

**AN ASSESSMENT OF ORGANIZATIONAL CULTURE AT
ADAMA UNIVERSITY**

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of Requirements for the Degree of Master of Arts in Human Resource and organizational Development.

BY: FASIL FIKRIE



**APRIL 2011
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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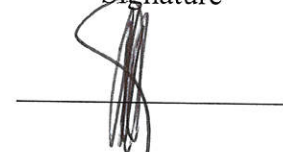
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Acknowledgments

My special thanks and gratitude goes to my advisor Befekadu Zeleke (Asst professor) for his friendly approach and intellectual guidance while undertaking this study.

My special thanks extended to all academic staff, administrative staff and students of Adama University for their invaluable cooperation in providing with the required information during the research process.

Finally, it is my pleasure to express my appreciation to all individuals and institutions who have contributed to the completion of this study in one way or another.

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Abbreviations and/or Acronyms

ANOVA – Analysis of Variance

OCAI -Organizational Culture Assessment Instrument

SPSS-Statistical Package for Social science

ASHE-Association for Study of Higher Education

AU-Adama University

Abstract

Organizational culture is connected with various aspects of an organization. Thus, to make adjustments to culture and improve performance studies that are made on organizational culture are important. The main purpose of this study was therefore, to assess Organizational Culture at Adama University. The study was designed as a descriptive survey. A total of 400 respondents (28 academic staff, 50 administrative staff and 322 students) were selected using stratified random sampling technique. The necessary data for this study have been collected through standardized questionnaire (Organizational Culture Assessment Instrument), interview, observation and document analysis. The data were analyzed using OCAI scoring method, percentage, mean, frequency, standard deviation and one way ANOVA. The findings showed that academic staff and students perceive the current culture at Adama University to be Adhocracy while Administrative staff perceives it to be Hierarchy. However, there was an overall agreement that current and preferred organizational culture at the university to be Adhocracy and Clan respectively. When we come to dimensions of organizational culture, in terms of organizational leadership, management of employees, organizational glue and strategic emphasis currently the university is dominated by Adhocracy culture. However, in terms of dominant characteristics and criteria of success currently the university is dominated by Hierarchy culture. Regarding the preferred situation except in terms organizational glue that Adama University is preferred to be dominated by Adhocracy culture; in terms of the remaining five dimensions, the university is preferred to be dominated by a Clan culture. The results of the study also revealed that both Adhocracy culture in the current situation and Clan culture in the preferred situation were found to be slightly stronger than the remaining culture types. Based on these findings, it was concluded that in the current situation, the leadership in the university is visionary, innovative and risk oriented. It is held together by commitment to experimentation and innovation. The emphasis is on being at the leading age of new knowledge. Readiness for change and meeting new challenges are important. The universities long-term emphasis is on rapid growth. As regards to the preferred situation, it was concluded that the university is preferred to be a friendly place to work. To have leaders those are thought of as mentors. To be held together by loyalty and tradition. To emphasize on long-term development of individuals and to define success in terms of internal climate and concern for people moreover, to place a premium on teamwork participation and consensus. With respect to strength, it was concluded that organizational cultures, which are not dominant, have some considerable part in the culture of Adama University. Therefore, taking into consideration the results of the study it is recommended that Adama University ought to take different measures such as training, awareness creation, policy revision to transform its current Adhocracy Culture to the preferred Clan culture.

Chapter One

1. Introduction

In this chapter background of the study, statement of the problem, objectives of the study, scope of the study, limitations of the study, definition of terms and organization of the study have been presented and discussed.

1.1. Background of the Study

It was not until the beginning of the 1980s that organization scholars began paying serious attention to the concept of culture. In most instances, practice has led research, and scholars have focused mainly on documenting, explaining, and building models of organizational phenomena that were already been tried in the field of management. Organizational culture however has been an area in which conceptual work and scholars have provided guidance for managers as they have searched for ways to improve their organizations effectiveness (Cameron and Quinn, 1999).

The word “culture” has been derived metaphorically from the idea of “cultivation”, the process of tilling and developing land. When we talk about culture, we are typically referring to the pattern of development reflected in society’s system of knowledge, ideology, values, laws, social norms and day to day rituals (Chandan, 1994).

An organizational culture is a system of shared beliefs and attitudes of members. It is also known as “corporate culture”, and has major impact on the performance of organizations and especially on the quality work life experienced by the employees at all levels of the organizational hierarchy. The corporate culture “consists of norms, values, and unwritten rule of conduct of organization as well as management styles priorities, beliefs, and interpersonal behaviors that prevail. Together they create a climate that influences how well people communicate, plan and make decisions” (Chandan, 1994: 410).

Different authors defined the concept of organizational culture in different but related ways. According to Denison, Culture is ‘the deep structure of organizations’, which is rooted in the values, beliefs and assumptions held by organizational members (Denison, 1996). He added culture evolves and is not manipulated easily, while climate is temporal

and often subject to manipulation by people with power and influence (Denison, 1996). For Hofstede, culture is the collective programming of the mind which distinguishes the members of one group or category of people from another,' (Hofstede, 1994). For Schein, on the other hand, organizational culture is a socially constructed attribute of organizations, which serves as the "social glue" binding an organization together (Schein, 1996).

Definitions of culture in higher education institutions also consist of the same elements which are used to define other organizations. According to Bartell, university culture can be defined as the values and beliefs of university stakeholders that are administrators, faculty members, students, board members and support staff. He also states that values and beliefs are thought to greatly influence decision-making processes at universities and shape individual and organizational behaviors (Bartell, 2003 in Fralinger and Olson, 2007).

There are various approaches to culture studies. Culture studies were conducted using different types of analyses. For example, culture has been studied in association with leadership based on Schein (1985), or values based on O'Reilly and others (1991). However, this study is based on Cameron and Quinn's (1999) competing values frame framework. The framework is based on six organizational culture dimensions (i.e. dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis and criteria of success), and four dominant culture types (i.e. Clan, Adhocracy, Market, and Hierarchy).

Much has been said about Competing Values Framework which is extremely useful in helping to organize and interpret a wide variety of organizational phenomena (Cameron & Quinn, 1999). Competing Values Framework have been found to have a high degree of congruence with well known and well accepted categorical schemes that organize the way people think, their values and assumption and the ways they process information (Cameron & Quinn, 1999). The Competing Values Framework has proven to be a helpful framework for assessing and profiling the dominant culture of organizations because it

helps individuals identify the underlying cultural dynamics that exist in their organizations (Cameron & Quinn, 1999).

Thus, to handle the problems today's universities encounter, studies based on this framework are helpful. There are various forces that influence university environment. Concerning this scholars state that the university environment is a rapidly changing and demanding operation both externally and internally. Some major external or environmental components facing today's universities include mass education, state funding reduction, distance learning and capital equipment cost. These components influence the effectiveness of academic programs, delivery systems and internal relationships. Because of the vast complexity of external factors, many university stakeholders (administrators, professors, etc.) are ineffective organizational operators (Bartell, 2003 in Fralinger and Olson, 2007).

Adama University was established as Nazareth Technical College with the funding from World Bank and started its operation in 1993/94 with the primary mission of advancing the quality of human life through strategically selected program of instruction research and publication services, especially in technical fields (www.newuniversitylist.com). Using OCAI which is based on Competing Values Framework, many researchers have studied organizational culture in higher education institution. Likewise, organizational culture at Adama University has been assessed using Cameron and Quinn's (1999) Organizational Culture Assessment Instrument (OCAI).

The study aimed at investigating the dominant cultures, which could influence the performance of the university, and identified issues related to dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, criteria of success at Adama University. Understanding the organizational culture would help the university to determine the areas of intervention to make changes to its culture.

1.2. Statement of the Problem

Every organization is assumed to have its own culture. However, organizational culture is hidden and difficult to identify. According to Schein culture does not reveal itself easily. It is clearly there, but to articulate it and describe it requires great patience and effort (Schein, 1989).

A high degree of organizational performance is related to an organization, which has a strong culture with well integrated and effective set of values, beliefs and behaviors (Cameron & Quinn, 1999). Organizations develop a brilliant strategy and then fail to execute; they embark on a major change that does not get successfully implemented or takes too long. Leaders sit at the executive table where good decisions were made, agreement achieved, commitments made, and then only to watch, perplexed, as little or nothing happens. Creative ideas and innovative plans become stymied by bureaucratic process and energy-draining efforts. In most cases the cause of all these is the absence of a performance culture (Reid and Hubbell, 2005). Several empirical studies have also supported the positive link between culture and performance (Kotter & Heskett, 1992). However, these effects of culture on performance are not given much attention by organizations in their effort of improving performance.

Culture can also have great influences on decision makers. The literature suggests that to be effective, leaders must possess a complete understanding of the customs and traditions, historical and philosophical evolution, formal and informal political structures, language, and myths that mold a particular organization (ASHE, 2003). However, as it can be observed from experiences of many organizations, even if managers feel about culture of the organization they do not discuss about and measure organizational culture. On the top of this, Grave states that, managers feel strongly about organizational culture but until now they have had few ways of talking about it, still less of measuring it (Graves 1986).

Culture can also be barrier to organizational change and development endeavor. Robbins (2005) confirms that, when an environment is undergoing rapid change, an organization's entrenched culture may no longer be appropriate. So consistency of behavior is an asset

to an organization when it faces a stable environment. It may, however, burden the organization and make it difficult to respond to in the environment. Yet, these and other influences that culture brings about are not known or given much attention by many organizations. Cameron and Quinn noted that, people are unaware of their culture unless it is challenged, until they experience a new culture, or until it is made overt and explicit (Cameron and Quinn, 1999).

Like any other organizations, universities can be affected by their culture. Much has been written about the unique culture of higher education. Although in the past decades, significant effort has gone into treating higher education as a corporation, many of these attempts have been unsuccessful because of several traits that distinguish organizations of higher education from those of business (Waller, 2004). The areas or problems of organization that create the unique culture of higher education include the system of dual control where both administration and faculty govern the university; the multiple missions of the university-teaching, research, and service; constraints of resources as more and more funding sources are external to the university; and the confusion over types of leadership and power sources that are effective in such an environment (Birnbaum, 1988 in Waller, 2004).

In Ethiopia various change and development efforts such as “Capacity Building”, “Civil Service Reform”, “Business Process Reengineering (BPR)” and others, are usually made in different organizations and universities at country or individual level, but as it is seen from the experience they fail with out going further. This might be because of most efforts are made without deep analysis of their culture.

Even though there are some researchers for example Deribe (2010) that studied organizational culture at higher education institutions in Ethiopia, most of other researchers however mainly focused on other aspects of higher education institution such as job satisfaction, motivation, remuneration etc. In this study however, organizational culture has got main attention as other aspects of organizational problems in higher institution can be addressed through it.

Having understood the effect of culture on an organization it is wise to assess culture of organizations with respect to current and preferred. This enables an organization, to know where it stands at the present and where it wants to go in the future. Accordingly, this study assessed organizational culture at Adama University. To this end, the study was guided by the following basic questions.

1. How do academic staff, administrative staff and students perceive the dominant culture at Adama University in the current and preferred situations?
2. What is the dominant culture at Adama University in the current and preferred situations?
3. What is the cultural profile and strength of the dominant culture at Adama University in the current and preferred situations?

1.3. Objectives of the Study

The general objective of this study was assessing organizational culture at Adama University in the current and preferred situations. With in this general objective the study specifically attempted to:

1. Describe the current and preferred dominant culture at Adama University as perceived by Academic staff.
2. Describe the current and preferred dominant culture at Adama University as perceived by Administrative staff.
3. Describe the current and preferred dominant culture at Adama University as perceived by students.
4. Describe the current and preferred dominant culture at Adama University
5. Describe the cultural profile and strength of the dominant culture at Adama University the current and preferred situations.

1.4. Significance of the Study

The results of the study could help Adama University to determine the areas of intervention to make changes to its culture by identifying issues related to dominant characteristics, leadership, management of employees, organizational glue, strategic

emphasis, criteria of success of the University. Moreover, the study could facilitate the university's endeavor of achieving organizational objectives in one way or another.

1.5. Scope of the Study

This study assessed the organizational culture at Adama University. Thus, it was delimited to assessing current and preferred dominant culture at the university. Organizational culture as perceived by academic staff, administrative staff and students has also been assessed to know the view of the groups regarding the culture.

1.6. Limitations of the Study

A little experience of the researcher, shorter time and lesser financial support given than usual, difference of Cameron and Quinn standardized tool from known choice type questionnaires (i.e. its forced distribution nature) and boredom it creates on the respondents might have affected the result of the study.

1.7. Operational Definitions

- **Organizational Culture** – Culture of Adama University as perceived by academic staff, administrative staff and students.
- **Assessment-** The process of evaluating current and preferred dominant culture at Adama University.
- **Organizational Culture Assessment Instrument (OCAI)** - Standardized instrument (questionnaire) which was used in the process of identifying dominant culture at Adama University.

1.8. Organization of the Study

The study is organized into five chapters. In the first chapter introduction of the study has been discussed. In the second chapter review of the related literature has been reviewed. While the third chapter deals with the research design and methodology, the fourth chapter focuses on data presentation analysis and interpretation, and finally the fourth chapter deals with the summary of major findings, conclusions and recommendations.

Chapter Two

2. Review of the Related Literature

The review of the related literature part of this study generally dealt with the theoretical as well as empirical evidences of the organizational culture. The literature review began with the definition and characteristics of organizational culture, then to make the concept of organizational culture more clear; levels, types and manifestations of the organizational culture were assessed in the preceding sections respectively. In the review different literatures on functions and problems of culture, managing organizational culture, culture and performance, assessing an organizational culture, and finally culture as a means of understanding higher education institutions were reviewed.

2.1. Definition and characteristics of Organizational Culture

Culture by definition is elusive, intangible, implicit, and taken for granted. But every organization develops a core set of assumption, understandings, and implicit rules that govern day- to- day behavior in work place (Robbins, 2005). Culture is both an important concept, and an exclusive one. The word culture is derived from the Latin, meaning to till the soil (Hofsede, 1994). The concept is borrowed from anthropology though anthropologists disagree what culture means (Smirich, 1983). Within the organizational literature culture has been defined as: ‘the way we do things round here,’ (Deal and Kennedy, 1982), and, ‘why the organization is what it is,’ (Riley, 1983).

However, formal definitions of culture focus upon ideologies, norms, customs, shared values and beliefs which characterize an organization. Jaques (1952), for example, defines culture as the “Customary and traditional way of thinking and doing things, which is shared to greater or lesser degree by all members, and which new members must learn and at least partially accept in order to be accepted” (Jaques, 1952: 251).

A more modern definition depicts culture as the ‘software of mind’ that is, ‘the collective programming of the mind which distinguishes the members of one group or category of

people from another,' (Hofstede, 1994: 5). According to Hofstede, culture is learned rather than inherited-unlike personality which is partly inherited and partly learned, and human nature which is entirely inherited. Perhaps, yet how is this 'software' written, and who writes it?

'Culture' is distinct from 'climate'. Climate concerns the relatively tangible aspects of organization such as decision-making procedures and official channels of communication. In contrast, culture concerns the relatively intangible deep structure of organization. Culture centers upon shared meaning, the negotiation of meaning, and the symbolic world that result from interaction (Denison, 1996).

The term "culture" originally comes from social anthropology. The concept of culture was coined to represent, in a very broad and holistic sense, the qualities of specific human group that are passed from one generation to the next (Kotter and Heskett, 1992: 3). The American Heritage dictionary defines "culture", more formally as "the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristics of a community or population" (Kotter and Heskett 1992: 4).

According to Cameron and Quinn (1999: 14), organizational culture refers to the taken for granted values, underlying assumption, expectations, collective memories, and definitions present in an organization. It represents "how things are around here." It reflects the prevailing ideology that people carry inside their heads. It conveys sense of identity to employees, provides unwritten and, often unspoken guidelines for how to get along in the organization, and enhances the stability of social system that they experience.

Hoy and Miskel (2008) on their part argue that, the notion of culture brings with it the conceptual complexity and confusion. No intact definition for culture from anthropology exists; instead, we find numerous diverse definitions. It should not be surprising, therefore that there are many definitions of organizational culture. Hoy and Miskel present various definitions provided by different authors to strengthen their stand; as

sighted by these writers, Ouchi (1981: 41) defines organizational culture as “symbols, ceremonies, and myths that communicate the underlying values and beliefs of that organization to its employees.”, Mintzberg (1989: 98) refers to culture as organization ideology, or “the traditions and beliefs of an organization that distinguish it from other organizations and infuse a certain life into the skeleton of its structure.”, Shien (1992,1999), however, argues that the culture should be reserved for a “deeper level of basic assumptions, values, and beliefs “ that become shared and taken for granted as the organization continues to be successful.

Hoy and Miskel (2008) concluded that organizational culture is a system of shared orientations that hold the unit together and give it a distinctive identity. But substantial disagreement arises about what are shared-norms, values, philosophies, perspectives, beliefs, expectations, attitudes, myths, or ceremonies. Another problem is determining the intensity of shared orientation of organizational members. Do organizations have a basic culture or much culture? Moreover, there is disagreement on the extent to which organizational culture is conscious and overt or unconscious and covert.

Supporting the idea that culture is something shared, Robbins (2005) also states that there seems to be wide agreement that organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations.

Luenburg and Ornstein (1991) presented the same idea that culture is somewhat shared. They state that, the culture of an organization is all the beliefs, feelings, behaviors, and symbols that are characteristics of an organization. More specifically, organizational culture is defined as shared philosophies, ideologies, feelings, assumptions, expectations, attitudes, norms, and values.

All of the definitions listed above revolve around what organizational members have in common. Thus it can be said that organizational culture is a bound that holds members together, it is what makes them think and act as one. Especially, the last definition provided by Luenburg and Ornstein, is of particular interest for this study for the reason that it encompasses most aspects of organizational culture and detailed one.

Organizational culture has also its own characteristics, Robbins (2005) notes that there are seven primary characteristics that in aggregate capture the essence of an organization's culture, according to him these are:

Innovation and risk taking -the degree to which employees are encouraged to be innovative and take risks,

Attention to detail-the degree to which employees are expected to exhibit precision, analysis, and attention to detail.

Outcome orientation- the degree to which management focuses on results or outcomes rather than on the techniques and process used to achieve those outcomes.

People orientation-the degree to which management decision take in to consideration the effect of outcomes on people within the organization.

Team orientation-the degrees to which work activities are organized are organized around teams rather than individuals.

Aggressiveness -the degree to which people are aggressive and competitive rather than easy going.

Stability-the degree to which organizational activities emphasizes maintaining the status quo in contrast to growth

According to Robbins, each of these characteristics exists on a continuum from low to high. Appraising the organization on these seven characteristics, then, gives a composite picture of organization's culture. This picture becomes the basis for feelings of shared understanding that members have about organization, how thing are done in it, and the way members are supposed to behave (Robbins, 2005).

On the other hand, Luenburg and Ornstein (1991) presented completely different perspective concerning characteristics of an organization. They state that, while there is considerable variation in the definitions of organizational culture, it appears that most contain the following characteristics:

Observed behavioral regularities when organizational members interact, they use common language, terminology, and rituals and ceremonies related to difference and demeanor.

Norms. Standards of behavior evolve in work groups, such as “a fair days work for a faire days pay”. The impact of work- group behavior, sanctioned by group norms, result in standards and yardsticks.

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, and high efficiency.

Philosophy policies guide an organization’s beliefs about how employee and clients are to be treated. For example, most schools districts have statements of philosophy or mission statements.

Rules guidelines exist for getting along in the organization, or the “ropes” that a new comer must learn in order to become an accepted member.

Feelings this is an overall atmosphere that is conveyed in an organization by physical layout and the way in which members interact with clients or other outsiders.

None of the aforementioned characteristics by itself represents the essence of organizational culture. However, the characteristics taken collectively reflect and give meanings to the concept of organizational culture (Luenburg and Ornstein, 1991).

The above writers further state that, the culture of an organization is interrelated with most other concepts in educational administration, including organizational structures, motivation, leadership, decision-making, communications and change. The authors notes that, to better understand this concept figure 1 below depicts organizational culture within the context of social systems theory, theory being characterized by inputs, a transformation process, outputs, external environment, and feedback.

According to Luenburg and Ornstein, organizations import energy from the environment in the form of information, people, and materials. The imported energy undergoes a transformation designed to channel behavior toward organizational goals and fulfill members' needs. Administrative process (e.g., motivation, leadership, decision-making, communication and change) and organizational structures (i.e. job description, selection systems, evaluation systems, control systems, and reward systems) have a significant impact on organizational culture and vice versa. In turn, these administrative process and organizational structures export a product into the external environment. In school, the output may be students' knowledge, skills, and attitudes or attendance, dropout rates, and more precise performance criteria such as scholastic awards. Figure-1 also shows that the organization not only influences but is also influenced by the external environment. And the social system uses feed back in an attempt to examine its present culture or to create a new culture (Luenburg and Ornstein, 1991).

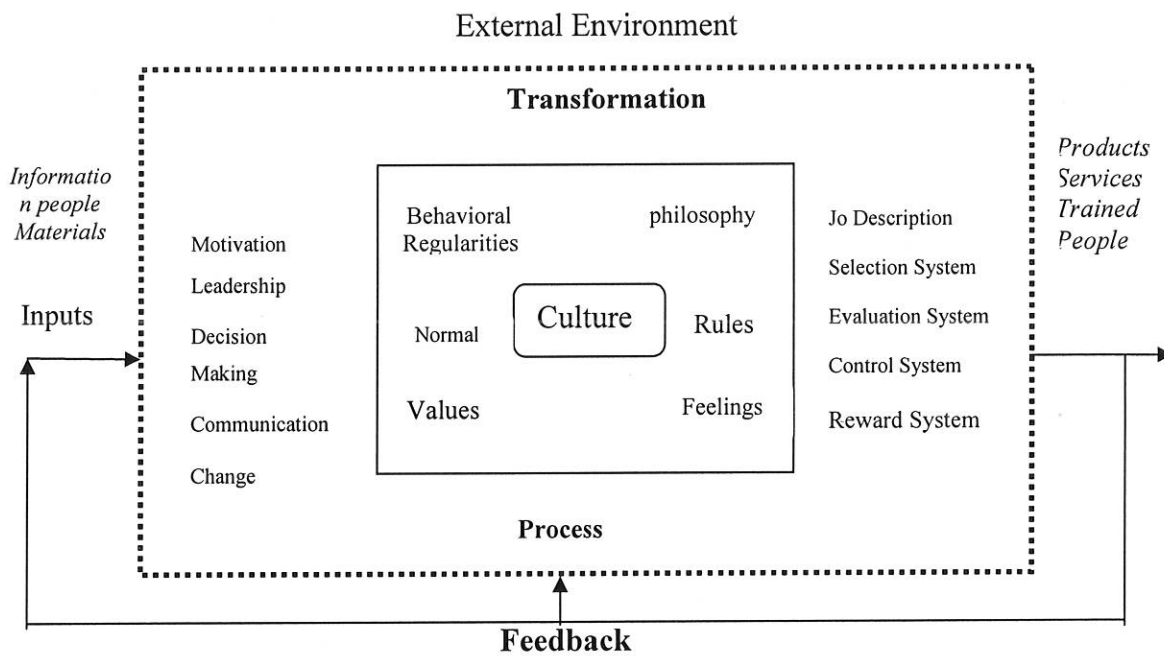


Figure-1 Dimensions of organizational culture (adapted from Luenburg and Onstein, 1991)

2.2. Levels and Types of Organizational Culture

According to Kotter and Heskett (1992), organizational culture has two levels, which differ in terms of their visibility and their resistance to change. These are deeper (less visible level), and more visible level see fig -2. At deeper and less visible level culture refers to values that are shared by people in a group and that tend to persist over time even when group membership changes. According to them, at this level culture can be extremely difficult to change, in part because group members are often unaware of many of the values that bind them together. At the more visible level, culture represents the behavior patterns or style of an organization that new employees are automatically encouraged by their fellow employees. According to authors, these for example are: people in one group have for years been “hard workers” those in other “are very friendly” to strangers and those in third always wear very “conservative cloths”. Culture, in this sense, is still tough to change but not nearly as difficult as at the level of basic values (Kotter and Heskett, 1992: 4).

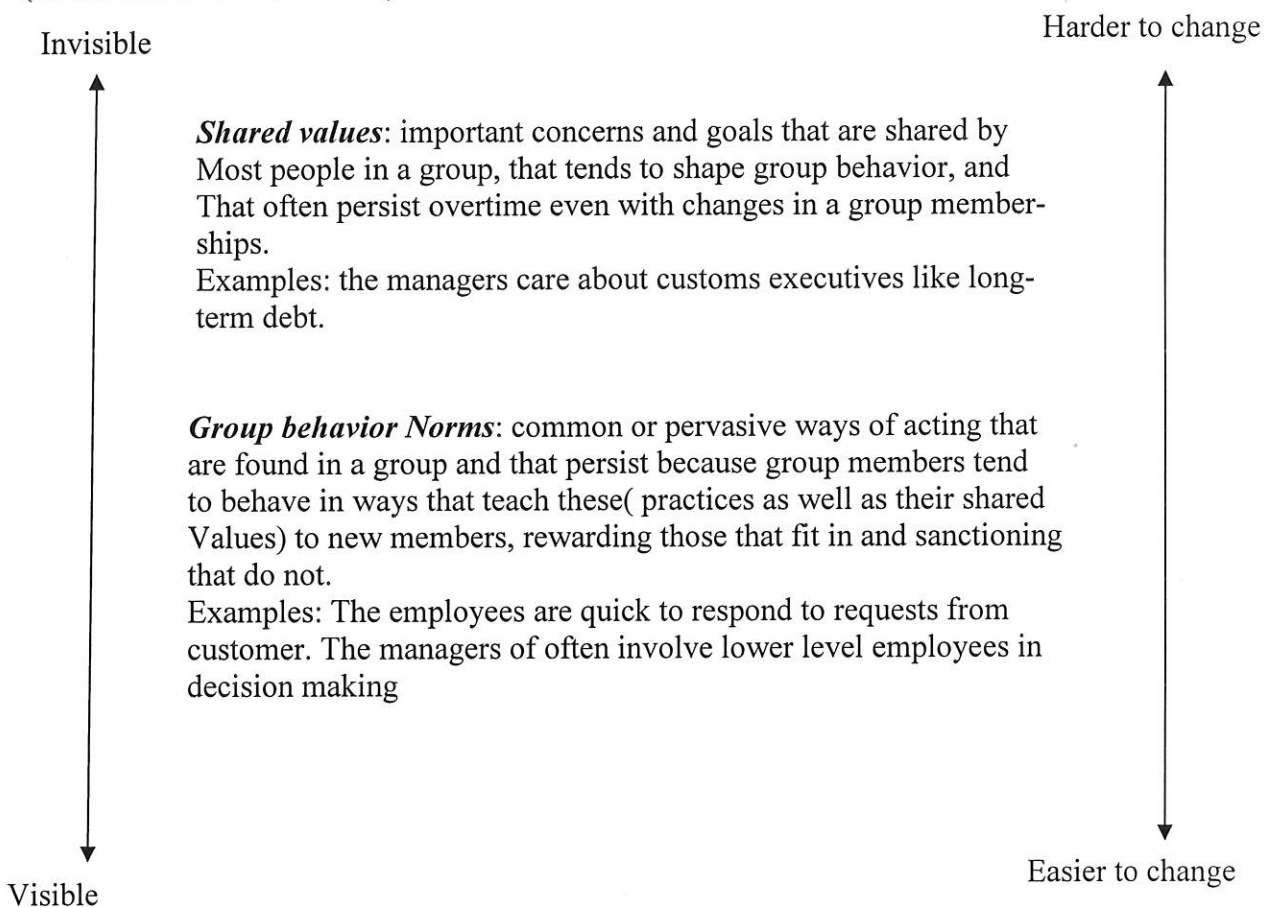


Fig -2 Cultures in organization (adapted from Kotter and Heskett 1992 p.5)

Cameron and Quinn (1999) on the other hand, see culture as broadest and less general level. According to them; there are many kinds or levels of culture that affect individual or organizational behavior. At broadest level, a global culture, such as a world religion's culture or the culture of eastern hemisphere would be the highest level. At a less general level are subgroups such as gender-based cultures (i.e. distinctive ways in which men and women view the world, occupational culture, industry cultures).

According to Hoy and Miske (2008), culture is manifested in norms, shared values, and basic assumptions, each occurring at different levels of depth and abstraction. Regarding norms they state that, a fairly concrete, some would say superficial, perspective on culture emerges when behavioral norms are used as the basic elements of culture (see figure-3). Norms are usually unwritten and informal expectations that occur just below the surface of experience. Norms directly influence behavior. They are much more visible either values or tacit assumption; consequently, they provide a clear means for helping people understand the cultural aspects of organizational life. Moreover, if we are concerned with changing organizational behavior, then it is important to know and understand the norms of that culture.

Norms are also communicated to participants by stories and ceremonies that provide visible and potent example of what the organization stands for. Sometimes stories about people are created to reinforce the basic norms of the organization (Hoy and Miskel, 2008).

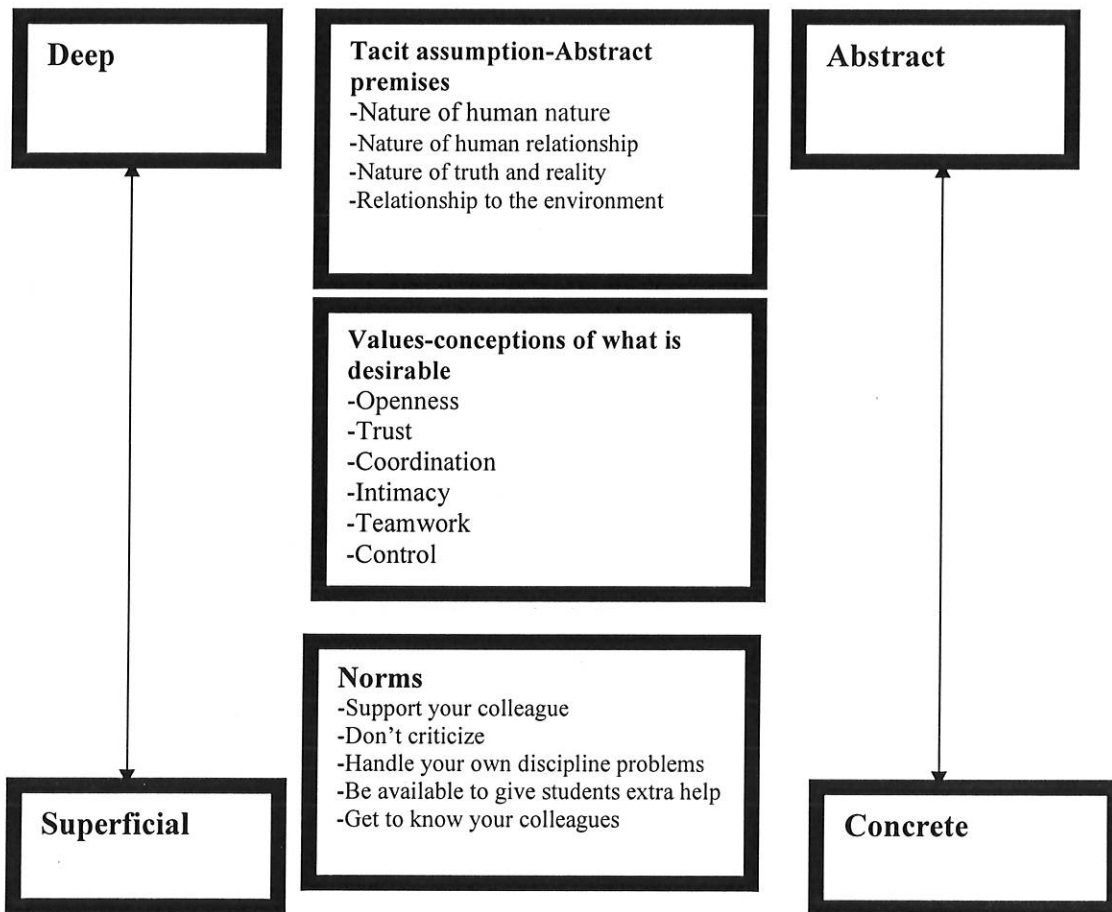


Figure-3 Levels of Culture (adapted from, Hoy and Miskel, 2008)

Concerning shared beliefs and values, the authors state that, at a middle level of abstraction, culture is defined as shared beliefs and values. Values are beliefs of what is desirable they are reflections of the underlying assumption of culture, and lie at the next level of analysis. Values often define what members should do to be successful in an organization. When we ask people to explain why they behave the way they do, we may begin to discover the central values of the organization. Shared values define the character of the organization and give an organization a sense of identity. If members know what their organization stands for, if they know what standards they should uphold, they are more likely to make decisions that will support those standards. They are also

more likely to feel part of the organization and that organizational life has important meaning (Hoy and Miskel, 2008).

Finally, at its deepest level, culture is a collective manifestation of tacit assumptions. When members of an organization share a view of the world around them and their place in that world, culture exists. That is, a pattern of basic assumptions has been invented, discovered, or developed by the organizations as it learned to cope with its problems of external adaption and internal integration. This pattern has worked well enough to be considered valid and it is taught to new members as a correct way to perceive, think, and feel in relation to those problems. Because the assumption have worked repeatedly, they have become so basic that they are taken for granted, tend to be non-confront able and non-debatable, and thus are highly resistant to change. From this perspective, the key to understanding organizational culture is to decipher the tacit assumptions members share and to discover how these assumptions fit together into a cultural pattern or paradigm. Tacit assumptions are abstract premises about the nature of human relationships, human nature, truth, reality, and environment (Dyer, 1985 in Hoy and Miskel, 2008). In addition to levels, there are different types of culture such as dominant, counter, strong, weak, hierarchy, clan, market and adhocracy which has been assessed as follows.

2.2.1. Dominant Culture

According to Robbins (2005), a dominant culture expresses the core values that are shared by a majority of the organizations members. When people talk about organizations culture, they are referring to its dominant culture. It this macro views of culture that gives an organization its distinct personality. Subcultures tend to develop in large organization to reflect common problems, situations, or experiences that members face. These subcultures are likely to be defined by departments by department designation and geographical separation

Robbins further state that, if organizations had not dominant culture and were composed only of numerous subcultures, the value of organizational culture as an independent variable would be significantly lessened because there would be no uniform interpretation of what represented appropriate and inappropriate behavior. It is the

“shared meaning” aspect of culture that makes it such a potent device guiding and shaping behavior. We cannot ignore the reality that many organizations also have subcultures that can influence the behavior of members (Robbins, 2005).

2.2.2. Counter Cultures

Countercultures have a pattern of values and beliefs that sharply contradict the dominant social norms, values and behavior patterns. These countercultures tend to emerge when individuals or groups strongly feel that the existing organizational culture is too rigid and does not support their creativity or style of operations. This becomes especially evident during large scale organizational transformation such as mergers and acquisitions which involve which involve significant changes in the organization’s philosophy or methods of operations (Chandan, 1994).

In relation to the dominant organizational culture, the counterculture groups usually engage in the three types of dissent. It could be (1) direct opposition to the dominant values, (2) opposition to the dominant culture’s power structure, or (3) oppositions to the methods of interaction with the dominant culture (Chandan, 1994).

Citing Martin and Siehel Drummond, (2000) state that, Counter cultures are a threat to the dominant culture. Organizations which grow by merger and acquisition sometimes discover that they have created counter-cultures strong enough to undermine the organization. According to them, counter-cultures are often led informally by charismatic personalities.

Drummond further suggests that, organizations may try to control counter cultures by allowing them limited autonomy. Organizations seldom tolerate leaders of counter-cultures indefinitely

2.2.3. Subcultures

All firms have multiple cultures-usually associated with different functional groups or geographic locations. Even with in a relatively small sub unit, they may be multiple and even conflicting subcultures. Large and geographically dispersed organizations might

have hundreds of different cultures (Kotter and Heskett, 1992).when people talk of “the corporate culture”

They usually mean values and practices that are shared across all groups in a firm at least within a senior management. Using the same logic, a “divisional culture” would be the culture that is shared by all the functional and geographical groups in a division of a corporation (Kotter and Heskett, 1992).

According to Lunenburg and Ornstein, (1991) large and complex organizations do not typically manifest single homogeneous beliefs, values, and behavior patterns. In other words, there may be more than one culture in an organization. First, there are differences between the formal culture, which consists of the ideal philosophy of the organization and how organizational members should behave, and the informal culture, which consists of the actual manifestations of the ideal philosophy in the day-to-day behavior of organizational members. Second, there are likely to be different cultures in various functional groups in the organization, such as the divisions of instruction, business personnel, and research and development in a large school district; differences between student, teacher, and administrative groups; and differences between elementary, middle school, and high school levels. Put another way, whenever the task requirements have resulted in a unique combination of people, structures, and function, the requirement to fulfill the group’s goals will result in a unique culture.

Concerning subcultures Chandan (1994) also states that, while there is a typical and unique culture within each organization, there is usually a subculture within a particular group or department with its own pattern of values and philosophy which is not inconsistent with the values of the larger subculture of the organization itself. When examining organizations from a cultural perspective, it is important to include these subcultures because these subcultures seem to be stronger in groups with high performance expectations and special projects groups within the organization.

These subcultures coexist with and enhance the overall organizational culture. This is especially true in functionally structured organizations and matrix type organizational

structures where different functional cultures coexist with the dominant organizational culture (Chandan, 1994).

In line with sub culture there is what is called *orthogonal subculture*. Orthogonal sub-cultures commonly exist in professional departments of large firms. For example, lawyers, architects and surveyors employed in local government may subscribe to the values of the organization while retaining allegiance to their occupational identities (Drummond, 2000).

2.2.4. Strong and Weak Cultures

It has become increasingly popular to differentiate between strong and weak cultures. The argument here is that strong cultures have a greater impact on employee behavior and are more directly related to reduced turn over.

In a strong culture, the organization's core values are both intensely held and widely shared. The more members who accept the core values and the greater their commitment to those values is, the stronger the culture is (Robbins, 2005 p.488).

According to Robinsons, One specific result of a strong culture should be lower employee turn over. A strong culture demonstrates high agreement among members about what the organization stands for. Such Unanimity of purpose builds cohesiveness, loyalty, and organizational commitment. These qualities, in turn, lessen employees' propensity to leave the organization

Mowday, porter, and steers (1982) also support this view according to them, although there may be no one best culture, strong cultures promote cohesiveness, loyalty, and commitment, which in turn reduce the propensity for members to leave the organization.

From the above argument it is possible to say that weak cultures does not promote organizations core value are not widely shared and it doesn't promote cohesiveness, loyalty and commitment. In addition, weak culture doesn't result in lower employee turnover.

Apart from the above types of culture, there is also another classification of culture. According to Cameron and Quinn (1999) four major culture types are: *Hierarchy, Market, Clan and Adhocracy*.

2.2.5. The Hierarchy Culture

Cameron and Quinn (1999) states that , Until 1960s, almost every book on management on organizational studies made the assumption that Weber's hierarchy of or bureaucracy was the ideal form of organization, because it led to stable, efficient, highly consistent products and services. In as mach as the environment was relatively stable, tasks and functions could be integrated, uniformity in products and services was maintained, and workers and jobs were under control. Clear lines of decision-making authority, standardized rules and procedures, and control and accountability mechanisms were valued as the key to success.

The organizational culture compatible with this form (and as assessed in the OCAI) is characterized by formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Maintaining a smooth-running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together (Cameron and Quinn, 1999).

2.2.6. The Market Culture

The basic assumption in market culture are that the external environment is not benign but hostile, consumers are choosy and interested in value, the organization is in the business of increasing its competitive position, and the major task of management is to derive the organization toward productivity, results, and profits. It is assumed that a clear purpose and an aggressive strategy lead to productivity and profitability. In words of General George Patton, market organizations "are not interested in holding on to [their] positions. Let the enemy do that. They are advancing all the time, defeating the opposition, marching constantly to ward the goal" (Cameron and Quinn, 1999: 36).

A market culture, as assessed in OCAI, is a results-oriented workplace. Leaders are hard-driving producers and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. The long-term concern is on competitive actions and achieving stretch goals and targets. Success is defined in terms of market share and penetration. Outpacing the competition and market leadership are important (Cameron and Quinn, 1999).

2.2.7. The Clan Culture

Cameron and Quinn (1999) notes that, Some basic assumptions in a clan culture are that the environment can best be managed through team work and employee development, customers are best thought of as partners, the organization is in the business of developing a humane work environment, and the manager's task of management is to empower employees and facilitate their participation, commitment, and loyalty.

The clan culture, as assessed in the OCAI, is typified by a friendly place to work where people share a lot of themselves. It is like an extended family. Leaders are thought of as mentors and, perhaps, even as parent figures. The organization is held together by loyalty and tradition. Commitment is high. The organization emphasizes the long-term benefit of individual development with high cohesion and morale being important. Success is defined in terms of internal climate and concern for people. The organization places a premium on teamwork, participation, and consensus (Cameron and Quinn, 1999).

2.2.8. The Adhocracy Culture

The root word *ad hoc* refers, said Cameron and Quinn (1999), to a temporary, specialized, dynamic unit. According to the scholars, most people have served on an *ad hoc* task force or committee, which disbands as soon as its task is completed. Adhocracies are similarly temporary. They have been characterized as “tents rather than palaces” in that they can reconfigure themselves rapidly when new circumstances arise. A major goal of an adhocracy is to foster adaptability, flexibility, and creativity where uncertainty, ambiguity and/or information-overload are typical.

The adhocracy culture, as assessed in the OCAI, is characterized by dynamic entrepreneurial, and creative work place. People stick their necks out and take risks. Effective leadership is visionary innovative, and risk oriented. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being at the leading edge of new knowledge, products, and or services. Readiness for change and meeting new challenges are important. The organizations long-term emphasis is on rapid growth and acquiring new resources. Success means producing unique and original products and services (Cameron and Quinn, 1999).

As the Organizational culture Assessment Instrument (OCAI) which is used in this study is based on the above four culture types discussed by Cameron and Quinn (1999), they are of particular interest for this study. According to Cameron and Quinn, the four culture types characterize different organizations. For example, hierarchy culture characterizes large organizations and government agencies this can be evidenced by large numbers of standardized procedures, multiple hierarchical levels seen in such organizations. However, market culture characterizes a type of organization that functions as market itself that is organizations that focus on transactions with (mainly) external constituencies. Clan culture on the other hand, characterizes Organization created for not for profit but for model of how ideal organization ought to function. Finally, adhocracy culture characterizes organizational form that is most responsive to the hyper turbulent, hyper accelerating conditions that increasingly typify the organizational world of twenty-first century.

2.3. Manifestations of Organizational Culture

The important concepts, meanings and messages that reflect culture are embedded in organization practices such as: organization design, socialization strategies, class destinations, ideology, myths and symbols, language, and rites and ceremonials (Tosi, Rizzo and Carroll, 1994).

The scholars note that, each of these practices has instrumental manifestations and expressive manifestations. Instrumental manifestations are the ways in which the

organization purposes its publicly stated goals. Expressive manifestations are the psychological and social effects on which members

Regarding organizational design an environment determines the generic form of organization and relationship of the organizational subsystem. For example, if organizational culture is to be self sufficient one, in which individual achievement and independence are valued, the firm will probably be organized along product lines because that way it is simpler to allocate responsibility and costs to individuals. In this form, managers of product divisions have more control and therefore can be held more accountable. If the modal personality is suspicious, the functional form of departmentalization is more likely. Since more cross function coordination is needed, the top management group retains greater control (Tosi, Rizzo and Carroll, 1994).

With respect to Selection and Socialization strategy organizations will develop ways to select and indoctrinate members with values consistent with the culture. Selecting and socializing members so that their values are congruent with the organization culture increases job satisfaction and commitment to the organization and lowers turnover (Tosi, Rizzo and Carroll, 1994).

Class distinctions are also another manifestation of organizational culture class distinctions refer to accepted power and status relation between subgroups. They are one basis for legitimizing influence relationships between subgroups. The most obvious class distinctions in an organization are hierarchical. These are consistent with the ordering of organizational levels and delegating the responsibility and authority associated with levels. Other types of class distinction also develop in some organizations; certain positions have higher status than others even though they are presumably at the same organizational level. In universities, there are often status distinction between professors, such as a professor of medicine and a professor of education. High status group will have more power and find it easier to get resources. Another class distinction could be among occupational groups. These will occur especially when groups of trained professionals work with less trained groups with different professional training and socialization (Tosi, Rizzo and Carroll, 1994).

Regarding the ideology the above writers explain that, the culture of any organization is built around a shared ideology. The ideology of an organization is “respectively coherent set of beliefs that bind some people together and explain their worlds (to them) in cause-effect relations”. Ideology helps members make sense of decisions.

Myths and symbols is also another manifestation of organizational culture according to Tosi, Rizzo and Carroll (1994) a myth is “a dramatic narrative of imagined events, usually to explain origins or transformations of something. It also an unquestioned belief about the practical benefits of certain techniques and behavior that is not supported by demonstrated fact” Myths are one of the subset of historical descriptions such as sagas, legends, stories, and folktales that have different degrees of accuracy. They all represent important events or circumstances that are passed on from one organization generation to another and become a basis for action. In connection to this symbols are objects to which organizational meaning has become attached. Symbols include things such as titles, special parking places, special eating facilities, automobiles, airplanes, office size, placement, and furnishings and other prerequisite of position and power. They are most likely to be used to distinguish between vertical levels of power within the organization

Apart from symbol, Tosi, Rizzo and Carroll (1994) note that, in every organization, a unique specialized language exists. Like the mother tongue of any country, the organization language is best used and understood by its members. Using it properly is in fact, a way for individuals to be identified as a member. The organization language is made up of jargon, slang, gestures, signals, signs, jokes, humor and metaphors, all of which allow members to convey very specific and clear meaning to other members

Finally according to the scholars rites and ceremonials are also another manifestations of organizational culture Rites are “relatively elaborate, dramatic, planned, sets of activities that consolidate varies forms of cultural expressions into one event, which are carried out through social interactions, usually for the benefit of an audience. A ceremonial is “a system of several rites connected with an occasion or event”. Like symbols and myths, rites and ceremonials convey important cultural meanings, by actions and interaction (Tosi, Rizzo and Carroll, 1994: 83-84).

An organizations current customs, traditions, and general way of doing things are largely due to what it has been done before and the degree of success it has had with those endeavors. This leads us to ultimate source of organization's culture: its founders (Robbins, 2005).

The founders of an organization traditionally have a major impact on that organization's early culture. They have a vision of what the organization should be. They are unconstrained by previous customs or ideologies. The small size that typically characterizes new organizations further facilitates the founders' imposition of their vision on all organizational members (Robbins, 2005).

According to Robbins, culture creation occurs in three ways. *First*, the founder hires and keep only employees who think and feel the same way they do. *Second*, they indoctrinate and socialize these employees to their way of thinking and feeling. And *finally*, the founders' own behaviors acts as a role model that encourage employees to identify with them and there by internalize their beliefs, values and assumptions. When the organization succeeds, the founders' vision becomes seen as a primary determinant of that success. At this point, the founders' entire personality becomes embedded in the culture of the organization.

Chandan (1994) on his part states that, while culture has been continues development of values and attitudes over many generations, at least the organizational culture can be partially traced back to the values held by the founders of the organization. Such founders are usually dynamic personalities with strong values and a clear vision as to where they want to take their organizations. These founders usually select their associates and their employees who had a similar value system so that these values become an integral part of the organization. *Secondly*, the organizational culture is influenced by the external environment and the interaction between the organization and the external environment. *Thirdly*, work culture is also a function of the nature of the work and the mission and goals of the organization.

On the other hand citing different writers in the field Kaila (2003), state that the values and norms that are the basis of culture are formed in four ways. *First*, culture is formed by the leader in the organization, especially those who have shaped it in the past. People identify with visionary leaders how they behave what they expect. They note what such leaders pay attention to and treat them as role models. *Second*, culture is also formed around critical incidents-the important events from which lessons are learnt about desirable behavior *Third*, culture develops from need to maintain effective working relationships among organizational members, and this establishes values and expectations. *Finally*, culture is influenced by organizations environment. The external environment may be relative dynamic or unchanging.

Furthermore as sighted by Kaila, Schein (1994) suggests there are two ways in which cultural learning takes place. *First*, the trauma model, in which members of the organization learns to cope with some threat by using defense mechanisms. *Second*, the positive reinforcement model where things that seem to work become embedded and entrenched. Learning takes place as people adapt to and cope with external pressures, and as they develop successful approaches and mechanisms to handle the internal challenges, process and technologies in their organizations (Armstrong, 1999 in Kaila, 2003).

Once a culture is in place, there are practices within the organization that act to maintain it by giving employees a set of similar experiences. According to Robbins (2005), many of the human resource practices reinforce the organization's culture through the selection process, performance evaluation criteria, training and development activities, and promotion procedures ensures that those hired fit in with the culture, reward those who support it, and penalize (and even expel) those who challenges it. Robbins added that, three forces a particularly important part in sustaining a culture: *selection practices, the actions of top management, and socialization methods*

The explicit goal of selection process is to identify and hire individuals who have knowledge, skills, and abilities to perform the job within the organization successfully. But, typically, more than one candidate will meet any job requirement. The final decision

about who is hired will be significantly influenced by the decision maker's judgment of how well the candidate will fit in to the organization. It would be naive to ignore this subjective aspect of the decision to hire. This attempt to ensure a proper match, whether purposely or inadvertently, results in hiring of the people who have common values or at least a good portion of those values. The selection process also gives applicants information about the organization. Candidates who perceive a conflict between their values and those of the organization can self-select themselves out of the applicant pool. Selection, therefore, becomes a two-way street. In this way the selection process sustains an organization's culture by selecting out those individuals who might attack or undermine its core values (Robbins, 2005).

The actions of the top management also have a major impact on an organization culture. Through what they say and how they behave, senior executives establish norms that filter down through the organization as to whether risk taking is desirable, how much freedom the manager should give their subordinates, what is appropriate dress, what action will pay off in terms of pay rise, promotions, and other rewards (Robbins, 2005).

No matter how good a job the organization does in recruiting and selection, new employees are not fully indoctrinated into the organization's culture. Because they are least familiar with the organization's culture, new employees are potentially most likely to disturb the beliefs and customs that are in place. This organization will therefore want to help new employee to adapt to its culture. This adaption process according to Robbins is called socialization.

Robinson further states that, the most critical socialization stage is at the entry level in the organization. This is when the organization seeks to mould the outsider into an employee in 'good standing'. Employees who fail to learn the essential or pivotal role behavior, risk being labeled nonconformists or rebels and ultimately being expelled. But the organization will be socializing every employee though may not explicitly, throughout his or her career in the organization. This continual process further contributes to sustaining the culture.

Socialization can be conceptualized as a process made up of three stages: pre arrival, encounter, and metamorphosis. The first stage encompasses all the learning that occurs before a new member joins the organization. In the second stage, the new employee sees what the organization is really like and confronts the likelihood that the expectations and reality may diverge. In the third stage, the relatively long lasting changes take place. The new employee masters the skills acquired for his or her jobs, successfully perform his or her new roles, and make adjustments to work group values and norms. This three-stage process has an impact on the new employee work productivity, commitment to organization's objectives, and his/her decision to stay in the organization (Robbins, 2005).

Luenburg and Ornstein (1991) on their part provided a number of mechanisms that help solidify the acceptance of the values and ensure that the culture is maintained. According to them these steps mechanisms for socializing employees are:

Step 1: Selection at Entry Level Candidate. The socialization process starts with the careful selection of entry-level candidates. Trained recruiters use standardized procedures and focus on values that are important in culture in the culture. Those candidates whose personal values do not fit with the underlying values of the organization are given ample opportunity to opt out (deselect).

Step 2 humility-indicating experiences. After the chosen candidate is hired, considerable training ensures to expose the person to the culture. A humility-indicating experience, which causes employees to question prior beliefs and values, are assigned, thereby making new employees more receptive to the values of new culture. Many organizations give newly hired employees more work than they can reasonably handle assign work for which the individuals overqualified.

Step 3: Job mastery: Where as step 2 is intended to foster cultural learning, step 3 is designed to develop the employee's knowledge. As employees a long a career path, the organization assess their performance and assigns other responsibilities on the basis of their progress. Frequently, organizations establish a step by step approach to this career plan.

Step 4 Reward and Control systems. The organization pays meticulous attention to measuring operational results and rewarding individual performance. Reward systems are comprehensive, consistent, and focus on those aspects of the organization that are tied to success and the values of the culture.

Step 5: Adherence to values. As personnel continue to work for the organization, their behavior closely matches the underlying values of culture. Identification with underlying values helps employees to reconcile personal sacrifices caused by their membership in the organization. Personnel learn to accept the organization's values and place their trust in the organization not to hurt them.

Step 6: Reinforcing Folklore. Throughout the socialization process, the organization exposes its members to rites and rituals, stories or myths, and heroes that portray and reinforce the culture.

Step 7: consistent role models. Those individuals who have performed well in the organization serve as role models to new comers to the organization. By identifying these employees as symbolizing success, the organization encourages others to do likewise. Role models in strong culture institutions can be taught of as one type of ongoing staff development for all organizational members (Luenburg and Ornstein, 1991).

There are various debates and views about organizational culture. For example, Jelinek, Smircich and Hirsch (1983) state that it has been mainly assumed that culture is something an organization has. In other words, culture has been seen as operational variable, that is, something which can be measured and manipulated like job satisfaction, motivation, or organization commitment.

There is another intellectual stand point, however. The notion of organization is basically a metaphor, a linguistic device which enables us to understand one thing through the medium of another. For 'organizations' we can substitute 'culture'. When we substitute culture as root metaphor, we no longer see rules, structures, technology and so forth, but norms, language, and shared meaning. In other words, we can also conceptualize culture as something organization is (Smircich, 1983). This view implies: organizations are cultures.

What can a different conceptualization reveal about the nature and dynamics of culture that another intellectual stand point hides? In an influential analysis of the concept of culture, Jelinek, Smircich, and Hirsh (1983) suggest that corporate culturism reflects monochromatic thinking which oversimplifies culture. Monochromatic thinking assumes that culture can be managed. Indeed, according to Schein (1992) the issue is simple. Either the leader manages culture, says the Schein, or the culture manages the leader. Moreover, says Schein, "the *raison d'être* of general management lies in getting subcultures to work together." In other words, one of the key themes of the corporate culturist literature is that: leaders define the organizational culture (Drummond 2000). Once we began to see organization as cultures, we no longer see 'organization' a noun, but, subtly different, 'organizing' a verb (Perrow 1979, Smircich 1983).

Drummond also suggests that once we see organization as cultures it becomes easier to understand why culture may not be managements' exclusive property. Employees create culture for themselves (Drummond, 2000). Additionally, Collins (1988) study of shop floor masculinity suggests that nicknames can serve an important sociological purpose as they enable cultural identities to be expressed.

Corporate culturalism assumes the norms, values and beliefs of organizational members are the factors which create unity and predict behavior (Drummond, 2000). However, that these are highly unpredictable entities. Managerial manipulation can backfire and/or overlook the factors that do generate stability. Values, norms and beliefs have as much potential for conflicts as they do for cohesion (Meek, 1998).

2.4. Functions and Problems of Culture

Although there may be no one best culture, strong cultures promote cohesiveness, loyalty, and commitment, which in turn reduce the propensity for members to leave the organization (Mowday, Porter, and Steers, 1982). Moreover, Robbins (2005) summarizes functions performed by organization's culture as: culture has a boundary-defining function; it creates distinctions among organizations, culture provides the organization with a sense of identity, culture facilitates the development of commitment to the group,

culture enhances stability in the social system, culture is the social glue that binds the organization together; it provides the appropriate standards for behavior.

Culture serves to guide and shape the attitudes and behavior of organizational members. It is important to remember, however, that a strong culture can be either functional or dysfunctional-that is, it can promote or impede effectiveness (Hoy and Miskel, 2008).

Furthermore, Robbins (2005) states that, culture performs a number of functions within an organization. *First*, it has a boundary defining role; that is, it creates distinctions between one organization and others. *Second*, it conveys a sense of identity for organization members. *Third*, culture facilitates the generation of commitment to something larger than one's individual self interest. *Fourth*, it enhances the stability of the social system. Culture is the social glue that helps hold the organization together by providing appropriate standards for what employees should say and do. *Finally*, culture serves as a sense making and control mechanism that guides and shapes the attitudes and behavior of employees.

The role of culture in influencing employee behavior appears to be increasingly important in today's workplace. As organization have widened spans of control, flattered structure, introduced teams, reduced formalization, and empowered employees, the shared meaning provided by a strong culture ensures that everyone is pointed in the same direction (Robbins, 2005).

Robbins perceives the problem associated with culture as "Cultural Liability" Many of the function of culture are valuable for both the organization and the employee. Culture enhances organizational commitment and increases the consistency of employee behavior. These are clearly benefits to an organization. From employee's stand point, Culture is valuable because it reduces ambiguity. It tells employees how things are done and what is important. But we shouldn't ignore the potentially dysfunctional aspects of culture, especially a strong one, on an organization's effectiveness (Robbins, 2005).

Cultures can be a liability when it become barriers to Change, Robins stress that Culture is a liability when the shared values are not in agreement with those that will further the

organizations effectiveness. This is most likely to occur when an organization's environment is dynamic. When an environment is undergoing rapid change, an organization's entrenched culture may no longer be appropriate. So consistency of behavior is an asset to an organization when it faces a stable environment. It may, however, burden the organization and make it difficult to respond to in the environment (Robbins, 2005).

Another liability of culture is that it becomes Barriers to diversity. Hiring new employees who, because of race, age, gender, disability, or other differences, are not like the majority of the organization's members creates a paradox. Management wants new employees to accept the organization's core cultural values. Otherwise, these employees are unlikely to fit in or be accepted. But at the same time, management wants to openly acknowledge and demonstrate support for differences that that these employees bring to the work place.

Strong cultures put considerable pressure on employees to conform. They limit the range of values and styles that are acceptable. Organizations seek out and hire diverse individuals because of alternative strengths these people bring to the work place. Yet, these diverse behaviors and strengths are likely to diminish in strong culture as people attempt to fit in. Strong cultures, therefore, can be liabilities when they effectively eliminate the unique strengths that that people of different backgrounds bring to the organization. Moreover, strong cultures can also be liabilities when they support institutional bias or become insensitive to people who are different (Robbins, 2005).

Finally Cultures can be Barriers to Acquisition and mergers historically; the key factors that management looked at in making acquisition or merger decision were related to financial advantages or product synergy. In recent years, cultural compatibility has become the primary concern. While a favorable financial statement or product line may be the initial attraction of an acquisition candidate, whether the acquisition actually works seems to have more to do with how well the two organizations cultures match up. A number of acquisition consummated in 1960s have already failed. And the primary cause is conflicting organizational cultures (Robbins, 2005).

2.5. Managing Organizational Culture

For any organization to grow and prosper, it is important that its mission and its philosophy be respected and adhered to by all members of the organization. Even when an organization has strong and established culture, the dynamics of environment may require changes in it or the subcultures may have to be encouraged to support and enhance the organizational culture or countercultures may have to be controlled to minimize its harmful effects (Chandan, 1994).

Chandan also suggests that, since culture is an important aspect of organizational success, it is important that managers play a significant role in keeping values and behavior of organizational members under control. According to him, this means that leaders play continuous attention to maintaining the members as to what is expected of them at all times. This would ensure that any deviations from the norms are caught early so that corrective actions can be taken before any damage is done. Cultural consistency and strong adherence to cultural values become easy when the leaders themselves play strong role models. Employees often emulate leader behavior and look up to them for guidance. By being strong role models and by guiding, teaching and coaching, leaders reinforce the values that support the organizational culture (Chandan, 1994).

According to Chandan, a leader's cultural strength is measured especially by his handling of crisis situations. Emotions are heightened during a crisis. Proper handling of a crisis sends a powerful message about culture. How managers handle their less productive workers or reward their more productive employees also speak about their ability to maintain certain strength in their culture. Some managers may simply reassign a less productive worker to another job which may be more suitable to his skills or retain him instead of firing him. High turnover in any company is an indication of poor cultural standards. Good managers are able to support and reinforce an existing strong culture by being strong role models and by handling situations that may result into cultural deviations with great diplomacy (Chandan, 1994).

On the other hand, culture should be in alignment with the organizational strategy. Concerning this Hickman; Silva, (1986) state that, strategy and culture each contribute to

the success of an organization. Brilliant strategies bring a great business success, and strong culture survives great upheavals in the market place. In a few exceptional cases, strong culture has overcome a stupid strategy, or a smart strategy has prevailed despite a weak culture, but we cannot count on such exceptions on our increasingly competitive and sophisticated business world. Long term success and perennial corporate excellence require alloys of superior strategies and strong cultures.

Hickman; Silva, further explain that, *strategic thinking* aims at getting and keeping customers, *culture building* attracts, develops, motivates, and unifies the right kind of employees. When the organization's strategy to get and keep customers requires employees to act and think in accustomed ways, employees may respond poorly and even resentful. On the other hand how strongly the organization's culture motivates and develops employees, if customers do not perceive better products and services. The intertwined relationship between customers and employees require watchful management by well trained executives with New Age Skills. Like parts of a complicated jigsaw puzzle each piece if an internally consistent strategy must fit with each piece. A single mismatched piece can destroy the overall picture (Hickman; Silva, 1986).

In addition, the authors state that, there are three fundamental elements of *strategy*. The three fundamental elements of strategy are: satisfying customer needs, gaining advantage over competitors, capitalizing on company strength. Whereas, the three fundamental element of *culture* are: commitment to common purpose, competence to deliver superior performance, consistency in perpetuating culture by attracting and keeping the right people (Hickman; Silva, 1986).

2.6. Culture and Performance

Culture can have powerful consequences, especially when they are strong. They can enable a group to take rapid and coordinated action against a competitor or for a customer. They can also lead intelligent people to walk, in concert, off a cliff. One of the very earliest examples of modern business research concluded that work group in organizations could develop their own cultures and those cultures could hurt or help a firms performance (Kotter and Heskett, 1992). In addition to this, Kotter and Heskett conducted

four studies whether a relationship exists between corporate culture and long-term economic performance, and their studies strongly suggest that they are in line with early researches more specifically in their studies they found that:

1. Corporate culture can have a significant impact on a firm's long-term economic performance.
2. Corporate culture probably be an even more important factors in determining the success or failure of firms into the next decades.
3. Corporate cultures that inhibit strong long-term financial performance are not rare; they develop easily, even in firms that are full of reasonable and intelligent people.
4. Although tough to change, corporate cultures can be made more performance enhancing.

Furthermore, Reid and Hubbell stress the importance of performance culture stating that, Organizations develop a brilliant strategy and then fail to execute; they embark on a major change that does not get successfully implemented or takes too long. Leaders sit at the executive table where good decisions were made, agreement achieved, commitments made, and then only to watch, perplexed, as little or nothing happens. Creative ideas and innovative plans become stymied by bureaucratic process and energy-draining efforts. In most cases the cause of all these is the absence of a performance culture (Reid and Hubbell, 2005).

In connection to performance culture there is what is called work culture. The concept of work culture has been receiving increased attention in recent years. However, work culture being an intangible concept; it's difficult to specifically focus one's attention on it. Yet, the facet of work culture usually gets manifested as diverse tangible aspects like conflicts, corporations, productivity, quality, etc (Kaila, 2003).

The concept of work culture is considered to be a fuzzy construct. "Culture is man-made part of the environment, and it reflects the way of life of people, their traditions, heritage design for living, etc." Culture therefore, comprises the totality of beliefs, norms, and

values, which are related to the patterned regularity in people's behavior. The beliefs, norms, and values relating to work centered activities will produce, 'work culture' (Mankidy, 1994 in Kaila, 2003: 2).

Thus the work culture is part of a broader societal culture, which is conceptualized as a multi layer phenomenon. The core consists of basic assumptions and values regarding the nature of human beings and the way they relate with other human beings and the environment (Schein, 1987 in Kaila, 2003). The basic assumptions and values manifest in behaviors, which produce a range of tangible as well as not so tangible artifacts. Hence work culture means the assumptions, values, and meanings attached to work; it's like "the corporate soul" which percolates in the fabric of an organization (Sing and Paul, 1985 in Kaila, 2003). Activities, cognition, affect, and importance attached to work which are reflected in norms and values that employees develop with references to their work, are work culture and they are rooted in a number of contextual factors (Sinha, 1990, in Kiala, 2003).

Sinha, as sighted by Kaila (2003) distinguished between work and organization culture. According to him, the former pertains to work and may be shared by the organizations of particular settings as well as may be different in different departments of the same organization. Organizational culture denotes the totality within an organization, which may be work or non work oriented. In organization where the centrality of work is displaced by non work activities, norms and values, the organizations are said to have a non work culture. Building a work culture always means creating conditions, which can lead to high quality work and productivity.

Kaila (2003) further sights that, Mankindy (1994) believes, if employees perceive the prevailing work culture as positive, it could lead to effective performance and consequently organizational success. To generate this positive employee perception, the organization needs to necessarily create conditions for effective human resource management practices. Therefore proactive human resource management practices facilitate positive work culture, which in turn will assist performances effectiveness.

2.7. Assessing Organizational Culture

Organizational culture is concerned with how employees perceive the characteristics of organization's culture, not with whether or not they like them. That is, it's a descriptive term. This is important because it differentiates this concept from that of job satisfaction.

Research on organizational culture has sought to measure how employees see their organization: whether it encourages team work? Whether it rewards innovation? Whether it stifles initiative? (Robbins, 2005: 486).

In contrast, job satisfaction seeks to measure affective responses to work environment. It's concerned with how employees feel about the organization's expectations, reward practices, and the like. Although the two terms undoubtedly have overlapping characteristics, keep in mind that term organization culture, while job satisfaction is evaluative (Robbins, 2005: 486).

Regarding assessing organizational culture, Hickman, Silva, (1986), on their part, state that, assessing an organization's culture is the first step any executive must take before considering any if and how a culture needs to be built, adapted, or changed. Any culture grows up over many years of operation and one must first analyze it at a molecular level before using the culture to achieve an organization's purposes. Eighty to ninety percent of all executives find themselves inheriting some kinds of culture, whether carefully nurtured one or one that developed almost haphazardly. Regardless, managing culture in the New Age requires extreme care. Because culture, like the personalities of individuals, take a long time to develop and change, in most cases one can achieve better results by using an existing culture, good or bad, then by destroying an old culture and building a brand new one. Unlike strategies, culture cannot survive dramatic change every time a new CEO takes over. Organizations, especially those with more than 100 employees cannot adopt quickly. Attempt to force them to do so inevitably cost a lot of money and take a lot of time. However, some executives find themselves in start-up or turnaround situations that require that require building a brand new culture. Effectively assessing an existing culture not allows executives to put culture to use but also allows them to adapt

and modify culture over time as the environment and organization evolve (Hickman, Silva, 1986).

Kaila (2003) notes that a number of instruments exist for assessing organizational culture; this is not easy because culture is concerned with both subjective beliefs and unconscious assumptions (which might be difficult to measure), and observed phenomena such as behavioral norms and artifacts. According to the Kaila, two of the better known instruments are: Organizational Ideology Questioner (Harrison, 1972) which deals with four orientations (power, role, task, self). And Organizational Culture Inventory (Cooke and Lafferty, 1989) which assesses organizational culture fewer headings.

In addition to this, there are also various approaches regarding culture studies .Culture studies were conducted using different types of analyses. For example, culture has been studied in association with leadership as proposed by Schein (1985), or values as examined by O'Reilly and others (1991). Competing values frame framework on which this study is based, is also another approach to study organizational culture. Concerning the significance of this approach Cameron and Quinn state that, Competing Values Framework is extremely useful in helping to organize and interpret a wide variety of organizational phenomena (Cameron & Quinn 1999: 28).

2.8. Culture as a Means of Understanding Higher Education Institutions

Organizational theories can be described as frames through which we can view organizations and the aspects and cultures within them. Theories allow practitioners to abstract the events occurring around them in order to evaluate those events. Armed with the results of the theoretical evaluation, practitioners can then return to their concrete organizations with a clearer understanding of the conflicts and with possible ways of responding to them. Faculty evaluation in higher education is an area of conflict that can be addressed through the abstraction of organization theory. The theory of organization as culture provides a helpful framework for understanding the conflict in faculty evaluation. Culture in organizations can be considered in three productive ways: the organization is a culture, the organization has cultures within it, and the organization is

affected by outside cultures. All three of these approaches can apply to faculty evaluation in higher education (Hatch, 1997 in Waller, 2004).

Moreover, Waller (2004) states that much has been written about the unique culture of higher education. Although in the past decades, significant effort has gone into treating higher education as a corporation, many of these attempts have been unsuccessful because of several traits that distinguish organizations of higher education from those of business. The areas or problems of organization that create the unique culture of higher education include the system of dual control where both administration and faculty govern the university; the multiple missions of the university -teaching, research, and service; constraints of resources as more and more funding sources are external to the university; and the confusion over types of leadership and power sources that are effective in such an environment (Birnbaum, 1988 in Waller, 2004).

Waller continues sighting that, whereas Birnbaum's (1988) discussion addressed higher education in general, numerous articles in the faculty evaluation literature considered the impact of the culture of higher education on faculty evaluation specifically. Moreover, Geis (1984) ,as sighted by Waller ,described the significant culture change that occurred post World War II when universities went from prestigious men's clubs populated by somewhat eccentric, highly motivated, and autonomous individuals to diverse institutions composed of heterogeneous workers (sometimes unionized) who processed knowledge and students to create products. Evaluation and accountability were irrelevant in the old culture, but have become critical in the new one.

Despite the culture shift, aspects of the old paradigm still exist; multiple missions of the university and its emphasis on individual achievement and autonomy make it difficult to evaluate in an efficient and practical way. Their suggestion of mixed and multiple practices of evaluation is an attempt to mold evaluation practices to match the culture of the organization suggested that the (Mills and Hyle, 1999 in Waller, 2004). There is a peculiar aspect of teaching in the culture of higher education that directly influences the ability to evaluate faculty performance. Unlike teachers at other levels, college professors rarely receive any pedagogical instruction as part of their training. Furthermore, few

teaching in-service programs are offered to university faculty with virtually no incentive to attend. In addition, the reward system is heavily weighted in favor of objective means of evaluation, such as student ratings (not always based on the quality of teaching) and research and publication records (Seldin, 1984 in Waller, 2004).

Different researchers studied on organizational culture of higher education, for example Deribe (2010) in his assessment of organizational culture at Wondogent College of Forestry using Harrison method found that, the dominant organizational culture in the existing and preferred situations as perceived by academic and administrative staff were role and achievement orientation in their respective order. While for students power and support orientation were dominant in existing and preferred situations respectively. Moreover, he found that Transactional leadership was the dominant leadership practiced in the college at that time.

On the other hand, Berrio and Venezuela (2003) assessed organizational culture at Ohio state university using competing values framework. Their study, they showed that dominant culture type for Ohio State University extension personnel in the existing and preferred situation at that time was found to be Clan. Moreover, they concluded the organization concentrates on internal maintenance with flexibility concern for people and sensitivity for customers.

In the same manner, another study made on Rowan University Health and Exercise Science Department by Fralinger and Olson (2007) on Organizational Culture at the University Level Using the organizational culture Instrument found that the Clan Culture is the current and preferred culture of the surveyed students in the Rowan University Health and Exercise Science Department at that time.

Chapter Three

3. Research Design and Methodology

3.1. Research Design

The research study was designed as a descriptive survey. The researcher chose this design for the reason that it was appropriate to collect different types of data on situation that exists, opinions that are prevailed, trends that are developed and preferences that are sought (Best and James, 2005).

3.2. Sources of Data

In this study academic staff, administrative staff, and students were the primary sources where as books, research papers and various documents were additional sources of data.

3.3. Sample Size and Sampling Technique

The target Population of Adama University, from which respondents were selected, consists of 15,238 members (1037 academic staff, 1892 administrative staff and 12,309 students). The researcher has selected samples using stratified random sampling technique, Stratified random sampling is a probability sampling technique which divides the target population in to a number of strata and samples are drawn from each stratum (Sarantakos, 2005, Kumar, 1999). In this study the strata were academic staff, administrative staff and students. Based on Krejcie and Morgan (1970) sample size determination for research activities (Educational and Psychological Measurement), the researcher has selected a total sample size of 400 respondents (I.e. 28 academic staff, 50 administrative staff and 322 students were selected proportionally by simple random sampling method from their respective stratum).

Since individuals with in every stratum were homogeneous, the sample selected from every stratum by this method was believed to represent the whole population and was manageable with respect to time of the study and experience of the researcher.

Interview was made with 5 academic staff, 7 administrative staff, and 12 students which were selected purposely. For the sake of getting reliable information employees with long years of service, students involved in student council services, and students from every department and level of academic years were included.

3.4. Data Collection Instruments

In this study various instruments such as: questionnaire, Interview and observation have been used to gather data.

3.4.1. Questionnaire

The questionnaire that have been used in the study was standardized Organizational Culture Assessment Instrument (OCAI). The Instrument (OCAI) is used to identify the organizational culture profile based on the core values, assumptions, interpretations, and approaches that characterize organizations (Cameron & Quinn, 1999). The very purpose of this instrument is to identify current and preferred culture of organizations. Regarding this, the authors state that, the intent of Organizational Culture Assessment Instrument is to first help identify the organization's current culture and then identify the culture organization members think should be developed to match the future demands of the environment and challenges to be faced (Cameron & Quinn, 1999).

OCAI is preferred in this study because of the fact that it has been used in more than thousands of organizations (including higher institutions), and has been found to predict organizational performance (Cameron and Quinn, 1999). In addition to this, the appropriateness of the instrument for studying universities was also proved by different researchers such as Berrio and Venezuela (2003), Fralinger and Olson (2007) in their study of Ohio State University and Rowan University respectively.

According to the Cameron and Quinn (1999), the OCAI consists of six questions that are Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational Glue, Strategic Emphases, and Criteria of Success. Each question has four alternatives-A, B, C and D, which represents Clan, Adhocracy, Market and Hierarchy respectively.

Concerning reliability, the extent OCAI measures culture types consistently, studies indicate that OCAI reliability matches or exceeds the reliability of the most commonly used instruments in the social and organizational sciences.

For example as sighted by Cameron and Quinn (1999): Quinn and Speiretzer (1991) in their study computed reliability of OCAI using Cronbatch (reliability statistic) alpha methodology and found: 0.74 for clan reliability, 0.79 for adhocracy reliability, 0.73 for hierarchy reliability and 0.71 for market; on the other hand Yeung and others (1991) found clan reliability 0.79, adhocracy reliability 0.80, hierarchy reliability 0.76, market reliability 0.77; Additionally Zammuto and Krakower (1991) in their study of higher education found: 0.82 for clan reliability, 0.83 for adhocracy reliability, 0.78 for market reliability, 0.67 for hierarchy reliability. Other studies also indicate that OCAI's reliability matches or exceeds the reliability of the most commonly used instruments in the social and organizational sciences.

Regarding validity, whether the instrument (OCAI) really measures the four types of organizational culture, Cameron and Freedman (1991) produced evidence for validity of OCAI in their study in 334 institutions of higher education.

Respondents who fill the OCAI are required to divide 100 points among the four alternatives, depending on the extent to which each alternative is similar to the organization being assessed. A higher number of points are to be given to the alternative that is most similar to the organization in question (Cameron and Quinn, 1999). The four culture types which were seen in detail in the literature review of this study were summarized here under according to Cameron and Quinn (1999).

The Hierarchy Culture The organizational culture compatible with this form (and as assessed in the OCAI) is characterized by formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Maintaining a smooth-running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together (Cameron and Quinn, 1999).

The Market Culture A market culture, as assessed in OCAI, is results oriented work place. Leaders are hard-driving producers and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. The long-term concern is on competitive actions and achieving stretch goals and targets. Success is defined in terms of market share and penetration. Outpacing the competition and market leadership are important (Cameron and Quinn, 1999).

The Clan Culture The clan culture, as assessed in the OCAI, is typified by friendly place to work where people share a lot of themselves. It is like an extended family. Leaders are thought of as mentors and, perhaps, even as parent figures. The organization is held together by loyalty and tradition. Commitment is high. The organization emphasizes the long-term benefit of individual development with high cohesion and morale being important. Success is defined in terms of internal climate and concern for people. The organization places a premium on teamwork, participation, and consensus (Cameron and Quinn, 1999).

The Adhocracy Culture The adhocracy culture, as assessed in the OCAI, is characterized by dynamic entrepreneurial and creative work place. People stick their necks out and take risks. Effective leadership is visionary innovative, and risk oriented. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being at the leading edge of new knowledge, products, and or services. Readiness for change and meeting new challenges are important. The organizations long-term emphasis is on rapid growth and acquiring new resources. Success means producing unique and original products and services (Cameron and Quinn, 1999).

3.4.2. Interview

In addition to organizational culture assessment instrument, interviews were prepared and used to strengthen the results obtained by the standardized questionnaire. The importance of interview in the study is that it provide plenty information which assure compatibility of data obtained through questionnaire (Kumar, 1996). It also enables to bring to the surface subjective opinion, value, beliefs and assumptions which were not possible with structured form (Schien, 1992).

3.4.3. Observation and Analysis of Documents

Observation has also been used in the study to get information on visible organizational processes and various artifacts. Dress codes and the general tidiness of the workplace etc are artifacts that tell something about the organization's culture (Schein, 1992). Artifacts according to Schein, is difficult to interpret, however it represents the most superficial cultural phenomena, i.e. the true corporate culture. In addition, documents which could provide information regarding organizational culture have been seen in detail.

3.5. Data Collection Procedures

For collecting data through the questionnaire; the Organizational Culture Assessment Instrument (OCAI) has been organized. After that the following procedures were undertaken: permission to administer the OCAI has been obtained from Head of Human Resource Department and Student Dean of the university. Getting the respondents, the researcher has given explanation about the purpose and rationale of the study to the respondents and has assisted them on how to fill out the questionnaire; moreover, respondents have been assured the information collected in the study is made confidential and only the researcher would access. Finally, completed questionnaires were returned back to the researcher.

Regarding the interview discussion and agreement have been made with every selected interviewee from administrative staff, academic staff and students as when and where to conduct the interview. In addition to English, the interviews were held by other languages both the researcher and participants understand. This enables the researcher not to pass over important information due to language barriers.

Observation was held to get information from visible organizational processes. The researcher has observed out lay of the buildings- offices and the dormitories, usage of parking and other open places, employees' relation and groupings, students-teacher relation, interaction between management and employees, different services and facilities in the campus, bulletin board contents, and other symbols ,and tried to get their cultural

meaning. Moreover, documents which could provide information regarding organizational culture have been analyzed in detail.

3.6. Data Analysis Methods

Data obtained through questionnaire, interview and observation have been analyzed based on respective statistical tools. Accordingly, data obtained through questionnaire were analyzed quantitatively, where as those data obtained through interview and observation were analyzed qualitatively.

Data obtained from each questionnaire (Standardized Organizational Culture Assessment Instrument) were coded, tabulated, organized and analyzed according to the Organizational Culture Assessment Instrument (OCAI) scoring method. Results of the OCAI survey were obtained by computing the average of the response scores for each alternative (A, B, C, and D). Each of the average A, B, C, and D scores related to Clan, Adhocracy, Market, and Hierarchy cultures respectively.

In addition to Cameron and Quinn procedure, descriptive statistical measures such as percentages, frequency distribution, means, and standard deviations and inferential statistics such as one way ANOVA with 5% level of significance have been used as required.

Percentages, frequency distribution, means, and standard deviations were used to observe the proportion, number of observations with in a given interval, distribution, and variability of the data respectively. Since the study involves three groups one way ANOVA were used to identify statistically significant difference, similarities and degree of agreement and disagreement of academic staff, administrative staff and students' responses concerning current and preferred culture. Typically, however, the one-way ANOVA is used to test for differences among at least three groups, since the two-group case can be treated by a t-test (Gosset, 1908). One way ANOVA is appropriate with three and above groups of respondents with different sample sizes (O'Connell, 2003). The data collected from respondents were processed by SPSS version 15.

On the other hand qualitative data collected through interview and observations have been organized under different topics. Each expression and views of respondents and things observed by the researcher were analyzed and their cultural meanings were identified.

3.7. Variables of the Study

The dependent variable of this study is organizational culture of Adama University. Where as the independent variables that is factors contributing to the organizational culture of the university are dimensions of the organizational culture (I.e. organizational dominant characteristics, organizational leadership, and management of employees, organizational glue, strategic emphasis, and criteria of success).

3.8. Ethical Consideration

Ethical Issues like voluntary participation, informed consent, risk of harm, confidentiality, anonymity, have been taken in two considerations in this research work. Accordingly respondents were not forced to participate in the research, they were fully informed about the procedures and were asked for their consent to participate, they were also assured that identified information would not be made available to anyone who is not directly involved in the study, and respondents remain anonymous throughout the study.

Chapter Four

4. Data presentation, Analysis and Interpretation

This chapter focuses on presentation, analysis, and interpretation of data. The researcher used Cameron and Quinn (1999) Standardized Organizational Culture Assessment Instrument (OCAI), prepared interview, analysis of documents and observation to collect data.

Out of the 15,238-target population, the researcher selected 400 respondents as a sample. Questionnaires were administered to 28 academic staff, 50 administrative staff and 322 student respondents. From the questionnaires distributed to the respondents, 25 (6.25%) were either not collected and/or filled inappropriately hence, were not included in the data analysis. Therefore, from the 400 questioners distributed, 375 (93.75%) were used for data analysis.

Interviews were made with 5 academic staff, 7 administrative staff, and 12 students. In addition to this, analysis of available documents and observation on visible organizational process and artifacts were applied to get the required information.

4.1. Characteristics of Respondents

Basic characteristics of academic staff, administrative staff and student respondents, i.e. their age, sex, nationality, educational qualification, area of study, academic titles, years of service, and administrative position were assessed as follows.

4.1.1. Age Summary of Respondents

As shown in Table-1 below, three academic staff respondents were below the age of 25, the age of 11 (2.93%) respondents lies on 25 to 35, 9 (2.4%) respondents were between the age of 36 to 45, and finally academic staff respondents between the age of 46 to 55 were three.

Administrative staff respondents less than the age of 25 were 6 (1.6%), where as 21 (5.6%), 16 (4.27%), and 4 (1.06%) respondents were between the age of 25 to 35, 36 to 45 and 46 to 55 inclusive respectively.

Table -1 Age Summary of Respondents

Respondents Category	Age	N	%
Academic staff	Less than 25	3	0.8
	25-35	11	2.93
	36-45	9	2.4
	46-55	3	0.8
	More than 55	-	-
Sub total		26	6.93
Administrative staff	Less than 25	6	1.6
	25-35	21	5.6
	36-45	16	4.27
	46-55	4	1.06
	More than 55	-	-
Sub total		47	12.53
Student	Less than 25	286	76.26
	25-35	15	4
	36-45	1	0.27
	46-55	-	-
	More than 55	-	-
Sub total		302	80.53
Grand Total		375	100

Most of the student respondents that is 286 (76.26%) of them were less than the ages of 25; whereas 15(4%) of them were between the age of 25 to 35 inclusive, and only one of the student has the age that lies on 36 to 45 inclusive. This age of respondents composed of different age groups enabled to understand the culture of Adama University from different perspectives.

4.1.2. Sex Summary of Respondents

Table-2 shows gender profile of respondents. Accordingly, 21 (5.6%) respondents were male whereas, 5 (1.33%) of them were female. On the other hand, 23 (6.13%) and 24 (6.4%) respondents of administrative staff were male and female respectively when we come to gender of the student respondents, 246 (65.6%) were male and 56 (14.93) were female.

Table-2 Sex Summary of Respondents

Respondents Category	Sex	N	%
Academic staff	Male	21	5.6
	Female	5	1.33
Sub Total		26	6.93
Administrative staff	Male	23	6.13
	Female	24	6.4
Sub Total		47	12.53
Student	Male	246	65.6
	Female	56	14.93
Sub Total		302	80.53
Grand Total		375	100

As it can be observed from Table-2, the number of male academic staff and student respondents exceeds by far the number of female respondents, where as there is relatively more number of female respondents than male in administrative staff. This could imply that male dominates the academic staff and students of Adama University while female dominates administrative staff.

4.1.3. Nationality of Respondents

Table-3 Nationality of Respondents

Respondents Category	Nationality	N	%
Academic Staff	Ethiopian	20	5.33
	Indian	2	0.53
	French	1	0.27
	Philippine	2	0.53
	Cuban	1	0.27
Sub Total		26	6.93
Administrative Staff	Ethiopian	43	11.46
	German	2	0.53
	Indian	1	0.27
	Australian	1	0.27
Sub Total		47	12.53
Students	Ethiopian	300	80
	Djiboutian	2	0.53
Sub Total		302	80.53
Grand Total		375	100

The citizenship of respondents is depicted in Table-3. Accordingly, 20 (5.33%) academic staff respondents were Ethiopian and two were Indian. One respondent was with nationality of French, and that of Philippine and Cuban were two and one respectively. On the other hand, administrative staff respondents were Ethiopian, German, Indian and Australian. An Indian and Australian respondent consisted of one respondent each. The numbers of Ethiopian respondents were 43 (11.46%) and that of German were two. Finally, 300 (80%) of the student respondents were Ethiopian and two of them were Djiboutian. This could indicate that Adma University consists of people from different cultures.

4.1.4. Educational Qualification of Respondents

Table-4 Educational Qualification of Respondents

Respondents Category	Educational Qualification	N	%
Academic Staff	Undergraduate	-	-
	Diploma	2	0.53
	BA/BSC/BED	12	3.2
	MA/MSc	11	2.93
	PHD	1	0.27
Sub Total		26	6.93
Administrative Staff	Undergraduate	-	-
	Diploma	33	8.8
	BA/BSC/BED	12	3.2
	MA/MSc	2	0.53
	PHD	-	-
Sub Total		47	12.53
Student	Undergraduate	284	75.73
	Postgraduate	18	4.8
	Diploma	-	-
	BA/BSC/BED	-	-
	MA/MSc	-	-
	PHD	-	-
Sub Total		302	80.53
Grand Total		375	100

As it is indicated in Table-4 above there was no undergraduate from the academic staff respondents. However, there was two diploma holder, 12 (3.2%) bachelor degree holders, 11 (2.93%) master degree holders, and one doctorate degree holder. On the other hand, there was 33 (8.8%) diploma holder, 12 (3.2%) bachelor degree holders, and two master degree holders from administrative staff respondents. However, there was no undergraduate and/or doctorate degree holder. Finally, from student respondents 284

(75.73%) of them were undergraduate students and 18 (4.8%) of them were postgraduate students. As it can be understood from the data, academic staff respondents have more number of people which holds BA/MSC and above where as, administrative staff respondents were dominated by diploma holders.

4.1.5. Major Areas of Study of Respondents

Table-5 below depicts major areas of the study of the respondents. Accordingly, three of academic staff respondents studied Pedagogic and Vocational Education related fields, two studied the Humanities and Natural Science related fields, 9 (2.4%) studied engineering and information technology. In addition to this, there were three respondents, which studied Health related fields, and 4 (1.07%) respondents which studied Agriculture related fields. Finally, 5 (1.33%) respondents studied Business Administration, Management and Trade related fields.

Administrative staff respondents that studied pedagogic and vocational related fields were 8 (2.13%) and which studied humanities and natural science related fields are 15 (4%). On the other hand, 24 (6.4%) respondents of administrative staff respondents studied Business Administration, Management and Trade related fields. However, there are no administrative staff respondents, which studied Engineering and Information Technology Related Fields, Health Related Fields, and/or Agriculture Related Fields.

Most of the respondents from the students that is 141 (37.6%) of them were studying Engineering and Information Technology Related Fields. Where as 26 (6.93%), 29 (7.73%), and 12 (3.2%) are studying Pedagogic and vocational Education related fields, Humanities and Natural Science related fields, and Health related fields respectively. Finally 33 (8.8%) are studying Agriculture Related fields, and 61 (16.27%) respondents are studying Business Administration, Management and Trade related fields. The respondents from different areas of study enabled to understand sub culture that could exist in different colleges and departments of Adama University.

Table-5 Major area of Study of the Respondents

Respondent s Category	Major Areas of Study	N	%
Academic Staff	Pedagogic and Vocational education related fields	3	0.8
	Humanities and Natural Science Related Fields	2	0.53
	Engineering and Information Technology Related Fields	9	2.4
	Health Related Fields	3	0.8
	Agriculture Related Fields	4	1.07
	Business Administration, Management and Trade Related Fields	5	1.33
	other	-	-
Sub Total		26	6.93
Administrati ve Staff	Pedagogic and Vocational education related fields	8	2.13
	Humanities and Natural Science Related Fields	15	4
	Engineering and Information Technology Related Fields	-	-
	Health Related Fields	-	-
	Agriculture Related Fields	-	-
	Business Administration, Management and Trade Related Fields	24	6.4
	other	-	-
Sub Total		47	12.53
Student	Pedagogic and Vocational education related fields	26	6.93
	Humanities and Natural Science Related Fields	29	7.73
	Engineering and Information Technology Related Fields	141	37.6
	Health Related Fields	12	3.2
	Agriculture Related Fields	33	8.8
	Business Administration, Management and Trade Related Fields	61	16.27
	other	-	-
Sub Total		302	80.53
Grand Total		375	100

4.1.6. Academic Title of Respondents

Table-6 depicts academic title of academic staff respondents. Accordingly, as it is shown in the table there were one professor, two associate professor, 4 (1.07%) assistant professor, 7 (1.87%) lecturers, 8 (2.13%) assistant lecturer and two graduate assistant technical assistant each. The academic staff respondents found at different level of academic title, enabled to get information on culture of Adama University from different perspectives.

Table-6 Academic Title of Respondents

No	Academic Title	N	%
1	Professor	1	3.85
2	Associate Professor	2	7.69
3	Assistance Professor	4	15.39
4	Lecturer	7	26.92
5	Assistance Lecturer	8	30.77
6	Graduate assistant	2	7.69
7	Technical Assistant	2	7.69
	Total	26	100

4.1.7. Service Years of Respondents

Service years of respondents are presented in Table-7. As it is shown in the Table, 13 (3.47%) respondents of academic staff have served less than 5 years. 10 (2.66%) of them have served 5 to 10 years, and three respondents have served 11 to 15 years. On the other hand, administrative staff respondents that served less than 5 years, and 5 to 10 years were 16 (4.26%) and 25 (6.67%) respectively. The remaining 6 (1.6%) respondents of administrative staff have served 11 to 15 years. As they can have different understandings and experiences concerning the culture of Adama University, the existence of

respondents with different years of service, were invaluable in providing the real cultural profile of the University.

Table-7 Service Years of Respondents

Respondents Category	Years of Service	N	%
Academic Staff	<5	13	17.81
	5-10	10	13.70
	11-15	3	4.11
	16-20	-	-
	21-25	-	-
	Above 25	-	-
Sub Total		26	35.62
Administrative Staff	<5	16	21.92
	5-10	25	34.24
	11-15	6	8.22
	16-20	-	-
	21-25	-	-
	Above 25	-	-
Sub Total		47	64.38
Grand Total		73	100

4.1.8. Administrative Unit of Administrative Staff Respondents

As it is shown in the Table-8, 6 (1.6%) of administrative staff respondents' works in Management Support Unit, 5 (1.33%) works in Academic Service Unit, and 9 (2.4%) respondents are enrolment and examination section worker. Most of the respondents that are 18 (4.8%) of them were from Human Resource Unit. However, the remaining respondents works 4 (1.07%) in finance and Accounting unit, three in Social Service unit, and two in Compound Service unit. These respondents from different administrative unit

of Adama University provided very useful information regarding subcultures available in the University.

Table-8 Administrative Units of Administrative Staff Respondents

No	Administrative Unit	N	%
1	Management Support	6	12.77
2	Human Resource	18	38.30
3	Academic Service	5	10.63
4	Enrolment And Examination	9	19.15
5	Social Service	3	6.38
6	Finance and Accounting	4	8.51
7	Compound service	2	4.26
	Total	47	100

Generally, information obtained from academic staff, administrative staff and student respondents with different age, sex, nationality, educational qualification, major areas of study, academic title, service years, and administrative position enabled the researcher not to escape important issues concerning culture of Adama University.

4.2. Organizational Culture in the Current Situation at AU

The four culture types (according to Cameron and Quinn, 1999) classification were analyzed as shown below in Table-9. As it is clearly indicated in the Table, the Clan culture has been rated with the highest mean value ($M=22.35$) by academic staff respondents, where as it has been rated with the least mean value ($M=20.65$) by the student respondents; and a mean score of 21.63 was the value provided for the Clan culture by administrative staff respondents. The corresponding results of one way ANOVA ($F=0.890$, $p=0.4115$) indicated that there is no statistically significant difference in perception among the three groups of respondents regarding the clan culture. This means that academic staff, administrative staff and students have the same view concerning the Clan culture available at AU in the current situation.

For Adhocracy culture type the highest mean score (M=33.36) was obtained from the academic staff respondents. Unlike the Clan culture which has been rated with the least score by the students, Adhocracy culture type has been rated with the least mean score (M=24.37) by the administrative staff respondents; and the mean value of 29.70 was the score rated by the students for the Adhocracy culture type. The ANOVA test result (F=10.275, P=0.000) showed that there is statistically significant difference in perception among the three categories of respondents. This implies that academic staff, administrative staff and students have different view regarding the current adhocracy culture at AU.

Table 9 Organizational Culture at Adama University in the Current Situation

Alter.	Culture Type	Respondents Category	N	Mean	Std. dev.	F	Sig.
A	Clan	Academic Staff	26	22.35	3.56	0.890	0.4115
		Administrative staff	47	21.63	6.20		
		Students	302	20.65	7.84		
		Overall	375	20.89	7.42		
B	Adhocracy	Academic Staff	26	33.36	8.19	10.275	0.0000*
		Administrative staff	47	24.37	5.24		
		Students	302	29.70	9.36		
		Overall	375	29.29	8.85		
C	Market	Academic Staff	26	23.06	4.79	2.172	0.1154
		Administrative staff	47	21.02	8.67		
		Students	302	23.47	7.49		
		Overall	375	23.13	7.48		
D	Hierarchy	Academic Staff	26	21.23	11.35	9.430	0.0001*
		Administrative staff	47	32.98	9.25		
		Students	302	26.18	12.41		
		Overall	375	26.69	11.96		

Statistical difference among mean value at $\alpha=0.05$ df (2, 372), mean values could range from 0 to 100: representing a percentage out of 100.

Unlike the previous two culture types, the third culture type- Market has been rated with the highest mean score (M=23.47) by the student respondents. Mean scores of 23.06 and 21.02 were the mean values in 2nd and 3rd position which were obtained from academic staff and administrative staff respondents respectively. The test of difference among means of the three groups (F=2.172) which was less than critical value and (P=0.1154) which was greater than the significance level at ($\alpha=0.05$) reveals that there is no statistically significant difference in perception of the respondents. This indicates that the three groups were in agreement with respect to the current Market culture at AU.

Finally, from the three categories of respondents, Hierarchy culture has got the highest mean value (M=32.98) from the administrative staff respondents, and mean scores (M=26.18) which was obtained from the student respondents was higher than the mean score (M=21.23) obtained from administrative staff respondents. The results of one way ANOVA (F=9.430) which is greater than the critical value and (P=0.0001) which is less than the significance level at ($\alpha=0.05$) shows that there is statistically significant difference in perception among the three groups of respondents. This means that academic staff, administrative staff and students view the current Hierarchy culture at AU differently.

4.2.1. Organizational Culture in the Current Situation as Perceived by Academic Staff

As it can be clearly observed from Table-9 above, the academic staff rated 22.35, 33.36, 23.06 and 21.23 mean values for Clan, Adhocracy, Market and Hierarchy culture respectively. The data indicates that the highest mean value was awarded to the Adhocracy culture. Next to this Clan, Market and Hierarchy Culture occupied 2nd, 3rd, and 4th position respectively. These imply that academic staff perceives the dominant current culture of Adama University to be Adhocracy.

According to Cameron and Quinn (1999) which is explained in the literature review of this study, the adhocracy culture is characterized by dynamic entrepreneurial and creative work place. People stick their necks out and take risks. Effective leadership is visionary innovative, and risk oriented. The glue that holds the organization together is

commitment to experimentation and innovation. The emphasis is on being at the leading edge of new knowledge, products, and or services. Readiness for change and meeting new challenges are important. The organizations long-term emphasis is on rapid growth and acquiring new resources. Success means producing unique and original products and services.

Interview made with the academic staff revealed that, as there is high need from the government to improve the universities in the country and appointed foreign staff (including the president) in the administrative positions of Adama University as a trial; there is high struggle for change on the part of foreign leaders. They always try and innovate new ways of doing things to make the university exemplary.

This idea of academic staff implies that in current situation the university is dynamic and in a position of experimenting new ways of doing things (which is characteristics of organizations dominated by adhocracy culture type).

4.2.2. Organizational Culture in the Current Situation as Perceived by Administrative Staff

Administrative staff has different perception from academic staff concerning the organizational culture of Adama University. As it is depicted in Table-9 above, administrative staff respondents provided the highest mean score (M=32.98) for Hierarchy culture, and they rated 24.37, 21.63 and 21.02 mean scores for Adhocracy, Clan, and Market culture types in 2nd, 3rd, and 4th position respectively. The data makes clear that administrative staff believe the current dominant culture of Adama University to be Hierarchy Culture type.

Hierarchy culture type is characterized by formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Maintaining a smooth- running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together (Cameron and Quinn, 1999).

In Interview made with them, most administrative staff respondents said that, since the foreign management group at the top are very eager to change the university according to

their countries paradigm, most of the time they want us to do what they believe should be without negotiating us and considering the situation in the organization and/or in the country. This statement can strengthen the previous result that the administrative staff thinks their organization to be dominated Hierarchy Culture type.

4.2.3. Organizational Culture in the Current Situation as Perceived by the Students

Regarding the current organizational culture of Adama University, students seem in agreement with the academic staff respondents. The highest mean score (M=29.70) rated for Adhocracy culture (see Table-9) justifies this fact. Next to this, student respondents placed Hierarchy (M=26.18), Market (M=23.47) and Clan (M=20.65) in 2nd, 3rd and 4th position respectively. These show that students, like the academic staff, perceive the current culture of Adama University to be Adhocracy.

Unlike Markets or Hierarchies, Adhocracies do not have centralized power or authority relationships. Instead power flows from individual to individual or from task team to task team depending on what problem is being addressed at the time. A high emphasis on individuality, risk taking and anticipating the future exists as almost every one in an adhocracy becomes involved with the production, clients, research and development, and so forth (Cameron and Quinn, 1999).

For the questions asked regarding the current situation in the university, students replied that everything in the university is changing. For example, as they go for higher education and other human development reasons, seeing new department heads and instructors are usual. Even said the students' offices could not be found in the building they used to be one or two months before. This view of the student respondents strengthen the previous idea that the university is in Adhocracy Culture in current situation.

4.2.4. Dominant Culture at Adama University in the Current Situation

In the previous sections, the organizational culture of Adama University as perceived by each category of respondents (i.e. academic staff, administrative staff, and students) was assessed separately. However, in this section the overall perception of the respondents has been assessed. As it can be seen from Table-9 above, the mean scores 20.89, 29.29, 23.13 and 26.69 rated for Clan, Adhocracy, Market, and Hierarchy culture types by overall group in their respective order shows that the highest average point was provided for Adhocracy culture. This indicates that the current/existing dominant culture of Adama University was of Adhocracy culture type in nature.

Cameron and Quinn (1999), notes that an Organization with adhocracy culture is an organization form that is most responsive to the hyper turbulent, hyper accelerative, condition. The assumptions is that innovative and pioneering initiatives are what leads to success, that an organization are mainly in the business of developing new products and services and preparing for the future, and major task of management is to foster entrepreneurship, creativity, and activity on the cutting age. It was assumed that adaptation and innovativeness leads to new resources and profitability, so emphasis was placed on creativity a vision of the future, organized anarchy, and disciplined imagination.

The root word ad hoc refers to a temporary, specialized, dynamic unit. Most people have served on ad hoc task force or committee, which disbands as soon its task is completed. Adhocracies are similarly temporary. They have been characterized as “tents rather than palaces” in that they can reconfigure themselves rapidly when new circumstances arise. A major goal of an adhocracy is to foster adaptability, flexibility, and creativity where uncertainty, ambiguity, and/or information-overload are typical (Cameron and Quinn (1999). For the further characteristics of an organization dominated by Adhocracy culture refer review of the related literature page 22-23).

As it was explained in the earlier sections, interview results made with academic staff, administrative staff and student respondents revealed the inconsistency and transition

endeavors that are being carried out in the university. In connection to this, different types of constructions (such as roads, offices and dormitories) observed in the university can indicate something about the transformation process. Additionally, information obtained from the analysis of documents also shows that, there is overall acceptance regarding the change and transition efforts available in the university.

“...the Germany president came with grand idea of installing Model University for others to emulate following the German paradigm wherein he found Adama University as fertile ground.” (AU dacious, 2010:1)

The interview, observation and analysis of document results implies that, since the Adama University is in transition process right now, as any organization in change does, in current moment it is experimenting and innovating new ways of performing things (which is characteristics of organizations dominated by Adhocracy culture) this strengthens the questioner results that the university exhibits Adhocracy Culture currently.

4.3. Organizational Culture in the Preferred Situation at AU

Organizational members always want their organization to be what they think is best for them. Among this, organizational culture could be the major one. As it is depicted in Table-10 below, Clan culture has got the highest mean score than any other culture types from every category of respondents. It has been rated the highest mean value (M=35.24) by academic staff respondents, and it has been rated 33.09 and 31.52 mean values in 2nd and 3rd position by the administrative staff and student respondents respectively. The results of one way ANOVA (F=5.366) which is greater than the critical value and (P=0.005) less than significance level at ($\alpha=0.05$) implies that there is statistically significant difference in the perceptions among the academic staff, administrative staff and student respondents. This denotes that the three groups have different preference regarding the extent to which the Clan culture should dominate AU.

Next to the Clan culture Adhocracy Culture has been provided with relatively higher values than the remaining culture types, as it can easily be observed from Table 4-10, it has been rated with mean values of 30.33, 29.43, and 28.69 in the 1st, 2nd, and 3rd position

by the academic staff ,administrative staff and students respectively. The F-test result (F=1.696) which is less than the critical value and P-test result (P=0.1848) greater than significance level at ($\alpha=0.05$) implies that there is no statistically significant difference in perception among the three groups of respondents. This means that academic staff, administrative staff and students have similar preference concerning the extent to which adhocracy culture should exist at AU.

Table-10 Organizational Culture at Adama University in the Preferred Situation

Alter	Culture Type	Respondents Category	N	Mean	Std. dev	F	Sig.
A	Clan	Academic Staff	26	35.24	5.30	5.366	0.0050*
		Administrative staff	47	33.09	4.92		
		Students	302	31.52	6.31		
		Overall	375	31.97	6.07		
B	Adhocracy	Academic Staff	26	30.33	7.42	1.696	0.1848
		Administrative staff	47	29.43	5.20		
		Students	302	28.69	4.51		
		Overall	375	28.89	4.83		
C	Market	Academic Staff	26	20.13	3.98	8.503	0.0002*
		Administrative staff	47	19.32	6.51		
		Students	302	23.74	8.12		
		Overall	375	22.93	7.70		
D	Hierarchy	Academic Staff	26	14.30	5.69	3.007	0.0506
		Administrative staff	47	18.16	7.31		
		Students	302	16.05	6.85		
		Overall	375	16.19	6.82		

Statistical difference among mean value at $\alpha=0.05$ df (2, 372), mean values could range from 0 to 100; representing a percentage out of 100.

Market culture has higher mean values than Hierarchy culture type. It has got the highest mean value (M=23.74) from the students compared to the academic staff (M=20.13) and the administrative staff (M=19.32). Test of the difference between the means of the three

groups ($F=8.503$) which is greater than the critical value and ($P=0.0002$) less than the significance level at ($\alpha=0.05$) shows that the difference is considered to be statistically significant. This implies that the academic staff, administrative staff and students were not in agreement concerning the extent to which Market culture should exist at AU in the preferred situations.

Finally, Hierarchy culture has been rated with the least mean values compared to other culture types. As it can be observed from Table 10 above, the computed mean values 18.16, 16.05, and 14.30 obtained from administrative staff, students and academic staff in 1st, 2nd and 3rd position respectively revealed this fact. The results of one way ANOVA ($F=3.007$) which is slightly greater than the critical value and ($P=0.0506$) very slightly greater than significance level at ($\alpha=0.05$) indicates that the difference in perception of the respondents is not quite significant. This shows that academic staff, administrative staff and students have slightly different attitude on the extent to which the Hierarchy culture should exist at AU.

4.3.1. Organizational Culture in the Preferred Situation as Perceived by Academic Staff

As it is indicated in Table-10 above, the academic staff preferred their organization to show Clan, Adhocracy, Market, and Hierarchy culture types with mean values 35.24, 30.33, 20.13 and 14.30 respectively. The data make clear that the academic staff provided the highest mean value for Clan culture, next to it, they chose their organization to exhibit Adhocracy culture, and they put Market and Hierarchy culture in 3rd and 4th position respectively. Therefore, it can easily be understood that academic staff prefer their organization (Adama University) to be dominated by the Clan culture.

The Clan culture, as assessed in the OCAI, is typified by friendly place to work where people share a lot of themselves. It is like an extended family. Leaders are thought of as mentors and, perhaps, even as parent figures. The organization is held together by loyalty and tradition. Commitment is high. The organization emphasizes the long-term benefit of individual development with high cohesion and morale being important. Success is

defined in terms of internal climate and concern for people. The organization places a premium on teamwork, participation, and consensus (Cameron and Quinn, 1999).

4.3.2. Organizational Culture in the Preferred Situation as Perceived by Administrative Staff

A administrative staff respondents seem in agreement with academic staff respondents , as it can be observed from Table-10, they provided the highest mean score (M=33.09) for Clan culture. Next to this they rated 29.43 mean score for Adhocracy culture which is higher than Market (M=19.32) and Hierarchy (M=18.16) culture types. The highest mean score provided for Clan culture reveals that the administrative staff, like the academic staff prefers Adama University to exhibit Clan culture dominantly.

The preference of administrative staff for the Clan culture might be due to the fact that Clan organizations have less focus and control and a greater concern for flexibility. Rather than strict rules and procedures, people are driven trough vision, shared goals, outputs, and outcomes. In contrast to hierarchies, clans often have flat organizations and people teams act more autonomously.

It has inward focus and a sense of family and people work well together, strongly driven by loyalty to one another and shared cause. Rules, although not necessarily documented, do still exist and are often communicated and inculcated socially. Clan leaders act in a facilitative, supportive way and may take on parental role ([http: // www.changingminds.org](http://www.changingminds.org)).

4.3.3. Organizational Culture in the Preferred Situation as Perceived by the Students

Like the academic staff and the administrative staff respondents, students provided the highest mean value for Clan culture type. As it is depicted in Table-10 above, student respondents rated mean scores of 31.52, 28.69, 23.74, and 16.05 for Clan, Adhocracy, Market and Hierarchy culture types in 1st, 2nd, 3rd, and 4th positions respectively.

The highest mean score for Clan culture implies that students prefer Adama University to have an organizational environment which can be best managed through teamwork and

employee development, where customers are best thought as partners and organization is in a business of developing a humane work environment ,and their major task of management is to empower employee and facilitate their participation, commitment and loyalty which are characteristics of organization dominated by Clan culture as assessed in OCAI.

4.3.4. Dominant Culture at Adama University in the Preferred Situation

As depicted in Table-10 above, the overall group of respondents of Adama University rated 31.09 mean value for Clan culture, which is the highest point than any other culture types. Next to Clan culture they provided 28.89 for Adhocracy which is higher than 22.93 mean value rated for Market, and finally they rated the least mean score (M=16.19) for Hierarchy culture. These indicate that Adama University is preferred to be dominated by a Clan culture.

Cameron and Quinn (1999) notes that, shared values and goals, cohesion, participative-ness, individuality and sense of we-ness permeated Clan type firms. They seem more like extended families than economic entities. Instead of the rules and procedures of hierarchies or the competitive profit centers of markets, typical characteristics of clan type firms were team work, employee involvement programs, and corporate commitment to employees. These characteristics were evidenced by semiautonomous work teams that reward on the basis of team (not individuals) accomplishment and that hired and fired their own members, quality circles that encouraged team workers to voice suggestions regarding how to improve their own work and the performance of the company, and empowering environment for employees

In a Clan culture, the environment can best be managed through team work and employee development, customers are best thought of as partners, the organization is in the business of developing a humane work environment, and the managers task of management is to empower employees and facilitate their participation, commitment, and loyalty (Cameron and Quinn (1999). For the extra characteristics of Clan culture, refer review of the related literature page 22.

Interview made with selected members of the overall group—academic staff, administrative staff, and student respondents revealed that most members of the university are bored with the current ad-hoc and trial state of the university, and they wanted smoothly running family type organization, in which there is loyalty and participation.

4.4. Cultural Profile and Strength at AU

The current and preferred organizational culture of Adama University, which was depicted in the Table 9, and 10, was summarized in Table-11 as shown below.

Table-11 Summary of the Over all current and preferred culture at Adama University

No	Alternatives	Culture type/Quadrant	Mean scores for organizational culture in the current and preferred situation	
			Now	Preferred
1	A	Clan	20.89	31.97
2	B	Adhocracy	29.29	28.89
3	C	Market	23.13	22.93
4	D	Hierarchy	26.69	16.19
Total			100	100

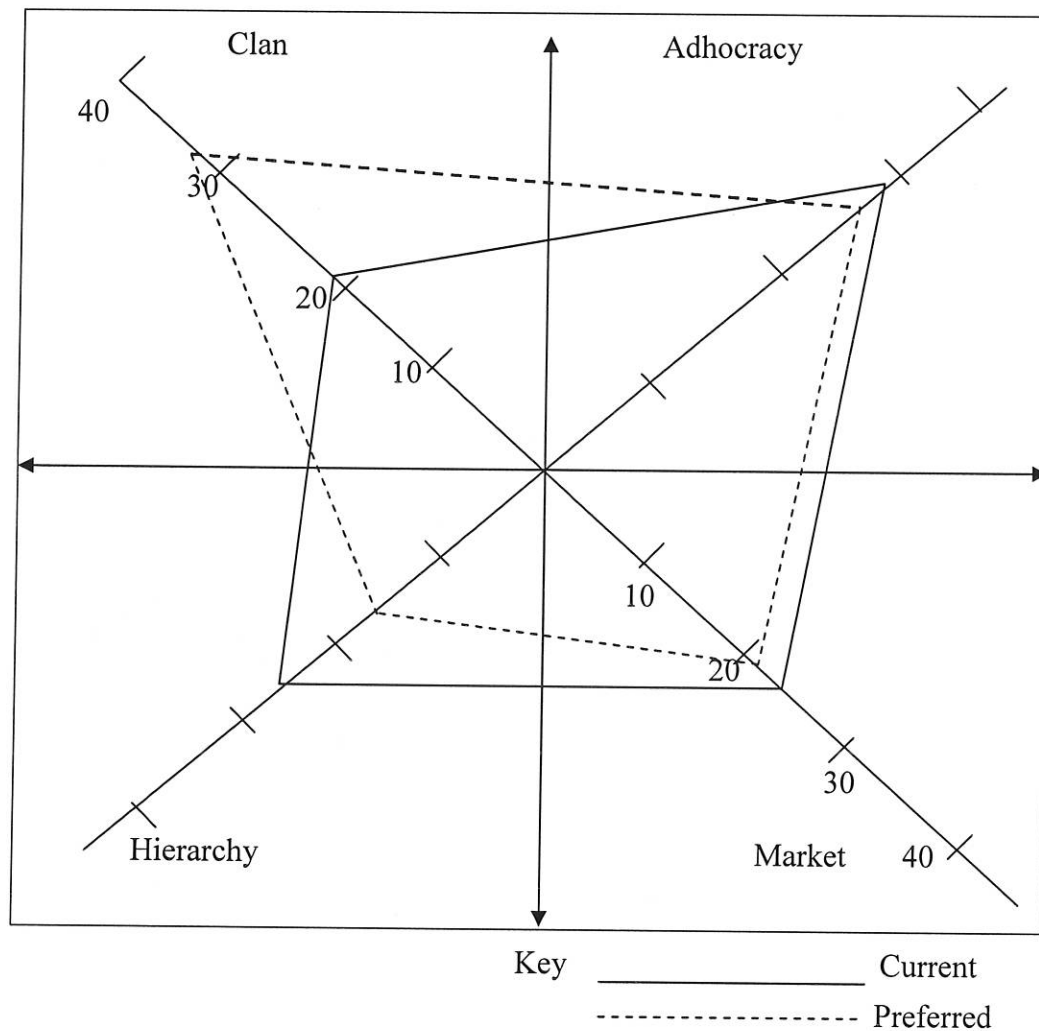
As it can be observed from Table-11 above, and was explained in previous sections. For organizational culture in current situation, the overall group provided mean score of 29.29 for Adhocracy, which is the highest point of all the remaining Hierarchy, Market and Clan Culture types with mean values 26.69, 23.13 and 20.89 respectively.

Concerning the organizational culture in the preferred situation the overall group of Adama University preferred their organization to be a Clan with the highest mean score of 31.97. Next to this, they rated 28.89 mean score for Adhocracy which is higher than Market (M=22.93) and Hierarchy (M=16.19) in third and fourth position respectively.

Based on the overall computed mean scores for Clan, Adhocracy, Market and Hierarchy Cultural profile of Adama University was drawn as shown in the figure 4 below. The

most effective way to interpret numbers is to plot them, draw pictures with them, chart them, or graph them. The pictures give people a better sense of what the numbers mean than a statistical test or sophisticated mathematical technique (Turkey, 1977 in Cameron and Quinn, 1999).

Figure- 4 Cultural Profile of Adama University



It can be easily understood from Table-11 and figure-4 that the current dominant culture of Adama University is Adhocracy while its Preferred Dominant culture is Clan.

These data can also allow us to know the strength of the dominant organizational culture at Adama University. The number of points awarded to a specific culture type determines

the strength of dominant culture type. The higher the score the stronger or more dominant is the particular culture (Cameron and Quinn, 1999). The scholars further suggest that to look and be sensitive for discrepancies of more than 10 point. In this regard thus, dominant organizational culture of Adama University in the current situation (i.e. Adhocracy, mean score =29.29) is considered to be slightly strong compared to the remaining cultures types in the current situation. Likewise, dominant organizational culture of Adama University in the preferred situation (Clan, mean score= 31.97) is considered to be slightly strong compared to the remaining culture in the preferred situation.

In addition to this, it is also possible to compare dominant organizational culture in the current situation to that of the preferred. Accordingly, when organizational culture of Adama University in the current situation (Adhocracy) is compared to organizational culture in the preferred situation (Clan), Adhocracy Culture (mean score=29.29) is found to be weaker than Clan culture (mean score=31.97). Research has revealed that strong cultures are associated with homogeneity of effort, clear focus and higher performance in environments where unity and common vision are required (Cameron and Quinn, 1999).

It was explained in the literature review of this study that adhocracy culture is characterized by dynamic, entrepreneurial and creative work place. People stick their necks out and take risks. Effective leadership is visionary innovative, and risk oriented. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being at the leading edge of new knowledge, products, and or services. Readiness for change and meeting new challenges are important. The organizations long-term emphasis is on rapid growth and acquiring new resources. Success means producing unique and original products and services (Cameron and Quinn, 1999).

Clan culture on, the other hand, is typified by friendly place to work where people share a lot of themselves. It is like an extended family. Leaders are thought of as mentors and, perhaps, even as parent figures. The organization is held together by loyalty and tradition. Commitment is high. The organization emphasizes the long-term benefit of individual development with high cohesion and morale being important. Success is defined in terms

of internal climate and concern for people. The organization places a premium on teamwork, participation, and consensus (Cameron and Quinn, 1999).

4.5. Dimensions of Organizational Culture

4.5.1. Dominant Characteristics

In the earlier sections it was explained that organizational culture has six dimensions. These six dimensions (dominant characteristics, organizational leadership, and management of employee, organizational glue, strategic emphasis and criteria of success) were assessed separately as follows.

As it is depicted in Table-12 below for the indicators of current organizational characteristics, the academic staff rated 19.43, 34.35, 23.38, and 22.84 mean scores for alternative A, B, C, and D in the 1st, 2nd, 3rd and 4th positions respectively. It is clear from the data that the highest point is provided for alternative B. i.e. according to the academic staff in terms of dominant characteristics the organization (Adama University) is dominated very dynamic entrepreneurial place, where people are willing to stick their necks out and take risks. As assessed in OCAI the organization with dominant characteristics of B type is related to Adhocracy Culture (Cameron and Quinn, 1999).

Administrative staff on the other hand (see Table 12), provided the highest mean score (M= 37.25) for alternative D. Next to this, they rated 23.03 mean score for alternative B and they put alternative C (M= 21.52) in third position which is higher than alternative A (M=18.20). The highest point for alternative D implies that according to the administrative staff in terms of current dominant characteristics Adama University is dominated by very controlled and structured place. Formal procedures generally govern what people do. And as assessed in OCAI, these are some of the characteristics of Hierarchy Culture (Cameron and Quinn, 1999).

Student respondents like academic staff provided the highest mean score for alternative B. as it is observed from Table-11, they put alternative B (M=29.60) in the 1st place next to it alternative D (M=29.00), alternative C (M=23.28) and alternative D (M=18.12) have been put in 2nd, 3rd, and 4th place respectively. The data indicates in terms of dominant

characteristics students perceive Adama University to be dominated by a very dynamic entrepreneurial place where people are willing to stick their necks out and take risks. As it was explained earlier, organizations with dominant characteristics of B type are related to Adhocracy culture (Cameron and Quinn, 1999).

Table 12 Dominant characteristics of Adama University in the current and preferred situation

Indicators		Mean scores for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
		Acad. staff	Adm. staff	student	overall	Acad. staff	Adm. staff	student	overall
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	19.43	18.20	18.12	18.22	37.12	36.89	35.30	35.62
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.	34.35	23.03	29.60	29.11	31.29	32.19	33.22	32.95
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	23.38	21.52	23.28	23.06	22.29	21.33	24.11	23.63
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	22.84	37.25	29.00	29.61	9.30	9.59	7.37	7.80
Total		100	100	100	100	100	100	100	100

The researcher has also assessed the overall perception of the respondents in terms of dominant characteristics. The overall group of respondents, as depicted in Table-12 above, rated alternative D in the 1st position with the highest mean value of 29.61; and

alternatives B (M=29.11), C (M=23.06) and A (M=18.22) took the 2nd, 3rd and 4th rank respectively. The highest mean score for alternative D indicates that in terms of current dominant characteristics Adama University is a very controlled and structured place where formal procedures generally govern what people do. As it was stated before organizations with dominant characteristics of D, type is categorized under Adhocracy Culture (Cameron and Quinn, 1999).

Regarding the preferred dominant characteristics, the academic staff respondents ranked alternatives A, B, C and D from 1st to 4th with mean values of 31.12, 31.29, 22.29 and 9.30 in their respective order even though it is with different mean values of A (M=36.89), B (M=32.19), C (M=21.33) and D (M=9.59). Administrative staff respondents have also ranked the alternatives A, B, C and D in the same manner as academic staff respondents but with different mean values of 36.89, 32.19, 21.33 and 9.59 respectively. Student respondents have also seem in agreement with previous two categories of respondents they put alternative A (M=35.30) in the first place and alternative B (M=33.22), C (M=24.11) and D (M=7.37) in second, third and fourth place respectively. Finally, overall group ranked the alternatives A, B, C and D in the same manner as the previous categories but with mean values of 35.62, 32.95, 23.63 and 7.80 respectively.

As it was explained in detail the three categories of respondents separately and overall group together have ranked alternative A in the first order. This shows that in terms of dominant characteristics all members of Adama University dominantly preferred their organization to be a very personal place, and like extended family where people shares a lot of themselves which are some of the characteristics of clan culture as assessed in OCAI (Cameron and Quinn, 1999).

4.5.2. Organizational Leadership

Regarding the current leadership at Adama University academic staff ranked (see Table-13) alternative B in the 1st place with a mean value of 37.49. Next to it they put alternatives C (M=22.63), A (M=21.83), D (M=18.05) in 2nd, 3rd, and 4th position respectively. The data make clear that the academic staff perceive the current dominant leadership in the organization to be generally considered to exemplify entrepreneurship,

innovating and risk taking which are some of the characteristics of Adhocracy culture (Cameron and Quinn, 1999).

Table 13 Organizational leadership of Adama University in the current and preferred situation

Indicators		Mean scores for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
		Acad. staff	Adm. staff	student	overall	Acad. staff	Adm. staff	student	overall
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	21.83	19.42	20.15	20.17	36.23	35.74	33.42	33.90
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	37.49	22.36	30.16	29.69	30.85	29.23	31.14	30.88
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	22.63	20.62	22.34	22.14	19.49	16.18	26.70	24.88
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	18.05	37.60	27.35	28.00	13.43	18.85	8.74	10.34
Total		100	100	100	100	100	100	100	100

Unlike academic staff respondents, administrative staff perceives the current dominant leadership in Adama University to be generally considered to exemplify, coordinating, organizing, or smooth running efficiency. The mean value 37.60 provided for alternative D which is the highest of all the remaining alternatives A (M=19.42), B (M=22.36) and C

(M=20.62) reveals this fact. As assessed in OCAI the organization with dominant characteristics of D type is related to Hierarchy culture (Cameron and Quinn, 1999).

As it can be understood from the mean values 20.15, 30.16, 22.34, and 27.35 rated for A, B, C and D alternatives in their respective order, student respondents are in agreement with academic staff respondents in that they put alternative B in the 1st place.

Concerning the overall group the mean ratings of 29.69, 28.00, 22.14 and 20.17 for alternatives B, D, C and A in 1st, 2nd, 3rd and 4th position respectively implies that the overall group perceives the current dominant leadership at Adama University to be generally considered to exemplify entrepreneurship, innovating, or risk taking with the highest mean value for alternative B. These are some of the characteristics of Adhocracy culture as assessed in OCAI (Cameron and Quinn, 1999).

With reference to the preferred organizational leadership in the university, academic staff, administrative staff, and student respondents are in agreement. The highest mean values provided for alternative A by the three categories of respondents reveals this fact. As it can be seen from Table-13, the academic staff respondents rated 36.23, 30.85, 19.49 and 13.43 mean values for alternative A, B, C and D from high to low in their respective order. Likewise the administrative staff respondents rated 35.74 mean score for alternative A which is the highest point of all alternatives provided for B (M=29.23), C (M=16.18), and D (M=18.85). The preference of the student respondents is not also different from the previous two categories in that they gave 33.42, 31.14, 26.70, and 8.74 for alternatives A, B, C and D respectively. Since the idea of the overall group is the cumulative effect of the three categories of respondents they expectedly ranked alternative A, B, C and D with mean values of 33.90, 30.88, 24.88 and 10.34 from high to low in their respective order.

The highest mean score granted for alternative A by all groups of respondents indicates that all members of Adama University wants their organization to be dominated by leadership which can be generally considered to exemplify mentoring, facilitating or nurturing . As assessed in OCAI, these are characteristics of clan culture type (Cameron and Quinn, 1999).

4.5.3. Management of Employees

Management style in the university was also assessed, as perceived by different groups of respondents in the university. As it is shown in Table-14 below, alternative-B has got 30.68 mean value from the academic staff, which is the highest point of all the other D, C and A alternatives that obtained mean values 24.25, 22.67, and 22.40 respectively. This implies that academic staff perceives the current dominant management style at Adama University to be characterized by individual risk taking, innovation, freedom and uniqueness. As assessed in OCAI these are characteristics of organization dominated by Adhocracy Culture (Cameron and Quinn, 1999).

Administrative staff perceives management of employee differently from academic staff. The mean values 30.21, 25.18, 23.09 and 21.52 provided for D, B, C and A- alternatives from 1st to 4th in their respective order shows this fact. The highest point for given for alternative D indicates that administrative staff perceives the dominant management style in the Adama University to be characterized by security of employment, conformity, predictability and stability in relationships, which are characteristics of organizations dominated by Hierarchy culture (Cameron and Quinn, 1999).

Students, however, put alternative B (M=29.17) in the first rank and alternative C (M=25.82) in 2nd rank which is higher than alternative D (M=24.38) and A (M=20.63). Hence, according to students individual risk taking, innovation, freedom and uniqueness characterize the current dominant management style at the Adama University. These as assessed in OCAI are related to Adhocracy culture (Cameron and Quinn, 1999).

Regarding the overall group, they ranked alternatives B, C, D and A with mean values 28.78, 25.26, 25.10 and 20.86 from high to low in their respective order. As it can be understood from the order, the highest provided for alternative B implies that the current dominant management of employee in the university is characterized by individual risk taking, innovation freedom and uniqueness, which is categorized under Adhocracy culture as, assessed in OCAI (Cameron and Quinn, 1999).

Table 14 Management of employees of Adama University in the current and preferred situation

Indicators		Mean scores for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
		Acad. staff	Adm. staff	student	overall	Acad. staff	Adm. staff	student	overall
A	The management style in the organization is characterized by teamwork, consensus, and participation.	22.40	21.52	20.63	20.86	35.49	34.25	32.13	32.62
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	30.68	25.18	29.17	28.78	30.49	30.09	28.03	28.45
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	22.67	23.09	25.82	25.26	21.42	17.51	23.42	22.54
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	24.25	30.21	24.38	25.10	12.60	18.15	16.42	16.39
Total		100	100	100	100	100	100	100	100

Members of the organization always prefer what they think is best for them. As it can be seen from Table 14, academic staff rated 35.49, 30.49, 21.42, and 12.60 mean scores for alternatives A, B, C and D from high to low in their respective order. Administrative staff ranked alternatives A (M=34.25), B (M=30.09), C (M=23.42), and D (M=16.42) in the same manner as academic staff. The ranking of the student respondents is also not different the two groups of respondents the mean values 32.13, 28.03, 23.42 and 16.42 provided for alternatives A, B, C and D reveals this fact. At last the over all group rated

mean score of 32.62 for alternative A which is the highest value of all the remaining B (M=28.45), C (M=22.54) and D (M=16.39) alternatives.

As it was explained in detail all of the three categories of respondents separately and collectively provided the highest mean score for alternative A. This shows that they preferred Adama University to be dominated by management style which is characterized by team work, consensus, and participation and there are related to Clan culture as assessed in OCAI (Cameron and Quinn, 1999).

4.5.4. Organizational Glue

For the achievement of organizational objectives members of an organization should work for it as one. For these to happen there should be glue that holds them together. Concerning the current glue that holds members of Adama University together different categories of respondents have their own views.

As it is depicted in Table-15 below, academic staff rated the highest mean score 29.29 for alternative B, followed by 26.02 for alternative C which is higher than 24.84 for alternative A, and they put alternative D in the final position with least mean score of 19.85. Hence, according to academic staff the dominant glue that holds Adama University together is commitment to innovation and development in which there is an emphasis on being cutting edge. As assessed in OCAI these are some of the characteristics of Adhocracy Culture (Cameron and Quinn, 1999).

Administrative staff, on the other hand, rated the highest mean score (M=28.15) for alternative D, and 26.48, 22.91, and 22.46 for alternative B, C and A, in 2nd, 3rd, and 4th positions respectively. The highest point for alternative D shows that, according to the students, the dominant glue that holds Adama University together are formal rules, policies and maintaining a smooth running organization. As assessed in OCAI these are categorized under Hierarchy culture (Cameron and Quinn, 1999).

Table 15 Organizational glue of Adama University in the current and preferred situation

Indicators		Mean scores for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
		Acad. staff	Adm. staff	Student	overall	Acad. staff	Adm. staff	student	overall
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	24.84	22.46	19.26	20.05	34.92	30.14	29.27	29.77
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	29.29	26.48	31.71	30.89	30.95	30.59	30.14	30.25
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	26.02	22.91	26.33	25.88	20.22	19.21	25.33	24.20
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	19.85	28.15	22.70	23.18	13.91	20.06	15.26	15.78
Total		100	100	100	100	100	100	100	100

Like academic staff, students placed alternative B in the 1st position but with different mean score of 31.71 and they placed alternative C (M=26.33) in 2nd position. Unlike them, however, they put alternative D (M=22.70) and A (M=19.26) in 3rd and 4th position respectively. The data implies that students perceive the dominant glue that holds Adama University together is commitment to innovation and development. They also perceive the availability of an emphasis on being cutting edge which is characteristics Adhocracy culture type as assessed in OCAI (Cameron and Quinn, 1999).

The overall group has also rated the highest mean score 30.89 for alternative B. And they provided 25.88 mean score for alternative C which is higher than alternative D (M=23.18) in 3rd position and alternative A (M=20.05) in 4th position respectively. Thus, currently, in Adama University, there is an emphasis on being cutting edge, and the dominant glue that holds the organization together is commitment to innovation and development. These are some of the characteristics of Adhocracy culture as assessed in OCAI (Cameron and Quinn, 1999).

Concerning the preferred organizational glue the academic staff are in different position from the remaining two categories of respondents as it can be observed from Table 15, they rated 34.92, 30.95, 20.22, and 13.91 mean values for alternatives A, B, C and D in 1st, 2nd, 3rd, and 4th position respectively. However, Administrative staff respondents rated the highest mean value (M=30.59) for alternative B, followed by 30.14, 20.06, and 19.21 mean values for alternatives A, D and C respectively. Students are in agreement with administrative staff in that they rate the highest mean score for alternative B. The mean values 30.14, 29.27, 25.33, and 15.26 provided for alternatives B, A, C and D from high to low in their respective order shows this fact. Finally the overall group ranked alternatives B, A, C, and D with mean values 30.25, 29.77, 24.20, and 15.78 from 1st to 4th respectively.

The above data make clear that except the academic staff who preferred the dominant organizational glue to be loyalty and mutual trust, which is characteristics of clan culture, the remaining group preferred the dominant organizational glue to be commitment to innovation and development which are characteristics of Adhocracy culture as assessed in OCAI (Cameron and Quinn, 1999).

4.5.5. Strategic Emphasis

An organization doesn't give equal importance to all of its activities. Every organization has specific organizational issues to focus on than others.

Table 16 Strategic emphasis of Adama University in the current and preferred situation

Indicators		Mean scores for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
		Acad. staff	Adm. staff	student	overall	Acad. staff	Adm. staff	student	overall
A	The organization emphasizes human development. High trust, openness, and participation persist.	22.10	24.59	22.62	22.83	34.43	31.21	28.45	29.21
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	35.82	28.14	32.44	32.14	29.12	28.12	25.51	26.08
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	22.53	19.24	22.52	22.10	19.12	21.30	20.75	20.70
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	19.55	28.03	22.42	22.93	17.33	19.37	25.29	24.01
Total		100	100	100	100	100	100	100	100

Regarding the current organizational emphasis of Adama University (see Table-16 above), academic staff rated the highest mean score 35.82 for alternative B followed by 22.53 mean value for alternative C (M=22.53) which in turn higher than Alternatives A (M=22.10) and D (M=19.55). Administrative staff respondents have also ranked alternative B (M=28.14) in the 1st place. However, they put alternative D (M=28.03), A (M=24.59), C (M=19.24) in 2nd, 3rd, and 4th places respectively. Students are also in agreement with the previous two categories of respondents in that they provided the

highest mean score for alternative B. The mean values of 32.44, 22.62, 22.55, and 22.42 provided for alternatives B, A, C and D from high to low in their respective order shows this fact. At last concerning strategic emphasis of Adama University the overall group put alternatives B, D, A and C from 1st to 4th rank with mean values 32.14, 22.93, 22.83, 22.10 respectively.

As it can be observed from the data, all groups of respondents provided the highest mean value for alternative B. This indicates that all members of Adama University believe that in the current situation their organization dominantly emphasizes acquiring new resources and creating new challenges. The organization also values trying new things and prospecting for opportunities which are characteristics of organizations that have Adhocracy culture as assessed in OCAI (Cameron and Quinn, 1999).

Concerning the preferred strategic emphasis the three categories of respondents have also the same views. The highest mean values provided for alternative A by the groups show this fact. As it can be observed from Table-16, academic staff rated the highest mean value of 34.43 for alternative A. Next to it they gave for alternative B (M=29.12) which is higher than alternatives C (M=19.12) and D (M=17.33). Likewise the administrative staff ranked alternatives A, B, C and D from high to low but with mean values of 31.21, 28.12, 21.30 and 19.37 respectively. Except alternative A (M=28.45) they placed in the first rank students ranked alternatives B (M=25.51), C (M=20.75), and D (M=25.29) differently from the previous two categories of respondents. Finally, the overall group rated 29.21, 26.08, 24.01 and 20.70 mean scores for alternatives A, B, D and C from 1st to 4th respectively.

The highest mean value provided by all groups of respondents for alternative A implies that, members of the university-academic staff, administrative staff, and students prefer Adama University to emphasize on human development, high trust, openness and participation dominantly. These as assessed in OCAI are some of characteristics of organizations which have dominant organizational culture of Clan type (Cameron and Quinn, 1999).

4.5.6. Criteria of Success

In Table-17 below, it is clearly depicted that, academic staff rated the highest mean value of 32.53 for alternative B. Next to this they rated 23.50 for alternative A followed by 22.84 for alternative D, which is higher than mean score of 21.13 for alternative C. Thus, according to the students the current dominant criteria of success in Adama University is based on having the most unique newest products/services, i.e. being product /service leader and/or innovator. As asessed in OCAI these are Characteristics of organization dominated by Adhocracy Culture (Cameron and Quinn, 1999).

Administrative staff, however, rated the highest mean score of 36.64 for alternatives D, and 23.59, 21.03 and 18.74 mean score for alternatives A, B, and C from high to low in their respective order .Like administrative staff, students have also put alternative D in the 1st position but with different mean score of 31.57. Next to this they rated 25.12, 23.12 and 20.34 mean scores for alternatives B, A, and C in 1st, 2nd and 3rd position respectively. The view of administrative staff and students have also been supported by the overall group with the mean scores of 31.32, 25.13, 23.21 and 20.34 provided for alternatives D, B, A and C from high to low in their respective order.

The previous paragraph shows that according to administrative staff and students separately and entire group in general, in the current situation Adama University dominantly defines success on the basis of efficiency, dependable delivery, smooth scheduling and lowest cost production which are characteristics of organization with dominant organizational culture of Hierarchy type (Cameron and Quinn, 1999).

Table 17 Criteria of success of Adama University in the current and preferred situations

Indicators		Mean scores for organizational culture in the current situation				Mean scores for organizational culture in the preferred situation			
		Acad. staff	Adm. staff	student	overall	Acad. staff	Adm. staff	student	overall
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	23.50	23.59	23.12	23.21	33.25	30.31	30.55	30.70
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	32.53	21.03	25.12	25.13	29.28	26.36	24.10	24.74
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	21.13	18.74	20.53	20.34	18.24	20.39	22.13	21.64
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	22.84	36.64	31.57	31.32	19.23	22.94	23.22	22.92
Total		100	100	100	100	100	100	100	100

Regarding the preferred criteria of success, all categories of respondents are in agreement. The highest mean score they rated for alternative A reveals this fact. As it is depicted in Table-17, the academic staff provided the highest mean score of 33.25 for alternative A which is the highest point of all the remaining B, D and C alternatives with mean values of 29.28, 19.23, 18.24 respectively. Administrative staff respondents have also ranked alternatives A, B, D and C from 1st to 4th with mean values of 30.31, 26.36,

22.94 and 20.39. Except the weight of the mean scores students do not have different opinion from the academic staff, and administrative staff respondents. The mean values of 30.55, 24.10, 23.22 and 22.13 show this fact. Finally the overall group have put Alternative A (M=30.70) in the 1st position and alternative B (M=24.74) in 2nd position which is higher than alternative D (M=22.92) and C (M=21.64) in 3rd and 4th position respectively.

The highest mean score provided for alternative A by the entire group of respondents category indicates that members of Adama University prefer their organization mainly to define success on the basis of development of human resources, teamwork, employee commitment and concern for people. These are some of the characteristics of an organization that exhibit dominant organizational culture of Clan type as assessed in OCAI (Cameron and Quinn, 1999).

Chapter Five

5. Summary, Conclusion and Recommendation

Summaries of major findings of the study along with their conclusions and recommendations were presented in this chapter as follows.

5.1. Summary of Major Findings

Assessing organizational culture at Adama University in order to describe its organizational culture in the current and preferred situations was the main objective of the study.

For the attainment of this objective, the following basic questions were raised to guide the study:

1. How do academic staff, administrative staff and students perceive the dominant culture at Adama University in the current and preferred situations?
2. What is the dominant culture at Adama University in the current and preferred situations?
3. What is cultural profile and strength of the dominant culture at Adama University in the current and preferred situations?

A descriptive survey design was chosen by the researcher for the reason that it is appropriate to collect different types of data on situation that exists, opinions that are prevailed ,trends that are developed and preferences that are sought(Best and James, 2005).

For the selection of 28 academic staff, 50 administrative staff and 322 students from their respective stratum, stratified simple random sampling methods were used. Interviews were made with purposely-selected 5 academic staff, 7 administrative staff and 12 students.

For the analysis and interpretation of data obtained through Organizational Culture Assessment instrument (OCAI), Cameron and Quinn's (1999) OCAI scoring procedure (method), descriptive statistical measures such as percentages, frequency distribution, means, and standard deviations and inferential statistics such as one way ANOVA with 5% level of significance have been used as required. These statistical methods resulted in ample findings summarized below.

5.1.1. Findings Related to the Perception of Academic staff, Administrative Staff and Students

Regarding organizational culture at Adama University in the current situation, the three groups have their own variations.

Academic staff and students perceive the current dominant organizational culture at Adama University to be Adhocracy with the highest mean scores of 33.36 and 29.70 respectively. However, administrative staff with the highest mean score of 32.98 believes the current dominant organizational culture of Adama University to be Hierarchy culture type.

Concerning organizational culture in the preferred situation, the findings revealed that the three groups of respondents (academic staff, administrative staff and students) preferred Adama University to be dominated by a Clan culture with the highest mean scores of 35.24, 33.09 and 31.52 respectively.

Furthermore, for sake of deep investigation this study considered the six dimensions of OCAI separately and the following results have been achieved.

Findings Related to Dominant Characteristics

In terms of current dominant characteristics, the academic staff and students with the highest mean scores of 34.35 and 29.60 respectively perceived Adama University to be dominated by a very dynamic entrepreneurial place where people are willing to stick their necks out and take risks. However, administrative staff with highest mean score of 37.25

perceived Adama University to be a very controlled and structured place where formal procedure governs what people do.

Regarding dominant characteristics in the preferred situation, all of the three groups (Academic staff, administrative staff and students) with highest mean scores of 37.12, 36.89 and 35.30 respectively preferred Adama University to be dominated by a very personal place like an extended family where people seem to share a lot of them selves.

Findings Related to Organizational Leadership

With the mean scores of 37.49, 30.16 academic staff, and students respectively perceived the current dominant organizational leadership at Adama University generally exemplify entrepreneurship, innovating or risk taking. On the other hand, with mean sore of 37.60 the administrative staff perceived the current leadership style at the university generally exemplify coordinating, organizing or smooth running and efficiency.

Concerning the dominant organizational leadership in the preferred situation, it is found out that academic staff, administrative staff and students with highest mean scores of 36.23, 35.74 and 33.42 respectively preferred the leadership at the Adama University to be exemplified by mentoring, facilitating or nurturing.

Findings Related to the Management of Employees

Regarding the management of employees, administrative staff with the highest mean score of 30.21 perceived the current dominant management of employees at the university to be characterized by security of employment, conformity, predictability, and stability in relationships. On the other hand Academic staff and students have different perceptions regarding the current management of employees in the University, with the highest mean scores of 30.68 and 29.17 the academic staff and students respectively perceive the current dominant management style at Adama University characterized by individual risk-taking, innovation, freedom, and uniqueness.

The finding also showed that in the preferred situation, academic staff, administrative staff and students want the management style at Adama University to be dominated by

teamwork, consensus, and participation with the highest mean scores 35.49, 34.25 and 32.13 respectively.

Findings Related to Organizational Glue

Academic staff and students with the highest mean values of 29.29 and 31.71 respectively perceived the dominant glue that holds Adama University together is commitment to innovation and development and an emphasis on being cutting age. Nevertheless, administrative staff with the highest mean score of 28.15 perceives the dominant glue that holds the university together is formal rules, policies, and importance of maintaining a smooth running organization.

In the preferred situation, it is found that with the highest mean value of 34.92, academic staff preferred the dominant glue that holds Adama University to be loyalty and Mutual trust. However, administrative staff and students with the highest mean scores of 30.59 and 30.14 respectively preferred the dominant glue to be commitment to innovation and development.

Findings Related to Strategic Emphasis

Concerning strategic emphasis all of the three groups were in agreement, the academic staff, administrative staff and students with the highest mean scores of 35.82, 28.14 and 32.44 respectively perceived in the current situation Adama University mainly emphasizes acquiring new resources, creating new challenges and trying new things and prospecting for opportunities.

The groups also had the same views regarding the organizational culture in the preferred situation; the academic staff, administrative staff and students with the highest mean scores of 34.43, 31.21 and 28.45 respectively preferred the university to emphasize mainly on human development, high trust, openness and participation.

Findings Related to Criteria of Success

It is found out that the academic staff with the highest means score of 32.53 perceived currently Adama University defines success mainly based on having the unique or newest

services/products. Unlike this, administrative staff and students with highest mean scores of 36.64 and 31.57 respectively perceived that currently the university mainly defines success based on efficiency, dependable delivery, smooth scheduling and low cost service/ production.

Regarding the preferred criteria of success the academic staff, administrative staff and students with the highest mean scores of 33.25, 30.31 and 30.55 respectively preferred their organization (Adama University) to mainly define success based on development of human resources teamwork, employee commitment and concern for people.

5.1.2. Findings Related to Dominant Culture at Adama University

Regarding the organizational culture in the current situation, the findings showed that Adama University is dominated by Adhocracy Culture with the highest mean score of 29.29. However, with the highest mean score of 31.97 the university is favored to be dominated by Clan Culture in the preferred situation.

Furthermore, for sake of deep investigation this study considered the six dimensions of OCAI separately and the following results have been achieved.

The highest mean scores of 29.69, 28.78, 30.89 and 32.14 provided for alternative B in terms of organizational leadership, management of employees, organizational glue and strategic emphasis respectively, showed that in terms of these four dimensions currently Adama University is dominated by Adhocracy culture, i.e. the leadership in the university exemplifies entrepreneurship, innovating and risk taking. The management style in the university bases on individual risk taking, innovation, freedom and uniqueness. The glue that holds the university together is commitment to innovation and development. Moreover, the University emphasizes acquiring new resources and creating challenges.

However, there is a different perception in terms of dominant characteristics and criteria of success. The highest mean scores of 29.61, 31.32 provided for alternative D respectively showed that in terms of these two dimensions currently the university is dominated by Hierarchy culture, i.e. it is perceived to be a very controlled and structured place where formal procedures generally govern what people do. Moreover, it defines

success based on efficiency, dependable delivery, smooth scheduling and low-cost service/production.

Regarding the preferred situation, the highest mean values of 35.62, 33.90, 32.62, 29.21, and 30.70 provided for alternative A in terms of dominant characteristics, organizational leadership, management of employees, strategic emphasis and criteria of success respectively indicate that in terms of these five dimensions Adama University is preferred to be dominated by a Clan culture, i.e. a university which its working environment is like a personal place and extended family. Its leadership is mentoring, facilitating and nurturing. Its management style bases on teamwork consensus and participation. Its strategic emphasis is human development, high trust, openness and participation. Moreover, define success on the bases of development of human resource, teamwork, employee commitment and concern for people.

However, in terms of organizational glue there is a different perception across the three groups of respondents. The highest mean score 30.25 provided for alternative B shows that Adama University is preferred to be dominated by Adhocracy culture, i.e. to be held together by commitment to innovation and development.

5.1.3. Findings Related to the Strength of Dominant Culture at Adama University

The findings showed that the dominant culture in the current situation -Adhocracy (mean score =29.29) is found to be slightly stronger than the remaining culture types in the current situation. Likewise, dominant culture in the preferred situation-Clan (mean score =31.97) is found to be slightly stronger than the remaining culture types in the preferred situation. The findings also showed that the dominant organizational culture in the current situation -Adhocracy (mean score =29.29) is found to be weaker than dominant culture in the preferred situation- Clan (mean score = 31.97).

5.2. Conclusions

Based on the above findings the following conclusions were drawn.

Regarding the organizational culture at Adama University, it was found that the university is dominated by Adhocracy culture in the current situation. This indicates that in the current situation more than any other Adama University is a dynamic and creative work place. The leadership in the university is visionary, innovative and risk oriented. The university is held together by commitment to experimentation and innovation. The emphasis is on being at the leading age of new knowledge. Readiness for change and meeting new challenges are important. The universities long-term emphasis is on rapid growth.

With respect to organizational culture in the preferred situation, the findings showed that every group of respondents preferred Adama University to be dominated by Clan culture. From this, it is possible to conclude that, all members of the University want their organization to be a friendly place to work. To have leaders those are thought of as mentors. To be held together by loyalty and tradition and to be high in commitment. To emphasize on long-term development of individuals. To define success in terms of internal climate and concern for people. And to place a premium on team work participation and consensus.

Concerning the strength of overall dominant culture types dominant culture in the current situation-Adhocracy and preferred situation-Clan are both found be slightly strong than the remaining culture types. This implies that organizational cultures, which are not dominant, have some considerable part in the culture of Adama University.

5.3. Recommendations

As it was explained in the previous sections, it was found that in the current situation Adama University is dominated by Adhocracy culture. However, this culture type is not liked by most of the members of the university instead; they wanted it to be dominated by Clan culture in the preferred situation.

Hence, to have better working environment it is recommended that AU should carry out cultural change endeavors. The university should revise its policies strategies and philosophies; in line with the characteristics of clan culture so that to be consistent with the need and preference of the members (for the detail characteristics of clan culture see review of related literature p. 22). In addition to this, it should work with different national and international management consultants on how to change organizational culture for example, Ethiopian Management Institute (EMI), and International Council of Management Consulting (ICMC). Promoting and giving especial support for researches that are made on organizational culture and scheduling special research seminar days in which only studies regarding organizational culture are presented could also be another solution. Moreover, it ought to create awareness regarding organizational culture through various trainings workshops, meetings and celebrations.

Finally, with respect to the organizational culture strength the dominant organizational culture of Adama University in the preferred situation is found to be slightly strong. Researches shows that firms with strong cultures are associated with homogeneity of effort, clear focus and higher performance in environments where unity and common vision are required (Cameron and Quinn's, 1999). Hence, the university is recommended to have very strong organizational culture than the present one by inculcating common and uniform vision through out the organizational members.

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Appendices

Appendix A

Addis Ababa University

School of Graduate Studies

Department of Educational planning and Management

A study on Assessment Organizational Culture at Adama University

Questionnaire to be filled by Academic staff, administrative staff and students

I. Personal information

1. Age

Less than 25

25-35 years

36-45 years

46-55 years

More than 55 years

2. Sex

Male

Female

3. Nationality

Write your nationality.....

4. Educational qualification

Undergraduate

Diploma

MA/MSC

BA/BSC

PhD

5. Years of service

Less than 5 years

5-15 years

16-25 years

more than 25 years

6. Major Area of Study

Write your major areas of your study.....

7. Your current Academic title (For academic staff only)

Professor

Associate professor

Assistance Professor

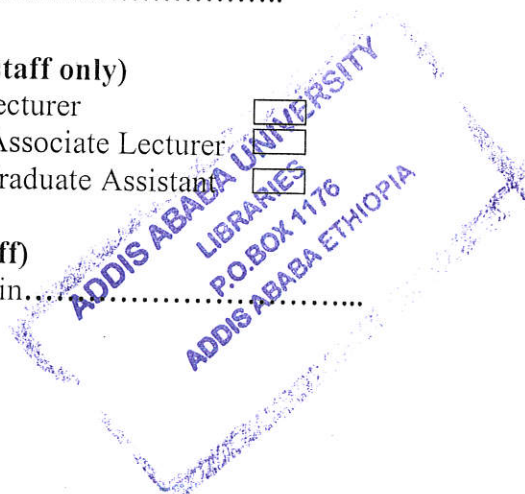
lecturer

Associate Lecturer

Graduate Assistant

8. Your current position (for non-academic Staff)

Write the administrative unit you are working in.....



II. Organizational Culture Assessment Instrument (OCAI)

Instructions for completing the Organizational Culture Assessment Instrument (OCAI)

Dear respondents, the purpose of the OCAI is to assess six key dimensions of organizational culture. In completing the instrument, you will be providing a picture of how your organization operates and the values that characterize it.

The OCAI consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in question one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and five points to D. Just be sure your total equals 100 points for each question.

Note, that the section-1 through the six questions is labelled “Now”. This refers to the culture, as it exists today. After you complete the “Now”, you will find the questions repeated under a heading of “Preferred” in section-2. Your answers to these questions should be based on how you would like the organization to look five years from now.

The study is purely academic and it doesn't affect you or your organization. So, you are kindly requested to fill the questionnaire honestly and with great care. Your genuine and timely responses would be a great help to the success of this study.

Section 1: The Organizational Culture Assessment Instrument-current

1. Dominant Characteristics		Now
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.	
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	
	Total	100
2. Organizational Leadership		Now
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	
	Total	100
3. Management of Employees		Now
A	The management style in the organization is characterized by teamwork, consensus, and participation.	
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	
	Total	100

4. Organization Glue		Now
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	
	Total	100
5. Strategic Emphases		Now
A	The organization emphasizes human development. High trust, openness, and participation persist.	
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	
	Total	100
6. Criteria of Success		Now
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	
	Total	100

**Section-2: The Organizational Culture Assessment Instrument-
preferred**

1. Dominant Characteristics		Preferred
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of them selves.	
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.	
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	
	Total	100
2. Organizational Leadership		Preferred
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	
	Total	100
3. Management of Employees		Preferred
A	The management style in the organization is characterized by teamwork, consensus, and participation.	
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	
	Total	100

4. Organization Glue		Preferred
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	
	Total	100
5. Strategic Emphases		Preferred
A	The organization emphasizes human development. High trust, openness, and participation persist.	
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	
	Total	100
6. Criteria of Success		Preferred
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	
	Total	100

APPENDIX B

Addis Ababa University

School of Graduate Studies

Department of Educational planning and Management

A study on Assessment Organizational Culture at Adama University

**Interview guides to be conducted with some selected members of academic staff,
administrative staff and students**

1. How do you express the leadership in your university
2. What effectiveness criteria most highly valued in the university (how does effectiveness be measured?)
3. What is quality assurance strategy in the university (what strategies are used to assure quality?)
4. How do you express the role of human resource management in the university
5. How do you see the working environment in your university? (Is that creative, friendly, formalized or result based?)
6. What kind of worker is successful in your organization? Why?
7. What do the organization promotes is that team work, individual ingenuity and freedom or other?
8. What force do you think is that keeps the organization together? (Is that rules, importance winning, experiment and innovation or commitment and tradition?)
9. How do you express the commitment of employees in the university? (Do they involve in varies aspects, take risks, compete and focused on goals or procedures decide what they do?)
10. What do the university dreams to achieve in the future, in your opinion? (Is that reputation, stability, growth and treat new resource or addressing needs of clients?)

APPENDIX C

Addis Ababa University

School of Graduate Studies

Department of Educational planning and Management

A study on Assessment Organizational Culture at Adama University

Observation guide

1. What attracts attention individual as he/she approaches the gate of the university?
2. What do the out lay of the buildings look like and what is their cultural meaning
3. Where are the offices and the dormitories of the students located?
4. What do the organizational design look like
5. What Myths and symbols are observed around the offices, students' dormitory, in cafeteria, Staff lounge, in library laboratory and other areas of the university?
6. What kind of a unique specialized language are heard/observed
7. What do parking place look like is there special parking places for some groups
8. What do the office size look like
9. Are there special eating facilities, automobiles, placement, furnishings and other prerequisite that indicate position and power?
10. How do the members of university treat outriders?
11. What do the interaction of the members of the university look like?
12. What types of symbols are clearly observed in the university?
13. What is frequently posted on bulletin boards or notice boards or displayed walls?

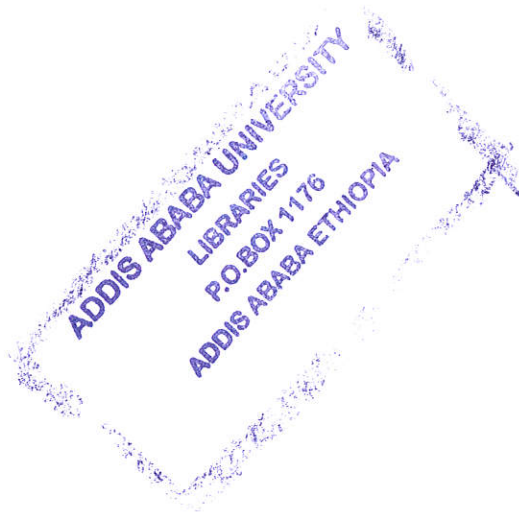
Declaration

I here by declare that this thesis is my work and that all the sources of material used for the thesis have been fully acknowledged.

Name Fasil Fikrie

Signature 

Date 11/04/2011

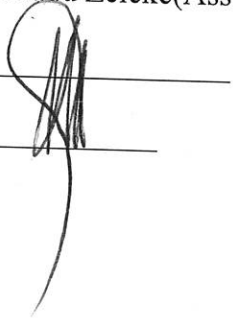


This thesis has been submitted for examination with my approval as a University advisor

Name: Befekadu Zeleke(Asst. Professor)

Signature

Date

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