

DEBRE BERHAN UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT



THE INFLUENCE OF ORGANIZATIONAL CULTURE ON
ORGANIZATIONAL PERFORMANCE
THE CASE OF DEBRE BERHAN UNIVERSITY

BY
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JUNE, 2019
DEBRE BERHAN, ETHIOPIA

DEBRE BERHAN UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT
(MBA) PROGRAM



THE INFLUENCE OF ORGANIZATIONAL CULTURE ON
ORGANIZATIONAL PERFORMANCE
THE CASE OF DEBRE BERHAN UNIVERSITY

Thesis Submitted to Debre Berhan University in Partial Fulfillment For
the Award of Degree in Masters of Business Administration (MBA)

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DECLARATION

I, the undersigned, declare that this thesis entitled “**The influence of Organization Culture on Organizational Performamnce (The case of Debre Berhan University)**” is my own original work and that all sources have been accurately reported and acknowledge, and this document has not been submitted for a degree for in any Universities.

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Letter of Certification

As a thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Alemgenet Hailu, entitled “The influence of organizational culture on Organizational Performance: the case of Debre Berhan University”. I recommended that it be submitted as fulfilling the thesis requirement for the degree of Masters of Business Administration (MBA).

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APPROVAL OF THE THESIS

As members of Board of examiners of the final MBA Thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Alemgenet Hailu entitled “The Influence of Organizational Culture on Organizational Performance (The case of Debre Berhan University)” is recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Masters of Business Administration (MBA).

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Acknowledgement

First of all, I would like to express my gratitude to the Almighty God for helping me in all the process of my study until its completion.

Secondly, my special thanks go to my advisor, Mr. Bekele Meaza who supported and guided me from the initial stage of writing the research proposal to the end of the paper.

Thirdly, I would like to thank my instructors especially, Alemayhu Shifera (PhD) and Shifera Bekele (PhD) those who advise me in such issue in the research process. Moreover, I would like to thank Debre Berhan University staffs for their cooperation in providing me the required data.

Finally, my heart-felt thanks should also go to my family for everything they have done for me.

THANK YOU ALL!

Table of Content

Acknowledgement	I
List of Tables and Figures.....	V
List of Figures	VI
Acronyms and Abbreviation	VII
<i>Abstract</i>	VIII
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Background of the Study Area.....	3
1.3. Problem Statement	4
1.4. Research Questions.....	6
1.5. Research Objectives.....	6
1.5.1. General Objective	6
1.5.2. Specific Objectives	6
1.6. Scope of the Study	6
1.7. Significance of the Study	7
1.8. Operational Definition of Terms.....	7
1.9. Organization of the Paper	8
CHAPTER TWO	9
2. REVIEW OF RELATED LITERATURE	9
2.1. Theoretical Review	9
2.1.1. The Concept and Definition of Organizational Culture.....	9
2.1.2. Dominant and Sub Organizational Cultures	11
2.1.3. Elements of Culture	11
2.1.4. Function of Organizational Culture	13
2.1.5. Organizational Culture Models.....	13
2.2. Concept and Definition of Organizational Performance.....	19
2.2.1. Performance Indicators	20
2.2.2. Measuring Organizational Performance	21

2.2.3.	Balanced Scorecard Model	23
2.3.	Empirical Review.....	26
2.3.1.	Relationship between Organizational Culture and Organizational Performance.....	26
2.4.	Conceptual Framework.....	28
CHAPTER THREE		30
3.	RESEARCH METHODOLOGY	30
3.1.	Research Design and Approach	30
3.2.	Population and Sampling Design.....	31
3.3.	Data Source and Collection Method.....	32
3.4.	Data Analysis Method.....	33
3.5.	Measurement.....	33
3.6.	Descriptive Model for Evaluate Overall Organizational Performance	34
3.7.	Ethical Consideration.....	35
3.8.	Pilot Test for Validity and Reliability of The Data.....	35
CHAPTER FOUR.....		37
4.	DATA ANALYSIS, PRESENTATION AND INTERPRETATION	37
4.1	Descriptive Analysis	37
4.1.1.	General Respondents Profile.....	37
4.2.	Descriptive Analysis of Organizational Culture	39
4.3.	Descriptive Analysis of Organizational Performance.....	45
4.4.	Weight Assigned to Balanced Score Card Perspectives	48
4.5.	Overall Organizational Performance	49
4.6.	The Relationship Between Organizational Culture and Organizational Performance.....	50
4.6.1.	Pearson Correlation Analysis.....	50
4.6.2.	Classical Linear Regression Model Assumptions Tests	52
4.7.	The Influence of Organizational Culture on Organizational Performance	56
4.7.1.	Regression Analysis.....	56
4.7.2.	Regression ANOVA	56
4.8.	Discussion.....	59
CHAPTER FIVE		61
5.	SUMMARY, CONCLUSION AND RECOMMENDATION	61
5.1.	Summary of the Major Findings	61

5.2.	Conclusion	63
5.3.	Recommendation	64
5.4.	Recommendation for Future Studies.....	66
5.5.	Limitation of the study.....	66
	Reference	VIII
APPENDICES	XVI

List of Tables and Figures

Table	Page
Table 3.1. Sample distribution	32
Table 3.2. Reliability Test for organizational culture and organizational performance	35
Table 4.1. General respondent profile	37
Table 4.2. Descriptive analysis of Involvement Traits with Indices	39
Table 4.3. Descriptive analysis of Consistency Traits with Indices	40
Table 4.4. Descriptive analysis of Adaptability Traits with Indices	41
Table 4.5. Descriptive analysis of Mission Traits with Indices	42
Table 4.6. Total means and Standard Deviation for organizational culture and Organizational culture traits	43
Table 4.7. Descriptive Analysis of organizational performance	45
Table 4.8. The weight assigned for each BSC perspectives	47
Table 4.9. Overall level of performance	48
Table 4.10. Correlation strength and direction	49
Table 4.11. Correlation between organizational culture traits and organization performance	50
Table 4.12. Correlation between overall organizational culture and Organizational performance	50
Table 4.13. Autocorrelation test	53
Table 4.14. Multicollinearity test	54
Table 4.15. Regression Model summary	56
Table 4.16. ANOVA	56
Table 4.17. Regression Coefficient	57

List of Figures

Figure 2.1. Denison organizational culture model	17
Figure 2.2. Conceptual model	29
Figure 4.1. Linearity test	52
Figure 4.2. Normality test	53
Figure 4.3 Homoscedasticity test	55

Acronyms and Abbreviation

ANOVA	Analysis of Variance
BSC	Balanced Score Card
CP	Customer Perspectives
DBU	Debre Berhan University
DOCS	Denison Organizational Culture Survey
ESDP	Education Sector Development Program
FP	Financial Perspectives
HR	Human Resource
HRM	Human Resource Management
IBP	Internal Business Process
LG	Learning and Growth
SD	Standard deviation
SPSS	Statistical Package for Social Science

Abstract

The objective of this study was to examine the influence of organizational culture on organizational performance in the case of Debre Berhan University. The conceptual framework of the study was designed as Organizational culture variables, namely, Involvement, consistency, Adaptability, and Mission are taken as independent variables and organizational performance served as dependent variable. The study was adopted quantitative research approach and the nature of the study was descriptive and explanatory. The total sample of the study was 338 respondents with a response rate of 311 respondents. In this study both descriptive and inferential statistics were used to examine the influence of organizational culture on organizational performance. The data were collected using questionnaires in which the researcher used primary and secondary data. The data were analyzed through the device of SPSS version 23. The organizational culture questionnaire was adapted from DOCS (Denison Organizational Culture Survey, 2011). Whereas, questionnaire that measure organizational performance was developed by the researcher in BSC four perspectives (Customer, Financial, Internal Business Perspective, and Learning and Growth perspectives). Before the main data collected for data analysis, a pilot test was conducted and validity and reliability of the instrument were determined. Pearson correlation and multiple linear regression analysis were employed to estimate causal relationship between organizational culture and organizational performance. The finding of the study depicted that mission and consistency culture were strong relationship and influence on organizational performance. Involvement and adaptability culture were moderate relationship with organizational performance. However, adaptability culture was insignificant influence on organizational performance. The finding of the study showed that mission culture was the dominant culture of Debre Berhan University. The level of organizational performance was moderate. The overall finding of this study suggest that organizational culture had influence organizational performance.

Key words: *Involvement, Consistency, Adaptability, Mission, Organizational performance*

CHAPTER ONE

1. INTRODUCTION

This chapter deal with the background of the study, and organization, problem statement, research question, research objective, scope of the study, significance of the study, definition of key terms and organization of the paper.

1.1. Background of the Study

The concept of culture has been defined in various ways. Schein (2010), define culture as “a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked taught to new members as the correct way to perceives think, and feel in relation to those problems” (p. 18). Culture presents everywhere, surrounding us all the time. It exists at different levels, from small level as a team or group to the big level as a nation. Every organization has its own culture. Every culture consists of the expectations related to behavior. In any organization norms and values are not wr01

itten, but it tells members the way things really are members of the organization have a contribution to the success or failure of the organization; follow the norms by supporting and accepting them.

The term ‘organizational culture’ was introduced more systematically in organizational analysis at the end of the 1970s and beginning of the 1980s (Alvesson and Sveningsson, 2008). According to Hofstede, Hofstede and Minkov (2010), in the book “Culture and Organizations: Software of the Mind” they state that:

Culture is a collective phenomenon, because it is at least partly shared with people who live or lived within the same social environment, which is where it was learned. Culture consists of the unwritten rules of the social game. It is the collective programming of the mind that distinguishes the members of one group or category of people from others.

Culture is learned, not innate. It derives from one’s social environment rather than from one’s genes. (p.6)

In relation to the above definitions, Dolan and Lingham (2012), explain that culture is a set of values and held beliefs that determine acceptable behaviors and expected for a given group. These

suggested that organizational culture is articulated in the organization, in order to shape the way in which organization members should behave. Moreover, Denison and Neale (2008), argue that organizational culture is the underlying values, beliefs and principles that serve as a foundation for an organization's management system and practice. As the concept of culture is very broad, and different definitions exist in literature; in this research Denison definition is applied. In addition, Organizational culture has a significant impact on the performance and effectiveness of the organization (Denison, 2008).

Performance refers to how and manner in which particular task is carried out and judged by its effectiveness. Performance is associated with factors such as increasing profitability and obtaining the best resulting in all organization endeavors. Moreover, it reflects the extent of goal achievement by employees in an organization (Ojo, 2008).

Organization performance comprises the actual output or results of an organization as measured against its intended output. According to Nikpour (2017), Organization in order to achieve high performance, identifying the necessary issues and factors that affect organizational performance.

According to the study of Cameron and Quinn (2011), the impact of organizational culture is not limited to, organizational performance; but also has significant impact on employee morale, job satisfaction, commitment to their job and organization's productivity and job performance in general.

This study focuses on the influences of organizational culture on organizational performance. Various organizational culture models exist in the literature, but the researcher review some of these such as: (O'Reilly et al., (1991); Hofstede (1980, 2010); Harrison (1993); Cameron & Quinn (2011); and Denison (1996, 2000, 2008, & 2011). However, the researcher is interested and preferred to conduct the study with Denison's organizational culture model. The model has four cultural traits or dimension, namely: Involvement, Consistency, Adaptability, and Mission. The reason for which this model chosen are: (1) the model recognizes that the main components of cultural traits and managerial behavior linked to a core of beliefs and assumptions of the organization and its environment, (2) the model is behavioral based and capable for utilizing at all organizational level, (3) the unique characteristics of the model is full and profound in which clearly shows the characteristics of organizational culture in two internal and external dimension and the organization level of flexibility, (4) the model summarize organizational assumptions and

beliefs in terms of four cultural traits and three indices within each trait, and (5) the model has been used very extensively abroad by different organization in order to study organizational culture. Thus, these entire reasons make Denison organizational culture model is popular and appropriate to study the influence of organizational culture on organizational performance.

1.2. Background of the Study Area

Debre Berhan University is one of the second -generation Universities established in 2007 in Debre Berhan town. When it started the teaching learning process, there were only 725 students in one faculty, i.e., Faculty of Education, with 68 instructors and 7 administrative staff. With the efforts of the University community, DBU envisions to become one of the best Universities in Ethiopia by 2020. To do so, it is undertaking massive organizational activities on areas of producing competent situational capacity in the areas of producing competent graduates, conducting problem solving research based on agreed upon thematic areas and offering community and consultancy services (DBU Annual Magazine, 2017/18).

At present, the DBU staffed with 1233 academic staff (257 of them are on study leave), 1025 administrative staff, and 159 technical assistants. There are also around 28 expatriate staffs (DBU HRM, 2011).

Vision of DBU

- Aspire to be the best University in Ethiopia by 2020.

Mission of DBU

- Producing efficient graduates by offering research assisted quality education
- Undertaking a problem-solving research based on national need and benefiting the community with the outcome
- Offering government and community center training, consultancy service, transferring technology and undertaking innovation (DBU Annual Magazine, 2018).

Values of DBU

- | | |
|---------------------------------------|-----------------|
| ❖ Quality service | ❖ Equality |
| ❖ Professionalism | ❖ Diversity |
| ❖ Shared vision | ❖ Effectiveness |
| ❖ Attention to cross – cutting issues | ❖ Democracy |

Source: DBU Strategic Plan 2015/16 – 2019/20

1.3. Problem Statement

Higher Educational Institutions play a significant role in the society; because they create and exchange knowledge, catalysts of innovation, suppliers of tangible outputs of research result, provides consulting and advisory services. Accordingly, University foster programs, build social capital, prepare students for outside realities, provide access to knowledge, and therefore as a contribution to the creation of a democratic and sustainable society (Dziminska, Fijalkoska, & Sulkowski, 2018).

According to Schein (2010, p. 3), “leadership and culture are two sides of the same coin” that culture is dynamic phenomenon, surrounding us at all time, enacted and created through the interaction of member and shaped by leadership behavior, and set of structures, routines, rules and norms that guide behavior; in which these all the essence of leadership. Moreover, Schein explain that leader creates and manage culture; the unique talent of leaders is their ability to understand and work with culture; destroy culture when it is dysfunctional and develop an organizational culture for better organizational performance.

In spite of an increasing diversity workplace, there is changing phenomena of the organizational culture which have a potential impact on the norms, values, and beliefs that employees share in the institution. Hence, the leader in higher education institutions must understand the culture of their institution to accomplish the mission of the organization.

The relationship between organizational culture and organizational performance widely recognized and investigated by many researchers whether business, service and educational institution (Ahmed and Shafiq (2014); Denison and Neale (2008); (Denison et al. (2011); Hofstede et al. (2010); Schein (2010); However, most of these studies mainly focused on western developed country context. This means limited studies conducted in developing countries (Aluko (2003); Chilla et al. (2012); Ng’ang’a et al. (2015); Senait (2017); and Pangewa (2015).

Culture varies from country to country, organization to organization (Ng’ang’a & Nyongesa, 2012). In fact, some researchers (Denison et al., Haaland, Yilmaz, 2008) recommended the investigation of the organizational culture phenomenon in different cultural contexts practically in developing countries.

In this regard, since culture is a dynamic phenomenon, in which most of the organizational culture studies carried out in the Western Countries context, is not similar in developing Countries context and employees' set up. Especially, Higher Educational Institutions, differ from other organizations in their objectives, goals, Missions, and Visions. Thus, the researcher was interested to study this topic to indicate understandings of cultural differences and its influences on organizational performance, particularly in DBU.

Denison and Neale (2008), suggest the main dimension of cultural traits; Involvement, Consistency, Adaptability, and the Mission are to be considered as key determinants of organizational performance. In this sense, examining the influence of organizational culture traits, therefore, enable the institution to identify the main cultural traits which have a greater influence on the organizational performance.

Like other cultural organizations, Debre Berhan University has its own specific culture. Some of these cultures are: the way of employees are recognized, way of addressing issues related to staff, particularly their engagement, reward and recognition, and career development, rules and procedure that guide employees in the institution, the behavior to be rewarded, the institution system in place to effectively manage human and physical resources, the way that decisions made, the relation between employees' in different departments and groups within the institution, and also the way of managing diversity. All these are critical aspects for all institutional leaders to understand the underlying values of their institution. Hence, the researcher triggered to conduct this study based on the experience over the past nine years since the implementation of Balanced Scorecard in the University.

Therefore, this study was conducted to examine the influences of organizational culture traits (Involvement, Consistency, Adaptability, and Mission) on organizational performance. In this study organizational culture served as an independent variable while organizational performance will be taken as the dependent variable.

1.4. Research Questions

Based on the gap mentioned above, the research was guided by the following research questions.

1. What is the existing dominant culture type in Debre Berhan University?
2. What is the level of institution performance?
3. What is the relationship between organizational culture and organizational performance?
4. Which culture type has more significantly influence performances of Debre Berhan University?

1.5. Research Objectives

1.5.1. General Objective

The general objective of the study was to examine the influence of organizational culture on organizational performance in Debre Berhan University.

1.5.2. Specific Objectives

To achieve the overall objective of the study, the following specific objectives are developed:

- To identify the dominant culture of Debre Berhan University.
- To examine the level of performance of Debre Berhan University.
- To examine the relationship between organizational culture and organizational performance in the Debre Berhan University.
- To identify the cultural trait significantly more influence the organizational performance of the Debre Berhan University?

1.6. Scope of the Study

The study was attempt to examine the influence of organizational culture on organizational performance. Hence, any result obtains in the study was interpreted in relation to these two variables. In addition, the scope of this study limited to academic, administrative, and technical assistance those who are permanent employees only. The study in order to manage, excluded other parties like temporary staff, students, and associations. Geographically, the study was excluded other centers and study areas of the institution.

1.7. Significance of the Study

The researcher is interested in the study of organizational culture and organizational performance because organizational culture is the main important ingredient of organizational performance. Especially, Higher Educational Institutions have a vital role in the development of the country in general. Hence, studying the organizational culture and its influence on organizational performance might help the institution to capitalize its strong culture which provides employees towards the achievement of organizational performance.

Therefore, this study will be beneficial DBU by determining which type of organizational culture has the highest influence on the performance of the organization. As a result, leaders might provide direction on how to design possible means to address the issue. The study also might contribute to the existing literature through identifying the significant relationship between organizational culture and performance in an Ethiopian context; especially in the Higher Educational Institution. Moreover, similar stakeholders might use it as an input for further study and investigation in other areas.

1.8. Operational Definition of Terms

Culture – refers shared pattern of knowledge, belief, behavior, attitude, value and custom of society.

Vision – refers our perception of something that we want to reach out at the future.

Mission– refers statement of reason; provide answer why the organizations exist?

Value - refers to a judgmental element of what is right, good or desirable.

Organizational culture– refers assumption, beliefs; values learned, shared and govern the people in the organization.

Organization performance–achieving strategic aims and promote the mission and the value of the organization.

1.9. Organization of the Paper

This study is organized into five chapters. The first chapter is about background, problem statement, the objective of the study, the significance of the study, the scope of the study, and the operational definition of key terms and organization of the study. Chapter two deals with a review of related literature on the study topic organizational culture and organizational performance. The third chapter covers the research methodology and chapter four deal with data analysis and interpretation. Finally, chapter five summarizes the major findings of the study, conclusion, and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Theoretical Review

2.1.1. The Concept and Definition of Organizational Culture

The concept of organizational culture first emerged in the 1970s and 1980s and later in 1995 it became one of the most influential and controversial concepts in management research practice (Linnenlueck & Griffiths, 2010). Organizational culture can be viewed in different perspectives, and defined by many writers. The Majority of writers agreed on with the concept of culture as it refers to a set of values, assumptions, beliefs, expectation and shared in the organization. Moreover, as Linnenlueck and Griffiths, explanation, the cultural theories suggested different definitions, that notion of accepted behavioral rule or norms of shared values, ideologies, beliefs and shared patterns of meaning.

Cameron and Quinn (2011) have reviewed various works of scholars and noted that more than 150 definitions of culture have been identified and two main disciplinary foundations of organization cultures are sociological (believed that organization has cultures) and anthropologists (believe that organizations are cultures).

According to Hellriegel and Slocum (2011), organizational culture is a system that values, beliefs, shared action created and develop within the organization and guides the behavior of its members. This system, for business organization, it refers to corporate culture. Moreover, organization culture includes ritual ceremonies, language commonly used in the organization, norms shared by members, teams that exist throughout the organization, dominant values held by the organization, the philosophy that guides management's policies and decision making in the given organization.

Schein (2010), define organizational culture as "A pattern of shared basic assumptions learned by a group as it solved its problem of external adaptation and internal integration, which has worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to this problem"(p. 18). His definition mainly focuses on three cultural elements: the first one is socialization or the way in which new organizational

members learn the culture; secondly, deeply held assumptions; and third, the recognition that an organization may have. Moreover, Schein argues that culture has three levels; namely: Artifacts, Espoused beliefs and values, and underlying assumptions.

Denison and Neale (2008), also supporting the Schein definition, organizational culture is the underlying values, beliefs and principles that serve as a foundation for an organization's management system, as well as the set of management practice and behaviors that both demonstrate and reinforce those basic principles which have a meaning for the member of an organization.

According to Hofstede, Hofstede and Minkov (2010), state that "Culture is the collective programming of the mind that distinguishes the members of one group or category of people from other" (p. 5). It is always a collective phenomenon because it is shared with people who live or lived within the same social environment, which is where it was learned. This assumption also supported by Cameron and Quinn (2011), as organizations serve as the social glue binding an organization together.

Robbins and Judge (2013), defined that organizational culture refers to a system of shared meaning held by members that distinguish the organization from another organization. His definition suggests that every organization has its own distinct personality. Hellriegel and Slocum (2011), also support Robbins and Judge definition by explaining culture; as two individuals have no the same personality, two organizations have no the same organizational culture.

Organizational culture can be seen as a system that includes input, process, and output. The culture of an organization as an input, includes feedback from society, professions, laws, stories, heroes, values on competition or service. As a process, it is based on an organization's assumptions, values, and norms, and output includes organizational behaviors, technologies, strategies, image, products, services, appearance etc. (Dolan &Lingham, 2012).

Generally, the above definitions have something in common that what organizational culture is. And most authors agreed with the definition and concept of organizational culture as the norms, values, beliefs, and underlying assumptions, that members share with the organization. Not only this, but also organizational culture encompasses management practices and behavior that

encourage an organization's basic principles, management system, organization strategies, image, and services.

2.1.2. Dominant and Sub Organizational Cultures

According to Robbins and Judge (2016), organizational culture represents a perception that the members of the organization hold in common. The dominant culture is an organizational culture that expresses the core values a majority of members share and that gives the organization its distinct personality. On the other side, sub-culture development in large organizations in response to a common problem, issues, or experiences a group of member's faces. Subcultures are multicultural within the organization which typically defined by departments, designations, and geographical separation. The Subculture of the organization will include the core values of the dominant culture and additional values unique to members of that department or unit of the organization that physically separated from organization main operations may have a different personality.

Schein (2010) explained that subculture created and operating within the organization in different ways. Shared assumptions create sub-cultures, most often around the functional unit of the organization based on the similarity of educational background in the member, shared a task, and similarity of organizational experience and also based on management hierarchy. Further, Schein identifies three generic subcultures that exist in every organization. The first one is the operator subculture that creates around operational units of the organization. It is based on human interaction. The second generic subculture is designed subculture, that around groups that represent the basic design elements of the technology underlying the work of the organization. It is knowledge based and their basic assumptions are derived from their occupation and education. The third generic subculture is called executive subcultures that exist in all organizations and create based on the fact that top managers share a similar environment and similar concerns.

2.1.3. Elements of Culture

According to Wagner and Hollenbeck (2010), depending on the purpose and objective of an organization, different organization has a different culture. Within the culture of any organization, there is a fundamental collection of norms and values that shapes members' behaviors and provides

them to understand the surrounding organization. Wagner and Hollenbeck further explained surface elements of culture. These are:

- **Ceremonies** – special events in which organizational members celebrate the myths, heroes, and symbols of their firm.
- **Rites** – ceremonial activities meant to communicate specific ideas or accomplish a particular purpose.
- **Rituals** – actions that are repeated regularly to reinforce cultural norms and values.
- **Stories** – accounts of past events that illustrate and transmit deeper cultural norms and values
- **Myths** – fictional stories that explain activities or events that might otherwise be puzzling.
- **Heroes** – successful people who embody the value and character of the organization and its culture.
- **Symbols** – objects, actions, or events that special meaning and enable organization members to exchange complex idea and emotional messages.
- **Language** – a collection of verbal symbols that often reflect the organization’s particular culture.

Cameron and Quinn (2011), explained organizational culture as taken-for-granted values, underlying assumptions, expectations, collective memories, and presented in an organization. It represents “How things are around here.” So that, they classify organizational culture into four noticeable elements based on their fundamental level and their manifestations: (1) implicit assumptions – is a first level, and unobservable assumptions that define the human condition and its relationship to the environment. (2) Conscious Contracts and Norms – is a second level emerge from assumptions, which rules and procedures that govern human interaction. (3) Artifacts – is the third level and observable and overt, represented by the building in which we work, close we wear, size and shape of our office, arrangements of furniture’s, logos, themes, mission statements, and formal goals. (4) Explicit Behaviors – is the last level manifestation of organizational culture, the way in which people interact, the extent to which innovative or activity is tolerated or encouraged.

2.1.4. Function of Organizational Culture

As Wagner and Hollenbeck (2010), states that “organizational culture is informal, shared way of perceiving life and membership in the organization that binds members together and influences what they think about themselves and their work” (p. 302). Moreover, organizational culture helps to create a mutual understanding of organizational life.

Furthermore, Wagner and Hollenbeck (2010) identify four basic functions of culture. (1) It gives members an organizational identity – means that organizational members share norms, values, and perception provide them with the sense of togetherness that promotes a feeling of common purpose, (2) It facilitates collective commitment, (3) It promotes organizational stability, and (4) It shapes behavior by helping members make sense of their surroundings. Fulfilling these four basic functions of organizational culture serve as a sort of social glue that helps reinforce persistent, coordinated behavior at work.

According to Schein (2010), perspective, organizational culture is a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration. Thus, implies that culture has potential in order to solve the organizational members’ basic problems of external adaptation and internal integration

In general, all these functions of organizational culture imply that without culture, every organization cannot operate, because it encourages the organization in order to achieve its goal and lead organization members’ towards achieving organizational goals.

2.1.5. Organizational Culture Models

According to Cameron and Quinn (2011), organizational culture is extremely broad and inclusive in scope. It comprises a complex, interrelated, comprehensive, and ambiguous set of factors. Hence, scholars proposed so many dimensions of organizational culture. The researcher reviews some organizational models. These are: (Cameron and Quinn (2011); Denison’s (1990); Hofstede (2010); Harrison (1993); O’Reilly, Chatman, and Caldwn (1991).

2.1.5.1. Cameron and Quinn Organizational Culture model

Cameron and Quinn (2011), develop an organizational culture model called the Competing Values Framework (CVF). The model has two major dimensions and four main clusters. The first

dimension is related to organizational focus – internal (internal focus and integration) versus external (external focus and differentiation). The second dimension is an emphasis on structure, stability, and control versus flexibility and discretion. These two dimensions create four quadrants which each quadrant reflects a different set of organizational culture indicators. Namely: clan culture, Adhocracy culture, Market culture, and Hierarchy culture.

- **Clan /Family Culture** – this type of culture refers to the family type organization; so that the organization promotes teamwork and participation in the group process. The organization also promotes a humane work environment, with the managerial goal of employees by their participation, and loyalty. Organizations emphasize long - term human resource development.
- **Adhocracy Culture/Entrepreneurs** - this type of culture creates from the work ad -hoc means that something temporary, specialized, and dynamic. The goal of adhocracy type culture is to foster adaptability, flexibility, and creativity if uncertainty, ambiguity, and information overload.
- **Hierarch/control Culture** – this type of organizational culture characterized by highly effective in accomplishing their purpose, formalized and structured place to work, govern the people by the procedure, long term and efficiency. Formal rules and policies hold the organization together.
- **Market /Compete culture** - A term market is not synonymous with the function of marketing or other market places. It refers that a type of organization that functions as a market itself. It is depending on the external environment instead of internal issues. It is focused on external constituencies such as suppliers, customer contract and other regulators. Internal control maintained by rules, specialized jobs, and centralized decisions Cameron and Quinn, 2011).

2.1.5.2. Hofstede Organizational Culture Model

The culture of any workplace decided how employees would behave with each other or with the external parties and also decide their involvement in task. Well known in national culture researcher, Hofstede (2010) classifies national culture into four cultural dimensions as:

- **Power distance-** (the extent to which relationships between superior and subordinate are distant and formal versus close and informal). The organizations which believe in assigning team leader or team manager who are responsible for their respective teams and have the challenge of extracting the best out of the members.

- **Individualism versus collectivism** – (the extent to which people are oriented towards self – interest versus an orientation towards the interests of a wider group of which they are a part). Organization which strongly rely on team work. Individualism with a common interest come together and work as a team.
- **Masculinity versus Femininity** - (the extent to which success is defined in terms of assertiveness, challenge, and ambition, rather than in terms of caring and nurturing). In this type of culture organization where male employees dominate their female counterparts will follow different policies as compared to organizations females have a major say in decision making process of the organization.
- **Uncertainty avoidance** – (the extent to which people seek to minimize uncertainty versus the extent to which they are tolerant of ambiguity).

2.1.5.3. Harrison's Organizational culture Model

Harrison (1993), also develops an organization culture topology based on four organizational culture dimensions. Harrison's organizational culture topologies as:

- **Role Culture** – this type of culture gives protection to employees and stability to the organization and as people are protected from losing their job. An organization with this type of culture employees need to spend less time focusing their energy on themselves but rather than on their work. This type of culture is tailored at dependability, rationality, and consistency; employees are expected to keep up to their end of the bargain to be rewarded accordingly.
- **Achievement culture** – this type of culture gives employees mutual vision and determination in the organization. Individuals have the inner organizational commitment and they tend to society.
- **Supportive culture** – is based on mutual trust between employees and the people are viewed as human beings as opposed to the machine and they need to be carried and supported to achieve their goals.
- **Power culture** – allows people in power to be either good or bad. Thus, the resource of an organization can be used to frustrate members or to make them happy. It is the tool used to

control others or behaviors of employees. Power is centered on an individual or a few individuals in the organization.

O'Reilly, Chatman, and Caldwell (1991), develops an organizational culture model that has seven cultural dimensions. They are: (1) innovation and risk-taking (the degree to which employees are encouraged to be innovative and take risks), (2) attention to detail (the degree to which employees are expected to exhibit precision, analysis, and attention

2.1.5.4. Denison's Organizational Culture Model

Daniel Denison is a professor of Organizational Behavior at the University of Michigan Business School. Denison develops an organizational culture model based on behavioral aspects that are designed within the business environment. And the model is applicable to all levels of the organization. His model focuses on linking organizational culture to organizational performance measures such as profitability, growth, quality, innovation and employee satisfaction and overall organizational performance. The model develops based on four cultural traits: involvement, consistency, adaptability, and mission.

The model has four quadrants' which represent the four traits. Each quadrant includes three indices of managers that are linked to each of the traits. The traits and indices are presented in terms of two underlying dimensions, Flexibility versus Stability on the horizontal axis and an external versus internal focus on the vertical axis.

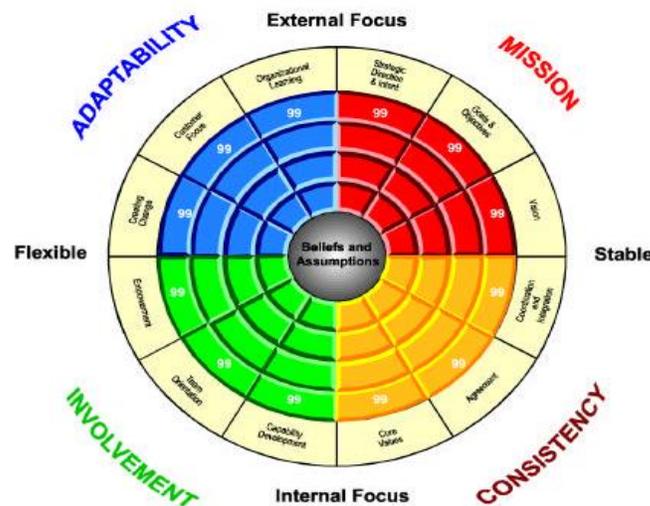
The profile splits horizontally to distinguish between an external focus and an internal focus. Involvement and consistency address the internal dynamics of an organization. Adaptability and Mission, in contrast, take as their focus the relationship between the organization and the external environment.

The profile splits vertically, to distinguish between a flexible organization and inflexible organization. Involvement and adaptability emphasize an organization's capacity for flexibility and change. Whereas, consistency and mission emphasize the organization's capacity for stability and direction (Denison and Neale 2011). The studies conducted by Denison and his colleagues suggest that the highest performing organizations find ways to empower and engage their employees, facilitate coordinated action and promote consistency of behavior with core business

value, translate the demands of the organization environment into action, and provide a clear sense of purpose and direction (Fey & Denison, 2003; Denison & Neale, 2011).

Denison’s four cultural traits: involvement, consistency, adaptability, and mission are expressed in terms of a set of managerial practices and measured using twelve indices. Two of the traits, involvement, and adaptability are indicators of flexibility, openness, and responsiveness, and strong predictors of growth. The other two traits, consistency and mission, are indicators of integration, direction and vision, and predictors of profitability. The four traits also significant predictors of other effectiveness criteria such as quality, employee satisfaction, and overall organizational performance. Therefore, the following paragraphs briefly discuss each of the four traits and their indices.

Figure 2.1 Denison organizational culture model



Source: Denison organization survey, 2011

Involvement

Involvement is the first organizational culture trait that concerns the personal engagement of individuals within the organization. The participation of employees in their organization increases the performance of the organization (Fey & Denison, 2003). A higher level of employee involvement and participation create a sense of ownership and responsibility. Involvement creates

a greater commitment to the organization and a growing capacity to operate under condition autonomy (Denison & Mishra, 1995).

Under-involvement trait there are three indices: empowerment, team orientation, and capability development. Empowerment deals with individuals have the authority, initiative, and ability to manage their own work. So that it creates a sense of ownership and responsibility towards the organization. Team orientation deal with values placed on working cooperatively towards common goals for which all employees feel mutually accountable. Therefore, the organization relies on team effort to get work done. Capability Development stress on the organization continually invests in the development of an employee's skill in order to compete and meet on-going business needs (Denison, 2011).

Consistency

The other trait is consistency, which refers to shared values, and efficient systems and processes. It reflects an internal and stable focus. Consistency is the source of integration, coordination, and control related to organizational effectiveness. In particular, consistencies close relationship to change and adaptation. The Positive influence of consistency provides integration and coordination. On the negative aspects, however, highly consistent cultures are often the most resistance to change and adaptation. The three consistency trait indices are a core values, agreement, coordination, and integration. Core values deal with members of the organization share a set of values which creates a sense of identity and a clear set of expectations. The agreement indices emphasizes on the member of the organization are able to reach agreement on critical issues. It includes both the underlying level of agreement and the ability to reconcile differences. The other index is coordination and integration, which deal with different functions and units of the organization are able to work together well to achieve common goals. Organizational boundaries do not interfere with getting work done (Denison, 2011).

Adaptability

Adaptability is the third organizational culture trait, an emphasis on the ability of employees to understand what the customer wants, to learn new skills, and to change in response to demand. It focuses on external environment and flexible. Creating change, customer focus, and organizational learning are the three indices of adaptability. Accordingly, creating change reflects that, the

Organization is able to create an adaptive way to meet changing needs. Organizations able to read the business environment react quickly to current trends and anticipate future change. Customer focus index deals with the organization to understand and react to their customer and anticipate their future needs. It reflects the degree to which the organization is driven by a concern to satisfy their customers. The last index is organizational learning, which focuses on the organizational receives, translates and interprets signals from the environment into opportunities for encouraging innovation, gaining knowledge, and developing capabilities (Denison, 2011).

Mission

The mission is the last organization culture traits which refer to an organization's purpose and direction towards the achievement of organizational goals and objectives. A successful organization has clearly defined strategic directions, vision, goals, and objectives of the organization. Having a clear mission shows the member of the organization why they are doing their task and how the work they do to help the organization performance this trait has three indices: strategic Direction and Intent, Goals, and Objectives, and Vision. Strategic direction and Intent emphasis that clear strategic intentions convey the organization's purpose and make it clear how everyone can contribute. Goals and Objective induce deal with a clear set of goal and objectives can be linked to the mission, vision, and strategy, and provide everyone with a clear direction in their work. The last index, vision reflects that the organization has a shared view of the desired future state. It embodies the core values and captures the heart and mind of the organization's people while providing guidance and directions (Denison, 2011).

2.2. Concept and Definition of Organizational Performance

In the literature the definition of performance is diverse. However, some literature defined as a result, and others defined as behavior. Beard (2003) defines performance as a result; "performance is a recorded by a particular job function or activities during a particular period, not including the personal nature of the character and behavior of the official who assessed" (p. 143). Performance defined as behavioral, Sudarmanto, (2009), states that "Performance is a set of behaviors that are relevant to the objectives of the organization or organizational unit where people work" (p. 8).

Performance is a result of the quality and quantity of work achieved by the staff member in performing his or her duties in accordance with the responsibilities assigned.

Didier Noye (2002), as cited in Carton and Hofer (2006), “The concept of organizational performance is based upon the idea that an organization is the voluntary association of productive assets, including human, physical and capital resources, for the purpose of achieving a shared purpose”. Kaplan and Norton (2001), define organization performance as an organization’s capacity to accomplish its goals effectively and efficiently using available human and physical resources.

According to Richard et al. (2009), organizational performance encompassed three areas of firms’ outcomes. The first one is the financial areas of firms such as profit, return on asset, return on investment, etc. The second is product market performance, such as sale, market share, etc. Lastly, shareholder return performance. However, according to Richard et al. Organizational performance different things to the different institutions as business organization differ from an educational institution. Since the goal of most business organizations is profitable, they may measure their performance in terms of net income, revenue, and other financial data. However, most educational institutions not for profit; they may use criteria for measuring their performance. Such criteria are the number of employees, the number of students, the number of market-driven programs, physical expansions, the success of their programs, and financial sustainability among their parameters.

2.2.1. Performance Indicators

Higher education institutions progressively implemented a more systematic formalized quality assurance process, recognizing this as a way to achieve greater efficiency and accountability within their organization (Burke and Minassians, 2001). The government establishes quality models and organizations designed to audit and review University performance. To do so, performance indicators are considered and vital components in raising the standard of higher education.

The rationale behind the uses of performance models and indicators in higher education is to ensure the education provides to students equips them for employment and provides the nation with a highly skilled workforce that supports economic growth (Reindl and Brower, 2001).

Quantitative indicators, are defined as those associated with measurement of quantity or amount, and expressed as numerical values, in which given by assigning it a number. Quantitative indicators include input and output performance indicators. Input indicators – reflect the human, financial and physical resources involved in supporting institutional programs, activities, and services. Whereas, output indicators refer to output data reflects the number of outcomes produced,

including immediate, measurable results and direct consequences of activities implemented to produce such result (Burke, 1998).

Qualitative indicators are associated with observation based on the description, rather than an exact numerical measurement or value. They involve comparison based on quality or non-numerical data, such as the policies and processes for assessing student learning, the experience statement. The qualitative measure includes outcome and process indicators that do not involve generating the number of outcomes in the form of numerical data but measure complex processes and results in their quality and impact. Outcome indicators focus on the quality of the educational program, activity and service benefits for all stakeholders, such as students, parents, the community, employers and industry (Burke, 1998). Outcome indicators are considered to be more insightful, meaningful and accurate in measuring the methods and quality of teaching and learning as they relate to the objectives of higher education. In addition to this, they are useful in providing information that can be used for enhancing teaching and learning process indicators are indicators which include the means used to deliver educational programs, activities, and services within the institution environment. This indicator looks at how the system operates within its particular context (Burke, 1998).

2.2.2. Measuring Organizational Performance

Performance measurement is important for managers and leaders, for non-profit organization. Neely et al. (1995), define performance measurement in its strictest semantics as the process of quantifying the efficiency and effectiveness of action. So, performance measure means metrics used to quantify efficiencies and effectiveness of action. Performance measurement as a system if can be defined as the set of metrics used to quantify both the efficiency and effectiveness of action.

According to Peter (2003), “Performance measurement refers to the process of defining, observing, and using such measures. Performance measures are objective, quantitative indicators of various aspects of performance of public programs.” Moreover, Poister (2003), explained that performance measurement is intended to produce relevant information on a program or organizational performance that can be used to strengthen management and inform decision making, achieve results and improve overall performances, and increase accountability.

Performance is something for which all educational institutions strive for, regardless of their size. Small institutions want to get big, big institutions want to get bigger. Indeed, institutions have to grow at least a bit every year in order to accommodate the increased educational needs that emerge over time (Bahati, 2013).

Measuring organizational performance in education is very important. If the academic institution wants to deliver quality graduates through the course work, they offer, then they should know how doing this accurately, if there is anything that an educational institution should do, it should be the evaluation of its performance. This is essential and important in the case of colleges and universities. Because, the quality of education offered by an educational institution is vital important (Smart and Hamm, 2003).

According to Kaplan and Norton (2001), organizational performance is the organizational capacity to accomplish its goals effectively and efficiently using available human and physical resources.

University performance evaluation is achieved through: typical evaluation 1) in the quality of a subject in all study programs that the subject is taught 2) in the study program 3) in the quality of an institution in every aspect of each operation and 4) the quality of specific theme that is a practice within higher education (DEI, 2003).

In the most frequently mentioned numerous models have been constructed on financial and non-financial information. Some of these models are summarized as below:

- **Performance Measurement and Evaluation Model**– this model presented by Bititici et al., In (1998). The model focuses on external and internal dimensions. External dimensions emphasis financial and competitiveness dimension. While, internal dimension emphasis on five dimensions such as cost, factors of production, activities, product and revenues.
- **Performance Measurement Matrix**– Keegan et al., (1989), introduce performance measurement matrix (PMM). The model is based on two performance measures: those related to the results and the determinants of the results. The model is focused on four classes of performance: financial, non-financial, internal, and external classes' perspectives. It is a comprehensive all possible measures of performance in the organization, and enables to identify omissions. PMM also a useful tool to define strategies and objectives of the

organization and translate them into performance measurement through an integrated and hierarchical approach (Neely et al., 1995).

- **Result and Determinants Framework (RDF)** – this model is developed based on the idea that any organization has two types of performance measures; those related to results and main determinants of the results such as; quality, flexibility, resource usage and innovation (Bourne et al., 2000).
- **Performance Pyramid** – Lynch and Cross (1991) present the model that associates organizational strategy and operations by translating strategic objectives from the top -down and measure from the bottom – up.
- Kaplan and Norton (1992), develop a Balanced Scorecard Model which has four dimensions of perspectives: Financial perspective, customer perspective, internal business perspectives, and learning perspective.

In this study balanced scorecard model will be used to measure organizational performance. Therefore, the following paragraph discusses BSC model in detail.

2.2.3. Balanced Scorecard Model

Balanced scorecard first introduced in the early 1990s by Robert Kaplan and David Norton in Harvard Business School (Kaplan & Norton, 1992; 1996). The two experts have started identifying the limitation of previous performance measurement approaches, and introduce their new approach which provides a clear prescription of what companies should be measured in order to balance between financial and non-financial measures. So that, the balanced scorecard is a management and measurement system that enable organizations to translate the vision and strategy into action (Kaplan and Norton, 1996).

The term “Scorecard” signifies quantified performance measure and “Balanced” signify that the system is balanced between: (a) short term objectives and long-term objectives; (b) financial measures and non-financial measures; (c) lagging indicators and leading indicators; (d) internal performance and External performance perspectives. Within the four perspectives, the firms must define:

- Strategic Objectives – what the strategy is to achieve in that perspective
- Measures – How progress for that particular objective will be measured.

- Targets – the target value sought for each measure
- Initiatives – what will be done to facilitate the reaching of the target.

According to Kaplan and Norton (1992), balanced scorecard provides answers to four basic questions:

- How do customers see us? (Customers perspectives)
- What must we excel at? (Internal Business Perspectives)
- Can we continue to improve and create value? (Learning and growth Perspectives)
- How do we look to shareholders? (Financial perspectives)

The BSC applications initially introduced in private sectors, and gradually, expand to public organization. Now days, in the Ethiopian context, the model is widely used in both federal and regional government level organizations including Higher Education Institution. As a result, the BSC management tool has been introduced over the last five years (Tolla & Daniel, 2015).

Performance measurement in Higher Education is very important. As Al-Zwalif (2012), explained that Universities should execute the Balanced Scorecard in order to manage and evaluate their overall performance.

Balanced Scorecard enables the top management to guarantee the strategy is consistent with the organizational vision, mission, and objectives (Ahmad and Soon, 2015). Balanced Scorecard has four perspectives: Customer perspective, financial perspective, internal business perspectives, and learning and growth perspective. Each perspective discussed in the following paragraph.

Customer Perspective

Customer perspective focuses on the relationship of customers and markets with emphasis on the customers' want and needs. It measures the ration of the stock market, customer acquisition, and the continuation of the customer, customer satisfaction, and customer profitability (Wu, Lin et al., 2011; as cited in Ahmad & Soon 2015).

Customers perspectives are a priority for top management in delivering value to customers, regarding to translating their general mission statement on customer service into specific measures that reflect the factors that really matter to customers (Kaplan & Norton, 1992).

Customer concerns tend to classify into four categories; as time, quality, performance and service, and cost. Leading time measures the time required to meet customers' need. Quality measures the defect level of incoming product as perceived and measured by the customer. Quality also measures on-time delivery. Performance and service measure the extent to which product or service of the organization creates value for its customer. In addition to measures of time, quality, and performance and service, organization must remain sensitive to their product and service (Kaplan & Norton, 1992).

In the higher education institution context, customer perspective has value to maintain the number of degrees, to increase the international profile recruiting more foreign students in the academic sector of public higher education. It is also, indirectly developed partnerships with foreign Universities and helpful to maintain the quality product and service. In addition to these, it related to the student's academic or parents, faculty or staff, alumni and community (Aljardali, Kaderi and Tadjine, 2012; as cited in the Ahmad and Soon, 2015

Financial Perspectives

According to Kaplan and Norton (1992), Financial performance measure indicates that whether the organization's strategy, implementation and execution are contributing to bottom – line improvement. Since the financial goal has to do with profitability, growth and shareholder value, simply means that, organization's to be surviving, to succeed and to prosper.

Furthermore, they argue that traditional financial measurement does not improve customer satisfaction, quality, cycle time, and employee motivation. They asserted that financial performance is the result of operational action, and financial success should be the logical consequence of doing the fundamental well.

In the Higher Education Institution context, financial perspectives include, measures such as leverage, program funding human capital investment, enrollment trend and endowments. For example, funds generated from students' fee can increase when customers are satisfied based on Universities' reputation and quality of service offered. Therefore, fulfilling the Shareholders' interest is seen as means into the objective of expanding earning and deduction of cost in order to support financial sustainability of the institution (Ahmad and Soon, 2015).

Internal Business Perspective

This perspective, emphasis on what the organization must do internally in order to meet its customers' expectations. To do this, managers need to focus on critical internal operations that enable them to satisfy customer needs. This perspective allows top management to measure major factors that have the greatest impact on customer satisfaction, for example, cycle time, quality, employee skill, and productivity and so on. Furthermore, Wu, Lin, et al. (2011) as cited in Ahmad & Soon (2015), explained that internal business perspective compacts with the process involved transforming intangible assets and financial outcomes on which organization should excel with an operating strategy plan.

In the higher education institution context, this perspective refers that accomplish effective learning process and design, excellent curriculum, developing an integrated program for degrees, revised administrative supports and committee structure, and maintain latest curriculum is the major goal of internal business perspective (Ahmad & Soon, 2015).

Learning and Growth Perspectives

Learning and Growth Perspectives focus on an organizational ability to innovate, improve and learn ties directly to the organization's value. Means that, only through the ability to launch new product and services, create more value for customers, improve operating efficiency continuously. This perspective much more employee centered; that training and education of the employees in order to increase their knowledge and skill. In the context of Educational sector motivating staff, development and curriculum innovation are attributes (Ahmad & Soon, 2015).

2.3. Empirical Review

2.3.1. Relationship between Organizational Culture and Organizational Performance

The study of culture, whether organizational, national or regional continue to receive the attention of scholars and researchers worldwide regards to business, service, and educational institution.

According to Pfister (2010), there are different types of culture exist, one of these is an organizational culture that professional and academics often talk about establishing the "right

culture – means that a culture that promotes “Effectiveness,” and “Ethical culture” – means that culture with the “right value”. So that organizational culture is the “right culture and has its own contribution to the organizational performance; because it is aligned with organizational objectives and purpose.

Wagner and Hollenbeck (2010), states that organizational culture is the social glue that helps reinforce persistent, coordinated behavior at work, facilitate collective commitment, promotes organizational stability and give member organizational identity, serve as a valuable source of competitive advantage and enhance organizational performance.

A number of researchers examined the link between organizational culture and organizational performance relationship. Schein (2010), stresses in the functional perspective of organizational culture, having a strong culture is necessary for effective organizational performance.

A research conducted by Ng’ang’a and Nyongesa (2012), on the study the impacts of organizational culture on performance of Educational Institutions’, point out culture impacts most aspects of organizational life, such as decisions made by management, organizational rewards, the relationship between organizations and way of responding to its environment and so on. In addition, culture is an important ingredient of effective institutional performance. So that there is a close relationship between organizational culture and organizational performance.

Similarly, as the study examined by Emmanuel (2017), in order to understand organizational culture and organizational performance, he suggests that one can appropriately define and understand the concept of organizational culture, then one can easily understand how culture influences organizational performance. He also adds his view that organizational culture has at least three important roles regarding its relationship and potential influence on organizational performance. As he states that the first role is an organizational culture form a collective identity that helps its members associated themselves with organizations’ practice, and feels themselves a part of its success. Secondly, a strong share culture and value help employees work together. Lastly, the commitment of employees to the tasks of the organization may influence the behavior of employees and may determine the dominant culture of the organization. As a result, commitment generates a shared feeling of working towards common goals. So that the organization achieves high performance.

Konkina and Ostravska (2013), adopted the Denison organizational culture model to explore the organizational culture of Latvian municipality, the authors explore that all the factors, which Denison offers as external and internal factors affecting organizational culture, are important for the work of the case company regional municipality and essentially affect its efficiency.

The study examined by Mozaffari, Soltani, and Bozorgzad (2012), based on Denison model tries to study the organizational culture of the Department of Education in Isfahan, the study finding shows that involvement obtained the highest credit and adaptability obtained the lowest credit. Similarly, Olughor (2014), shows that mission is the strongest contribution towards the effectiveness of the organization.

Matko and Takacs (2017) based on the study finding, recommended that the better organizational culture, the highest level of motivation is manifested among employees. If the organization has strong cultural with gratitude and recognition towards employees, it leads to significant performance improvement.

The study examined by Pangewa (2015) on the influence of organizational culture towards the performance of local governance, the finding shows that the dimensions of organizational culture influence significantly and positively to the performance of local governance.

In general, as mentioned above, one can clearly understand that organizational culture types and its strength will determine the organizational performance, and has the potential to enhance organizational performance.

2.4. Conceptual Framework

According to Adam, Joe and Hussein (2018), conceptual frameworks are specific or narrower ideas a researcher utilizes in his/her study. It is based on the concepts which are the main variables in a study. The framework may construct by the researcher or adapt the model in an existing theory which a researcher adapts to suit his/her research purpose and shows logically how the research inquiry is to be undertaken.

The researcher will conduct this study to identify the influence of organizational culture types based on Denison model (Involvement, Consistency, Adaptability, and Mission) on organizational performance in Higher Educational Institution rather than business environment in order to prepare

knowledgeable, skilled, attitudinally manner graduates, promote and enhance research, provide community and consultancy service that needed for the country. In this study organizational culture will be used as independent variables and has Four cultural traits (Involvement, Consistency, Adaptability, and Mission); each trait has three indices.

Involvement Trait- is about building human capability, ownership, and responsibility and has three indices: Empowerment, Teamwork, and Capability Development.

Consistency Trait is about values and systems that are the basis of a strong culture. This trait has three indices: Coordination and Integration, Agreement, and Core Values.

Adaptability Trait is about translating the demands of the business environment into action. Three indices of adaptability are: Creating change, Customer focus, and Organizational learning.

Mission Trait is about defining a meaningful long – term direction for the organization and includes three induces: Strategic Direction and Intent, Goal and objectives, and Vision.

Generally, the Denison Organizational culture model has four cultural traits and twelve indices. The figure below shows the proposed conceptual framework will be adopted and modified from literature. Under organizational performance, the researcher was considered Balanced Scorecard, which is currently Debre Berhan University used as performance measurement tool. So that, BSC has Four perspectives: Customer Perspective, Financial Perspective, Internal Business Perspective, and Learning and Growth Perspective. The figure below shows the proposed conceptual framework adopted and modified from literature.



Figure: 2.2. Conceptual Framework.

Source: adopted from literature (Denison 2011).

CHAPTER THREE

3. RESEARCH METHODOLOGY

Introduction

Research Methodology is a way to systematically solve the research problem, whereas, research method means, methods the researcher uses in performing research operations

This chapter focuses on the research methodology which is used for this study are discussed. The chapter cover research design and approach employed in the study, population and sampling design, sampling techniques and size, method of data collection, data collection instrument, data analysis, and presentation method, and ethical considerations are included.

3.1. Research Design and Approach

A research design is a plan and the procedure for research that span from broad assumptions to detailed methods for data collection and analysis (Creswell, 2009). The nature of the research used in this study was a descriptive and explanatory research design. Descriptive research attempts to describe the information about the topic and explanatory research design tries to explain the relationship between organizational culture and organizational performance.

In order to achieve the aforementioned research objective, this study was employed a quantitative research approach. A quantitative approach is one in which the investigator, primarily uses postpositive claims for developing knowledge, i.e. Cause and effect thinking, reduction to specific variables, equations, use of measurement and observation, and the test of theories, employees of inquiry strategically, such as experiment, survey, and collect data on predetermined instruments that yield statistics data (Creswell, 2003). This study was adopted a quantitative research approach to quantify the respondents' evaluation and examined the relationship between Independent variable (organizational culture) and dependent variable (organizational performance) at Debre Berhan University through generating numerical data. Moreover, this approach used to look for cause and effect relationships and to make predictions.

The study was cross-sectional, which means relevant data was collected at one-point times and use to assess practices, attitude, knowledge, and beliefs of population related to the topic.

There are two ways of measuring organizational performance, using objective and subjective measures. The objective measure uses real figures from the organization, while a subjective measure uses the perception of respondents (Mousavi, Hosseini, and Hassan pour, 2015). In addition, subjective measure more consistency measure of performance and it does not vary broadly from the objective measures in terms of accuracy, and asking respondents for specific financial measures may generate anxiety in them over the confidentiality of the information they provide (Asree, Zain, & Razalli, 2010). Hence, the researcher decided to use a subjective measure because, since the subject organization is one of the Higher educational institution, and the existing measurement approach is BSC approach; subjective measure is convenient.

3.2. Population and Sampling Design

According to Human Resource Management report, in January 2019, Debre Berhan University had a total of 2,417 permanent employees. These employees are about three parts of the university; academic, administrative, and technical assistant staff. Hence, 1,233 of the employees were academic, 1,025 employees were administered, and 159 employees were technical assistant. Of the total population, 257 academic employees were on study leave. Therefore, to determine sample size the researcher used 2,160 employees working at the University. And the study doesn't include expatriate instructors, temporary staff, and associations, and students.

The study respondents were sampled from academic, administrative, and technical assistant employees' using the formula sample size determination developed by Yamane (1973).

$$n = \frac{N}{1+N(e^2)} = 338 \text{ employees'}$$

Where,

n = sample size

N = Population size (2160 employees')

e = error (0.05)

With a 95% confidence level

Hence, 338 employees are accepted as the representative sample size of the target population.

Finally, stratified sampling was used to distribute the survey questionnaires to acquire an employee's perception towards DBU organizational culture and organizational performance.

The researcher was considered stratified sampling in order to ensure the sample to include representative of the study units from each division (academic, administrative, and technical assistant). And after the sample size stratification the researcher was randomly administered the survey questionnaires to the sample size.

The table below shows the proportionate sample used to distribute the representative sample size of (338) respondents to each division.

Table 3.1 Sample Distribution

Division	Percentage of total employees	Sample size distribution
Academic	45%	152
Administrative	48%	162
Technical assistant	7%	24
Total	100%	338

Source: HR report for the month of January, 2019

3.3. Data Source and Collection Method

The data for this study was obtained from two sources; primary and secondary. The primary data was collected from the research respondents through standardized survey questionnaires adapted from DOCS (Denison Organizational Culture Survey) (2011), which measure the organizational culture of the Debre Berhan University.

The Secondary data have been collected from Debre Berhan University strategic plan document (2015/16 – 2019/20), annual reports, journals, website, book, and other published and unpublished documents.

After the pilot was conducted, based on comments and feedback obtained the necessary modification and adjustment was made for the main data collection and self- administered to the selected respondents. In the process of data collection, the researcher as far as possible attention was given to minimize non – response rate.

3.4. Data Analysis Method

The collected data from primary sources through a survey questionnaire was analyzed and interpreted quantitatively through the treatment of different statistical techniques. The study used both descriptive and inferential statistics. Descriptive statistics, such as frequency count, percentages, the mean and standard deviation was calculated. In addition, tables were used to summaries the output data. With regards to Inferential statistics, Pearson correlation coefficient used to explain the relationship between organizational culture and organizational performance. Furthermore, multiple regression analysis was conducted to examine the influence of each independent variable on the dependent variable.

The collected data were interpreted based on the finding of the study. Finally, the major findings are summarized, concluded and forward recommendations and suggestions for concerned parties. In this study, the researcher used Statistical Packaging for Social Science (SPSS) software.

3.5. Measurement

The primary data collection tool for this study was survey questionnaires. The reason that the research chooses the survey questionnaires was it allow respondents to think about the questions, it is rapid data collection method, and lowest const option. A questionnaire was closed-ended and self- administered to 338 respondents. The researcher conducted this study to measure the independent variables (organizational culture) and dependent variables (organizational performance). The instrument has three parts. Part one is about the general demographic profile, and the second part of the instrument was measure organizational culture through standard questionnaires adapted from DOCS (Denison Organizational Culture Survey, 2011). The standard questionnaire intended to measure four culture traits, namely Involvement, Consistency, Adaptability, and Mission and under each trait, there are three indices. In total twelve indices are incorporated under four traits with 36 items. So, using a 5-point Likert scale, respondents asked to express their level of agreement or disagreement assigned (1) =Strongly disagree, (2) = Disagree, (3) = Neither agree nor disagree, (4) = Agree, and (5) = Strongly agree.

The third part of the instrument measure organizational performance based on the BSC approach in four perspectives (Customer, Financial, Internal Business Process, and Learning and Growth). The reason why the researcher chooses the BSC approach is, like other governmental

organizations, Debre Berhan University used this approach to measure organizational performance. This part of the questionnaire developed by the researcher because standard questionnaires related to the BSC model doesn't found from any source. In the process of designing, the researcher used a strategic plan document covered the year 2015/16 – 2019/20, annual reports, websites, and other formal published material. And 25 items measure performance through 5 – point Likert scale method assigned 1 = very poor to 5 = Excellent. In order to validate the instrument pilot test was conducted.

The reason for using the Likert scale method is that (1) respondents easily choose the option that best supports their opinion, (2) Likert scale is universal for survey collection and easily understood, (3) responses are quantifiable, (3) allow respondents' to respond in degree of agreement, and (4) quick, efficient and inexpensive method for data collection.

3.6. Descriptive Model for Evaluate Overall Organizational Performance

To evaluate the overall performance of Debre Berhan Univesity using the BSC approach, a descriptive model was employed that consists of four perspectives i.e. Customer, Financial, Internal Business Process, and Learning and Growth perspective. The descriptive model was developed by Eyerusalem Kebede (2014), to measure the performance of selected microfinance institutions in Ethiopia based on the BSC approach. So that the researcher used this descriptive model to determine the overall performance level of Debre Berhan University depending on the mean of each BSC perspective and the corresponding assigned weight.

$$P = a_1CP + a_2FP + a_3IBP + a_4LG$$

Source: Eyerusalem Kebede

Where, P is the overall performance, a_1 , a_2 , a_3 , and a_4 are the corresponding weights for Mean value (CP) Customer perspective, (FP) Financial perspective, (IBP) Internal Business perspective and (LG) Learning and growth perspective.

3.7. Ethical Consideration

In this study, the researcher conducted ethically because it is one of the main issues for every research. So that, the researcher ethically considers before collection of data to understand the respondent's willingness, without forced and harmfully to answer the given questionnaire, clearly explain the purpose of the study, told them not to express their personal information in the answer of the questionnaire, keep the time when the respondents' interest, keep confidential for any things and researcher was appreciated and thanks for their collaboration.

3.8. Pilot Test for Validity and Reliability of The Data

Pilot study can be defined as a small-scale study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study (Schattner & Mazza, 2006) Surveys are pilot-test to avoid misleading, inappropriate, or redundant questions. The test ensures that a research instrument can be properly and that the information obtained is consistent. Therefore, in order to validate the instrument, the researcher conducted a pilot test for the survey questionnaires.

The pilot test was held in DBU by selected 20 employees and including leaders, those who are different from those recruited for the main study. Because the subject in the pilot study may bias the results of the main study if the same subjects are included (Schattner & Mazza, 2006). In addition, the researcher asked the sample respondents to rate their organization performance freely and mentioned it feedback, comments if any unclear statements, words, and ambiguity exist in the questionnaire.

Validity refers to the extent to which a questionnaire or the instrument, a concept is accurately measured in a quantitative study (Heale & Tulycross, 2015). In designing the questionnaire, the researcher used formal DBU documents such as the second strategic plan of the University covered the year 2015/16 – 2019/20, reports, website, and checklists. After designing the instrument, the validity, and appropriateness of the questions seen by the advisor of this research who is the former strategic planner of Debre Berhan University. Moreover, the researcher asked feedbacks and comments from instructors and leaders of different departments of the University. Based on the collected data, and information, and comments the researcher made all the necessary amendments and eliminating of unclear words for the main study.

Reliability refers to the degree of consistency or dependability of an instrument, including stability, internal consistency (Neuman, 2012). The most common type of internal consistency type reliability is coefficient alpha, commonly called Cronbach’s alpha. The coefficient tells how closely related a set of items are as a group. According to George and Mallery (2003) provide as a rule of thumb: if alpha value $>.9$ – Excellent, alpha value $>.8$ – Good, alpha value $>.7$ – Acceptable, alpha value $>.6$ – Questionable, alpha value $>.5$ – Poor, and alpha value $<.5$ – Unacceptable. Therefore, to test the internal consistency of the instrument, the researcher collected the data from the pilot study sample respondents and coded in SPSS version 23 and test coefficient alpha. The output of the test as indicated on the table below the coefficient for the independent variable (Organizational Culture) and dependent variable (Organizational Performance) is .951 and .954 respectively. Therefore, as per George and Mallery the Cronbach’s alpha for both independent and dependent variable indicates that Excellent internal consistency of the item in the scale and shows that the questionnaire was reliable.

Table: 3.2 Reliability Test for organizational culture and Performance

Organizational culture traits	Cronbach's Alpha	N of Items
Involvement	.762	9
Consistency	.887	9
Adaptability	.872	9
Mission	.855	9
Organizational Performance	.954	25

Variable	Cronbach's Alpha	N of Items
Organizational culture	.951	36
Organizational performance	.954	25

Source: Survey result, 2019

CHAPTER FOUR

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter focus on data analysis, presentation, and interpretation of the findings obtained from data collected through the survey questionnaire to answer the research questions outlined in chapter one. The responses obtained from the respondents for the measures on the questionnaires are summarized and presented in the form of tables.

The total sample of the study was 338 DBU Employees and the survey questionnaires distributed for all samples. Out of 338 questionnaires distributed; 315 were returned timely. From returned questionnaires, 4 questionnaires were rejected because of poor quality of the response which are three underrated responses (1 rate for all items) and one overrated (5 rates for all items). Therefore, responses were identified and rejected from the analysis. The researcher used 311 valid questionnaires which filled appropriately and the response rate was 92%.

Based on the frame of the study, it was done in two sections: the first section was deal with descriptive statistics and the second section deal with inferential statistics.

4.1 Descriptive Analysis

4.1.1. General Respondents Profile

This section deal with the analysis of the respondents' general information. It was done using frequency count and percentage to describe the characteristics of the respondent, such as: gender, age, educational level, work experience, and marital status. The result of the analysis is presented in the table below.

Table 4.1: General Respondents Profile

	Category	Frequency	Percentage
Gender	Female	163	52.4%
	Male	148	47.6%
	Total	311	100%
Age	18 – 27	111	35.7%
	28 – 37	112	36.0%
	38 – 47	75	24.1%
	48 and above	13	4.2
	Total	311	100%
Educational level	Diploma/level III &IV	54	17.4%
	BA/BSC	154	49.5%
	MA/MSc.	87	28.0%
	PhD and above	16	5.1%
	Total	311	100%
Work experience	Less than 2 years	27	8.7%
	2 – 5 years	167	53.7%
	6 – 10 years	105	33.8%
	Above 10 years	12	3.9%
	Total	311	100%
Marital status	Single	116	37.3%
	Married	192	61.7%
	Divorce	3	1.0%
	Total	311	100%

Source: survey questionnaires' 2019.

Table 4.1 indicates the general information of 311 respondents. In terms of gender, 163 (52.4%) of respondents were female and 48 (47.6%) of respondents were male. This shows that respondents are roughly proportionate between females and males, even though the number of females was slightly higher than males. In terms of age, 111 (35.7%) of respondents are between 18 – 27 years of age, 112 (36%) of respondents are between 28 – 37 years of age, 75 (24.1%) of respondents are between 38 – 47 years of age and the remaining 13 (4.2%) of respondents are 48 years and above age. This shows that the majority of the sample population are youngsters. The other point is respondents' educational level; 54 (17.4%) received a diploma or level III and IV, while 154 (49.5%) have first degree, 87 (28%) have master's degrees, and the remaining 16 (5.1%) have a Ph.D. and above. This implies that the majority of the respondents are first degree holders.

When looking at the respondent's years of experience, 27 (8.7%) of respondents are served for less than 2 years, 167 (53.7%) of respondents served from 2 – 5 years, 105 (33.8%) of respondents served from 6 – 10 years and the remaining 12 (3.9) of respondents served for 10 years and above. The information of about respondents' experience or years of service in the case organization helps to show how much the respondents know about the organization and its activities as well. Therefore, it shows that the majority of the respondents have served the organization for longer years as compared to serve for shorter years.

Finally, in the same way, the respondents' marital status shows that more than half 192 (61.7%) were married while 116 (37.3%) respondents were single and the remaining 3 (1%) were divorce.

4.2. Descriptive Analysis of Organizational Culture

In this particular section, thirty-six (36) items used to measure organizational culture, and categorized into four organizational culture traits (involvement, consistency, adaptability, and mission). Each organizational culture trait has three indices. The respondents were asked to indicate their level of agreement or disagreement with different statements. The results are summarized by using the mean and standard deviation. The mean shows the extent to which respondents averagely agree or disagree with the organizational culture statement. So, the higher the mean indicates that the majority of sample respondents agree with statements while the smaller mean indicates that the majority of the respondents disagree with different statements.

According to Zaidaton and Bagheri (2009), the Mean score below 3.39 is considered as low, the mean score value from 3.40 to 3.79 is considered as moderate and the Mean score value above 3.8 is considered as high. Thus, for this study, the interpretation of mean values as per Zaidaton and Bagheri. A 5 – point Likert scale was adopted to answer each statement where 1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree.

Table 4.2: **Descriptive Analysis of- Involvement Trait with Indices**

Indices	Items	N	Mini mum	Maxim um	Mean	Std. Deviation
Empowerment	Most employees in Debre Berhan University are highly involved in their work	311	1.00	5.00	3.74	.867
	Decisions are usually made at the level where the right information is available	311	1.00	5.00	3.43	1.022
	Employees believe that they can have a positive impact	311	1.00	5.00	3.53	1.082
	Average		1.00	5.00	3.56	0.990
Team work	Cooperation across different departments of university is actively encouraged.	311	1.00	5.00	3.42	1.144
	Work is organized, so that each person can see the relationship between his or her job and the goal of university	311	1.00	5.00	3.16	.986
	Teamwork is used to get work done, rather than hierarchy.	311	1.00	5.00	3.78	1.145
	Average		1.00	5.00	3.45	1.091
Capability Development	There is a continuous investment to develop the skills of employees	311	1.00	5.00	2.67	1.173
	Authority is delegated so that employees can act on their own self.	311	1.00	5.00	3.34	1.015
	The capability of employees constantly improving	311	1.00	5.00	2.65	1.014
	Average		1.00	5.00	2.88	1.067
	Aggregate Mean of Involvement	311	1.00	5.00	3.30	1.049

Source: Survey questionnaires 2019

Table 4.2 above illustrates the involvement culture trait with its three sub-dimensions, Empowerment, Teamwork, and Capability development. Based on descriptive statistics, the first index Empowerment, the three statements are computed, and the mean indicates moderate level agreement which (Mean = 3.56, SD = 0.990). For this index, the statement that describes whether most employees' in the Debre Berhan University are highly involved in their work had high mean score value (Mean = 3.74). The team work index also had moderate mean score value (Mean = 3.45, SD = 1.091). In this index the statement that explains teamwork is used to get work done rather than hierarchy had high mean score value (Mean = 3.78). As for the Capability development index, the mean score of the three statements indicates the lower mean score value (Mean = 2.88, SD = 1.067). The lower score of Capability development implies that the majority of respondents disagree with the statement stated in the index.

In general, the aggregate total mean score of Involvement Culture trait had low score value (Mean = 3.30, SD = 1.049) and this result shows that Debre Berhan University lawyerly practicing Involvement culture as per Zaidaton and Bagheri (2009) suggest.

Table 4.3 **Descriptive Analysis of Consistency Trait with Indices**

Indices	Items	N	Minim um	Maxim um	Mean	Std. Deviation
Coordination and Integration	Employees from different departments of university share a common perspective.	311	1.00	5.00	3.76	1.116
	It is easy to coordinate projects across different departments of university.	311	1.00	5.00	3.41	1.089
	The approach to doing work is very consistent.	311	1.00	5.00	3.52	1.059
	Average		1.00	5.00	3.57	1.088
Agreement	It is easy to reach consensus, even on difficult issues	311	1.00	5.00	3.59	0.969
	There is clear agreement about the right way and wrong way to do things.	311	1.00	5.00	3.42	1.139
	Debre Berhan University has a strong culture.	311	1.00	5.00	3.52	0.967
	Average		1.00	5.00	3.51	1.025
Core values	There is an ethical code that guides employees' behavior and tells right from wrong.	311	1.00	5.00	3.55	1.067
	There is a clear and consistent set of values that govern the way Debre Berhan University works.	311	1.00	5.00	3.58	1.249
	Ignoring the core values of the institution will get in trouble.	311	1.00	5.00	3.44	1.279
	Average		1.00	5.00	3.52	1.198
	Aggregate Mean of Consistency	311	1.00	5.00	3.53	1.103

Source: Survey questionnaires 2019.

As indicated in table 4.3, Consistency culture trait, and its' three sub component or indices, the result shows that in all the three indices that means Coordination and integration, Agreement, and Core values had got moderate mean score value that Mean = 3.57, SD = 1.088, Mean = 3.51, SD = 1.025, and Mean = 3.52, SD =1.198 respectively. The moderate mean indicates that the majority of respondents neutral with the items stated in consistency culture type. Moreover, this infers coordination and integration of activities in different departments, as well as the agreement in such issues, and the existing core values of the institution to some extent perceived by respondents and

practiced in Debre Berhan University. As the result the overall consistency trait had a moderate aggregate mean score value (Mean = 3.53, SD = 1.103).

Table 4.4: Descriptive Analysis of Adaptability Trait with Indices

Indices	Items	N	Minimum	Maximum	Mean	Std. Deviation
Creating Change	Debre Berhan University continually adopts new and improved ways to do work.	311	1.00	4.00	2.67	.880
	Different departments often cooperate to create change.	311	1.00	5.00	3.01	.946
	Debre Berhan University responds well to changes in external environments.	311	1.00	5.00	2.73	1.003
	Average		1.00	5.00	2.80	0.943
Customer Focus	Customers comments and recommendations often lead to changes	311	1.00	5.00	3.48	1.185
	Employees understand customers' wants and need.	311	1.00	5.00	3.56	.964
	Customers input directly influences the institution's decisions.	311	1.00	5.00	3.49	1.086
	Average		1.00	5.00	3.51	1.078
Organizational Learning	Innovations are encouraged.	311	1.00	5.00	3.38	1.225
	Learning is an important objective in a day - to - day work of university	311	1.00	5.00	3.34	1.249
	Debre Berhan view failure as an opportunity for learning and improvement.	311	1.00	5.00	2.92	1.171
	Average		1.00	5.00	3.21	1.215
	Aggregate Mean of Adaptability	311	1.00	5.00	3.17	1.078

Source: Survey questionnaires 2019

The above tables 4.4 demonstrate descriptive statistics of Adaptability culture trait with its three indices: Creating change, Customer focus, and Organizational learning. The customer focus index had a moderate mean score value (Mean 3.51, SD = 1.078) which indicates the majority of respondents to some extent understand customer wants and needs, they believe that customer input, comments, and recommendations leaders to change. On the contrary, creating change, and organizational learning indices got lower mean score value (Mean = 2.80, SD = 0.943), (Mean = 3.21, SD = 1.215) respectively. The overall mean score of Adaptability (mean = 3.17, SD = 1.078).

Table 4.5: **Descriptive Analysis of Mission Trait with Indices**

Indices	Items	N	Minim um	Maxim um	Mean	Std. Deviation
Strategic Direction and	Debre Berhan University has a clear mission that gives meaning and direction	311	1.00	5.00	4.41	.760
	Debre Berhan University strategic direction is clear to me.	311	1.00	5.00	3.74	1.090
	Debre Berhan University has a clear strategy for the future.	311	1.00	5.00	3.86	.881
	Average		1.00	5.00	4.00	.910
Goal and Objective	There is widespread agreement about the goal of the institution.	311	1.00	5.00	3.73	.963
	Leaders set goals that are ambitious, but realistic	311	1.00	5.00	3.62	1.097
	Debre Berhan University continuously tracks its progress against the stated goals.	311	1.00	5.00	3.68	.930
	Average		1.00	5.00	3.67	0.996
Vision	Employees' have a shared vision of what Debre Berhan University will look like in the future.	311	1.00	5.00	3.76	1.052
	Leaders have a long – term viewpoint	311	1.00	5.00	3.75	1.232
	Debre Berhan University vision creates excitement and motivation for employees	311	1.00	5.00	3.74	1.244
	Average		1.00	5.00	3.75	1.177
	Aggregate Mean of Mission	311	1.00	5.00	3.81	1.027

Source: *Survey questionnaires 2019*

The mission is also another organizational culture trait which evaluates the degree of employees' understanding towards strategic Direction, Goals and Objectives, and Vision of the institution. Hence, the first index, strategic direction and intent has high mean score (Mean = 4.00, SD = 0.910). The remaining two indices that means Goal and Objectives, and Vision are indicated moderate mean score value which are (Mean = 3.67, SD = 0.996) and (Mean = 3.75, SD = 1.177) respectively. The overall aggregate mean score for a Mission culture trait is (Mean = 3.81, SD = 1.027). This indicates the majority of responses to Mission Culture items shows agree.

Table 4.6: Total Means and Standard Deviations for Organizational Culture Traits

Organization Culture Traits	N	Means	Standard deviations
Involvement	311	3.30	1.049
Consistency	311	3.53	1.103
Adaptability	311	3.17	1.078
Mission	311	3.81	1.027

Source: Survey questionnaires 2019

The above table 4.6, descriptive statistics clearly shows the total means and standard deviation of each organizational culture trait. The comparison of the four organizational culture traits helps the researcher to determine the existing dominant culture type of the Debre Berhan University. The organizational culture trait Involvement, had a total mean of 3.30 with a standard deviation of 1.049, Consistency culture trait had a total mean of 3.53 with a standard deviation of 1.103, Adaptability culture trait had a total mean of 3.17 with a standard deviation of 1.078, and finally Mission culture trait had a total mean of 3.81 with a standard deviation of 1.027. The greater mean value of mission culture trait indicates that the majority of respondents perceived the existing organizational culture and understand the strategic direction and intent, Goals and objectives, and Vision of Debre Berhan University. Therefore, the greater total mean score reveals that Mission culture trait is the existing dominant cultural type practiced in Debre Berhan University.

According to Denison (2011), the Mission provides purpose and meaning by defining a social role goals of the organization. A sense of mission allows an organization to shape current behavior by envisioning a desired future state. Internalizing and identifying an organization's mission contributed to both short and long – term commitment to the organization. Success is more likely when individuals and organizations are goal-directed.

When traits and indices presented in terms of two underlying dimensions that flexibility versus stability on the Horizontal axis and an external versus internal focus on the vertical axis, Mission and Consistency emphasize on organization capacity for stability and direction, while Involvement and Adaptability emphasize on the organization’s capacity for flexibility and change.

Since the descriptive statistical result show Mission, Culture score greater mean value, and consistency culture fail in moderate level, it’s possible to conclude that Debre Berhan University is Stable organization, and strive for the achievement of the organization goals and objectives.

4.3. Descriptive Analysis of Organizational Performance

In this particular section descriptive analysis of organizational performance was analyzed using mean score value. The respondents were asked to measure the performance of Debre Berhan University based on the 5 – point Likert scale ranging from 1 = Very Poor to 5 = Excellent.

The interpretation of the descriptive result was based on the Mean Score value determination suggested by Zaidaton and Baghari (2009), which is the mean score value less than 3.39 considered as low, 3.40 to 3.79 considered as moderate, and the mean score value greater than 3.8 considered as high.

Table 4.7: Descriptive Analysis of Organizational Performance

Items	Mean	Std. Deviation
The Debre Berhan University offers quality education.	3.53	.897
Debre Berhan University has been expanding research and community service.	3.74	1.090
Debre Berhan University appropriately resolves customer complaints.	3.50	1.004
Debre Berhan University promotes national significance of educational and research results in different media.	3.70	.093
Internal customers satisfied with service delivery.	3.32	.849
Debre Berhan University has increased the number of service users	3.95	.975
Customer Perspective	3.62	0.818
Debre Berhan University uses its budget appropriately.	3.90	.902
Debre Berhan University Maximize its internal revenue by expanding various programs	3.51	.894
Effective projects are developed to increase internal revenue.	3.54	.891
Institutional resources are free from waste.	3.01	1.037
Purchased inputs were distributed to various divisions.	3.60	.952
Institutional units implemented transformational procedures such as Kaizen, and Service delivery directions	3.72	.917
Debre Berhan University uses man power and material resource appropriately.	3.45	.975
Financial Perspective	3.53	0.967
Debre Berhan University service delivery is accessible.	3.89	.907
Debre Berhan University expanded regular, distance and continuous education programs.	3.95	.881
Debre Berhan University has made effective partners.	3.53	.909
The university follows a participatory teaching – learning method.	3.56	.651
Debre Berhan University Conducted tracer study to know the employability of graduates	2.89	1.109
Debre Berhan University has a capacity building system for students with disabilities.	3.83	.978
Internal Business Process Perspective	3.60	0.906
Debre Berhan University automated its service to customers.	3.56	.848
Debre Berhan University has expanded the necessary infrastructure.	3.50	.834
Debre Berhan University Shares experience with other universities and relevant.	3.48	.929
Debre Berhan University offers short, medium- and long-term training to build the capacity of the human resource.	3.43	.977
Debre Berhan University sets out new regulations to improve working conditions and organizational structure.	3.11	1.118
Debre Berhan University developed the knowledge, skills and attitudes of students, management, and staff.	3.44	.988
Learning and Growth Perspective	3.42	0.949

Source: own survey questionnaires 2019

The above table 4.7 illustrate the descriptive statistical result of measuring the performance of Debre Berhan University using a BSC approach in Four perspectives (Customer, Financial, Internal Business Process, and Learning and growth) perspectives.

Starting with the first perspectives; the Customer perspective, the result shows that the overall mean score (Mean = 3.62, with SD = 0.818). This means that the respondent viewed Debre Berhan University performance from a customer perspective as Moderate. Although the rating for each item indicated in the range from the highest mean score value 3.95 up to 3.32. The highest mean score value indicates that the majority of respondents give more value and agree with the statements explained whether Debre Berhan University expanding research and community service, and increased the number of the service users.

With regards to the Financial perspective, the result shows that the overall mean score indicates (Mean = 3.53, with SD = 0.967), which indicates as respondents view financial perspective as moderate. As indicated in the table, respondents' rate for each statement ranging from the highest mean score value 3.90 up to lower mean score value 3.01. Among the seven items stated in the financial perspective, the majority of respondents agree with the statement, Debre Berhan University uses its budget appropriately.

The overall mean score for Internal Business Process perspective, the mean score is (Mean = 3.60, with SD = 0.906). This means respondents view this perspective as moderate. When looking for a rating of each statement in the table, the highest mean score of 3.95 while the lower mean is 2.89. Under Internal Business and Process perspective, the statement describes whether Debre Berhan University expanded regular, distance and continuing education programs have got the highest mean score value among other items. The lower mean score implies that the majority of respondents disagree with the statement asked respondents whether Debre Berhan University conducts tracer study to know the employability of graduates.

With respect to the Learning and Growth perspective, the descriptive statistics result shows that the mean score value (Mean = 3.42, with SD = 0.949) implies moderate performance. Under this perspective majority of respondents slightly agree with the statements Debre Berhan University automated its service to the customer and expanded the necessary infrastructure.

4.4. Weight Assigned to Balanced Score Card Perspectives

As stated in the previous Chapter, Debre Berhan University used the BSC approach to measure its performance. Accordingly, weights are assigned for each Goal under each perspective. So that these weights are help to determine the overall performance of DBU. The weight assigned for customer perspective 15%, Financial perspective 20%, Internal Business Process perspective 30%, and Learning and Growth perspective 35% (DBU Strategic Plan for the year 2015/16 – 2019/20). The weight assigned to each perspective and strategic goal summarized in the table below.

Table 4.8. Weight Assigned for Each BSC Perspectives

Perspective	Assigned weight	Assigned Weight for Goal	Strategic Goals
Customer	15%	Goa 1: 5%	Increase customer and stakeholders' satisfaction
		Goal 2: 3%	Image Building
		Goal 3: 7%	Increase number of customers
Finance	20%	Goal 4: 15%	Improve resource efficient utilization
		Goal 5: 5%	Increase revenue
Internal Business Perspective	30%	Goal 6: 8%	Improve service delivery
		Goal 7: 19%	Expand service diversity
		Goal 8: 3%	Maximize the scope of the partnership
Learning and Growth	35%	Goal 9: 11%	Maximize staff knowledge, skill and attitude
		Goal 10: 6%	Improve technology transformation
		Goal 11: 8%	Maximize inputs in quantity and quality
		Goal 12: 7%	Improve system and structure
		Goal 13: 3%	The cross-cutting issue
Total	100%	100%	

Source: DBU Strategic Plan 2015/16 – 2019/2020

The above table 4.8 demonstrates the four BSC perspective with thirteen Strategic Goals with their assigned weight. The data were taken from the strategic plan of Debre Berhan University covered the years 2015/16 – 2019/20. In this study, the researcher considered each assigned weight in evaluating the overall performance level of Debre Berhan University through the adopted descriptive model. The result is depicted in the following section:

4.5. Overall Organizational Performance

To analyze the performance of Debre Berhan University using the BSC approach, a descriptive model was employed that consists of four perspectives i.e. Customer, Financial, Internal Business Process, and Learning and Growth perspective. The model is as under:

$$P = a_1CP + a_2FP + a_3IBP + a_4LG$$

Where, P is the overall performance, a_1 , a_2 , a_3 , and a_4 are the corresponding weights for Mean value (CP) Customer perspective, (FP) Financial perspective, (IBP) Internal Business perspective and (LG) Learning and growth perspective.

Table 4.9: Overall level of Performance

Perspectives	Weight	Mean
Customer	15%	3.62
Financial	20%	3.53
Internal Business Process	30%	3.60
Learning and Growth	35%	3.42

Source: Survey questionnaires 2019

Finally, to analyze the overall performance the descriptive model gives us:

$$\begin{aligned}
 P &= W(CP) + W(FP) + W(IBP) + W(LG) \\
 &= 15\% (3.62) + 20\% (3.53) + 30\% (3.60) + 35\% (3.42) \\
 &= 0.543 + 0.706 + 1.080 + 1.197 \\
 &= \mathbf{3.53}
 \end{aligned}$$

As indicated in computation result the overall performance score is **3.53**, which shows the moderate level of performance as per Zaidaton and Baghari (2009) suggest the determination of mean score value.

4.6. The Relationship Between Organizational Culture and Organizational Performance

One of the objectives of the study is to examine the relationship between the independent variable (organizational culture) and the dependent variable (organizational performance). Therefore, to determine the relationship Pearson Correlation coefficient was conducted.

4.6.1. Pearson Correlation Analysis

In this section correlation of independent variables under measure Involvement, consistency, Adaptability, and Mission with organizational performance are presented. The study used the Pearson Correlation Coefficient to determine the direction and strength of the correlation between independent and dependent variables.

According to Pallent (2003), a correlation coefficient enables one to quantify the strength of the linear relationship between variables. The coefficients represented by ‘r’ and can be taken only the value range from – 1 to + 1, i.e. if $r = +1$ indicate a perfect positive correlation, and $r = -1$ perfect negative correlation. The following table summarizes the correlation strength and direction.

Table 4.10: Correlation Strength and Direction

Correlation value		Correlation strength
Positive	Negative	
0.00		No relationship
1.00	-1.00	Perfect correlation
0.10 to 0.29	-0.10 to -0.29	Weak relationship
0.30 to 0.49	-0.30 to -0.49	Moderate relationship
0.50 to 1	-0.5 to -1	Strong relationship

Source: Pallent (2003)

Table 4.11: Correlation Between Organizational Culture Traits and Organizational Performance

		Correlations				
		Involvement	Adaptability	Consistency	Mission	Organizational_ Performance
Involvement	Pearson Correlation Sig. (2-tailed)	1				
Adaptability	Pearson Correlation Sig. (2-tailed)	.251** .000	1			
Consistency	Pearson Correlation Sig. (2-tailed)	.505** .000	.455** .000	1		
Mission	Pearson Correlation Sig. (2-tailed)	.371** .000	.192** .001	.442** .000	1	
Organizational_ Performance	Pearson Correlation Sig. (2-tailed)	.539** .000	.333** .000	.620** .000	.747** .000	1

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

b. Listwise N=311

Source: Survey questionnaires 2019

The above table 4.11 indicate the relationship between organizational culture type and organizational performance of Debre Berhan University. The result show that there is positive and significant relationship exist between each organizational culture traits and organizational performance (sig. level $p \leq 0.01$ two-tailed). Moreover, Mission, consistency, and Involvement culture traits had positive and strong relationship with organizational performance ($r = 0.747$) and ($r = 0.620$), and ($r = 0.539$) respectively. The remaining organizational culture trait Adaptability had a moderate and positive relationship with organizational performance ($r = 0.333$).

Table 4.12. Correlation Between Overall Organizational Culture and Organizational Performance

		Correlations ^b	
		Organizational_ Culture	Organizational_ Performance
Organizational_ Culture	Pearson Correlation Sig. (2-tailed)	1	
Organizational_ Performance	Pearson Correlation Sig. (2-tailed)	.832** .000	1

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

b. Listwise N=311

The above table 4.12 indicates that the correlation of overall organizational culture and organizational performance. The result shows that there is a very high positive correlation between organizational culture and organizational performance ($r = 0.832$).

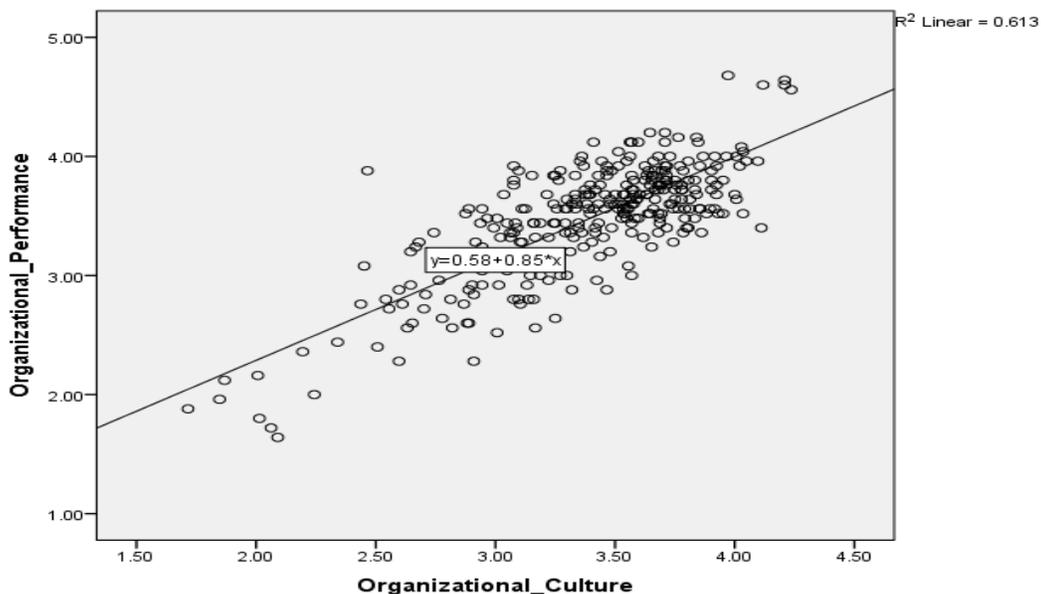
4.6.2. Classical Linear Regression Model Assumptions Tests

Multiple linear regressions need several basic assumptions to be tested. Five basic, classical linear regression model assumptions are Linearity, Normality, Multicollinearity, Autocorrelation, and Homoscedasticity. Before the regression analysis is conducted these assumptions are tested. The detail of them as under-discussed.

4.6.2.1. Linearity Test

In multiple linear regression, the first assumption to be tested is linearity. Linearity means the relationship between dependent and independent variables is to be linear. This relationship characterized by a straight line. Linearity allows the researcher to predict the dependent variable based on one or more several independent variables. The assumption is checked through a scatter plot by looking at whether the two variables approximately form a straight line. Therefore, to determine the linear relationship between a dependent variable (organization performance) and independent variables (organizational culture) through the scatter plot.

Figure 4.1 linearity Test



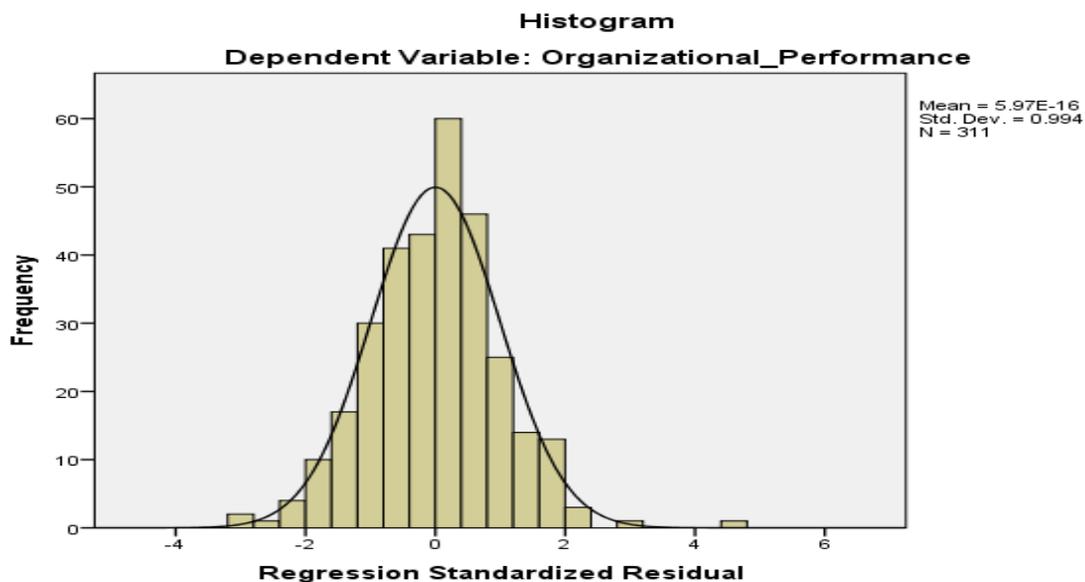
As shows in the figure 4.1, When looking at the scatter plot, moved from left to right the distance of points on around the fit line approximately similar.

4.6.2.2. Normality Test

One of the basic assumptions for multiple linear regression is normality. Normality assumes that the data to be normally distributed. The normal distribution of data characterized bell-shaped means that the data has spread evenly so that it can represent the population. Data that is not normal, can be distinguished by the level of skewness, that is, the data tends to skew to right (negative skewness), left (positive skewness). Data that is normally distributed, it is symmetrical that median, mean, and the mode has zero skewness (Ainiyah & Deliar, 2016).

The assumption is checked by Histogram the frequency distribution of the standardized residual of organizational performance. The result shows that as it can be seen from the Histogram graph, in figure 4.1 the distribution of the data is normally distributed and symmetric.

Figure 4.2 Normality test



4.6.2.3. Autocorrelation

The assumption autocorrelation assumes that in the multiple linear regression, the errors are independent of each other. i.e. The errors are not correlated (Hultema & Laraway, 2006). The assumption is tested by using Durbin – Watson statistic to determine whether the strong

correlation exists among the residuals. As a rule of thumb, the DW (Durbin – Watson) statistic should be between the range of 1.5 and 2.5 for the independent observation that is acceptable (Garson, 2012).

Table 4.13. Autocorrelation Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.832 ^a	.693	.689	.27234	1.778

a. Predictors: (Constant), Mission, Adaptability, Consistency, Involvement

b. Dependent Variable: Organizational _Performance

As indicated in the autocorrelation test table, the value of Durbin – Watson statistic is 1.778 and between acceptable ranges.

4.6.2.4. Multicollinearity Test

In multiple regression analysis, multicollinearity refers to the strongest interrelated among explanatory (independent) variables. This assumption assumes that no multicollinearity or little collinearity exist among the independent variables. To check this assumption Variance Inflation Factor (VIF) is used. VIF is a tool to measure and quantify how much the variance is inflated. If the $VIF = 1$ = not correlated, $1 < VIF \leq 5$ = moderately correlated, $VIF > 5$ = highly correlated (Daoud, 2017).

Table 4.14. Multicollinearity Test

Coefficients ^a				
Model		Collinearity Statistics		
		Tolerance	VIF	
1	Involvement	.717	1.395	
	Consistency	.573	1.745	
	Adaptability	.792	1.262	
	Mission	.775	1.290	

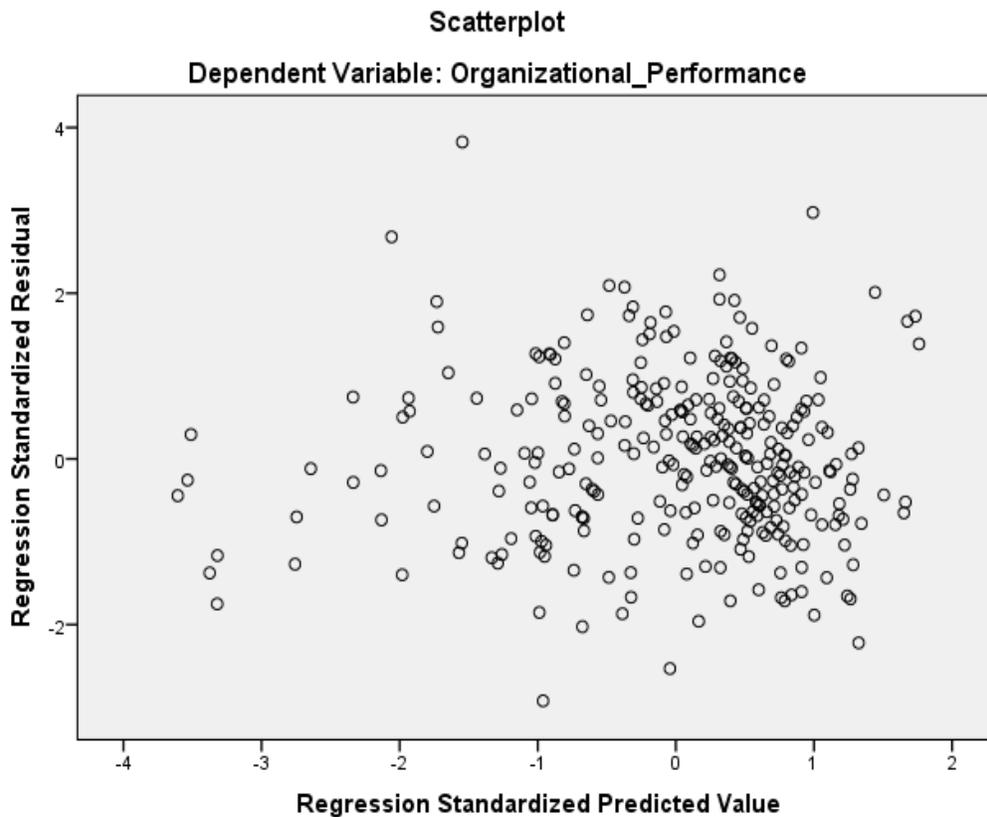
a. Dependent Variable: Organizational Performance

As indicated the table above 4.14, Collinearity Statistics test, obtained Variance Inflation Factor values of independent variables: Involvement, Consistency, Adaptability, and Mission are (1.395), (1.745), (1.262), and (1.290) respectively. All variables are not highly correlated.

4.6.2.5. Homoscedasticity Test

Homoscedasticity refers to equal variance of residuals (errors). This assumption assumes that the variance around the regression line is the same for all values of the predictor variable. Homoscedasticity tested through a scatter plot. The scatter plot provides a visual examination of homoscedasticity between predicted dependent variable scores and the residuals of prediction.

Figure. 4.3 Homoscedasticity test



In general, the five multiple linear regression assumption tests presented, above indicate that the data used to study the influence of organizational culture on organizational performance has no significant data problem and the clinical linear multiple regression model assumptions are not violated.

4.7. The Influence of Organizational Culture on Organizational Performance

4.7.1. Regression Analysis

To further assess the influence of organizational culture on organizational performance multiple linear regression analysis was conducted. The Regression analysis shows how much variation exists among variables.

Table 4. 15 Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832 ^a	.693	.689	.27234

a. Predictors: (Constant), Mission, Adaptability, Involvement, Consistency

Based on the regression model summary table 4.15 above, the R-value indicates that the correlation strength between dependent and independent variables. The R-value is 0.832 infer the presence of a very high correlation between organizational culture and organizational performance. The R Square value indicates how much the dependent variable explained by the independent variable. Therefore, as shown in the table adjusted R Square is 0.689 which indicate organizational culture variables (Involvement, Consistency, Adaptability, and Mission) explained 68.9 % of the variation in organizational performance. The remaining 31.1 % of the variation in organizational performance in Debre Berhan University explained by other variables.

4.7.2. Regression ANOVA

Table 4.16. ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.190	4	12.798	172.540	.000 ^b
	Residual	22.697	306	.074		
	Total	73.887	310			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Mission, Adaptability, Involvement, Consistency

The purpose of Analysis of Variance (ANOVA), is it tells us whether multiple linear regression model Significantly better-predicting power the outcome (dependent) variable. In the regression ANOVA model, the total variation of the dependent variable categorized into regression and residual which indicate the unexplained variation of the dependent variable. Thus, from the table above 4.16, the overall regression model is significant, $F(4, 306) = 172.540$, $p < 0.001$, $R^2 = 0.693$. Even though the model is statistically significant, it does not mean that all variables have an equally contribution of influence on organizational performance. Therefore, to evaluate the contribution of each independent variable, Involvement, Consistency, Adaptability, and mission to dependent variable organizational performance, the result summarized in the following regression coefficients table.

Table 4.17. Regression Coefficients

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.662	.119		5.543	.000
	Involvement	.155	.030	.192	5.121	.000
	Adaptability	.057	.031	.066	1.862	.064
	Consistency	.198	.033	.248	5.926	.000
	Mission	.399	.026	.554	15.386	.000

a. Dependent Variable: Organizational _Performance

Source: Survey questionnaires 2019

The above table 4.17 illustrates regression coefficients for organizational performance. Unstandardized regression coefficients indicate how much one-unit change in the independent variable predicts the outcome (dependent) variable. Based on the regression coefficient above, the constant value indicates, if all the independent variables (Involvement, Consistency, Adaptability, and Mission) constant at the value of zero, organizational performance account 0.662. Mission culture ($\beta = 0.399$), which means a unit-positive change or increase mission culture would increase organizational performance by 0.399 unit-level holding the other variable constant. Consistency culture ($\beta = 0.198$) and Involvement culture ($\beta = 0.155$) indicate that for every positive change in

the Consistency, and Involvement culture would increase organizational performance by 0.198, and 0.155-unit level respectively.

While considered the degree of influence that each independent variables contribute on organizational performance, the Standardized Coefficient result showed Mission culture traits (Beta = 0.554, $p < 0.01$) make the unique contribution to explain organizational performance followed by Consistency, (Beta = 0.248, $p < 0.01$), Involvement (Beta = 0.192, $p < 0.01$) and Adaptability culture had low (Beta = 0.064, $p > 0.05$) is Not statistically significant.

In general, Organizational culture (Mission, Consistency, and Involvement) positively and significantly influences organizational performance by 55.4%, 24.8% and 19.2% respectively. While Adaptability Culture as indicate in regression coefficient, insignificantly associated with organizational performance.

Since the predicators are more than one, the study employed multiple linear regression model to explain how much the selected organizational culture traits influence organizational performance. To determine the influence of each predictor, multiple linear regression equation is used.

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + e$$

Where:

Y = Organizational Performance (Dependent Variable)

B_0 = Constant

B_1 = Slope (regression Coefficient) for X_1

B_2 = Slope (regression Coefficient) for X_2

B_3 = Slope (regression Coefficient) for X_3

X_1 = predictors

e = error term.

Finally, to conclude multiple linear regressions, Involvement (IN), Consistency (CON), Mission (MIS) is described in the form of the multiple regression equation as follows.

$$\text{Organizational Performance} = 0.662 + 0.192 (\text{IN}) + 0.248 (\text{CON}) + 0.554 (\text{MIS})$$

4.8. Discussion

This study examines the influence of organizational culture on organizational performance. To measure organizational performance, in Debre Berhan University, a Balanced Scorecard is used in terms of four perspectives (Customer, Financial, Internal Business, and Learning and Growth). The independent variable, organizational culture also measured through four variables, Involvement trait, Consistency trait, Adaptability trait, and Mission trait. The finding revealed that the main components of Independent variables (Involvement, Consistency, and Mission) are positively and significantly associated with organizational performance. This finding also consistent with the study finding conducted by Ng'Ong'a, Oloko, Rambo, and Orwa (2018), Aluko (2003), that showed the relationship between organizational culture and organizational performance is positive and significantly.

In this study Mission culture trait characterized by strategic direction and intent, Goals and Objectives, and Vision. Strategic direction and intent emphasize the understanding of employees and the strategies of the organization. Goals and Objectives are short – term goals that help link what employees do on a day to day activities to the strategy of the organization. Vision also emphasize on whether employees understand and share a common desired future state of the organization. The finding of this study, the regression result show that Mission culture is the most influential culture towards organizational performance and the finding consistent with Olughor (2014), that mission, culture is the strongest contribution towards organizational performance where $t = 5.572$, $p < 0.05$. Moreover, the study examined by Zakari, Poku, and Ansah (2013), their finding also showed that mission trait is the most strongly associated trait with performance.

The other result showed in the study was Consistency culture, which encompasses three indices, namely, Core values, Agreement, and Coordination and integration. This culture generally emphasis on the organization values and systems basis for a strong culture. In this study, the finding of Consistency culture trait also the second positive and significantly associated with organizational performance in Debre Berhan University. The finding also consistent with the study carried out by Mozaffari, Soltani, and Bozorgzard (2012), on the study of the organizational culture of Departments of Education in Isfahan province in the Academic year 2010 – 11 based on Denison model, the finding revealed Consistency and involvement culture are significant. Moreover, the finding of this study also consistent with the finding of Zakari, Poku,

Ansah (2013), that consistency is the second most associated with performance and Involvement trait is the third predictors of organizational performance. The regression analysis of consistency culture trait was the second most associated and prediction of organizational performance. Hence, this finding also consistent with Denison's (1995) that mission and consistency are the strongest predictors of organizational success.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter present summary of key findings and results, conclusions, and recommendations. Based on the major findings and results of the study, conclusions are drawn and recommendations are present.

5.1. Summary of the Major Findings

This study examined the influence of organizational culture on organizational performance within Debre Berhan University. The primary data were collected regarding organizational culture (Involvement, Consistency, Adaptability, and Mission) and organizational performance using Balanced Score Card (Customer, Financial, Internal Business, and Learning and Growth) perspectives. And the study was guided by the following four research questions.

- What is the existing dominant culture type at Debre Berhan University?
- What is the level of institution performance?
- What is the relationship between organizational culture and organizational performance?
- Which culture type has more significantly influence performances of Debre Berhan University?

Starting with general respondents' profiles, 163 (52.4%) Females and 148 (47.6%) Males were participating in the study. The age of respondents shows 111 (35.7%) of respondents were between age 18 – 27 years, 112 (36.0%) were between age 38 – 47 years and 13 (4.2%) of respondents were 48 years and above. The educational level of respondents shows 154 (49.5%) of respondents were first degree holders, 87 (28.0%) of respondents have a master's degree, 16 (5.1%) have a Ph.D., and the remaining 54 (17.4%) were Diploma/level III & IV holders. The experience of the respondents shows the majority of respondents 167 (53.7%) were served for 2 – 5 years, 105 (33.8%) of respondents worked from 6 – 10 years, 27 (8.7%) of respondents served for less than 2 years, and 12 (3.9%) were served for above 10 years.

The study shows in the descriptive analysis, Involvement culture trait mean score ($M = 3.30$). The three indices which are sub-components of involvement culture, empowerment, and teamwork has got a moderate mean score ($M = 3.56$) and ($M = 3.45$) respectively. While capacity development

has got a low average mean score ($M = 2.88$). This indicates that there is a limitation on employees' capability development activities in the Debre Berhan University.

Consistency culture also one of the types of an organizational culture characterized by sharing value and system of the organization. Consistency had got the mean score ($M = 3.53$) and each index had got Coordination and Integration ($M = 3.57$ and Agreement ($M = 3.51$) and Core value ($M = 3.53$).

With regards to Adaptability culture trait reviewing the mean score of three indices, creating change, Customer focus and organizational learning scores mean value ($M = 2.80$), ($M = 3.51$), and ($M = 3.21$) respectively. Adaptability traits score lower aggregate mean value ($M = 3.17$).

Mission culture type also another type of organizational culture that defines long term directions for the organization. Mission culture trait has got a mean score value ($M = 3.81$). All the three indices in Mission culture had got a moderate level agreement, that means Strategic direction and Intent ($M = 4.00$), Goal and objective ($M = 3.67$) and Vision ($M = 3.75$) indicate it is very important to culture according to the perception of employees. Compared four organizational culture type Mission has got greater mean score value, indicate a dominant culture of Debre Berhan University.

The performance of Debre Berhan University based on BSC approach, the finding shows customer perspective (Mean = 3.62), Financial perspective (Mean = 3.56), Internal Business perspective (3.60), and Learning and growth perspective (Mean = 3.42). The overall performance of Debre Berhan University indicates moderate level performance (Mean = 3.53).

From the Pearson correlation analysis; the relationship between organizational culture and organizational performance was positive and strong ($r = 0.832$, $p < 0.01$). Moreover, organizational performance found to had a strong positive correlation with the Mission culture trait ($r = 0.747$, $p < 0.01$), and Consistency culture trait ($r = 0.620$, $p < 0.01$). The remaining Involvement culture trait had moderate positive relationship with organizational performance ($r = 0.539$, $p < 0.01$) and adaptability had Moderate positive correlation with organizational performance ($r = 0.333$, $P < 0.01$).

The regression analysis was made to assess the overall influence of organizational culture traits on organizational performance. Thus, a unit positive change in each independent variable, Mission, Consistency, and Involvement would leads to increase organizational performance by 0.399,

0.198, and 0.155 unit and significant. With regards to adaptability culture trait it is insignificant. When considering the degree of influence, Organizational culture (Mission, Consistency, and Involvement) positively and significantly influences organizational performance by 55.4%, 24.8% and 19.2% respectively.

5.2. Conclusion

The study examines the influence of organizational culture on organizational performance. The result of the study shows that the dominant culture practiced in Debre Berhan University, level of organizational performance, the relationship between them, and the culture type which more influence organizational performance.

The first organizational culture type Involvement, characterized by a degree of individual engagement at all levels of the organization. The finding of the study demonstrated that the relationship between Involvement Culture, and organizational performance was positive and significant. Among the three indices of Involvement culture, empowerment and teamwork score moderate mean score value while, capability development score lower mean value. The aggregate mean value of Involvement culture indicates the lower. The regression results also indicate that this culture had a statistically significant influence on organizational performance. However, the degree of influence as compared to other cultures, it was low. This inferred that the involvement of employees in the decision-making process, the availability of information to employees, the activities taken in developing employee's capability was indicate the existing gap in the institution. And The researcher concluded that involvement culture lawyerly practiced in Debre Berhan University.

Another type of organizational culture practiced in Debre Berhan University, according to the finding was Consistency culture. The descriptive analysis result shows the three indices of consistency culture, coordination, and integration, Agreement, and Core value had got a moderate mean score value. The aggregate average Mean of consistency also moderate. As a result, consistency culture trait moderately practiced in Debre Berhan University. Moreover, the regression result of consistency culture shows positive and the second influenceable organizational culture type in Debre Berhan University.

Adaptability culture's emphasis on the ability of employees to understand what the customer wants, learning new skills and change in responses to demand. Under adaptability culture trait customer focus index score moderate mean score while creating change and organizational learning score lower mean value. The overall aggregate mean score of adaptability was low. This indicator of a new and improved way of doing works was not adopted in a continuously in Debre Berhan University. The correlation result of adaptability culture shows a positive and significant relationship with organizational performance. However, the multiple regression analysis shows adaptability doesn't have a significant influence on organizational performance.

With respect to Mission culture, the descriptive analysis indicates Strategic direction and intent had high Mean score value. whereas Goal and objectives, and Vision had moderate level mean score value. The aggregate Mean score also indicate high score value. Moreover, the correlation analysis indicates Mission culture had a positive and strong relationship with organizational performance. The study also revealed that a mission was one of the culture types with a greater mean score as compared with the rest culture traits. This is an indication of employees' agreement with the measurement of the mission. The regression analysis result also indicated that mission is the first highest predictor of organizational performance and more influenceable culture. Furthermore, the finding indicated that Mission culture trait is the existing dominant culture of Debre Berhan University.

The level of organizational performance shows in all four perspectives (Customer, Financial, Internal Business Process, and Learning and Growth) shows the moderate level performance and also the overall performance shows moderate level.

5.3. Recommendation

The following recommendations are made based on the key summary of the finding and conclusion.

- From the study finding mission, culture was one of the highest predictors and the existing dominant culture of Debre Berhan University. Therefore, Debre Berhan University should maintain and the moderate level of the two indices that means, Goal and objective and vision need improvement. This culture improves through different strategies. Management and leaders play a greater role in the process of improving mission, culture towards the

achievement of organizational success. So, this culture should be improved by creating awareness and communicating the organization's strategic direction and intents, goals and objectives, vision, mission to make everyone in the organization familiar.

- The second predictor and influenceable culture was consistency culture. In this culture, all the three indices had moderate level agreement. In this regard, Debre Berhan University 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. In addition to this, coordination and integration, improved through the implicit control system on the internalized values of the organization and develop consistent ways of working between departments also important.
- The third predictor, Involvement culture that creates a sense of ownership and responsibility, towards the organization. Involvement comprises empowerment, teamwork, and capability development indices. Empowerment and teamwork had contributed to involvement at a moderate level. While capability development has a lower mean. Hence, as this culture has a positive and significant predictor of organizational performance, Debre Berhan University should be given attention for employees and considering them as an important asset, should fill the gap shown on the employees' capability development through training, and development programs, empowering them in participating in various decision processes. Moreover, the socialization of new employees also encouraged as it is a powerful tool.
- In the adaptability trait organizations are expected to have the ability to understand and react to the external environment and customers. In this regard, creating change and organizational learning had a low mean. So, the institution should work on the adoption of improved ways to do work, and promoting learning in the organization.
- From the evaluation of organizational performance, the result obtained from the study, the overall performance of Debre Berhan University fails at a moderate level. So, the institution should improve its performance, by improving the existing dominant culture.

5.4. Recommendation for Future Studies

- This study focuses on the influence of organizational culture on organizational performance. However, numerous factors affect the topic like leadership, job satisfaction, organizational change, and others. So, for future studies, it is recommended that additional research should be carried out in order to improve the topic.
- This study limited to examining the influence of organizational culture on organizational performance. The culture of an organization may affect other aspects of the organization like job satisfaction, employee performance, job evaluation, and others. So, the researcher recommended future studies focus on these areas.
- The current study used survey questionnaires for data collection method, so the future researcher will better to use additional data collection method.

5.5. Limitation of the study

In conducting the study, the researcher was facing some limitations: these are the limitation of time for an in-depth study, respondent unwillingness and carelessness in questionnaires' answers. Since the study depends on the perception of employees, some respondents may have no awareness of the importance of research. However, the researcher used a possible mechanism and treated respondents' in order to obtain the desired data.

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APPENDICES

Appendix (A)

Debre Berhan University
College of Business and Economics
Department of Management MBA Program



Questionnaires to be filled by Debre Berhan University Employees:

This questionnaire is designed to collect relevant information for the research carried out on the topic “The **influence of organizational culture on organizational performance: in case of Debre Berhan University**”. The study is conducted for academic purpose for partial fulfillment of the requirements of Master of Business Administration. Hence, your response will be kept confidential and your participation in this study is voluntary. The information you provide and your genuine response will determine the soundness and validity of the finding. Therefore, I kindly request you to fill the questionnaire carefully as soon as possible.

Instructions:

- ✓ Not need of writing your name.
- ✓ Put the (✓) mark in the box for your answer.
- ✓ With great excuse, possibly return back to timely

Thank you for your cooperation!!

8.	Authority is delegated so that employees can act on their own self.					
9.	The capability of employees constantly improving					
	CONSISTENCY					
	Coordination and integration					
10.	Employees from different departments of university share a common perspective.					
11.	It is easy to coordinate projects across different departments of university.					
12.	The approach to doing work is very consistent.					
	Agreement					
13.	It is easy to reach consensus, even on difficult issues					
14.	There is clear agreement about the right way and wrong way to do things.					
15.	Debre Berhan University has a strong culture.					
	Core values					
16.	There is an ethical code that guides employees' behavior and tells right from wrong.					
17.	There is a clear and consistent set of values that govern the way Debre Berhan University works.					
18.	Ignoring the core values of the institution will get in trouble.					
	ADAPTABILITY					
	Creating change					
19.	Debre Berhan University continually adopts new and improved ways to do work.					
20.	Different departments often cooperate to create change.					
21.	Debre Berhan University responds well to changes in external business environments.					
	Customer focus					
22.	Customers comments and recommendations often lead to changes					
23.	Employees understand customers' wants and need.					
24.	Customers inputs directly influences the institution's decisions.					
	Organizational learning					
25.	Innovations are encouraged.					
26.	Learning is an important objective in a day - to - day work of university					

27.	Debre Berhan view failure as an opportunity for learning and improvement.					
	MISSION					
	Strategic direction and intent					
28.	Debre Berhan University has a clear mission that gives meaning and direction					
29.	Debre Berhan University strategic direction is clear to me.					
30.	Debre Berhan University has a clear strategy for the future.					
	Goal and objectives					
31.	There is widespread agreement about the goal of the institution.					
32.	Leaders set goals that are ambitious, but realistic					
33.	Debre Berhan University continuously tracks its progress against the stated goals.					
	Vision					
34.	Employees' have a shared vision of what Debre Berhan University will look like in the future.					
35.	Leaders have a long – term viewpoint					
36.	Debre Berhan University vision creates excitement and motivation for employees.					

Part 3: Organizational Performance Questionnaires

Please indicate that to what extent do you agree/disagree on the performance level that your institution achieves in each perspective. Put “√” mark for each rating.

1 = Very poor 2 = Poor 3 = Good 4 = Very Good 5 = Excellent

No.	Items	1	2	3	4	5
	CUSTOMER PERSPECTIVE					
37.	Debre Berhan University offer quality education.					
38.	Debre Berhan University has been expanding research and community service.					
39.	Debre Berhan University appropriately resolve customers complaints.					
40.	Debre Berhan University promotes national significance of educational and research results in different media.					
41.	Internal customers satisfied with service delivery.					

42.	Debre Berhan University has increased the number of service users					
FINANCIAL PERSPECTIVE						
43.	Debre Berhan University uses its budget appropriately.					
44.	Debre Berhan University Maximize its internal revenue by expanding various programs					
45.	Effective projects are developed to increase internal revenue.					
46.	Institutional resources are free from waste.					
47.	Purchased inputs were distributed to various divisions.					
48.	Institutional units implemented transformational procedures such as Kaizen, and Service delivery directions					
49.	Debre Berhan University uses man power and material resource appropriately.					
Internal Business Perspectives						
50.	Debre Berhan University service delivery is accessible.					
51.	Debre Berhan university expanded regular, distance and continuous education programs.					
52.	Debre Berhan University has made effective partners.					
53.	The university follows a participatory teaching – learning method.					
54.	Debre Berhan University Conducted tracer study to know the employability of graduates					
55.	Debre Berhan university has a capacity building system for students with disabilities.					
Learning and Growth Perspective						
56.	Debre Berhan University automated its service to customers.					
57.	Debre Berhan University has expanded the necessary infrastructure.					
58.	Debre Berhan University Shares experience with other universities and relevant.					
59.	Debre Berhan University offers short, medium- and long-term training to build the capacity of the human resource.					
60.	Debre Berhan University sets out new regulations to improve working conditions and organizational structure.					
61.	Debre Berhan University developed the knowledge, skills and attitudes of students, management, and staff.					

ደብረ ብርሃን ዩኒቨርሲቲ
ቢዝነስና ኢኮኖሚክስ ኮሌጅ ማኔጅመንት ትምህርት ክፍል
ቢዝነስ አስተዳዳሪ ማስተርስ ኘሮግራም



በደብረ ብርሃን ዩኒቨርሲቲ ስራተኞች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በድርጅታዊ አሰራር ላይ የድርጅታዊ ባህል ተፅእኖ (The influence of organizational culture on organizational performance) በሚል ርዕስ በደብረ ብርሃን ዩኒቨርሲቲ ሊደረግ በታሰበው የምርምር ጽሁፍ አግባብነት ያለው መረጃ ለመሰብሰብ ነው። ጥናቱ የሚካሄደው ለአካዳሚክ ትምህርት ሲሆን ለቢዝነስ አስተዳዳሪ ማስተርስ ዲግሪ ሚሚያ ነው። በመሆኑም የእርስዎ ምላሽ ሚስጢር የተጠበቀ እና በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ በፍቃደኝነት ነው። እርስዎ የሚሰጡት መረጃ እና ምላሽ የጥናቱን ውጤት ትክክለኛነትና ተገቢነት ይወስናል። ስለሆነም መጠይቁን በተቻለ መጠን በጥንቃቄ እንዲሞሉልኝ በትህትና እጠይቃለሁ።

መመሪያ

- ስም መፃፍ አያስፈልግልኝ።
- ለመልሳችሁ “√” ምልክት በሳጥኑ ውስጥ ያስቀምጡ።
- ከይቅርታ ጋር በሰዓቱ ይመልሱልኝ።

“ለትብብራችሁ አመሰግናለሁ”

ክፍል አንድ:- አጠቃላይ መግለጫ

1. የታ:- 1. ሴት 2. ወንድ
2. እድሜ:- 1. ከ18 እስከ 27 አመት 2. ከ28 እስከ 37 አመት
3. ከ38 እስከ 47 አመት 4. ከ48 አመት በላይ
3. የትምህርት ደረጃ:- 1. ዲፕሎማ/ደረጃ 3 እና አራት 2. የመጀመሪያ ዲግሪ
3. ሁለተኛ ዲግሪ 4. ዶክትሬት ዲግሪና ከዚያ በላይ
4. በደብዳቤ ብርሃን የኒቨርሲቲ ለምን ያህል ጊዜ አገልግለዋል?
1. ከ2 አመት በታች 2. ከ2 እስከ 5 አመት
3. ከ6 እስከ 10 አመት 4. ከ10 አመት በላይ
5. የጋብቻ ሁኔታ:- 1. ያላገባ/ች 2. ያገባ/ች 3. በፍቺ የተለያየ/ች
4. በሞት የተለየ/ች

ክፍል ሁለት:- የድርጅት/ተቋም ባህል

በድርጅት/ተቋም ውስጥ ስለድርጅት/ተቋም የአሰራር ባህል ከዚህ በታች በተገለጹት ሃሳቦች ውስጥ ምን ያህል ይስማማሉ/አይስማሙም? ለመልስዎ “√” ምልክት ያስቀምጡ። የቁጥሮቹም አወካከል እንደሚከተለው ይሆናል:-

- 1 = በጣም አልስማማም 2 = አልስማማም 3 = በከፊል እስማማለሁ በከፊል አልስማማም
4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ. ቁ	የድርጅት/ተቋም ባህል ባህርይ	1	2	3	4	5
	1. ተሳትፎ					
	አቅም ማጎልበት					
1.	በደ/ብ/ዩ ውስጥ አብዛኛው ሰራተኞች በስራቸው ላይ ክፍተኛ ተሳትፎ ያደርጋሉ።					
2.	ውሳኔዎች አብዛኛውን ጊዜ ትክክለኛ መረጃ ሲገኝ ይደረጋሉ።					

3.	ሰራተኞች አዎንታዊ ተፅዕኖ ሊኖራቸው እንደሚችል ያምናሉ።					
	የቡድን ስራ					
4.	በተለያዩ የዩኒቨርሲቲ የስራ ክፍሎች ውስጥ መተባበር ይበረታታል።					
5.	ስራዎች የተደራጁ በመሆናቸው እያንዳንዱ ሰው በእሱ/ሷ ስራና በዩኒቨርሲቲው ዓላማ መካከል ያለውን ግንኙነት ማየት ይችላል።					
6.	ስራን ለማከናወን ከተዋረድ ይልቅ የቡድን ስራ ይጠቅማል።					
	የአቅም ግንባታ					
7.	የሰራተኞችን ክህሎት ለማሳደግ የማያቋርጥ ድጋፍ አለ።					
8.	የስልጣን ውክልና ሲሰጥ ሰራተኞች በራሳቸው ፍላጎት ይሰራሉ።					
9.	የሰራተኞች አቅም በየጊዜው ይሻሻላል።					
	2. ወጥነት	1	2	3	4	5
	ትብብርና ቅንጅት					
10.	በተለያዩ የዩኒቨርሲቲው የስራ ክፍሎች ያሉ ሰራተኞች የጋራ እይታ አላቸው።					
11.	በዩኒቨርሲቲው የተለያዩ የስራ ክፍሎች ውስጥ ያሉ ስራዎችን ማስተባበር ቀላል ነው።					
12.	ስራዎች የሚከናወኑበት ዘዴ በጣም ወጥ የሆነ ነው።					
	ስምምነት					
13.	በአስቸጋሪ ጉዳዮች እንኳን ሳይቀር መግባባት ቀላል ነው።					
14.	ነገሮችን ለማከናወን በትክክለኛው እና በተሳሳተ መንገድ ላይ ግልጽ የሆነ ስምምነት አለ።					
15.	ደ/ብ/ዩ ጠንካራ ባህል አለው።					
	መሠረታዊ እሴቶች					
16.	የሰራተኞችን ባህሪ የሚመራ እና ትክክልና ስህተት የሆነውን የሚነግር የስነ - ምግባር ኮድ አለ።					
17.	ደ/ብ/ዩ እንዴት እንደሚሰራ የሚመራ ግልጽ እና ወጥ የሆኑ እሴቶች አሉ።					
18.	የተቋሙን መሠረታዊ እሴቶችን ችላ ማለት ችግር ውስጥ ያስገባል።					
	3. ራስን የማስማማት ችሎታ	1	2	3	4	5
	ለውጥ መፍጠር					
19.	ደ/ብ/ዩ ስራን ለማከናወን የሚረዱ አዳዲስ እና የተሻሻሉ መንገዶችን ያለማቋረጥ ስራ ላይ ያውላል።					

20.	የተለያዩ የስራ ክፍሎች ለውጥ ለመፍጠር ይተባበራሉ።					
21.	ደ/ብ/ዩ ለውጫዊ የንግድ አካባቢ ለሚሰከት ለውጥ ጥሩ ምላሽ ይሰጣል።					
	ደንበኛ ተኮር					
22.	የደንበኞች አስተያየት እና ምክር ብዙ ጊዜ ወደ ለውጥ ያመራሉ።					
23.	ሰራተኞች የተገልጋዮችን ፍላጎት ይረዳሉ።					
24.	ከደንበኞች የሚመጡ ግብዓቶች በተቋሙ ውሳኔዎች ላይ ቀጥተኛ ተፅዕኖ አላቸው።					
	ድርጅታዊ/ተቋማዊ ትምህርት					
25.	ፈጠራዎች ይበረታታሉ					
26.	መማር ለዩኒቨርሲቲ የአለት ተአለት ስራዎች ወሳኝ ዓላማ አለው።					
27.	ደ/ብ/ዩ አለመሳካትን የመማሪያ እና ማሻሻያ እድል አድርጎ ይመለከታል።					
	4. ተልዕኮ	1	2	3	4	5
	ስልታዊ አቅጣጫ					
28.	ደ/ብ/ዩ ትርጉም እና አቅጣጫ የሚሰጥ ግልጽ የሆነ ተልዕኮ አለው።					
29.	የደ/ብ/ዩ ስትራቴጂያዊ አቅጣጫ ለእኔ ግልጽ ሆኖልኛል።					
30.	ደ/ብ/ዩ ግልጽ የሆነ የወደፊት ስትራቴጂ አለው።					
	ግብ እና አላማዎች					
31.	የተቋሙን ግብ በተመለከተ ስምምነት አለ።					
32.	መሪዎች ምኞት የሚመስል ግብ ያስቀምጣሉ ነገር ግን ተጨባጭ ነው።					
33.	ደ/ብ/ዩ እርምጃውን ያለማቋረጥ ከተቀመጡ ግቦች አኳያ ይከታተላል።					
	ራዕይ					
34.	ደ/ብ/ዩ ወደፊት ምን እንደሚመስል ሰራተኞች የጋራ እይታ አላቸው።					
35.	መሪዎች የረጅም ጊዜ አቋም አላቸው።					
36.	የደ/ብ/ዩ ራዕይ ለሰራተኞች ደስታና ተነሳሽነት ፈጥሯል።					

ክፍል ሶስት:- የደብረ ብርሃን ዩኒቨርሲቲ አፈፃፀም

ይህ የጥያቄ ክፍል እርሶ የሚሰሩበትን ተቋም የስራ አፈጻጸም እንዲገመገሙ የሚጠይቅ ሲሆን ባመኑበት የአፈጻጸም ደረጃ ላይ የዚህን “√” ምልክት ያድርጉ። የቁጥሮቹም አወካከል እንደሚከተለው ይሆናል፡-

1 = በጣም ዝቅተኛ 2 = ዝቅተኛ 3 = ጥሩ 4 = በጣም ጥሩ 5 = እጅግ በጣም ጥሩ

ተ/ቁ	እይታዎች	1	2	3	4	5
	1. የደንበኛ እይታ					
37.	ደ/ብ/ዩ ጥራት ያለው ትምህርት ሰጥቷል።					
38.	ደ/ብ/ዩ ጥናትና ምርምር እና ማህበረሰብ አገልግሎት አስፋፍቷል።					
39.	ደ/ብ/ዩ የደንበኞችን ቅሬታ በተገቢው መንገድ ፈቷል።					
40.	ሀገራዊ ፋይዳ ያላቸውን የትምህርት እና የምርምር ውጤቶችን በልዩ ልዩ መገናኛ ብዙሃን ያስተዋውቃል።					
41.	የውስጥ ደንበኞች በአገልግሎት አሰጣጡ እርካታ አግኝተዋል።					
42.	ደ/ብ/ዩ የአገልግሎት ተጠቃሚ ደንበኞችና ባለድርሻ አካላትን ቁጥር አሳድጓል።					
	2. የፋይናንስ እይታ	1	2	3	4	5
43.	ደ/ብ/ዩ የተበጀተለትን በጀት በአግባቡ ይጠቀማል።					
44.	ደ/ብ/ዩ የተለያዩ ንግድ-ሞችንና አገልግሎቶችን በማስፋፋት የውስጥ ገቢውን አሳድጓል።					
45.	ውጤታማ ንግድ-ሞችን በመቅረጽ የውስጥ ገቢውን አሳድጓል።					
46.	የዩኒቨርሲቲው የሃብት አጠቃቀም ከብክነት የፀዳ ነው።					
47.	የተገዙ ግብዓቶች ለተለያዩ የስራ ክፍሎች ያሰራጫል።					
48.	የዩኒቨርሲቲው የስራ ክፍሎች የተለያዩ የለውጥ ሂደት ካይዘን፣ የአገልግሎት አሰጣጥ አቅጣጫዎችን ተግባራዊ አድርገዋል።					
49.	ደ/ብ/ዩ የሰው ሃይል እና የቁሳቁስ አቅም በአግባቡ ይጠቀማል።					
	3. ውስጣዊ አሰራር	1	2	3	4	5
50.	አገልግሎት አሰጣጡ ተደራሽ ነው።					
51.	ዩኒቨርሲቲው ሃገራዊ ፖሊሲና ስትራቴጂ መሠረት በማድረግ የመደበኛ፣ የርቀትና ተከታታይ የትምህርት ንግድ-ሞች አስፋፍቷል።					
52.	ደ/ብ/ዩ ውጤታማ አጋሮችን አሳድጓል።					
53.	የመማር - ማስተማር ዘዴው አሳታፊ ነው።					
54.	ደ/ብ/ዩ ያስመረቃቸውን ተማሪዎች የስራ እድል ማግኘታቸው ጥናት ያደርገል።					
55.	ደ/ብ/ዩ ለአካል ጉዳተኛ ተማሪዎች የአቅም ማሳደግ ስርዓት አለው።					
	4. ተቋማዊ አቅም ግንባታ	1	2	3	4	5
56.	ደ/ብ/ዩ ለደንበኞቹ የሚሰጠውን አገልግሎት አዘምኗል።					
57.	ደ/ብ/ዩ አስፈላጊውን መሠረተ ልማት አስፋፍቷል።					
58.	ደ/ብ/ዩ ከሌሎች ዩኒቨርሲቲዎችና ተዛማጆች ጋር ልምድ ልውውጥ ያደርጋል።					
59.	የሰው ሃይል አቅም ለማግኘት የአጭር፣ የመካከለኛና የረጅም ጊዜ ስልጠና ይሰጣል።					
60.	አሰራርና አደረጃጀትን ለማሻሻል አዳዲስ ደንቦችን ያዘጋጃል።					
61.	ደ/ብ/ዩ የተማሪዎችን የአመራሩን እና የሰራተኛውን እውቀት፣ ክህሎት እና አመለካከት አሳድጓል።					

Appendix B

Reliability

Scale: Involvement Trait

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.762	.739	9

Item Statistics

	Mean	Std. Deviation	N
Most employees in Debre Berhan University are highly involved in their work	3.80	.616	20
Decisions are usually made at the level where the right information is available	2.65	1.182	20
Employees believe that they can have a positive impact	2.65	1.182	20
Cooperation across different departments of university is actively encouraged.	2.35	1.137	20
Work is organized, so that each person can see the relationship between his or her job and the goal of university	3.60	.598	20
Teamwork is used to get work done, rather than hierarchy.	4.20	.696	20
There is a continuous investment to develop the skills of employees	3.15	.813	20
Authority is delegated so that employees can act on their own self.	3.25	.716	20
The capability of employees constantly improving	3.10	.641	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.194	2.350	4.200	1.850	1.787	.358	9

Scale: Consistency Trait

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.885	9

Item Statistics

	Mean	Std. Deviation	N
Employees from different departments of university share a common perspective.	2.65	1.182	20
It is easy to coordinate projects across different departments of university.	2.65	1.182	20
The approach to doing work is very consistent.	2.35	1.137	20
It is easy to reach consensus, even on difficult issues	1.95	.945	20
There is clear agreement about the right way and wrong way to do things.	2.45	1.276	20
Debre Berhan University has a strong culture.	2.90	1.071	20
There is an ethical code that guides employees' behavior and tells right from wrong.	2.25	1.070	20
There is a clear and consistent set of values that govern the way Debre Berhan University works.	3.40	1.142	20
Ignoring the core values of the institution will get in trouble.	4.10	1.021	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.744	1.950	4.100	2.150	2.103	.428	9

Scale: Adaptability Trait

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.871	9

Item Statistics

	Mean	Std. Deviation	N
Debre Berhan University continually adopts new and improved ways to do work.	2.50	1.051	20
Different departments often cooperate to create change.	2.75	1.164	20
Debre Berhan University responds well to changes in external business environments.	2.80	.951	20
Customers comments and recommendations often lead to changes	3.20	1.105	20
Employees understand customers' wants and need.	3.70	.801	20
Customers inputs directly influences the institution's decisions.	2.90	1.252	20
Innovations are encouraged.	3.15	.933	20
Learning is an important objective in a day - to – day work of university	3.65	1.040	20
Debre Berhan view failure as an opportunity for learning and improvement.	2.75	1.209	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.044	2.500	3.700	1.200	1.480	.173	9

Scale: Mission Trait

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.859	9

Item Statistics

	Mean	Std. Deviation	N
Debre Berhan University has a clear mission that gives meaning and direction	3.80	.768	20
Debre Berhan University strategic direction is clear to me.	3.00	.725	20
Debre Berhan University has a clear strategy for the future.	3.25	1.070	20
There is widespread agreement about the goal of the institution.	2.95	1.146	20
Leaders set goals that are ambitious, but realistic	2.60	1.142	20
Debre Berhan University continuously tracks its progress against the stated goals.	3.00	1.124	20
Employees' have a shared vision of what Debre Berhan University will look like in the future.	2.60	.940	20
Leaders have a long – term viewpoint	2.45	1.099	20
Debre Berhan University vision creates excitement and motivation for employees.	2.65	1.226	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.922	2.450	3.800	1.350	1.551	.174	9

Scale: Organizational Performance

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.954	.956	25

Organizational culture traits	Cronbach's Alpha	N of Items
Involvement	.762	9
Consistency	.887	9
Adaptability	.872	9
Mission	.855	9
Organizational Performance	.954	25

Appendix C: Correlations

Correlation

Correlations						
		Involvement	Adaptability	Consistency	Mission	Organizational_ Performance
Involvement	Pearson Correlation	1	.251**	.505**	.371**	.539**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	311	311	311	311	311
Adaptability	Pearson Correlation	.251**	1	.455**	.192**	.333**
	Sig. (2-tailed)	.000		.000	.001	.000
	N	311	311	311	311	311
Consistency	Pearson Correlation	.505**	.455**	1	.442**	.620**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	311	311	311	311	311
Mission	Pearson Correlation	.371**	.192**	.442**	1	.747**
	Sig. (2-tailed)	.000	.001	.000		.000
	N	311	311	311	311	311
Organizational_ Performance	Pearson Correlation	.539**	.333**	.620**	.747**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	311	311	311	311	311

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

Appendix D: Multiple Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Mission, Adaptability, Consistency, Involvement ^b		Enter

a. Dependent Variable: Organizational_Performance

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.832 ^a	.693	.689	.27234	1.778

a. Predictors: (Constant), Mission, Adaptability, Consistency, Involvement

b. Dependent Variable: Organizational_Performance

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	51.190	4	12.798	172.540	.000 ^b
	Residual	22.697	306	.074		
	Total	73.887	310			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Mission, Adaptability, Consistency, Involvement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.662	.119		5.543	.000
	Involvement	.155	.030	.192	5.121	.000
	Consistency	.198	.033	.248	5.926	.000
	Adaptability	.057	.031	.066	1.862	.064
	Mission	.399	.026	.554	15.386	.000

a. Dependent Variable: Organizational_Performance

Individual Organizational Culture Trait Regression

Involvement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.539 ^a	.290	.288	.41193

a. Predictors: (Constant), Involvement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.453	1	21.453	126.427	.000 ^b
	Residual	52.434	309	.170		
	Total	73.887	310			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Involvement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.052	.128		16.035	.000
	Involvement	.437	.039	.539	11.244	.000

a. Dependent Variable: Organizational_Performance

Consistency

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 ^a	.384	.382	.38371

a. Predictors: (Constant), Consistency

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.392	1	28.392	192.836	.000 ^b
	Residual	45.495	309	.147		
	Total	73.887	310			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Consistency

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.722	.128		13.506	.000
	Consistency	.494	.036	.620	13.887	.000

a. Dependent Variable: Organizational_Performance

Mission

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.557	.32500

a. Predictors: (Constant), Mission

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.248	1	41.248	390.502	.000 ^b
	Residual	32.639	309	.106		
	Total	73.887	310			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Mission

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	1.547		
	Mission	.538	.027	.747	19.761	.000

a. Dependent Variable: Organizational_Performance