



SCHOOL OF COMMERCE

THE EFFECT OF ORGANIZATIONAL CULTURE ON ORGANIZATIONAL PERFORMANCE: THE CASE OF ABUNE GORGORIOS SCHOOLS

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Addis Ababa, Ethiopia

Addis Ababa University
School of Commerce

**The Effect of Organizational Culture on
Organizational performance: The Case of Abune
Gorgorios Schools**

By

Adane Mitiku
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**A Final project submitted to Addis Ababa University,
School of
Commerce in Partial fulfillment of the Requirements for
the
Degree of Master of Business Leadership**

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DECLARATION

I, Adane Mitiku, hereby declare that the study entitled “**The Effect of Organizational Culture on Organizational performance: The Case of Abune Gorgorios Schools**” is my original work and has not been presented in Addis Ababa University or any other University. I have carried out the study independently with the guidance and support of the research advisor Worku Mekonen (PhD). All other contributors or sources used for the study have been duly acknowledged.

Adane Mitiku

Signature

Date

Confirmation by advisor

Worku Mekonen (PhD)

Signature

Date

STATEMENT OF CERTIFICATION

This is to certify that Adane Mitiku Kassa's research work on the topic entitled **“The Effect of Organizational Culture on Organizational performance: The Case of Abune Gorgorios Schools”** is her original work and suitable for submission for the award of Master's Degree in business Leadership.

The project paper is submitted for examination with my approval as a university advisor.

Worku Mekonen (PhD)

(Advisor)

May, 2024

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ABBREVIATIONS

ABGS – Abune Gorgorios School

ADP -- Adaptability

ANOVA -Analysis of Variance

BSC -Balance Score Card

CON- Consistency

Dep't - Department

FPM - Financial Management System

Hyp – Hypothesis

IN- Involvement

KPI --Key Performance Indicators

MIS – Mission

ROI -- Return on Investment

SPSS - Statistical Package for Social Sciences

SD -Standard Deviations

SPMS - Strategic Performance Management System

NFPM -Non-Financial Management System

Sig. _ Significance

VIF - Variance Inflation Factor

CONTENTS

DECLARATION	iv
STATEMENT OF CERTIFICATION	v
ACKNOWLEDGEMENT	iii
CONTENTS	v
CHAPTER ONE.....	11
INTRODUCTION	11
1.1. BACKGROUND OF THE STUDY	11
1.2. STATEMENT OF THE PROBLEM	13
1.3. RESEARCH QUESTIONS	15
1.4. RESEARCH OBJECTIVES	16
1.4.1. SPECIFIC OBJECTIVES	16
1.5. SIGNIFICANCE OF THE STUDY	16
1.6. SCOPE OF THE STUDY	17
1.7. LIMITATION OF THE STUDY	17
1.8. DEFINITION OF TERMS	19
1.8.1. ORGANIZATIONAL CULTURE.....	19
1.8.2. ORGANIZATIONAL PERFORMANCE.....	19
1.8.3. A BALANCED SCORE CARD.....	19
1.8.4. ORGANIZATION OF THE STUDY	20
CHAPTER TWO.....	21
2.1.1. ORGANIZATIONAL CULTURE	21
2.1.1.1 ORGANIZATIONAL CULTURE Error! Bookmark not defined.	
2.1.2. ORGANIZATIONAL PERFORMANCE	22
2.2. MEASUREMENT OF ORGANIZATIONAL PERFORMANCE	23
2.2.1. METHODS AND TOOLS FOR MEASURING ORGANIZATIONAL PERFORMANCE	23
2.3. UNDERSTANDING ORGANIZATIONAL CULTURE AND ORGANIZATIONAL PERFORMANCE.....	25
2.4. REVIEW OF EMPIRICAL STUDIES	26
2.4.1. EFFECT OF ORGANIZATIONAL CULTURE ON ORGANIZATIONAL PERFORMANCE	27
2.4.2. CONCEPTUAL FRAME WORK	28

2.4.2.1. RESEARCH MODEL (CONCEPTUAL FRAME WORK)	29
CHAPTER THREE	30
3. RESEARCH METHODOLOGY	30
3.1 DESCRIPTION OF THE STUDY AREA	30
3.2 RESEARCH APPROACH	30
3.3 RESEARCH DESIGN	30
3.4 POPULATION AND SAMPLING DESIGN	31
3.4.1 POPULATION OF THE STUDY	31
3.4.2 SAMPLING SIZE	31
3.4.3 SAMPLING TECHNIQUE	32
3.5 DATA SOURCE AND TYPE	32
3.7 METHOD OF DATA ANALYSIS	33
3.9 . ETHICAL CONSIDERATION	34
3.8 VALIDITY AND RELIABILITY	34
3.8.1 VALIDITY	34
3.8.2 RELIABILITY	34
4.2.2 MEASURE OF RELIABILITY FOR NON-FINANCIAL PERFORMANCE	43
4.3.2. DESCRIPTIVE ANALYSIS OF ORGANIZATIONAL CULTURE	45
4.3.2.1. Effect of Organizational Culture Involvement on Performance	45
4.3.2.2. Effect of Organizational Culture Consistency on Performance	47
4.3.3. DESCRIPTIVE ANALYSIS OVERALL ORGANIZATIONAL PERFORMANCE	50
4.3.4. RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND NON-FINANCIAL PERFORMANCE	52
4.3.5. PEARSON CORRELATION ANALYSIS	52
4.3.6. REGRESSION MODEL ASSUMPTION TEST	53
4.3.6.2. NORMALITY TEST:	54
4.3.6.3. AUTO CORRELATION TEST:	56
4.3.6.4. MULTICOLLINEARITY TEST:	56
4.4.1 MODEL SUMMARY FOR ORGANIZATIONAL PERFORMANCE ..	57
4.4.2. ANOVA FOR ORGANIZATIONAL PERFORMANCE	58
4.4.3 COEFFICIENTS OF THE REGRESSION FOR ORGANIZATIONAL	

PERFORMANCE	58
CHAPTER FIVE	62
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	62
SUMMARY	62
CONCLUSION	64
RECOMMENDATIONS	64
SUGGESTION FOR FUTURE STUDIES	66
REFERENCE	67

LIST OF TABLE

Table3.1. validity test of Involvement with items	36
Table3.2. Test of validity of consistency with items	37
Table3.3. the validity test of Adaptability	38
Table3.4.The validity test of Mission	39
Table3.5.The validity test of performance	40
Table 3.6 Reliability test for traits of organizational culture.....	41
Table 3.7 : Reliability Test for Non-financial performance.....	41
Table 4.1 Response rate of questionnaire	42
Table 4.2 Demographic Characteristic of the Respondents	44
Table 4.3 The Involvement Cultural Dimension at ABGS	46
Table 4.4 The Consistency Cultural Dimension at ABGS	47
Table 4.5 The Adaptability Cultural Dimension at ABGS.....	48
Table 4.6 The Mission Cultural Dimension at ABGS.....	49
Table 4.7 The Organizational Performance at ABGS.....	51
Table 4.8. Correlation between Organizational Culture Traits and Organizational Performance	53
Table 4.9. Descriptive statistics.....	55
Table 4.10: Autocorrelation test of regrating analysis.....	56
Table 4.11: Multicollinearity Test.....	57
Table 4.12: Regression Model Summary	57
Table 4.13: Regression Model Summary(ANOVA ^a).....	58
Table 4.14: Regression Coefficients ^a	59
Table 4.11. Summary of hypothesis testing.....	61

LIST OF FIGURE

Figure2.1. conceptual frame work	29
Fig.4.1 Linearity Test (P-P Plot of Regression)	54
Fig.4.2.Normality Test.....	55

ABSTRACT

This study proposes to examine the influence of organizational culture on organizational performance in the case of Abune Gorgorios schools, Addis Ababa. Organizational culture variables namely; Involvement, consistency, Adaptability, and Mission are taken as independent variables and organizational performance served as dependent variable. The study employed a quantitative research methodology that was both descriptive and explanatory in its approach. This study proposes a total sample of 236 respondents with a response rate of 191 respondents consisting of school principal, management staff, teachers and support staff of organizations in Addis Ababa. Both inferential and descriptive statistics were applied in this study. The researcher utilized surveys to collect primary data for the study. All the data analysis was operated through the Statistical Packages for Social Sciences (SPSS) version 20 to determine the relationship and the effect of variables. The findings reveal that organizational culture affects organizational performance directly and significantly as all cultural dimensions except involvement namely; mission, adaptability and consistency have shown significant and direct impact but involvement affects insignificant impact though positively related with organizational performance. However, mission, adaptability and consistency cultures were dominant form of cultures which have shown more impact than involvement cultures. Involvement culture was moderate relationship with organizational performance. The finding of the study shows that mission culture was the dominant culture of Abune Gorgorios schools. The study found that organizational culture has a significant impact on overall performance.

KEYWORDS: ORGANIZATIONAL CULTURE; INVOLVEMENT, CONSISTENCY, ADAPTABILITY, MISSION, ORGANIZATIONAL PERFORMANCE.

CHAPTER ONE

INTRODUCTION

This study explores the impact of organizational culture on the performance of Abune Gorgorios Schools by examining the influence of organizational culture on overall organizational performance. As a result, among the types of organizational behavior, organizational culture is one that can help an organization achieve effective, profitable, and efficient performance by assessing organizational performance (Eskender Tesfaye 2019). Esdros Construction Trade and Industry is a Share Company established as per commercial code of Ethiopia and engaged in several sectors among which education service is the pioneer since its establishment.

This chapter includes the following: the study's background; a problem statement; a research question; the study's objective; the study's significance; the study's scope; its limitations; a definition of terms; and an explanation of the paper's organization.

1.1.BACKGROUND OF THE STUDY

The relationship between the organizational culture and organizational performance studied by many researchers and also many business managers tried to develop their organizational culture to enhance their organizational performance in the competition of the global market. Due to difficult business conditions, many managers of companies find it difficult to thrive in a cutthroat worldwide marketplace (Bolboli and Reiche, 2014).

Over the last few decades, social researchers have explored the concept of organizational culture as a point of view in organizational hypotheses, and there has been critical study published to investigate the effect of organizational culture on employee performance.

For example , researchers(Hofstede CenterHeskett & Kotter, 1992; Hofstede & Bond, 1988; Hofsteds, 1980; Magee, 2002; Ouchi, 1981)guarantee that structure culture can be utilized for estimating the economic performance of an organization.

Different researchers have been defined and identified the traits of organizational culture in different form. according to (Schein, 2011), organizational 5 culture is the combination of values, beliefs, and norms which may impact the way employees behave, think and feel in the organization. According to Nelson and Quick (2011), an organization's culture serves four purposes: giving its members a sense of identity; boosting commitment; fortifying organizational values; and influencing behavior through a control mechanism

To relate the organizational culture with organizational performance, performance was defined by using different measurements, for example According to (Richard, 2013), Performance is a measure that involves productivity, quality, consistency, and so on. so on.

On the other hand, relative (normative) measures, education and training concepts, leadership training, and instruments involving management development and training are what make up performance indicators. These include behaviors and results that are based on criteria, as well as leadership training.

Organizational culture improves performance across the board, including in the field of education. The organizational cultures may improve job satisfaction, organizational performance, and the assurance that problems can be solved, according to Kotter's (2012) research. A school's culture has a big influence on how the administration works to accomplish the objective (Seshore, 2009).

The most significant factor affecting a company's performance is its organizational culture as studied by (Desson & Clouthier, 2010). Analyzing the effect of organizational culture on organizational performance at Addis Ababa's Abune Gorgorios School is the purpose of this research. This discovery holds significance for companies and their supervisors who aim to comprehend the impact of organizational culture on overall performance.

1.2. Background of Abune Gorgorios School

Abune Gorgorios Schools are under the ESDROS shareholder's company that was that was established on 19th of July 2011 by 12 founding members with a paid-up capital of Birr100,000. The Company has been growing steadily in terms of capital, operational scope and number of employees since its establishment. As of June 2020, the paid-up capital has reached to birr 135 million with shareholders' base of 2900. It has established Abune

Gorgorios School Systems (AGSS) at KG, Primary and High School and Preparatory levels in Addis Ababa, Bahir Dar and Dire Dawa. (ESDROS,(2020))

ESDROS has more than 1200 staffs in all of its branches and at head office level. In the academic year (2019/20), the number of students enrolled reached to 12000 in all campuses. This number is expected to reach to 13,500 students in 2020/21 of the academic year. From 7 campuses there are 5 branches in Addis Ababa, from all staffs' of 1200 personnel at ESDROS there are 578 teachers and schools' administrators.

The schools contribute great role in shaping the identity and behavioral aspects of an individual. They also provide the major part of the formal education that one needs to live in society. It helps a student improve them self in academics so he/she can contribute to the society. The person also becomes capable of working in the society. The schools also train the person to know about different cultures, beliefs and thoughts by interaction with different people. School teaches us to respect values and culture of other communities in the society. By respecting each other we can live in harmony and peace. (ESDROS ,2020)

1.3.STATEMENT OF THE PROBLEM

Studies have been proposed to explore the relationship between organizational culture and sustainability and performance. Organizational culture is a crucial component of an organization. (Ngozi, Asikhia, and Nneji, 2021). The idea that particular organizational cultures promote higher organizational performance is one of the key theories explaining the interest in organizational culture. (Ilies and Gavrea (2011).

Many researchers have looked into the relationship between organizational culture and performance; however, the majority of these studies have mostly focused on developed western countries. Based on their findings, organizational culture matters for performance in organizations. Several studies have been conducted, including (Denison and Neale, 2008), Ahmed and Shafiq (2014), and Denison et al. (2011); Hofstede & Associates, 2010) and Schein (2010). Few empirical studies carried out in developing nations (Chilla et al., 2003; Aluko, 2003). (2012), Ng'ang'a and associates.

The findings of Senait (2017), Pangewa (2015), and others indicate that not much research has been done on the impact of organizational culture in developing nations. Tewodros

Bayeh Tedla (2016) conducted studies, and his findings indicated that there was a significant relationship between the mission and consistency cultures and organizational performance. The relationship between organizational performance and involvement and adaptability culture was found to be moderate.

On organizational performance, however, adaptability culture had little effect. According to the study's findings, Debre Berhan University's mission culture predominated. The organization performed at a moderate level. In addition, he has suggested that more research be done to examine the practical methods used by business managers in developing nations to create a strong organizational culture..

According to Other different studies, conducted by Alemgenet Hailu Menesha(2020):Akpa Victoria O& Asikhia Olalekan U.& Nneji Ngozi Evangeline (2021);Elona Cera &Anri Kusaku(2020) ;Adriana Madya Marampa,& Rr. Woeri Vive Khananda & Ade Irma Anggraeni(2021), have findings that direct influence of organizational culture on organizational performance, specially Commitment is significantly affects organizational performance and they also recommended further studies to be conducted to explore the Beter link between the organizational cultures and organizational performance.

According to Alemgenet Hailu(2020), In Ethiopia, research on organizational culture and its influence on organizational performance is not sufficient. There is a gap in the relevant literature regarding Ethiopia or the developing world as a whole. The researcher belief that the role of organizational culture on organizational performance in Ethiopia, especially in General private Education sectors, is not much given attention and studies have not been conducted in sufficient depth. In this regard, it would have been worth studying the role of organizational culture on organizational performance in private General Educational Institutions.

Being involved in the education sector and carrying out the duties that an educational institution is expected to perform is one of Esdros Construction Trade and Industry SC's main goals. Abune Gorgorgorios schools cultivate and educate citizens capable of gaining self-discipline and moral comprehension; they also promote and preserve Ethiopian culture,

values, and ethics for future generations, fostering a generation of proudly Ethiopian citizens. At Abune Gorgorios Schools, major changes have been adopted overtime. These changes have necessitated a review of the management structure, addition of Abune Gorgorios Schools mandate and functions, and as a result, experienced significant changes in organizational culture.

Over the years, Abune Gorgorios Schools has not carried out any research to look at how organizational culture affects performance. According to Stafford and Miles (2013), an organization cannot control its performance unless it is aware of its culture. This literally means that an organization must evaluate the assumptions, values, and structures that shape its methods of operation. Consequently, this will not only help the organization stay current but also help it recognize the precipitous elements that are part of its culture and which are detrimental to performance. Schein (2007) also contends that employees are more likely to embrace an organization's culture when it is in line with the company's mission and goals.

The researcher motivated to conduct research on the selected topic is, first of all, the study of the relationship between organizational culture and organizational performance conducted in a Western country context, and the developing countries are not similar. Second, very little research has been conducted in Ethiopia, and most studies focus on corporate organization, particularly in the banking sector and insurance companies. Thirdly, Abune Gorgorios schools, like any other cultural organization, has its own culture.

Thus, by examining the impact of organizational culture on organizational performance in the Abune Gorgorios school, this study aimed to close the gap in empirical research that currently exists. The purpose of this research is to ascertain how elements of organizational culture and performance are related to one another. In order to explain the cultural characteristics of organizational performance, the study will make use of the Denison theory of organizational culture. Therefore, this study not only seeks to fill the existing gap in literature, but also provide relevant findings on the effect of organizational culture to Abune Gorgorios Schools management.

1.4.RESEARCH QUESTIONS

This study was guided by the following research questions:

- What kinds of organizational cultures does dominant in Abune Gorgorios School?
- What is the level of the organizational performance?
- What is the effect of organizational culture on the organizational performance of Abune Gorgorios Schools?
- Which culture type more influences performance of Abune Gorgorios schools?

1.5.RESEARCH OBJECTIVES

The General objectives of this study is to examine the effect of organizational culture on organizational performance using a case study of the Abune Gorgorios Schools.

1.5.1. SPECIFIC OBJECTIVES

- To investigate the culture of Abune Gorgorios Schools.
- To examine the level of organizational performance of Abune Gorgorios schools.
- To examine the effect of organizational culture on the organizational performance in Abune Gorgorios Schools.
- To identify the cultural attributes which have more influence the organizational performance of Abune Gorgorios school?

1.6.SIGNIFICANCE OF THE STUDY

The result of this study will have a contribution for Abune Gorgorios Schools and other companies in Ethiopia, to the accumulated body of knowledge about how organizational culture affects the organizational performance and also will have a contribution for other researchers who are interested in this area.

The results of the study can be beneficial to the staff at Abune Gorgorios Schools because they will shed light on their willingness to share the organizational culture and accept change. An evaluation of the organizational culture will be crucial to management in identifying the underlying causes of the issues impeding the organization's ability to perform better. The study's conclusions will help Abune Gorgorios Schools' upper

management and the HR department better understand how organizational culture, both overall and at the component level, affects performance within the organization. The study's findings will be helpful in this regard when evaluating the change management plans that will be implemented to make sure the adjustments have a positive impact on the company. It will also make it easier for academics who are interested in the topic to conduct additional research.

In this regard, the study findings will be useful in reviewing the change strategies that will be in place to ensure that the changes bring meaningful gains to the organization.

Moreover, it will pave the way for academicians who are interested to make further investigation on the issue.

1.7.SCOPE OF THE STUDY

This study will be enclosed in terms of the topic and geographic area it covers. The study will focus on examining the effects of organizational culture on organizational performance in Education sector in Addis Ababa particularly at Abune Gorgorios Schools.

Esdros Construction Trade and Industry is a Share Company established as per commercial code of Ethiopia and engaged in several sectors such as real-estate, import and export, and education service. So, the study will be only focus on the Education service from company's business. ESDROS Construction (2020)

The study also will target employees working in the schools in different positions due to the fact that all members of the organization reflect important behaviors of company's culture in their day-to-day practice.

In addition to this, organizational culture has various and different dimensions according to different models, nevertheless the study will be conducted on only four dimensions of Denison organizational culture model that is Involvement, Consistency, Adaptability, and Mission as independent variables and organizational performance as dependent variable.

1.8.LIMITATION OF THE STUDY

This study has some limitation: The dimension selected for organizational culture will be limited to Power distance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, Long-term Versus Short-term Orientation if this were selected after reviewing the most quoted ones, in order to fully examine organizational culture additional dimensions should be included to investigate its effect.

The researcher will collect the data from organizational culture (employees of the organizations) by using non-probability sampling. Non-probability sampling is used for collecting data from the employee through convenience sampling technique because of the vast number of employees. According to Burns and Grove (2001), not every member of the population has an equal chance of being included in the sample when non-probability sampling techniques like convenience (accidental), quota, purposive, and network sampling are used.

1.9.DEFINITION OF TERMS

1.9.1. ORGANIZATIONAL CULTURE

The shared presumptions, values, and beliefs that shape organizational culture control how individuals behave within them. Employee behavior and job performance are heavily influenced by these common values within the organization. It is widely accepted that organizational culture, which is said to be distinct for each organization, is made up of seven essential traits known as organizational orientations. These include the ways that organizations approach risk, accuracy, success, justice, cooperation, teamwork, competition, and rules (Stafford and Miles, 2013 and Hofstede & Hofstede, 2010).

1.9.2. ORGANIZATIONAL PERFORMANCE

According to Lee et al., organizational performance is the competitiveness of an organization attained through a level of productivity and efficiency that enables the organization to maintain a long-term presence in the market. 2019). According to Lee et al. The essential elements of a balanced scorecard, which enumerates the elements required for an organization to be successful and competitive over the long term, were examined in's (2019) study on organizational performance. Important components include financial results, worldwide market share, product quality, and brand perception (Ana-Maria et al. 2010).

1.9.3. A BALANCED SCORE CARD

The performance of the organization is measured using a balanced score card, which was developed by Kaplan and Norton in 1992. Because non-financial organizational performance was the researcher's primary focus in this study. The present study employs the customer, internal business, and learning perspectives as the dimensions of the balanced score card.

1.9.4. ORGANIZATION OF THE STUDY

There are five chapters that will make up the research report. The research background, the problem statement, the study's objective, its significance, its scope, its limitations, and a glossary of terminology are all included in the first chapter.

The second chapter dealt with related literature reviews, conceptual framework and hypothesis development. The third chapter is about the research methodology used and research design, sampling techniques and others described. The fourth chapter deals with the interpretation and discussion of the findings. Finally, in the last chapter, will discuss the summary of major findings, the conclusion, recommendations, limitation of the study and future research.

CHAPTER TWO

2. RELATED REVIEW OF LITERATURE

In this section a range of literatures on pivotal generalities which are essential for the study is reviewed. Concept and descriptions of organizational culture, organizational performance, and abstract frame work of the study, Organizational culture variables are reviewed, along with the relationship between organizational performance and culture

2.1.THEORETICAL BACKGRUND

2.1.1. ORGANIZATIONAL CULTURE

Numerous academics have determined what organizational culture is all about. Sun (2008) defines theory as a "set of theory" that consists of important values, beliefs, and understandings that people share in common and that help directors make decisions and plan the association's activities. But Romani et al. (2018) contend that an organization's shared norms and values, or organizational culture, shape how its employees behave. It is made up of shared presumptions that a particular group has created and accepted in order to address both internal and external problems. Every company has a shared culture, with common norms and values (Lee et al, 2019).

Thus, Agwu (2014) defined the concept as a set of common values, beliefs, and standards that influence how representatives think, feel, and act in the workplace.

By defining the shared values, symbols, and rituals of an organization, Claver et al. (2001) provides a useful and potentially more focused interpretation of the concept of organizational culture that can be used to address both internal management issues and external concerns.

The analysis indicates that there is no consensus on the definition of organizational culture. However, it is generally agreed that Organizational culture comprises of key perspectives, for example, values, practices, beliefs and practices, that are usually acknowledged and which are utilized for directing activities inside an organization (Ahammad et al., 2016).

2.1.2. ORGANIZATIONAL PERFORMANCE

The meaning of performance is not the same in all literature. Some writing was defined as outcome, while others were defined by behavior.

The capacity of an organization to achieve its economic objectives through efficient and effective utilization of resources is outlined by J.Karanjia(2014).

The level of resilience demonstrated by an organization to its stakeholders and self-sufficiency was the focus of Griffin (2003)'s definition of organizational performance.

According to Beard (2003), performance is determined by the job function or activities performed during a specific period, without taking into account the individual character and behavior of the assessor. The definition of performance by Sudarmanto (2009) is behavioral, with the authors specifying that it encompasses behaviors that are relevant to the objectives of the organization or organizational unit where individuals operate.

Richard and colleagues conducted the research. (2009) found three key areas of concentration that are essential to the success of an organization: profits from the financial performance; sales and market share, among other things; and product market performance.), and shareholder return, or the total value added by shareholders, in Lee et al. 's 2019 study, it was also discovered that organizational performance is thought to be a gauge of a company's competitiveness, which can help ensure its long-term market presence via efficiency and productivity. In terms of work outcome, intangible assets, customer link, and quality services, Cascio (2014) defines organizational performance as the extent to which the work mission is attained.

Carton and Hofer (2006) posit that organizational performance is the voluntary association of productive assets, including human resources, physical capacity, and capital, for the achievement of a shared objective.

Bartoli and Blatrix (2015) define performance as something that can be attained through factors like quality, efficiency, effectiveness, piloting (testing), and assessment.

The idea of organizational performance can be approached in a different way from one author to another, which is why we value the review for practical interpretation and comprehension.

2.2.MEASUREMENT OF ORGANIZATIONAL PERFORMANCE

A measurement is giving a process or activity a specific numerical value. according to Fleischer (2003). Seang (2003:1) defines performance measurement theoretically as the process of figuring out how well a person or organization is doing in reaching their objectives.

According to (Božić, Velibor& Poola, Indrasen 2023), Organizational performance is the measure of an organization's success in achieving its objectives and goals. The purpose of this is to gauge how well an organization is utilizing its resources, including its workforce and non-human assets, to achieve its mission and provide value to its stakeholders.

The utilization of the term "performance " is so widespread that it can be interpreted in various ways based on different financial and non-financial goals, each linked to a variety of indicators. (Neely, 2004; Tangen, 2005; Richard et al, 2009; Popova and Sharpanskykh, 2010).

These two definitions imply that performance measurement is important in the context of an organization, and to manage the organization it must be possible to measure the utilization of different resources by various indicators.

2.2.1.METHODS AND TOOLS FOR MEASURING ORGANIZATIONAL PERFORMANCE

Measuring an organization's performance is the key factor in determining its success or failure. There are various techniques and instruments available to assess organizational performance, such as:

1. **Key Performance Indicators (KPIs):** The progress of organizations towards a particular goal can be measured using metrics. Whether measured in financial terms, KPIs can be quantitative or qualitative, and are commonly used to measure performance over time. (Alexandra Twin, 2024)

2. **Balanced Scorecard:** A tool that helps companies with strategic planning and management to match their operations with their goals is the balanced scorecard. It evaluates performance from four angles: learning and development, internal procedures, customers, and finances. (Saima Shafiq and Mashal Ahmed, 2014). How does this work? A balanced scorecard was suggested by Kaplan and Norton in 1992 as a useful tool for gauging

organizational performance. The balance score is analyzed using four lenses: the financial, customer, internal business, and learning perspectives. According to Chavan (2009) and Johnsen (2001), the influence of organizational culture on organizational performance can be made in the definition of goals, the course of action, or capacity rebuilding if organizational culture rebuilding is required. In this instance, balance score card viewpoints (Chavan, 2009):

- i. **Financial perspective:** The measures that show our shareholders how successful we are financially are return on capital, growth in shareholder value, and asset utilization.
- ii. **Customer perspective:** Customer-focused measures include image and repute, customer relations, product/service qualities, and how we appear to our customers in order to achieve our vision.
- iii. **Internal business processes:** Which business processes do we need to excel in order to meet the expectations of our shareholders and customers? These include producing products and services, delivering products and services, and providing after-sales services.
- iv. **Learning and growth perspective:** Information system capabilities; employee capabilities; motivation, empowerment, and alignment are measures of how we will continue to be able to adapt and grow in order to realize our vision.

3. Benchmarking is the process of comparing an organization's performance to that of other similar organizations. The goal of benchmarking is to find areas where an organization's performance can be improved. Numerous methods and tools, including benchmarking, have been shown in the literature to improve organizational performance. One of the best strategies for enhancing organizational performance and obtaining a competitive edge is to use benchmarking (Coburn, Grove, and Fukami, 1995; Elnathan). Young and Lin, 1996).

4. Surveys and feedback: Gathering input from employees, customers, and other sources can provide valuable insights into organizational performance. Employee engagement, customer satisfaction and other performance metrics can be measured by surveys.

5. Financial analysis: An organization's financial performance is evaluated by examining its

income statements, balance sheets, and cash flow statements. This process involves reviewing these documents.

6. Social Responsibility Reporting: Businesses can assess their influence on the community by using social responsibility reporting. They assess how their operations affect the environment, their workforce, and other relevant parties.

7. Return on Investment (ROI): ROI is a metric used to assess an investment's financial performance. The process involves weighing the investment's cost against its return.

2.3. UNDERSTANDING ORGANIZATIONAL CULTURE AND ORGANIZATIONAL PERFORMANCE

According to Schein (2011), organizational culture refers to the norms, values, and practices that have the power to shape people's attitudes, actions, and thoughts within a company. Nelson & Quick (2011) stated that organizational culture serves four functions: establishing individual identity, enhancing loyalty, reinforcing organizational values, and regulating behavior. Performance is evaluated based on productivity, quality, and consistency. Performance indicators consist of criteria-based metrics, education and training concepts that involve management development and leadership (normative) measures aimed at improving performance management skills and attitudes. See Reichert (2002) for more information. The performance of the organization is a function of the fundamental returns to the systems' strong cultural instillation, which gives the organization the assurance it needs to carry out its regular tasks. It is important to note that this idea allows both managers and academics to compare a company's performance over time and with those of competitors. Companies' activities and surroundings are most effectively controlled and accessed through organizational performance.

2.4. REVIEW OF EMPIRICAL STUDIES

Earlier studies have established a connection between organizational culture and organizational performance. Institutional, economic, and socio-cultural factors may vary between regions or sectors within the same region. Therefore, model developed in one country may not be applicable in other countries.

Growing sense of importance that the company places on organizational culture. Eaton and Kilby's (2015) argument emphasize the importance of establishing an effective organizational culture for enhancing performance and productivity. Previous studies have shown that adopting these factors may enhance organizational performance.

Various researchers have looked into the relationship between organizational performance and culture. According to Schein (2010), the functional perspective of organizational culture, having a strong culture is necessary for effective organizational performance.

The effects of organizational culture on educational institutions' performance are suggested by a study by Ng'ang'a and Nyongesa (2012), which suggests that culture affects most facets of organizational life and is a crucial component of successful institutional performance.

According to the study by Mozaffari, Soltani, and Bozorgzad (2012), which used the Denison model as a basis, involvement received the highest credit while adaptability received the lowest credit in examining the organizational culture of the Department of Education in Isfahan. Olughor (2014) asserts that the primary factor influencing an organization's overall efficacy is its mission.

According to experts in the field, the degree to which an organization's cultural values are widely embraced directly affects how well it performs (Denison, 1990). Saffold (1998) points out that culture influences performance outcomes and organizational processes in two different ways, indicating that the relationship between culture and performance is more nuanced than previously believed.

The results of Matko and Takacs' (2017) study indicate that increased employee motivation and better performance are associated with a strong organizational culture that is marked by appreciation and recognition of workers. emphasizes, in general, how crucial organizational culture is in determining overall performance and how it can improve organizational outcomes.

2.4.1. EFFECT OF ORGANIZATIONAL CULTURE ON ORGANIZATIONAL PERFORMANCE

Ul Mujeeb and Ahmad (2011) investigated the relationship between organizational culture and performance in Pakistani organizations. They discovered a strong correlation between various facets of organizational culture and performance management procedures, especially when taking into account how each individual perceives these distinctions.

A group of 60 individuals participated in an exploratory research study. Pakistani COMSATS institute for information technology. Furthermore, the analysis of organizational culture traits revealed that management practice had a positive impact with involvement 0.736, consistency 0.837, adaptability 0.767, and mission 0.815 ($r > 0.01$) when assessed by correlations.

Organizational performance in telecom companies is impacted by Hofstede culture dimensions, according to research conducted in 2014 by Mashal Ahmed and Saima Shafiq. Although a number of other factors exist, the Hofstede culture dimensions are the only ones that have an impact on organizational performance. The accomplishment of the organizational goal is significantly influenced by the culture within the company. As per Adriana Madyan Maramp & Rr. The study conducted in 2019 by Woeri Vive Khananda and Ade Irma Anggraeni suggests that organizational culture has a direct impact on performance (2021). The relationship between organizational commitment and performance is close..

According to research published in Akpa Victoria & Asikhia Olalekan U& Ngozi Evangeline (2021), employees who are committed and share similar values can improve performance towards the organization's overall goals. The review includes synopses of relevant literature on the role that organizational culture plays in enhancing performance and productivity in an organization.

The study by Alemgenet Hailu (2020) showed that there was a significant relationship and influence between mission and consistency cultures and organizational performance. Organizational performance had a moderate relationship with the culture of involvement and adaptability. However, the performance of the organization was not significantly impacted by the adaptability culture.

Based on four fundamental concepts, the impact of organizational culture on employee behavior and performance can be observed (Bulach & Lunenburg, et al. 2012). To begin with, having an understanding of association culture allows workers to gain insight into the history and functioning of the association. This knowledge reveals information about predestined future behaviors. Organized culture promotes devotion to the philosophy and values of an organization, which in turn encourage shared aspirations. Only when workers embrace these values can associations achieve less success. Moreover, organizational culture serves as a control mechanism by which actions are directed towards anticipated and negative outcomes. Keeping employees who share the same values as the association can also help to maintain their loyalty and support. A direct correlation exists between the organizational culture, which may result in lower effectiveness and performance than others.

According to Mozaffari, Soltani, and Bozorgzad's (2012) Denison model-based study, involvement was the highest and adaptability was the lowest in the Department of Education's organizational culture in Isfahan. In a similar vein, Olughor (2014) claims that the mission of the organization is what makes it most effective.

Matko and Takacs (2017) suggested that employees experience the greatest levels of motivation when they are in a better organizational culture. Significant performance improvement can be achieved through the strong cultural recognition and appreciation of employees within an organization.

Research supports the idea that organizational culture has a significant impact on performance, as demonstrated by evidence. This paper deals with non-financial performance aspects and the impact of culture on these areas, ultimately resulting in conclusions.

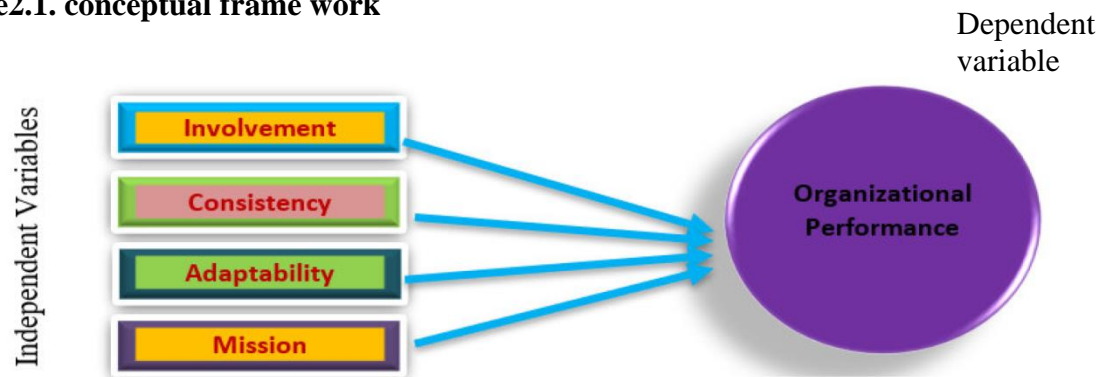
2.4.2. CONCEPTUAL FRAME WORK

A conceptual framework is a diagram that shows the expected relationship between variables, or the characteristics that are being studied. Creating conceptual frameworks usually involves going over the corpus of research that has been done on a given topic. They can be written or illustrated.

2.4.2.1. RESEARCH MODEL (CONCEPTUAL FRAME WORK)

Denison Organizational Culture Model Denison (1990) identified four elements of organizational culture model (a) involvement, (b) consistency, (c) adaptability, and (d) mission. (Denison, 1990; Denison & Mishra, 1995; Gordon & Di Tomaso, 1992; Kotter & Heskett, 1992). The four organizational culture model elements are essential in developing and maintaining an effective organizational culture in the organization (Kotrba et al., 2012).

Figure 2.1. conceptual frame work



Source: adopted from literature(Alemgenet Hailu Menesha,2020)

In order to satisfy the research questions and attain the objectives of the study, the following hypothesis is formed and will be tested in this research to validate the under listed hypotheses.

Hyp.1: There is a positive relationship between Organizational culture ‘involvement’ and performance.

Hyp2: There is a positive relationship between Organizational culture ‘consistency’ and performance.

Hyp. 3: There is a positive relationship between Organizational culture ‘adaptability’ and performance.

Hyp. 4: There is a positive relationship between Organizational culture ‘mission’ and performance.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter describes the study area, research strategy, research design, the population being studied, the sampling procedure, and the method for data collection. The validity and reliability of the research instrument were discussed. Ethical implications for the research also discussed.

3.1 DESCRIPTION OF THE STUDY AREA

3.2 RESEARCH APPROACH

The researcher will employ both a qualitative and quantitative methodology. The primary concept of this methodological design is that combining qualitative and quantitative methodologies provides a more comprehensive grasp of the second study's subject issue than either strategy alone (Kothari, 2004).

Quantitative research is a formalized, highly structured research methodology. This approach allows researchers to develop universal generalizations by evaluating specific factors across multiple participants. The qualitative research method stresses the subjective components of human action by focusing on the meaning, rather than the measurement of social occurrences. Israel, George D. (1992). Qualitative research refers to studies that do not seek to quantify their findings by statistical summaries or analyses. In this type of research, data was frequently presented in the form of descriptions rather than statistics. The primary goal of this research is to investigate the effect of various parts of organizational culture on organizational performance; thus, both a qualitative and quantitative technique were used.

3.3 RESEARCH DESIGN

The nature of the studies used on this have a look at became a descriptive and explanatory research design. Descriptive studies try to explain the records approximately the subject and explanatory studies layout attempts to give an explanation for the connection among

organizational way of life and organizational performance.

The purpose of study design is to facilitate the collecting of relevant evidence with least effort, time, and money (Kothari, C. 2014). Explanatory studies focus on analyzing a scenario or problem in order to explain the cause-and-effect relationship between provided factors. To do this, a well-defined research problem and hypotheses must be developed (Saunders et al., 2003). As the researcher seeks to determine which theorized component was prevalent in corporate culture, this study design meets the criteria.

3.4 POPULATION AND SAMPLING DESIGN

3.4.1 POPULATION OF THE STUDY

The study's population is defined as the aggregate or totality of all the objects, participants, or members that meet a set of specifications. G. R. Marczyk, K. Heilbrun, T. Lander, and D. DeMatteo. (2005). The study's target demographic consists of teachers and administrators who worked at Abune Gorgorios schools. The target population were 508 teachers and school administrators from various branches.

3.4.2 SAMPLING SIZE

This is the number of items to be chosen from the universe to form a sample. The sample size should not be extremely huge or too small; it should be optimal. An ideal sample meets the requirements of efficiency, representativeness, dependability, and adaptability. When deciding on the size of the sample, the researcher must consider both the needed precision and the acceptable confidence level for the estimate. To compute the sample size, the researcher wanted to apply Yamane's (1967) simplified formula, which is:

Yamane's formula
$$n = \frac{N}{1+Ne^2}$$

n = Sample Size

N = Population size

e = Level of precision 0.05 (5%)

Total population size = 578

The researcher used standard and convenient confidence level of 95%. Hence, margin of error can be 5% or 0.05 as a result

$$n = \frac{1200}{1 + (1200)e^2} = \frac{578}{1 + (578)(0.05)^2}$$

$$n = 236$$

Therefore, the total sample size is 236.

3.4.3 SAMPLING TECHNIQUE

Convenience sampling and Purposive sampling are examples of nonprobability sampling techniques that researchers used to select a sample of subjects or units from a population. Although nonprobability sampling has many limitations because it is subjective in nature, making it a poor representative of the population, it is still useful in certain situations, such as when randomization is impossible due to the size of the population, the researcher was working with limited resources, time, and workforce, or the research does not aim to produce results that used to create generalizations pertaining to the entire population. Consequently, nonprobability sampling techniques must be used. Etikan, Ilker. (2016) . And the random sampling method employed to select the respondents of the study from each branch.

By convenience sampling technique we refer to a technique that goes for the sample that is available in the light of easy access (Bryman & Bell, 2007). Convenience sampling method used in order to solicit willing respondents in filling the questionnaire or when population elements are selected for inclusion in the sample method based on the ease of access (Kothari, 2004). The study used a non-probability sampling technique specifically convenience method due to the large population, ease of access and the limitation in time and cost.

3.5 DATA SOURCE AND TYPE

Data can be obtained from existing sources or from surveys and experimental studies

designed to collect new data. The data sources used in this study were primary and secondary data sources. The primary data collected from the stated sample respondents from different branch whereas secondary data source was mainly the human resource and other departments' reports and plans and the like.

3.6. DATA COLLECTION METHODS

The primary data collected by using structured questionnaire. The questionnaire was adopted from Addisalem Zewdie(2019) and modify based on different literatures. Different literatures and empirical studies were reviewed to gain insights and background information about the effect of different types of organizational culture on the organizational performance. This helps to better understand the problem of the study and adopt measurement scale developed by Daniel Denison (2011) for the independent variable culture and performance measurement scale by Norton and Kaplan (1992). Accordingly, the current organizational culture and its effect on organizational performance investigated using structured questionnaire prepared based on 5-point Likert scale rating from 1 (strongly disagree) to 5 (strongly agree). The primary data collected by using structured questionnaire. The questionnaire is adopted from Addis Alem(2019) and modified based on different literatures. In order to examine the impact of organizational performance, the questionnaire covers every chosen organizational culture dimension. The questionnaire was divided into three sections. The first section focuses on the respondents' background information. The purpose of the second section is to measure 36 employees' perceptions of the components' implementation—namely, their level of involvement, consistency, adaptability, and mission.).

And third Part contains 8 questions to assess to what extent the performance is achieved according to the respondent. This part is five-point Likert scale questions.

3.7 METHOD OF DATA ANALYSIS

After collecting data from respondents, it analyzed with descriptive as well as inferential statistics by using SPSS software package to study the relationship between the independent variables (organizational culture dimensions) with the dependent variables (organizational

performance). Appropriate descriptive statistical analysis such as percentage, ratios, means and standard deviations is used. Data analyzed will be presented in the form of table, graphs, pie-charts and bar graphs. Also, to measure the relationship and effect between organizational culture dimensions and organizational performance, coefficient of correlation and regression was employed in the method of data analysis.

3.9. ETHICAL CONSIDERATION

The study gives value to ethical considerations. Respondents have full liberty in deciding to whether or not participated in the research. They have informed and fully aware of the purpose response, the questionnaires not asked their name.

3.8 VALIDITY AND RELIABILITY

3.8.1 VALIDITY

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. (C.R. Kothari, 2004). To verify the content validity more the research will consult to professionals of the university professors including my advisor.

As per Kothari's (2004) definition, validity refers to the degree to which an instrument measures what it is intended to measure. The researcher needs to verify three types of validity in research: content validity, criterion validity, and construct validity. Consequently, the researcher took a number of steps to ensure the validity of the instrument used in this study: the instruments used to assess the independent variable were taken from a previous study, indicating that the instruments have been tested; the instrument used to assess the dependent variable was created after a thorough analysis of instruments used in previous research; after the advisor approved the questionnaire, a pilot test was conducted to enhance the instrument's clarity and validity.

CONSTRUCT VALIDITY (CONVERGENT VALIDITY)

Test the validity of the questionnaire was conducted using Pearson product moment correlation using SPSS .The validity test Pearson product moment correlations done by

correlating each item questioner scores with the totality Score . Item-item questioner that significantly correlated with the total score indicates that the items are valid.

Construct validity is the measure of how well the items selected for the construct actually measure the construct. Construct validity is established through two forms of validities, convergent validity and discriminant validity.

Convergent validity refers to the degree to which multiple measures of a construct that theoretically should be related, are in fact related (Gefen, Straub & Boudreau, 2000).

Hence, the multiple indicators measuring the same concept through convergent validity are assessed to whether these indicators converge to measure the underlying construct.

This will ensure uni-dimensionality of the multiple-item constructs and will help in eliminating any unreliable indicators (Bollen, 1989).

Convergent validity is assessed using Average Variance Extracted (AVE). The AVE indicates how much of the indicators' variance can be explained by the latent unobserved variable.

An AVE greater than 0.50 provides empirical evidence for convergent validity (Bagozzi & Yi, 1988), as the corresponding latent variable explains more than half of the variance in the belonging indicators.

Basic Decision making in validity test :By observing the value of significance: if p-value<0.05,then the instrument is declared valid and p-value >0.05, then the instrument is declared invalid. By comparing r value ranged from 0.00 to+1. the degree of relation ship between variables can be based on Pearson correlation :from 0.00 to 0.20 no correlation, from 0.21 to 0.40 low correlation, from 0.41 to 0.60 the correlation being, from 0.61 to 0.80 high correlation and 0.81 to 1 perfect correlation.

From table 2 to 5 most variables p-value 0.00 then the items are valid and the r values are above 0.41 so the items are valid.

Table3.1. validity test of Involvement with items

		INVOLV 1	decisions are made at the situation	positive impact on Abune Gorgorios	ted so that workers can access different parts of the associati	get work done, rather work as they're part of a	those, workers can act ent to develop the skills are viewed as an important source				
INVOLV1	Pearson Correlation	1	.976**	.920**	.883**	.945**	.954**	.932**	.951**	.931**	.928**
	Sig. (2-tailed)		0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
In Abune Gorgorios Schools decisions are made at the situations where the right information is available	Pearson Correlation	.976**	1	.870**	.808**	.927**	.957**	.927**	.963**	.861**	.897**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
Workers believe that they've a positive impact on Abune Gorgorios Schools's performance.	Pearson Correlation	.920**	.870**	1	.831**	.820**	.852**	.778**	.842**	.894**	.897**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
Information is extensively participated so that workers can access the information they need easily.	Pearson Correlation	.883**	.808**	.831**	1	.788**	.844**	.780**	.838**	.825**	.742**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
Cooperation across different parts of the association is largely encouraged.	Pearson Correlation	.945**	.927**	.820**	.788**	1	.917**	.890**	.873**	.911**	.816**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
Teamwork is used to get work done, rather than to keep the Hierarchy.	Pearson Correlation	.954**	.957**	.852**	.844**	.917**	1	.878**	.910**	.824**	.845**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
workers work as they're part of a team.	Pearson Correlation	.932**	.927**	.778**	.780**	.890**	.878**	1	.879**	.824**	.874**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
Authority is delegated so those, workers can act by them enjoy up to their discretion limit.	Pearson Correlation	.951**	.963**	.842**	.838**	.873**	.910**	.879**	1	.832**	.868**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
There's a nonstop investment to develop the skills and capabilities of employees.	Pearson Correlation	.931**	.861**	.894**	.825**	.911**	.824**	.824**	.832**	1	.883**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21
The capabilities of workers are viewed as an important source of competitive advantage	Pearson Correlation	.928**	.897**	.897**	.742**	.816**	.845**	.874**	.868**	.883**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0
	N	21	21	21	21	21	21	21	21	21	21

Source: own source

According to table3.1,the involvement variables with each items, using the validity test Pearson product moment correlations all sig. values are 0.00. And also all values of $r > 0.61$ so, this shows that the items are significant and highly correlated therefore they are valid.

Table3.2. Test of validity of consistency with items

		Correlations										
		CONSISTANCY1	Leaders" exercise what they preach	There's a clear and harmonious set of values that govern the way Abune Gorgorios Schools does business.	There's an ethical law that guides workers' conduct and tells distinguishing right from wrong.	When disputes occur, worker effort is to achieve a "win-win" result.	There's a clear agreement regarding the right way and the wrong way to do effects.	It's easy to reach agreement; even clashing issues occurs.	workers from different parts of the association share a common perspective.	It's easy to coordinate systems across different parts of the association.	The approach doing business is genuinely harmonious and predictable.	
CONSISTANCY1	Pearson Correlation Sig. (2-tailed)	1	.794**	.569**	.359	.895**	.876**	.628**	.884**	.895**	.667**	
	N	21	21	21	21	21	21	21	21	21	21	
Leaders" exercise what they preach "	Pearson Correlation Sig. (2-tailed)	.794*	1	.325	-.031	.677**	.846**	.365	.646**	.730**	.739**	
	N	21	21	21	21	21	21	21	21	21	21	
There's a clear and harmonious set of values that govern the way Abune Gorgorios Schools does business.	Pearson Correlation Sig. (2-tailed)	.569*	.325	1	.547*	.249	.231	.720**	.243	.572**	.589**	
	N	21	21	21	21	21	21	21	21	21	21	
There's an ethical law that guides workers' conduct and tells distinguishing right from wrong.	Pearson Correlation Sig. (2-tailed)	.359	-.031	.547*	1	.226	.089	.565**	.150	.240	-.119	
	N	21	21	21	21	21	21	21	21	21	21	
When disputes occur, worker effort is to achieve a "win-win" result.	Pearson Correlation Sig. (2-tailed)	.895*	.677**	.249	.226	1	.836**	.382	.894**	.757**	.483*	
	N	21	21	21	21	21	21	21	21	21	21	
There's a clear agreement regarding the right way and the wrong way to do effects.	Pearson Correlation Sig. (2-tailed)	.876*	.846**	.231	.089	.836**	1	.367	.822**	.737**	.638**	
	N	21	21	21	21	21	21	21	21	21	21	
It's easy to reach agreement; even clashing issues occurs.	Pearson Correlation Sig. (2-tailed)	.628*	.365	.720**	.565**	.382	.367	1	.418	.442*	.316	
	N	21	21	21	21	21	21	21	21	21	21	
workers from different parts of the association share a common perspective.	Pearson Correlation Sig. (2-tailed)	.884*	.646**	.243	.150	.894**	.822**	.418	1	.784**	.463*	
	N	21	21	21	21	21	21	21	21	21	21	
It's easy to coordinate systems across different parts of the association.	Pearson Correlation Sig. (2-tailed)	.895*	.730**	.572**	.240	.757**	.737**	.442*	.784**	1	.648**	
	N	21	21	21	21	21	21	21	21	21	21	
The approach doing business is genuinely harmonious and predictable.	Pearson Correlation Sig. (2-tailed)	.667*	.739**	.589**	-.119	.483*	.638**	.316	.463*	.648**	1	
	N	21	21	21	21	21	21	21	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: own spurce

As table3.2.above, the total consistency correlation with each items p-value <0.05 except item 3(0.11) are significant and valid item and also the r>0.61 very strong relation ship except item3(There's an ethical law that guides workers' conduct and tells distinguishing right from wrong.) So, the items are valid

Table3.3, the validity test of Adaptability

		ADAPT1	More ways to do work are continually adopted.	All parts of the association cooperate to produce	responds well to the challengers' conduct and	clients' feedback frequently leads to changes	understand client' s wants and client input	directly influences decision at different	Innovation is encouraged and awarded.	Learning is an important target for workers' day- to- day work.	Abune Gorgorios Schools view failures as an opportunity for
ADAPT1	Pearson Correlation	1	.779**	.855**	.825**	.907**	.848*	.824**	.712**	.747**	.523*
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.015
	N	21	21	21	21	21	21	21	21	21	21
More ways to do work are continually adopted.	Pearson Correlation	.779**	1	.512*	.626**	.678**	.537*	.517*	.617**	.662**	.444*
	Sig. (2-tailed)	.000		.018	.002	.001	.012	.016	.003	.001	.044
	N	21	21	21	21	21	21	21	21	21	21
All parts of the association cooperate to produce change.	Pearson Correlation	.855**	.512*	1	.692**	.834**	.776*	.711**	.538*	.499*	.345
	Sig. (2-tailed)	.000	.018		.001	.000	.000	.000	.012	.021	.126
	N	21	21	21	21	21	21	21	21	21	21
Abune Gorgorios Schools responds well to the challengers' conduct and other changes in the business environment.	Pearson Correlation	.825**	.626**	.692**	1	.646**	.730*	.722**	.577**	.645**	.129
	Sig. (2-tailed)	.000	.002	.001		.002	.000	.000	.006	.002	.578
	N	21	21	21	21	21	21	21	21	21	21
clients' feedback frequently leads to changes.	Pearson Correlation	.907**	.678**	.834**	.646**	1	.795*	.818**	.531*	.522*	.493*
	Sig. (2-tailed)	.000	.001	.000	.002		.000	.000	.013	.015	.023
	N	21	21	21	21	21	21	21	21	21	21
workers understand client's wants and needs.	Pearson Correlation	.848**	.537*	.776**	.730**	.795**	1	.865**	.434*	.546*	.211
	Sig. (2-tailed)	.000	.012	.000	.000	.000		.000	.050	.010	.358
	N	21	21	21	21	21	21	21	21	21	21
client input directly influences decision at different position.	Pearson Correlation	.824**	.517*	.711**	.722**	.818**	.865*	1	.295	.442*	.326
	Sig. (2-tailed)	.000	.016	.000	.000	.000	.000		.194	.045	.149
	N	21	21	21	21	21	21	21	21	21	21
Innovation is encouraged and awarded.	Pearson Correlation	.712**	.617**	.538*	.577**	.531*	.434*	.295	1	.705**	.382
	Sig. (2-tailed)	.000	.003	.012	.006	.013	.050	.194		.000	.088
	N	21	21	21	21	21	21	21	21	21	21
Learning is an important target for workers' day- to- day work.	Pearson Correlation	.747**	.662**	.499*	.645**	.522*	.546*	.442*	.705**	1	.393
	Sig. (2-tailed)	.000	.001	.021	.002	.015	.010	.045	.000		.078
	N	21	21	21	21	21	21	21	21	21	21
Abune Gorgorios Schools view failures as an opportunity for learning and enhancement.	Pearson Correlation	.523*	.444*	.345	.129	.493*	.211	.326	.382	.393	1
	Sig. (2-tailed)	.015	.044	.126	.578	.023	.358	.149	.088	.078	
	N	21	21	21	21	21	21	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: own source

According table3.3, the correlation between each items and the total adaptability indicates all the p-values are <0.05 and all the R-values are greater than 0.62 therefore, the all items are valid.

Table3.4.The validity test of Mission

Correlations

		MISSION1	on to my work strategy	ic directi on is clear to me.	long-term purpos e and directi on.	but realisti C.	t the stated g oals.	goals of the compa ny.	will be like in the future.	a long-term standp oint.	motiva tion for its worker s.
MISSION1	Pearson Correlation	1	.710**	.660**	.657**	.843**	.839**	.893**	.847**	.858**	.872**
	Sig. (2-tailed)		.000	.001	.001	.000	.000	.000	.000	.000	.000
	N	21	21	21	21	21	21	21	21	21	21
There's a clear mission that gives meaning and direction to my work.	Pearson Correlation	.710*	1	.154	.431	.616*	.534*	.678**	.470*	.660**	.470*
	Sig. (2-tailed)	.000		.506	.051	.003	.013	.001	.032	.001	.032
	N	21	21	21	21	21	21	21	21	21	21
Abune Gorgorios Schools strategic direction is clear to me.	Pearson Correlation	.660*	.154	1	.164	.623*	.536*	.537*	.486*	.610**	.549**
	Sig. (2-tailed)	.001	.506		.477	.003	.012	.012	.025	.003	.010
	N	21	21	21	21	21	21	21	21	21	21
The schools have long-term purpose and direction.	Pearson Correlation	.657*	.431	.164	1	.268	.597**	.507*	.575**	.548*	.658**
	Sig. (2-tailed)	.001	.051	.477		.240	.004	.019	.006	.010	.001
	N	21	21	21	21	21	21	21	21	21	21
Leaders set goals that are ambitious, but realistic.	Pearson Correlation	.843*	.616**	.623**	.268	1	.737**	.767**	.734**	.587**	.734**
	Sig. (2-tailed)	.000	.003	.003	.240		.000	.000	.000	.005	.000
	N	21	21	21	21	21	21	21	21	21	21
Abune Gorgorios Schools continuously tracks its progress against the stated goals.	Pearson Correlation	.839*	.534*	.536*	.597**	.737*	1	.859**	.617**	.576**	.617**
	Sig. (2-tailed)	.000	.013	.012	.004	.000		.000	.003	.006	.003
	N	21	21	21	21	21	21	21	21	21	21
There's wide agreement about the goals of the company	Pearson Correlation	.893*	.678**	.537*	.507*	.767*	.859**	1	.683**	.759**	.683**
	Sig. (2-tailed)	.000	.001	.012	.019	.000	.000		.001	.000	.001
	N	21	21	21	21	21	21	21	21	21	21
workers of ABG have a participated vision of what the association will be like in the future.	Pearson Correlation	.847*	.470*	.486*	.575**	.734*	.617**	.683**	1	.690**	.905**
	Sig. (2-tailed)	.000	.032	.025	.006	.000	.003	.001		.001	.000
	N	21	21	21	21	21	21	21	21	21	21
Leaders have a long-term standpoint.	Pearson Correlation	.858*	.660**	.610**	.548*	.587*	.576**	.759**	.690**	1	.690**
	Sig. (2-tailed)	.000	.001	.003	.010	.005	.006	.000	.001		.001
	N	21	21	21	21	21	21	21	21	21	21
Abune Gorgorios Schools vision creates excitement and motivation for its workers.	Pearson Correlation	.872*	.470*	.549**	.658**	.734*	.617**	.683**	.905**	.690**	1
	Sig. (2-tailed)	.000	.032	.010	.001	.000	.003	.001	.000	.001	
	N	21	21	21	21	21	21	21	21	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

source: own source

Table3.4.shows that all total mission with each items are corelated with all p-values <0.05 and r>0.60,this implies that all mission items are significant and highly corelated then the items are valid..

Table 3.5. The validity test of performance

		Correlations									
		PERFORM1	Schools product/service quality.	competitor or Schools.	character by its clients	Abune Gorgorios Schools.	products services variety for its clients.	nally efficient complete nt.	ions that l've made are appreciated.	Abune Gorgorios Schools.	Schools's success.
PERFORM1	Pearson Correlation Sig. (2-tailed)	1	.576**	.842**	.637**	.635**	.833**	.510*	.812**	.503*	
			.006	.000	.002	.002	.000	.018	.000	.020	
	N	21	21	21	21	21	21	21	21	21	
clients are satisfied with the Abune Gorgorios Schools' product/service quality.	Pearson Correlation Sig. (2-tailed)	.576**	1	.749**	.351	.357	.402	-.011	.277	-.197	
		.006		.000	.119	.112	.071	.964	.224	.391	
	N	21	21	21	21	21	21	21	21	21	
The Schools have good relationship with clients relative to other competitor Schools.	Pearson Correlation Sig. (2-tailed)	.842**	.749**	1	.689**	.506*	.587**	.184	.484*	.190	
		.000	.000		.001	.019	.005	.425	.026	.410	
	N	21	21	21	21	21	21	21	21	21	
The Abune Gorgorios Schools have recognizable image and favorable character by its clients	Pearson Correlation Sig. (2-tailed)	.637**	.351	.689**	1	-.005	.465*	.155	.416	.322	
		.002	.119	.001		.984	.034	.502	.061	.155	
	N	21	21	21	21	21	21	21	21	21	
clients are served with in the standard delivery time(SDT) set by the Abune Gorgorios Schools.	Pearson Correlation Sig. (2-tailed)	.635**	.357	.506*	-.005	1	.617**	.210	.385	.121	
		.002	.112	.019	.984		.003	.362	.085	.601	
	N	21	21	21	21	21	21	21	21	21	
ABG has satisfactory products services variety for its clients.	Pearson Correlation Sig. (2-tailed)	.833**	.402	.587**	.465*	.617**	1	.412	.587**	.309	
		.000	.071	.005	.034	.003		.064	.005	.173	
	N	21	21	21	21	21	21	21	21	21	
ABG workers are operationally efficient	Pearson Correlation Sig. (2-tailed)	.510*	-.011	.184	.155	.210	.412	1	.667**	.460*	
		.018	.964	.425	.502	.362	.064		.001	.036	
	N	21	21	21	21	21	21	21	21	21	
I believe that my service to the company and the benefactions that I've made are appreciated.	Pearson Correlation Sig. (2-tailed)	.812**	.277	.484*	.416	.385	.587**	.667**	1	.734**	
		.000	.224	.026	.061	.085	.005	.001		.000	
	N	21	21	21	21	21	21	21	21	21	
The people with whom I work have the applicable skill set to contribute to the Abune Gorgorios Schools's success.	Pearson Correlation Sig. (2-tailed)	.503*	-.197	.190	.322	.121	.309	.460*	.734**	1	
		.020	.391	.410	.155	.601	.173	.036	.000		
	N	21	21	21	21	21	21	21	21	21	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: own source

The above table 3.5 shows that the performance items all values of significance <0.05 and the $r > 0.5$, this implies that the performance variables are highly correlated and then items are valid.

In general, all variables are tested using Pearson product moment correlations done by correlating each item questioner scores with the totality Score. Item to item questioner that significantly correlated with the total score indicates that the items are valid.

3.8.2 RELIABILITY

Reliability is the degree to which what researchers measure is free from random error (Mooi and Sarsted 2011) and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions. If the measurement is reliable, then there is less chance that the obtained score is due to random factors and measurement error (Marczyk et al. 2005). In this study, Cronbach's alpha (α) will be used to test the reliability of the measure. The instrument validated by conducting pilot test in part of school branch teachers and school admins.

Table 3.6 Reliability test for traits of organizational culture

Variables	No of items	Cronbach's Alpha
Involvement	9	0.892
Consistency	9	0.890
Adaptability	9	0.920
Mission	9	0.899

Table 3.7 : Reliability Test for Non-financial performance

Cronbach's Alpha	N of Items
0.847	8

Source: own survey, 2024

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter discusses the research findings and provides the data analysis. This chapter includes both descriptive and inferential statistics—which draw conclusions about the population from data from the sample population—that concentrate on describing the sample population. Utilizing a computer statistics package (SPSS version 20), the data analysis was carried out.

4.1 SAMPLE AND RESPONSE RATE

The target population of this study was employees of Abune Gorgorios Schools. Questionnaires had been collected at the beginning of April 2024 where the researcher personally administrated all 236 questioners to employee. Among 191 total questionnaires distributed 191 were completed and returned from employees. A total of 191 of these questionnaires that do not have missed data were completed and used for the data analysis which means at 80.93% respond rate.

Table 4.1 Response rate of questionnaire

questionnaire	employee	percentage
Returned	191	80.93%
Unreturned	45	19.07%
Total	236	100%
Usable	191	80.93%

Source: own survey, 2024

4.2 RELIABILITY ANALYSIS

4.2.1 MEASURING RELIABILITY FOR ORGANIZATIONAL CULTURE

To validate the results empirically, appropriate measures were taken for measurement validity and reliability. Whereas validity refers to how well the instrument measures the idea the researcher wants to investigate, reliability refers to the instrument's capacity to demonstrate consistent results over time. This gives assurance that the proposed constructs are accurately reflected in the empirical findings (Flynn, B. B. Schroeder, RdotG. and S. Sakakibara (1994)). The value of Cronbach's alpha for Four organizational culture construct was ranging from 0.890 to 0.920 as shown on table 3.1 which is all above 0.7. Taking in to account the small number of items used to measure organizational culture the value of alpha is acceptable.

4.2.2 MEASURE OF RELIABILITY FOR NON-FINANCIAL PERFORMANCE

The overall non-financial performance scales were tested and found to be acceptable for the five scales and the value of Cronbach's alpha was 0.847 as shown on table 3.2 and that were greater than 0.7, and this revealing very good reliability as all items are developed based on theories and literature.

4.3 DESCRIPTIVE STATISTICS

4.3.1 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

To find out general profile of the respondent, the respondents were asked their, age, gender, educational qualification, years of service at ABGS and their job category at ABGS. The results obtained from the structured questionnaires are presented on the table 4.2 below.

Table 4.2 Demographic Characteristic of the Respondents

Description		Frequency	Percent	Valid Percent	Cumulative Percent
Age of the respondent	Below 25 years	7	3.7	3.7	3.7
	From 25 - 35 years	120	62.8	62.8	66.5
	From 36 - 45 years	52	27.2	27.2	93.7
	Above 45 years	12	6.3	6.3	100.0
Gender	Male	139	72.8	72.8	72.8
	Female	52	27.2	27.2	100.0
Educational Qualification	High school	1	.5	.5	.5
	Diploma	4	2.1	2.1	2.6
	First Degree	147	77.0	77.0	79.6
	Above First Degree	39	20.4	20.4	100.0
Year of Experience at ABG	Below 2 years	41	21.5	21.5	21.5
	from 2-5 years	103	53.9	53.9	75.4
	From 6-10 years	29	15.2	15.2	90.6
	From 10-15 years	12	6.3	6.3	96.9
	Above 15 years	6	3.1	3.1	100.0
Job Category	Management Staff	9	4.7	4.7	4.7
	Professionals /support	6	3.1	3.1	7.9
	Teacher	170	89.0	89.0	96.9
	Branch director/vice	6	3.1	3.1	100.0
		191	100.0	100.0	

Source: Own Survey, 2024

Demographic statistics are provided here under in table 4.2 When we see the sex composition,139 (72.8%) were Male and Female were 52 (27.2%) from the total 191 respondents. Hence, most of the respondents were male for sample employees.

The respondent’s age proportion in four age categories. The majority of Workers are between the Ages of 25-35 (62.8%) next to this, Workers between 36-45 (27.2%) above 45 years (6.3%) and below 25 years (3.7%) were the third and the fourth respectively groups of Workers. Regarding educational level, more than three fourth of the respondents 147 (77.0%) are first degree holders, 39 (20.4%) are post graduates and above,4(2.1%) of the respondent are Diploma holders and only 1(0.5%) respondent is high school level. 41 (21.5%) of the respondents are below 2 years working experience. 103(53.9%) of

respondents served at Abune Gorgorios school from 2 to 5 years. 29(15.2%) of respondents served the school from 6 to 10 years. 12(6.3%) workers are served from 10 to 15 years and the remaining 6 (3.1%) served the school for above 15 years. when we come to the Job category most of the respondents 9(4.7%) are Management Staff at branch offices. 6(3.1%) of the respondents were professional staff or support staff, the majority 170(89.9%) of respondent are teachers and the remaining 6(3.1%) are the branch managers/deputy branch managers.

4.3.2. DESCRIPTIVE ANALYSIS OF ORGANIZATIONAL CULTURE

The findings of the descriptive statistics pertaining to the four traits of culture, each dimension of culture analyzed by using the characteristics of organizational culture are shown in this section. The summary of descriptive statistics of all variables that are evaluated is based on a five-point Likert scale (from 1; Strongly Disagree, 2; Disagree 3; Neutral/Undecided 4; Agree and 5; Strongly Agree).

4.3.2.1. Effect of Organizational Culture Involvement on Performance

The involvement aspect of Abune Gorgorios School's organizational culture is covered in this section. This dimension's three sub-dimensions, each with three questions, are taken into consideration when evaluating it. empowerment, focus on the team, and growth of capabilities. The analysis's outcome is shown in table 4.3 below. The number of subjects (N), the mean (or average) for each variable, and the standard deviation are among the descriptive statistics provided in the table.

To find out descriptive statistics of the respondent who were school principals, management staffs, teachers and support staffs were asked the school culture involvement of 9 items at ABGS. The results obtained from the structured questionnaires are presented on the table 4.3 below

Table 4.3 The Involvement Cultural Dimension at ABGS

Descriptive Statistics	N	Mean	Std.
In Abune Gorgorios Schools decisions are made at the situations where the right information is available	191	3.5	.973
Workers believe that they've a positive impact on Abune Gorgorios Schools's performance.	191	3.6	.906
Information is extensively participated so that workers can access the information they need easily.	191	3.5	.876
Cooperation across different parts of the association is largely encouraged.	191	3.5	.909
Teamwork is used to get work done, rather than to keep the workers work as they're part of a team.	191	3.5	.926
Authority is delegated so those, workers can act by them enjoy up to their discretion limit.	191	3.4	.892
There's a nonstop investment to develop the skills and capabilities of employees.	191	3.5	.869
The capabilities of workers are viewed as an important source of competitive advantage	191	3.6	.878
Average		3.5	0.91

Source: Own Survey, 2024

One of the nine statements in the culture dimension, involvement, has a mean score ranging from 3.45 (authority is delegated to workers so they can act as they please up to a certain point) to the greatest 3.63 (Workforce competencies are seen as a key source of competitive advantage). It is discovered that the involvement culture is a widespread practice, with a mean score of $M=3.55$, or moderate agreement.

Based on a comparison of the mean scores of five Likert scale instruments, Zaidation and Bagheri (2009) state that the mean score below 3.39 was considered low (not at all effective/a little effective), the mean score between 3.40 and 3.79 was considered moderate (moderately effective), and the mean score above 3.8 was considered high (quite effective/very effective).

The involvement culture dimension, which is an aggregate of its three subdimensions, is then evaluated to have been practiced to the level $M=3.55$ and this result shows that ABGS

has moderately practicing involvement organizational culture. The standard deviation of involvement cultural measurement is 0.91 which is low as depicted above on table 4.3, this shows most of individual responses are close to the average /mean.

4.3.2.2. Effect of Organizational Culture Consistency on Performance

The consistency element of organizational culture is examined in this section based on the opinions of Abune Gorgorios School staff members. The three sub-dimensions of the consistency culture at ABGS are assessed in relation to their respective three questions, i.e. core values, coordination, agreement and Integration. Table 4.4 below shows the analysis's conclusion.

Table 4.4 The Consistency Cultural Dimension at ABGS

Descriptive Statistics	N	Mean	Std.Deviation
Leaders" exercise what they preach ”.	191	3.49	.994
There's a clear and harmonious set of values that govern the way Abune Gorgorios Schools does business.	191	3.50	1.041
There's an ethical law that guides workers’ conduct and tells distinguishing right from wrong.	191	3.60	1.000
When disputes occur, worker effort is to achieve a “win- win” result.	191	3.37	.996
There's a clear agreement regarding the right way and the wrong way to do effects.	191	3.53	.911
It's easy to reach agreement; even clashing issues occurs.	191	3.47	.999
workers from different parts of the association share a common perspective.	191	3.42	1.042
It's easy to coordinate systems across different parts of the association.	191	3.53	1.035
The approach doing business is genuinely harmonious and predictable.	191	3.46	.999
Average		3.49	1.00

Source: own Survey, 2024

The Consistency culture dimension consists of nine statements with mean scores ranging from 3.37 (focused on achieving a "win-win" result when disputes occur) to 3.60 (guidance for workers' conduct based on ethical laws). Performance consistency within this culture is generally practiced, with a mean score of 3.49 indicating low agreement.

According to Zaidation and Bagheri (2009), ABGS has a moderately practicing organizational consistency culture. In general, the Consistency culture dimension—which is an aggregate of its three sub-dimensions—is then evaluated to have been practiced to the

level $M=3.49$. Table 4.4 above illustrates that the majority of individual responses are in close proximity to the average or mean, indicating that the standard deviation of the Consistency cultural measurement is a low one at 1.00.

4.3.2.3 EFFECT OF ORGANIZATIONAL CULTURE ADAPTABILITY ON PERFORMANCE

The organizational culture of Abune Gorgorios School was examined in this section utilizing the Denison culture component "Adaptability". Every one of the three sub-dimensions of the adaptability culture at ABGS has three questions. E. initiating change, emphasizing the customer, and organizational learning. The analysis's outcome is shown in table 4.5, as shown below.

Table 4.5 The Adaptability Cultural Dimension at ABGS

Descriptive Statistics	N	Mean	Std. Deviation
More ways to do work are continually adopted.	191	3.40	.940
All parts of the association cooperate to produce change.	191	3.38	.971
Abune Gorgorios Schools responds well to the challengers' conduct and other changes in the business environment.	191	3.39	.966
clients' feedback frequently leads to changes.	191	3.48	.967
workers understand client's wants and needs.	191	3.53	.972
client input directly influences decision at different position.	191	3.53	.928
Innovation is encouraged and awarded.	191	3.54	.955
Learning is an important target for workers' day- to- day work.	191	3.73	.994
Abune Gorgorios Schools view failures as an opportunity for learning and enhancement.	191	3.57	.932
Average		3.51	0.96

Source: Own Survey, 2024

Adaptability is one of the culture dimensions. It has nine statements with mean scores ranging from the lowest 3.38 (All parts of the association cooperate to produce change) and the largest 3.73(Learning is an important target for workers' day- to- day work). According to a mean score of $M=3.51$ is a moderate agreement, it is determined that the adaptability culture is a common practice in terms of performance.

Overall, the Adaptability culture dimension, comprised of three sub-dimensions, has been assessed as $M=3.51$, indicating that ABGS's organizational culture moderately practices

adaptability based on the framework proposed by Zaidation and Bagheri (2009). The low standard deviation of 0.96, as shown in Table 4.5, suggests that most individual responses for this dimension are close to the average/mean.

4.3.2.4. Effect of Organizational Culture Mission on Performance

This section uses Denison's "Mission" culture component to discuss the organizational culture of Abune Gorgorios School. Each of the three sub-dimensions of the consistency culture at ABGS has three questions, which are used to evaluate the culture. that is. Goal, objective, and vision of the strategic direction. Table 4.6, as shown below, presents the analysis's findings.

Table 4.6 The Mission Cultural Dimension at ABGS

Descriptive Statistics	N	Mean	Std. Deviation
There's a clear mission that gives meaning and direction to my work.	191	3.70	1.000
Abune Gorgorios Schools strategic direction is clear to me.	191	3.52	1.051
The schools have long- term purpose and direction.	191	3.69	1.024
Leaders set goals that are ambitious, but realistic.	191	3.53	.928
Abune Gorgorios Schools continuously tracks its progress against the stated goals.	191	3.54	.977
There's wide agreement about the goals of the company	191	3.60	.956
workers of ABG have a participated vision of what the association will be like in the future.	191	3.59	.979
Leaders have a long- term standpoint.	191	3.66	.932
Abune Gorgorios Schools vision creates excitement and motivation for its workers.	191	3.68	1.009
Average		3.61	0.98

Source: Own Survey, 2024

Mission is one of the culture dimensions, from one of the nine statements in the mission culture dimension as evidenced by the smallest mean score of 3.52(Abune Gorgorios Schools strategic direction is clear to me.) to the highest mean score of 3.70 (There's a clear mission that gives meaning and direction to my work.). When it comes to performance, the mission culture dimension is found to be a very common practice, with a mean score of M=3.61, or moderate practice.

According to the framework proposed by Zaidation and Bagheri (2009), ABGS is found to be moderately practicing mission organizational culture. Specifically, the mission culture dimension, which is an aggregate of its three sub-dimensions, is evaluated to have been practiced to the level $M=3.61$. As can be seen in table 4.6 above, the Mission cultural measurement's low standard deviation of 0.98 indicates that the majority of individual responses are near to the mean or average.

All things considered; the descriptive statistics' findings were associated with the broad characteristics of corporate culture. displays the overall mean and standard deviation of the descriptive statistics results for each organizational culture trait. The dominant culture type currently in use at Abune Gorgorios Schools can be identified by the researcher by comparing the four organizational culture traits.

The organizational culture trait mission received an overall mean score of 3.61, while the mean scores for the adaptability, consistency, and trait missions were 3.51, 3.49, and 3.55, respectively. There was a 3.45 overall mean and a 0.96 standard deviation. The majority of respondents grasped the strategic direction and intent, goals and objectives, and vision of Abune Gorgorios School, as well as how the organization is currently perceived, according to the mission culture trait with the highest mean value. Based on the highest overall Mean score, Abune Gorogorios Schools currently employ the Mission culture trait as their predominant cultural type.

4.3.3. DESCRIPTIVE ANALYSIS OVERALL ORGANIZATIONAL PERFORMANCE

Non-financial performance indicators (customer, Internal business and innovation and learning) are used in this section to evaluate the performance of organizations in the BSC, created in 1992 by Norton and Kaplan. This work states that the three sub-dimensions of organizational non-financial performance—each with three questions—are used to evaluate the performance of the organization. The results of the analysis are shown in table 4.7, as shown below. Employees then rated these statements using a five-scale agreement.

Table 4.7 The Organizational Performance at ABGS

Descriptive Statistics	N	Mean	Std. Deviation
clients are satisfied with the Abune Gorgorios Schools' product/ service quality.	191	3.62	.903
The schools have good relationship with clients relative to other competitor Schools.	191	3.77	.917
The Abune Gorgorios Schools have recognizable image and favorable character by its clients	191	3.75	.893
Students and families are served with in the standard delivery time(SDT) set by the Abune Gorgorios Schools.	191	3.61	.911
ABG has satisfactory services variety for its customers.	191	3.58	.925
ABG workers are operationally efficient competent.	191	3.80	.880
I believe that my service to the company and the benefactions that I've made are appreciated.	191	3.70	.877
The people with whom I work have the applicable skill set to contribute to the Abune Gorgorios Schools's success.	191	3.96	.879
Average		3.72	0.90

Source: own Survey questionnaires 2024 SPSS output

The statements' average level of agreement varies, with the lowest mean being 3.58 (ABG has satisfactory products services variety for its clients). And the highest mean score of 3.96 (The people with whom I work have the applicable skill set to contribute to the Abune Gorgorios Schools's success). This suggests that the performance of ABGS is rated at a moderate level by culture.

The non-financial performance level of ABGS is generally regarded by the sampled employees as being at a moderate level, indicated by $M=3.72$. This indicates that, with an $M=3.72$ effect, culture has a moderately significant influence on performance. As can be seen in table 4.7 above, the standard deviation of the organizational performance measurement is 0.90, which is low and suggests that most individual responses for this dimension are close to the mean or average.

4.3.4. RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND NON-FINANCIAL PERFORMANCE

One of the objectives in this research is to study the relationship of non-financial performance with the organizational culture practice at ABGS. To evaluate the relationship, a Pearson Product Movement Correlation Coefficient was calculated, with the results displayed in the matrix provided below. According to Saunder (2009), a correlation coefficient allows for the quantification of the strength of the linear relationship between variables. Typically denoted by 'r,' this coefficient ranges solely from -1 to +1.

4.3.5. PEARSON CORRELATION ANALYSIS

The study used the Pearson Correlation Coefficient to determine the strength and direction of the relationship between the independent and dependent variables. The correlation coefficient, as explained by Pallent (2003), ranges from -1 to +1, denoted by 'r'. A value of +1 indicates a perfect positive correlation, -1 indicates a perfect negative correlation, 0 indicates no relationship, 0-0.29 indicates a weak relationship, 0.3-0.49 indicates a moderate relationship, and 0.5-1 indicates a strong relationship. The coefficient can be either negative or positive.

To determine the relationship between the four Organizational culture of Abune Gorgorios Schools using non-financial performance measures dimensions, Pearson correlation was computed. Table 4.8 the correlation analysis matrix, presents the results of Pearson correlation on the relationship.

Table 4.8. Correlation between Organizational Culture Traits and Organizational Performance

		Correlations				
		Involvement	Consistency	adaptability	mission	performance
Involvement	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	191				
Consistency	Pearson Correlation	.697**	1			
	Sig. (2-tailed)	.000				
	N	191	191			
adaptability	Pearson Correlation	.609**	.651**	1		
	Sig. (2-tailed)	.000	.000			
	N	191	191	191		
mission	Pearson Correlation	.720**	.660**	.622**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	191	191	191	191	
performance	Pearson Correlation	.580**	.600**	.582**	.601**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	191	191	191	191	191

** Correlation is significant at the 0.01 level (2-tailed).

Source: own Survey questionnaires 2024

Table 4.8: Outline the correlation between the type of organizational culture and the performance of the organization. The findings demonstrate a strong and positive correlation between each organizational culture attribute and performance (sig. two-tailed, level $p \leq 0.01$). Furthermore, a positive and strong relationship was observed among the organizational performance and organizational culture traits of mission, adaptability, consistency, and involvement ($r = 0.601, 0.582, 0.600,$ and 0.580) respectively.

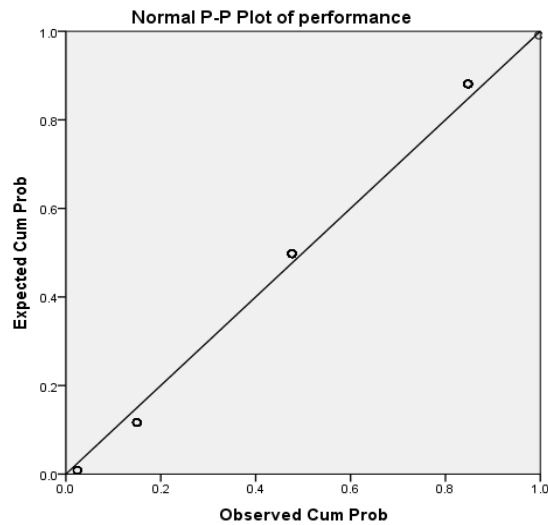
4.3.6. REGRESSION MODEL ASSUMPTION TEST

Multiple linear regressions require testing of a number of fundamental assumptions. The five fundamental assumptions of a classical linear regression model are homoscedasticity, autocorrelation, multicollinearity, and linearity. These presumptions are verified prior to doing the regression analysis.

4.3.6.1 TEST FOR LINEARITY:

When linearity is present, it means that there is a linear relationship between the independent and dependent variables. A line is used to symbolize this relationship. Linearity is the property that allows one or more independent variables to predict the dependent variable. The assumption is checked by seeing if the two variables on a scatter plot roughly form a straight line.

Fig.4.1 Linearity Test (P-P Plot of Regression)



Source: own Survey questionnaires 2024

4.3.6.2. NORMALITY TEST:

The purpose of the normality test is to ascertain whether the population as a whole or the sample data originate from a normally distributed population. Using SPSS, the terms kurtosis and skewness were used to quantitatively verify the existence of normal values for both kurtosis and skewness. According to Asghar and Saleh (2012), the normal value for skewness should be less than 6, while the normal value for kurtosis should be less than 3.

The values of kurtosis and skewness are both extremely close to zero, as shown in Table 4. 6 below, skewness value ranges from -0.436 to 0.849 and the kurtosis value of each variable ranges from -0.82 to -0.29. Thus, the scores (level of agreement) in each of the variables are normally distributed.

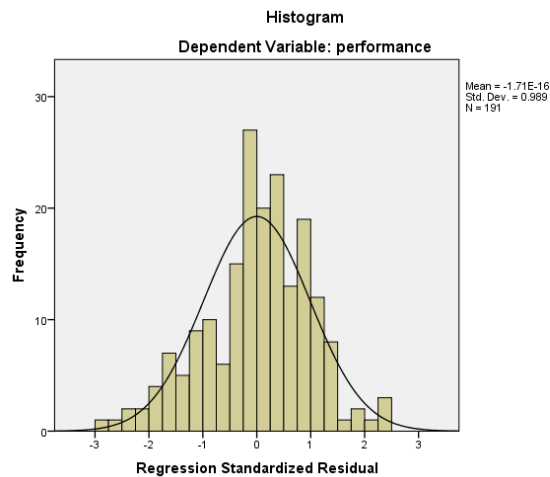
Table 4.9. Descriptive statistics

Descriptive Statistics							
	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Involvement	191	2.8586	.96022	.107	.176	-.518	.350
Consistency	191	2.7539	1.06483	-.128	.176	-.820	.350
adaptability	191	2.8010	1.02197	-.130	.176	-.688	.350
mission	191	2.9110	1.03996	-.132	.176	-.451	.350
performance	191	3.0052	.84291	-.436	.176	-.293	.350
Valid N (listwise)	191						

Source: own Survey questionnaires 2024

Assuming normality, data distribution is assumed to be normal. The data has distributed evenly to represent the population when it comes to the bell-shaped graphic representation of the normal distribution. The standardized residual of organizational performance is checked for correctness using a histogram of its frequency distribution. This indicates that the data distribution is roughly symmetric and normal, as the Histogram graph illustrates.

Fig.4.2. Normality Test



Source: own Survey questionnaires 2024

4.3.6.3. AUTO CORRELATION TEST:

Within multiple linear regression, errors are unrelated to one another. i.e. Hultema and Laraway (2006) found no correlation between the errors. To ascertain whether there is a strong correlation between the residuals, the Durbin-Watson statistic is used to test the assumption. Generally speaking, the acceptable range for the DW (Durbin – Watson) statistic for an independent observation is 1–2 points (Garson, 2012). The Durbin-Watson statistic value is 1.857, which is within acceptable ranges, as shown in the autocorrelation test table. The residual variable and the independent variables have no relationship because the Durban-Waston value is 1.857.

Table 4.10: Autocorrelation test of regrating analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.685 ^a	.470	.458	.62033	1.857

a. Predictors: (Constant), mission, adaptability, Consistency, Involvement

b. Dependent Variable: performance

Source: own Survey questionnaires 2024

4.3.6.4. MULTICOLLINEARITY TEST:

In multiple regression analysis, a strong correlation between the explanatory (independent) variables is referred to as multicollinearity. This presumption states that the independent variables' multicollinearity is negligible. This assumption is tested using the Variance Inflation Factor (VIF), which measures how much variance is inflated. According to Daoud (2017), a correlation coefficient of 1 denotes no correlation, a VIF of less than or equal to 5 indicates moderate correlation, and a VIF greater than 5 indicates high correlation.

Based on the results of the Collinearity Statistics test, the values of the Variance Inflation Factor(VIF) for the independent variables (Involvement, Consistency, Adaptability, and Mission) are (2.592), (2.421), (2.004), and (2.447) respectively. Each of the four independent variables is involved in the mission. Because of this, none of the variables have a very strong correlation with one another. Furthermore, multicollinearity is not a problem

because the VIF values of each of the independent variables are less than 10.

Table 4.11: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Involvement	.386	2.592
Consistency	.413	2.421
adaptability	.499	2.004
mission	.409	2.447

Source: own Survey questionnaires 2024

4.4. REGRESSION RESULT

In order to better understand the impact of organizational culture on organizational performance, a multiple linear regression analysis was carried out. This analysis determines the degree of variation between different variables.

4.4.1 MODEL SUMMARY FOR ORGANIZATIONAL PERFORMANCE

The results of multiple regression are presented in Regression Model Summary Table 4.12. The R-value indicates how strongly the dependent and independent variables are correlated. The R-value of 0.685 indicates a strong correlation between organizational performance and culture. the coefficient of determination, i. e. The adjusted R sq. that has been computed is 0.458=45.8%. That suggests that the independent variables mission, involvement, adaptability, and consistency can predict 45.8% of the variation in performance. That is, 45.8% of ABGS's non-financial performance is influenced by its organizational culture. Other variables not included in the model can account for the remaining 54.2% of the variation in performance.

Table 4.12: Regression Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.685 ^a	.470	.458	.62033	1.857

a. Predictors: (Constant), mission, adaptability, Consistency, Involvement

b. Dependent Variable: performance

Source: own Survey questionnaires 2024

4.4.2. ANOVA FOR ORGANIZATIONAL PERFORMANCE

ANOVA illustrates the main and interaction effects of categorical independent variables (Garson 2002) and tests whether the model is significantly better at predicting the outcome than using the mean as a "best guess". Stated differently, ANOVA indicates whether the model is generally deemed acceptable from a statistical standpoint i. e. whether there is a statistically significant degree of agreement between the independent variables and the outcome variable (Hair et al. 2004,). The t-test is used in multiple regression analysis to determine the likelihood that there is a coincidence in the relationship between each independent variable and the dependent variable (Saunders et al, 2009). On the other hand, Saunders et al. state that the F-test is employed to determine the total likelihood that the relationship between the independent variables and the dependent variable is the result of (chance. 2009). The variable under investigation is deemed significant if the F test is larger than one, $F > 1$, and sufficiently large.

Analysis of Variance (ANOVA) is used to determine if a multiple linear regression model has a significantly better ability to predict the dependent variable, or outcome. According to table 4.13 Regression model ($F(4, 186) = 41.201, p < 0.001, R^2 = 0.470$) is statistically significant overall.

Table 4.13: Regression Model Summary(ANOVA^a)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.419	4	15.855	41.201	.000 ^b
	Residual	71.576	186	.385		
	Total	134.995	190			

a. Dependent Variable: performance

b. Predictors: (Constant), mission, adaptability, Consistency, Involvement

Source: own survey 2024

4.4.3 COEFFICIENTS OF THE REGRESSION FOR ORGANIZATIONAL PERFORMANCE

The table below (Table 4.14) displays the regression coefficients for organizational performance. The unstandardized regression coefficient indicates how much a change of one unit in the independent variable predicts the outcome (dependent) variable. The constant value of the regression coefficient indicates that if all independent variables (Involvement,

Consistency, Adaptability, and Mission) stay constant at the value of zero, organizational performance will account for 0 points.

If the other variable remains unchanged, the culture mission ($\beta = 0.184$) shows that changing or improving it would boost organizational performance by 0.184 at the unit level. If the adaptability, consistency, and involvement cultures were to change positively ($\beta = 0.181$), ($\beta = 0.169$ and $\beta = 0.117$), the organization's performance would increase by 0.181, 0.169, and 0.117 units, respectively.

When we consider the degree of influence that each independent variables contribute on organizational performance, the Standardized Coefficient result indicated that, when taking into account the relative contributions of each independent variable to organizational performance, the traits of the mission culture (Beta= 0.227, $p < 0.01$) makes the unique contribution to explain organizational performance, followed by the adaptability (Beta = 0.220, $p < 0.01$) and consistency (Beta = 0.214, $p < 0.05$) But involvement culture (Beta = 0.133, $p > 0.05$) had low contribution to organizational performance and are not statistically significant.

In general, all organizational culture traits (Mission, Adaptability and Consistency) are, positively and significantly influences organizational performance by 22.7%,22.0% &21.4% consequently. but Involvement Culture as indicated in regression coefficient, insignificantly associated with organizational performance.

Table 4.14: Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.161	.153		7.577	.000		
1 Involvement	.117	.075	.133	1.549	.123	.386	2.592
Consistency	.169	.066	.214	2.570	.011	.413	2.421
adaptability	.181	.062	.220	2.911	.004	.499	2.004
mission	.184	.068	.227	2.722	.007	.409	2.447

a. Dependent Variable: performance
source: own survey 2024

In summary, involvement (IN), adaptability (ADP), consistency (CON), and mission (MIS) are all represented in the multiple regression equation as follows, which brings us to the conclusion of multiple linear regressions.

Organizational Performance =0.650+0.117 (IN) + 0. 181 (ADP) + 0.184(MIS)+0.169(CON)

According to each variable's significance level, Abune Gorgorios School's organizational performance is highly influenced by all factors (mission, consistency and adaptability) with the exception of Involvement in measuring organizational culture dimensions.

H1. There is a positive relationship between Organizational culture ‘involvement’ and organizational performance.

As can be seen from the multiple regression table 4.14 and correlations matrix (direct relationship) table 4.8 produced for this study, organizational performance and involvement have grown to be positively but insignificantly correlated. Given that the p-value for the hypothesis is greater than 0.05 it has not been accepted or rejected. Therefore, we draw the conclusion that involvement and organizational performance are insignificantly correlated.

H2. There is a positive relationship between Organizational culture ‘consistency’ and performance.

Consistency has been determined to have a significant impact on organizational performance, as evidenced by the p-value of 0.011 being lower than the accepted error level of 0.05 (5%). This suggests that consistency plays a role in affecting organizational performance. As a result, the data collected in this survey supports the second hypothesis, which posits a positive correlation between consistency and organizational performance.

H3. There is a positive relationship between Organizational culture ‘adaptability’ and performance.

The results of the correlations matrix and multiple regression table 4.14 in this study show a positive and significant relationship between Adaptability and organizational performance. The hypothesis is accepted as the p-value is close to zero, indicating that adaptability has a significant positive impact on organizational performance.

H4. There is a positive relationship between Organizational culture ‘mission’ and performance.

Mission is positively and significantly correlated with organizational performance, according to the results of the multiple regression table and correlations matrix (direct relationship) generated in this study. Mission is therefore supported and has a positive and significant impact on Abune Gorgorios School's organizational performance.

Table 4.11. Summary of hypothesis testing

Hypothesis	Beta	P<0.05	Result	Reason
There is a positive relationship between Organizational culture ‘involvement’ and organizational performance	0.133	0.123	Rejected	$\beta = 0.133$ $p > 0.05$
There is a positive relationship between Organizational culture ‘consistency’ and performance	0.214	0.011	Accepted	$\beta = 0.214$ $p < 0.05$
There is a positive relationship between Organizational culture ‘adaptability’ and performance.	0.220	0.004	Accepted	$\beta = 0.220$ $p < 0.05$
There is a positive relationship between Organizational culture ‘mission’ and performance	0.227	0.007	Accepted	$\beta = 0.227$ $p < 0.05$

Source: Own Survey, 2024

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

The final chapter offers a summary of the research findings, the general conclusions drawn from the study, and recommendations for applying the theory to this field of study and to business executives. The chapter concludes with suggestions for further research and findings, as well as noted limitations of the study.

SUMMARY

This study looks at how organizational culture affects how well an organization performs. Beginning with the first research question, which asked about the dominant culture type currently in place at Abune Gorgorios School, the descriptive statistics result reveals that the culture of involvement has a mean score of 3.55, the culture of consistency has a mean score of 3.49, the culture of adaptability has a mean score of 3.51, and the culture of mission has a mean score of 3.61. It is possible to identify the predominant culture of Abune Gorgorios schools by comparing the Mean Score results of each culture type.

The descriptive result showed that, out of the four culture types, Mission culture had the highest Mean score value. Thus, it can be said that the mission culture predominates in Abune Gorgorios schools. Goals and objectives, vision, and strategic direction and intent define the mission culture trait. Understanding employees and the organization's strategies is emphasized by strategic direction and intent. Short-term goals known as objectives and goals serve to connect daily activities of employees with the organization's strategy. Vision also highlights whether or not staff members are in agreement about the organization's ideal future state.

The second research question also inquired about Abune Gorgorios schools' performance level. The researcher uses an instrument that measures the non-financial performance of Abune Gorgorios Schools based on the four BSC perspectives (Customer, Internal Business, and Learning and Growth) in order to assess the schools' performance level. The non-financial performance was assessed with eight performance indicator statements. The

average agreement to these statements ranges from the smallest 3.58 to the largest 3.96. For all these statements, the non-financial performance level of Abune Gorgorios School is computed to the level $M=3.72$, which is a moderate level of performance.

Additionally, the overall performance of ABGS demonstrates moderate level performance, as indicated by the 3.72 aggregate mean score value.

The third research question also looks for evidence of a connection between organizational performance and culture. according to Pallent (2003) explanation, there is a positive and strong relationship between each organizational culture type, since the results of a Pearson Correlation analysis that was therefore carried out (Mission culture: $r = 0.601$, Consistency: $r = 0.582$, Involvement: $r = 0.580$ and adaptability culture $r=0.600$) are positively and strong correlated.

Due to the value of r ranges from ($r = 0.580$) to 0.601 exists between organizational performance and overall culture. These results are also in line with research by Ng'Ong'a, Oloko, Rambo, and Orwa (2018) and Aluko (2003), which demonstrated a positive and statistically significant relationship between organizational culture and performance.

Which culture type has a greater influence on Abune Gorgorios School performance was the final research question. A multiple linear regression model was used in this regard to further evaluate the impact of organizational culture on organizational performance. According to the regression analysis's independent variables, organizational culture accounts for adjusted r -square 45.8% of the variance in the dependent variables. consistency (21.4%), adaptability culture (22.0%) and mission culture (22.7%), and are the independent variables that have the greatest impact on organizational performance but Involvement is insignificant impact on organizational performance.

According to the regression analysis, the culture of mission has the greatest influence on organizational performance at Abune Gorgorios School which supports Olughor's (2014) conclusion that the culture of mission has the greatest impact on organizational performance where $t = 5.572$, $p < 0.05$, Furthermore, the research conducted by Zakari, Poku, Ansah (2013) and Alemgenet Hailu(2020) revealed that the mission trait is the attribute most strongly linked to performance. Hence, this finding also consistent with Denison's (1995)

that mission the strongest predictors of organizational success.

CONCLUSION

Individual engagement at all organizational levels is a defining characteristic of the organizational culture type. The results of the study showed Adaptability culture is a second practiced organizational culture type at Abune Gorgorios School which is positively and significantly related with organizational performance.

Moreover, the regression result of consistency culture shows positive and the third influential organizational culture type in Abune Gorgorios school.

Multiple regression analysis shows that Involvement trait has not significantly influence on organizational performance.

The findings of the regression analysis showed that mission culture was the first most significant predictor of organizational performance and more influential culture. Additionally, the results showed that Abune Gorgorios School's dominant culture at the moment is the mission culture trait.

RECOMMENDATIONS

The study revealed that organizational culture and performance play a crucial role in determining the success of an organization. It is widely recognized that an organization's success heavily relies on its culture and norms. To drive productivity, continuous efforts must be made to uphold and improve the existing culture and performance. The evaluation of Abune Gorgorios School's organizational culture, based on four cultural dimensions and employee perceptions, showed positive results. The correlation between organizational culture and performance is evident through the four cultural types. To sustain and enhance the organizational culture in the future, the researcher recommends the following strategies.

Based on key summary of findings:-

- The first most influential culture at Abune Gorgorios School is the mission culture. It is a key predictor of success within the organization. The school should continue to prioritize and uphold this culture. However, there is room for improvement in the

areas of goals, objectives, and vision. Strategies can be implemented to enhance this culture, with leaders playing a crucial role in driving this improvement. By creating awareness and effectively communicating the organization's strategic direction, goals, vision, and mission, everyone within the organization can work towards common objectives and ultimately achieve success.

- Adaptability is found to be the second significant dominant culture at Abune Gorgorios School. The school should therefore continue to promote adaptability. The ability to comprehend and respond to the external environment and customers is considered an adaptability trait for organizations. In order to maintain its best adaptability culture, the school should use programs that empower staff members to participate in different decision-making processes by training and developing their capabilities. Additionally, as it is a useful tool, the socialization of new hires is encouraged.
- The third predictor and influential culture is consistency culture. Abune Gorgorios school should improve this culture with the help of different strategies. Coordination and integration of among departments improve through the development of effective communication; give clear direction for employees, and optimizing the resources.
- A culture of involvement that fosters a sense of accountability and ownership toward the organization the and seriously need attention predictor. Abune Gorgorios School should prioritize its staff, view them as a valuable asset, and close the competency gap by providing training and development opportunities that enable staff members to participate in a range of decision-making processes. Furthermore, since socialization is a useful tool, it is also encouraged for new hires.
- The overall performance of Abune Gorgorios School is indicative of moderate level, indicated by $M=3.72$. This indicates that, with an $M=3.72$ effect, culture has a moderately significant influence on performance , according to the study's findings and the evaluation of organizational performance. Consequently, the organization needs to enhance the prevailing culture in order to improve performance.

SUGGESTION FOR FUTURE STUDIES

The primary focus of this study is how corporate culture affects performance. However, a variety of factors, including leadership, job satisfaction, and organizational change, influence the topic. Therefore, more research is suggested in order to improve the topic for subsequent studies. This study was limited to examining the relationship between organizational culture and performance within a business. The culture of an organization can affect many other facts of the business, such as job satisfaction, performance reviews, and employee performance. And also it was limited to examine the relationship between the organizational culture and the financial performance. The researcher recommended that future studies concentrate on these areas as a result.

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**Addis Ababa University
School of Commerce**

Department of Business Leadership

Questionnaire to be filled by employees of Abune Gorgorios Schools

Dear Respondent: I am MBL post graduate student at Addis Ababa University School of commerce. This questionnaire is designed to collect relevant information for the research carried out on the topic “The effect of Organizational Culture on The Organizational Performance: The case of Abune Gorgorios Schools”. The study is conducted for academic purpose that is for partial fulfillment of the requirements of the Master of Business Leadership. Hence, your responses will be kept confidential.

The soundness and validity of findings highly depend on your honest and thoughtful responses. Therefore, I kindly request you to fill the questionnaire carefully.

Your opinion matters so please share it and add value to this study! Sincerely, Adane Mitiku

Instruction: No need of writing your name

Adane Mitiku, Cell phone: +251-911-744750

E-mail: mitikuadaner@gmail.com

I would be grateful for your cooperation and timely response to this survey.

Part I: Personal Information Direction: This first part inquires your personal information so please mark (✓) in the box that best describes you.

1. Sex Male Female
2. Age Below 25 years From 25 - 35 years From 36 - 45 years Above 45 years
3. Educational High school Diploma First Degree Above First Degree
4. For how many years you are an Employee of Abune Gorgorios Schools.
 Below 2 years from 2-5 years From 6-10 years From 10-15 years Above 15 years
5. Your Job Category at ABGS: Management Staff Professionals /support staff
 teacher Branch director/vice

Part II: Organizational Culture of Abune Gorgorios Schools

Please indicate the degree of your agreement/disagreement with the following statements associated with the four traits of organizational culture: Involvement, Consistency, Adaptability and Mission in Abune Gorgorios Schools with their respective 3 indexes each. Please put (√) on the alternative choice that best describes your view using the five Point Likert Scale shown under.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral/Undecided	Agree	Strongly Agree

Traits of Organizational Culture in case of Abune Gorgorios Schools

I. INVOLVEMENT					
Empowerment	1	2	3	4	5
1. In Abune Gorgorios Schools decisions are made at the situations where the right information is available					
2. Workers believe that they've a positive impact on Abune Gorgorios Schools's performance.					
3. Information is extensively participated so that workers can access the information they need easily.					
Team Orientation					
4. Cooperation across different parts of the association is largely encouraged.					
5. Teamwork is used to get work done, rather than to keep the Hierarchy.					
6. workers work as they're part of a team.					
Capability Development					
7. Authority is delegated so those, workers can act by them enjoy up to their discretion limit.					
8. There's a nonstop investment to develop the skills and					

capabilities of employees.					
9. The capabilities of workers are viewed as an important source of competitive advantage					
II. CONSISTENCY					
Core Values	1	2	3	4	5
10. Leaders" exercise what they preach ”.					
11. There's a clear and harmonious set of values that govern the way Abune Gorgorios Schools does business.					
12. There's an ethical law that guides workers’ conduct and tells distinguishing right from wrong.					
Agreement					
13. When disputes occur, worker effort is to achieve a “win-win” result.					
14. There's a clear agreement regarding the right way and the wrong way to do effects.					
15. It's easy to reach agreement; even clashing issues occurs.					
Coordination and Integration					
16. workers from different parts of the association share a common perspective.					
17. It's easy to coordinate systems across different parts of the association.					
18. The approach doing business is genuinely harmonious and predictable.					
III. ADAPTABILITY					
Creating Change					
19. More ways to do work are continually adopted.					
20. All parts of the association cooperate to produce change.					
21. Abune Gorgorios Schools responds well to the challengers’ conduct and other changes in the business environment.					
Customer Focus					

22. clients' feedback frequently leads to changes.					
23. workers understand client's wants and needs.					
24. client input directly influences decision at different position					
Organizational Learning	1	2	3	4	5
25. Innovation is encouraged and awarded.					
26. Learning is an important target for workers' day- to- day work.					
27. Abune Gorgorios Schools view failures as an opportunity for learning and enhancement.					
IV. MISSION					
Strategic Direction and Intent					
28. There's a clear mission that gives meaning and direction to my work.					
29. Abune Gorgorios Schools strategic direction is clear to me.					
30. The schools have long- term purpose and direction.					
Goals and Objectives					
31. Leaders set goals that are ambitious, but realistic.					
32. Abune Gorgorios Schools continuously tracks its progress against the stated goals.					
33. There's wide agreement about the goals of the company					
Vision					
34. workers of ABG have a participated vision of what the association will be like in the future.					
35. Leaders have a long- term standpoint.					
36. Abune Gorgorios Schools vision creates excitement and motivation for its workers.					

Part III: Organizational Performance of Abune Gorgorios Schools using non-financial performance measures

please indicate 1 (to a very little extent) to 5 (to a very great extent) to what extent **Abune Gorgorios Schools** achieves its non-financial performance mentioned under.

- 1 = To a very little extent
- 2 = To a little extent
- 3 = To some extent
- 4 = To a considerable extent
- 5 = To a very great extent

To what extent does Abune Gorgorios Schools achieve its Non-financial Performance in Customer Perspective, Internal Business Perspective and Innovation and Learning Perspective?

	1	2	3	4	5
Customer Perspective					
1. clients are satisfied with the Abune Gorgorios Schools' product/ service quality.					
2. The Schools have good relationship with clients relative to other competitor Schools.					
3. The Abune Gorgorios Schools have recognizable image and favorable character by its clients					
Internal Business Perspective					
4. students and families are served with in the standard delivery time(SDT) set by the Abune Gorgorios Schools.					
5. ABG has satisfactory services variety for its customer.					
Innovation & Learning Perspective					
6. ABG workers are operationally efficient competent.					
7. I believe that my service to the company and the benefactions that I've made are appreciated.					
8. The people with whom I work have the applicable skill set to contribute to the Abune Gorgorios Schools's success.					

Thank you!