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**DEPARTMENT OF EDUCATIONAL LEADERSHIP
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**ORGANIZATIONAL CULTURE IN GOVERNMENT
AND PRIVATE PRIMARY SCHOOLS IN WOREDA ONE
OF AKAKI KALITY SUB CITY**

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**Organizational Culture in Government and Private
Primary Schools in Woreda one of Akaki Kaliti Sub City**

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This is to certify that the thesis prepared by Mintesinot kagneu titled: Organizational Culture of Akaki Kality sub city woreda one government and private primary schools and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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List of Acronyms

BA	Bachelor of Arts
BSc	Bachelor of Science
CPD	Continuous Professional Development
CVF	Competing Value Framework
HRM	Human Resource Management
MA	Master of Arts
MSc	Master of Science
OCAI	Organizational Culture Assessment Instrument
ROA	Return on Asset
ROE	Return on Equity
ROI	Return on Investment
SPSS	Statistical Procedure for Social Science

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Abstract

The purpose of the study is to examine the existing organizational culture of government and private primary schools of woreda one of Akaki Kaliti sub city, the performance gap which are observed in the schools, the reason behind the entire organizational culture difference among the schools and the best practice that can be taken from both government and private primary schools of the woreda. Comparative research design that involved both quantitative and qualitative approaches was employed. All sample schools principals and the existing two woreda education office supervisors involved as interviewees. Other sample respondents (71 teachers and 4 principals) were selected through simple random sampling technique. Quantitative data were gathered using questionnaire while interview was used to secure qualitative data. That is, the quantitative data gathered from sample schools teacher by administering the standardize questionnaire of Organizational Culture Assessment Instrument (OCAI) that developed by Quinn and Cameron(2006). Interview also conducted with sample schools principals and two woreda education office supervisors. The gathered data also analyzed by using Statistical Procedure for Social Science (SPSS) and the frequency, percentage, mean of the respondents of each groups presented. The t-test also conducted to identify whether there is statistically significant difference among the school. Based on this, according to the respondent teachers both government primary schools of the woreda are have clan culture in which employees' interpersonal relationship is the forefront issue of the schools. On the other hand the woreda education office supervisors argue that, the private schools have market culture in which the schools viewpoint for everything is from its economic return for their organization. So it is possible to conclude that the government schools are focused on their employees' personal interest while the private counterparts gave equal emphasis for both of their employees' personal interest and the result that has to be achieved. Hence, the researcher would like to recommend the government schools that they should; build strong competitive culture among their employees, use their resources efficiently, have detailed job description and strong controlling system. Other government bodies also should make teachers salary increment based on their efficiency.

CHAPTER ONE

INTRODUCTION

In this introductory part of the research thesis proposal, some basic information of the research is presented. In the background section of the proposal, the general definition of organizational culture and historical development of primary education in Akaki kality sub city in general and in woreda 1 in particular has been discussed. In the statement of the problem also the major factors that bothered the research and the gap in the previous studies that conducted in the sub city are presented. In the subsequent sections also basic questions of the study, significance of the study, general and specific objectives of the study, delimitation of the study and operational definition of key words like culture, organizational culture, private primary schools, etc. . . are presented in detail.

1.1 Background of the study

Organizational culture is studied mostly as a research variable in organizational behavior. According to McShane and Von Glinow (2005, p. 4), organizational behavior is the “study of individuals, team and structural characteristics that influence behavior within organizations”. Studies conducted within this field of organizational psychology have led to a knowledge base that is the foundation of the concept of organizational culture. Ivancevich and Matteson (1999) describe organizational culture as a perspective of understanding individuals and groups within organizations.

The past 30 years have experienced the revival of interest among researchers in the nature and impact of organizational culture (Hawkins, 1997). The first methodical attempt to understand organizations in cultural terms were conducted in the early 1920s with the well-published Hawthorne studies at the Western Electrical Company (Davidson, Coetzee & Visser, 2007; Van der Post, De Coning & Smit, 1998). Trice and Beyer (1993) assert that it was during the late 1960s that the work of both American and British researchers concerning the substance and form of organizational cultures caught the attention of prominent scholars in the field.

According to Brown (1998), the current interest in organizational culture stems from at least four different sources, namely climate research, national cultures, human resource management (HRM) as well as from a conviction that approaches that emphasize the rational and structural nature of organizations cannot offer a full explanation of organizational behavior

The recent interest in organizational culture developed in part from work on organizational climate conducted in the 1970s (Alvesson, 2002). The research findings of these climate surveys suggest that organizational culture seems to be a sophisticated approach to understanding the beliefs and attitudes of individual members about their respective organizations (Brown, 1998; Manetje, 2005).

A further momentum in the development of organizational culture from a South African viewpoint surged in the 1980s from studies conducted by scholars, among others Deal and Kennedy (1982) as well as Peters and Waterman (1982) can be mentioned. According to these views, organizational culture is more central to organizational success than factors such as structures, strategy or politics. These studies have demonstrated the link between societal culture and the behavior of individuals in organizations. Consequently, the attention moved away from national culture and was focused more on organizational culture (Manetje, 2005).

Brown (1998) states that the vast literature on organizational culture has evolved simultaneously with the equally large and still growing literature on HRM. The collective development of organizational culture and HRM literature signaled the intellectual refocusing on people in organizations as the means by which sustainable competitive advantage can be achieved. This interest originates from the fact that organizational culture is perceived as offering a non-mechanistic, flexible and imaginative approach to understanding how organizations function. Thus, organizational culture is considered the great 'cure-all' for most organizational challenges (French, Bell & Zawacki, 2005).

Postmodern views of organizations are increasingly replacing the traditional mechanistic emphasis on the organization's adaptive structures (Hawkins, 1997). Current researchers in the field view organizational culture as a means of creating and shaping organizational life by

influencing ideologies, values, beliefs, language, norms, ceremonies and other social practices that guide and shape organizational activities (Morgan, 1980).

Trice and Beyer (1993) outline six major characteristics that most scholars accept as representing the essential aspects of organizational culture:

- Organizational culture is a *collective* that represents the prevailing beliefs, values and norms on which organization members agree.
- Organizational culture is *emotionally charged*, as it represents established ideologies and practices that make the future predictable.
- Organizational culture is based upon a *history* that represents how an organization has coped with a unique set of social, political and economic circumstances.
- Organizational culture uses *symbolism* to communicate and express its ideology to its members.
- Organizational culture is *dynamic, continually* changing in response to problems and challenges as well as to changes among its members.
- Organizational culture is inherently *ambiguous*, full of multiple meanings and contradictions

All of the above characteristics of organizations have been separately recognized in the literature of the earlier decades (Davidson et al., 2007). What was new about culture was their integration into one. The focus on organizational culture has initiated the importance of building organizations around people, rather than techniques.

Organizational culture has expanded existing models of organizations from a collection of structures and systems to a collection of shared beliefs. According to Rothwell, Prescott and Taylor (2008), as corporations face continuous technological advances, increasing globalization, accelerated changes in market trends and a growing reliance on knowledge capital, the ability to manage the human side of organizations is becoming key to establishing a competitive advantage. Ashkanasy, Wilderom and Peterson (2000) indicate that while the field of organizational culture is still in its infancy, it has highlighted the fact that greater insight into the

nature of cultural dynamics is likely to contribute significantly to organizational effectiveness and performance

Elliot Jacques stated in 1951 that: organizational culture is the customary or traditional way of thinking and doing things, which are shared to a greater or lesser extent by all members of the organization, and which new members must learn and at least partially accept, in order for it to be accepted into the service of the firm (Jacques, 1990).

Collins and Porras (2000) also reported that: organizational culture refers to, “shared meaning held by members that distinguish one organization from other organization” (p. 38). On the same note, Arnold (2005) defined organizational culture “as the, distinctive norms, beliefs, principles and ways in which of behaving that combine to give each organization its distinct image” (p. 625). Organizational culture can also be seen as the set of values and principles that are shared amongst individuals in a particular organization. These values influence the way in which the members of the organization relate to one another and to the external environment (Black, 2004).

Unlike climatic attitude, culture is more enduring and stable. Some key characteristics are that culture is: commonly held rather than shared, real only in its use, i.e. consequences, historically based, learnt, heterogeneous. What indications are there of corporate culture? These are many and varied, and in education sector they might include: management style, telephone style within the organization, willingness to give personal tutorials, how staff spend their lunch breaks, feedback to students how visitors are greeted at reception, teaching styles, tidiness in offices, graffiti in the loose, quantity of visual stimulation on the walls. All these are possible indications of organizational culture within an educational environment. They can also be positive indications of an organization with a quality culture.

From this point of view, Akaki Kality sub city woreda 1 both government & private primary schools also have their own organizational culture that endures for the number of years. The beginning of primary level education in the woreda traced back to 1940s. The current Akaki Mengist primary school was the first government & Akaki Adventist missionary school also was the first private (missionary) school in the woreda. Even in the sub city. From time mentioned

above, plenty of government & private schools are opened and contributing their own shares in nurturing the surrounding community specifically & the nation in general.

In order to give educational service the woreda's both government and private primary schools build their own organizational culture. But if one observe the schools' culture the private primary schools culture is more effective than the government schools. So this thesis research is aimed to investigate the existing organizational culture difference of the schools. As a result it would be important for all education sector stake holders of the woreda in indicating the existing organizational culture difference of the schools, substantiating the reasons behind the difference and possible correcting measures that have to be taken.

1.2 Statement of the problem

As a systematically established entity, any organization has its own culture that is similar or different with other organizations those are in the same sector or service. Since their inception Akaki Kaliti sub city woreda one government & private primary schools have built /building their own culture in order to render the service that they are established for. Here, the core point that initiated or bothered to the topic is that, even though necessary inputs for the government primary schools are providing by both the government itself & the community, still, the efficiency & effectiveness of the private primary schools is better than the government ones. To substantiate the case, among the three categories of schools annual inspections criteria (input, process & result) always the government primary schools are in better or the same level than the private ones.(according to the woreda's annual inspection result report). On the contrary, with less or the same input the result of private primary schools students is better than the government ones. For example, in 2009 E.C Addis Ababa City Administration grade 8 leaving examination, 19.1% of government schools students failed while only 4.5% of students failed from private schools So, here, the major paradox that initiated or caused the thesis is that, *what is the real or actual reason behind the effectiveness of the private primary schools than the government ones* while they are at the same institutional level in annual education office inspection.

Another point that can be mentioned here is that, there is lack of knowledge in the topic that is going to be researched. Of course, previously, some researches were conducted to compare & contrast another sub city private & government high and preparatory schools. In the case of

Akaki kality sub city, Asrat Abate (2016) conducted a research on the title of “factors affecting academic performance of government & private grade 12 students in Akaki Kality sub city”. And he founded that, the government schools leadership is not committed, teachers of government schools are not interested with their profession & job, do not use teaching aid, continuous assessment. As well as, they do not use English properly as a medium of instruction. As a result, the students are not confident to use English in their communication and scored less result than the private students. Additionally, he stated the poor follow up of government school parents on their children. So, in short terms, he concluded that there are factors which are related with the school management, teachers & parents that caused for the low academic performance of government grade 12 students than the private ones.

Mulat Belete (2016) also conducted his thesis on the topic of “effectiveness of principals instructional leadership in the secondary schools of Akaki kality sub city” except, the similarity of the sub city, the topic is narrowed to instructional leadership of secondary schools.

The previous researches in the sub city by Asrat Abate (2016) and Mulat Belete (2016) are focused on the secondary & preparatory level of education. Additionally, as it is stated in the background section, nowadays more than other issues, human resource management in particular and organizational culture in general are becoming the vital reasons behind the failure and success of organizations. So, the researcher was triggered to assess and compare the entire organizational culture of both private & government primary schools of the woreda one in Akaki Sub city.

1.3 Basic questions of the study

- What organizational culture prevails in Akaki Kality sub city woreda one government & private primary schools?
- What performance gaps are observed in government and private primary schools owing to their organizational culture?
- What are the reasons behind the entire cultural difference of the organizations?
- What are the best practices that can be taken from both government & private primary schools?

1.4 Objectives of the study

a. General objectives

The thesis is indented to identify the entire organizational culture difference among the private & government primary schools of Akaki Kality sub city woreda 1 and to indicate the possible ways that enable the institutions to narrow the gap in organizational effectiveness.

b. Specific objectives

- To identity organizational culture elements that are observable in both type of primary schools.
- To identify the actual performance gap between the schools.
- To indicate the reasons behind the entire cultural difference of the organizations.
- To indicate the best practices that can be taken from both government & private primary schools

1.5 Delimitation of the study

Geographically, the research is delimited to primary schools of woreda 1 Akaki Kality sub city. Both private & government schools were the organizations considered in order to assess organizational culture under each type of school setting. which are going to be investigated. Thematically, every organizational culture issues like leadership styles, the way the employees & employers interact, community participation, students' performance etc. were the concerns of the research.

1.6 Limitations of the study

One of the challenges the researcher faced is that once the questionnaire was distributed for the selected sample schools respondent teachers, there was delay more than one can imagine in getting the filled questionnaire back. However, the researcher made utmost close follow up to get all filled copies back. Organizational and analysis of the bulky data also demanded the researcher additional time than expected. In all cases, the researcher tried to use all possible means to bring this research to the finish line.

1.7 . Significance of the study

As a systematic or scientific research, the findings of the study will be important for every stake holder those have their own share in the education sector from the very primary schools to the national policy level. From the schools point of view, the findings will give them information on how their respective organizations are functioning. Which means it will be a mirror that shows strengths & weaknesses of both private & government primary schools of the woreda. As a result, it creates a chance for the schools to take lesson from the other peer school.

On the other hand, the research is equally important for government education administration bodies too. The finding of this study will give the detail reasons that cause the entire organizational effectiveness difference among the schools and consequently indicates the possible ways that enable the government organs to contribute their own share in the narrowing the gap. The solutions may need administration system change or policy revision from the federal up to the regions and city administrations education bureaus.

1.8 Definition of key terms

1.8.1 Culture:-is defined as an enduring and permanent concept (Drucker, 1998:200). Schein defines the culture of a group as : “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and , therefore , to be taught to new members as the correct way to perceive , think and feel in relation to those problems (as cited in Olkun, 1996 :567).

1.8.2 Organizational Culture: is “the deep structure of the organizations which is rooted in the values, beliefs and assumptions held by organizational members”.

1.8.3 Private primary schools: schools owned by individuals or religious organizations to provide education from grade 1-8.

1.8.4 Observed behavioral regularities. When organization members interact, they use common language, terminology, and rituals and ceremonies related to deference and demeanor.

- 1.8.5 Norms.** Standards of behavior evolve in work groups that are considered acceptable or typical for a group of people. The impact of work-group behavior, sanctioned by group norms, results in standards and yardsticks
- 1.8.6 Dominant values.** An organization espouses and expects its members to share major values. Typical examples in schools are high performance levels of faculty and students, low absence and dropout rates of students, and high efficiency.
- 1.8.7 Philosophy.** Policies guide an organization’s beliefs about how employees and clients are to be treated. For example, most school districts have statements of philosophy or mission statements
- 1.8.8 Rules.** Guidelines exist for getting along in the organization, or the “ropes” that a newcomer must learn in order to become an accepted member.
- 1.8.9 Climate.** This is an overall atmosphere that is conveyed in an organization by the physical layout and the way in which members interact with clients or other outsiders

1.9 Organization of the Study

This research work is organized in five chapters. The first chapter deals with introductory elements including the background of the study, statement of the problem; objectives of the study; significance of the study; basic questions and hypotheses, scope of the study; limitations of the study; definition of key terms and organization of the study. The second chapter covers a review of the related literature which discusses important topics pertaining to organizational culture and knowledge management. The third chapter consists of research design and the methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally, in the last chapter, summary of findings, conclusions and recommendations are presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

As a theoretical foundation of the research work, this section comprises of not only definitions of key terminologies of the research but also the profound reviews of major concepts and models on organizational culture elements are presented. Additionally this part contains the review of previous research works in the area of organizational culture. Management pertaining to methodology applied, findings outlined and recommendations forwarded; and of course, the conceptual model.

2.1 Conceptual definition of organizational culture

The concept of culture originated in the anthropological domain and has various definitions, predominantly in the context of psychology and management theory (Struwig & Smith, 2002). Bagraim (2001) states that there is no single universally accepted definition of the term 'corporate culture'. The original significant work regarding this concept was published in 1951 (Bagraim, 2001). A variety of definitions rapidly emerged, as many authors used the concept without much elaboration. Barney (1996) adds that few concepts in organizational theory have as many different and competing definitions as organizational culture.

Collins and Porras (2000) reported that organizational culture refers to, "shared meaning held by members that distinguish one organization from other organization" (p. 38). On the same note, Arnold (2005) defined organizational culture "as the, distinctive norms, beliefs, principles and ways in which of behaving that combine to give each organization its distinct image" (p. 625).

Organizational culture can also be seen as the set of values and principles that are shared amongst individuals in a particular organization. These values influence the way in which the members of the organization relate to one another and to the external environment (Black, 2004). The study used a definition by Black (2004), which articulates that from these common standards, beliefs, principles and expectations originates the accepted ways in which things are to be done in the organization. Therefore, organizational culture can be seen as a simple way in

which things are done. Organizational culture encompasses activities such as methods, processes and procedures that are followed by an organization.

Denison (1996, p. 654) asserts that culture is “the deep structure of the organizations, which is rooted in the values, beliefs and assumptions held by organizational members”. When reference is made to organizational culture, it refers to the meanings inherent in the actions, procedures and protocols of organizational commerce and discussion. James et al. (2007, p. 21) describe culture as “the normative beliefs and shared behavioral expectation (i.e. systems values) and shared behavioral expectations (i.e. system norms) in an organization”.

Martin and Terblanche (2003) also define organizational culture as the deeply seated values and beliefs shared by the members of an organization. Organizational culture is manifested in the characteristics of the organization. Consequently, it refers to a set of basic assumptions that previously worked so well in the organization and that are accepted as valid assumptions within the organization. These assumptions are maintained continuously throughout the process of human interaction and regarded as how things are done and how problems should be understood in the organization. Schein (2004, p. 17) presents the following different, but extensively accepted definition of organizational culture:

Pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration that has worked considered valid, and well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

Notwithstanding the above definitions, Brown (1998, p. 9) defines organizational culture as “the pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organization’s history, and which tend to be manifested in its material arrangements and in behaviors of its members”. This proposes that organizational culture is noteworthy in the organization and is articulated in the organization in order to shape how the organizational members should act and behave (Manetje, 2005).

Deal and Kennedy (1982) explain corporate culture as the dominant values espoused by the organization. Kotter and Heskett (1992) also state that organizational culture provides the

behavior patterns or styles that the new employees are automatically encouraged to follow. Frost (1985) adds that the importance of organizational culture to the people concerns symbolism, rituals, myths, stories, legends and the interpretation of events, ideas and experiences that are influenced and shaped by the group of people with whom they interact.

Alvesson (2002) states that values and assumptions about social reality are also important to be included in the definition of organizational culture. Consequently, organizational culture is viewed as a system of common symbols and meanings. It offers the shared rules governing cognitive and effective aspects of membership in an organization and the means with which they are shaped and expressed (Davidson et al., 2007; Kunda, 1992).

Various researchers tend to define the construct of organizational culture from a broader viewpoint, such as arte facts, symbols, rituals, celebrations, structures and behavior (Deal & Kennedy, 1982; Pondy, Frost, Morgan & Dandridge, 1983; Trice & Beyer, 1993). This approach is based on the adaptation perspective according to which it is believed that organizational culture can be defined by translating the meaning attached to arte facts, symbols and rituals.

Decision making process, promotion processes and how the company deals with challenges are all found in the culture of the organization (Van Stuyvesant Meijen, 2007). Organizational culture is further said to impede or enhance the performance of any institution be it private or public organization (Martin, 2005)

Many of the recent researchers, as illustrated in this section, use definitions that are comprised of three elements. The first includes a phrase like ‘commonly held’ or ‘shared’, meaning that all members are in agreement. The second element includes one or more of the following words to define organizational culture from the idealization perspective: “beliefs, values, attitudes, assumptions, ideologies, philosophies, expectations, norms and meaning” (Huntington, 2000). The third element implies that the combination of the first two elements is what ties or holds the group together.

Given the various definitions of organizational culture that were discussed in this section, Schein’s (2004, p. 17) definition cited earlier is adopted and relevant to this study.

It is apparent from the preceding definitions of organizational culture that if the concept is to be analyzed and managed, it is significant that it is made clear what is meant by it. Failure to clearly specify what ‘organizational culture’ is can result in confusion, misunderstanding and conflict regarding its basic functions and importance in the organization.

2.2. Dimensions of organizational culture

Culture has been the focus of many studies across a variety of disciplines. In the past 30 years, a substantial number of studies have focused specifically on ways to identify and classify the various *dimensions* of culture. Determining the basic dimensions or characteristics of different cultures is the first step in being able to understand the relationships between them.

Several well-known studies have addressed the question of how to characterize cultures. For example, Hall (1976) reported that a primary characteristic of cultures is the degree to which they are focused on the individual (individualistic cultures) or on the group (collectivistic cultures). Taking a different approach, Trompenaars (1994) surveyed more than 15,000 people in 47 different countries and determined that organizational cultures could be classified effectively into two dimensions: egalitarian versus hierarchical and person versus task orientation. The egalitarian–hierarchical dimension refers to the degree to which cultures exhibit shared power as opposed to hierarchical power. Person–task orientation refers to the extent to which cultures emphasize human interaction as opposed to focusing on tasks to accomplish.

Of all the research on *dimensions of culture*, perhaps the most referenced is the research of Hofstede (1980, 2001). Based on an analysis of questionnaires obtained from more than 100,000 respondents in more than 50 countries, Hofstede identified five major dimensions on which cultures differ: power distance, uncertainty avoidance, individualism–collectivism, masculinity–femininity, and long-term–short-term orientation. Hofstede’s work has been the benchmark for much of the research on world cultures.

In the specific area of *culture and leadership*, the studies by House et al. (2004) offer the strongest body of findings to date, published in the 800-page *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. These studies are called the GLOBE studies, named for the Global Leadership and Organizational Behavior Effectiveness research program.

The GLOBE studies have generated a very large number of findings on the relationship between culture and leadership.

As a part of their study of culture and leadership, GLOBE researchers (research program, which was initiated by Robert House in 1991, developed their own classification of cultural dimensions. Based on their own research and the work of others (e.g., Hofstede, 1980, 2001;)

GLOBE researchers identified nine cultural dimensions: *uncertainty avoidance*, *power distance*, *institutional collectivism*, *in-group collectivism*, *gender egalitarianism*, *assertiveness*, *future orientation*, *performance orientation*, and *humane orientation*. In the following section, each of the dimensions are described.

Uncertainty Avoidance: This dimension refers to the extent to which a society, organization, or group relies on established social norms, rituals, and procedures to avoid uncertainty. Uncertainty avoidance is concerned with the way cultures use rules, structures, and laws to make things predictable and less uncertain.

Power Distance: This dimension refers to the degree to which members of a group expect and agree that power should be shared unequally. Power distance is concerned with the way cultures are stratified, thus creating levels between people based on power, authority, prestige, status, wealth, and material possessions.

Institutional Collectivism: This dimension describes the degree to which an organization or society encourages institutional or societal collective action. Institutional collectivism is concerned with whether cultures identify with broader societal interests rather than individual goals and accomplishments

In-Group Collectivism: This dimension refers to the degree to which people express pride, loyalty, and cohesiveness in their organizations or families. In-group collectivism is concerned with the extent to which people are devoted to their organizations or families.

Gender Egalitarianism: This dimension measures the degree to which an organization or society minimizes gender role differences and promotes gender equality. Gender egalitarianism is concerned with how much societies de-emphasize members' biological sex in determining the roles that members play in their homes, organizations, and communities.

Assertiveness: This dimension refers to the degree to which people in a culture are determined, assertive, confrontational, and aggressive in their social relationships. Assertiveness is concerned with how much a culture or society encourages people to be forceful, aggressive, and tough, as opposed to timid, submissive, and tender in social relationships.

Future Orientation: This concept refers to the extent to which people engage in future oriented behaviors such as planning, investing in the future, and delaying gratification. Future orientation emphasizes that people in a culture prepare for the future as opposed to enjoying the present and being spontaneous.

Performance Orientation: This dimension describes the extent to which an organization or society encourages and rewards group members for improved performance and excellence. Performance orientation is concerned with whether people in a culture are rewarded for setting challenging goals and meeting them.

Humane Orientation: The ninth dimension refers to the degree to which a culture encourages and rewards people for being fair, altruistic, generous, caring, and kind to others. Humane orientation is concerned with how much a society or organization emphasizes sensitivity to others, social support, and community values.

On the other hand Deal and Kennedy (1984) identified four dimensions of organizational culture: values, heroes, rites and rituals, and communication networks. These four dimensions play a key role in creating organizational cultures

Values

What are values, and how do they affect behavior? *Values* are general criteria, standards, or principles that guide the behavior of organization members (Jones, 2010). There are two kinds of values: terminal and instrumental. A *terminal value* is a desired outcome that organization members seek to achieve. Schools typically adopt any of the following as terminal values: quality, excellence, and success (Bulach, Lunenburg, & Potter, 2012). An *instrumental value* is a desired mode of behavior. Modes of behavior that most schools advocate include working hard, providing excellent teaching, respecting student diversity, being creative, teamwork, and maintaining high standards (Lunenburg & Ornstein, 2012).

Thus, an organization's culture consists of outcomes that the organization seeks to achieve (its *terminal values*) and the modes of behavior the organization encourages (its *instrumental values*). Ideally, instrumental values help the organization achieve its terminal values. For example, a school/school district whose culture emphasizes the terminal value of high achievement for all students might attain this outcome by encouraging instrumental values like working hard to reach all students. This combination of terminal and instrumental values leads to school/school district success.

Schools are able to achieve success only when shared values exist among group members. Shared values can provide a strong organizational identity, enhance collective commitment, provide a stable social system, and reduce the need for bureaucratic controls. The following guidelines are recommended to achieve shared values (Schermerhorn, Hunt, & Osborn, 2008, p. 372):

- A widely shared understanding of what the school stands for, often embodied in slogans;
- A concern for individuals over rules, policies, procedures, and adherence to job duties;
- A well-understood sense of the informal rules and expectations so that group members and administrators understand what is expected of them;
- A belief that what group members and administrators do is important, and that it is important to share information and ideas;
- A recognition of heroes, whose actions illustrate the organization's shared philosophy and concerns;

- A belief in rites and rituals as important to organization members as well as to building a common identity.

Heroes

Most successful organizations have their heroes. Heroes are born and created. The born hero is the visionary institution builder. Heroes perpetuate the organization's underlying values, provide role models, symbolize the organization to others, and set performance standards that motivate participant achievement. In many schools, local heroes and heroines—exemplars of core values—provide role models of what everyone should be striving for in the school/school district. These deeply committed staff come in early; are always willing to meet with students; and are constantly upgrading their skills.

Rites and Rituals

Another key aspect in creating organizational cultures is the everyday activities and celebrations that characterize the organization. Most successful organizations feel that these rituals and symbolic actions should be managed. Through rites and rituals, recognition of achievement is possible. The Teacher of the Year Award and National Merit Schools are examples. Similarly, a number of ceremonial rituals may accompany the appointment of a new superintendent of schools, including press and other announcements, banquets, meetings, and speeches.

Communication Networks

Stories or myths of heroes are transmitted by means of the communications network. This network is characterized by various individuals who play a role in the culture of the organization. Each institution has *storytellers* who interpret what is going on in the organization. Their interpretation of the information influences the perceptions of others. *Priests* are the worriers of the organization and the guardians of the culture's values. These individuals always have time to listen and provide alternative solutions to problems. *Whisperers* are the powers behind the throne because they have the boss's ear. Anyone who wants something done will go to the whisperer. *Gossips* carry the trivial day-to-day activities of the organization through the communications network. Gossips are very important in building and maintaining heroes. They embellish the

heroes' past feats and exaggerate their latest accomplishments. And, finally, *spies* are buddies in the woodwork. They keep everyone well informed about what is going on in the organization. Each of these individuals plays a key role in building and maintaining an organization's culture. It should be noted that the names used here are those ascribed by Deal and Kennedy (1984) to emphasize the importance of communication networks in creating an institution's organizational culture.

2.3 Organizational Culture Models

2.3.1 Kotter and Heskett's Organizational Cultural Model

Kotter and Heskett (1992) view organizational culture in terms of two levels. The two levels differ in terms of their visibility and the resistance to change. At the deeper or less visible level, culture refers to the values that are shared by the group or people in a group and that endure over time, even if the group membership changes. At this level, culture can be extremely difficult to change.

At the more visible level, culture represents the behavior patterns or style of an organization that the new members are automatically encouraged to follow. Organizational culture in this sense is still complex to change, but not as difficult as the level of basic values. Kotter and Heskett (1992) also emphasize that culture

2.3.2 Schein's Three-layer Organizational Culture Model

The following is a description of the three levels of the organizational culture model:

- *Behavior and arte facts*: Individual behavior and tangible arte facts make up the most visible level of culture, consisting of observable indicators (Schein, 2004). Behavior and arte facts include dress codes, factory rules, layouts of work areas and existing technology. According to Schein (1985, 2004), behavior and arte facts are what people can see, hear or feel. They are difficult to decipher and are sometimes ambiguous. Although arte facts are easy to observe, they are not easily classified (Schein, 1985, 2004). Behavior and arte facts may provide information on what a group is doing without explaining why they are doing it.

- *Espoused beliefs and values*: Beliefs and values are conscious, affective desires or wants, and they represent things that are important to people (Ivancevich & Matteson, 1996). They are not directly observable, but represent the background that determines behavior. These beliefs and values are usually espoused or directed by the founder of the organization or the leader, and then assimilated into behavioral patterns of the group (Schein, 1985, 2004). The members of the organization will then attribute their behaviors to the stated values. Similarly, individuals in the organization may also behave differently to stated operating values (National Defense University, 2002).
- *Basic underlying assumptions*: When a solution to a problem works repetitively, it comes to be taken for granted. What was once a hypothesis, supported only by a guess or a value, gradually comes to be treated as a reality. Basic assumptions tend to be taken for granted that one finds little difference within a cultural unit (Schein, 1985, 2004). Nelson and Quick (2005) state that basic assumptions are so strongly held that a member behaving in any fashion that would violate them would be unthinkable. Basic assumptions guide behavior and tell people how to think and feel about and perceive work, performance goals, human relations and the performance of their colleagues (Nelson & Quick, 2005).

2.4 Types of organizational culture

Chatman and Cha (1994) pointed out that organizational culture is affected by elements such as the history of the organization, its purpose, methodology, size, location, leadership and its structures. Nel et al. (2014) added that organizational culture is influenced by its primary function and technology. These predict the range and quality products and clients the organization attracts.

There are a number of organizational culture typologies and these have been proved to influence organizational commitment in positive or negative way (Meyer et al). Among others there are typologies which include clan, bureaucratic, entrepreneurial and market culture (Harrison & Stokes, 1992; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, & Oosthuizen, 2004).

The present study focused on the culture typologies (role, support, achievement and power) by Harrison and Stokes (1992). These are briefly discussed below.

2.4.1 Organizational Culture types according to Harrison and Stokes

Harrison and Stokes (1992) identified four culture types which include role, power, achievement and support oriented culture.

Role culture: According to Harrison (1993), role culture gives protection to employees and stabilizes the company as people are protected from losing their jobs. Under role oriented organizations, employees need to spend less time focusing their energy on themselves but rather on their work. This type of culture is tailored at dependability, rationality and consistency, employees are expected to keep up to their end of the bargain to be rewarded accordingly (Harrison & Stokes, 1993).

Support culture: Support culture is based on mutual trust between employees and the organization (Harrison & Stokes, 1992). The type of culture states that people are viewed as human beings as opposed to machine and they need to be cared for and supported to achieve their goals (Harrison & Stokes, 1992). A support culture oriented organization exhibits a caring and warm atmosphere where employees feel part of the organization thus enhancing commitment. Furthermore, employees in such organizations tend to work hard towards the accomplishment of the organizational goals hence high performance and development (Van Stuyvesant Meijen, 2007). Support culture brings about quality service as “successful approaches to quality are based on small work teams” (Harrison & Stokes, 1993, p. 23).

Achievement culture: Achievement culture gives workers mutual vision and determination in the organization (Harrison & Stokes, 1992; Alvesson, 2013). It is sometimes called “aligned organization” as it put its employee’s behind a common vision or purpose (Martin, 2006). Achievement oriented individuals have inner organizational commitment and they tend to like their work and want to make a contribution to the society. These individuals willingly give more or go an extra mile in their organizations to meet stated objectives and they are passionate, energetic, and engaged in company’s activities (Harmse, 2001).

Power culture: Power culture allows people in power to be either good or bad. Thus, the resources of the organization can be used to frustrate members or to make them happy. This is believed to be the tool used to control others or behaviors of employees. Power is centered on an individual or few individuals in the organization (Martin, 2005). Most crucial decisions are made by the person in power and that particular person absolute authority in almost all matters of the business. Harrison and Stokes (1992) state that an “institution that is power cultured is based on disproportion when it comes to resource allocation or access”. Thus, the success of the company is strongly dependent on the capabilities of the leader(s) (Brown, 1995; Martin, 2005).

2.4.2. Organizational culture types according to Cameron and Quinn

On the other hand Cameron and Quinn (1999, 2006 and 2011) classified organizational culture in to four as Clan, Adhocracy, Market, and Hierarchy culture.

Clan culture: a very friendly place to work where people share a lot of themselves. It is like an extended family. The leaders, or head of the organization, are considered to be mentors and, maybe even, parent figures. The organization is held together by loyalty or tradition. Commitment is high. The organization emphasizes the long term benefit of human resource development and attaches great importance to cohesion and morale. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on teamwork, participation, and consensus. (p. 75)

Adhocracy culture: a dynamic, entrepreneurial, and creative place to work. People stick their necks out and take risks. The leaders are considered to be innovators and risk takers. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being on the leading edge. The organization’s long-term emphasis is on growth and acquiring new resources. Success means gaining unique and new products or services. Being a product or service leader is important. The organization encourages individual initiative and freedom.

Market culture: a results-oriented organization. The major concern is getting the job done. People are competitive and goal oriented. The leaders are hard drivers, producers, and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. Reputation and success are common concerns. The long-term focus is on competitive actions and achievement of measurable goals and targets. Success is defined in terms of market share and penetration. Competitive pricing and market leadership are important. The organizational style is hard-driving competitiveness.

Hierarchy culture: a very formalized and structured place to work. Procedures govern what people do. The leaders pride themselves on being good coordinators and organizers, who are efficiency minded. Maintaining a smoothly running organization is most critical. Formal rules and policies hold the organization together. The long-term concern is on stability and performance with efficient, smooth operations. Success is defined in terms of dependable delivery, smooth scheduling, and low cost. The management of employees is concerned with secure employment and predictability. (p. 75)

2.4.3. Organizational culture types according to Goffee and Jones

Goffee and Jones's (1998) descriptions of the four basic types of organizational cultures commonly found in business and industry. No culture is considered better than any other and that there are both positive and negative features and expressions associated with each type. Each culture, however, does create and disseminate many overt and subtle messages that are internalized by everyone involved and, in turn, form the basis of that particular culture.

The Communal Culture

Goffee and Jones identify Communal culture as having an overriding communal paradigm, that, combines the competitive spirit often associated with a mercenary culture with the work ethic of the networked culture. Communal cultures have an interest in results, yet are concerned with process and with people. There is distinct focus on high sociability with a strong, almost

religious sense of commitment on the part of managers and workers alike. Often communal cultures mold themselves around a single person or group of persons and their particular vision of the work and institutional mission. Goffee and Jones use the example of a start-up company focused on a single product or goal. Such a company would be highly focused on the success of that product or goal and hence embody some elements of the mercenary culture to be mentioned later. They've observed that many organizations with mercenary cultures may also have communal cultures within them.

The Fragmented Culture

In a Fragmented organizational culture, a low value is placed on the collective experience and a high value on individualism and autonomy. Employees are expected to be "free agents," distinct individuals with highly developed specific skills who function in an almost autonomous manner with regard to their work. This type of culture exists in fast paced, high-risk organizations, such as investment banking, advertising, and in some high technology fields, as well as within academic departments and faculty in universities. Goffee and Jones define this type of organizational culture as having "low sociability and low solidarity." 13 They also state that people in a fragmented culture "work at an organization but for themselves." 14 While many librarians would not recognize themselves as working in a fragmented culture, Goffee and Jones suggest it is a very common culture in educational and academic-based institutions where "your standing is also built on the outside world's assessment." 15 Within the traditional academic fields, a scholar gains status and prestige based on his or her professional development and intellectual output. The concept of bonding with or loyalty to a group of colleagues or even the institution is a distant second to being valued by your subject-based peer network. Most fragmented cultures have a certain disdain for any sort of group or team project or cooperative efforts. As a result, trying to implement traditional team management structure in such a culture is going to be difficult at best, if not impossible, without a significant change in the culture itself. Organizing the fragmented organizational culture along the concepts of teams management could be akin to herding cats.

The Networked Culture

A Networked culture is characterized by the fact that “people know and like each other -- they make friends, as the rule goes, all over the organization.”¹⁸ Networked cultures, like communal cultures often foster high levels of socialization between its members, which in turn translate into a high degree of loyalty, and commitment to the organization and its goals. Significant value is placed on the ideal of reciprocity in human interactions and a “We all look after each other” attitude is present. Such organizations often have an emphasis on ease of communication and acceptance of individual expression and value the interconnected, interdependent nature of their work related activities. Individual differences are downplayed as unimportant. Due to this recognition of the collective value system of communication and expression, decisions tend to take longer than in some other models, but the degree of support for those decisions is often higher. Goffee and Jones suggest that in the networked culture great value is placed on helping others in a selfless manner. This sometimes expresses itself well during organizational strain with other departments. People’s willingness to pitch in to assist when needed, or even “helping before they are asked,” is evident.¹⁹ This organizational atmosphere allows the institution to respond quickly and effectively to changes in the workplace. The Networked culture, as a result, is, a fluid, adaptable organizational culture. As Riane Eisler states in her article on the concept of partnership as a managerial ideal, “Already, there are calls in the organizational change literature for a recognition that we are interdependent on rather than independent of one another.”²⁰ Many libraries may have networked cultures as their primary culture or embedded with a larger culture. Many technical services departments develop as networked cultures due to the interrelated, interconnected nature of the finished product. On the other hand, many public services departments, especially in academic environments, develop as fragmented cultures due to a wide variety of educational experiences and backgrounds and the independent nature of the services they deliver

The Mercenary Culture

On the flip side of the networked culture is the mercenary culture, a culture most organizations have, at least at certain times. Mercenary culture is “restless and ruthless” and includes the “hallmarks of high solidarity: strong, rather fierce, agreement around goals, a zest to get things

done quickly, a powerful shared sense of purpose, a razor-sharp focus on goals and a certain boldness and courage about overcoming conflict and accepting the need to change.” Goffee and Jones admit that in a positive sense the mercenary culture can be highly productive. Results and success are prized above all else. Employees are encouraged to compete, yet they work together to overwhelm any outside competition. This effort can take on the quality of a military campaign. Perceived adversaries may become problematic for a mercenary culture unless management clearly and continuously identifies the enemy in some productive fashion. A mercenary culture also will be in the throes of constant analysis and evaluation so as to retain its place “on the hill.”

2.5. Formation and maintaining organizational culture

2.5.1. Forming organizational culture

Howard (1998) stated that organizational culture changes constantly as the organization itself changes. These changing dynamics of the organization contribute to the formation of its culture, as articulated by scholars such as Fombrun (1983), Louis (1985), Schein (1990) and Scholz (1987).

Schein (1990) stated that organizational culture forms three levels of abstraction, namely assumptions, values and arte facts. Schein (1990) further emphasizes that the core of organizational culture exists in the basic assumption that individuals share things such as human nature, social relationships and relations among social institutions and their environments. These theoretical assumptions are abstract in nature, exist in the subconscious minds of the people and are often taken for granted by the organization’s leaders (Howard, 1998). Nonetheless, Robbins and Judge (2005) highlight that the issue of reliance and authority must be taken through the paradigm of culture development, which is the central point of cultural formation, by clearly emphasizing the role of leadership in the organization. The leader selected is representative of many values and norms of the group formation (Flemming, 2009).

The second level of cultural formation is the level of values. Values represent the veracity and moral resilience that organizational members display regarding the nature of the functioning of

the organization and how rules are upheld in the organization (Cameron & Quinn, 2006; Schein, 1990). Schein (1984) states that values are equivalent to strategic imperatives or constraints, whereas others are simply policy formulation. Yet, the distinction between values and assumptions may be more conceptual than empirical, since there is a thin line between both phenomena (Flemming, 2009).

The third level of organizational culture formation is arte facts, which, according to Howard (1998), are the most concrete components of organizational culture, which are associated with the physical evidence of culture such as the organization's structure, the dress code, mission statement and rituals.

Scholz (1987) also argues that organizational culture formation exists along three dimensions, namely an evolutionary dimension, an internal dimension and an external dimension. Flemming (2009, p. 78) notes that "the evolutionary dimension consists of the five stages: stable, reaction, anticipating, exploring, and creative stages – which show how the organization responds to culture challenges". In the stable stage, no changes are considered, while the reaction stage shows acceptance to minimal changes (Flemming, 2009; Scholz, 1987). Additional changes are accepted during the anticipation stage and compared to the exploring and creative stages where large amounts of changes are possible and continuous. The internal dimensions of culture only address issues relating to the conditions operating within the organization that affect the culture, while the external dimensions of culture focus on the external environment (Scholz, 1987). This suggests that an organization facing a complex and dynamic environment is likely to develop a culture that is flexible, innovative and risk taking (Flemming, 2009).

Martins (2003, p. 385) indicate that the founders of an organization follow the following three steps in culture creation:

- Firstly, founders only appoint and keep employees who think and feel the way they do.
- Secondly, they indoctrinate and socialize these individuals to their way of thinking.
- Lastly, the founder's own behavior acts as role model that encourages the employees to identify with them, thereby internalizing their beliefs, values and assumptions.

In addition, Louis (1987) asserts that although organizational culture is strong in nature, there are subcultures that often develop a long positions within the various levels in the organization, thereby suggesting that conditions, problems or personnel at different levels within the organization can influence and produce pressure for different cultures within the organization, particularly in distributing and allocating scarce resources in the organization.

2.5.2. Sustaining organizational culture

The culture of a successful organization has a propensity to be maintained and transmitted to the new employees who join the organization (Brown, 1998). Martins and Martins (2003) highlight that in order to keep the organizational culture alive, the organization has to ensure that its culture is transmitted to organizational members. Brown (1998) distinguishes the following three basic stages in which organizational culture can be sustained:

Pre-selection

The first stage of sustaining organizational culture is the pre-selection stage. This stage is described by the potential recruits who aspire to become members of the organization. These members may even make great efforts to learn about the organization's history and culture and may begin to subscribe to its espoused values. Research suggest that individuals who are exposed to a realistic job preview and take up positions within the organization are more satisfied, have a lower turnover and are more easily socialized into the prevailing organizational culture (Brown, 1998).

Socialization

Socialization is the second stage of sustaining organizational culture. Brown (1998, p. 57) describes the stage of socialization as an “enculturation process by which the participants learn the culturally accepted beliefs, values and behaviors so that they are able to act as effective members of the group”. Similarly, organizational members who are not compatible with the organizational culture are also discarded from the group. Martins and Martins (2003) state that it is during this stage that new members are assisted to become accustomed with the organization's

culture. Martins and Martins (2003) as well as Robbins and Judge (2005) illustrate the socialization process as follow:

- The first is the *pre-arrival stage*, which entails all the learning that takes place before the potential employee can join the organization.
- The second is the *encounter stage*, when the new member comprehends the actual organization and its reality and confronts the possibility that the expectation and the reality may differ from this or her expectations.
- The last is the *metamorphosis stage*, when the long-term changes are realised and the new member must synergize any deviation experienced during the encounter stage.

Incorporation/Rejection

Brown (1998) describes incorporation or rejection as the final stage, which results in the individual being either incorporated into or rejected by the organization. Indicators that the socialization is completed include members being allowed to participate in organizational social functions and other activities. In circumstances where the individual member fails to learn the culture of the organization, such individual is ultimately generally removed. Similarly, if the organization's socialization mechanisms are effective, employees may be 'over-socialized', resulting in total conformity and an incapability to think and act creatively.

2.6 Leadership and organizational culture

Fishman and Kavanaugh (1989) suggested that the behaviors of leaders shape how people respond to change and innovation in organizational cultures. Similarly, Schein (1992) and Kavanaugh and Ashkanasy (2006, p. S82) claim that organizational leaders are a key source of influence on organizational culture. It follows that different organizational cultures respond to and are the result of different leadership approaches. For instance, research by Alimo-Metcalfe and Alban-Metcalfe (2001) found that public sector leadership was more akin to Greenleaf's (1970) servant leadership model compared with the heroic leadership of CEOs in large contemporary multinational corporations. In other words, this leadership was more about the leadership of others than about leadership *per se*.

2.6.1 School of thoughts on organizational culture and leadership relationship

There are two schools of thought about leaders and culture. The functionalist school claims that leaders are the architects of culture change (Schein, 1992; Trice and Beyer, 1993) either through substantive, visible actions or through the symbolic roles they play (Meindl et al., 1985). On the other hand, the anthropological view questions the capacity of leaders being able to create culture (Meek, 1988; Smircich, 1983); that is, leaders are part of culture, not apart from it. Nonetheless, the body of evidence is heavily weighted in favor of the functionalist perspective, where leaders are in a strategic position better able to shape organization culture (Denison and Schein, 1992). Schneider et al. (1995, p. 751) state that organizational managers and executives “make” the environment.

Although the relationship between leadership and organizational culture is assumed to be bi-directional (Bass and Avolio, 1997; Schein, 1992), they propose that the top echelons of leaders are in a position to significantly influence cultural identity and change (Barlow et al., 2003; Katz and Kahn, 1978).

In many instances, the type of leadership required to change culture is transformational, because culture change needs enormous energy and commitment to achieve outcomes. Bass (1999, p. 16) has stated that “for an organizational culture to become more transformational, top management must articulate the changes that are required. The behaviors of top level leaders become symbols of the organization’s new culture.” Through transformational leadership we believe managers can help build a strong organizational culture and thereby contribute to a positive climate for organizational innovation and subsequently influence innovative behavior (Elenkov and Manev, 2005).

2.6.2. Leadership style in different cultures

A simplified way of distinguishing the styles is as follows. In the support culture the leader listens to the views of subordinates and takes them into account. In the power culture the leader tells others what to do. In the achievement culture the leader both gives direction and encourages participation. In the role culture the leader does what he or she is authorized to do.

2.7 Organizational Culture and Institution's Performance

The business world is fascinated by culture. Academics have studied it. Authors have written about it. Great leaders know how to leverage culture to ensure wildly successful business outcomes. Conversely, well-documented case studies demonstrate how incorrect assumptions about organizational values can lead to misunderstandings at best and organizational value systems impact the way change happens, failed projects and lost profit at worst. In the frenzied quest for a silver bullet to understand what culture tells us about the way business should be conducted, there is little debate that organizational value systems have a powerful influence (Prosci, 2010).

One key fact about culture stands out: What is important to our organization? How are decisions made? Who is in charge? How does an employee relate to other employees and groups within our organization? What behaviors are rewarded and recognized? What is compensation based upon? The answers to these questions vary from country to country, from industry to industry, from organization to organization and from institution to institution. It is critical for all institutional managers to understand the underlying values of their institutions because these factors directly influence the institutional performance and how much work will ultimately be required to ensure successful outcomes for the institution (Prosci, 2010). It has been claimed that, “an organizational culture is so important to the organization that, in the long run, it may be the one decisive influence for the survival or fall of the organization” (Hofstede, 1998), and that a “Culture matters because decisions made without awareness of the operative cultural forces may have unanticipated and undesirable consequences” (Schein, 2002). Further, Schein (2002) has cautioned that researchers have underestimated the extent to which culture contributes to the performance of an organization, as either an asset or a liability and as the explanatory construct underlying numerous organizational phenomena.

Azhar (2003) asserts that the phenomenon which often distinguishes good organizations from bad ones could be summed up as “corporate culture.” He says that the well-managed organizations apparently have distinctive cultures that are, in some way, responsible for their ability to successfully implement strategies. He further observes that every organization has a

culture (which often includes several sub-cultures) that exerts powerful influences on the behaviour of employees and managers. Organizational Culture can be one of the most important means of improving organizational performance. Organizational Culture has become very important in the last 25 years. Even though it is intangible in nature, it plays a role that is significant and affects employees and organizational operations. It may not guarantee success but companies with strong cultures have almost always, done better than their competitors. The fact that organizations may have a strong or weak culture affects their ability to perform strategically. Culture affects not only the way managers behave within organizations but also the decisions they make about the organization's relationships with its environment and its strategy (McCarthy, Minichiello & Curran, 2000).

Pearce and Robinson (2008), observes that culture is a strength but can also be a weakness. As a strength, culture can facilitate communication, decision making and control, and create cooperation and commitment. As a weakness, culture may obstruct the smooth implementation of strategy by creating resistance to change. An organization's culture could be characterized as weak when many subcultures exist, few values and behavioral norms are shared, and traditions are rare. In such organizations, employees do not have a sense of commitment, loyalty, and a sense of identity. Rather than being members of an organization, these are wage-earners. Traits exhibited by organizations that have weak cultures include: politicized organizational environment, hostility to change, promoting bureaucracy in preference to creativity and entrepreneurship, and unwillingness to look outside the organization for the best practices (Kotter and Heskett, 2005). Rousseau (2000) asserts that, it is essential to recognize that large-scale organizational improvement does not occur in a vacuum or sterile environment. It occurs in human systems, organizations, which already have beliefs, assumptions, expectations, norms, and values, both idiosyncratic to individual members of those organizations and shared

Deal (2005) referred to organizational culture as "the epicenter of change." Harris (2002) believed this so strongly that she asserted that "Successful school improvement can only occur when schools apply those strategies that best fit in their own context and particular developmental needs". Similar claims on the need to consider school climate and culture as part of the organizational change process are made by many of the leading authorities on school

improvement, including Deal and Peterson (1999), who have demonstrated the pronounced effects of school climate and culture on the institutional change process. Deal and Peterson (1999) illustrated how dysfunctional school cultures, for example inward focus, short-term focus, low morale, fragmentation, inconsistency, emotional outbursts, and subculture values that supersede shared organizational values, can impede organizational improvement. Raduan (2008) observes that, a high degree of organization performance is related to an organization, which has a strong culture with well integrated and effective set of values, beliefs and behaviors. However, many researchers concurs that culture would remain linked with superior performance only if the culture is able to adapt to changes in environmental conditions. Furthermore, the culture must not only be extensively shared, but it must also have unique qualities, which cannot be imitated.

Azhar (2003) observes that organizational culture is presumed to have far-reaching implications for organizations performance, making it an important topic to understand. A foundational part of the substance of the organizational culture is its values, which are assumed to be unique to the organization. The culture prevailing in an organization has a serious bearing on its performance. He further observes that the fact that organizations may have a strong or weak culture affects their ability to perform strategically. He states that culture affects not only the way managers behave within an organization but also the decisions they make about the organization's relationships with its environment and its strategy.

Hrmarketer(2005) states that, studies have shown that organizational culture has a direct impact on other vital performance outcomes of any organization, including customer satisfaction and business growth and the strong effects of organizational culture are consistent across a wide spectrum of businesses and industries, from education institutions, churches, automotive sales and service and fast-food retailing to home construction and computer manufacturing. Corporate culture can affect an organization's bottom line.

Mercer (1996) states that after studying the cultural, behavioral and performance traits of more than 1,000 companies worldwide, Denison found corporate culture can affect sales growth and business performance. Several empirical studies have supported the positive link between culture and performance (Kotter & Heskett, 1992). Moreover, studies done by Chatman and Jehn

(1994), Denison and Mishra (1995) and Kotter and Heskett (1992), have contributed significantly to the field of culture and performance studies whereby culture has been treated as variable for a specific research purpose. For example, Denison and Mishra (1995), utilizing a more rigorous methodology, discovered that cultural strength was significantly correlated with short-term financial performance. Schneider (1990) also found that the organizations that focus clearly on the cultures are more successful. It is because focused cultures provide better financial returns, which include higher return on investment (ROI), higher return on assets (ROA) and higher return on equity (ROE).

The findings of a study on the relationship between corporate culture by Gordon and Christensen (1993) have also reported that industry moderates the link between corporate culture and performance. These findings have advanced understanding of the determinants and performance effects of corporate culture. However, Chow, Kato & Merchant (1996) observe that, there are some aspects of corporate culture that may enhance performance in one national setting, but they may not be effective, and may even be dysfunctional, in another. This implies that corporate cultures are not universal.

2.8. Group culture

Emphasizing flexibility and internal integration, the group culture values belonging, trust, and participation and its strategies are oriented toward developing human relations through cohesiveness, commitment, and attachment (Denison and Spreitzer, 1991). This culture is characterized by teamwork, consensus and participation (Cameron and Quinn, 1999). In the group culture, the leaders tend to be supportive and participative, encourage empowerment and interaction throughout teamwork, and concern for employees' ideas (Denison and Spreitzer, 1991). This supportive and participative leadership style provides the organization with top management support necessary for its quality improvement, such as committing personal participation in the quality program, developing the cross-functional mechanisms, leadership skills, and team culture necessary for implementing the quality program, creating a climate of open communication about the implementation progress that will enable learning and further change, and investing in training to help employees increase their knowledge, skills and ability (AhireandO'Shaughnessy).

An emphasis on the group culture is suggested to enhance the involvement of customers and suppliers in organizational activities (Naor et al., 2008). Customers and suppliers are outside the boundary of the organization, but they are the key parties of the overall supply chain of the products and services delivered to the end users. In quality management, it is essential to maintain close links with customers and suppliers (Dean and Bowen, 1994; Hackman and Wageman, 1995). A close relationship with customers entails a reciprocal involvement with customers regarding quality, including attention to customers for product design and information exchange to obtain the necessary information for identifying their requirements and to obtain reliable, fast feedback on the quality levels of products/ services (Forza and Flippini, 1998). And, a close relationship with suppliers means selecting suppliers based on quality, requesting supplier certification, involving suppliers in product design and process improvement, exchanging information about supplier quality, and keeping a limited number of suppliers to develop long-term relations based on constructive collaboration (Forza and Flippini, 1998; Kaynak, 2003). Thus, the strong relationships with customers and suppliers are based on commitment, cooperation and communication. For organizations emphasizing the group culture, they would apply its belief in trust, commitment and open communication to their relationship with its customers and suppliers.

2.9. Developmental culture

The developmental culture emphasizes a high degree of flexibility and change according to the external environment. Organizations emphasizing the developmental culture tend to use such strategies as innovation, resource acquisition, and the development of new market, and foster the activities that delight customers, anticipate customers' needs, and implement creative solutions to problems that produce new customer preferences (Cameron and Quinn, 1999).

The drive for companies to invest in quality improvement is to achieve market advantage. Customers by nature prefer products of higher quality and thus market shares tend to move toward the organizations which can provide high quality products and services (Craig and Douglas, 1982; Jacobson and Aaker, 1987). Efforts in quality improvement are expected to bring in more satisfied customers with greater loyalty and increase sales (Ahire and Dreyfus, 2000; Hendricks and Singhal, 1997; Kaynak, 2003). A central premise of TQM is that customer satisfaction is the most important requirement for long-term business success and the entire

organization should focus on customers' needs and expectations (Dean and Bowen, 1994). In order to meet customer and market needs, the organizations must attend to customers for product design and information exchange to obtain the necessary information for identifying their requirements and to obtain reliable, fast feedback on the quality levels of products and services (Flynn et al., 1994; Forza and Flippini, 1998). To do so, organizations need to possess a high level of developmental culture in order to be flexible and to adapt to changing customer demands over time (Naor et al., 2008). In organizations emphasizing the developmental culture, the belief in external adaptation and development of flexibility and diversity would provoke the members' interests in pursuing and understanding customer needs and market requirements. Such organizations tend to build a strong relationship with customers because customer focus is well aware throughout the organization to develop dynamism and readiness to meet new challenges (Al-khalifa and Aspinwall, 2001). It is suggested that:

The developmental culture is characterized by a dynamic, entrepreneurial, and creative workplace and its effective leadership is visionary, innovative and risk-oriented (Cameron and Quinn, 1999). The entrepreneur-type of leadership is coherent with the essence of using Six Sigma role structure to lead the organization's quality improvement initiative through projects. Within the administrative structure of Six Sigma, champions set a rationale and goal for improvement projects that align with business priorities and are accountable to the Six Sigma leadership council for the success of their projects; master black belts communicate with the champion and the leadership council, provide expert advice to improvement teams and help teams promote their successes; black belts are the team leader and responsible for the routine work and results of the projects (Pande et al., 2002).

These specialists take more significant individual responsibility in selecting the improvement projects that have potential to bring in significant improvements in quality performance as well as financial and market benefits, planning and monitoring the progress of the projects, and justifying the project outcomes (Breyfogle et al., 2001). To search for new solutions or processes, the Six Sigma specialists are committed to experimentation and innovation and they have to be open to change in order to transfer the new ideas into ongoing operations (Pande et al., 2002). Organizations emphasizing the developmental culture support adaptation and innovation activities that may lead to product and service advantage and profitability (Cameron

and Quinn, 1999). In these innovative organizations, there is a push for constant, continuous improvement and doing things better, thus they encourage the behavior of constantly studying the processes and products for improvement (Detert et al., 2000). These organizations tend to encourage the development of leaders who are motivated to initiate new improvement projects and provide them necessary resources and responsibilities to execute the projects. This focus on innovation and adaptation also increases the allocation of organizational resources for employee training so as to improve their knowledge and skills to meet the changing requirements of customers (Yeung et al., 1991). Resources for training are critical for the Six Sigma role structure in developing the improvement specialists' expertise (Linderman et al., 2003). The individuality valued within the developmental culture reinforces differentiated training programs used in Six Sigma through which specialists receive different levels of training based on their experience and tasks and are classified with various ranks to recognize their expertise at different levels.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The methodology of a research study emerges out of the nature of the problem and purpose of the study. As it is stated in the introduction section, the purpose of this research was to assess the entire organizational culture of private and government primary schools in woreda one of Akaki Kality sub city. Here, the major variable is the schools organizational culture. Since culture is the very broad issue that touches or includes the whole organizations stakeholders' entity, relationship among the stakeholder, working condition or culture of the employees, etc. Assessing organizational culture of these schools obviously requires multiple ways of collecting, analyzing and interpreting data. As a result, the preferable research design that enabled the researcher to understand the schools culture was survey design that helped to compare the existing situation in the schools in relation to organizational culture. The researcher also made use both quantitative and qualitative approached. This means, the researcher made use of a mix of both quantitative and qualitative approaches to explain/compare the private and government primary schools' organizational culture. Using this research design, the researcher first quantitative collected data from sample school teachers and then qualitative data from interviewing both school principals and the woredas' education office supervisors followed in order to support the data gathered through questionnaire as quantitative data. In other words, both quantitative and qualitative data were gathered sequentially. To put in precise terms, the research investigates the existing organizational culture difference among the private & government primary schools of woreda one in Akaki Kality sub city. Attempt was also made to assess factors that caused the difference between these schools.

3.2 Data Sources

Primary data were collected from sample school teachers, principals and woreda education supervisors' in woreda 1 of Akaki Kality sub city, for the reason that they are the ones who could provide relevant information to understand the entire organizational culture differences between two. In addition to these, different recorded documents and research outputs related to the topic were consulted.

3.3 Samples & Sampling Technique

In order to have relevant information and to draw important conclusions, employing sound samples & sampling techniques and principles is a prerequisite. Towards this end, out of 4 government & 5 private primary schools of the aforementioned woreda, four (two from each types of schools) were selected as sample schools using random sampling method after stratifying the schools in to two as government and private primary schools . Accordingly, Akaki Mengist and Beruh Tesfa from government primary schools and School of Indiana and Beza School from private primary schools were selected. This makes about half of the primary schools in woreda 1 of Akaki Kality sub city. The researcher was forced to select about half the schools because the nature of the variable involved in dealing with organizational culture that requires intensive and multiple way of data gathering, analyzing & interpreting.

In sampling of respondent teachers from the selected sample schools, availability sampling method was applied for the government primary schools. Consequently, out of 109 teachers, 71 (65.1%) teachers involved as respondents using the technique mentioned above. Since the number of teachers in the private primary schools is manageable, the researcher took all (42) existing teachers of both sample schools to fill the questionnaire. Besides, sample schools principals like Chirota Abebe (01) from Akaki Mengist, Samson Wondmeneh (02) from Beruh Tesfa, Alemu Seyoum (03) from Beza, Yidres Bekele (04) from School of Indiana and two woreda education office supervisors Mesfin Biratu (05) and Wondossen Denbi (06) were also involved as interviewees. The reason behind these two bodies involvement is to include the schools management perspective in the data and supervisors exposure to know in and out of both type of primary schools. Which they are in a position to assess, evaluate and supervise every school in terms of input, process and output.

Concerning to the sampling technique stratified sampling technique was applied. First, woreda 1 primary schools in Akaki Kality sub city were divided into two groups as government & private Primary schools. Then, two schools (Akaki Mengist and Beruh Tesfa) from the government primary schools and School of Indiana and Beza School from the private primary schools were selected from each stratum regardless of their percentage in the total number of primary schools of the woreda. In other words, the sampling technique of the research was disproportional stratified sampling technique.

Table 3.1. Summary of population, sample size and sampling technique

School/	Population		Sample		Sampling technique
	Teachers	Principals/supervisors	Teachers	Principals/supervisors	
Beruh Tesfa	47	1	30	1	Simple random
Akaki Mengist	62	1	41	1	Simple random
School of Indiana	25	1	25	1	Simple random
Beza School	17	1	17	1	Simple random
WEO*		2		2	
Total	151	6	113	6	

* = *Woreda Education Office*

3.4.Data gathering instruments

Since, the approach of the research is mixed, both quantitative and qualitative data are equally important. Accordingly, in order to gather quantitative data, questionnaire was the major data gathering instrument. In so doing the standardized questionnaire of Organizational Culture Assessment Instrument (OCAI) developed and applied by Quinn and Cameroun was utilized as an instrument to gather data from the sample school teachers. The questionnaire has six sections having four items each. The first section is about the dominant characteristic of the school while the second section assesses issues which are exemplified by the school leadership. The third section is about the management style of the school. The glue or the bond that hold the organization together is included in the fourth section. The major emphasis of the organization management and the basis of the organization to define its success are contained in the fifth and sixth section of the questionnaire respectively.

On the other hand, in order to substantiate the quantitative data gathered from through questionnaire, interview also conducted with the sample schools principals and two woreda education office supervisors. The interview questions for both bodies are consisted ten open ended questions which are directly related with the issues raised in the questionnaire.

3.5.Data Analysis

As discussed in the previous sections, both quantitative and qualitative data were first gathered using questionnaire and interview respectively. In order to analyze the quantitative data gathered through questionnaire, Statistical Procedure for Social Science (SPSS) soft was utilized. The data analyzed through descriptive data analysis technique. To this end, the gathered data were first

scored and then tabulated and coded in the software. Among the types of descriptive statistics, measures of central tendency particularly, the mean (calculating by adding up all the scores & dividing that by total no of scores) is applied. So, in the analysis section of the research report, first the row data presented in table. Then, based on the row data in the analysis part the highest and least preferred responses presented in terms both number of teachers and their percentage out of the total number of respondent. Next to that, the mean score of both government and private primary schools teachers response presented and followed by leveling both means from strongly disagree to strongly agree. Then, the p-value of the groups mean presented and interpreted whether there is statistically significant difference between the two groups' responses or means.

Concerning to the qualitative data that gathered through interview also analyzed. Firstly, the data organized by separating in to workable segments or units. In addition to that the data will be categorized as Emic (a data contain information provided by the participants in their own words) and Eric (representation of the researcher interpretation of Emic data). And then, presented as a supportive or opposing of the quantitative data that gathered through questionnaire.

3.6. Reliability and Validity of Data Gathering Tool

According to Santos (1999), two important concepts a researcher should consider in selecting or designing data collecting tools are reliability (internal consistency) and validity (construct validity). These concepts help to assess and judge whether the research provides a good measure of the variables included in the research. Reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another (Fraenkel & Wallen, 2008). A reliable instrument provides a research result which is consistent despite the difference over time and target. On the other hand validity refers to the appropriateness, meaningfulness, correctness and usefulness of any inferences the researcher draws based on the data obtained through the use of an instrument (Santon, 1999). By taking this in to account, assessing the reliability of scales used in the questionnaire, a coefficient of internal consistency was calculated using Cronbach's alpha methodology (Santos, 1999).

Cronbach's alpha reliability coefficients were calculated to estimate the reliability of OCAI Assessment instruments. The previously calculated and agreed Cronbach's alpha reliability

coefficients of the instrument by other prominent researchers in the area of organizational culture were reviewed. Cameron and Quinn (2000) demonstrated that OCAI instrument measured the four types of organizational culture in a study of 334 institutions of higher education, with 12 – 24 individuals responding from each institution for a total of 3,406 individuals participating. Reliability coefficients (Cronbach alpha) were calculated for each of the different culture types being assessed by the instrument. Coefficients were 0.890 for the clan and adhocracy culture and 0.860 for the market and hierarchy cultures which indicated the acceptable range for two organizational cultures reliable. These were sufficient evidences that give confidence for the researcher to use this standardized questionnaire for the current study. The researcher also made utmost effort to get constructive comments and feedback from the research advisor and colleagues that helped him to improve his interview items.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data gathered through both quantitative and qualitative approaches. For convenience, the chapter is divided into two sections. The first section deals with the characteristics (sex, age education qualification, positions held in the school other than teaching and experience in the organization) of the respondents while the second section presents data gathered on organizational culture from the sample schools.

4.1.Characteristics of the Respondents

As indicated earlier, 113 questionnaires were distributed to teachers selected from four primary schools of the woreda 1 of sub city were distributed. With close follow up from the researcher, all questionnaires were filled in and returned. This means the rate of return of the questionnaires was 100%. In addition to this, interview was also conducted with four school principals and two supervisors selected from woreda 1 education Offices. The following tables give detailed information regarding the distribution of respondents by sex, age, qualification, positions held, and experience teaching.

Table 4.1 Respondents by sex

School type	Sex (Teachers)					Sex (principals & supervisors)			
	M	%	F	%	T	M	%	F	(%)
Government	32	45.1	39	54.9	71	6	100	-	-
Private	39	92.9	3	7.1	42				
Total	71	62.8	42	37.2	100	6	100	-	-

In terms of sex, of the total teacher respondents (131), 62.8% (71) and 37.2% (42) were males and females respectively. On the other hand, all of the school principal and supervisor respondents/participants were males. This shows somewhat reasonable representation of both sexes in teacher respondents (though dominated by male teacher respondents particularly in the selected private schools).

Table 4.2. Participants by Level of Qualification

School type	Diploma	%	B.A./B.Sc.	%	M.A/M.Sc.	%	T(%)
Government	50	70.4	19	26.8	2	2.8	100
Private	30	71.4	6	14.3	6	14.3	100
Total	80	70.8	25	22.1	8	7.1	100

As can be seen from Table 3, of the total 113 teachers, majority were diploma holders. Specifically, 50(70.4%) of teachers in government schools and 30 (71.4%) of teachers in private schools have college diploma. On the other hand, 19 (6.8%) of teachers in government schools and 6 (14.3%) in private schools were B.A/B.Sc. holder while only 8 (7.1%) have M.A/M.Sc. Relatively more teachers with second degree are found in the private schools than in the government schools. On the other hand, out of the total number of school principals (6) and supervisors (2), 3 principals and one supervisor are second degree holders while the remaining principals and supervisor are B.A/B.SC degree holders. This shows that the respondents had different level of qualification that enabled the researcher secure diversified views with regard to the major issue under consideration.

Table 4.3. Participants by Age Range and Experience

Age range	Government schools		Private schools		All schools	
	N	%	N	%	T	%
18 - 24 years	4	5.6	3	7.1	7	6.2
25 - 31 years	42	59.2	21	50.0	63	55.8
32 - 38 years	14	19.7	15	35.7	29	25.7
39 - 45 years	7	9.9	3	7.1	10	8.8
above 45 years	4	5.6	-	-	4	3.5
Total	71	100.0	42	100.0	113	100.0
Experience (years)	Government schools		Private schools		All schools	
	N	%	N	%	T	%
Below 2 years	4	5.6	9	21.4	13	11.5
2 - 5 years	24	33.8	6	14.3	30	26.5
6 - 9 years	20	28.2	12	28.6	32	28.3
10 - 13 years	16	22.5	12	28.6	28	24.8
Above 13 years	7	9.9	3	7.1	10	8.8
Total	71	100.0	42	100.0	113	100

Table 4 above depicts the distribution of respondents by age and their experience. As can be seen from the data, of the total (113) teacher respondents, 55.8% (63) were found between age categories of 25-31 while 25.7% (29) of them were within the range of 32-38. Teachers whose age is above 45 were 5.6% of the total teacher respondents in the government schools. As seen from the table, no teachers with age of above 45 were working in the government schools. On the other hand, out of the school principals and the 2 supervisors, 1 principal and the 2 supervisors were above 45 years while no principals found between the age of 21-30. The rest principals' age is between 32 and 38. This reveals that the age of respondents represent an array of age spectrum that helped the researchers in getting reliable information from diversified respondents - youngsters, adults and the elderly.

As can be seen from Table 4, in terms of total work experience, 75 (66.4%) of the teacher respondents served less than 10 years as teachers. Out the total teacher, only 13 (15.%) served below 5 years as teachers. Those who served over 10 years altogether account for 33.6% of the teacher respondents. School wise distribution shows that the number of teachers serving in the two types of schools was also almost the same in different ranges. The experiences of the respondents involved in the study had relatively adequate years of experience as teachers that helped the researchers obtain reliable information.

4.2.Data Presentation and Analysis related to Organizational Culture

Table 4.4: The dominant characteristic of the school

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	My school is a very personal place. It is like an extended family. People seem to share a lot among them.	SD	5	7.0	3	7.1	.006
		D	8	11.3	6	14.3	
		N	11	15.5	9	21.4	
		A	34	47.9	24	57.1	
		SA	13	18.3	3	7.1	
		Total	71	100	42	100	
		Mean	3.39		4.21		
2	My school is a very dynamic innovative place. People are willing to stick their necks out and take risks.	SD	4	5.6	3	7.1	.011
		D	16	22.5	6	14.3	
		N	24	33.8	3	7.1	
		A	25	35.2	18	42.9	
		SA	2	2.8	9	21.4	
		Missing	-	-	3	7.1	
		Total	71	100	42	100	
Mean	3.07		3.62				
3	My school is very result oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	SD	5	7.0	3	7.1	.009
		D	15	21.1	3	7.1	
		N	10	14.1	3	7.1	
		A	34	47.9	21	50.0	
		SA	5	7.0	12	28.6	
		Missing	2	2.8			
		Total	71	100	42	100	
Mean	3.28		3.86				
4	My school is a very controlled and structured place. Formal procedures generally govern what people do.	SD	-	-	3	7.1	.841
		D	4	5.6	3	7.1	
		N	7	9.9	6	14.3	
		A	45	63.4	12	28.6	
		SA	13	18.3	18	42.9	
		Missing	2	2.8			
		Total	71	100	42	100	
Mean	3.97		3.93				

Cut off points: 1:00-1.49=strongly disagree; 1:50-2.49=disagree; 2:50-3.49=neutral; 3:50-4.49=agree; 4:50-5.00=strongly agree;

The above table summarizes data gathered on the dominant characteristic of the organizations. Item 1 in the table reads “My school is very personal place. It is like an extended family where people seem to share a lot about them.” In response to this item, out of 71(100%) respondents of

government primary school teachers, 34(47.9%) agreed on the presence of good relationship among the employees in their schools. Correspondingly out of 42(100%) respondents of private primary schools teachers, 24(57.1%) said so. On the other hand 5(7.0%) and 3(7.1%) teachers of both government & private primary school teachers respectively responded 'strongly disagree'. Generally, mean of 3.39 for government primary school is less than the mean (4.21) for private schools. That is, a close scrutiny of the mean shows that the government schools teachers' response is neutral while the private school teachers response is in the category of 'agree' on the issue. This is manifested on the p-value of the two groups' response which is .006 in favor of the private school. This was also supported by the interviews held with the private school principals during the actual visit. For instance, one of the principal (04) stated, "*our teachers are free to close each other discuss on the issue whatever they prefer.*" He added that "*they are all together in every their bad and good times.*"

The above data implies that, in private primary schools of the woreda, there is a culture that enables teachers to have a friendly environment and interact with each other in their schools which directly or indirectly affect their job or personal life. In the contrary, the government school principals should strive to establish familiar and strong interpersonal relationship among the teachers in their organization.

On the other hand, one of the major characteristic of effective organization is the presence of dynamic & innovative culture that enable the organization to upgrade itself with the changes that happened within and outside of the organization and affect directly & indirectly the entire business of organization. This organizational innovative culture also triggers every employee to be innovative and risk taker for the betterment and goal accomplishment their dynamic organization. With this in view, teacher respondents were asked to rate whether their school is dynamic innovative place where people are willing to stick their necks out and take risks using the given scale (see item 2).

As can be seen from the Table, 27(38%) out of 71(100%) respondents of government schools and 27(64.3%) private school teachers out of 42(100%) of private primary schools teachers positively indicated the presence of the indicated characteristic in their schools. Here, it is good to notify that 3(7.1%) of private school teachers missed from responding the item. Concerning the mean score of the two groups, weighted mean of 3.07 for government school teachers

and 3.62 is for private school teachers reveal that the government schools teachers seem neutral in asserting their school as dynamic innovative place where people are willing to stick their necks out and take risks. The p-value of the groups means .011 is also in favor of private school teachers, indicating that there is statistically significant difference among the schools. This implies that the private schools are relatively in dynamic situation which as a result enable the teachers to be innovative and risk taker in their teaching endeavor.

Under normal situation employees of an organization should be result oriented and the major concern must be with getting the job done. In so doing, both the organization and employees should develop the culture of competitiveness. The presence of this culture enable the institution always to be alert with the entire situation of the business to make necessary adjustments in order to be more effective than other organizations in the same business. In relation to this, a question that reads “my school is results oriented and the major concern is with getting the job done. People are very competitive and achievement oriented” was presented to teachers for rating.

In response to the question, 39 (54.9%) of government school teachers and 33 (78.6%) of private primary school teachers showed their agreement while 20 (28.2%) of the government schools teachers and 6 (14.3%) of private schools teachers indicated their disagreement. The remaining teachers (14.1% from government schools and 7.1% from private schools teachers) rated ‘neutral’. From the comparison of the calculated means, one can realize that private schools (mean=3.86) seems more result-oriented, competitive and have concerns to get the job done than the government schools (mean=3.28). The 0.009 P- value in favor of private school also implies that there is statistically significant difference among the schools. Interview with one of the supervisors (06) also indicated that this culture is being displayed more in private schools than in government schools. He said, “*private schools’ major concern is getting the job done. They always strive to be the most preferred school in the area.*” He added, “*due to efficiency based annual salary increment, teachers in the private schools are result oriented and develop competitive culture in their school.*” On the whole, from the above data it is possible to notice that the private primary schools are job-oriented, competitive and concerned for their job.

To be functional & then effective, every organizations has to be controlled through deliberately designed controlling system. And also it has to be structured in the way that enables the organization to utilize the entire labor force and achieve its objective. Additionally formal

procedures and regulations must govern what & how employees should do and how they behave in the organization. For the fourth item of the table that reads “My organization is a very controlled and structured place. Formal procedures generally govern what people do.” Teachers’ response through rating scale presented as follows.

Out of the respondents, 45(63.4%) of government primary schools teachers agreed. Whereas 18(42.9%) of private ones responded as strongly agree as their school is a very controlled and structured place. To see the least preferred response, no government school teacher responded as strongly disagree whereas 3(7.1%) private school teachers responded for each of strongly disagree and disagree. Here, there are two missed government school teachers response for the item. In group mean comparison, 3.97 and 3.93 are for government & private school teachers responses respectively. Both groups responses means can be labeled as agree.

The p-value of the two groups is .841. This also implies that there is no statistically significant difference among the groups. So in both types of primary schools of the woreda, Schools are very controlled and structured. Which means the schools management controls each and every activity of the teachers. Other external controlling & inspection bodies also control & inspect the entire school performance. Additionally, formal government & organizationally adopted procedures & regulations govern what and how the employees perform their job & how they ethically behave with their colleagues & in their organizations.

Unlike the teachers’ response, according to the woreda education office supervisors the private primary schools are more controlled and structured than their government counterpart. They have detail rules and regulation and every employee is expected to follow and apply it. Unless and otherwise there will be punishment depends on the degree of violation of the stated rule.

Out of the four items of the table that deals with the dominant characteristic of the schools, only in the fourth item (the organization is a very controlled & structured place) the government primary schools are slightly better than the private one. But in terms of other three items the private schools are significantly in better position than the government schools. To indicate the highest mean score of the section for both types of schools, the highest mean score of private schools is responded for the first item which deals that the organization is a very personal place. It is like an extended family. People seem to share a lot about them. This also indicates that

(according to Quinn & Cameron organizational culture classification) the dominant characteristic of the private primary schools of the woreda is clan culture. From the government schools side also as it is stated in the above part of the paragraph, they are inclined to hierarchy culture in which the work place is formalized & structured.

On the contrary to the respondent teachers, the woreda supervisors said that the private schools give priority for the job than their employees. This also can be named as a market culture. For the government schools also they incline for the employees' individual interest than the job. So the dominant culture is clan.

Table 4.5: Teachers response on the leadership in their respective schools

No	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	The leadership in my school is generally considered to exemplify mentoring, facilitating or nurturing	SD	-	-	-	-	.000
		D	9	12.7	-	-	
		N	4	5.6	3	7.1	
		A	37	52.1	12	28.6	
		SA	21	29.6	27	64.3	
		T	71	100	42	100	
		M	3.99		4.57		
2	The leadership in my school is generally considered to exemplify innovation and risk taking.	SD	5	7.0	-	-	.000
		D	16	22.5	-	-	
		N	13	18.3	6	14.3	
		A	30	42.3	12	28.6	
		SA	7	9.9	24	57.1	
		Mis.	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.25		4.43		
3	The leadership in my school is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	SD	13	18.3	9	21.4	.724
		D	21	29.6	12	28.6	
		N	11	15.5	6	14.3	
		A	17	23.9	3	7.1	
		SA	9	12.7	12	28.6	
		Total	71	100	42	100	
		Mean	2.83		2.93		
4	The leadership in my school is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	SD	4	5.6	-	-	.015
		D	9	12.7	3	7.1	
		N	9	12.7	3	7.1	
		A	31	43.7	18	42.9	
		SA	18	25.4	18	42.9	
		Total	71	100	42	100	
		Mean	3.70		4.21		

As it is known, leadership is consists of plenty of roles & responsibilities. Among these, improving the employees' professional skill is the vital one. To accomplish this, the leaders particularly, the school principals should pay special attention for teachers professional development through mentoring, planning & facilitating teachers self and peer skill development schemes. That is why government structured government schools to have a vice principal position that is concerned only with teachers professional development activities.

To see the responses of teachers to the item 1 that reads “The leadership in my school is generally considered to exemplify mentoring, facilitating or nurturing” out of 71(100%) respondents of government primary schools teachers, 37(52.1%) of them responded as they agree. Correspondingly out of 42 (100%), 27(64.3%) of private primary schools teachers strongly agreed up on their school leadership emphasis on teachers professional skill development. On the other hand, no respondent rated ‘strongly disagree’ from both group. Even there is no private school teacher who rated ‘disagree’. To compare the means of the two groups, 3.99 and 4.57 for government & private primary schools teachers respectively. So, it is possible to conclude the government school teachers responses as agree where as strongly agree for private ones response. Due to this the p-value of the groups means is .000. Since it is less than the Cranach alpha level of 0.05, there is statistically significant difference between the two groups responses in favor of private primary schools teachers.

The above presented statistics implies that there is a leadership tendency in both types of schools that give emphasis for teachers development. But among them the private schools leadership gave much more emphasis than the government schools counterpart. Here it is possible to substantiate the finding result with woreda education office supervisors' interview response. (05) said that *“more than the scheduled nurturing programs, the frequently improving working system and subsequent training, mentoring and controlling enabled the private schools teachers to improve their skill and adopt with the system”*

In the modern world, in order to be effective every organization must have a leadership that exemplify innovation and risk taking. If an organization exempted itself from innovating the working system and remained as it is, it is obvious that other organizations in the same business those have innovative leadership will take the leading role in the field. Similarly, to start new & effective working system the leadership must take the risk even it would cause failure. So

exemplifying innovation & risk taking is one of the qualities of a good leadership of an organization.

Based on this, both school types teachers were requested to rate their response on the item that reads “The leadership in my school is generally considered to exemplify innovation and risk taking.” Out of government primary school respondent teachers, 30(42.3%) agreed. On the other hand 24(57.1%) of private school teachers responded as strong agree on the presence of innovative and risk taker leadership. Only 5(7.0%) of government teachers responded as strongly disagree while there is no private school teacher who responded for strongly disagree and disagree. The means of both groups are 3.25 & 4.43 for government and private school teachers respectively. So it can be leveled as neutral for government & agree for private primary schools teachers. So there is statistically significant difference among the schools since .000 is the p-value of the two groups means in favor of private schools. In harmony with the teachers response during the interview with private schools principals responded as they are risk takers. One of the principal (05) said that “*in some aspects of leadership like in teachers’ subject allocations, if we are confident enough on the teachers performance we allocate teachers who are capable of teaching that given subject while they are graduated in other subjects.*” This also implies that, there is risk-taker leadership in private primary schools of the woreda

One of the behaviors which are observed in organizations leadership is no-nonsense, aggressive and result-oriented focus. The leadership that exemplify no-nonsense often times incline to human relation leadership style and the leaders are straight and sensible in their relationship subordinates. On the other hands, aggressive and result oriented leadership prioritize accomplishment of the given job than the employee’s personal feeling and objective.

Based on this, the woreda primary schools teachers were asked and responded to item that reads “the leadership in my organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.” Out of 71 government school teachers 21(29.6%) responded as disagree while 12(28.6%) of private primary school teachers responded for each of disagree and strongly agree. On the other hand, 9 teachers from government & 3 teachers from private primary schools responded for strongly agree and agree respectively. 2.83 is the mean score of government primary school teachers responses while 2.63 for the private counterpart. Due to this, there is .724 p-value. This implies that there is no statistically significant difference between

the two groups' responses. Both groups response (mean) can be leveled as neutral which means the teachers were not confident enough to agree or disagree on the presence of a leadership that exemplify aggressiveness result-oriented focus in their organization.

Among plenty roles and responsibilities of organizations' leaders is to exemplify coordinating, organizing or smooth running efficiency in their leadership. Leaders should have the capacity to organize the different bodies of the organization in the way that enable the institution to achieve the stated goal or objective. After organizing, it is mandatory to install effective coordination among the organs and even the individual employees. And then it is also important to build the culture of efficiency. In other words to accomplish the pre stated objective with reduced time, logistics & labor force.

In relation to the above stated leadership or for the item that states, "The leadership in my organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency." 57 (69.1%) of government primary school teachers responded as they agree while 36 (85.8%) of the private school teachers responded for each of agree and strongly agree. On the contrary, 4 (5.6%) of government and none of private primary school teachers of the woreda responded as they strongly disagree. To see the mean score of the two groups, it is 3.70 & 4.21 for government & private primary schools teachers' responses respectively. Even though, both means leveled as agree, there is a p-value of 0.15 in favor of private ones. The mean scores indicated that, in both types of primary schools, the leadership considered to exemplify coordinating, organizing or smooth running efficiency. But as the p-value indicates, there is statistically significant difference among the schools and the situation is more prevailed in private primary schools than the governments.

Here, the finding can be enhanced by the response of the woreda's education office supervisors. One of the supervisors (06) said that "*the private schools often times allocate more classes for each teachers than the government ones. He adds that "they employ few supporting administrative department employees and give many roles & responsibilities. But in terms students' result and competence they are better than their government counterpart."* So this indicates that there is more efficient organizational leadership in private schools than government ones.

So, it is possible to conclude that, concerning to the leadership of the schools both groups remained neutral on whether it is no-nonsense, aggressive and result oriented focus. But in other three items of the section, the private schools leadership is better than their government counterpart. Particularly, the characteristic of clan culture leadership like mentoring facilitating or nurturing preferred more than the rest items. For the government schools leadership too, the same item preferred by more respondents. So according to the respondent teachers both organizations leadership inclined to clan culture. But to the woreda supervisors, the private primary schools leadership inclined to market culture through aggressive & result oriented focus

Table 4.6: Teachers response on the management style in the schools

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	The management style in my school is characterized by teamwork, consensus, and participation.	SD	4	5.6			.001
		D	7	9.9			
		N	3	4.2	6	14.3	
		A	44	62.0	12	28.6	
		SA	13	18.3	24	57.1	
		Total	71	100	42	100	
		Mean	3.77		4.43		
2	The management style in my school is characterized by individual risk-taking, innovation, freedom, and uniqueness.	SD	5	7.0			.007
		D	14	19.7	18	42.9	
		N	16	22.5	15	35.7	
		A	30	42.3	9	21.4	
		SA	6	8.5	18	42.9	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.25		3.79				
3	The management style in my school is characterized by hard-driving competitiveness, high demands, and achievement	SD	-	-	-	-	.137
		D	16	22.5	6	14.3	
		N	4	5.6	6	14.3	
		A	41	57.7	15	35.7	
		SA	10	14.1	15	35.7	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.63		3.93				
4	The management style in my school is characterized by security of employment, conformity, predictability, and stability in relationships	SD	4	5.6	-	-	.000
		D	6	8.5	-	-	
		N	20	28.2	6	14.3	
		A	41	57.7	24	57.1	
		SA	-	-	12	28.6	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.38		4.14				

As it is known organization is more than a collection of individuals or employees and the place where it is established. To have a functional organization the leadership staff must build an environment that allows the employees to apply team work, mutual consensus and full participation in the organizational affairs. If these three vital values of an organization are internalized among both the employees and the management staff members, the way of organizational success is smoothly paved.

Based on this the teachers were requested to rate on the stated first item of “The management style in my school is characterized by teamwork, consensus, and participation.” So, out of those 71(100%) respondents of Akaki kality sub city woreda 1 government primary school teachers, 44(62%) of them agreed. From the private schools side, out of 42(100%) teachers, 24(57.1%) of them responded as they strongly agree. 3(4.2%) teachers remained neutral from the government schools while there is no a single private primary school teacher who responded for strongly disagree and disagree. The mean score of both groups is 3.77 and 4.43 for government & private primary school teachers response respectively. This shows that, both means can be leveled as agree. But as the p-value .001 indicates in favor of private schools, there is statistically significant difference among the groups responses. This also implies that, even though, there is a management style that characterized by team work, consensus and participation in both types of schools, the situation is more depend and observed in private schools management than their government school counterpart. Here, the private school principals interview response can be mentioned. (03) said that, *“all of our staff members are aware of the entire working system of the school. To have this at the beginning of the academic year we give them the clear understanding of where and how we are going to and then create mutual consensus on every employee is responsible for every activities in the organization. Even we delegate at least one managerial responsibility for every teachers like clubs coordinator, Departments coordinator, devotion program coordinator, dining room coordinator etc...”*

It is obvious that organization should have their own organizational functioning system that is believed to be the best way that enables the organization to achieve its vision. But, while this organizational system is functioning, it is one of the qualities of good management to give a certain amount of freedom for the employees in the way that doesn't destruct or contradict the basic pillar of the entire organization system. So managers to bring institutional betterment they

must encourage individual risk taking, innovation freedom & uniqueness among their employees. Because, these values enable the organization to exploit the maximum potential of the employees & even the organization may take new & better system from individual employees that can be expanded it to the organizational level.

The teachers who requested to rate for the item that reads “The management style in my school is characterized by individual risk-taking, innovation, freedom, and uniqueness.” Responded as 30(42.3%) of government primary schools teachers agreed while 18(42.9%) of private primary school teachers responded for each of disagree and strongly agree. On the other hand, only 5(7.0%) of government school teachers responded as strongly disagree while there is no private school teachers who responded so. The mean score of the groups are 3.25&3.79 for government & private primary schools teachers responses receptively. This also shows that, the government school teachers’ response is neutral while the private ones is agree. As the p-value of the groups mean .007 there is statistically significant difference among the response in favor of private schools.

The finding result implies that, more than the government primary school teachers, the private primary schools teachers are in a comfortable working climate that allowed them to express themselves, improve their professional skill & contribute their own stake in the organization improvement endeavor.

The management of an organization can use different methods to motivate it’s employees & achieve its organizational objective. One of this motivation and success method is to internalize hard driving competitiveness, high demand & achievement among the entire employees of the organization. The mentioned values significantly decrease laziness that came from absence of high achievement demand within the organization and competition with other similar institution in the field or among employees in the organization.

In this regard, for the item “The management style in my school is characterized by hard-driving competitiveness, high demands, and achievement” (see item 3) teachers requested to rate and 51 (71.8%) of government primary school teachers of Akaki Kality sub city woreda 1, responded as they agree on the presence of the management style that is characterized by hard driving competitiveness, high demands & achievement. From the private schools side 30 (70.4%)

teachers responded as they agree. On the contrary, there is no a single teacher from both groups who responded as strongly disagrees. The mean score of the groups are 3.63 & 3.93 for government & private primary school teachers' responses respectively. So, both groups agreed up on the presence of mentioned type of management in their respective organizations. The p-value .137 also implies that, even though there is slight betterment in the private schools management than the government ones, there is no statistically significant difference among the schools.

In contrary to the teachers' responses, the woreda education office supervisors (05) said that. *“more than government primary schools management, the private ones installed deeply rooted competitive culture in their organization in order to be the most preferable school in the area. To be preferable also they demand high effort & efficiency from their teachers even they lay off the teachers who have lower annual efficiency than the other.”* Here the supervisors' response is supported by the private school principals' response. They openly told that if a teacher scored less 70% on annual efficiency they use different administrative techniques to oblige the teacher to go out from the school by him/herself. For example, by assigning on other non-teaching position or being refrain from annual salary increment. So this interview response implies that there is high-demanding & competitive management in private primary schools than the government's one.

In the modern world employee (human resource) management is getting increased attention by both organization leaders and scholars. This is due to the understanding of that, without well managed and treated employee, it is difficult or impossible to assure sustainable organizational effectiveness. Security of employment, conformity of rules & regulation, predictability of managerial decisions and organizational effectiveness, stability of interpersonal relationship between the employees and employees & management bodies. If these above stated attributes are available in the organization, by far the management paved the way that goes to the world of success.

Among the government primary school teachers who were requested to rate the item that reads “the management style in my school is characterized by security of employment, conformity, predictability, and stability in relationships” 41(57.7%) of them responded as they agree. And from the private counterpart also 24(37.1%) responded as they agree. But while no government

school teacher responded for strongly agree, No single private primary school teachers responded for strongly disagree and disagree. The mean score of the two groups are 3.38 and 4.17 for government & private primary school teachers' responses respectively. So, the first one can be leveled as neutral while the second one as agree. The p- values of means in .000. This also shows that there is statistically significant difference among the groups' means in favor of private schools. Or in private schools teachers have job security. Conformity of rules & regulations, predictability of decisions & their future and stability of interpersonal relationship among the employees & between employees and the school management. Here, the woreda education office supervisors have a contradictory response on the first value of security of employment. (06) said that *“in government primary school. Teachers have reliable job security even if they have low capacity or efficiency result. But in private schools, the teachers presence in the organizations depends on their performance & efficiency. Unless they achieved minimum performance standard, they are going to be avoided.”*

To summarize on the management style of the schools, both types of groups responded similarly that their school management style is through team work, consensus and participation of the employees. So both preferred the management style of their respective organization goes to clan culture. But, the woreda education office supervisors said that private schools leadership is inclined to the market culture which is hard driving competitiveness, high demands & achievement. Here it is good to notify that according to the respondent teachers; in all four items of the section the private schools are better than the government schools.

Table 4.7: The bond that holds the school together

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	The glue (bond) that holds my school together is loyalty and mutual trust. Commitment to this organization runs high.	SD					.000
		D	6	8.5			
		N	13	18.3	3	7.1	
		A	43	60.6	18	42.9	
		SA	9	12.7	21	50.0	
		Total	71	100	42	100	
		Mean	3.77		4.43		
2	The glue (bond) that holds my school together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	SD	-	-	-	-	.000
		D	18	25.4	3	7.1	
		N	27	38.0	9	21.4	
		A	25	35.2	21	50.0	
		SA	1	1.4	9	21.4	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.13		3.86				
3	The glue (bond) that holds my school together is the emphasis on achievement and goal accomplishment. Aggressiveness and adherence to organizational mission are common themes.	SD	-	-	-	-	.057
		D	16	22.5	6	14.3	
		N	13	18.3	6	14.3	
		A	37	52.1	21	50.0	
		SA	5	7.0	9	21.4	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.44		3.79				
4	The glue (bond) that holds my school together is formal rules and policies. Maintaining a smooth-running school is important.	SD	-	-	-	-	.004
		D	16	22.5	-	-	
		N	7	9.9	9	21.4	
		A	38	53.5	21	50.0	
		SA	10	14.1	12	28.6	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.59		4.07				

There are plenty of glues or factors that hold an organization together. Among those factors, loyalty to the organization & mutual trust among the employees and between the employees & the organization are the vital ones. If these two values of an effective organization are available the third one which is called commitment for institutional effectiveness will be occurred among the employees. Being loyal to the organization or employees increases the loyalty of the other part. Which means loyalty of the employees to the organization increases the loyalty of the organization to the employee or vice versa. This also finally led to the high level commitment for the organization and individual objective fulfillment.

In this regard, for the item that reads “The glue (bond) that holds my school together is loyalty and mutual trust. Commitment to this organization runs high.” among the government primary school teachers 43(60.6%) of them agreed up on the presence of these values (bonds) in their school while 21(50%) of private primary school teachers strongly agree. To see the least preferred options, no government school teacher responded as strongly disagree, and also from the private schools side no teacher responded as strongly disagree and disagree. The mean score of the two groups are 3.77 and 4.43 for government and private primary schools teachers’ responses respectively. This also led to the leveling that both groups means are agree. But, in the case of p-value. It is .000 in favor of private primary school teachers. This also indicates that there is statistically significant difference among the groups. This also enables to conclude that, in private primary schools of the woreda, there is loyalty to the organization and mutual trust among the employees & between the employees& the organization. As a result teachers commitment for their organization success is high.

One of the best bondage factor ineffective and modern organizations is the prevalence of innovative and developmental mindedness among the stake holders of the organization. This culture always ignites these bodies to search a better way that enable their organization for front of the others and being the most preferable institution in the sector. This learning and developing culture enable the individual employees to improve their professional skill and simultaneously organizational excellence will be achieved.

Among the glue (bond) that holds my school together is commitment to innovation and development. There is an emphasis on being on the cutting edge.” teachers who requested to rate on the item “27(38%) of government school teachers of the woreda responded as neutral while 21(50%) of private primary schools teachers responded as they agree on the presence of this glues. On the other hand, there is no a single government or private primary schools teacher who preferred to response strongly disagree. The mean score of the two groups are 3.13 and 3.86 for government & private school teachers respectively. So their mean can be leveled as neutral for governments school teachers and agree for private school teachers. This also caused to have the p-value of .000 in favor of private school. Which means there is statistically significant difference among the two groups’ responses?

The above data implies that in government primary schools of Akaki kality sub city woreda 1, there is no a deeply rooted commitment among the stake holders for innovation and organizational development & to became the preferable school. But on the contrary, there is a strong commitment of school principals & teachers of private schools for frequent innovation and organizational development to become the most preferable school. This can be substantiate by their strong endeavor to make themselves wall known among the community through publicizing each of their good deed like their grade 8 promotion rate & students result, construction of new buildings, etc.

Another factors or glue that creates bond among the stakeholders of an organization are common emphasis on achievement, goal accomplishment and aggressiveness as well as adherence to organizational mission. When these mutual missions are internalized among the stakeholders, all are going to stand as one on every organizational issue and decisions. Even if have different thinking in the way their goal is going to be achieved, their common goal accomplishment and mission tie term together no to run differently.

On the item that reads “the glue (bond) that holds my school together is the emphasis on achievement and goal accomplishment. Aggressiveness and adherence to organizational mission are common themes.” out of 71(100%) government primary schools respondent teachers 42 (59.1%) of them responded as they agree. From the private schools side 30 (71.4%) of them said so. On the other hand, no respondent preferred to strongly disagree from both groups. The mean score of the two groups are 3.44 &3.79 for government and private primary schools teachers respectively. This indicates that even though their means can be leveled differently as neutral & agree for government & private school teachers respectively, there is no statistically significant difference among their responses since their p-value is .057 which is above 0.05 alpha level.

Here, it is better to mention the woreda education office supervisors interview response, (05) said that “*in private schools, the stake holders particularly the school managements, teachers and parents have common missions like promoting all grade 8 students to grade 9 with good result, avoiding any king dropout and fail to promote next grade level. To accomplish this they regularly meet together at least once in every quarter. As a result previously there is only less 1% of grade 8 students detained.*”

The above data implies that both types of schools particularly the government school stakeholders need to develop the culture of striving for mutual or common organizational goal accomplishment.

As it is stated in the above section of table 4 items, organization can be held together through different factors. But, none of them couldn't replace the role of formal rules & policies. Informal communication and understanding among the employees and between the employee and management can be available. But formal organizational rules and policies (if they are prepared well) can tie all stakeholders together. Because, it enables the employees to understand each and every activity which is expected from his/her position. Additionally, it enables themselves which roles and responsibilities are delegated to which organizational body.

To see the teacher response on the item three of the section "The glue (bond) that holds my school together is formal rules and policies. Maintaining a smooth-running school is important." 38 (5%) and 21(50%) of government and private primary schools teachers of the woreda responded as they agree up on the role of rules & policies in bonding their organization together. On the other hand no government school teacher responded for strongly disagree. Similarly, no private school teacher responded for strongly disagree and disagree. The mean score of both groups are 3.59 & 4.07 for government & private primary school teachers responses respectively. Both can also be leveled as agree. But the p-value of .004 in favor of private schools, implies that there is statistically significant difference among the two groups responses.

Here the finding can be supported by the school principals interview responses. Among the government side principals (01) responded that, "*there are governing rules and policies which are prepared by the regional & federal education bodies. But teachers and even principals awareness, implementation and even concern is not that much significant.*" But on the contrary one of the private schools principals responded that "*in addition to government rules & policies, their organizations prepared its own rule & regulation that govern the entire organization stakeholders particularly the employees, parents & students.*" He adds that, "*There is also intensive and detailed job & role description for the teachers (even how and how many times they must check students exercise book per week) that include the punishment that follows violation of the rule.*"

So, in relation to the glue or bondage factors that holds the schools community together, in all four items, the government schools status is less than their private counterpart. But in the third item which is the emphasis on achievement and goal accomplishment the difference is not significant. Like the previous sections, the questionnaire respondent teachers said that more than other bondage factors, the clan culture factors like loyalty, mutual trust and commitment for the organization are high in their respective schools. Again, in contrary to the respondent teachers, the woreda supervisors' opinion is that formal rules & policies (hierarch culture) & emphasis for achievement & goal accomplishment (market culture) are the dominant glue that holds the private primary schools community together.

Table 4.8: Teachers Response on Emphasis of the Schools

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	My school emphasizes human development. High trust, openness, and participation persist.	SD	4	5.6	-	-	.000
		D	11	15.5	-	-	
		N	13	18.3	3	7.1	
		A	33	46.5	15	35.7	
		SA	10	14.1	24	57.1	
		Total	71	100	42	100	
		Mean	3.48		4.50		
2	My school emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	SD	-	-	-	-	.018
		D	4	5.6	-	-	
		N	18	25.4	9	21.4	
		A	45	63.4	24	57.1	
		SA	4	5.6	9	21.4	
		Total	71	100	42	100	
		Mean	3.69		4.00		
3	My school emphasizes competitive actions and achievement. Hitting stretch targets and championship in the workplace are dominant.	SD	8	11.3			.000
		D	17	23.9	3	7.1	
		N	11	15.5	3	7.1	
		A	33	46.5	27	64.3	
		SA	2	2.8	9	21.4	
		Total	71	100			
		Mean	3.06		4.00		
4	My school emphasizes permanence and stability. Efficiency, control and smooth operation are important	SD	5	7.0	-	-	.000
		D	9	12.7	-	-	
		N	10	14.1	3	7.1	
		A	41	57.7	21	50.0	
		SA	6	8.5	18	42.9	
		Total	71	100	42	100	
		Mean	3.48		4.36		

There are lot things that every organization should give emphasis. Among those, human resource development, high trust among & between the organization's stake holders, openness of the organizations bureaucracy of functioning system and participation of employees in every organizational affairs are the vitals one. In modern organizational leadership methods, the core and back bone of an organization is its human power. The development of this power directly or indirectly benefits the entire organization productivity as well as profitability. As well as the full participation of employees in all organizational decision affairs enables the organization to exploit each and every potential of its employees. And simultaneously paves the way to improve the employees' sense of belongingness to the organization.

In this regard, the teachers who requested to rate for the item that reads "My school emphasizes human development. High trust, openness, and participation persist." 33(46.5%) of government primary schools teachers agreed while 24(57.1%) of private primary school teachers responded as strongly agree on the issue. Additionally to indicate the least preferred response, 4(5.6%) of government school teachers responded as they strongly disagree while no private primary school teachers responded for both alternatives of strongly disagree and disagree. The mean score of the groups are 3.48 and 4.5 for government & private primary schools respectively. So the government teachers' response can be sum up as neutral while the private schools teachers responses as strongly agree. The p-value became .000, this also indicates there is statistically significant difference among the two groups responses in favor of private schools.

The above data implies that more than government schools, private schools give emphasis for their human resource development, and also developed high level of mutual trust among the stakeholders. Particularly, as the private school principals (03) said, *there is thrice class room supervision in ever quarter for each teachers, and also due to strict teachers performance follow up, the teachers have plenty of opportunities to receive necessary feedback from their peers and principals to take on time adjustment & resolve setbacks.* On the other hand, according to the worda education office supervisors, even though there is a necessary emphasis from the government for teachers professional development by allocating budget for teachers training & assigning a vice principal who is solely concerned for teachers professional development & launch continuous professional development (CPD) program for every teacher, the result is not

as much as indented. This is mainly due to the teachers perception that this activities do not bring something to their skill more than paper value.

Once organizations are installed they are expected to improve their resource and problem solving capacity. Because, since they remained as they are in terms of resource and problem solving capacity, they are going to be depreciated and defeated by other competing organizations. So they must give emphasis for getting/acquiring new human, financial & logistic resources to expand their organization capacity. Additionally, they should build a culture of creating new challenge and winning that challenge in the way that improve both individual employees & organizations capacity & market brand. To do so, first trying new methods and prospecting for opportunities must be valued in the organization.

Among the respondent teachers who requested to rate the item that reads “My school emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.” 49 (69 %) of government primary school teachers responded as they agree while from the private schools side 33 (78.5%) said so. The least preference of government school teachers is strongly disagree (no teachers responded for it) while no private school teacher responded as strongly disagree and disagree. 3.69 and 4.00 are the mean scores of government and private primary school teachers responses respectively. Both also can be leveled as agree. But, in the p-value of the means .018, there is statistically significant difference in favor of private school teachers responses. This also implies that private schools often times strive for acquiring new resources and try to perform new challenging activities or objectives.

If organizations are in need of self-improvement they must give due emphasis for the culture of competitiveness and achievements focus among their employees. Because this competitive and achievement culture give both the employees & the organization itself a purpose of accomplishing stated objective. As well as putting stretched target and championship mentality enables the organization to exploit the entire potential of both the individual employees and the organizations if self. Because always there is something that has to be achieved through their endeavors.

Based on this, for the third item that stated as “My school emphasizes competitive actions and achievement. Hitting stretch targets and championship in the workplace are

dominant.”33(46.5%)of the respondents of government primary school teachers agreed up of the presence of such emphasis in their organization while 27(64.3%) of private school teachers said so. 2(2.8%) of government school teachers responded as they strongly agree while no private primary school teacher preferred the strongly disagree. The mean score of the two groups are 3.06 for government & 4.00 for private primary school teachers responses. So the level of the means are neutral for government & agree for private school teachers. The p-value of the two means,.000 in favor of private schools implies that, the situations are more available in private schools than governments schools.

The above finding can be substantiated by private primary schools principals’ responses. According to the principals, internally they build strong competitive culture among both teachers/employees & students. Externally they always strive to be forefront of other peer private schools around their locality. Students are named and awarded in each month as best English speakers, best trash collector, best club participant, best devotion program performer, well uniform dressed etc. This also caused sense of competition among the students. Concerning to teachers, their stay in the organization and annual salary increment amount is depends on their achievement in enabling students and promoting all students to the next grade level. This also took the teachers to the competitions in the amount of students who scored high in their respective subject. (Allstudents to score above 75% in all subjects)

In institutional level too, they are always in competition with other peer schools and their stretched objective. Because, they measure their performance by their grade 8 students result, so they try to promote all students with high score. Additionally, strive to enable every students to score above 75% is each subject. These also give them a purpose to avoid academically poor students through changing students’ capacity.

One of the keys of effective organizations is permanence & stability of both the employees and the functioning system the organization. High turnover of employees always makes the organization looser of accumulated potential and skill and oblige the management to spend time and other resources in imparting the organization’s functioning system to the newly employed professionals. This also disrupts the managers from focusing on strategic issues which are core for organization goal accomplishment. Additionally, stability of installed system is equally important for organizational effectiveness. Because rapid change of system make the employees

confused and bored. As well as organizations should pay attention for achieving the stated goal with lower resource. In other words, efficiency of their employees. Simultaneously clearly designed and effectively implemented controlling and operation system are important.

In relation to this on the item that reads “My organization emphasizes permanence and stability. Efficiency, control and smooth operation are important” rated their response as follows. 51 (66.2%) of government school teachers and 39 (92.9%) of private primary school teachers agreed up on the presence of such emphasis in their respective organization. On the other hand 5(7%) of government school teachers responded for strongly disagree while no private primarily school teacher responded for strongly disagree & disagree. The mean results of the groups are 3.48 and 4.36 for government & private school teachers’ responses respectively. To level the means, neutral for government & agree for private school teachers responses. The p-value of the means .000 indicates that there is statistically significant difference among the means in favor of private schools.

This implies that in private primary schools of woreda 1 of Akaki Kality sub city, permanence & stability of employees and installed system are given due attention by the organizations. Additionally, efficiency & controlling of employees also gained special emphasis. That is why they measure and score their employs performance and efficiency in every quarter or twice per semester. As one of the private school principal said their secret of “success” is their uninterrupted controlling of teacher performance.

With regard to the schools emphasis or prioritized issue; in all four items, there is significant advancement of private primary schools. But out of the four items, the first one that manifest the clan culture which means high trust among the employees & between the employees & the school management, openness of the school management for the employees & participation of teachers in the decision making highly preferred than the rest items by both types of schools respondent teachers. On the other hand, according to the supervisors, market culture priorities of competitive actions & achievement as well as hierarch culture priority points particularly efficiency gained the major emphasis by the private schools.

Table 4.9: The basis of the school to define its success

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	My school defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	SD	-	-	-	-	.000
		D	9	12.7	-	-	
		N	12	16.9	6	14.3	
		A	39	54.9	6	14.3	
		SA	11	15.5	30	71.4	
		Total	71	100	42	100	
		Mean	3.73		4.57		
2	My school defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	SD	-	-	-	-	.000
		D	8	11.3	-	-	
		N	26	36.6	12	28.6	
		A	32	45.1	9	21.4	
		SA	5	7.0	21	50.0	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.48		4.21				
3	My school defines success on the basis of organizational effectiveness. Transformational and change-oriented leadership is key.	SD	-	-	-	-	.002
		D	10	14.1	-	-	
		N	13	18.3	12	28.6	
		A	42	59.2	12	28.6	
		SA	6	8.5	18	42.9	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.62		4.14				
4	My school defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	SD	4	5.6	-	-	.000
		D	16	22.5	3	7.1	
		N	24	33.8	3	7.1	
		A	17	23.9	18	42.9	
		SA	10	14.1	18	42.9	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.18		4.21				

The success of an organization can be defined on the basis of different perspective. One of these perspectives is the development of human resources, the extent how much team work entertained, employees' commitment for organizational goal accomplishment and organizations concern for people or its employees and customer. Among these, the development of human resource is the most vital one. If the success of an organization achieved in line with human resource development, it is possible to be sure on the sustainability of that productivity success. Because, it is based on internal human resources than on other external factors that may affect

the organizations' effectiveness. In addition to this, the way how the success investigated should be from employees working system and commitment for the organization point of view. Instead of few highly efficient employees it is better to make success on the basis of team work or involvement of the mass (the entire employees)

To see the teachers rated response on the first item of "My school defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.", 39(54.9%) of government primary school teachers responded as they agree while 30(71.4%) of private school teachers responded as they strongly agree. On the other hand, no government school teachers preferred strongly disagree while no private primary school teacher preferred strongly disagree and disagree. The mean score of the two groups are 3.73 which is leveled as agree for government school teachers and 4.57 which is leveled as strongly agree for private school teachers. The p-value of the two means is .000 in favor of private school teachers. This implies that, the private schools define their success on the basis of the development of their employees' professional skill development. This also enables their success sustainable as long as they retain the entire labor force. Additionally they also worry about the way how they achieve the objective whether it involve team work and employees commitment in the road to that success.

Often times, organizations define their success from their products (amount & quality) point of view. There is no problem with this particularly having the most unique or qualified and newest or fashionable products that make the organization different or better than others. From the educational institution point of view it can be taken as nurturing capable or qualified students who are better than other peer organization students. with this in mind, the item that reads "My organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator" was asked. Among government school respondent teachers, 32(45.1%)of them responded as they agree while 21(50%) of private school teachers responded for strongly agree. On the other hand, no government teacher responded for strongly disagree. Similarly no private primary school teacher responded for both strongly disagree and agree. The mean score of the two groups are 3.48 and 4.21 for government & private primary school teachers responses respectively. These also can be leveled as neutral & agree for private schools

respectively. As the p-value of the two groups means .000 indicates there is statistically significant difference among the groups in favor of private primary schools.

The finding implies that private primary schools of wordal of Akaki Kality sub city worried or defines their success on the basis the quality of the students that they nurtured. The students' quality can be measured by their ethics and academic performance or exam results. Particularly, as stated in the previous sections, their grade 8 students Addis Ababa City administration examination result is their major yardstick of success. That is why when their student promoted to grade 9 immediately prepare a large banner and posted in different areas to publicize their success.

One of the perspectives that an organization defines its success is on the basis of organizational effectiveness with the presence of transformational and change oriented leadership. Here it is better to understand that organizational effectiveness can mainly be measured from the organizational vision, mission and objective point of view. In other words, it can be evaluated how far/close the achieved result is from the stated goal or objective and how much if (the achieved result) push the organization towards that stated vision.

With regard to the third item of the section that reads as, "My school defines success on the basis of organizational effectiveness. Transformational and change-oriented leadership is key." out of those 71 government primary school teachers who requested to rate their response, 42(59.2%) teachers responded as they agree while 18(42.9%) private primary school of the woreda teachers responded they strongly agree. On the other hand, there is no single government school teachers who responded for strongly disagree. Similarly, no private school teacher responded for both strongly disagree & disagree. The mean result of the groups is 3.62 and 4.14 government and private school teachers' responses respectively. So one can level both means as agree. But as the p-value of means .002 indicates, there is statistically significant difference in favor of private school teachers responses this also impels that Akaki kality sub city woreda1 private schools define their success on the basis of organizational effectiveness with the presence of transformational and change oriented leadership.

During interview the private school principals also responded as they mainly define their success by their customers (parents) satisfaction. At the end of every quarter they distribute parents

comment form & collect & analyze the responses whether they are satisfied or not. This also enables the schools to have timely feedback to take necessary adjustment.

Organizational can achieve their goals through different methods. One method may need much more resources like logistics time, labor etc.. On the other hand, another method may need less amount of resource. So to define the success of an organization it is necessary to see things critically beyond its effectiveness. The method which is applied is efficient or not. So the best way to define the success of an organization is from efficientness point of view.

Out of the teachers who requested to rate their response on the item that reads as "My school defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical." 27(33.8%) of government primary schools teachers of the woreda remained neutral, while 18(42.9%) of their private counterpart responded for each of agree & strongly agree. 4(5.6%) of government school teachers also responded as they strongly disagree while there is no a private schoolteacher who responded for strongly disagree. The mean score of the two types of schools teachers response are 3.18 which level as neutral & 4.21 that can be leveled as agree for government & private schoolteachers responses respectively. The p-value of the groups means, .000 also indicate that there is statistically significant difference among the schools in favor of private schools. This implies that the woreda private schools are more efficient than their government counterpart. In harmony with the teachers' responses, both of woreda education office supervisors responded that private schools achieve better students result with less resources particularly human power. For instance, in government school maximum teachers' period load per week is 18 out of 35. But in private schools the minimum teachers' period load is 24 per week

Hence, In terms of the basis of the organizations to define their success in all items of this last section of the questionnaire, the private primary schools gained the better score than their government counterpart. Both types of schools respondent teachers preferred the clan culture basis of success definition like human resource development, team work, employees' commitment and concern for people used as the major yardstick to measure their respective schools success. But as other previous sections, those two woreda supervisors have another opinion, because, in private primary schools of the woreda the basis for defining their success is their students result (adhocracy culture) and low cost or efficiency (hierarch culture).

CHAPTER FIVE

SUMMARY, CONCLUSION & RECOMMENDATIONS

5.1. Summary of major findings

The thesis entitled with “Organizational culture in government & private primary schools in woreda 1 of Akaki Kaliti sub city” aimed to investigate the existing organizational culture of the schools, the performance gaps which are available in both types of primary schools, the reasons behind the existing organizational culture difference among the schools and the best practices that one can take from the other.

To accomplish this, out of 9 primary schools of the woreda, two schools from each type of schools were selected as a sample by using stratified simple random sampling technique. The researcher selected 71 teachers from government as sample using random sampling technique and took all 42 teachers of private schools as sample. Besides, sample schools principals and two woreda education office supervisors were contacted purposely. Questionnaire and interview were employed to gather data. Following this, the collected data were analyzed using frequency, percentage, mean and t-test.

Based on the analysis, With regard to the existing organizational culture and its difference in private and government primary schools the following major findings were drawn.

- i. Concerning the dominant characteristics of the schools, except the fourth items that asks about the presence of highly controlled and structured system, private primary schools of the woreda were found better in sharing their ideas & feeling with each other, more dynamic and result-oriented than their government counterpart. On the other hand, respondents indicated that both government and private primary schools of the woreda are very much controlled and structured organizations where formal procedures and regulations generally govern what employees do. The woreda supervisors also argue that private primary schools of the woreda are characterized by their result-oriented characteristics than others such as employees’ interpersonal communication.

- ii. In relation to the typical leadership in the schools it was found that though attempts were in both types of schools, facilitating forums and working conditions, encouraging innovation and risk taking in order to improve organizational effectiveness were more observable in private primary schools than in the government ones. The private ones were found more determined & result oriented and highly concerned for the accomplishment of the job.
- iii. The findings indicate that both private and government primary schools have medium level concerns for their employees personal feelings and emotions.
- iv. As responded by participants, though there were attempts to coordinate & ensure efficiency, the case was more strengthened in private primary schools leadership than government ones.
- v. In terms of utilizing team work, creation of consensus & participation, both private & government primary schools have somewhat similar characteristics. However, this is also more strengthened in private schools than their government counterpart as teachers are more involved in managerial decision making and delegated some power & responsibilities.
- vi. In relation to the glue or bondage factors, that holds the schools community together, in all four items, the government schools status is less than their private counterpart. But in the third item which is the emphasis on achievement and goal accomplishment the difference is not significant. Like the previous sections, the questionnaire respondent teachers said that more than other bondage factors, the clan culture factors like loyalty, mutual trust and commitment for the organization are high in their respective schools. Again, in contrary to the respondent teachers, the woreda supervisors' opinion is that formal rules & policies & emphasis for achievement & goal accomplishment are the dominant glue that holds the private primary schools community together.
- vii. With regard to the schools emphasis or prioritized issue; in all four items, there is significant advancement of private primary schools. But out of the four items, the first one that manifest the clan culture which means high trust among the employees & between the employees & the school management, openness of the school management for the employees & participation of teachers in the decision making highly preferred

than the rest items by both types of schools respondent teachers. On the other hand, according to the supervisors, market culture priorities of competitive actions & achievement as well as hierarch culture priority points particularly efficiency gain the major emphasis by the private schools.

- viii. In terms of the basis of the organizations to define their success in all items of this last section of the questionnaire, the private primary schools gained the better score than their government counterpart. Both types of schools respondent teachers preferred the clan culture basis of success definition like human resource development, team work, employees' commitment and concern for people used as the major yardstick to measure their respective schools success. But as other previous sections, those two woreda supervisors have another opinion, because, in private primary schools of the woreda the basis for defining their success is their students result and low cost or efficiency

Concerning to the reasons behind the existing cultural difference of the private and government schools;

- i. In private primary schools of the woreda every employees survival in the school and annual salary increment amount is directly depends on their efficiency. So they are highly concerned for their students' academic performance and ethics improvement.

5.2 Conclusion

Generally, it is possible to conclude that, there is wide difference among the responses of questionnaire respondents and the woreda supervisors. According to the respondent teachers, their organization is dominant culture is clan culture in which humanistic affairs are forefront. On the contrary the supervisors claimed that the private primary schools of Akaki Kalty sub city woreda 1 are characterized by market culture in which job is the prime concern of the organization. So, findings indicate that the private schools are successful in doing their business as a market oriented culture & simultaneously keeping their employees personal (emotional) interest as clan culture.

With regard to the performance gaps which avail in the respective schools, plenty of problems were observed in the government primary schools of the woreda. Because, above nurturing

knowledgeable, ethical and capable students or the mission which the schools are established for, the major emphasis of the schools is treating and keeping their employees different individual interest.

Additionally, even though they are in equal or often times in better status in terms of resources like finance, labor force and logistics, they are not as efficient in utilizing their existing resource as their private counterpart. They also lagged in internalizing or institutionalizing their vision and mission among their employees and mobilizing them for the accomplishment of that commonly understood organizational goal. This also caused the government primary school teachers not to have a deeply rooted purpose they strive for.

Another performance gap among the government primary schools is that there is no installed system that link the employees performance or efficiency with their salary and benefits they receive from both the school and other government education sector stake holders. This caused hardship for the school principals to exploit their employees existing potential.

5.3 Recommendation

After examining the existing organizational culture of Akaki Kality sub city woreda 1 both private & government primary schools, the research has identified the gaps and defined solutions that could bridge the identified gap and pave the way towards building an organizational culture that make the respective schools particularly the government schools effective. Here, it is necessary to notify that, since the private primary schools of the woreda are better than their government counterpart much of the recommendation is towards them. So, the government primary schools:

- i. In addition to their concern for the employees' interpersonal relationship they should pay equal attention for the job that should be done. unless and otherwise they are in the wrong track with mutual consensus that finally affect the near & far future of both the students & the county at large.
- ii. In addition to mentoring, and nurturing their employees, leadership of the schools should generally exemplify innovation, risk taking, result oriented. New & breaks through working systems should be designed & installed in frequent manner & to take timely adjustment for the problem which occur with the new system.

- iii. One of the glue that holds the private primary schools community together is presence of well-prepared rules and regulation and effective implementation of these rules & regulations. So, the government school more than having rules, they must own detailed job description for each position and it is important to evaluate every employees based on that detailed job description.
- iv. In addition to recognizing and awarding best employees in every a cadmic year, they should impart a strong competitive culture among the employees through different incentive mechanisms like by linking efficiency status with the salary amount that the employees earn.
- v. They should use their resources particularly the human resource efficiently. Because, even though they have large amount of line & staff employees, they are not as much as efficient like the private primary schools, those have comparatively less amount of employees.

In addition to the schools, the government bodies which are concerned for education sector also should take necessary measure in order to narrow the gap between the two types of schools.

- i. The woreda education office should facilitate a mutual experience sharing forum among the schools. This trend enables the both types of schools particularly the government primary schools to take lesson from the other and implement it by contextualizing it with their organizational situation or culture.
- ii. As it is known, the government teachers salary increment is based only on the experience or service of teachers in government schools. But in order to increase teachers' commitment and performance, the salary increment should consider teachers performance or efficiency. In addition to awarding high salary increment for best performers, the employees who score low efficiency should also be advised, punished and even it is worse avoided from the sector.

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ANNEX

Dear Respondents

This questionnaire is designed to solicit relevant information for the research carried out on the topic “organizational culture in government and private primary schools of Akaki Kality sub city woreda 1”.

The study is conducted for academic purposes for partial fulfillment of the requirements of a Master of Art Degree in Educational Leadership and Management. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to fill the questionnaire carefully and return within five days.

The purpose of the questionnaire is to obtain the opinions of teachers regarding their perception of the entire organizational culture in their respective school.

Confidentiality - Please note that the information obtained from respondents is solely for research purposes and will be treated as confidential. Should you have any question or require clarification, please contact me by phone on 0911 56 60 36

Thank you in advance

Part I: Respondents' Demographic Data

Guide: Please note that you are not required to disclose your identity. Please select the right alternative and mark () on the space provided to the corresponding alternative.

1. Position

- Teacher _____
- Department Head _____
- Other _____

2. Sex

- Male _____
- Female _____

3. Age

- 18 – 23 years _____
- 24 – 30 years _____
- 31 – 37 years _____
- 38 – 44 years _____
- Above 45 years _____

4. Level of Educational Qualification

- Diploma _____
- BA/BSC _____
- MA/MSc _____
- Other (please specify) _____

5. Years of service in the organization

- Below 1 year _____
- 1-3 years _____
- 4-7 years _____
- 8 – 10 years _____
- Above 10 years _____

Part II. Organizational Culture Assessment

- Guide:** Please indicate the extent of your agreement or disagreement with each statement about your organization culture dimensions by selecting Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree that best reflects and describes your perception regarding elements of the corporate culture.

No .	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My organization is a very personal place. It is like an extended family. People seem to share a lot about themselves.					
2	My organization is a very dynamic innovative place. People are willing to stick their necks out and take risks.					
3	My organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.					
4	My organization is a very controlled and structured place. Formal procedures generally govern what people do.					
5	The leadership in my organization is generally considered to exemplify mentoring, facilitating or nurturing					
6	The leadership in my organization is generally considered to exemplify innovation and risk taking.					
7	The leadership in my organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.					
8	The leadership in my organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.					
9	The management style in my organization is characterized by teamwork, consensus, and participation.					

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10	The management style in my organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.					
11	The management style in my organization is characterized by hard-driving competitiveness, high demands, and achievement					
12	The management style in my organization is characterized by security of employment, conformity, predictability, and stability in relationships					
13	The glue (bond) that holds my organization together is loyalty and mutual trust. Commitment to this organization runs high.					
14	The glue (bond) that holds my organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.					
15	The glue (bond) that holds my organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and adherence to organizational mission are common themes.					
16	The glue (bond) that holds my organization together is formal rules and policies. Maintaining a smooth-running organization is important.					
17	My organization emphasizes human development. High trust, openness, and participation persist.					
18	My organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.					
19	My organization emphasizes competitive actions and achievement. Hitting stretch targets and championship in the workplace are dominant.					

No .	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20	My organization emphasizes permanence and stability. Efficiency, control and smooth operation are important					
21	My organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.					
22	My organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.					
23	My organization defines success on the basis of organizational effectiveness. Transformational and change-oriented leadership is key.					
24	My organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.					

Interview Questions for school director

Dear Interviewees

This interview is designed to solicit relevant information for the research carried out on the topic “organizational culture in woreda 1 of AkakiKality sub city government and private primary schools”.

The study is conducted for academic purposes for partial fulfillment of the requirements of a Master of Art Degree in Educational Leadership and Management. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to respond the questions carefully.

The purpose of the interview is to obtain the opinions of school directors regarding their perception of the entire organizational culture in their respective school.

Confidentiality - Please note that the information obtained from respondents is solely for research purposes and will be treated as confidential. Should you have any question or require clarification, please contact me by phone on 0911 56 60 36

Thank you in advance

Part I: Respondents' Demographic Data

6. School Name _____

7. School Type _____

8. Position

9. Sex

10. Age

- 18 – 24 years
- 25 – 31 years
- 32 – 39years
- 39 – 45 years
- Above 45 years

11. Level of Educational Qualification and field of study

12. Years of service in the organization

13. Years of service in the position

1. What is the dominant /main characteristics of your organization? is it job oriented or people oriented?

2. What type of leadership style do you use?

3. What is the glue that holds the organization together? Is it rule or mutual trust?

4. What is the main strategic focus of you organization? Is it to be profitable or human development?

5. What is the yardstick that your organization use to measure its success?

6. What is the extent of teachers involvement in the school management decision?

7. What is the evaluation and reward system of your organization?

8. What is the extent of team work in your organization?

9. Does your organization encourage innovation and risk taking?

10. What are the best practices of your organization?

Interview Questions for woreda education bureau supervisors

Dear Interviewees

This interview is designed to solicit relevant information for the research carried out on the topic “organizational culture in woreda 1of AkakiKalite sub city government and private primary schools”.

The study is conducted for academic purposes for partial fulfillment of the requirements of a Master of Art Degree in Educational Leadership and Management. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to respond the questions carefully.

The purpose of the interview is to obtain the opinions of woreda education bureau supervisors regarding their perception of the entire organizational culture in both government and private primary schools.

Confidentiality - Please note that the information obtained from respondents is solely for research purposes and will be treated as confidential. Should you have any question or require clarification, please contact me by phone on 0911 56 60 36

Thank you in advance

Part I: Respondents' Demographic Data

1. Position

2. Sex

3. Age

- 18 – 24 years
- 25 – 31 years
- 32 – 39years
- 39 – 45 years
- Above 45 years

4. Level of Educational Qualification and field of study

5. Years of service in the education sector

6. Years of service in the position

7. Years of service in the position for the woreda

1. What is the dominant /main characteristics of the organizations? is it job oriented or people oriented?

Government schools _____

Private schools _____

2. What type of leadership style do they use?

Government schools _____

Private schools _____

3. What is the glue that holds the organizations together? Is it rule or mutual trust?

Government schools _____

Private schools _____

4. What is the main strategic focus of the organizations? Is it to be profitable or human development?

Government schools _____

Private schools _____

5. What is the yardstick that the organizations use to measure their success?

Government schools _____

Private schools _____

6. What is the extent of teachers involvement in the school management decision?

Government schools _____

Private schools _____

7. What is the evaluation and reward system of the organization?

Government schools _____

Private schools _____

8. What is the extent of team work in your organizations?

Government schools _____

Private schools _____

9. Do the organizations encourage innovation and risk taking?

Government schools _____

Private schools _____

10. What are the best practices of the organizations?

Government schools _____

Private schools _____

