of many public sectors in a given country depends on their contribution for the socio-economic development of the country. For this reason would be focus on to assess the organizational, culture and employee's commitment of the Guraghe zone education department. Without understanding the organizational culture and employee's commitment the availability of policy manual, organizational charts, and detailed procedure alone do not guarantee the productivity of the organization.

. This study attempt to look at the Gurage zone Education Department and ascertain the prevailing as well as the expected culture. The study further engages to reveal the level of employees' commitment that is prevalent in the Education Department of Guraghe zone. Therefore, visionary leaders and cultural change of Education Department in Guraghe zone is crucial to all rounded development of the zone, which in turn contributes a lot to the development of the region and the country at large.

1.2. Statement of the Problems

Organizations today are facing challenges and opportunities due to the constantly changing world business. The changes in the business world include technological advance and changing economic trends in the global market. Weiner, 1982: 11) state that "social, cultural, political, technological and global forces challenge organizations to redefine their strategies." The implication of these constant changes for public sector organizations that are now part of the

global market is that they are expected to compete and survive in a dynamic business world. These changes also affect other aspects of function of the organization such as organizational culture and employee commitment.

Meyer and Allen (1997: 114) state that "the biggest challenge for commitment researchers will be determined how commitment is affected by the many changes such as increased global competition, reengineering and downsizing that are occurring in the world of work. Organizational culture is increasingly understood as a critical element in the creation of high performance in workplace. And organization's prevailing values, attitudes, beliefs, artifacts, and behaviors all compromise its culture and help to create a sense of order, continuity and commitment. Not only does the corporation as a whole have a culture, but it commonly contains numerous sub cultures. Understanding culture at both levels is important because one work place design will not necessary best support differing work cultures. It is true that the role of organizational culture is crucial to understanding organizational behavior.

According to Wanger (1995), organization culture has a strong influence on employee's behavior and attitudes. Organizational culture involves standards and norms that prescribe how employees should behave in any given organization. Thus, managers and employees don't therefore behave in a value-free-vacuum; they are governed,directed and tempered by the organizations culture (Brown, 1998).

Similarly, commitment has served as a major construct of research for investigating the ties that bind someone to a particular occupation in a particular organization. Although several distinct dimensions of commitment have been found, all of them represent a binding force that inspires individuals to actions that are relevant to both the organization and the individual (Mayer and Hescovitch, 2001).This binding force is the perceived reason for taking part in a course of action, and can possibly be helpful for answering questions about the working life of individuals. Therefore research on OC and employees commitment can help employer or employee understand organizational consideration on strategy and goals.

ACRONYMS

GZED	Guraghe Zone Education Department
WEOs	Woreda Education Offices
OC	Organizational Culture
OCQ	**Organizational Culture Questionnaire**

ABSTRACT

*The major purpose of this study was to assess the OC and employee commitment in GZED of Southern Nations, Nationalities and People's Region. In order to achieve this purpose a descriptive survey method was employed. This study conducted in five Woreda Education Offices and GZED. The WEOs were selected by using stratified random sampling method while leaders, core process owner respondents were selected by using purposive sampling method. while core process owners availability sampling method and employees' respondents were selected by stratified random sampling method. The study included (**N=76**) from the GZED on their perception of existing and preferred OC. A standardized questionnaire Harrison (1992) was used to assess OC while Allen and Mayer's questionnaire was used to assess the level of employee commitment, on the top of this, interview, FGD, observation and documents analysis were used to collect data. The data gathered through questionnaires were analyzed using Percentage, mean and standard deviation. Finally the study came up with the following findings: The OC profile perceived by different groups of respondents were, the existing dominant culture perceived by leader and core process owners was Role culture, while the existing dominant culture as perceived emplo yee was , Power culture. In addition, the dominant preferred culture perceived by leader was Achievement while core process owners was support and employee respondents was with equal opinion to the Achievement culture and support culture. The study further dip closed there was an organizational culture gap between the existing and the preferred organizational culture within GZED. The dominant employee commitment in GZED was the continuance commitment and this indicates that employee commitment was very low and employees stay with the organization out of necessity. Recommendation to improving the OC profile gap and employee commitment levels are also presented in this research.*

2.1.7.4 Sustaining Organizational Culture 34
2.2. Employee Commitment.....35
2.2.1 What is Organizational Commitment? 35
2.2.2. Processes and Its Model of Commitment 37
2.2.3. Source and Types of Commitment 39
2.2.4. The Importance of a Committed Workforce and the Consequences of Commitment in Organization 42
2.3. Organizational Culture and Employee Commitment 43
2.3.1. The Link between Organizational Culture and Employee Commitment 44
2.3.2. Employee Commitment in relation to Job Behavior 45
2.3.3. Strategies of Increasing Employees Commitment 46

CHAPTER THREE: RESEARCH DESIGN ANDMETHODOLOGY 48
3.1 Research Design 48
3.2. Sources of Data.....48
3.3. Samples and Sampling Techniques 48
3.3.1. Sampling Techniques 48
3.3.2. Sample Size 50
3.4. Instruments and Procedures of Data Collection 51
3.4.1. Procedures of Data Collection 55
3.5. Data Analysis.....56
3.6. Ethical Consideration 56

CHAPTERFOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION 57
4.1. Characteristics of Respondents.....57
4.1.1. Sex Profile of Respondents 58
4.1.2. Age Profile of the Respondents 59
4.1.3. Education Level of Respondents 60
4.1.4. Years of Service of Respondent 61
4.2 Patterns of Organizational Culture 61
4.2.1. The Organizational Culture Profile 6
4.2.1.1. The Existing Organizational Culture Profile as Perceived by Leaders 62
4.2.1.2. The Preferred Organizational Culture as Perceived By Leaders 63
4.2.1.3. The Existing Organizational Cultural Profile as Perceived By Core Process Owners 65
4.2.1.4. The Preferred Culture as Perceived by Core Process Owners 66
4.2.1.5. The Existing Cultural Profile as Perceived by Employees 68

4.2.1.6. The Preferred Organizational Culture as Perceived by Employees 69
4.2.2. Gap Analysis of Group of Respondents 71
4.3. Analysis of the Employee Commitment 73

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION 76
5.1. Summary of Major Findings 76
5.1.1. Characteristics of Respondents 76
5.1.2 Finding Related to Patterns of Organizational Culture 77
5.1.3 Employee Commitment Level in GZED 79
5.1.3.1 Affective Commitment Questionnaire 79
5.1.3.2 Continuance Commitment Questionnaire 80
5.1.3.3 Normative Commitment Questionnaire 80
5.2 Conclusion 81
5.3. Recommendation 84
Bibliography .....
Appendices .....

Mullins (1999: 808) draws further attention to the importance of culture by attesting to the fact that, without expectation, the dominance and coherence of culture proved to be an essential quality of excellent companies. Moreover, the stronger the culture, the more it was directly to the marks place, the less need was therefore policy manuals, organization charts, or detailed procedures and rules. In these companies, people in all parts of the organization know what they are supposed to do in most situations because a handful of guiding values is very clear. From this it is clear that knowledge about knowing the importance of OC will assist leaders and management at Guraghe Zone Education Department in fully understanding the back ground and development of organizational culture. This will enable leaders to make correct decisions regarding their organizations' employees. Since leaders and management realized and recognized their current culture important to support new ways of accomplishing work.
Therefore the importance of an organization's culture cannot be over emphasized. The beliefs, stories and symbols of an organization help shape the culture of that organization and it is important for management to realize that culture is an integral part of their business and every effort must be made to preserve or improve it.

2.1.3 The Cultural Web

Mullins (1999; 806) presents a cultural web which brings together different aspects for the analysis of organizational culture,These are:-

- Routines – the way that members of the organization behave towards each other and towards those outside the organization and which make up how things are done or how things should happen;
- Rituals – the special events through which the organization emphasizes what is particularly important and can include formal organizational processes and informal.
- Stories- told by members of the organization which embed the present and flag up important events and personalities, and typically have to do with success, failures, heroes, villains, and mavericlcs;
- Symbols- such as log offices cars, titles, type of language or terminology commonly used which becomes a short hand representation of the nature of organization;

History: Organization culture depends on the history of the organization as well as key decision makers because organizations mature an incorporate with the cultures of their founders, key executives and dominant groups (Handy, 1993: 183). The organizational culture is more enduring than the employee within it, because it existed before the employee jointed the organization, and will continue to exist after the employee has left the organization (Martin, 2001: 601). It can therefore be seen that organizational culture is enduring. It would be difficult to integrate all of the various cultures that are arising out of the amalgamation process at the Zone Education Department Level.

Thus it is important of identify the existing organizational culture within the Zone Education Department in order to improve the Zone Education Department's effectiveness and efficiency with regards to Students educational achievement and teachers turn-over Although culture is enduring it is subject to the interaction of employees that flow through the organization (Martin, 2001: 601) .

Size: The organization's size is often the most important influence on the type of organizational culture (Handy, 1993: 192).Thus, culture often changes as an organization grow. For example, as the number of staff and function's of an organization expand, a move towards role culture is often seen. Robbins (2005: 24), indicated that size of the group has its own implication on organization's culture, because the interaction of people depends on the size of the group. In Larger organizations, operations are more formalized, which basically means that the cultures of large and small organizations are different due to the natural function of the size of operations (Handy, 1993: 192). With regards to the Gurage Zone Education Department, the number of employee currently employed is 14632, which is large and therefore will affect their organizational Culture

Technology: The design of the organization has to take in to account the nature of the work as well as the people, because the kind of technology used within an organization will have an effect on the culture of the organization (Handy, 1993: 193). An organization will emphasize employees' technical Skills in the values that govern its Culture, if the organization specializes in the use of advanced technology within its operation (Martin, 2001: 603). To move towards

increased use of technology tends of push organizations towards role culture, with associated procedures and protocols.

Goals and Objectives: Culture can be influenced by what the organization sets out to achieve yet the culture can also influence objectives that the organization seeks (Handy, 2993:195). Organizational goals can changes over time as the organizational culture changes (Handy, 1993: 195). The Regional Education Bureau has emphasized the quality of education within the Zone Education Department, which has meant the Gurage Zone Education Department have had to set clear goals and objectives regards to improve the quality of education which were primarily set through the regional governments integrated development plan. It is important of identify the existing and preferred organizational culture types within the Gurage Zone Education Department in order to increase the retention of teachers in the organization and to improve Students educational achievement according to the country's requirement., due to the fact that the existing organizational culture may or may not lead to increased the quality of education interns of internal efficiency and improve teachers turn-over.

Environment: The external environment is made up of a number of dependent and independent elements, and the way in which the organization interacts with these elements alter the Culture of that Organization (Martin, 2001: 603-604).The nature of the environment is often taken for granted by the employees of an organization with in that environment. In rapid changing environment, task culture may be appropriate. In static environment, role culture may be preferable. A challenging environment (for example) in times of dictatorship or other challenge, power culture may be appropriate. But it is important in determining organizational culture , for example different nationalities prefer different culture, changing environments require sensitive and require and flexible cultures, and diversity in the environment requires diversity in the organizations structure, such as all ethnic groups with equal opportune for employment equity and economic empowerment of legislate fin in the Ethiopian context.

Basically, organizational culture is affected by char characteristics of people in the organization, organizational ethics, the employment relationship, and the design of organization's structure. To this end, Jorge and Jone (2005 ; 542) indicated that the ultimate

source of organizational culture is the people who make up the organization, this can be manifested by varied culture among different organization's be cause of different in people in the organization. Unlike other public sector in the zone there were high rate of turn over employees (especially teachers) who eventually brought employee Instability.To this effect; the organization faces major challenges in changing environment

The people: A fit between the organization, its culture, and its individual employees should result in a satisfied employee (Handy.1993: 199).

The individual orientations of key leaders in the organization will have significant impact in determining the dominant crganizational culture, regard less of what it should be (Handy, 1993:199).

2.1. 7. Developing, Changing and Managing, Maintaining, and Sustaining Organizational Culture

2.1.7.1 Mechanisms for Developing Organizational Culture

It is important for organizations to develop and manage organizational culture effectively in order to fully utilise the advantages of having a strong organizational culture (O'Reilly, 1998: 19). The advantage of strong organizational culture include having strong norms that provide clear guidance about what is important in the organization, providing for group reinforcement of acceptable behaviour and attitudes, as well as focusing employees' attention (O' Reilly, 1998:19). O'Reilly (1989: 20-23) has identified four mechanisms that are used to develop and manage organizational culture and realise its advantages. In order to attain these advantages it is therefore important for the Gurage Zone Education Department to understand, develop and manage their organizational culture according to the following mechanisms:

Participation: Systems that enable participation between employees are critical in developing or altering a culture. These are important because they encourage employees to become involved and to send signals to other employees, therefore encouraging employees to make small choices and develop a sense of responsibility for their actions which individual choose of their own will to do something the often feel responsible, and there for the commitment of the individual is more binding (O'Reilly, 1989:20).

Management of symbolic actions: The management of symbolic actions involves clear, visible actions on the part of management supporting organizational cultural values. Employees in organizations visually wish to know what important and this information is received by watching and listening to Supervisors or those above them. Consistency in these actions is also important because if management States that something is important and behaves in ways that support that message, then employees begins to believe what is management is saying (O'Reilly, 1989 :20).

Information from others: Consistent messages from co-workers are as important a determinant of culture as a clear messages from management New employees often look to others for explanations of what to do and how to interpret events (O'Reilly, 1989 :20).

Comprehensive reward System: A comprehensive reward system is the final mechanism for promoting and altering culture. Kerr and Slocum (2005: 137) believe that reward systems communicate and reinforce the values and norms that comprise of organizational culture. A reward system could be monetary, such as bonuses for quota achieved or non-monetary, such as recognition and approval Smith (2003: 258) agrees that this is an important aspect when attempting to change or manage an organization's culture because employees will be more likely to alter their own behaviours and norms if they believe that they will be rewarded.

In addition, organizational culture is one of the factors that facilitate the smooth realization of organizational goals. The achievement of these goals occurs in human systems, which have beliefs, assumptions, expectations, norm sand values (O'Reilly, 1989: 22).

Since culture is such crucial factor in the long term effectiveness of organizations. Thus, it is possible these mechanisms 'such as encouraging employees to make small decisions and develop sense of responsibility for their action, clear and visible actions on the top part of management, clear message from management and communicate and reinforce the values and the norms at Guraghe Zone Education Department. Therefore, these all mechanisms for developing and managing culture were appropriate to Guraghe Zone Education Department context because knowledge of these mechanisms of culture will assist management at the zone education department in fully understanding and utilize the advantages of having a strong

organizational culture. This will enable managers to make correct decision regarding their organization's employees.

2.1.7.2 Changing and Managing Culture in Organization

Martin and Siehl (1983) argue that cultures cannot be created or managed but simply exist and managers need to capitalize on the positive aspects while minimizing the negative Ones. A similar view is held by Parker (2000) however he concedes that management is able to influence the culture of an organization to some extent.

Schien (1986: 32) has a more conciliatory tone when he states that "one cannot change piece of a stable culture without creating potentially massive anxiety". Schien (1986) proposes using Lewin's unfreezing and freezing concepts as a possible method to achieve culture change together with strong leadership Schien (1986) argues further that culture plays a different role during the different stages of an organization's life during the early stages; the organization is under the influence of its founders. It requires the creation of a strong and clear culture that forms a source to identity and strength to the overcome competitors. Mid-life organizations have a developed a culture which would reflect functional or geographical organizational differences and needs to be managed by encouraging sub cultures that reflect the organizations long term strategy (Schien,1986). Declining organizations have to recognize that their basic assumptions need to be changed (which may require radical changes to their culture) to remain competitive (Schien, 1986). In this case the culture is playing an inhibiting factor which the organization must overcome O' Reilly (1989) proposes linking the existing values and norms to the strategic objectives of the organization by identifying norms that would aid and those that would hinder the organization's objectives. The desired norms can then be rewarded and developed in the organization.

A number of reasons exist why it difficult to change organizational culture and sustain that change, these include: poor communication in creating a compelling reason for change and a Lack of Senior management Support (Smith , 2003).

New man and Chaharbaghi (1998) hold the view that a change of culture without a change in the technology supporting the old culture will not be effective. They propose the term "culturing" for the culture change process which begins with a change in the old technology followed by learning process during the introduction of the new technology that would create a new culture (New man and Chaharbabhi, 1998: 519).

2.1.7.3. Maintaining Organizational Culture:

Once an organization culture is created, a number of mechanisms help solidify the acceptance of the values and ensure that the culture is maintained. Pertaining to this, Pascal (1985) identified the following points in socializing employees to the organization culture.

Selection of an entry level Candidate: Trained recruiters use standardized procedures and to focus on values that are in the culture. Those Candidates whose personal values do fit with underlying values of the Organization are given ample opportunity to deselect.

Humanity inducing experiences: These Calls employees to question prior beliefs and values are assigned, thereby making new employees more receptive to the values of the new culture.

Job nature: To develop the employee's technological knowledge

Reward and Control System: The organization pays meticulous attention to measuring operational results and to rewarding individual performance reward systems should focus on those aspects of the organization members much the underlying values of the culture. Through time the behaviours of organization members match the underlying values of the culture identification with underlying values helps employees reconcile personal sacrifices caused by their membership in the organization.

Reinforcing folklore: In maintaining its culture, the organization exposes its members to rite and rituals, stories or myths and heroes that portrays and reinforce the culture.

Role modeling: Employees who have performed well in the organization serve as a role models to new comers to the organization identifying these individual as symbolizing success, the organization encourages others to do likewise. The ability of organizations' culture to motivate employees and increase its effectiveness is directly related to the way in which members learn the organization's values and develop more consistency and increase service delivery in the work place. To change the culture of an organization people need to be aware of

what drives the thinking, feeling, and behavior of the organization. Organization leaders must not only manage operations and finance, but also the culture, because organizational culture can be either asset or a liability. Therefore, socialization employees to the organizational culture is importance because an organizations culture and people must be prepared and aligned to support change in order to improve performance.

2.1.7.4. Sustaining Organizational Culture

According to Robbins (2001: 522) in his mode as illustrated in figure 3 summarizes how an organization's culture is established and sustained

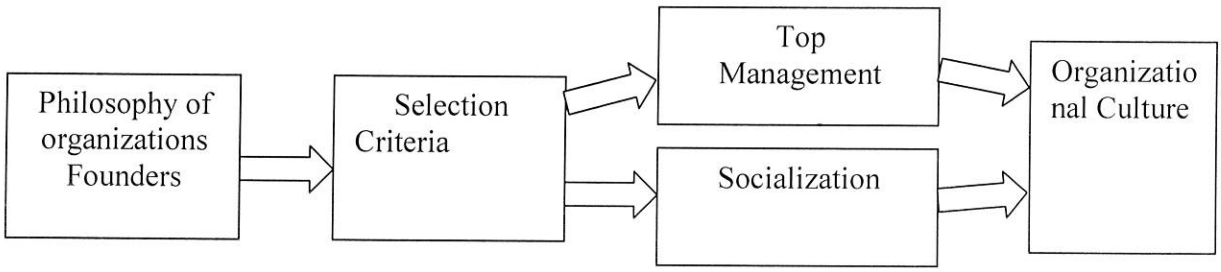

Figure 3: How Organization Cultures form

Source: Robbins (2001:522)

The original culture is derived from the founder's philosophy. This Culture, in turn strongly influences the criteria used in hiring. The actions of the current top management set the general climate of what is acceptable behaviour and what is not. How employees are to be socialized will depend on the degree of success achieved. In matching new employees' value to those of the organizations in the selection process and on top management's preference for socialization methods In agreement with Robbins, Aswathappa (2003: 483) further emphasizes that once a culture is created there are practices within the organization that help keep it alive. Three such practices are the selection process, actions of top management and Socialization methods.

Selection Process

The main purpose of the selection process is to hire the right people for the right Jobs, when for a given Job, two or more candidates, with identical skills and abilities, are available, final selection is influenced by how well the candidate fits in to the organization. By identifying

candidates, who can culturally match the organizational culture, selection helps Sustain culture considerably.

Top Management

The actions of top management also have major impact on the organization's culture. Through what they say and how they behave, senior executives establish norms that filter down through the organization as to whether risk taking is desirable; how much freedom managers should give their sub-ordinates; what is appropriate dress; what action will pay off in terms of pay raises -promotions, and other rewards.

Socialization

No matter how good the Job the organization does in hiring people, new employees are not fully indoctrinated in the organizations culture. The reasons could be that since they are least familiar with the organization's culture, new employees are potentially most likely to disturb beliefs and customs that are in place. The organization will, therefore, want to help new employees adapt to its culture. This adaptation is called socialization.

According to Moorhead and Griffin (2001: 519).Culture can be sustained by reinforcing the behaviours of employees as they act out the cultural values and implement the organization's strategies. Reinforcement can take many forms like the formal reward system, where the organization rewards desired behaviours in ways that the employee values. Stories must be told throughout the organization about employees who engage in behaviours that epitomize the cultural values of the organization. The organization must engage in ceremonies and rituals that emphasize employees doing the things that are critical to carrying out the organizations vision. In effect, the organization must "make a big deal out of employees doing the right things". Reinforcement practices are the final link between the strategic and cultural values and the creation of the organizational culture.

2.2. Employee Commitment

2.2.1. What is Organizational Commitment?

Newstron and Davies (2002: 211) define employee commitment as the degree to which an employee identifies with the organization and wants to continue actively participating in it.

Like a strong magnetic force attracting one metallic object to other, it is a measure of the employees' willingness to remain within organization in the future. It often reflects the employee's belief in the mission and goals of the organization, willingness to expand effort in their accomplishment, and intention to continue working there. Commitment is usually stronger among long-term employee's those who have experienced personal success in the organization, and those working with a committed employee group.

Luthans (1995: 130) explains that, as an attitude, organizational commitment is most often define as: a strong desire to remain a member of a particular organization; a willingness to exert high levels of effort on behalf of the organization; and a define belief in and acceptance of the values and goals of the organization.

In other words, this commitment is an attitude about employees' loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well– being.

The organizational commitment attitude is determined by a number of personal (age, tenure in organization , and dispositions such as positive or negative affectively, or internal or external control attributions) and organizational (the job design and leadership style of one's supervisor) variables. Even non – organizational factors such as the availability of alternatives, after making the initial choice to join an organization, will affect subsequent commitment .Due to this multidimensional nature of organizational commitment ,there is growing support for a three component model proposed by Meyer and Allen (1996: 1). The three dimensions are as follows: affective commitment: involves the employees'; emotional attachment to, identification with and involvement in the organization; continuance commitment: involves commitment based on the costs that the employee associates with leaving the organization ,and normative commitment: involves the employees' feeling of obligation to stay within the organization.

Pareek (2004: 165) defines organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and

goals of the organization , and willingness to help the organization achieve such goals and values.

According to Madigan , Norton and Testa (1999: 3) committed employees would work diligently, conscientiously , provide value, promote the organization's service or products and seek continuous improvement. In exchange, they expect a work environment that fosters growth and empowerment, allows for a better balance of personal and work life provides the necessary resources to satisfy the needs of customers and provides for their education and training as well as that of their co- workers .

Hellriegel (2001: 54) emphasizes that organizational commitment goes beyond loyalty to include an active contribution of accomplishing organizational goals. Organizational commitment represents a broader work attitude than job. Satisfaction because it applies to the entire organization rather than just to the job. Further, commitment typically is more stable than satisfaction because day – to day events are less likely to change it. Therefore, commitment represents something beyond simply passive loyalty to the organization; it also involves a relationship with the organization, where individual employees are willing to give extra effort in order to contribute to the organization's wellbeing. It is important for organization to get a better understanding of organizational commitment because it affects organizations, their employees, and society as a whole. Organizations prefer committed employees because decrease the likelihood of employee turnover and lateness. An important consideration for Guraghe Zone Education Department will be to ensure the retention of highly skilled staff (reduce turnover) as well as to improve student achievement (efficiency) through the enhancement of employees performance.

2.2.2. Processes and relationship model of Commitment

Mullins (1999: 812) suggests three processes or stages of commitment such as: compliance, where a person accepts the influence of others mainly to obtain something from others, such as pay; this is followed by; identification , in which the individual accepts influence in order to maintain satisfying relationship and to feel pride in belonging to the organization; which leads to; internalization, in which the individual finds the values of the organization to be intrinsically rewarding and compatible with the personal values.

Martin and Nicholls in Mullins (1999: 813) view commitment as encapsulating by 'giving all of yourself while at work' . This commitment entails things as using time constructively , attention to detail, making that extra effort, accepting change, cooperation with others, self development, respecting trust, pride in abilities, seeking improvements and giving loyal support. Based on the case studies that focus on employee commitment formulated a model of commitment based on three major pillars, each with three factors.

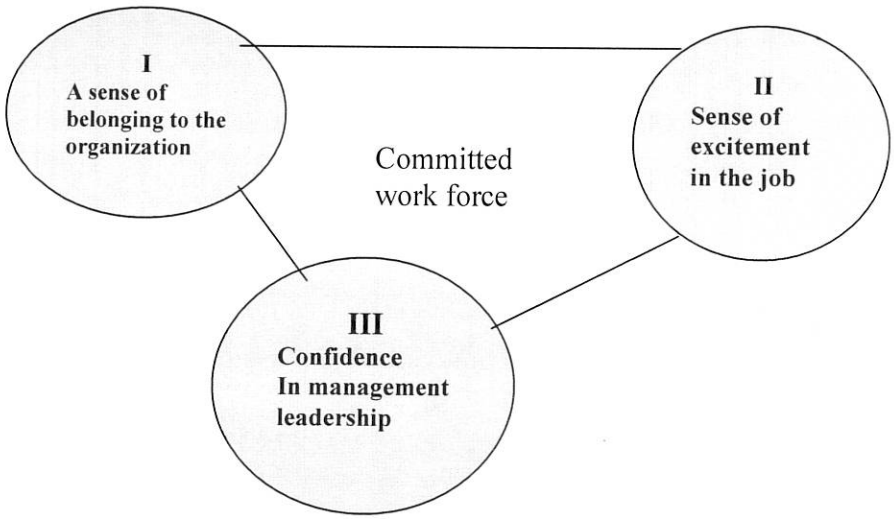

Figure 4: the three pillar model of commitment

These pillars are: a sense of belonging to the organization: this builds upon the loyalty to successful relations. The sense of belonging is created by managers through ensuring the work force is in formed, involved and sharing in success; a sense of excitement in the Job : improved results will not be achieved unless workers can also feel a sense of excitement about their work which results in the motivation to perform well. This sense of excitement can be achieved by appealing to the higher – level needs of pride, trust and accountability for results; and confidence in management :the Sense of belonging and excitement can be frustrated if workers do not have respect for, and confidence in management leadership. This respect is enhanced through attention to authority, dedication and competence.

A large measure of the success of the educational studies derives from their management of people and from creating a climate for commitment. For example: ' if people feel

trusted, they will make extraordinary efforts to show the trust to be warranted'; However, creating commitment is hard. It takes time, the path is not always smooth and it requires dedicated managers (Mullins, 1999: 813).

2.2.3. Source and types of Commitment

Hellriegel (2001; 54) argue that, as with job satisfaction, the source of organizational commitment may vary form person to person. Employees' initial commitment to an organization is determined largely by their individual characteristics (e.g personality and attitudes) and how well their early job experiences match their expectations.

Later, organizational commitment continue to be influenced by job experiences, with many of the same factors that lead to job satisfaction also contributing to organizational commitment or lack of commitment pay, relationships with supervisors and co-workers, working conditions , and opportunities for advancement. Over time, organizational commitment tends to become stronger because individuals develop deeper ties with the organization and their co-workers as they spend more time with them; seniority often brings advantages that tend to develop more positive attitudes ; and opportunities in the job market may decrease with age, causing workers to become more strongly attached to become more strongly attached to their current job (Hellriegel, 2001; 55).

Employees to day are increasingly self assured and cognizant of their value to employees. They would consciously choose to work for those companies that meet their work place expectations. Organizations that demonstrate their commitment to employees will attract and retain their desired work force – and will ultimately win the battle for the work force share (Madigan and others. 1999; 1) He further, emphasizes that employee behavior on the job is influenced directly positively or negatively by his or her immediate supervisor . Positive influences are essential to strengthening employee commitment .Therefore, the first step in building commitment is to improve the quality of management . Much has been written recently about the need for improving the education and training of the work force .As important as this is, at least equal emphasis must be given to improving the quality of management if business is to succeed in achieving greater employees commitment and throaty its portability.

Nelson (1999; 1) further concurs, in this regard , because he indicates that while money certainly plays apart in building employee loyalty, it's clearly not enough in to day's work environment. Compensation is important , but most employee consider it a right an exchange for the work one does. He further emphasizes that people want to feel that what they do, make a difference and money alone does not do this; personal recognition does.

According to Meyer and Allen (1990: 3) have proposed three components of organizational commitment: affective, continuance and normative components that align well with Kanters (1968) three commitment types of cohesion, continuance and control. Meyer and Allen (1991) argue that common to all three approaches is the view that commitment is a psychological state that consists of :(1) attitudinal commitment characterized by the employee's relationship with the organization and (2) behavioral commitment which has implications for decision to continue membership in the organization. Employee can develop varying degrees of all three forms of commitment with each component developing from different experiences in the work environment (Meyer, Allen and Smith, 1993).

Mayer and Allen (1990: 67) three component of topology:- affective commitment: has been defined as an employee's emotional attachment to identification with and involvement in the organization. Employees with a strong affective commitment will remain in the organization because they want to; continuance commitment: has to do with ones awareness of the costs associated with leaving the presentation organization. Employees whose commitment is in the nature of continuance will remain in the organization because they have to; normative commitment: has to do with feeling of obligations to the organization based on one's personal norms and values. Employees whose commitment to the organization is said to be of the normative type remains in the organization simply because believe they ought to. As figure 6 shows Mayer and Allen (1990) identified and represented three forms of commitment such as ; affective, continuance, and normative commitment.

Affective commitment is an individual's emotional attachment with (i.e. identification with and involvement), the organization. For example," I work here because the people are great and there is fun". Continuance commitment is a feeling that the costs of leaving are too high or it is much trouble to go somewhere else. For example,' I'd leave it I know I could get another job that paid as much'. It refers to the individuals recognition of the benefits of continued organizational membership versus the perceived costs of leaving the organization (of Becker's 1960 side best theory), including economic costs (such as pension, accruals) and social costs (friendship ties with co-workers) that would be incurred the employee remain a member of the organization because he/she 'has to'.

Finally, normative commitment refers to the employee's feeling of obligation, to stay in the organization, For example, 'I work her because they hired me when I needed the job so I owe it to them'. All three forms of commitment affect not only employee's willingness to remain on the organization, but their work related behavior as well as. All of the three of commitment are psychological state' that either characterizes the employee's relationship with organization or has the implication to affect whether the employees continue with the organization'. Committed employee as being one 'stays with an organization, attends work regularly, put in fully day and more protects corporate assets, and believes in the organizational goals.' This is employee positively contributes to the organization because use its commitment to the organization.

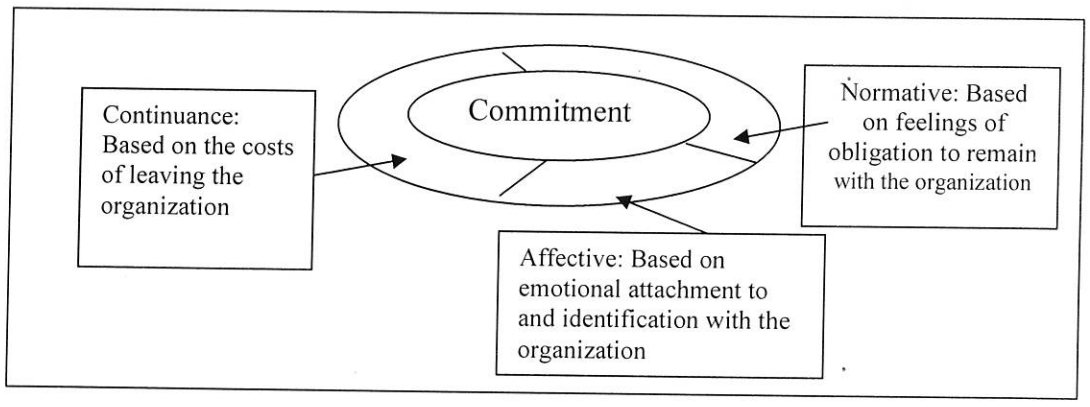

Figure 5: Types of commitment. Source: Allen and Mayer (1990)

2.2.4. The Importance of a committed workforce and the consequences of commitment in organization

Greenberg and Baron (2003: 163) believe that there are a number of positive effects when an organization has committed employees. When employees have an extremely high level of commitment to their organization, they are less likely to resign or be absent from that organization. On the other hand, when employees have an extremely low level of commitment, they are more inclined not arrive for work when they are supposed to, not retain their jobs. Employees are reluctant to leave their organization because of their positive attitude to their organization, which indicates an affective commitment to the organization (Green Berg and Baron, 2003: 163).

George and Jones (2002: 98) believe that commitment is highly related to organizational citizenship behavior, Organizational citizenship behaviors is when an employee performs their job above and beyond the call for duty (George and Jones,2002: 98). It is also asserted by George and Jones (2002: 98-99) that organizational citizenship behavior tends be voluntary and therefore is directly related to the employees affective commitment toward their organization.

There is a common denominator in all three of components of commitment namely the binding of the employee to the organization (Meyer and Allen, 1991: 73). Meyer and Allen (1991: 73) state that is an important precondition for employees to perform both their required roles and extra roles, yet it is not sufficient condition for either. Employees must also be willing to engage in activities that go beyond their required jobs, as well as be depended up on to perform their required job (Meyer and Allen, 1991: 73). If an employee is highly committed, they will be willing to make sacrifices for their organization Greenberg and Baron, 2003: 163).

Employees that are highly committed demonstrated the willingness to share and make sacrifices that are expected of them in order for their organization to render efficient services (Green berg and baron 2003: 163) Meyer and Allen (1991: 73) assume that employee's willingness to contribute to the organization's effectiveness is influenced by the nature of the commitment that the employees experience.

Two of the consequences of organizational commitment that have received much attention in the literature include staff retention as well as organizational performance (Meyer and Allen, 1991) such as: Retention:- A consequence of high organizational commitment is one employee turnover. Various authors have indicated that employees who are strongly committed to an organization are likely to leave (Wasti, 2003); performance. According to Buchanan (1974b:340) organizational commitment can be seen as " linking human imagination to organizational ends." Commitment promotes personal concern for the wellbeing of the organizational while minimizing the need for external surveillance and control

2.3. Organizational culture and employee commitment

A though Some Culture and Commitment literature has suggested and organizational Culture-Commitment relationship. (Lok, west wood and Crawford, 2005: 491). O'Reilly (1989: 17) believes that organizational Culture is vital in developing and sustaining employee Commitment and intensity levels that on ten characterize Successful organizations. In accordance with the views of O'Reilly (1989: 17) and Chen (2004: 433) additionally States that the shared values that are an aspect of organizational culture assist in generating this identification and attachment to the organization. Rowe and others (1994: 91) State that there is often a gap between the exiting and preferred organizational Cultures and the Harrison and Stokes (1992) Questionnaire enables Organizations to identify whether or not that gap within the organization is present A culture gap exist in an Organization when there is a difference between the dominant existing organizational Culture form, and the preferred or desired Cultural form (Bourantasand Papalexandris (1992: 5). Bourantasand Papalexandris (1992: 6) performed a Study that assessed the effect of the Cultural gap on the Commitment of an Organization's managers. They (Bourantas and papalexandris, 1992:6) found that the culture gap negatively affects the commitment of managers towards their Organizations.

Organizational Culture influences individual and Organizational processes by generating Strong pressure on employees to go along with and to think and act in ways that are consistent with the existing Organizational Culture (Green Berg and Baron, 2003: 526). This influence can either lead to enhanced Organizational Commitment, or hinder its effectiveness (Schien,

1992: 3). Deal and Kennedy (1988) Offer variety of elements within Culture for example the importance of Symbols and values, as a means of achieving employees Commitment

According Rowe and others (1994: 417), Organizational Culture has an effect on Organizational Commitments and the right kind of Culture will influence how effectively Organizations operate and deliver their Services. Martin (2001: 621) believes that a Strong achievement based Culture would result in employees being more committed to and supportive of an Organization's aims and objectives. This commitment would result in employees being in active agreement with and showing support for the organization's Objectives (Martin, 2001: 621). It is therefore important to identify the type of organizational culture of the Gurage Zone Education Department because, organizational culture is a factor that contributes to the organizational commitment of the employees, and therefore the successful functioning of the Gurage Zone Education Department in terms of improving teachers turn-over and the student academic achievement.

If the Gurage Zone Education Department attempts to alter its organizational culture, it can only be sustained with the commitment of the organizations employees (Smith, 2003: 258). This is due to the coordination involved in altering an organizational culture being complex, and this culture change would therefore require a strategic commitment by the organization (Smith, 2003: 258). It is therefore also important to investigate the organizational commitment of the employees of the Gurage Zone Education Department because committed employees will be less resistant to change and will make the change process smother.

2.3.1. The link between organizational culture and employee commitment

Organizational culture is important in developing and sustaining employee commitment in organization (O'Reilly, 1989). Organizational culture influence employee commitment. Firstly, organizational culture is also considered to influence employees' attitudes concerning their commitment to their organization (Bourantas Papalexandris 1992: 7). Secondly, Lytle and others (2006: 139). Believe that commitment is an element of the organizations culture, and is similar to organizational give that binds employees to one another and being part of that organization creates a sense of pride among employees.

Rashid and others (2003: 724) believed that there is an appropriate match between the type of organization culture and the type of employee commitment that, if correctly matched, will be beneficial to the performance of an organization. It is therefore clear that organizational culture and employee commitment have an impact on an organization performance) Rashid and others, 2003: 709).

Brewer (1993, in Chen, 2004: 433) conducted research in to the effect of organizational culture on employee commitment, and it was found that a culture that has a bureaucratic nature often has a negative relationship with the commitment of an organization's employees. Odom, Boxx and Dunn (1990: 162) believe that if an organization were to remove the barriers erected as a result of it having a bureaucratic culture, this may contribute to creating a stronger employee commitment within organization.

Brewer (1993, in Chen, 2004: 433) also found that there is a positive relationship when the culture is supportive, which results in greater commitment and employee involvement. Martin (2001: 621) believes that an organization that has a strong culture, which is actively supported by the organization's managers, also results in employees being more committed to the organizations aims and objectives.

2.3.2. Employee commitment in relation to job behavior

Managers are interested in the relationships between organizational commitment and job Behavior because the lack of commitment often leads to low turnover. The stronger an employee's commitment is to the organization, the less likely the person is to quit. Strong commitment is also correlated with low absenteeism and relatively high productivity. Attendance at work (being on time and taking little time off. Is usually higher for employees with strong organizational commitment. Moreover, committed in individuals tend to be more goal directed and waste less time while at work, which has a positive impact on productivity. Effective management can foster increased commitment and loyalty to the organization (Hellriegel, 2001; 54).

2.3.3. Strategies of Increasing Employees Commitment

There are many ways to build employees commitment and employer often fail to realized that some of the most effective things they can do to develop and sustain motivated, committed employees costs very little or nothing at all Nelson (1999: 1) proposes the power of ' the five Is' are: interesting work no one wants to do the same boring job over and over, day after day; More over, while always require some boring, repetitive tasks; every one should have at least apart of their job be of high interest to them; information. Information is power; employees want to be empowered with the information they need to know to do their jobs better and more effectively. Further, more than ever, employees want to know how they are doing in their jobs how the company is doing in its business; open channels of communication in an organization allow employees to be informed, ask questions, and share information; involvement.

Managers today are faced with an incredible between number of opportunities and problems and, as the speed of business continues to increase dramatically, the amount of time that they have to make decisions continue to decrease. Involving employees in decision making especially when the decisions affect them directly is both respectful and practical. Those closes to the problems typically have the best in sight as to what to do. As one involves others, one increases their commitment and ease in implementing new ideas or change; Independence. Few employees want their every action to be closely monitored. Most appreciate having the flexibility to do their jobs as they see fit. Giving people latitude increases the chance that they will perform as one desires and bring additional initiative, ideas, and energy to their jobs; Increased Visibility. Every one appreciates getting credit when it is due. Occasions to share the successes of employees with others are almost limitless. Giving employees new opportunities to perform, Learn, and grow as a form of recognition and thanks is highly motivated for most people.

From this, to achieve something, a person must have the requisite skills and knowledge, but more important than that is the willingness and positive attitude to accomplish the assigned job. Thus, strategies are appropriately applied employees feel encourage and motivated when they perceive that their contributions are valued and their organization cares about their materials, emotional and intellectual needs.

Madigan and others (1991:3) provide practical strategies that organization can use to increase employee commitment. They first propose that, in order for an organization to increase the commitment levels of

its employees, it has to recognize the fundamental need of the employee to maintain a work life balance. The recognition of personal and family life must be seriously considered. Organizations might want to consider implementing such practices as: flexible work schedule; personal time off programs; job share arrangements; reduced work weeks; work from-home arrangements; and training program that offer practical suggestions on how to better affect the balance between personal life and work life. The composition of today's work force is much more complex, employer also need to understand that the level of employ involvement and commitment will not uniform for all times. There would be phases when a number of employees will feel low and it will impact their productivity, but that is natural. This will also commit silly mistakes, but the leaders has to be considerate towards them if they are honest in acknowledgement and are willing to mend.

Mullins (1999:815) concludes that a high level of employee commitment implies willingness to work for the organization's benefits, but that its continuation depends on the reciprocal commitment by the organization to its members. In the current industrial climate, there needs to be concern not only for producing goods or services, but also for encouragement of innovative exploratory and creative ideas that go beyond what can be prescribed for the job and for the application to work of intuitive as well as explicit knowledge. These multiple objectives can only be achieved if managers consider, with care exactly what kinds of commitment they are aiming for, and design policies and practices accordingly.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology; source of data; sample size and sampling techniques; instruments and procedures for data collection; and methods of data analysis that were employed to analyze the data gathered.

3.1 Method of study

The advantage of descriptive survey research method, defined by Cohen (1994) and Grey (2004), are: it generate large amount of data from relatively wide area; it allows high degree of interaction by respondents; it may be adapted to collect generalize able information, it provides relatively simple and straight forward approach to the study of attitude, values and beliefs, it help to measure particular phenomena at fixed point in time and systematic. Based on the research objectives and basic questions the design to assess and determine whether organizational culture has a significant relationship with employee's commitment in Guraghe Zone Education Department. Therefore, descriptive research designs was more contexts bound than in other research designs.

3.2. Sources of Data

Two sources of data (primary and secondary sources) were employed in this research.

Primary data were gathered from Guraghe zone Education Department of employees, leaders and core process owners who are the most important respondents dependent informats.. Secondary information sources that was focused on organizational behavior, with regards to organizational culture and employees commitment, that was found to be relevant to this research were included documents, books, journal, research papers dealing with the organizational culture and utilized as secondary sources in this study.

3.3. Samples and Sampling Techniques

3.3.1. Sampling Techniques

Firstly, in selecting Woreda Education Offices and Urban Administration Education Offices in Zone stratified random sampling method was employed based on geographical location or distance from the capital city of the zone. . Stratified random sampling is a probability sampling procedures which divides target population into a number of strata, and thus samples

are drawn from each stratum (Sarantakos, 2005, Kumar 1999). Based on this, the Zone Education Department managed 13 Woreda Education Offices 2 Urban Administrative Education Offices. Among these, eight Woreda Education Offices and one Urban Administrative Education Offices were categorized and located near distance from the zone and seven Woreda Education offices and one Urban Administrative Education Offices categorized into located far distance from the Zone. Thus, the advantage of this technique is that the representation of the sample in proportional with that of the population.

After categorizing the woreda Education Offices in geographical location or distance, were selected sample population from each category by using random sampling technique especially, lottery method was employed in order to give equal chance for the members of each population. To do this, from far distance location category Butagira and Enemour woredas education offices were selected and also near distance from the zone category Wolkite Urban Administrative Educational Office, Cheha and Edja Woredas Education Offices were selected.

Secondly, in selecting leaders in the Zone Education Department and Woreda Education Offices for interview, purposive sampling technique was employed with the assumption that leaders at a good position to access all information or everything take place in their respective office about organizational culture and employee commitment. In addition, in order to identify core process owners for focus group discussion, and for questionnaires available sampling technique was employed, because the population is very small and assuming that to including all members to get valuable information and to make the discussion inclusive in addressing each department's situation.

Finally, in selecting employees from each sample woreda education offices and zone education department stratified sampling techniques was employed. Stratification factors such as: gender, job experience, educational back ground, and occupation were involved in selecting from each sample population. Accordingly, 8 employees from each four Woreda Education Offices and one Urban Administrative Office, 10 employees from Guraghe Zone Education Department randomly selected and this gives a total number of 50 employees.. This was employed in order to provide an equal chance for all members of the population.

3.3.2. Sample Size

The sample size of the study comprises a total of 80 respondents: six leaders (all), twenty-four core process owners (all) and out of 140 of the population in the sample WEOs and ZED, 50 (45.45%) employees or performers were taken as a sample.

Table 1: Size of Population and Sample

No	Types of respondent	Size			Remark
		Population	Sample		
		No	No	%	
1	Guraghe zone education department				
1.1	Leader (cabine)	1	1		Questionnaire +interview
1.2	Core process owner	4	4		FGD+ questionnaire
1.3	Employees (performers)	28	10	40	questionnaire
2	Edja woreda Education office				
2.1	Leader (abine)	1	1		Questionnaire+ interview
2.2	Core process owner	4	4		FGD+ questionnaire
2.3	Employees (performers)	17	8	47.06	Questionnaire
3	Cheha woreda education office				
3.1	Leader (cbine)	1	1		Questionnaire +interview
3.2	Core process owner	4	4		FGD+ questionnaire
3.3	Employees (performers)	18	8	44.4	Questionnaire
4	Enumor woreda Education office				
4.1	Leader (cabine)	1	1		Questionnaire +interview
4.2	Core process owner	4	4		FGD+ questionnaire
4.3	Employees (performers)	20	9	45	Questionnaire
5	Butagira woreda education office				
5.1	Leader (cabine)	1	1		Questionnaire +interview
5.2	Core process owner	4	4		FGD+ questionnaire
5.3	Employees (performers	18	8	44.4	Questionnaire
6	Wolkite Urban Administrative Education office				
6.1	Leader (cabine)	1	1		Questionnaire +interview
6.2	Core process owners	4	4		FGD+ questionnaire
6.3	Employees (performers)	14	7	50	questionnaire
Total		170	80	47%	

As it is show in table 1, all of the leaders, all of core process owners and 45.45% of employees (performer), were selected on the basis of purposive sampling technique for leaders, available sampling technique for core process owners and stratified sampling technique especially, lottery method was employed respectively.

3.4. Instruments and Procedures of Data Collection

. The major instruments used for data gathering in the study were standardized questionnaires, interviews, FGD, observation, and relevant review of documents.

Questionnaires

The need for questionnaire was arisen due to the fact that, it provides sufficiently valid descriptive information about the views and attitudes of respondents. Questionnaire could also be used to clarify the various connections between variables and to explain statistically the difference found. Another advantage of questionnaires study was that the researcher could reach large number of respondents in short period of time than other data gathering instruments (Wellington, 1996). The other researcher also support that questionnaire studies measure the central level of organizational culture that is, attitudes, beliefs and values (Glendosantos, 2000). Therefore, the standardized questionnaire were developed by Harrison and Stoke (1992) for diagnosing organizational culture and instrument developed by Allen and Mayer (1990) for assessing employee commitment levels were used to describe the OC and employee commitment of GZED.

Separate questionnaire were developed and distributed to Gurage Zone Education Department and Woreda Education offices leaders, core process owners and employees. The four sub statement that represents different organizational culture such as how people treat each other, what value they live by, how people are motivated to work or learn and how people use power. These standardized questionnaires were used to reflect each of the organizational culture type developed by Harrison and stokes (1992), namely, power orientation, role orientation, achievement orientation and support orientation.

The "Diagnosing Organizational Culture Instrument" was chosen due to the reason that it is very useful to looking at to overall culture and gives a picture in terms of four cultural dimensions (Power, Role, Achievement and Support) and in terms of examining the variation between existing and preferred dimensions of OC. The most dominant, the dominant and the least dominant cultural orientations are measured on the basis of the current and preferred perceptions of organizational members (Harrison &Stokes 1992). In addition, it has the advantage of being based on a simple model, which is easily understandable to employees of any level in an organization. It is also this research instrument has been tasted in different countries assessed organizational culture and received acceptable results was regard to the reliability and validity.

The instrument contains fifteen (15) questions or scales that represent different organizational culture such as how people treat each other, what value they live by, how people are motivated to work or learn and how people use power, leadership styles and how decision made and conflict resolved (Harrison in Handy, 1972).The questionnaire used a four Likert-type scale for rating both the existing and preferred dimensions of OC and the ratings are defined as follows:-

1= Least dominant view, or preferred alternative

2= Dominant view, or preferred alternative

3= Next dominant view, or preferred alternative

4= Most dominant view, or preferred alternative.

At the end of each sentence is two columns, one marked **"E"** for existing culture and the other marked **"P"** for the preferred culture. In the case of the existing culture, respondents was required to rank order the phrases following each sentence beginning by placing a **"4"** next to the end phrase that came the closest to describing the way things are in the organization, a "**3**" next to the one that came next closest, and so through "**2**" and, finally a "**1**" –the one that least described the way things are in the organization. Next the respondents are required to go back to the spaces bellows the "**P**" (**preferred culture**) heading. This time, the respondents were required to rank order the sentence endings by placing a **"4"** next to the ending phrase that comes closest to describing the way they would prefer things to be in the organization, a "**3**" next to the one that came next closes, and so through "**2**" and finally a "**1**" – the sentence that represents preferred alternative.

All the (a) alternatives of the questionnaire refer to an organizational culture called the(a) Power –Oriented Culture; the (b) alternatives assess the Role Culture; the (c) alternatives describe the culture based on Achievement; and the (d) alternatives describe a Support – Oriented Culture (Harrison and Stoke, 1993: 52).

Beside Harrison's instrument, Section C of the standardized questionnaire, pertaining to employee's commitment, consists of the research instrument developed by Allen and Meyer (1990), was included to identify the current dominant employee commitment and the extent of its appropriateness to improve GZED's. The three component conceptualization namely: Affective commitment, Continuance commitment and Normative commitment. Affective commitment involves the employee's emotional attachment to, identification with, and involvement in the organization. Continuance commitment involves commitment based on the costs that employee associated with leaving the organization, and normative commitment involves the employee's feelings of obligation to stay with the organization. This section consists of 21 statements (7 questions per commitment dimension), reflecting scales of employee's commitment and statement was linked to a five-point Likert type interval scale. The scale range utilized is from 1to5 as follows: **'1'** strongly disagree **'2'** disagree **'3'** unsure **'4'** agree and **'5'** strongly agree. Each of scales consists of seven statements, were namely: normative commitment compromised seven items (i.e. C3, C6, C9, C12, C15, C17, andC21). Affective commitment compromised seven items (i.e. C1, C4, C7, C10, C13, C16, and C19). And continuance commitment also compromised seven items (i.e.C2, C5, C8, C11, C14, C18, and C20).

The instrument was chosen for this research because Allen and Mayer's (1990) three component questionnaire is a multi dimensional contract that conceptualizes employee's commitment and can be applied across domains. The value of taking this multidimensional approach is that it provides a more complete understanding of all employees' relationship to their job. The organizational culture assessment and employee commitment assessment tools seems to be appropriate for the public sector such as education :-First, the OCQ measures the current and preferred dimensions of OC. Harrison (1993: 9) indicates that "OCQ is a questionnaire developed to diagnose culture in an organization, in order to identify the different

cultural orientations and initiate culture change strategies". Secondly, the OCQ measure the degree to an employee is willing to maintain membership due to interest and association with the organization's goals and values .Werner (20007: 335) indicates that employee commitment as a "work- related attitudes seems to be closely related to performance and turnover of employees". Therefore these tools are relevant to the education sector of GZED as it helps to determine organizational members' feelings of attachment identification and loyalty to the Zone Education Department.

In addition, structured and semi:-structured interview guide was developed and administered to the Zone Education Department and Woreda Education Offices leaders one of a good reason to include interview in this research is it could be possible to brought to the surface subjective options, values, beliefs and assumptions which were not possible with structured form (Schien.1992). In the culture study as it has been discuss earlier, underlying assumptions, values and beliefs are unconscious action that cannot be surface out through question and interview alone (Schien,1992).

Based on this, discussion point was prepared for focus group discussion to be made the core process owners of 4 sample zone Education Department and for 24 woreda Education offices. This discussion was the issue of culture and employee commitment. It was conducted based on guide, and the role of the researcher was facilitating the discussion points, and motivating the respondents, to participate actively. Observation was made in such area as cafeteria, office area, notice board etc, Were cultural factors were recorded. Thus, observation was very essential due to the fact that artifacts which are the most visible level of culture, are the out ward manifestation of existing culture and employee commitment (Schien, 1985). In addition, document analysis was used to obtain additional data through reviewing the different documents and records. Therefore standardized questionnaire, interview, FGD, observation and document analysis were major data collecting techniques to accomplish the objectives of this research paper.

Studies on the reliability of the questionnaire indicate that it was a reliable measuring instrument for diagnosing organizational culture (Harrison, 1993). Harrison (1993) stated that the reliabilities of the four type of OC questionnaire, calculated by the Spearman Brown

formula were for power (0.90), role (0.64), achievement (0.86), and support (0.87). The overall reliability of the questionnaire was 0.87 (Harrison, 1993). The result of the current study was 0.74 for both the existing and preferred OC scales. There is also the reliability of Allen and Mayer(1990) research measuring instrument tested the reliability in terms of cornbach's alpha coefficient and reliability of each scale as follows: affective commitment scales:0.87; continuance commitment scale: 0.75; and the normative commitment scale: 0.79. It has been found to have a good reliability values (coefficient alpha) for each commitment dimension. Because the reliability of Allen and Mayer's (1990) measuring instrument and the coefficient alphas were all above 0.75.

3.4.1. Procedures of Data Collection

Before distributing the questionnaires and administrating the interview, the initial questionnaire was piloted with ten (10) respondents to check for three aspects namely (1)any grammar or spelling mistakes, (2) to ensure that all questions were well understood, (3)on the basis of feedback, modification and improvement on the instrument ranking orders.

Following the pilot test, the questionnaire and the interview guide were refined. Then, the questionnaire was administered and distributed to all samples identified for the study by the researcher. During the distribution; orientation was gives for all sample respondents. Finally, the questionnaires were collected after checking whether each question items are answered or not; in order to avoid un-responded items error.

Concerning interview, in order to help the interviewee to prepare him/herself, the interview guides was distributed to the interviewee before conducting the interview. In addition, time and place for interview was planned by the agreement of the interviewee and interview or and administrated accordingly. For the data to be collected through focus group discussion in education sector office, the researcher arranged appropriate time and place and provide point of discussion and take note. In addition, based observation guide, things such as how people are treated around the office, main gate, arrangement of buildings, people relation in office, facilities service delivery for customer, implementations of rules and regulations, grouping in categories, relation in work place, contents of

notice board and different sign. Finally, important documents were assessed and the copy of each document was held by the researcher if the concerned bodies allow doing so.

3.5. Data Analysis

The data analysis procedure was started by tallying and tabulation of the data gathered through **questionnaires,** transcribing the interview, and summarizing data obtained through focus group discussion, observation and documents.

Finally, these data were analyzed through **counts, percentage, mean and graph**. Therefore, **percentage** were used to describe the characteristics of the respondents' personal information and frequency distribution for identifying existing dominant and the preferred OC dimensions.

The means scores were computed to analyze the perception of sample respondents on the existing and preferred cultural patterns to describe the overall cultural patterns of Guraghe Zone Education Department.

Graphs were used to display the responses of each group of respondents regarding to the issue of existing and preferred culture. Analysis of the Harrison's questionnaire was made based on the four major cultural types of instruments. Depending on the data received from the 76 respondents, to interpret their perceptions of the OC and the employee commitment dimensions.

3.6. Ethical Consideration

The goal of ethics in research is to ensure that there is no one is harmed or suffer adverse consequences from the research activities. The researcher has undertaken to protect the rights of the respondents by:- ensuring that none of the respondents was named during the research, respondents was selected to participate without compulsion, an respondents was informed the reason and purpose of the research, informed consent was sought from the leaders (management) of the sample organization before the commencement of this research initiative.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter deals with presentation and analysis of data obtained from the sample population through questionnaires, interview, FGD, observation and documents analysis. The analysis categorized in to two major sections. The first section deals with the characteristics of the respondents in terms of sex, age, education qualification, length of service. The second section deals with the analysis, interpretation of data that were gathered through Harrison's questionnaires of diagnosing organizational culture and Allen and Mayer's questionnaires for assessing level of employ commitment, interview, FGD, observation and document analysis.

4.1. Characteristics of Respondents

Different bodies in GZED namely, leaders, core process owners and employees were included in the study. Three set of questionnaires were distributed to leaders, core process owners, and employee in the GZED (including sample woreda education offices). Out of the total 80 respondents who were distributed with questionnaires, 6 (7.5 %) of them leaders, 24 (30%) of core process owners, and 46 (57.5%) employees returned with their respondents. The remaining 4 (5%) of respondents do not return their responses. Interview guide was employed to gather data from total of 6 leader's respondents from GZED and WEOs. In addition, FGD were made with 24 core process owners of the Zone Education Department and Wereda Education Offices. Observation of different artifacts and document analysis were made. In general, a total of 76 respondents were included in the study and offered the necessary information. The general characteristics of the respondents were discussed here under.

Table 2: Description of Respondents by Sex, Age, Qualification and Work Experience

No	Characteristics	Respondents					
		Leaders N=6		Core process owners N=24		Employee (performers) N=46	
		No	%	No	%	No	%
1	Sex Male	6	100	19	79.17	34	7391
	Female	-	-	5	20.83	12	26.09
2	Age Below 20 years	-	-	-	-	-	-
	20-29	1	16.67	5	20.83	13	28.26
	30-39	4	66.66	12	50.00	20	43.49
	40-49	1	16.67	5	20.83	9	19.56
	50 and above	-	-	2	8.33	4	8.69
3	Qualification- 12th grade	-	-	-	-	-	-
	Certificate	-	-	-	-	5	10.87
	Diploma	-	-	6	25.00	`19	41.30
	BA/BSC/MED	6	100	18	75.00	22	47.83
	MA/MSC/MED	-	-	-	-	-	-
							-
							-
4	Years of - Below 5years	-		3	12.50	7	15.22
	service 5-10	1	16.67	4	16.67	11	23.91
	11-16	3	50.00	7	29.17	15	32.61
	17-22	2	33.33	6	25.00	8	17.39
	23-28	-	-	3	12.50	3	6.52
	29 and above	-	-	1	4.16	2	4.35
Total	N=76	6		24		46	

4.1.1 Sex Profile of Respondents

Figure 4.1.1, illustrated that the gender of respondents were indicated 59 (77.7 %) of the respondents were male and17 (22.3 %) of the respondents were female. This corresponded with very poor gender ratio of the population. This indicating that the number of male respondents

exceed females all of leaders, 19 (79.17 %) of core process owners, and 34 (73.91%) of employees were male. What is surprising here is that there is no single female who acts a leader positions and only 5 (20.83%) of female act as the positions of core process owners and with in all five WEOs. There is also from 46 employees only 12 (26.07%) of them were females. Thus, this signifies that the under representation of women from GZED to WEOs. This entail the in GZED might be male dominant.

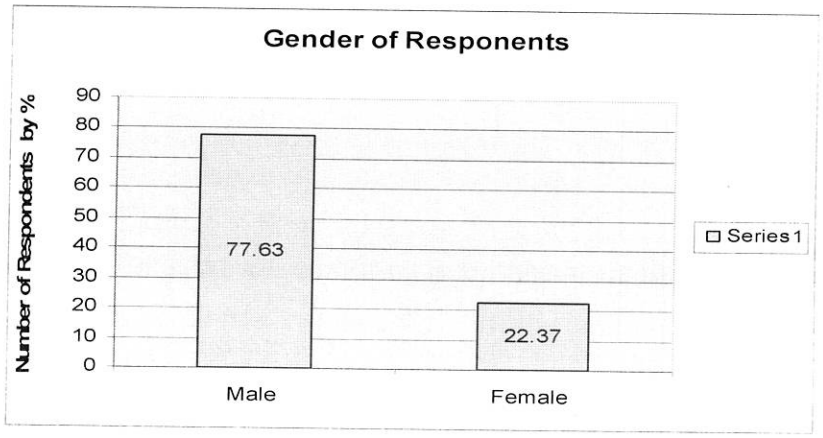

Figure 4.1.1 Gender of Respondents

4.1.2 Age Profile of the Respondents

Figure 4.1.2 illustrated that the age of the respondents implies 5 (6.58%) respondents in the 20 to 29 years, 25 (32.89%) in the age between 30 to 39 year, 46 (60.53%) in the 40 to 49 years, and 0 (0%) respondents 50 years and above. This show that the majority of respondent in the leadership position core process owners and employees were matured enough to explain the necessary information about cultural elements and employee commitment level of the GZED from different perspective.

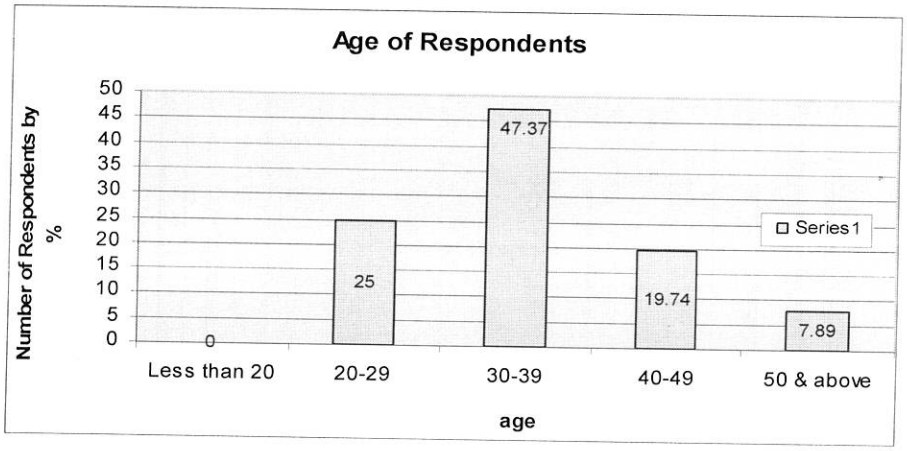

Figure 4.1.2.Age of Respondents

4.1.3 Educational Level of Respondents

The level of education of respondents is shown in figure 4.1.3. 5 (6.58%) of respondents had certificates. A large majority of the respondents 25 (32.89 %) had a diploma as higher education and 46 (60.53 %) respondents that had a bachelor's degree and 0 (0%) number of respondents had a post graduate degree. This indicated that the respondents in general were well educated. Hence, it was thought that the information they provide would be dependable and logical due to their academic backgrounds .However, there is a wider qualification gap existed between and with a post graduate degree respondents which were contributed their own specific traits to build up cultural pattern of the Zone Education Department.

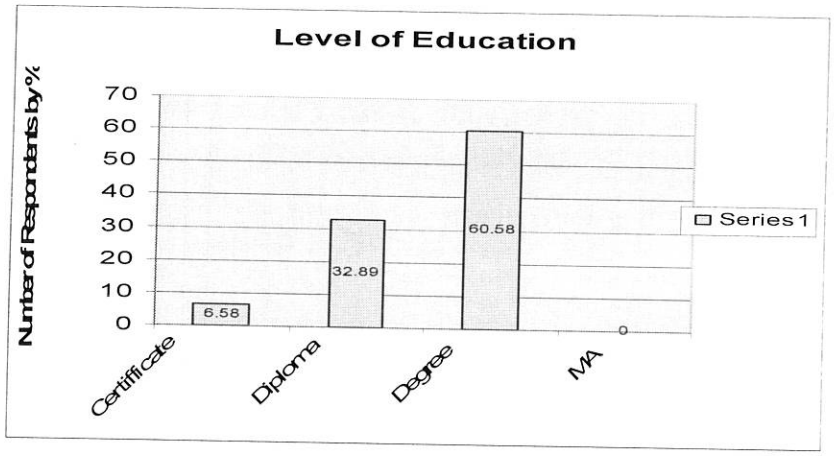

Figure 4.1.3 Level of Education of Respondent

4.1.4. Years of Service of Respondent

In terms of the years of service (work experienced) illustrated in Figure 4.1.4, there were 10 **(13.16)** respondents that were service for less than five year, 16 (21.05%) respondents with 5 to 10years service, 32 (32.89%) respondents with 11 to 16 years of service , 16 (21.05%) respondents with 17 to 22 years of service , 6 (7.89%) respondents with 23 to 28 years of service ,and 3 (3.9%) respondents with and above 29 years of service. This reveals that the majority of respondents had a job related experience. It would be, therefore, possible to generalize from these data that such relatively longer years of service in the education system might have helped leader, core process owners and employees to possess rich experience and better understanding about the various issues and problems of OC and employee commitment with in GZED.

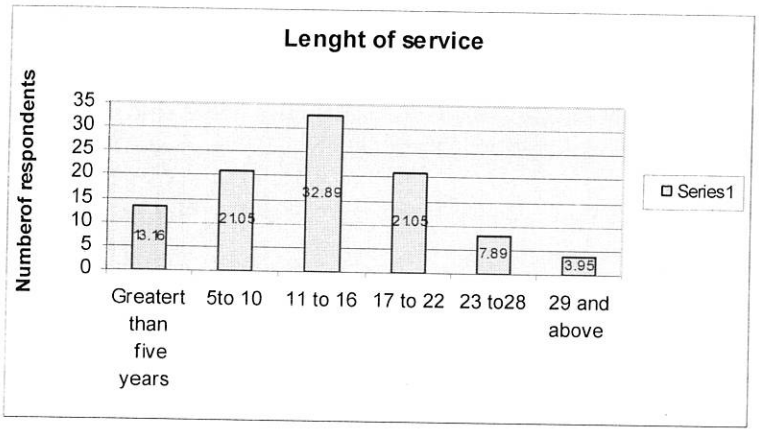

Figure 4.1.4 Length of Service year of Respondents

4.2. Patterns to Organizational Culture

Recent organizational crises have emphasized the need for leadership and personal commitment from organizational decision makers which then become critical for organizational success (Earte, 1996). Hence organizational culture and employee's commitment are some of the crucial elements in determining the effectiveness, competitiveness and success of organization.

Therefore, an identification of cultural patterns and dimensions as how it is perceived and desire by group to the organization and the prevailing committed work force would enable the organization to grow, to increase service delivery, and to improve overall organizational

effectiveness. Based on this fact this study tried to assess the cultural profile of GZED patterns of culture as perceived by leaders, core process owners, and employees.

The intention of this section is to identify the existing as well as the preferred organizational cultures in GZED. The gap between the existing and preferred culture also quantified and discussed.

4.2.1. The Organizational Culture Profile

This section tries to identify the dominant existing and preferred culture with in GZED. The organizational culture profile of the population which respondents including leaders, core process owner, and employee (performers) in GZED has been determined by using descriptive statistics to summarize the mean scores and frequency distribution of each organizational scale. According Harrison (1993), the ratings are defined as follows:-

1= Least dominant view, or preferred alternative
2= Dominant view, or preferred alternative
3= Next dominant view, or preferred alternative
4= Most dominant view, or preferred alternative

4.2.1.1. The Existing Organizational Culture Profile as Perceived by leaders.

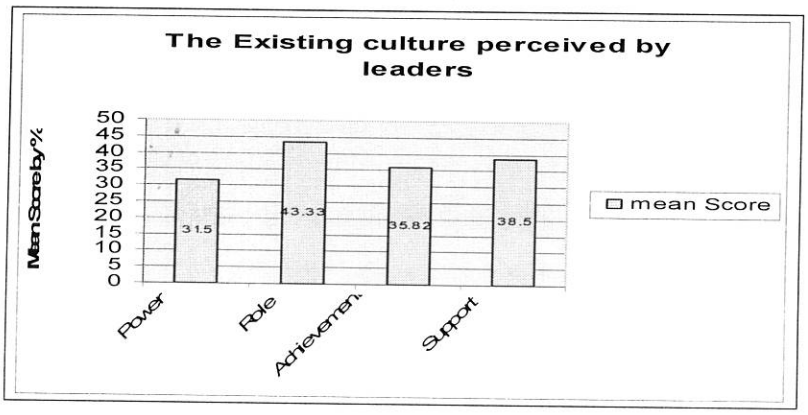

Figure 4.2.1: The existing Culture as Perceived by Leaders

As Figure Illustrated 4.2.1. Shows that the existing dominant culture perceived by leaders of the GZED, is role culture with the mean score of (43.33) .The power culture was less dominant. This indicated that leaders of GZED were high in role culture focuses on highly structured system where clear objectives, goals and procedures exist. The second dominant existing organizational culture profile as perceived by leaders was the support culture. Therefore is Figure 4.2.2 above a mean score of (43.33) the existing role orientation culture. It shows that decision making process is characterized by formal channels or policies and procedures.

Table 3: Frequency distribution of existing and preferred OC dimensions perceived by leaders

Existing OC dimensions	Frequency	Percentage	Preferred OC dimensions	Frequency	Percentage
Power Culture	**N=6**	**100%**	**Power Culture**	**N=6**	**100%**
Least dominant	3	50	Least dominant	4	66.67
Dominant	2	33.33	Dominant	1	16.67
Most dominant	1	16.67	Most dominant	1	16.66
Role Culture	**N=6**	**100%**	**Role Culture**	**N=6**	**100%**
Least dominant	1	16.67	Least dominant	1	16.67
Dominant	1	16.66	Dominant	2	33.33
Most dominant	4	**66.67**	Most dominant	3	50
Achievement Culture	**N=6**	**100%**	**Achievement Culture**	**N=6**	**100%**
Least dominant	2	33.33	Least dominant	1	16.67
Dominant	2	33.33	Dominant	1	16.66
Most dominant	2	33.34	Most dominant	4	**66.67**
Support Culture	**N=6**	**100%**	**Support Culture**	**N=6**	**100%**
Least dominant	1	16.67	Least dominant	**1**	16.67
Dominant	3	50	Dominant	**2**	33.33
Most dominant	2	33.33	Most dominant	**3**	50

Table 3, above indicates the leader's respondent's perceptions of the existing organizational culture. It shows that the majority of respondents the existing **role culture** to be **most** dominant **(66.67%)** and the existing **power culture** to be **least** dominant **(50%).**

4.2.1.2 The Preferred Organizational Culture as Perceived by Leaders

As the Figure 4.2.2 below depicts, the dominant preferred culture as perceived by leaders was the achievement culture with a mean score of (43.33). According to Harrison and Stoke (1992), an organization with achievement orientation uses the mission to attract and release personal energy of its member in the pursuit of its goal. Since the members make their contribution freely in response to shared purpose, they willingly give more to the organization.

Therefore, employee would be eager to take the initiative in order to apply their skills and knowledge at the best of their ability and maximize the performance for achieving organizational goals and objectives.

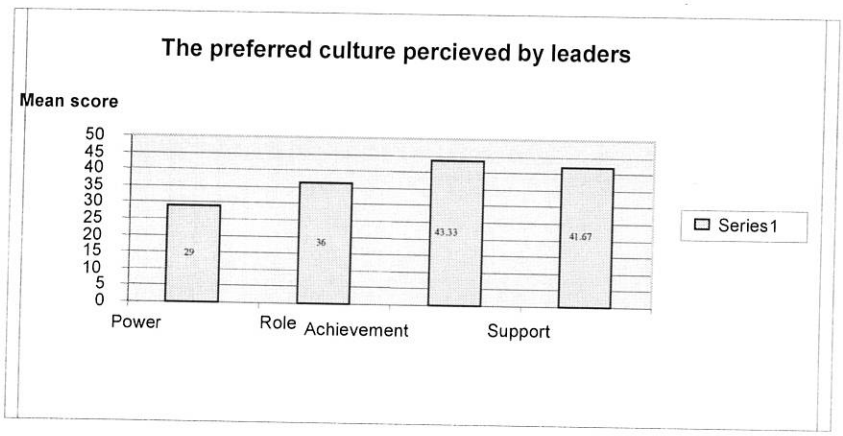

Figure 4.2.2. Preferred organizational culture as perceived by leaders

On the same **Table 3,** above indicates the respondent's preferred organizational culture. It reveals that the highest percentage of respondents prefer the **achievement** culture to be most dominant **(66.67%).** The second to be most dominant organizational culture dimensions the **role** culture and **support** culture **(50%).** But the highest percentage of respondents perceived that the preferred power organizational culture to least dominant **(66.67%).**

Interview and focus group discussion results made it clear the staff were relatively free to act on their own as long as their actions justified by rules and regulations, Leaders and core process owners verified that the prevailing culture, see the organization as one that has affirm set of rules that were co-ordinated by a group of senior managers (leaders). Therefore, improvement in culture becomes evident.

4.2.1.3. The Existing Organizational Cultural Profile Perceived as By Core Process Owners

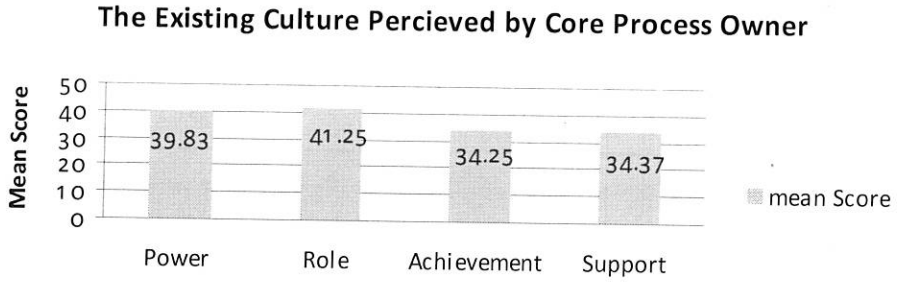

Figure 4.2.3. The existing organizational culture scales perceived by Core process

As show in Figure **4.2.3.** the existing dominant organizational culture perceived by core process owners was also role culture with the mean score of **(41.25)** .The list dominant culture perceived by respondents was support culture. As can be observed that, employees in GZED were supported to stick the by rules and regulations of instruction other than being self motivated and taking the initiation to get things done. They also need to be abiding by system, rules and procedures that prescribe what the employees should do in the right way of doing it.

This implies that the system and rules limited the employees' desired to achieve, create to contribute to the success of the GZED. Since to improve employees turn-over and student achievements the need to change the organizational culture to stronger and better for being a member of the group.

Table 4: Frequency distribution of existing and preferred OC dimensions perceived by core process owners

Existing OC dimensions	Frequency	Percentage	Preferred OC dimensions	Frequency	Percentage
Power Culture	N=24	100%	**Power Culture**	N=24	100%
Least dominant Dominant Most dominant	3 6 **15**	12.5 25 **62.5**	Least dominant Dominant Most dominant	12 8 4	50 33.33 16.67
Role Culture	N=24	100%	**Role Culture**	N=24	100%
Least dominant Dominant Most dominant	3 5 **16**	12.5 20.83 66.67	Least dominant Dominant Most dominant	13 5 6	44.17 20.83 25
Achievement Culture	N=24	100%	**Achievement Culture**	N=24	100%
Least dominant Dominant Most dominant	12 4 8	50 16.67 33.33	Least dominant Dominant Most dominant	2 4 **18**	8.33 16.67 **75**
Support Culture	N=24	100%	**Support Culture**	N=24	100%

Table 4, above indicates the respondent's perceptions of the existing organizational culture. It shows that the core process owner's respondents perceived that the existing **role** culture to be most dominant **(66.67%)** and the **power** culture to be the second most dominant **(62.5%)** in existing organizational culture dimensions.

4.2.1.4. The Preferred Culture as Perceived by Core Process Owners

As can be observed in Figure **4.2.4** below mean scores of **(45.54)**, indicates that the core process owner respondents prefer to the achievement culture for desired situation. The least desired culture as perceived by core process owners was power orientation with the mean scores of **(29.38)**. These employees may have 'highest order needs' that they have to satisfy, such as self-actualization (Waston, 2002). Respondents have indicated that they want to become everything they can be through individual achievement of demanding goods that have been set.

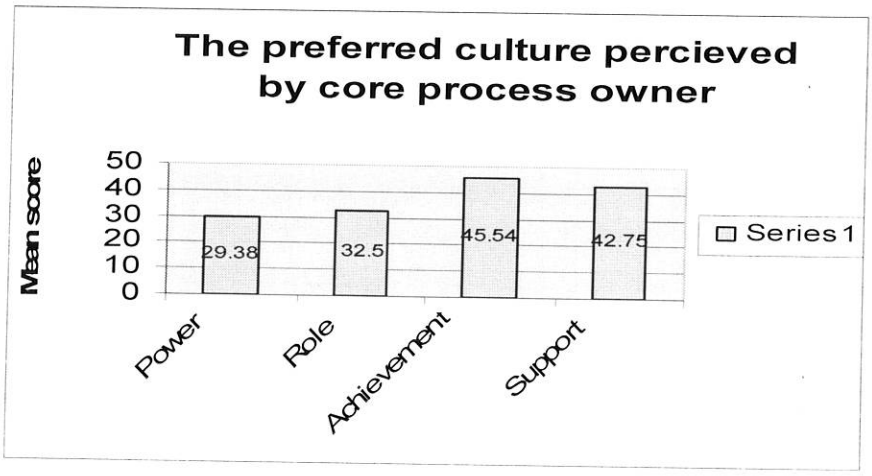

Figure 4.2.4 preferred culture as perceived by core process owners

On the other hand, it is evident from the same **Table 4** above. the majority of respondents prefer that the **achievement** organizational culture to be most dominant **(75%)** in desired situation.

The second organizational culture orientation is **support** culture to be most dominant (**66.67%** perceived by the respondents to the desired situation

This supported by results obtained from an interview and FGD that the existing situation, performance were organized by structures and procedures designed for public institution, role orientation rather than a democratic culture in which performance is based on the commitment of members to realize to their personal energy in the pursuit of common organizational goals. Thus, it can be said that the role orientation is the dominant culture in existing situation.

4.2.1.5. The Existing Cultural Profile as Perceived by Employee

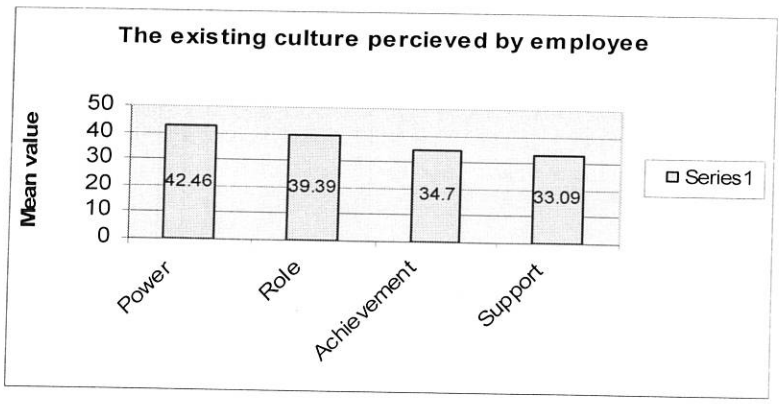

Figure 4.2.5. The existing organizational culture scales as perceived by Employee respondents

As Figure **4.2.5**, depicts above, the current dominant cultural profile perceived by employee respondents was power culture with a mean score of (42.46). The employee respondents identified that the Zone Education Department have a single source of authority who attempt to control employee behaviors, and where all the important decisions regarding the organization made (Matins, 2005). This implies that decision making process is made based on orders and instructions that come down from top level managers. This also reveals that the participatory decision making was underestimated which in turn discourages the employee to develop the sense of belongingness. The second dominant existing cultural dimension perceived by employees was role culture with the mean of (39.39). In role culture people were rewarded for playing by written rules and regulations of a given organization against which performance is judged. This also reveals that GZED have a bureaucratic culture, which can hinder their effectiveness and efficiency.

Table 5: Frequency distribution of existing and preferred OC dimensions perceived by employee

Existing OC dimensions	Frequency	Percentage	Preferred OC dimensions	Frequency	Percentage
Power Culture	**N=46**	**100%**	**Power Culture**	**N=46**	**100%**
Least dominant	4	8.70	Least dominant	25	54.35
Dominant	10	21.74	Dominant	10	21.74
Most dominant	**32**	**69.56**	Most dominant	11	23.91
Role Culture	**N=46**	**100%**	**Role Culture**	**N=46**	**100%**
Least dominant	8	17.40	Least dominant	22	47.82
Dominant	14	30.43	Dominant	14	30.43
Most dominant	24	52.17	Most dominant	10	21.74
Achievement Culture	**N=46**	**100%**	**Achievement Culture**	**N=46**	**100%**
Least dominant	26	56.52	Least dominant	5	10.87
Dominant	10	21.74	Dominant	10	21.74
Most dominant	10	21.74	Most dominant	**32**	69.57
Support Culture	**N=46**	**100%**	**Support Culture**	**N=46**	**100%**
Least dominant	25	54.35	Least dominant	**4**	8.70
Dominant	12	26.09	Dominant	**10**	21.73
Most dominant	9	19.56	Most dominant	**31**	67.39

According to Table 5 above, the majority of employees respondents perceived that the existing **power** culture to be most dominant (**69.56%**). The **role** culture to be the second most dominant (**52.17**%) in existing situation.

4.2.1.6. The Preferred Organizational Culture as Perceived by Employees

As the Figure 4.2.6 depicts, the dominant preferred cultural profile perceived by employees was achievement culture with a mean score of (43.69). The second preferred dominant culture was support culture with a means score of (43.63). This indicated that respondents had mixed feelings to the most preferred culture because the achievement and support orientation drew the same mean scores of responses. The least desired culture as perceived by respondents was power and role orientation. It is possible to say that achievement and support culture will flourish which has positive effect on productivity, absenteeism, and work quality.

A balance between achievement and supportive orientation is a typical characteristic of excellence of education department or offices (Harrison, 1992). The results imply that in order to retain skilled manpower and to attainment of mission and goals, the GZED need to establish very well articulated cultural ground. Because employee give more willingly to their organization and make their contributions more freely in response to their commitment to their

shared purpose. Generally, from all these employees respondents preferred to have conducive working environment characterized by people who like their work, and type of culture that the climate is based on mutual trust between the individual and the organization.

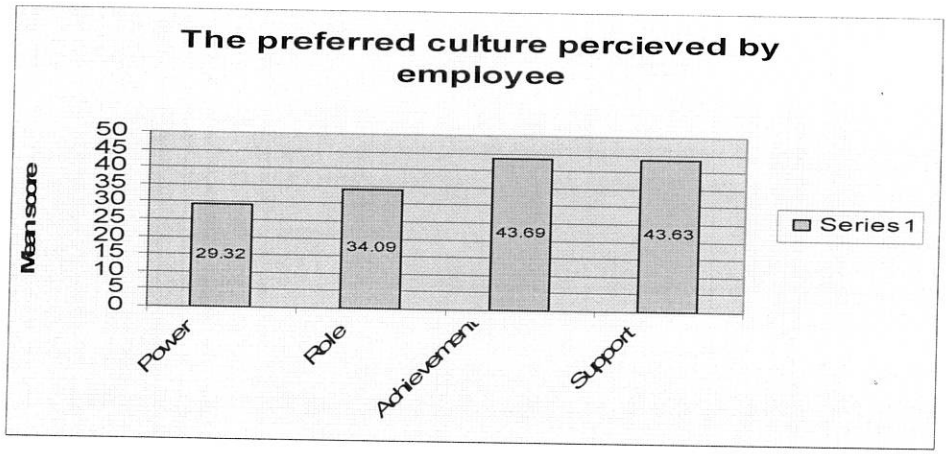

Figure 4.2.6. The Preferred Organizational Culture as Perceived by Employee

On the same Table 5, above indicates the highest percentage of employees respondents prefer the a**chievement** and **support** culture to be most dominant **(69.57%)** and **(67.39%)** respective order to the desired situation. This implies that employees in the GZED eager a need to create a democratic culture to minimized employees turn over, to improve employee's empowerments and to increase effectiveness and efficiency of the zone teaching and learning process. As studies indicate (Harrison, 1992), achievement orientation improve the aspiration of the employees towards creativity, energy, and potential for contributing to the attainment of the goals and objectives of their organization.

Responses obtained during interview and FGD shows that leaders or top level management in GZED characterized by low provision of support system this in turn may have an implication on the quality of education. The motivation of employee towards their profession have a direct implication on their productivity, especially teachers dissatisfaction could associated with relatively low level salaries and wages, lack of facilities at working place ,un fair transferring criteria from one school to another school. In addition, there is also intrinsic motivation (like recognition to better achievement), poor communication and management styles, as a short comings are identified to undertake remedy.

What is problem here is according to interviewees view there is lack of supportive system to promote effective teaching learning process and the need to retain the skilled man power (especially teachers) to stay in the education system. From this data it is possible to deduce that without participation of employees in GZED the effectiveness and efficiency of the zone education system might not be improved. The reasons related with growing need of organizational member's to develop a democratic culture with a rapid learning and problem solving, a rapid adoption to global change and reduced need for controls on individuals .Thus, their response was related to an interest for achievement orientation in preferred situation. Therefore during FGD a participant suggests that the GZED need to shift its culture towards greater participation and involvement by employees and changing an organization's culture to support new ways of accomplishing work.

4.2.2. Gap Analysis of Group of Respondents

This section gives effect the second objectives, namely ascertain the gap between the existing and preferred organizational cultures within the GZED, Therefore, cultural index was computed to analyze the gaps that exists among various groups of respondents (leaders, core process owners. and employees) involved in the study. The scores were computed in to a cultural index according to the formula provided by the Harrison and stokes instrument.

. The cultural index score for both the existing and preferred culture computed by adding the (A) and (S) scores and subtracting the (P) and (R) scores (Harrisons and Stokes, 1992).This means, the higher the index score, the more democratic the culture is perceived to be and the lower the score the higher the culture is perceived to be one of being power and role oriented.

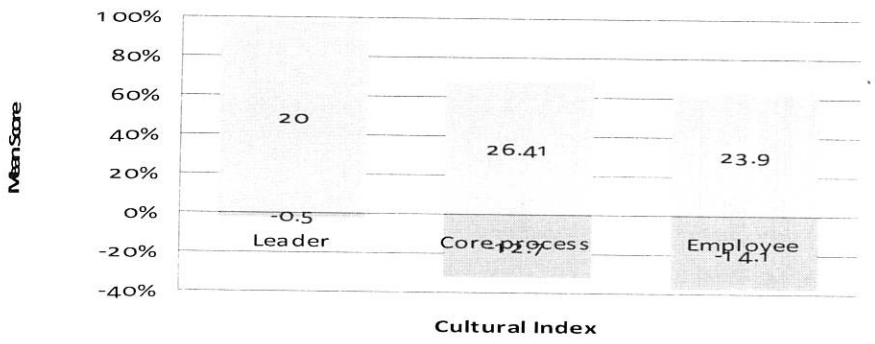

Figure 4.1.1.1. Cultural Index

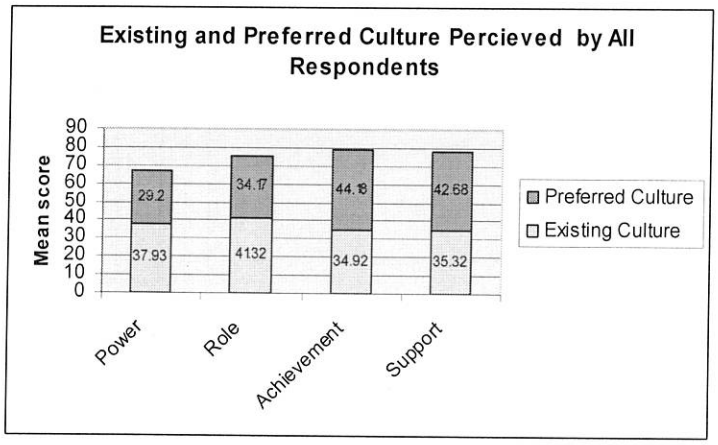

Figure 4.1.1.2. Existing and Preferred Culture as Perceived by All Respondents (overall culture)

As the Figure 4.1.11.shows that cultural gap between existing and preferred patterns of culture as perceived by leaders, core process owners and employees are (-0.5& 20, -12.7&26.4 and - 14.1&23.9) respectively.

In general, comparison scores data reveals especially, leaders had relatively less dissatisfaction with current organizational culture, this could be the fact that leaders are at a good positions of the organization and they are empowered due to this, all information and decision making passed on through their level of position where as core process owners relatively were less empowered. For employees there is also relatively absence of satisfaction this could be due to with low level of salaries, compensation benefit, performance based promotion and they are also found at the bottom position of the organization structure and also they had fewer possibility and opportunities to act management practices to enhancing their organization effectiveness and efficiency, due to these fact that ,GZED is the primary for enhancing effective teaching learning process this ensuring by empowerment of people in the organization. As a figure 4.1.1.2. Shows that the existing dominant culture perceived by over all respondents was role culture and the dominant preferred culture perceived by the overall respondents were achievement culture.

Top level management and people who get ahead are more responsible to create conducive environment to attaining worthwhile goals and value they feel they are they are working something bigger. From the above discussion it is possible to say that there is an organizational culture gap between the existing and preferred OC within the GZED. Therefore GZED having the lower index scores power /role as perceived by respondents.

4.3. Analysis of the Employee Commitment

The intention of this section is to addresses the third research objective of determining the commitment profile for the Guraghe Zone Education Department. The employee commitment profile was identified using central tendency statistics, by calculating the mean scores of each scales, the scores of each employee commitment profile scales were illustrated in the Table below.The coded values as per the questionnaire

1= Strongly disagree
2= Disagree
3= Unsure
4= Agree
5= Strongly agree

But in examining the respondents' responses, the researcher used the following descriptors and scales:

Strongly disagree=1.00 - 1.49
Disagree =1.50-2.49
Unsure =2.50-3.49
Agree =3.50-4.49
Strongly agree =4.50-5.00

Table, 4.3. 1 Affective Commitment Scales Statistics Scores

Affective commitment	sum	mean	median	mode	St.dev.
Question 1	157	2.07	2	2	0.639
Question 4	178	2.34	2	2	1.001
Question 7	239	3.14	4	4	1.439
Question 10	179	2.36	2	2	0.919
Question 13	196	2.58	2	2	1.123
Question 16	162	2.13	2	2	0.772
Question 19	156	2.05	2	2	0.429

From Table 4.3.1, the mean results of Q1, Q4, Q10, Q16 and 19 was 2.07, 2.34, 2.36, 2.13 and 2.05 respectively. This shows that the respondents have articulated an average perception of Disagree for the statement. But the mean value of Q7, and Q13 was 3.14and 2.58 respectively; this reveals that the respondents have articulated an average perception of unsure for the statement. In addition, Q1, Q4, Q10, Q13, Q16 and Q19 have a median value of 2.00, which reveals that the respondents have Disagree perception for the statement and all affective commitment scales questionnaire except Q7 the mode value of 2.00,which indicates that the respondent have "Disagree "for the statement. On the hand, Q1, Q4, Q7, Q10, Q13, Q16 and

Q19 have standard deviation between 0.6 to 1.4, which reveals that these variables have high variation in respondent perception towards these questions.

The results of the study indicates that; employee in GZED not very happy to spend the rest of their career with in the zone education department, the GZED has not a great deal of personal meaning for employees, they do not feel like part of family for their organization ,they do not feel emotional attachment to their organization. This implies that the majority of respondent's perceptions have less to continuing to work their organization because of the employee's less emotional attachment to, involvement in, and identification with in GZED.

Table4.3.2 Continuance Commitment Questionnaire Statistic

Continuance commitment	sum	mean	median	mode	St.dev.
Question 2	271	3.57	4	4	1.330
Question 5	260	3.42	4	4	1.181
Question 8	241	3.17	4	4	1.193
Question 11	278	3.66	4	4	1.102
Question 14	274	3.61	4	4	1.167
Question 18	266	3.50	4	4	1.000
Question 20	299	3.93	4	4	1.075

From the table 4.3.2 identifies that the mean results of Q5, and Q8, have a mean value of 3.42 and 3.17 respectively, which reveal that the respondents have articulated an average perception of unsure for the statement. But the remaining continuance commitment scale questionnaire results reveals that Q2, Q11, Q14, Q18, and Q20 have a mean value of 3.57,3.66, 3.61, 3.50, and 3.93 respectively, which indicates that the average perception of respondents have "Agree" for the statement.

In addition, Q2, Q5, Q8, Q11, Q14, Q18 and Q20 have a median value of 4.00, which indicates an "Agree "for the statements and a mode value of all continuance commitment scale questionnaire was 4.00, which indicates "Agree" for the statement. On the other hand,Q2,Q5,Q8,Q11,Q14,Q18 and Q20 have standard deviation between 1.00 to1.3,which reveals that these variables have less variation in respondent perception towards the these question. This result reveals that employee perception towards continuance commitment scale was to continue to work for the GZED because, costs that are associated with the leaving are too high and employee had the fewer perceived available employment alternative and may not have a number of job opportunity available to individuals.

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Table 4.3.3 Normative Commitment Scales Statistics Score

Normative commitment	sum	mean	median	mode	St.dev.
Question 3	199	2.62	2	2	1.451
Question 6	192	2.53	2	2	1.064
Question 9	198	2.61	2	2	1.156
Question 12	209	2.75	3	3	1.121
Question 15	247	3.25	4	4	1.297
Question 17	222	2.92	3	2	1.252
Question 21	256	3.37	4	4	1.141

From the Table 4.3.3 it can be noted that Q3, Q6, Q9, Q12 Q15, Q17 and Q21 have the mean value of 2.62, 2.53, 2.61, 2.75, 3, 25, 2.92 and 3.37 respectively, which reveals that the respondents have **"unsure"** towards these statement. There is also the median of Q3, Q6 and Q9 have the value of 2.00, and Q12 and Q17 have the median value of 3.00, which indicates a "Disagree perception of these statements. In addition, Q3, Q6, Q9 and Q17 the mode value had **2.00** which indicate Disagree for the statement. On the other hand, Q3, Q6, Q9, Q12, Q15, Q17 and Q21 have standard deviation between1.1 to 1.4, which reveals that these variables have variation in respondent perception towards the study question.

From this we can concluded that respondents were neutral, employees believes that a person must always be loyal to his/her organization, employees jumping from organization to organization seems unethical for employees of GZED. This indicates that respondents were reluctant to commit themselves to indicating whether they stay with the organization out of obligation or loyalty to continue working for the Zone Education Department.

The data obtained interview and FGD result indicated that currently, employee commitment level with GZED is low because there is lack of compensation benefit, conducive and participatory work atmosphere, performance based promotion, efficient communication system, good training and development facilities, and good employee appraisal system. Lack of leadership and leadership skill (leaders manage and make biased decision these sometimes create conflict between leaders and employees and there by erode employee commitment and strong desire to stay the GZED. Interview and FGD bears message that emphasized on the skill of good people essential to increase organizational success. But the current organizational culture in the zone education department, which had negative relationship with the employee commitment and job performance. Therefore, GZED might lack employee commitment, which directly relates with employee turnover and job performance because of these facts the need to improve current organizational culture become evident.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of the major findings, conclusions and recommendations of the study. The summary part includes brief discussion of the study and summarizes the findings of the study which is followed by conclusions. At last, recommendations that are helpful to improve the situation were presented.

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In the course of addressing the purpose of the study, the following basic research questions were raised.

1. What does the organizational culture of Guraghe zone Education Department look like in terms of Power, Role, Achievement and Support?

1.1. What is the current dominant culture type of Guraghe Zone Education Department as perceived by leaders, core process owners and employees?

1.2. What is the preferred culture type of Guraghe Zone Education Department as perceived by leaders, core process owners, and employees?

2. What does the level of employees commitment look like?

2.1. What is the dominant employee's commitment type currently prevalent in Gurage Zone Education Department?

2.2. What factors attributed to the employees commitment gap in Guraghe Zone Education Department?

In the course of answering these questions a descriptive survey method was employed. To this effect Harrison's and Stokes and Allen and Mayer organizational culture and employee commitment questionnaires, interview, FGD, observation and document analysis were utilized as an instrument during data collection. A total 76 respondents were (six leaders, twenty four core process owners and forty-six employees from GZED and WEOs) considered provide relevant data for the study.

5.1. Summary of Major Findings

5.1.1. Characteristics of Respondents

Pertaining to respondents' characteristics the study reveals that female respondents in each group that is, leader, core process owners and employee were accounted for 0 %, 20.83 % and 25, 08 % in their respective order. This indicates that GZED seems male dominated. There was

no great variation in educational qualification of all leaders (100%) and most of the core process owners (75%) and (36.93 %) of employees held first degree. But there was no one held second degree

5.1.2 Findings Related to Patterns of Organizational Culture

Perception of Leaders on Existing and Preferred Culture

The study reveals that a mean score of 43.33 (66.67 %) of leaders were perceived that the dominant culture in the existing situation was role culture and the list dominant OC in existing situation was power culture with the mean score of 31.5 (50%).

A response obtained during interview and FGD results show those leaders more adherences to rules, regulation and job description. The work is clearly defined with little room for innovation; deviation from the norm is discouraged and it is difficult to get changes in terms of the preferred organizational culture the results shows that the leaders desired their Education Department/Offices preferred organizational culture was an achievement orientation with a mean score of 43.33 (66.67%) and followed by support orientation with a mean score of 43.33 (66.67%) and a mean score of 41.67 (50%) respectively. The finding shows that the respondents would be prefer culture as being a culture is defined by excellence of work, performance of satisfaction together with mutual trust between employee and the organization.

Perception of core process owners on existing and preferred culture

The result shows that the respondents perceived that the existing dominant culture was a role culture with a mean score of 41.25 (66.67%) and power culture with a mean score of 39.83 (62.5%) respective orders. This implies that the respondents, who perceived role culture to be prevailing culture, see the organization as one that has a firm set of rules that are coordinated by top level management.

The results also indicated that a core process owner preferred an achievement orientation with mean score of 45.54 (75%) and followed by support orientation with a mean score of 42.75 (66.67%) respectively. This type of the culture generally best suited to aligning the organization behind a common purpose and therefore thy asserted that achievement followed

by support culture is appropriate for the current environment that Guraghe Zone Education Department is facing. Therefore the majorities of respondent's opinion cultural changes take place from power and support orientation a culture based on achievement and support. The results are in line with Harrisons (1993) statement that the most cultural change undertaken organizations are intended to move from a power and role orientation to culture based on achievement or support.

The Organizational Culture Profile as Perceived by Employee's Respondents

The research results reveal that at the existing situation the dominant organizational culture was assessed to be a power culture with a mean score of 42.46 (69.56%). The second highest existing culture is role culture with a mean score of 39.39 (52.17%). This would be mean that the organization culture is regarded as being autocratic and dominating, where power is concentrated in a few , as well as being regarded as formalized orderly with a system of structure and procedures (Harrison's and Stokes,1992).Therefore the organizational culture continues to remain predominantly a power culture; the employee commitment will decrease.

In terms of the preferred organizational culture the employee's respondents prefer that equally achievement culture and support culture with a mean of 43.69 (69.57%) and a mean of 43.63 (67.39%) respectively order. This type of culture according to Harrison's and Stokes (1992) characterized by people who like their work and always want to make a contribution to society and organization with support culture type characterized by mutual trust and supportive culture in the organization. The preference to have achievement culture also indicates that there is a clear understood mission, the employees would prefer to work as a team and thy desire an organization which treats or peers associates who are mutually committed to the achievement of their common purpose. Interview and FGD findings reveals that employees in GZED undermining the role of support and teamwork, employees led to lesser learn from one another and which in turn employees turn-over and contribute to student low level of academic achievement. In addition, they would also prefer that communication channels are open both laterally and vertically.

Gap Analysis

The findings of cultural index revealed that the existing and preferred culture perceived by (leaders' -0.5&20 core process owners -12.7&26.4 and employees-14.1& 23.9) showed that leaders were found at good positions to all information and decision making through their positions of the organization because of this; they had good opportunities to exercise their authority. In light of these facts leaders seems to relatively less dissatisfaction with the current organization. The level of dissatisfaction was relatively high for core process owners and respondents employees as compared with leader's respondents.

. As far as the over culture of GZED is concerned, the dominant culture in existing situation was found to be Role/Power orientation where as the most desired cultural dimension in preferred situation were Achievement and Support orientation.

5.1.3 Employees Level of Commitment in GZED

5.1.3.1 Affective Commitment Questionnaire

The mean values of Q1, Q4, Q10 and Q16 were 2.07, 2.34, 2.36, and 2.13 respectively. This shows that the respondents have articulated an average perception of Disagree for the statement. But the mean value of Q7, Q13 and Q19 were 3.14, 2.58 and 2.61 respectively; this reveals that the respondents have articulated an average perception of unsure for the statement and as well as the average mean for all affective commitment scale questionnaire averaged 2.42, which shows that the perception of respondent have Disagree for the statement and this indicates that:

- Employees did not very happy to spend the rest of their career with in GZED.
- Employees in GZED has not a great deal of personal meaning for them
- They do not feel as their organization problems are as they problem.
- They do not feel like "part of the family "for their organization.
- The emotional attachment of the employees to the organization is low.
- Employees do not feel a sense of owner ship towards their organization and there is also less feel their organization problem assume as their problems. But employees feel enjoy to discussing their organization with outside people. Therefore, affective commitment is less related to constructive cultures, where members are not encouraged to interact with other.

To this end it can be inferred that the scale according to the respondents' perceptions rates low in affective commitment.

5.1.3.2 Continuance Commitment Questionnaire

The mean values of Q2, Q11, Q14, Q18, and Q20 were 3.57, 3.66, 3.61, 3.5 and 3.93 respectively, this means agree perception to the questioned posed. There is also the average mean for all continuance commitment scale questionnaire averaged 3.55, which shows that the perception of respondent have agree for the statement and the results indicate that:

- One of the few serious consequences of leaving GZED is the scarcity of available alternative.
- It would be too costly for employees to leave GZED now.
- Right now, staying with GZED is a matter of necessity as much as desire.
- Employees feel that they have too few options to consider leaving GZED.

An agree perception average may also infer that the employees stay in the organization based on the costs that employees associate with leaving the organization. In the other words, people stay with the organization because they need to and because it is simply comfortable to do so. The possibility that there are no other opportunities outside of the GZED and may also less available alternative of job with other organization. Meyer and Allen's research found a relationship between affective commitment and higher levels of performance, with lower performance levels being associated with continuance commitment. This shows that needs to an effort to reduce turn over and attract talent or ensure high performing individuals are retained with the GZED, because the respondents seem to be more committed to the organization in terms of continuance dimension.

Based on the result it can be concluded that the scale according to respondent's perception rates high on continuance commitment which emphasized highly with the passive/defensive culture patterns, where members are encouraged to interact with others and approach their work in ways that reflect approval, conventional, dependent and avoidance behaviors.

5.1.3.3 Normative Commitment Questionnaire

The mean values of Q3, Q6, Q9, Q12, and Q17 had 2.62, 2.53, 2.61, 2.75 and 2.92 respectively, which indicates an unsure perception for these questions. There is also the average mean for all

normative commitment scale questionnaire averaged 2.86, which shows that the perception of respondent have unsure for the statement and the results indicate that:
The respondents were reluctant to commit themselves to indicating whether they stay with the organization out of obligation or loyalty.

Therefore, the respondents were unsure to normative commitment scales questionnaire:-

- Employees within GZED think that move from one organization to another organization
- Jumping from one organization to other organization do not seems unethical to employee.
- Employees believe that a person must always be loyal to remaining GZED.
- Employees continue to work for GZED is doing not consider as important of loyalty and feel a sense of moral obligation to remain.

This reveals that employees within GZED that there are staying within the organization out of obligation. This result reveals that the scale according to the respondents' perception rates also neutral on normative commitment. This suggests that the organization should create an organizational culture that ensures the development of affective and normative commitment, as shown in the literature review.

5.2. Conclusions

The following conclusions were drown from the findings of the study. The study reveals the perceived present culture of GZED by different respondents was that for leaders, core process owners and employee, the most dominant OC in existing situation was role culture for leaders and core process owners and power culture for employee respondents. According to Harrison (1992), role dimension culture is a typical dimension of many public organizations like the organization under study where the duties and rules are carefully defined usually in writing are the subject of an explicit contact between the organization and individual. This result of the study reveals that GZED exhibited a culture which emphasized on rules and regulation.

There is also the preferred culture as indicated by all respondents' strong preference for achievement orientation. However, employee respondents had desired to mixed equal perception for achievement and support orientation strongly for preferred situation. According, to Parker and Wright (2002), creating an environment in which employees are fully engaged in

their work and by their organizations imperative today. In achievement culture people feel motivated because they empowered to make decision, work hard to achieve goals sense valued because they may have been given responsibility to bring the task to successful end (Harrison and Stoke, 1992). The fact that employee respondents perceived culture is achievement and support culture are preferred, indicates that the employees would, according to Harrison and Stoke (1993) , like to have a culture where people help one another beyond the formal demands of their jobs, they communicate a lot and like spending time together.

According to Harrison (1992) cultural index give a measure that reflects the general level of empowerment, trust and cooperation with the organization. This research clearly shows that there was dissatisfaction which comparatively on the part of core process owners and employees. Thus it is possible to conclude that core process owners and employees perceived that their need and interest were treated as kindness and fairness, flexibility in their policies and procedures, clarity in vision and mission of the organization, conducive and participatory work atmosphere, performance based promotion, efficient communication systems and level of employees involvement in decision making were not adequate because of this they preferred to have an achievement/ support orientation to release their blocked energies ,intellects, capacities and creativities.

The findings of the study revealed that the overall cultural profile of GZED was found to be Role/power orientation in existing culture and Achievement/Support culture in preferred culture. From this role culture highly structured where clearly objectives, goals and procedures exist and characterized by stability, centralization, hierarchy and tight control where as achievement culture characterized by a clear understood mission, the employees would prefer to work as a team ,and they would also prefer that communicate channels are open both laterally and vertically.

The analysis of employee commitment scale /questionnaires have revealed that employees do not have emotional attachment to GZED and employees staying with organization out of obligation and not because they want to. These commitment levels indicate employees that would leave the organization at the "drop of a hat", if the opportunity presents itself.

Owing to the fact that the opinions of employee regarding to the continuance commitment questionnaires, average to agree mean was found, employees commitment is based on the costs the employees associates with leaving the organization. The results showed that there is a growing commitment gap between the expectation of the organization and what employees are prepared to do.

There are a number of reasons for this erosion of employee commitment, the most common being a failure of conducive and participatory work atmosphere, performance based promotion, compensation benefits, efficient communication system, a sense of involvement-inviting the suggestions to improve the efficiency level and good employees appraisal system are the bottleneck that might challenges the success of employee commitment with in GZED. In general it is agreed that when people operate from true commitment, they feel a profound personal ownership and responsibility for the success of the organization and for accomplishing its strategic direction.

Therefore it is possible concluded that, employees in the GZED were supposed to stick to the rules and regulations of the organization other at the expense of being self-motivated and taking the initiation to get things done. They also need to abide by the system, rules and procedures that prescribe what the employees should do in the right way of doing it. This implies that the systems and rules limit the employees' desires to achieve, create and innovate to contribute to the success of the GZED.

The value given for strict observance of (inflexible) rules, regulations and procedures subdued employees' desire for innovation and achieving their objectives. Employees developed reluctance in order to apply their skills which could affect students' achievement and the excellence of the GZED.

The existing culture of achievement is highly dominated by role and power cultures. It implies that the employees in GZED do not have enough room to accomplish their tasks or perform their job better as a result of high formalization.

Besides, employees were not in a position to use available resources for speeding up their day to day activities. As a result, they would be reluctant to take the initiative in order to apply their skills and knowledge at the best of their ability and maximize the performance for achieving organizational goals and objectives.

The existing dominant OC in GZED (Role/Power) which undermining role of support and teamwork led to lesser opportunities to learn from one another and which in turn impeded organizational learning. Because Organizational culture is ongoing process of reality construction, providing a pattern of understanding that helps members of the organization to interpret events and to give meaning to their working environment (Schien, 1992).

The level of employee commitment was high on continuance commitment that result in a growing commitment gap between the expectation of the organization and what employees are prepared to do and that in turn negatively influence on the retention of employees, productive behavior and employee well-being.

5.3. Recommendations

REB, ZED, and WEO should follow a systematic approach, introducing performance based promotion would help to improve commitment levels as well as improve work performance or output. Training all persons in leadership positions to function efficiently because good management skills would help improve employee commitment levels and productive cultural change will occur if leaders correctly analyze the organization's existing culture, and evaluate it against the cultural attributes needed to achieve strategic objectives. Therefore, GZED leaders must first possess a clear understanding of the strategic objectives of their organization and identify the actions needed to reach those objectives.

GZED should demonstrate their commitment to employee by providing comprehensive training, sharing information, provide for the development and growth of employees within the organization. GZED have used various means of explain new values and beliefs and to motivate acceptance and internalization of them. For example, top management officials often discuss the organizational values and beliefs in meeting, internal publications and through radio.

GZED design to change the organization's culture from hierarchical and authoritarian to participatory and innovative one by promoting values and beliefs of preferred culture that

especially, contributing a lot for organizational image building and success. As it is best, leaders and top management is committed to making permanent cultural changes and needs to ensure that all facets of the organization reward and promotion systems, the organizational structure and management style, training, communications, symbolism, and systems, procedures, and processes reflect its values and beliefs. GZED also implement employees' suggestions that support the organization's values and beliefs and reward them for their accomplishment.

GZED should focus on achivement|Support oriented OC rather than power and role oriented OC) because the existing dominant OC eroded employee commitment and strong desire to stay in GZED .This could be improved in a number of ways :Providing fair and timely compensation benefit, ensuring conducive and participatory work atmosphere, promoting performance based promotion, establishing efficient communication system, minimizing unfair administration, facilitating good training and development program, promoting good employee appraisal system, encouraging flexibility of rules, regulations and procedures, to retain high skilled manpower, to improve low employees commitment and to bring effective and efficient organizational performance.

Implication for policy design, understanding of OC used to a better understanding of how organizational culture are created, why different organizations developed different cultures, and what factor help to maintain or change OC is a necessary first step to organizational reform. Long term focus-long term policies that include the creation of positive organizational cultures are more likely to succeed in creating an efficient public education sector than short-term and simplistic solutions.

In addition, from policy perspective, an awareness of the nature of public educational organization culture provides a basis for both explaining and assessing the appropriateness and the outcomes of the current reform process.

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ADDIS ABABA UNIVERSITY

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The purpose of this interview is to gather relevant data that help to assess the organizational culture and employee's commitment at Guraghe zone education Department (SNNPR). I would like to assure you in advance that the study is purely for academic purpose as well as all the information will be kept confidential, hence it would not affect anyone in any way.

Rather, the result of this study is believed to bring invaluable organizational culture concepts that help accelerate change process and improve employee's commitment in to the zone education departments. Indeed, your genuine and frank responses are a prime importance for the success of the study.

Thank you in advance for your time and cooperativeness!!

Appendix- A

ADDIS ABABA UNIVERSITY
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Department of Educational Planning and Management Human Resource and organizational Development

Research Questionnaire

I am in the process of completing my studies towards a master Degree in Addis Ababa University in Educational Planning and Management in special field of Human Resource and Organizational Development and this research study forms part of the requirements of the qualification.

My research undertaking is to assess the corporate culture, and levels of employees commitment that is prevalent in your organization. I would much appreciate it, if you could kindly take a little of your time to complete the attached questionnaires.

Any information provided by your selves is for academic purposes only and all responses would be treated with the strictest of confidence. I apologies for the length of the questionnaire, however the nature of the study does not allow me to shorten it any way.

Your co-operation is most valued and appreciated and I take this opportunity of thanking you in advance for your kind participation and timeouts return of your complete questionnaire.

Section A: Biographic information

This section consists (s) questions. For each question in this section, draw a cross (x) in the box next to the answer you choose please answer all questions.

1. Please indicate your gender
   a. ☐ Male
   b. ☐ female

2. Please in dictate your age
   a. ☐ less than 20
   b. ☐ 20-29
   c. ☐ 30-39
   d. ☐ 40-49
   e. ☐ 56 and above

3. please indicate your highest level of formal education completed
   a. ☐ graduate 12th grade
   b. ☐ graduate certificate
   c. ☐ graduate diploma(10+3)
   d. ☐ BA- Degree
   e. ☐ post- Graduate Degree

4. How long have you been working for this organizational and other organizations?
   a. ☐ Less than 5 years
   b. ☐ 5-10 years
   c. ☐ 11-16 years
   d. ☐ 17-22 years
   e. ☐ 23-28 years
   f. ☐ 29 years and above

5. please indicate the department core process you work for_____

Section B: Organizational Culture

Instructions

Please indicate the extent to which you agree (4= most preferred) or disagree (1=least preferred) with the following statements about the **preferred** and **existing culture** at the zone education Department/ Woreda Education office. **The existing culture** meaning the way things are at present and **preferred culture** meaning the way you would like the culture to be in future.

You need to rank all for possibilities from one to four (see example)

Ranking Key

1= Least dominant view, or preferred alternative

2= Dominant view, or preferred alternative

3= Next dominant view, or preferred alternative

4= Most dominant view, or preferred alternative

Note: please check answers to be sure you have assigned only one "4", one "3", one "2", and one "1", for each phrase in the "existing" column and for each phrase in the "preferred" column.

Example

1. supervisors are expected to be:

Existing culture		**preferred culture**
3	a. firm but fair	2
4	b. impersonal	1
1	c. democratic	3
2	d. supportive	4

' E'(Existing culture) **'P'(preferred culture)**

1. In your Zone Education Department or Wored a Education office (Leaders and employees) are expected to give first priority to
   a. meeting the needs and demands of their supervisors and other high-level people in the organization
   b. carrying out the duties of their own jobs; staying within the policies and procedures related to their job
   c. meeting the challenges of the task, finding a better way to do things
   d. co-operating with the people with whom they work, to solve work and personal problems
2. from your observation people who do well in Gurage Zone Education Department education office tend to be those who
   a. know how to please their supervisors and are able and willing to use power and politics to get ahead
   b. play by the rules work within the system and strive to do things correctly
   c. are technically competent and effective, with a strong commitment to getting the job done
   d. build close working relationships with others by being co-operative, responsive and caring
3. In your Gurage Zone Education Department or Woreda Education office treats individuals
   a. as "hands" whose time and energy are at the disposal of persons at higher levels in the organization
   b. as "employees" whose time and energy are purchased through a contract, with rights and obligations for both sides
   c. as "associates" or peers who are mutually committed to the achievement of a common purpose
   d. as "family" or "friends" who like being together and who care about and support one another

Existing culture

Preferred culture

4. As a members of the zone education Department or Woreda Education Office Employees are Managed, directed or influenced by
   a. officials in positions of authority, who exercise their power through the use of rewards and punishment
   b. The system, rules, and procedures that outline what employees should do and the right ways of doing things.
   c. Their own commitment to achieving the goals of the organization
   d. Their own desire to be accepted by others and to be good members of their own work group

5. in your zone education Department/woreda education office decision making processes is characterized by
   a. directives, orders, and instructions that come down from higher levels
   b. the adherence to formal channels and reliance on policies and procedures for making decisions
   c. decision making made close to the point of action, by the employees on the ground
   d. the use of consensus decision-making methods to gain acceptance and support for decisions

6. Assignments of tasks or jobs in your zone education department/ your woreda education office are based on
   a. the personal judgments, values , and wishes of those in position of power
   b. the needs and plans of the organization and the rules of the system (seniority, qualifications, etc).
   c. matching the requirements of the job with the interests and abilities of the individuals
   d. the personal preference of the individuals and their needs for growth and development

Existing culture **preferred culture**

7. the zone Education Department/Your woreda Education Office (leaders and Employees are expected to be
   a. hard working, compliant, obedient, and loyal to the interests of those to whom they report
   b. responsible and reliable, carrying out the duties and responsibilities of their jobs and avoiding actions that could surprise or embarrass their supervisors
   c. self motivated and competent, willing to take the initiative to get things done; willing to challenge those to whom they report if that report if that is necessary to obtain good results
   d. good team workers, supportive and co-operative, who get along well with others

8. In your zone education Department/Wereda education office those in authority (Leaders and supervisor) are expected to be
   a. strong and decisive; firm but fair
   b. impersonal and proper, avoiding the exercise of authority for their own advantage
   c. democratic and willing to accept subordinates ideas about the task
   d. supportive, responsive and concerned about the personal concerns and needs of those who they supervise

9. The zone Education Department/ your Woreda Education Office it is considered legitimate for one (leaders and employees) to tell another what to do when
   a. he or she has more power, authority, or "clout" in the organization
   b. it is part of the responsibilities included in his or her job description
   c. he or she has greater knowledge and expertise and uses it to guide the other person or to teach him or her to do the work
   d. the other person asks for his or her help, guidance, or advice

Existing culture **preferred culture**

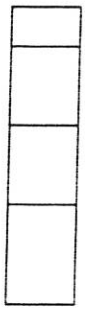
10. In your zone education Department/ Woreda Education Office work motivation is primarily the result of
    a. hope for reward, fear of punishment, or personal loyalty to the supervisor
    b. acceptance of the norm of providing a "fair day's work for a fair day's pay"
    c. strong desires to achieve, to create, and to innovate and peer pressure to contribute to the success of the organization o
    d. people wanting to help others and develop and maintain satisfying wrking relationships

11. In zone education Department or woreda education office relation among work groups or departments are generally
    a. competitive, with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so
    b. characterized by indifference towards each other, helping each other only when it is convenient r when they are directed by higher levels
    c. co-operative when they need to achieve common goals. Employees are normally willing to cut red tape and cross organizational boundaries in order to get the job done
    d. friendly, with a high level of responsiveness to requests for help from other departments

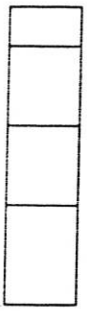
12. in your zone education Department/Wored Education office, inter group and personal conflicts are usually
    a. dealt with by the personal intervention of people at higher level of authority
    b. avoided by reference to rules, procedures and formal definitions
    c. resolved through discussions aimed at getting the best outcomes possible for the work issues involved
    d. dealt with in a manner that maintains good working relationships and minimizes the chances of people being hurt

Existing culture **preferred culture**

13. Environment, outside your zone Education Department/Woreda Education Office is seen as or is responded to by it employees us if it were



a. a jungle, where the organization is in competition for survival with others
b. an orderly system in which relationships are determined by structures and procedures and where everyone is expected to abide by the rules
c. a competition for excellence in which productivity, quality and innovation bring success
d. a community of interdependent parts in which the common interests are the most important

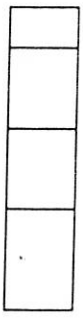


14. if rules, system, procedures and regulations prevent your zone education department/ Woreda education offic : (Leaders and Employees) from doing their daily activities they (or get in the way employees)

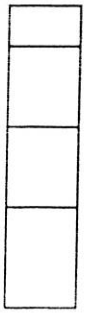
a. break them if they have enough "clout" to get by with or if they think they can get away with it without being caught
b. generally abide by them or go through proper channels to get permission to deviate from them or have them changed
c. tend to ignore or by-pass them to accomplish their task or perform their jobs better
d. support to ignore or by-pass them to accomplish their tasks or perform their jobs better

Existing culture **preferred culture**

15. New people in your zone education department/ woreda education office need to learn



a. who really runs things, who can help or hurt them; whom to avoid offending; the norms (unwritten rules) that have to be observed hey if tare to stay out of trouble
b. the formal rules and procedures and to abide by them; to stay within the formal boundaries of their jobs
c. what resources are available the help them do their jobs; to take the initiative to apply their skills and knowledge to their jobs
d. how to co-operate; how to be good team members; how to develop good working relationships with others.



Section- C: Organizational Commitment Survey

Instructions

Please indicate the extent to which you strongly agree or strongly disagree with the following statements about your feelings toward the Gurage zone education department/Woreda education

1. Strongly disagree
2. Disagree
3. Unsure
4. Agree
5. Strongly agree

Note:- Please check your answers to ensure you have assigned one number for each phrase.

Example

Ranking key

1	strongly disagree	2	disagree	3	unsure	4	agree	5	strongly agree

a. I would leave this organization if offered the same job with another organization. [2]

1. I would be very happy to spend the rest of my career with this Gurage zone education Department/Woreda education office ☐
2. it would be very hard for me to leave this Gurage zone education Department/woreda education office right now, even if I wanted to ☐
3. I think that people these days move form organization to organization too often ☐
4. this Organization (Gurage zone Education Department/Woreda education office) has a great deal of personal meaning for me ☐
5. One of the few serious consequences of leaving this Organization zone education Department/Woreda education office would be the scarcity of al ternaries. ☐
6. I was taught to believe in the value of remaining loyal to one organization ☐

7. I enjoy discussing my Organization (Gurage zone Education Department/Woreda education office) with people outside it. ☐
8. Too much in my life would be disrupted if I decided I wanted to leave organization now.
9. Jumping from organization to organization seems unethical to me ☐
10. I really feel as if this Gurage zone Education Department/woreda education office problems are my own ☐

11. It would be too costly for me to leave my organization now ☐
12. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain
13. I feel like "part of the family" at my organization ☐
14. Right now, staying with my organization is a matter of necessity as much as desire
15. If I got another offer for a better job elsewhere I would feel it was right to leave my organization ☐
16. I feel "emotionally" attached to this Organization (Gurage zone education department/woreda education office) ☐
17. Things were better in the days when people stayed with one organization for most of their careers ☐
18. I feel that I have too few options to consider leaving this organization zone education department/woreda education office ☐
19. I feel a strong sense of belonging to my organization (Guraghe zone education department/woreda education office) ☐
20. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits I have here ☐
21. I thing that wanting to be a "company man/woman" is sensible ☐

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Thank you in advance for your time and cooperativeness!!

Interview Guide Questions

1. How do you explain the existing relationships of people at different levels and performance of the organization?
2. How much has the culture of your organization valued its customers and employees? Has there been a deep seated belief, widely shared in your organization that they should try to achieve some standard of excellent in serving the interests of the customers?
3. What is thing you would like most to change about this zone education department/woreda education office?
4. Do your organizations receive many rewards due to its better performance at zone administrative or regional level or others?
5. Are comfortable on the current OC? Should it be modified or totally changed? If so, what kind of organizational practices do you suggest for your organization?
6. Would you explain what and the extent to which the employees' commitment level in your organization?
7. What is your personal opinion about employee commitment in your organization?
8. Have you ever observed disagreement/conflict between leaders and employees/teachers? If so, what is the consequence? What is the possible solution?
9. Do the organization faces employees turn over? If so what is the rate of turnover? What is the possible reason for employees turn over

Focus Group Discussion Guide Question

1. Is there employees feel a sense of ownership towards their organization?
2. Is there employees want to stay with this organization? Why?
3. Is there an employee in this organization a strong sense of loyalty?
4. What mechanisms used to increase employee commitment in your organization?
5. What you perceived the management practice of your organization
6. Is there employees in your organization characterized by high moral team work and reward that come from work satisfaction?
7. What is look like your organization performance?
8. Do you think good people management skill would help improve employees' commitment levels? How?
9. Do your organizations create and build trust through open communication and dialogue
10. What ways of to cultivate employee commitment and retain skilled employees?
11. Is there in your organization people more emphasized on rule and regulation or trust and loyalty?
12. In your organization employees are motivated and they make empowered decision (given responsibly) to success their task?

የጉራጌ ዞን ት/ት መምሪያ የሥራ ባህል እና የሥራ ዝግጁነት ሁኔታ ለማወቅና ለመገምገም የተዘጋጀ መጠየቅ /በዞንና በወረዳ ት/ት ጽ/ቤት ሠራተኞች የሚሞላ.

ይህ መጠየቅ በአዲስ አበባ ዩኒቨርስቲ ጽህረ-መረቃ ት/ቤት በሰው ሀብትና በድርጅት ልማት /Human Resource and Organizational Development የት/ት መስክ በማስተሰርስ ዲግሪ ለማጠናቀቅ አንደቻል በከፊል ሚማደ ሆኖ ለቀረበ ጥናት መረጃ በመሰብሰብ የጉራጌ ዞን ት/ት መምሪያ የስራ ባህል ለመገምገመ ታቅዶ የተዘጋጀ ነው::

የመጠይቁ ዋና አላማ

የጉራጌ ዞን ት/ት መምሪያ ድርጅታዊ የሥራ ባህል (OC) እና የሥራ ዝግጁነት /Employee commitment) ያለበት ደረጃ ለይቶ ለማወቅና በተለያዩ በዞኑ ሥር በሚገኙ በወረዳ ት/ት ጽ/ቤቶች ላይ ያለውን ሁኔታ ለመዳሰስ ታስቦ የተዘጋጀ ነው::

በመሆኑም እርስዎ የሚሰጡትን መረጃ ለጥናቱ ከሚሰጠው ጠቀሚታ ባሻገር የመ/ቤቱን የሥራ ባህል ለማወቅና አስፈላጊ ሆኖ ከተገኘም ከማሻሻል አንፃር ጠቀሚታው የጉላ ነው:: በመሆኑም መረጃውን በትክክል በመሙላት የግልዎን አስተዋጽኦ እንዲየበረክቱ በአክብሮት እየጠየቅን ለሚያደርጉልኝ ማንኛውም ትብብር የከበረ ምስጋናዬ በቅድሚያ አቀርባለሁ::

ክፍል አንድ :አጠቃላይ መረጃ /የግልና የሥራ ሁኔታ/

መመሪያ :- ከጥያቄ ተራ ቁጥር 1-5 ለቀረቡት መጠይቆች በቀረቡት ባዳ ሣጥኖች ውስጥ

1. ወንድ ☐ ሴት ☐

2. ዕድሜ ☐ ከ 20 አመት በታች ☐ ከ20-29

☐ ከ30-39 ☐ 40-49 ☐ 50 እና ከዚያ በላይ

3. የት/ት ደረጃ

☐ 2ኛ ደረጃ ያጠናቀቀ/ች/ ☐ የተቋም ሰርተፍኬት

☐ የኮሌጅ ዲኘሎማ /10ቲ3/ ☐ የባችለር ዲግሪ

☐ የማስተርስ ዲግሪ ☐ ሌላ/ እባክዎን ይግለፁ ----------

4. የአገልግሎት ዘመን

☐ 5 ዓመት በታች ☐ 17-22 ዓመት

☐ 5-10 ዓመት ☐ ከ23-28 ዓመት

☐ 11- 16 ☐ 29 ዓመት እና ከዚያ በላይ

5. በመ/ቤትዎ የተመደቡበት የሥራ ሂደት /መደብ /መጠሪያ/እባክዎ ይግለጽ ----------
---------/

ክፍል ሁለት፡ በአሁኑ ጊዜ የሚታየው ድረጅታዊ የሥራ ባህልና /current culture /ድርጅታዊ የሥራ ባህል የመገምገሚያ ጥያቄዎች

ከዚህ በታች በቀረቡት ጥያቄዎች ሥር ያሉት አራት አራት አማራጮች በመ/ቤትዎ በአሁኑ ጊዜ የሚተየውን የሥራ ባህል current culture / እና ወደ ፊት ሲሆን የሚታሰበው /preferred culture /ስይቶ ስማውጣተ የሚረዱ ከመሆናችወ አራቱን አማራጮች በሚገባ አነባቡ በኋላ በይበልጥ አሁን የመ/ቤትዎ ያለው የሥራ ሂደት በ4 ቁጥር በመጀመር እስከ 1 ቁጥር ድረስ በመስጠት ያስቀመጡ እንዲሀም በመ/ቤትዎ መደፊት ሲሆን የማታሰበው የሥራ ሂደት በተዘጋጀወ ሣጥን ወስጥ ከ4 ቁጥር በመጀመር እስከ 1 ቁጥር ድረስ ደረጃ በመስጠት ያስቀመጡ።።

ደረጃ አስጣጥ መግለጫ

4/ ቁጥር የሚሰጠው ከአራቱ አማራጮች መካከል በይበልጥ የመ/ቤትዎን የሥራ ባህል ሂደት ለሚገልጽው አማራጭ ነው።።

3. ቁጥር የሚሰጠው ከአራቱ አማራጮች መካከል 4 ቁጥር ከተሰጠው ቁጥሉ በይበልጥ የመ/ቤትዎን የሥራ ሂደት ለሚገልጽው አማራጭ ነው::

2. ቁጥር የሚሰጠው ከአራቱ አማራጮች መካከል 3 ቁጥር ከተሰጠው አማራጭ ቁጥሉ በይበልጥ የመ/ቤትዎን የሥራ ሂደት ለሚገልጽው አማራጭ ነው::

1. ቁጥር የሚሰጠው ከሁሉም አማራጮች መካከል በዝቅተኛነት የመ/ቤትዎን የሥራ ሂደት የሚገልጽው አማራጭ ነው::

ለምሳሌ የጽ/ቤቱ ሱፐርቫይዘሮች (ኃላፊዎች) የሚጠበቅባቸው ተግባራት

አሁን ያለው የሥራ ባህል	ወደፊት ሊሆን የታሰበው የሥራ ባህል
3	4
4	1
1	2
2	3

ሀ) ጥብቅና የማያወላውል ነገር ግን ትክክለኛ ሚዛናዊ የሆነ

ለ) ሰብአዊነት የሌለው

ሐ) ዲሞክራቲክ የሆነ

መ) እገዛና እርዳታ መስጠት

ጥያቄዎች

1. የጽ/ቤቱ ሠራተኞች ቅድሚያ እንዲሰጡ የማጠበቅባቸው ጉዳይ

ሀ. የቅርብ አለቆቻቸውንና የሀላፊዎቻቸውን ፍላጉትና ትዕዛዝ በተገባር ላይ ማዋል

ለ. መመሪያና ደንቦችን በመጠበቅ ከሥራ ድርሻቸው ጋር ተያያዥነት ያላቸው ጉዳዮች ትኩረት በመሰጠት ሥራቸው በአግባቡ ማከናወን

ሐ. የሥራ ድርሻቸውን ለማከናወን የተለያዩ የተሻሉ ዘዴዎች ማፈላለግ

መ. የሥራ ጋር ተየያዥነት ያላቸውን የግል የሆኑ ችግሮችን ለመፈታት ከሥራ ባልደረቦቻቸው ጋር በትብብር መስራት

አሁን ያለው የሥራ ባህል	ወደፊት ሊሆን የታሰበው የሥራ ባህል

2. በጽ/ቤቱ ታታሪ ወይም ትጉህ የሚባሉ ሠራተኞች፤

ሀ. የቅርብ አለቆቻቸው ፍላጐት የሚሟሉት ብቃትና ተነሣሽነት ያላቸዉ ሰራተኞች

ለ. መመሪያና ደንቦች የሚያከብሩና የሥሪ ድርሻቸዉን በአግባቡ ለመወጣት የሚተጉ ሠራተኞች

ሐ. ሥራቸውን ለማከናወን በቂ ችሎታና ክህሎት እንዲሁም ከፍተኛ ተነሣሽነት የላቸው ሠራተኞች

መ. ከሌሎች ጋር በመቀራረብና እርስ በርስ በመተጋገዝ የመስራት ባህልንየመፍጠርና የማዳበር ብቃት ያላቸዉ ሠራተኞች

አሁን ያለው ሥራ ባህል	ወደፊት ሊሆንየታሰበው የሥራ ባህል

3. ጽ/ቤቱ ሠራተኞች የሚያደበት መንገድ ምን ይመስላል፡

ሀ. እንደ «አገልጋይ» ሆኖ ጊዜያቸውንና ጉልበታቸውን ለበላይ አለቆቻቸው መስዋዕት ማድረግ የሚጠበቅባቸዉን መሆኑን

ለ. እንደ ሠራተኛ ሆኖ ጊዜያቸዉንና ጉልበታቸውን ለመ/ቤቱ መስዋእት የሚያደርጉት ገንዘብ ለሚከፈላቸው መሆኑን ሁለቱም ወገኖች የየሥራቸዉ መብትና ግዴታ ያላቸዉ መሆኑ

ሐ. እንደ አጋዥ ሆኖ ሁለቱ ወገኖች በጋራ ተነሣሽነት ለአንድ አላማ የቆሙ መሆናቸው

መ. እንደ ቤተሰብ ወይም ጓደኛ ሆኖ በአንድነት እርስ በርስ በመተጋገ
በመረዳዳት የሚሰሩ መሆናቸዉ

አሁን ያለው የሥራ ባህል	ወደፊትሊሆንየታሰበው የሥራ ባህል

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4. የጽ/ቤትቱ ሠራተኞች የሚያዛቸው ወይም የሚመራቸው

ሀ. የበላይ አለቆታቸዉ ሲሆኑ እንደሁኔታው ትዕዛዝ ለሚያከብሩ የማበረታቻ ሽልማት በመስጠት እንደሀም ትዕዛዝ የማያከብሩትን ደግም በመቅጣት ነው::

ለ. መመሪያና ደንብ ሲሆን የሠራተኞች አላማ ከግብ ለማድረስ የግል ጥረት በማድረግ መልክ መሆን አለበት

ሐ. በራሣቸው ተነሣሽነት ሲሆን የመ/ቤቱ አላማ ከግብ ለማድረስ የግል ጥረት በማድረግ መልክ መሆን አለበት

መ. በሌሎች ተቀባነት ለማግኘትና የሥራ ቡድን አባልነታቸውን ለማጠናከር ሲሉ በራሣው ፍላጎት ይመራሉ

አሁን ያለዉ የሥራ ባህሪ	ወደፊት ሲሆን የታሰበው የሥራ ባህ

5. የጽ/ቤቱ ውሣኔ የማሰላፍ ሀደት ምን ይዘት አለው ፤

ሀ. ከመ/ቤቱ የበላይ አለቆች በሚተላለፈው ትዕዛዝና መመሪያ መሠረት ነው::

ለ. በመንግስት መ/ቤቶች ውሣኔ ለመስጠት እንዲያስችል በተቀመጠው ፖሊሲና ቀደም ተከተል መሆን ይገባዋል::

ሐ. ውሣኔ ለሚሰጥበት ጉዳይ ወይም ድርጊት ቅርብ በሆኑ ሰዎች አማካኝነት ነው::

መ. ውሣኔ ተቀባይነትና ድጋፍን ለማግኘት እንዲቻል በጋራ ለምምነት ውሣኔ የመስጠትዘዴንበመከተል

አሁን ያለው የሥራ ባህል	ወደፊት ሲሆን የታሰበው የሥራ ባህ

6. የጽ/ቤቱ ስሠራተኞች የሥራ ድርሻ የሚከፋፈልበት መንገድ

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህ

ሀ. በሀሳፊነት ላይ በተቀመጡ ግለሰቦች የግል ፍላጐትና ውሣኔ መሠረት ነው::

ለ. በመ/ቤቱ እቅድ ፍላጐትና ደንብ መሠረት የሥሪ ልምድ የት/ት ደረጃና የመሣሰሉት ባገናዘበ መልኩ ነው::

ሐ. የሰራተኞችን እውቀት ፍላጐት ከሥራው ባህርይ ጋር በማጣጣም መልኩ ይሆናል::

መ/ በሠራተኞች ፍላጐትና ምረጫ መሠረት እንዲሁም ራሳቸውን ለማሻሻል ያላቸወንዝግባሌ ከግመት ወሰጥ በማስገባት ይሆናል::

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

7. የጽ/ቤቱ ሠራተኞች የሚጠበቅባቸወን ተግባራት

ሀ. የቅርብ አለቆቻቸውን ፍላጐት ለማሟላተ ታማኝ ታዛዥና ታታሪ መሆን

ለ. ሀላፊዎቸቸውንና ግዴታቸወን በብቃት መወጣትና የቅርብ አለቆቻቸውን ሲያስወቅሱ የሚችሉ የተለያዩ ድርጊቶች መቆጠብ

ሐ. በግል ተነሣሽነት የሥራ ድርሻቸውን በብቃት መወጣት መቻልና አስፈላጊ ከሆነም ከቅርብ አለቶቻቸወን ትዕዛዝና ፍላጐት ውጭም ቢሆነ የተለያዩ ዘዴዎችን በመጠቀም የተሻለ ውጤት ለማምጣት ጥረት ማድረግ መቻል::

መ. ከሴሎች ጋር በመተጋገዝና በመረዳዳት እንዲሁም በቡድነ በብቃት በመሣተፍ መስራት

8. የጽ/ቤቱ ሀላፊዎችና ሱፕርቫይዘሮች የሚጠበቅባቸወ ተግባራት

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆ የታሰበው የሥ

ሀ. ጠንካራና ውሣኔ ሰጪ ሆነው በተለይም ዳግም ለታማኝነትና ታዛዥ ሠራተኖቻቸው ተመጣጣኝ በሆነ መልኩ ተገቢውን ውሣኔ የሚሰጡ

ለ. ስልጠናቸውን ለግል ጥቅም ያለግባብ የማይጠቀሙ እንዲሁም ተገቢውንና የማያዳላ ወሣኔ የሚሰጡ

ሐ. ሠራተኞች ከሥራ ጋር በተያያዘ የሚቀርቡትን ሀሣብ የሚቀበሉና ዲሞክራቲክ የሆኑ

መ. ሠራተኞችን የሚያግዙና የግል ፍላጐታቸውንም የሚጠብቁ መሆን

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

9. በጽ/ቤቱ ወስጥ አንድ ሠራተኛ ሲሳሙን የማዘዝ መብት ሲኖረው የሚችለው

ሀ. የተሻለ ሀሳፊነት ወይም ስልጣን የተሰጠው ከሆነ

ለ. የማዘዝ መብት በዝርዝር የሠራተኛዉ የሥራ ድርሻ ሳይ የተቀመጠ ሲሆን

ሐ. ከሌሎች ሠራተኞች ይልቅ የተሻለ እውቀትና ብቃት ኖሮት ይህንንም ስራውን በተመለከተ ሠራተኞችን ለማስተማርና አቅጣጫ ለማሣየት መጠቀም የሚችል ሲሆን

መ. ሲሳሙ ሠራተኛ እርዳታ አገዛ ወይም ምክር የፈለገ ብቻ ሲሆን

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

10. በመ/ቤትም የሠራተኞች የሥሪ ተነሣሽነት የሚመነጨው

ሀ. የማበረታቻ ሽልማት ለማግኘት ቅጣትን በመፍራት አንፃር ሣይሆን ለቅርብ አለቃ ተማኝ ለመሆን ከሚኖረው ፍላጉት አንፃር

ለ. ሠራተኞች የሚከፈላቸዉ ክፍያ በሠሩት መጠን መሆን መገንዘብ ሲችሉ

ሐ. ሠራተኞች በመ/ቤታቸውን ስኬታማ ለማድረግ አዳዲስ ሀሣቦችን በግልም ሆነ በጋራ ለማዳበር ካሳቸው ጽኑ ፍላጉት የተነሣ

መ. ሠራተኞች ከሥራ ባልደረቦቻቸው ጋር ያሳቸወን የሥራ ግንኙት ለማጠናከርና በትብብርና ለመስራት ከሚኖራቸው ፍላጉት የተነሣ

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

11. በጽ/ቤቱ ውስጥ ባሉት የሥራ ክፍሎች ወይም ዘርፎች ያለው ግንኙነት ምን ይመስላል ፤

ሀ. የፋክከር ሆኖ እያንዳንዳቸው የየሥራቸውን ፍላጉት ከሚሚሳትና ከማስጠበቅ አንፃር ነው::

ለ. ልዩነቱ እንደተጠበቀ ሆኖ እንደ አስፈላጊነቱ ከሳይ ትዕዛዝ በመጠበቅና እርስ በርስ የመርዳዳት ባህልን ባገናዘበ መልኩ ነው::

ሐ. የጋራ አላማን ከልብ ለማድረስ በሚያስፈልግበት ጊዜ መመሪያዎችን እንካን ወደጉን በመተው በትብብር የመስራት ባህልን ባገናዘበ መልኩ ነውች:

መ. እርስ በርስ የመረዳዳት ግንኙነት ሲሆን ከሌሎች የሥሪ ክፍሎች

ዘርፎች ለሚቀርቡ የዕገዛ ጥያቄዎሀት አፋጣኝ ምላሽ በመስጠት መልኩ ነው:

12. በጽ/ቤቱ ውስጥ የሚከሰቱ የቡድንና የግል የእርስ በርስ ግጭቶች የሚፈቱት

ሀ. በከፍተኛ አመራር አካላት ወይም ሀላፊዎች ጣልቃ ገብነት አማካይነት ነው::

ለ. በመ/ቤቱ መመሪያና ደንብ መሠረት በህግ የበላይነት አማካይነት ነው::

ሐ. ሥራን ለኪታማ በሆነ መልኩ ከመተግበር አንፃር በመነጋገር የሚፈታ ይሆናል::

መ. መልካም የእርስ በርስ የሥራ ግንኙነት ባለጠበቀ መልኩና ሠራተኞች በማይጎዱበት መልኩ የሚፈታ ይሆናል::

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

13. ከጽ/ቤቱ ወጪ ያሉ ሌሎች የወረዳና የዞን የክልል መ/ቤቶች እርስዎ የሚያዩበት መንገድ

ሀ. በፋክክር ላይ በተመሠረተ መልኩ ሆኖ የመ/ቤትዎን ህልውና ከማስጠበቅ አንፃር

ለ. የመ/ቤትዎ አካል መሆናቸውንና የእርስ በርስ ግንኙቱም የሚወሰነው በመመሪያና ደንብ መሠረት መሆኑን

ሐ. ለጤናማ ፉክክር አጋዥ በመሆን የሥራ ጥረትና የፈጠራ ሥራዎችን በማጉልበት ወደ ለኬት የሚመሩ እንደሆነ

መ. የመ/ቤትዎ አንድ አካል መሆናቸውንና አንዱ ከሌላው የማይነጣጠል መሆኑን በመገንዘብ ለጋራ ፍላጉት ቅድሚያ መስጠት በትብብር መስራት አንዳለባቸው::

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

14. መመሪያና ደንቦች ባለበት ሁኔታ የመ/ቤቱ ሠራተኞች ሲያደርጉት የሚችሉት

ሀ. ሠራተኞች በቂ ስልጠና ካላቸው ወይም የሚከታተላቸዉ ክሌለና የማይታወቅባቸዉ ከመለሳቸዉ መመሪያና ደንቡን የሚታለፉበት ሁኔታ ይኖራል::

ለ. ለመመሪያና ደንብ ተገዢ መሆን ወይም ከደንቡ ውጪም በተለየ መልኩ ለመንቀሣቀስ ካስፈለገ ተገቢውን ድርጅታዊ የሥራ አካሄድ መጠቀም ::

ሐ. የሥራ ድርሻዎቻቸውና ተግባራትን በብቃት ለማከናወን ይቻል ዘንድ መመሪያውን ወደ ጉን በመተው ይንሣቀሱ

መ. መመሪያና ደንቡ ተገቢ ካልሆነ ወይም ለመተግበር አስቸጋሪ ከሆነም አርስ በርስ በመረዳዳት ለመቀየር ወይም ወደ ጉን በመተው ለመንቀሣቀስ ይማክራሉ ::

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

15. የጽ/ቤቱ አዲስ ተቀጣሪ ሠራተኞች ማወቅ የሚገባቸው

አሁን ያለው የሥራ ባህል	ወደ ፊት ሲሆን የታሰበው የሥራ ባህል

ሀ. የመ/ቤቱን አጠቃላይ ሁኔታ ማለትም መ/ቤቱን የሚያንቀሳቅሱ ሰዎችን ሀላፊነትና የሥራ ድርሻ እንዲሁም በጽሁፍ ያልተቀመጡ የመ/ቤቱን ደንቦች

ለ. የመ/ቤቱን መመሪያና ደንብ በማወቅና በማክበር ስራችውን በአግባቡ ማከናወን

ሐ. ዕውቀታችውና ችሎታችውን ተጠቅመወ ስራችወን በሚገባ ለማከናወን የሚፈልጉ የተለያዩ መሣሪያዎች ስለመኖራችው

መ. እንዴት እርስ በርስ መረዳዳት እንዳለባችወ በቡድን በብቃት መሣተፍ ስለሚችሉበት ሁኔታና የእርስ በርስ መልካም የሥራ ግንኙነት መፍጠር ስለሚችሉበት ሁኔታ

ክፍል ሶስት የሰራተኛዎች የስራ ዝግጁነት በተመለከተ

ከተሰጡት አምስት አማራጮች መካል የመ/ቤቱ የሰራተኞች የስራ ዝግጁነት በይበልጥ ለሚገልጸው አማራጭ ነው::

1. በጣም አልስማማም 2. . አልስማማም 3. እርግጠና ኤደለሁም
4. እስማማለሁ 5. በጣም እስማማለሁ

ለምሳሌ፡- አሁን ካለሁበት መ/ቤት ተመሳሳይ ስራ በሌላ መ/ቤት ባገኝ መ/ቤቱን እለቅ ነበር [4]

1. ቀሪው የስራ ዘመኔ (ጊዜ) በዚህ መ/ቤት ውስጥ ስለ ማሳለፍ በጣም ደስ ይለኛል። [ ]
2. ምን እንኳን አሁን ያሁበት መ/ቤት ለመልቀቅ ፍላጎት ቢኖረኝም ለመልቀቅ ግን ለእኔ እጅግ አስቸጋሪ ነው። [ ]
3. እኔ እንደማስበው ከሆነ በአሁኑ ወቅት (ጊዜ) ሰዎች ከአንድ መ/ቤት ወደ ሌላ መ/ቤት በስፋት ይንቀሳቀሳሉ (ይሄዳሉ)። [ ]
4. መ/ቤቱ ለእኔ ትልቅ የሰብአዊ ትርጉም አለው ብዙ ነገር አድርጎልኛ ። [ ]
5. ይህንን መ/ቤት ስለቅ ሊያጋጥሙኝ ከሚችሉ ጥቂት ችግሮች አንዱ የአማራጭ እጦት ነው ። [ ]
6. በአንድ መ/ቤት ታማኝ ሆኖ የመቆየት እሴት እንድማር ትምህርት ሰጥቶኛ። [ ]
7. ስለ መ/ቤቱ ከመ/ቤቱ ዉጪ ካሉ የስራ ባልደርቦች ካልሆኑ ሰዎች ጋር ስወያይ እደሰታለሁ። [ ]
8. መ/ቤቱን ለመልቀቅ አሁን ለመወሰን ብፈልግ ህይወቴን ይረበሻል ስለዚህ ለእኔ አስቸጋሪ ነው። [ ]
9. ከአንድ መ/ቤት ወደ ሌላ መ/ቤት መቀያየር ሥነ/ምግባር የጎደለው ተግባር መስሎ ይታያኛ። [ ]
10. የመ/ቤቱን ችግሮች በእርግጥ የኔ ችግሮች እንደሆኑ አድርጌ አያለሁ (ይሰማኛል) ። [ ]
11. አሁን ያለሁበት መ/ቤት መልቀቅ በጣ ዋጋ የሚያስከፍል (አስቸጋሪ ይሆንብኛል)። [ ]
12. አሁን ባለሁበት መ/ቤት መስራቱን የምቀጥልበት ዋናው ምክንያት ታማኝነት በጣም አስፈላጊ መሆኑን ስለማመንና የሞራል ግዴታ ስለሚሰማኝ ነው። [ ]
13. አሁን ያለሁበት መ/ቤት እንደ ቤተሰብ ነው አንድ አካል አድርጌ ነው የማየው [ ]
14. አሁን በትክክልባለሁበት በመ/ቤት የቆየሁት ፍላጎትና ምኞት ስለአለኝ ነው [ ]

15.በሌላ መ/ቤት የተሻለ ስራ ባገኝ ኖሮ አሁን ያሁበት መ/ቤት መልቀቅ ተገቢ መስሎ ይታየኛ ☐

16.ከመ/ቤቴ ጋር በጠንካራ ስሜት የተጠበቅሁ (የተቆራኘሁ) ይመስለኛ ☐

17. ሰዎች በአንድ መ/ቤት በያዙት የስራ መስክ ለብዙ ጊዜ ሲቆዩ ነገሮች መልካም ሆነው ይታያሉ ነው የሚሆኑት ☐

18.ይህን መ/ቤት ለመልቀቅ ሳስብ ጥቂት አማራጮች እንዳሉኝ ስለሚሰማኝ ነው ☐

19.አሁን ካለሁበት መ/ቤት ጠንካራ የባለቤት ስሜት እንዳለኝ ይሰማኛል ☐

20. በዚህ መ/ቤት ስራዮ እንድከጥል ምክነተያት ከሆኑት ነገሮች ዋናዉ በዚህ መ/ቤት አገኝ የነበረዉጥቅማ ጥቅሞች በሌላኛው መ/ቤት ስለማላገኝና ሊያስከብርልኝ ስለማይችል ነው :: ☐

21. አሁን መ/ቤት ሠራተኛ ሠው መሆን መልካም ነገር ነው ብዬ አስባለሁ ☐

የቃለ መጠይቅ ነጥቦች

1. የመ/ቤትዎ የሰራተኞች የስራ ግንኙነት ምን ይመስላል? የመ/ቤትዎ የስራ አፈፃፀም ውጤት ምን ይመስላል? በተለይ ከተማሪዎች ውጤት አንፃር ምን ይመስላል ?
2. የመ/ቤት የስራ ባህል ለተጠቃሚዎች ምን ዋጋ ይሰጣል ? መ/ቤትዎን የተጠቃሚዎች ፍላጎት ለማርካት ጥልቅ እምነት አለ ወይ ?
3. በመ/ቤትዎ መለወጥ አለባቸው የሚልዋቸውን የአሰራር ስልቶች ምንድን ናቸው?
4. መ/ቤትዎ በተሻለ የስራ አፈፃፀም ውጤት ከሚመለከታቸው አካላት ሽልማት አግኝቶ ያውቃል ወይ ?
5. አሁን ባለው የመ/ቤትዎ የስራ ባህል ምኞት ይሰማዎታል? ወይስ ሊለውጡ የሚገባቸው ጥቂት ነገሮች አሉ ይላሉ? ወይስ ሙሉ ለሙሉ የስራ ባህሉ መለወጥ አለበት ይላሉ?
6. ስለ መ/ቤትዎ ሰራተኞች የስራ ዝግጁነት መሆን ይገባዋል ብለው የሚሉት የራስዎን እምነትና አስተያየት ሊገልጹ ይችላሉ?
7. በመ/ቤትዎ ውስጥ በአመራሩና በሰራተኞች መካከል ግጭት ተፈጥሮ ያውቃል? ካለ ምን ይመስል ነበር (ያስከተለው ችግር ካለ) እንዲሁም የተሰጠው መፍትሄ ምን ነበር?
8. መ/ቤትዎ ውስጥ የሰራተኞች መ/ቤቱን የመለቀቅ ሁኔታ ምን ይመስላል ? ካ መ/ቤቱን የሚለቁ ሰራተኞች በየዓመቱ ምን ያህል ይሆናሉ? የሚለቁበት ዋና ምክንያት ምንድን ነው ብለው ያምናሉ?

የግሩፕ ውይይት መነሻ ነጥቦች

1. በመ/ቤትዎ ውስጥ ያሉ ሰራተኞች ስለ መ/ቤቱ የባለቤትነት ስሜት አለወይ ?
2. የመ/ቤትዎ ሰራተኞች በመ/ቤቱ ውስጥ ለረጅም ጊዜ ለመቆየትና አገልግሎት ለመስጠት ይፈልጋሉ ወይ ? ለምን?
3. የመ/ቤቱ ሰራተኞች ስለ መ/ቤታቸው ጠንካራ ታማኝነት አላቸው ወይ?
4. የመ/ቤቱ ሰራተኞች ስራ ዝግጁነት ስሜት ለመጨመር ምን ምን ዘዴዎች መ/ቤቱ ይጠቀማል?
5. የመ/ቤቱ የስራ አመራር (መሪዎች) ስለ የአመራር ተግባራቸው ምን የታዘቡት ነገር አለ? (ከተከነዘባቸው ነገሮች)
6. የመ/ቤቱ ሰራተኛ ከፍተኛ የቡድን ስሜት (ሞራል) እና ሽልማት በሚሰሩት ስራ እርካታ የማግኘት ሁኔታ አለ ወይ ?
7. የመ/ቤትዎ የስራ አፈፃፀም ውጤት ምን ይመስላል በተለይ ከተማሪዎች ውጤት አንፃር አሁን ያለው ተጨባጭ ሁኔታ ምን ይመስላል?
8. ብቃት ያለው አመራር (ሰዎችን በአግባቡ ከተመሩ) የስራ ዝግጁነት ደረጃቸው ያሻሽላሉ ብለው ያምናሉ? እንዴት?
9. በመ/ቤትዎ ውስጥ ግልጽ ውይይትና ክርክር ከሰራተኞች ጋር ይደረጋል ወይ ?
10. በመ/ቤታችሁ የሰራተኞች የስራ ዝግጁነት በምን ሁኔታ ማሻሻል (ማነሳሳት) እና እንደሚቻልና በልምድ የዳበሩ ሰራተኞች በልምድ የዳበሩና ጥሩ ችሎታና እውቀት ያላቸው ሰራተኞች በመ/ቤቱ ውስጥ ለረጅም ጊዜ እንዲቆይ ምን ምን ዘዴዎች መጠቀሙ ጠቃሚ ነው?
11. የመ/ቤትዎ ሰራተኞች ብዙውን ጊዜ ትኩረት እንዲሰጡት የሚፈለገው ደንብና መመሪያዎች እንዲከብሩ ወይስ በራሳቸው ፍላጎትና ታማኝነት እንዲያዳብሩ ማድረግ
12. በመ/ቤታችሁ ሰራተኞች ኃላፊነታቸውን እንዲያውቁና ስራቸው በታሳካ ሁኔታ እንዲያከናውኑ እየተደረጉ ያሉ ጥረቶች ምን ሰይመስላሉ ?

Appendix B

Respondents categories		Existing culture					Preferred culture				
		P	R	A	S	CI	P	R	A	S	CI
Leader	Mean	31.5	43.33	35.82	38.5	0.5	29.00	36.00	43.33	41.67	20
	N	6	6	6	6		6	6	6	6	
	sum	189	262	215	231		174	216	260	250	
Core process owners	Mean	*39.83*	41.25	34.25	34.27	-12.7	29.38	32.5	45.54	42.75	26.4
	N	24	24	24	24		24	24	24	24	
	sum	956	990	822	825		705	780	1093	1026	
Employee	Mean	42.46	39.39	34.70	33.09		29.32	34.09	43.69	43.63	23.9
	N	46	46	46	46	-14.1	46	46	46	46	
	sum	1953	1812	1592	1522		1305	1568	2010	2007	

Appendix C

Table mean scored of the existing and preferred organizational culture scales perceived by leader's respondents

Organizational culture scales	Mean
Existing power culture	31.5
Existing role culture	43.33
Existing achievement culture	35.82
Existing support culture	38.5
Preferred power culture	29.00
Preferred role culture	36.00
Preferred achievement culture	43.33
Preferred support culture	41.67

Table mean scored of the existing and preferred organizational culture scales perceived by Core process owner's respondents

Organizational culture scales	Mean
Existing power culture	39.83
Existing role culture	41.25
Existing achievement culture	34.25
Existing support culture	34.27
Preferred power culture	29.38
Preferred role culture	32.5
Preferred achievement culture	45.54
Preferred support culture	42.75

Appendix D

Table mean scored of the existing and preferred organizational culture scales perceived by Employees respondents

Organizational culture scales	Mean
Existing power culture	42.46
Existing role culture	39.39
Existing achievement culture	34.70
Existing support culture	33.09
Preferred power culture	29.32
Preferred role culture	34.09
Preferred achievement culture	43.69
Preferred support culture	43.63

Table mean scored of the existing and preferred organizational culture scales across perceived by all respondent s(overall culture)

Organizational culture scales	Mean
Existing power culture	37.93
Existing role culture	41.32
Existing achievement culture	35.13
Existing support culture	35.29
Preferred power culture	29.23
Preferred role culture	34.20
Preferred achievement culture	44.19
Preferred support culture	42.53