



**St. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**COMPARATIVE STUDY OF ORGANIZATIONAL CULTURE AND
ACADEMIC PERFORMANCE BETWEEN SELECTED
GOVERNMENT AND PRIVATE SCHOOLS AT AKAKI KALITY
SUB-CITY**

BY

Debebe Kurabachew

SGS/0522/2010A

9July 2019

Addis Ababa, Ethiopia

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FACULTY OF BUSINESS

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BY
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9 July,2019

Declaration page

I, The undersigned declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used in this thesis have been duly acknowledged.

Name Debebe Kurabachew

Signature -----

Date 9 July, 2019

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List of Acronyms

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

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Abstract

The purpose of the study is to assess and compare the existing organizational culture, the performance gap which is observed in the schools, the factor affecting student performance of government and private secondary schools at Akaki Kaliti sub city. Both qualitative and quantitative data were used. Quantitative data were collected using questionnaire for teachers' respondents' whereas qualitative data was collected using Interview for principals and sub-city supervisors, and related documents were also used as reference. The data was gathered from two government and two private secondary schools .113 teacher, 4 school principals, 2 sub-city supervisors were included as samples to obtain the necessary data. SPSS version 19.0 was used to enter and analyze the data. Descriptive statistics (percentage, mean value, standard deviation and p-value) was used to analyze and interpret the quantitative data gathered. The t-test also conducted to identify whether there is statistically significant difference among the school. The finding indicate that teachers in both types of school argue that moderate performance gap exist in government and private schools. it is possible to conclude that the government schools are focused on their employees 'people focused while the private counterparts gave equal emphasis for both employees personal interest and the result that has to be achieved. Hence, the researcher would like to recommend the government schools that they should; build strong competitive culture among their employees use their resources efficiently, have detailed job description and strong controlling system. The study also suggest that in order to fill the academic student performance gap government school should use the experience of private schools and adopt themselves to change

Keywords: Organizational Culture, Organizational performance

CHAPTER ONE: INTRODUCTION

Background of the study

Student academic performance mainly determined by school culture .Today culture is a hot issue in every government and non government, profit and nonprofit organization. Studies indicate that having a good culture leads organization to success. On the other hand lack of concentration to culture affect directly or indirectly the organization performance .Nowadays student academic performance decrease from time to time. Recent evidence shows that many students are unable to pass to the next class. This is severing when we compare government and private schools students. What motivates the researcher is even though all teachers trained in the same university, all schools are governed by the ministry of education and they are at the same institutional level in annual education office inspection then what is the reason behind performance gap occurred between both types of schools.

The purpose of this research was to investigate the existing organizational culture difference of the schools, to assess how both the government and private secondary schools culture affect the performance of student, and the actual organizational gap could be investigated.

The research delimited to Akaki Kaliti sub city selected government and private secondary schools. The research also delimited to grade 10 students who are learning in selected schools.

Schein (2004) defines organizational culture as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration. Robbins (1986) expresses organizational culture as a relatively uniform perception held of the organization.. According to Cameron and Ettington (1988) culture has been treated as an enduring set of values, beliefs and assumptions that characterize organizations and their members. According to the (Luthons, 2005).Organizational culture is quite complex.

All school community ,stake holders have responsibility in building the future of school culture .So it is important to gain an in depth understanding of their engagement with this issue because through time the performance of the student in questions.

While there has been previous research on organizational culture and student performance According to Goldstone organizational culture is the most important instrument for the success of an organization. (Goldstone, 2007).

The other writers also support this idea like Saffold, III (1988) (Dennison, 1984; Deal and Kennedy, 1982; Kotter and Heskett, 1992; Ouchi and Price, 1978) they all argue that strong organizational cultures have been considered as important for a better organizational performance .The other researchers like (Cameron and Freeman, 1991; Smart and John, 1996; Denison, Haaland Goelzer, 2004;) all of them argue that organizations that have ‘appropriate’ culture attain organizational effectiveness on different levels of performance There are writer that against this idea like Schabracq (2007) organizational culture is not as such so vivid; rather most of it is hidden from the eyes of the beholder.

The others researchers like Smart and John (1996); Cameron and Freeman (1991) on their part they found that no relationship between strong organizational culture and organizational performance but rather the performance of organizations is positively correlated with culture type rather than cultural strength.

On the other hand, Aktas, Cicek and Kiyak(2011) claim by quoting different researchers that organizational culture has a strong and positive influence on organizational effectiveness of organizations.

According to Schein (1999) he suggests that organizational culture is even more important today than it was in the past. Increased acquisitions, alliances competition, , mergers ,globalization, and various workforce developments have created a greater need for: co-ordination and integration across organizational units.

The availability and adequacy of resources that is important for learning affects the effectiveness of learning processes in a school setting. Teaching and learning resources improve understanding of intangible ideas and advance performance.

1.1. Statement of the problem

Organizational culture is hidden and difficult to identify. According to Schien (1989, p. 275), culture does not disclose itself easily. Organization is an entity and it has its own organizational culture that makes them similar or different with other organizations especially who are working in the same sector or service. Since their inception

government and private secondary schools with in Akaki Kality sub city have built and are building their own organizational culture in order to render the service that they are established for.

Even though necessary inputs for the government secondary schools are being provided by the government itself and the community, still, the efficiency and effectiveness of the private secondary schools is better than the government ones. To prove the case, among the three categories of schools annual inspections criteria (input, process and result) always the government secondary schools are in better or the same level than the private ones (Akaki Kality sub-city annual inspection result report).

According to Akaki kality sub city educational office analysis in 2008 E.C student who took national examination of grade 10, 711 (73.1%) of government schools students failed while only 103 (23.5%)of students failed from private schools. Similarly in 2009 E.C 726 (60.3%)of government schools students were not able to pass to preparatory while only 69(12.8%) of students failed from private school. In 2010 E.C student who took national examination of grade 10, 791 (70.1%)of government schools students failed while only 141 (29.1%)of students failed from private schools. Form the above information it can be seen that in Akaki Kality sub-city selected schools those who took national examination of grade 10, private secondary school is better than the government schools.

So, here, the major paradox that initiated or caused the thesis is that what will be the actual or real reason behind the effectiveness of the private secondary schools than the government ones while they are at the same institutional level in annual education office inspection. The other factor that initiated the researcher is there is lack of knowledge in the topic that is going to be researched.

We therefore analyzed by identifying the existing organizational culture difference and performance gap between the school.

1.3. Research questions

1. Is there any significant difference between private and government schools students' academic performance?
2. What performance gaps are observed in government and private secondary schools?

3. What are the factors affecting the cultural difference between private and government schools?

1.4 Objectives of the study

1.4.1. General objectives

The general objective of the study was intended to identify the entire organizational culture and performance difference among the private and government selected secondary schools at Akaki Kaliti sub city and to indicate the possible ways that enable the institutions to narrow the gap in organizational effectiveness.

1.4.2 Specific Objectives

- To identify factors affecting organizational culture that are observable in both type of secondary schools.
- To identify the actual performance gap between the schools.

1.5. Significance of the study

As a systematic or scientific research, the outcome of the study would be important for every stake holder in education. From the schools point of view the findings of the study could be used as a framework for improving academic performance in both government and private secondary schools in Akaki kaliti sub city. Principals may utilize the result of the study to establish ways and means of improving performance in their respective schools from those who had good academic standards.

On the other hand, the research is equally important for government education administration bodies too. The finding of this study would give the detail reasons that cause the entire organizational effectiveness difference among the schools and consequently indicates the possible ways that enable the government organs to contribute their own share in the narrowing the gap.

1.6. Delimitation /scope of the Study

Geographically, the study was delimited to the selected secondary schools of Akaki Kaliti sub city. The schools are Akaki Adventist, Akaki Lesperance, Akaki Bska and Fitawrari Abayneh Metekia. The study also delimited to grade 10. Surprisingly all selected schools have more than 35 years' experience and develop their own strong

organization culture. So working in this area enable the researcher obtain relevant information to make the study more manageable and feasible with the given time scope.

The study is delimited to those 113 respondents of teachers, 4 principles and 2 supervisors. The study was also delimited to organizational culture issues related to student performance

1.7. Definition of key terms

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

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

Private secondary schools: schools owned by individuals or religious organizations to provide education from grade 9-10.

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

Norms. Standards of behavior evolve in work groups that are considered acceptable or typical for a group of people. The impact of work-group behavior, sanctioned by group norms, results in standards and yardsticks

Dominant values. An organization espouses and expects its members to share major values. Typical examples in schools are high performance levels of faculty and students, low absence and dropout rates of students, and high efficiency.

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

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

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

Performance- students’ achievement in relations, to attainment of objective.

Academic performance: Refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations

Principal: refers to a person appointed to administer a secondary school.

1.8. Organization of the Study

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

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

As a theoretical foundation of the research work, this section comprises of not only definitions of key terminologies of the research but also the profound reviews of major concepts and models on organizational culture elements and student performance are presented. Additionally this part contains the review of previous research works in the area of organizational culture..

2.2. Conceptual frame work

2.2.1. Conceptual definition of organizational culture

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

Organizational culture can also be seen as the set of values and principles that are shared amongst individuals in a particular organization. These values influence the way in which the members of the organization relate to one another and to the external environment (Black, 2004).

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

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

Organizational culture has been defined as the —normative glue that holds an organization together (Tichy, 1982). Forehand and von Gilmer (1964) suggest that culture is the set of characteristics that describe an organization and distinguish it from others. Schein (1990), in a more comprehensive fashion defines culture as values and behaviors that are believed to lead to success and are thus taught to new members.

Martin and Terblanche (2003) also define organizational culture as the deeply seated values and beliefs shared by the members of an organization. Organizational culture is manifested in the characteristics of the organization. Consequently, it refers to a set of basic assumptions that previously worked so well in the organization and that are accepted as valid assumptions within the organization..

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

Deal and Kennedy (1982) explain corporate culture as the dominant values espoused by the organization. Kotter and Heskett (1992) also state that organizational culture provides the behavior patterns or styles that the new employees are automatically encouraged to follow. Frost (1985) adds that the importance of organizational culture to the people concerns symbolism, rituals, myths, stories, legends and the interpretation of events, ideas and experiences that are influenced and shaped by the group of people with whom they interact.

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

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

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

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

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

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

2.3. Theoretical literature

The theoretical review will cover the below theories related to performance and organization culture. This study is based on three major theories namely, The Schein's theory of organizational culture, Theory X and Theory Y by McGregor, and the theory of Open-Book Management by John Stack.

2.3.1. Schein's theory of organizational culture

Schein's model of organizational culture is not only one of the most cited culture models but also one that serves a high degree of abstraction and complexity reduction. It mainly consists of three domains: basic underlying assumptions, espoused values, and artifacts. She distinguishes between observable and unobservable elements of culture. It therefore becomes clear that there is a certain hierarchy between these domains..

Artifacts are the surface level of an organizational culture, tangible, easily seen and felt manifestations such products, physical environment, language, technology, clothing, myths and stories, published values, rituals and ceremonies, etc.

Espoused beliefs and values are the next level of organizational culture, including strategies, goals, shared perceptions, shared assumptions, norms, beliefs and values instilled by founders and leaders.

Basic underlying assumptions are the base level of organizational culture, and are the deeply-embedded, unconscious, taken for granted assumptions that are shared with others. Any challenge of these assumptions will result in anxiety and defensiveness.

2.3.2. Theory X and Theory Y

McGregor developed a philosophical view of humankind with his Theory X and Theory Y in 1960. His work is based upon Maslow's hierarchy of needs theory, in that he grouped the hierarchy into lower-order needs (Theory X) and higher-order needs (Theory Y). He suggested that management could use either set of needs to motivate employees, but better results would be gained by the use of Theory Y, rather than Theory X. These two opposing Visible organizational structures, behaviors and processes Strategies, goals, rules, standards philosophies (Espoused justifications) Unconscious, invisible, taken for granted beliefs, perceptions, thoughts and feelings (Ultimate source of values and actions) Artifacts Basic underlying assumptions

Espoused values perceptions theorized how people view human behavior at work and organizational life. With Theory X assumptions, management's role is to coerce and control employees to perform since; People have an inherent dislike for work and will avoid it whenever possible, secondly People must be coerced, controlled, directed, or

threatened with punishment in order to get them to achieve the organizational objectives, thirdly people prefer to be directed, do not want responsibility, and have little or no ambition and finally people seek security above all else. With Theory Y assumptions, management's role is to develop the potential in employees and help them to release that potential towards common goals since employees view; Work as natural as play and rest, secondly People will exercise self-direction if they are committed to their own objectives, thirdly people are committed to objectives since it is a function of the rewards associated with their achievement, fourthly people learn to accept and seek responsibility, creativity, ingenuity, and imagination are widely distributed among the population therefore people are capable of using these abilities to solve an organizational problem and finally that people have potential to propel the organizational performance.

The Critiques of the existing literature

Organizational culture - a popular but also a very complex concept - has been identified as an influential factor affecting the successes and failures of organizations in diverse ways. However, culture is a very versatile concept, and there are many controversies in both defining and applying it. The existing Literature on culture, organization culture and student performance is mainly focused and carried out in developed countries and considering the determinants, influences and composition of the culture it cannot apply universally indifferent environments like the developing countries (Author,2014).

According to Ojo (2008) despite the plethora of studies on organizational culture in the last few decades,

2.3.3.Dimensions of organizational culture

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

Several well-known studies have addressed the question of how to characterize cultures. For example, Hall (1976) reported that a primary characteristic of cultures is the degree to which they are focused on the individual (individualistic cultures) or on the group

(collectivistic cultures). Taking a different approach, Trompenaars (1994) surveyed more than 15,000 people in 47 different countries and determined that organizational cultures could be classified effectively into two dimensions: egalitarian versus hierarchical and person versus task orientation. The egalitarian–hierarchical dimension refers to the degree to which cultures exhibit shared power as opposed to hierarchical power. Person–task orientation refers to the extent to which cultures emphasize human interaction as opposed to focusing on tasks to accomplish.

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

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

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

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

Uncertainty Avoidance: This dimension refers to the extent to which a society, organization, or group relies on established social norms, rituals, and procedures to avoid uncertainty.

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

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

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

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

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

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

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

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

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

Values

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

Heroes

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

Rites and Rituals

Another key aspect in creating organizational cultures is the everyday activities and celebrations that characterize the organization. Most successful organizations feel that these rituals and symbolic actions should be managed. Through rites and rituals, recognition of achievement is possible.

Communication Networks

Stories or myths of heroes are transmitted by means of the communications network. This network is characterized by various individuals who play a role in the culture of the organization. Each institution has *storytellers* who interpret what is going on in the organization. Their interpretation of the information influences the perceptions of others.

2.3.4. Types of organizational culture

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

There are a number of organizational culture typologies and these have been proved to influence organizational commitment in positive or negative way (Meyer et al). Among others there are typologies which include clan, bureaucratic, entrepreneurial and market culture (Harrison & Stokes, 1992; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, and Oosthuizen, 2004). The present study focused on the culture typologies (role, support, achievement and power) by Harrison and Stoke (1992). These are briefly discussed below.

Organizational Culture types according to Harrison and Stokes

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

Role culture: According to Harrison (1993), role culture gives protection to employees and stabilizes the company as people are protected from losing their jobs. Under role oriented organizations, employees need to spend less time focusing their energy on themselves but rather on their work.

Support culture: Support culture is based on mutual trust between employees and the organization (Harrison & Stokes, 1992). The type of culture states that people are viewed as human beings as opposed to machine and they need to be cared for and supported to achieve their goals (Harrison & Stokes, 1992).

Achievement culture: Achievement culture gives workers mutual vision and determination in the organization (Harrison & Stokes, 1992; Alvesson, 2013). It is

sometimes called “aligned organization” as it put its employee’s behind a common vision or purpose (Martin, 2006).

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

Organizational culture types according to Cameron and Quinn

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

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

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

Market culture: a results-oriented organization. The major concern is getting the job done. People are competitive and goal oriented. The leaders are hard drivers, producers, and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. Reputation and success are common concerns. The

long-term focus is on competitive actions and achievement of measurable goals and targets. Success is defined in terms of market share and penetration. Competitive pricing and market leadership are important. The organizational style is hard-driving competitiveness.

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

2.3.5. Forming organizational culture

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

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

The second level of cultural formation is the level of values. Values represent the veracity and moral resilience that organizational members display regarding the nature of the functioning of the organization and how rules are upheld in the organization (Cameron & Quinn, 2006; Schein, 1990). Schein (1984) states that values are

equivalent to strategic imperatives or constraints, whereas others are simply policy formulation. Yet, the distinction between values and assumptions may be more conceptual than empirical, since there is a thin line between both phenomena (Flemming, 2009).

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

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

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

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

In addition, Louis (1987) asserts that although organizational culture is strong in nature, there are subcultures that often develop a long positions within the various levels in the

organization, thereby suggesting that conditions, problems or personnel at different levels within the organization can influence and produce pressure for different cultures within the organization, particularly in distributing and allocating scarce resources in the organization.

2.3.6. Sustaining organizational culture

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

Pre-selection

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

Socialization

Socialization is the second stage of sustaining organizational culture. Brown (1998, p. 57) describes the stage of socialization as an "enculturation process by which the participants learn the culturally accepted beliefs, values and behaviors so that they are able to act as effective members of the group". Similarly, organizational members who are not compatible with the organizational culture are also discarded from the group. Martins and Martins (2003) state that it is during this stage that new members are assisted to become accustomed with the organization's culture. Martins and Martins (2003) as well as Robbins and Judge (2005) illustrate the socialization process as follow:

- The first is the *pre-arrival stage*, which entails all the learning that takes place before the potential employee can join the organization.

- The second is the *encounter stage*, when the new member comprehends the actual organization and its reality and confronts the possibility that the expectation and the reality may differ from this or her expectations.
- The last is the *metamorphosis stage*, when the long-term changes are realised and the new member must synergize any deviation experienced during the encounter stage.

Incorporation/Rejection

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

2.3.7. Leadership and organizational culture

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

School of thoughts on organizational culture and leadership relationship

There are two schools of thought about leaders and culture. The functionalist school claims that leaders are the architects of culture change (Schein, 1992; Trice and Beyer, 1993) either through substantive, visible actions or through the symbolic roles they play (Meindl et al., 1985). On the other hand, the anthropological view questions the capacity of leaders being able to create culture (Meek, 1988; Smircich, 1983); that is,

leaders are part of culture, not apart from it. Nonetheless, the body of evidence is heavily weighted in favor of the functionalist perspective, where leaders are in a strategic position better able to shape organization culture (Denison and Schein, 1992). Schneider et al. (1995, p. 751) state that organizational managers and executives “make” the environment.

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

2.3.8. Leadership style in different cultures

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

2.3.9. Organizational Culture and Institution’s Performance

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

One key fact about culture stands out: What is important to our organization? How are decisions made? Who is in charge? How does an employee relate to other employees and groups within our organization? What behaviors are rewarded and recognized? What is compensation based upon? The answers to these questions vary from country to country, from industry to industry, from organization to organization and from institution to institution. It is critical for all institutional managers to understand the underlying values of their institutions because these factors directly influence the institutional performance and how much work will ultimately be required to ensure

successful outcomes for the institution (Prosci, 2010). It has been claimed that, “an organizational culture is so important to the organization that, in the long run, it may be the one decisive influence for the survival or fall of the organization” (Hofstede, 1998), and that a “Culture matters because decisions made without awareness of the operative cultural forces may have unanticipated and undesirable consequences” (Schein, 2002). Further, Schein (2002) has cautioned that researchers have underestimated the extent to which culture contributes to the performance of an organization, as either an asset or a liability and as the explanatory construct underlying numerous organizational phenomena.

Azhar (2003) asserts that the phenomenon which often distinguishes good organizations from bad ones could be summed up as “corporate culture.” He says that the well-managed organizations apparently have distinctive cultures that are, in some way, responsible for their ability to successfully implement strategies. He further observes that every organization has a culture (which often includes several sub-cultures) that exerts powerful influences on the behaviour of employees and managers. Organizational Culture can be one of the most important means of improving organizational performance. Organizational Culture has become very important in the last 25 years. Even though it is intangible in nature, it plays a role that is significant and affects employees and organizational operations. It may not guarantee success but companies with strong cultures have almost always, done better than their competitors. The fact that organizations may have a strong or weak culture affects their ability to perform strategically. Culture affects not only the way managers behave within organizations but also the decisions they make about the organization’s relationships with its environment and its strategy (McCarthy, Minichiello & Curran, 2000).

Pearce and Robinson (2008), observes that culture is a strength but can also be a weakness. As a strength, culture can facilitate communication, decision making and control, and create cooperation and commitment. As a weakness, culture may obstruct the smooth implementation of strategy by creating resistance to change. An organization’s culture could be characterized as weak when many subcultures exist, few values and behavioral norms are shared, and traditions are rare. In such organizations, employees do not have a sense of commitment, loyalty, and a sense of identity. Rather than being members of an organization, these are wage-earners. Traits exhibited by organizations that have weak cultures include: politicized organizational environment,

hostility to change, promoting bureaucracy in preference to creativity and entrepreneurship, and unwillingness to look outside the organization for the best practices (Kotter and Heskett, 2005). Rousseau (2000) asserts that, it is essential to recognize that large-scale organizational improvement does not occur in a vacuum or sterile environment. It occurs in human systems, organizations, which already have beliefs, assumptions, expectations, norms, and values, both idiosyncratic to individual members of those organizations and shared

Deal (2005) referred to organizational culture as “the epicenter of change.” Harris (2002) believed this so strongly that she asserted that “Successful school improvement can only occur when schools apply those strategies that best fit in their own context and particular developmental needs”. Similar claims on the need to consider school climate and culture as part of the organizational change process are made by many of the leading authorities on school improvement, including Deal and Peterson (1999), who have demonstrated the pronounced effects of school climate and culture on the institutional change process. Deal and Peterson (1999) illustrated how dysfunctional school cultures, for example inward focus, short-term focus, low morale, fragmentation, inconsistency, emotional outbursts, and subculture values that supersede shared organizational values, can impede organizational improvement. Raduan (2008) observes that, a high degree of organization performance is related to an organization, which has a strong culture with well integrated and effective set of values, beliefs and behaviors. However, many researchers concurs that culture would remain linked with superior performance only if the culture is able to adapt to changes in environmental conditions. Furthermore, the culture must not only be extensively shared, but it must also have unique qualities, which cannot be imitated.

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

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

Mercer (1996) states that after studying the cultural, behavioral and performance traits of more than 1,000 companies worldwide, Denison found corporate culture can affect sales growth and business performance. Several empirical studies have supported the positive link between culture and performance (Kotter&Heskett, 1992). Moreover, studies done by Chatman and Jehn(1994), Denison and Mishra (1995) and Kotter and Heskett (1992), have contributed significantly to the field of culture and performance studies whereby culture has been treated as variable for a specific research purpose. For example, Denison and Mishra (1995), utilizing a more rigorous methodology, discovered that cultural strength was significantly correlated with short-term financial performance. Schneider (1990) also found that the organizations that focus clearly on the cultures are more successful. It is because focused cultures provide better financial returns, which include higher return on investment (ROI), higher return on assets (ROA) and higher return on equity (ROE).

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

Group culture

Emphasizing flexibility and internal integration, the group culture values belonging, trust, and participation and its strategies are oriented toward developing human relations through cohesiveness, commitment, and attachment (Denison and Spreitzer, 1991). This culture is characterized by teamwork, consensus and participation (Cameron andQuinn,

1999). In the group culture, the leaders tend to be supportive and participative, encourage empowerment and interaction throughout teamwork, and concern for employees' ideas (Denison and Spreitzer, 1991).

2.3.10. Developmental culture

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

2.3.11. Organizational Performance

Hartog and Verburg (2004) define performance as the degree of achievement of the mission at work place that builds up an employee job. Daft (2000) claimed that organizational Performance is the organization's capacity and capability to accomplish its goals effectively and efficiently. Schultz and Hatch (1996) also define organisational performance as the achievement of the organizational goals and objectives. House et(2004) define organizational performance as the degree of achievement of the mission at workplace that Builds up an employee job, Chau (2008) define organizational performance as the organization's ability to attain its goals by using resources in an efficient and effective manner. While defined organizational performance as "the ability of the organization to achieve its goals and objectives".

2.4. Empirical Research Review

2.4.1. Organizational Culture Models

Kotter and Heskett's Organizational Cultural Model

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

automatically encouraged to follow. Organizational culture in this sense is still complex to change, but not as difficult as the level of basic values.

Schein's Three-layer Organizational Culture Model

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

- *Behavior and arte facts*: Individual behavior and tangible arte facts make up the most visible level of culture, consisting of observable indicators (Schein, 2004). Behavior and arte facts include dress codes, factory rules, layouts of work areas and existing technology. According to Schein (1985, 2004), behavior and arte facts are what people can see, hear or feel.
- *Espoused beliefs and values*: Beliefs and values are conscious, affective desires or wants, and they represent things that are important to people (Ivancevich & Matteson, 1996). They are not directly observable, but represent the background that determines behavior. These beliefs and values are usually espoused or directed by the founder of the organization or the leader, and then assimilated into behavioral patterns of the group (Schein, 1985, 2004).
- *Basic underlying assumptions*: When a solution to a problem works repetitively, it comes to be taken for granted. What was once a hypothesis, supported only by a guess or a value, gradually comes to be treated as a reality. Basic assumptions tend to be taken for granted that one finds little difference within a cultural unit (Schein, 1985, 2004). Nelson and Quick (2005) state that basic assumptions are so strongly held that a member behaving in any fashion that would violate them would be unthinkable.

2.4.2. Factors affecting Academic Performance

Researchers have shown that there are many factors that affect academic achievement of students. According to the Wisconsin Education Association Council (WEAC, 2005), high-achieving students are likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in school; and avid readers

2.4.3. Student-Related Factors Influencing Academic Performance

According to Schuman et al (1985) study found there is no relationship between hours studied and grades, whereas the Michaels and Miethe (1989) study only found a positive relationship for freshmen and sophomores.

Education economists such as Johnson (2002) and Ferris (2002) on their studies that highlight the spill-over effects that higher achievers tend to generate within a classroom learning environment to increase the overall quality of education for all students. According to Cheo (2003) greater effort in the classroom does not necessarily lead to higher marks (direct causality); adding that instead, it may convey externality effects to other people.

2.4.4. Home Environment Factors Influencing Academic Performance

Rollins and Thomas (1979) found that high parental control were associated with high achievement. Cassidy and Lynn (1991) included a specific factor of the family's socioeconomic status, crowding, as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Bahr, Hawks, & Wang, 1993).

According to Hammer (2003) the home environment is as important as what goes on in the school. Factor affecting student achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement (Odhiambo, 2005).

Parental education and social economic status have an impact on student achievement. Phillips (1998) Income and family size were modestly related to achievement. Peng and Wright's (1994) analysis of academic achievement, home environment (including family income) and educational activities, concluded that home environment and educational activities explained the greatest amount of variance. In conclusion denying the role of the impact of a student's home circumstances will not help to endow teachers and schools with the capacity to reduce achievement gaps (Hammer, 2003).

2.4.5. School-related Factors Influencing Academic Performance

Research discover school related factors that explain why some students achieve high academic performance than others has revealed three theoretically important determinants. They include, school plant, leadership behavior of the principal, teacher and characteristics. Eshiwani (1983) identified the following policy-related factors that may cause poor academic performance:

- School plant and resources (Textbooks, library and laboratory facilities).
- Leadership behavior of the principal (school administration and management).
- Teacher characteristics (training, teacher certification, professional commitment, experience and transfer index). Explorestudent's age and sex (Heyneman et al 1984). Among the most recent studies undertaken in Kenya regarding(Foster and Chigret, 2006; Heyneman, 1984) found a strong relationship between resources and students achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil and Malaysia, indicated that access to textbook availability is positively related to students achievement. For example, the data for India and Chile showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes home circumstances and factors influencing academic performance are those carried out by Kathuri (1984), and Eshiwani (1983).

Kathuri's (1984) research reveals that schools resources including textbook availability are not significantly related to performance in Certificate of Primary Education (CPE). However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects. Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that school leadership is a crucial factor in the success of a school.

Research Gaps From the above literature review, the issue of the interrelation between the organization culture and student performance is not brought out clearly as far as the variables under investigation are concerned. Several researchers have described organizational culture and student performance from other wider

dimensions in other countries such as Nigeria, India and USA. There is however a lot that has not been done to establish the specific culture related factors that affect employee performance. Organizational Culture research has not been effectively done in developing countries and in particular Kenya hence a major gap in relevant literature on Kenya or the developing countries at large. The research intends to bridge this available gap by identifying the actual effect of culture in an organization to the student performance. The study will be limited to selected secondary schools In Akaki Kaliti sub-city with a relatively small sample hence may not entirely represent the different cultures and different schools.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The chapter deal with the research design, population sample and sampling techniques, instrument of data collection, procedures of data collection and method of data analysis could be included.

3.1. Research Design

To undertake this study, convergent mixed method design was used. According to Creswell (2012), the purpose of a convergent (or parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. According to Gall and Borg (2003), (as cited in Tigistu, 2012) qualitative research is best used to discover themes and relationships at the case level while quantitative research is best used to validate those themes and relationships in samples and populations. In addition, Frankel and Wallen (2004) described a mixed methods study as one containing both a quantitative and a qualitative portion. The reason is that the researcher used a mixed method by incorporating both qualitative and quantitative approaches to use one approach to better explain or build on the results from the other approach

The research investigates the existing organizational culture difference among the private and government secondary schools of Akaki Kality sub city. Attempt was also made to assess factors that caused the difference between these schools.

3.2. Population Samples and Sampling Technique

3.2.1 The Population and Sample Size

Out of 9 government and 5 private secondary schools of the aforementioned Akaki kality sub city in order to conduct this study, the researcher purposively selected two secondary schools (Fitawerari Abayeneh and Beska school) from the government and two (Adiventist and Lesperance school) from the privates. The researcher did this selection considering their representativeness due to their experience (selected school have more than 35 years experience) In these four schools, there were 4 principals,

113 secondary school teachers and 2 secondary school supervisors at the sub city level.

3.2.2. Sampling Techniques

Out of 109 secondary school government teachers in the sample schools, 71(65.1%) respondents were selected from the schools by employing stratified random sampling which can be carried on by grouping teachers based on their age, service years, sex and departments using equal ratio. Since the number of teachers in the private secondary schools is manageable, the researcher took all (42) existing teachers of both sample schools to fill the questionnaire. Akaki Kality sub-city supervisors were selected using simple random sampling technique to conduct interview. The researcher believed that they would provide rich information to the study since they are so close to the issue of the study. Four school principals were taken by simple random sampling technique. This is because they were so close to the issue of the study. The main data sources technique of each group of respondent from the sample schools were displayed in Table 1 below

Table 1 Summary of Population, Sample Size and Sampling Technique

School/	Population		Sample		Sampling technique
	Teachers	Principals/supervisors	Teachers	Principals/supervisors	
Fitawerari Abayeneh	47	1	30	1	stratified random
Beseka	62	1	41	1	stratified random
Adiventist	25	1	25	1	Simple random
lesperance School	17	1	17	1	Simple random
AKEO*		2		2	purposive
Total sample	151	6	113	6	Simple random

* = Akaki Kality Education Office

3.3. Instruments of Data Collection

The study was employ three data gathering tools. These are questionnaires for teachers and, semi structured interview for schools principals and supervisors, document review

3.4. Procedures of Data Collection

The first thing was researcher's permission letters together with st.mary's University recommendation letter about this study were given to the school principals under study. The second thing was before the data collection process started the researcher presented the draft questionnaire the selected schools principles and AkakiKality selected education offices interview respondents were interviewed separately in the school convenient place and time where no disturbing thing found. During the interview, the responses of the respondents were recorded through mobile for the purpose of data analysis. The interview for one interviewee took 30 minutes and totally, it took 3hour.

3.5. Method of Data Analysis

As discussed in the previous sections, both quantitative and qualitative data were first gathered using questionnaire and interview respectively. In order to analyze the quantitative data gathered through questionnaire, Statistical Procedure for Social Science (SPSS) soft was utilized. The data analyzed through descriptive data analysis technique. To this end, the gathered data were first scored and then tabulated and coded in the software. Among the types of descriptive statistics, measures of central tendency particularly, the mean (calculating by adding up all the scores and dividing that by total no of scores) is applied. So, in the analysis section of the research report, first the row data presented in table. Then, based on the row data in the analysis part the highest and least preferred responses presented in terms both number of teachers and their percentage out of the total number of respondent. Next to that, the mean score of both government and private secondary schools teachers response presented and followed by leveling both means from strongly disagree to strongly agree. Then, the p-value of the groups mean presented and interpreted whether there is statistically significant difference between the two groups' responses or means.

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

CHAPTER FOUR: RESULTS AND DISCUSSION

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

4.1. Results of the Study

4.1.1. Characteristics of the Respondents

As indicated earlier, 113 questionnaires were distributed to teachers selected from four selected secondary schools of the Akaki Kality sub city were distributed. In addition to this, interview was also conducted with four school principals and two supervisors selected from Akaki Kality sub city education Offices. The following tables give detailed information regarding the distribution of respondents by sex, age, qualification, positions held, and experience teaching.

Table 2. Respondents by sex

School type	Sex (Teachers)					Sex (principals and supervisors)			
	M	%	F	%	T	M	%	F	(%)
Government	32	45.1	39	54.9	71	6	100	-	-
Private	40	95.2	2	4.8	42				
Total	72	63.7	41	36.3	100	6	100	-	-

In terms of sex, of the total teacher respondents (113), 63.7% (72) and 36.3% (41) were males and females respectively. On the other hand, all of the school principal and supervisor respondents/participants were males. This shows somewhat reasonable representation of both sexes in teacher respondents (though dominated by male teacher respondents particularly in the selected private schools).

Table 3. Participants by Level of Qualification

School type	B.A./B. Sc	%	M.A/M.Sc	%	T (%)
Government	52	73.2	19	26.8	100
Private	29	69.0	13	31.0	100
Total	81	70.8	32	28.3	100

As can be seen from Table 3, of the total 113 teachers, majority were degree holders. On the other hand, out of the total number of school principals (4) and supervisors (2), 3 principals and one supervisor are second degree holders while the remaining principals and supervisor are B.A/B.SC degree holders. This shows that the respondents had different level of qualification that enabled the researcher secure diversified views with regard to the major issue under consideration.

Table 4. Participants by Age Range and Experience

Age range	Government schools		Private schools		All schools	
	N	%	N	%	T	%
18 - 24 years	3	4.2	3	7.1	6	5.3
25 - 31 years	42	59.2	22	52.4	64	56.6
32 - 38 years	15	21.1	14	33.3	29	25.7
39 - 45 years	7	9.9	3	7.1	10	8.8
above 45 years	4	5.6	-	-	4	3.5
Total	71	100.0	42	100.0	113	100.0
Experience (years)	Government schools		Private schools		All schools	
	N	%	N	%	T	%
Below 1 years	4	5.6	8	19.0	12	11.5
1- 5 years	24	33.8	6	14.3	30	26.5
6 - 10 years	20	28.2	12	28.6	32	28.3
11 - 15 years	16	22.5	12	28.6	28	24.8
Above 15 years	7	9.9	4	9.5	11	8.8
Total	71	100.0	42	100.0	113	100

Table 4 above depicts the distribution of respondents by age and their experience. As can be seen from the data, the age of respondents represent an array of age spectrum that helped the researchers in getting reliable information from diversified respondents - youngsters, adults and the elderly.

As can be seen from Table 4, in terms of total work experience, the respondents involved in the study had relatively adequate years of experience as teachers that helped the researchers obtain reliable information.

4.2. Data Presentation and Analysis related to Organizational Culture

Table 5. The Dominant Characteristic of the School

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	My school is a very personal place.	SD	5	7.0	3	7.1	.006
		D	8	11.3	6	14.3	
		N	11	15.5	9	21.4	
		A	34	47.9	24	57.1	
		SA	13	18.3	3	7.1	
		Total	71	100	42	100	
		Mean	3.39		4.21		
2	My school is a very dynamic innovative place.	SD	4	5.6	3	7.1	.011
		D	16	22.5	6	14.3	
		N	24	33.8	3	7.1	
		A	25	35.2	18	42.9	
		SA	2	2.8	9	21.4	
		Missing	-	-	3	7.1	
		Total	71	100	42	100	
Mean	3.07		3.62				
3	My school is very result oriented.	SD	5	7.0	3	7.1	.009
		D	15	21.1	3	7.1	
		N	10	14.1	3	7.1	
		A	34	47.9	21	50.0	
		SA	5	7.0	12	28.6	
		Missing	2	2.8			
		Total	71	100	42	100	
Mean	3.28		3.86				
4	My school is a very controlled and structured place.	SD	-	-	3	7.1	.841
		D	4	5.6	3	7.1	
		N	7	9.9	6	14.3	
		A	45	63.4	12	28.6	

		SA	13	18.3	18	42.9	
		Missi ng	2	2.8			
		Total	71	100	42	100	
		Mean	3.97		3.93		

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

The above table summarizes data gathered on the dominant characteristic of the organizations. Item 1 in the table reads “My school is very personal place.” In response to this item, out of 71(100%) respondents of government primary school teachers, 34(47.9%) agreed on the presence of good relationship among the employees in their schools. Correspondingly out of 42(100%) respondents of private primary schools teachers, 24(57.1%) said so. On the other hand 5(7.0%) and 3(7.1%) teachers of both government and private secondary school teachers respectively responded ‘strongly disagree’. Generally, mean of 3.39 for government secondary school is less than the mean (4.21) for private schools. That is, a close scrutiny of the mean shows that the government schools teachers’ response is neutral while the private school teachers response is in the category of ‘agree’ on the issue. This is manifested on the p-value of the two groups’ response which is .006 in favor of the private school. This was also supported by the interviews held with the private school principals during the actual visit. For instance, one of the principal stated, “*our teachers are free to close each other discuss on the issue whatever they prefer.*” He added that “*they are all together in every their bad and good times*”.

As can be seen from the Table item 2, “My school is a very dynamic innovative place” 27(38%) out of 71(100%) respondents of government schools and 27(64.3%) private school teachers out of 42(100%) of private secondary schools teachers positively indicated the presence of the indicated characteristic in their schools. Here, it is good to notify that 3(7.1%) of private school teachers missed from responding the item. Concerning the mean score of the two groups, weighted mean of 3.07 for government school teachers and 3.62 is for private school teachers reveal that the government schools teachers seems neutral in asserting their school as dynamic innovative place. The p-value of the groups means .011 is also in favor of private school teachers, indicating that there is statistically significant difference among the

schools. This implies that the private schools are relatively in dynamic situation which as a result enable the teachers to be innovative in their teaching areas.

Regarding item 3, on the same page reads “my school is results oriented “From the comparison of the calculated means, one can realize that private schools (mean=3.86) seems more result-oriented than the government schools (mean=3.28). The 0.009 P-value in favor of private school also implies that there is statistically significant difference among the schools. Interview with one of the supervisors also indicated that this culture is being displayed more in private schools than in government schools. On the whole, from the above data it is possible to notice that the private secondary schools are result –oriented.

For the fourth item of the table that reads “My organization is a very controlled and structured place.” In group mean comparison, 3.97 and 3.93 are for government and private school teachers’ responses respectively. Both groups responses means can be labeled as agree. The p-value of the two groups is .841. This also implies that there is no statistically significant difference among the groups. So in both types of secondary schools are very controlled and structured.

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

Table 6.the leadership in the school

No	Item	Res	Government’s teachers response		Private’s teachers response		P value
			N	%	N	%	
1	The leadership in my school is generally considered to exemplify mentoring	SD	-	-	-	-	.000
		D	9	12.7	-	-	
		N	4	5.6	3	7.1	
		A	37	52.1	12	28.6	
		SA	21	29.6	27	64.3	
		T	71	100	42	100	
		M	3.99		4.57		

2	The leadership in my school is generally considered to exemplify innovation	SD	5	7.0	-	-	.000
		D	16	22.5	-	-	
		N	13	18.3	6	14.3	
		A	30	42.3	12	28.6	
		SA	7	9.9	24	57.1	
		Mis.	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.25		4.43		
3	The leadership in my school is generally considered to exemplify results-oriented focus.	SD	13	18.3	9	21.4	.724
		D	21	29.6	12	28.6	
		N	11	15.5	6	14.3	
		A	17	23.9	3	7.1	
		SA	9	12.7	12	28.6	
		Total	71	100	42	100	
		Mean	2.83		2.93		
		4	The leadership in my school is generally considered to exemplify coordinating	SD	4	5.6	
D	9			12.7	3	7.1	
N	9			12.7	3	7.1	
A	31			43.7	18	42.9	
SA	18			25.4	18	42.9	
Total	71			100	42	100	
Mean	3.70			4.21			

Regarding the responses of teachers to the item 1 that reads “The leadership in my school is generally considered to exemplify mentoring,” to compare the means of the two groups, 3.99 and 4.57 for government and private secondary schools teachers respectively. So, it is possible to conclude the government school teachers responses as agree where as strongly agree for private ones response. Due to this the p-value of the groups’ means is .000. Since it is less than the Cranach alpha level of 0.05, there is statistically significant difference between the two groups’ responses in favor of private secondary schools teachers.

The above presented statistics implies that there is a leadership tendency in both types of schools that give emphasis for mentoring. But among them the private schools leadership gave much more emphasis than the government schools counterpart.

Regarding item2, that reads “The leadership in my school is generally considered to exemplify innovation.” The means of both groups are 3.25 and 4.43 for government and

private school teachers respectively. So it can be leveled as neutral for government and agree for private secondary schools teachers. So there is statistically significant difference among the schools since .000 is the p-value of the two groups' means in favor of private schools. In harmony with the teachers response during the interview with private schools principals responded as they are innovator.

Based on this, the Akaki Kaliti secondary schools teachers were asked and responded to item that reads “the leadership in my organization is generally considered to exemplify a results-oriented focus.” 2.83 is the mean score of government secondary school teachers responses while 2.63 for the private counterpart. Due to this, there is .724 p-value. This implies that there is no statistically significant difference between the two groups' responses. Both groups response (mean) can be leveled as neutral which means the teachers were not confident enough to agree or disagree on the presence of a leadership that exemplify result-oriented focus in their organization.

In relation to the above stated leadership or for the item that states, “The leadership in my organization is generally considered to exemplify coordinating” majority of the respondent in both types of school teachers responded for each of agree and strongly agree. To see the mean score of the two groups, it is 3.70 and 4.21 for government and private primary schools teachers' responses respectively. Even though, both means leveled as agree, there is a p-value of 0.15 in favor of private ones. The mean scores indicated that, in both types of secondary schools, the leadership considered to exemplify coordinating. But as the p-value indicates, there is statistically significant difference among the schools and the situation is more prevailed in private secondary schools than the governments.

Table 7. leadership Vs management style

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	The management style in my school is characterized by teamwork	SD	4	5.6			.001
		D	7	9.9			
		N	3	4.2	6	14.3	
		A	44	62.0	12	28.6	
		SA	13	18.3	24	57.1	

		Total	71	100	42	100	
		Mean	3.77		4.43		
2	The management style in my school is characterized by individual risk-taking	SD	5	7.0			.007
		D	14	19.7	18	42.9	
		N	16	22.5	15	35.7	
		A	30	42.3	9	21.4	
		SA	6	8.5	18	42.9	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.25		3.79		
3	The management style in my school is characterized by competitiveness	SD	-	-	-	-	.137
		D	16	22.5	6	14.3	
		N	4	5.6	6	14.3	
		A	41	57.7	15	35.7	
		SA	10	14.1	15	35.7	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.63		3.93		
4	The management style in my school is characterized by security of employment	SD	4	5.6	-	-	.000
		D	6	8.5	-	-	
		N	20	28.2	6	14.3	
		A	41	57.7	24	57.1	
		SA	-	-	12	28.6	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.38		4.14		

Based on this the teacher were requested to rate on the stated first item of “The management style in my school is characterized by teamwork” The mean score of both groups is 3.77 and 4.43 for government and private secondary school teacher’s response respectively. This shows that, both means can be leveled as agree. But as the p-value .001 indicates in favor of private schools, there is statistically significant difference among the groups’ responses. This also implies that, even though, there is a management style that characterized by team work in both types of schools, the situation is more depend and observed in private schools management than their government school counterpart.

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

In this regard, for the item “The management style in my school is characterized by hard-driving competitiveness” the mean score of the groups are 3.63 and 3.93 for government and private secondary school teachers’ responses respectively. So, both groups agreed up on the presence of mentioned type of management in their respective organizations. The p-value .137 also implies that, even though there is slight betterment in the private schools management than the government ones, there is no statistically significant difference among the schools.

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

According to item 4, above the table among the government secondary school teachers who were requested to rate the item that reads “the management style in my school is characterized by security of employment” The mean score of the two groups are 3.38 and 4.17 for government and private secondary school teachers’ responses respectively.

So, the first one can be leveled as neutral while the second one as agree. The p- values of means in .000. This also shows that there is statistically significant difference among the groups' means in favor of private schools. Or in private schools teachers have job security. Here, the Akaki Kality sub-city education office supervisors have a contradictory response on the first value of security of employment. He said that *“in government secondary school teachers have reliable job security even if they have low capacity or efficiency result. But in private schools, the teachers presence in the organizations depends on their performance and efficiency. Unless they achieved minimum performance standard, they are going to be avoided.”*

To summarize on the management style of the schools, in all four items of the section the private schools are better than the government schools.

Table 8. The bond that holds the school together

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	The glue (bond) that holds my school together is loyalty and mutual trust.	SD					.000
		D	6	8.5			
		N	13	18.3	3	7.1	
		A	43	60.6	18	42.9	
		SA	9	12.7	21	50.0	
		Total	71	100	42	100	
		Mean	3.77		4.43		
2	The glue (bond) that holds my school together is commitment to innovation and development.	SD	-	-	-	-	.000
		D	18	25.4	3	7.1	
		N	27	38.0	9	21.4	
		A	25	35.2	21	50.0	
		SA	1	1.4	9	21.4	
		Missing	-	-	-	-	
		Total	71	100	42	100	
Mean	3.13		3.86				
3	The glue (bond) that holds my school together is the emphasis on achievement and goal accomplishment.	SD	-	-	-	-	.057
		D	16	22.5	6	14.3	
		N	13	18.3	6	14.3	
		A	37	52.1	21	50.0	
		SA	5	7.0	9	21.4	

		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.44		3.79		
4	The glue (bond) that holds my school together is formal rules and policies.	SD	-	-	-	-	.004
		D	16	22.5	-	-	
		N	7	9.9	9	21.4	
		A	38	53.5	21	50.0	
		SA	10	14.1	12	28.6	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.59		4.07		

In this regard, for the item that reads “The glue (bond) that holds my school together is loyalty and mutual trust” among the government secondary school teachers 43(60.6%) and 21(50%) of private secondary school teachers agreed up on the presence of these values (bonds) in their school while strongly agree. The mean score of the two groups are 3.77 and 4.43 for government and private secondary schools teachers’ responses respectively. This also led to the leveling that both groups means are agree but, in the case of p-value. It is .000 in favor of private secondary school teachers. This also indicates that there is statistically significant difference among the groups. This also enables to conclude that, in private secondary schools there is loyalty to the organization and mutual trust among the employees and between the employees and the organization. As a result teacher’s commitment for their organization success is high.

Among the glue (bond) that holds my school together is commitment to innovation and development. The mean score of the two groups are 3.13 and 3.86 for government and private school teachers respectively. So their mean can be leveled as neutral for governments school teachers and agree for private school teachers. This also caused to have the p-value of .000 in favor of private school. Which means there is statistically significant difference among the two groups’ responses?

On the item that reads “the glue (bond) that holds my school together is the emphasis on achievement and goal accomplishment.” out of 71(100%) government secondary schools respondent teachers 42 (59.1%) of them responded as they agree. From the private schools side 30 (71.4%) of them said so. On the other hand, no respondent preferred to strongly disagree from both groups. The mean score of the two groups are

3.44 and 3.79 for government and private secondary schools teachers respectively. These implies that even though their means can be leveled differently as neutral and agree for government and private school teachers respectively, there is no statistically significant difference among their responses since their p-value is .057 which is above 0.05 alpha level.

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

To see the teacher response on the item three of the section “The glue (bond) that holds my school together is formal rules and policies.” The mean score of both groups are 3.59 and 4.07 for government and private secondary school teacher’s responses respectively. Both can also be leveled as agree. But the p-value of .004 in favor of private schools implies that there is statistically significant difference among the two group’s responses.

Table 9. The Schools emphasis

No.	Item	Res	Government’s teachers response		Private’s teachers response		P value
			N	%	N	%	
1	My school emphasizes human Development and high trust.	SD	4	5.6	-	-	.000
		D	11	15.5	-	-	
		N	13	18.3	3	7.1	
		A	33	46.5	15	35.7	
		SA	10	14.1	24	57.1	
		Total	71	100	42	100	
		Mean	3.48		4.50		
2	My school emphasizes acquiring new resources and creating new challenges.	SD	-	-	-	-	.018
		D	4	5.6	-	-	
		N	18	25.4	9	21.4	
		A	45	63.4	24	57.1	
		SA	4	5.6	9	21.4	
		Total	71	100	42	100	
		Mean	3.69		4.00		
3	My school emphasizes	SD	8	11.3			.000
		D	17	23.9	3	7.1	

	competitive actions and achievement.	N	11	15.5	3	7.1	
		A	33	46.5	27	64.3	
		SA	2	2.8	9	21.4	
		Total	71	100			
		Mean	3.06		4.00		
4	My school emphasizes permanence and stability.	SD	5	7.0	-	-	.000
		D	9	12.7	-	-	
		N	10	14.1	3	7.1	
		A	41	57.7	21	50.0	
		SA	6	8.5	18	42.9	
		Total	71	100	42	100	
		Mean	3.48		4.36		

Regarding item 1, that reads “My school emphasizes human development and high trust.”. The mean score of the groups are 3.48 and 4.5 for government and private secondary schools respectively. So the government teachers’ response can be sum up as neutral while the private schools teacher’s responses as strongly agree. The p-value became .000 this also indicates there is statistically significant difference among the two groups responses in favor of private schools.

The above data implies that more than government schools, private schools give emphasis for their human resource development, and also developed high level of mutual trust among the stakeholders.

Among the respondent teachers who requested to rate the item that reads “My school emphasizes acquiring new resources and creating new challenges.” 49 (69 %) of government secondary school teachers responded as they agree while from the private schools side 33 (78.5%) said so. 3.69 and 4.00 are the mean scores of government and private secondary school teachers responses respectively. Both also can be leveled as agree. But, in the p-value of the means .018, there is statistically significant difference in favor of private school teachers’ responses. This also implies that private schools often times strive for acquiring new resources and try to perform new challenging activities or objectives.

Regarding third item that stated as “My school emphasizes competitive actions and achievement.” The mean score of the two groups are 3.06 for government and 4.00 for private primary school teachers’ responses. Here the level of the means is neutral for

government and agree for private school teachers. The p-value of the two means, 000 in favor of private schools implies that, the situations are more available in private schools than government's schools.

The above finding can be substantiated by private secondary schools principals' responses. According to the principals, internally they build strong competitive culture among both teachers/employees and students. Externally they always strive to be forefront of other peer private schools around their locality. Students are named and awarded in each month as best English speakers, best trash collector, best club participant, best devotion program performer, well uniform dressed etc. This also caused sense of competition among the students. Concerning to teachers, their stay in the organization and annual salary increment amount is depends on their achievement in enabling students and promoting all students to the next grade level. This also took the teachers to the competitions in the amount of students who scored high in their respective subject. (All students to score above 65% in all subjects)

In institutional level too, they are always in competition with other peer schools and their stretched objective. Because, they measure their performance by their grade 10 students result, so they try to promote all students with high score. Additionally, strive to enable every students to score above 65% is each subject. These also give them a purpose to avoid academically poor students through changing students' capacity.

The item indicates that "My organization emphasizes permanence and stability". The mean results of the groups are 3.48 and 4.36 for government and private school teachers' responses respectively. The means, neutral for government and agree for private school teachers responses. The p-value of the means .000 indicates that there is statistically significant difference among the means in favor of private schools.

Table 10. The basis of the school to define its success

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	My school defines success on the basis of the human development	SD	-	-	-	-	.000
		D	9	12.7	-	-	
		N	12	16.9	6	14.3	
		A	39	54.9	6	14.3	

		SA	11	15.5	30	71.4	
		Total	71	100	42	100	
		Mean	3.73		4.57		
2	My school defines success on the basis of the product.	SD	-	-	-	-	.000
		D	8	11.3	-	-	
		N	26	36.6	12	28.6	
		A	32	45.1	9	21.4	
		SA	5	7.0	21	50.0	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.48		4.21		
3	My school defines success on the basis of organizational effectiveness.	SD	-	-	-	-	.002
		D	10	14.1	-	-	
		N	13	18.3	12	28.6	
		A	42	59.2	12	28.6	
		SA	6	8.5	18	42.9	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.62		4.14		
4	My school defines success on the basis of efficiency.	SD	4	5.6	-	-	.000
		D	16	22.5	3	7.1	
		N	24	33.8	3	7.1	
		A	17	23.9	18	42.9	
		SA	10	14.1	18	42.9	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.18		4.21		

To see the teachers rated response on the first item of “My school defines success on the basis of the humandevelopment.”39(54.9%) of government secondary school teachers responded as they agree while 30(71.4%) of private school teachers responded as they strongly agree. The mean score of the two groups are 3.73 which is leveled as agree for government school teachers and 4.57 which is leveled as strongly agree for private school teachers. The p-value of the two means is .000 in favor of private school teachers. This implies that, the private schools define their success on the basis of the development of their employees.

The item that reads “My organization defines success on the basis of products”. Among government school respondent teachers, 32(45.1%) of them responded as they agree while 21(50%) of private school teachers responded for strongly agree. The mean score of the two groups are 3.48 and 4.21 for government and private secondary school teacher’s responses respectively. These also can be leveled as neutral and agree for private schools respectively. As the p-value of the two groups means .000 indicates there is statistically significant difference among the groups in favor of private primary schools.

With regard to the third item of the section that reads as,” My school defines success on the basis of organizational effectiveness.” The mean result of the groups is 3.62 and 4.14 government and private school teachers’ responses respectively. Both means lies agree. But as the p-value of means .002 indicates, there is statistically significant difference in favor of private school teacher’s responses this also impels that Akakikality sub city of selected private schools define their success on the basis of organizational effectiveness.

Regarding item 4 on the same table “My school defines success on the basis of efficiency.” The mean score of the two types of schools teachers’ response are 3.18 which level as neutral and 4.21 that can be leveled as agree for government and private school teachers responses respectively. The p-value of the group’s means, .000 also indicates that there is statistically significant difference among the schools in favor of private schools. This implies that the private schools are more efficient than their government counterpart. In harmony with the teachers’ responses, both of Akakikality education office supervisors responded that private schools achieve better students result with less resources particularly human power.

4.3. School performance

Table 11.performance of schools

No.	Item	Res	Government’s teachers response		Private’s teachers response		P value
			N	%	N	%	
1	In my school every worker is accountable for school performance	SD	13	18.1	1	2.4	.093
		D	15	21.1	4	9.5	
		N	26	36.6	13	31	

		A	12	16.9	17	40.5	
		SA	5	7	5	11.9	
		Miss	2	4.8	2	4.8	
		Total	71			42	
		Mean	2.7		3.5		
2	Every employee work towards the same goal	SD			2	4.8	0.833
		D	9	12.7	3	7.1	
		N	21	29.6	5	11.9	
		A	30	42.3	21	50	
		SA	11	15.5	11	26.6	
		Missing					
		Total	71		42		
		Mean	3.6		3.8		
3	Employees commit maximum efforts to their work	SD	4	5.6	1	2.4	0.874
		D	29	40.8	5	11.9	
		N	24	33.8	13	31	
		A	10	14.1	17	40.5	
		SA	3	4.2	4	9.5	
		Missing	1	1.4	2	4.8	
		Total	71		42		
		Mean	2.7		3.4		
4	Parent satisfaction is high	SD	22	31.1			0.19
		D	35	49.3			
		N	9	12.7	6	14.3	
		A	2	2.8	28	66.7	
		SA	3	4.2	7	16.7	
		Missing			1	24	
		Total	71		42		
		Mean	2.9		4		
5	I am highly involved in achieving the objectives of my organization	SD	6	8.5	1	2.4	0.025
		D	10	14.1	4	9.5	
		N	16	22.5	15	35.7	
		A	28	39.4	16	38.1	
		SA	9	12.7	3	7.1	
		Missing	2	2.8	2	4.8	
		Total	71	100	41		
		Mean	3.3		3.4		
6	My school develop a good name that makes different from their competitors	SD	4	5.6			0.193
		D	16	22.5	3	7.1	
		N	24	33.8	8	19	
		A	12	16.9	20	47.6	
		SA	9	12.7	11	26.2	
		Missing	6	8.5			
		Total	71	100	42	100	

		Mean	3.5	3.9			
7	My school is competent to the other schools	SD	13	18.3	1	2.4	0.00
		D	13	18.3			
		N	17	23.9	12	28.6	
		A	17	23.9	28	66.7	
		SA	11	15.5	1	2.4	
		Missing					
		Total	71		42		
		Mean	3		3.7		
8	Student result is satisfactory	SD	11	15.5	4	9.5	0.578
		D	24	33.8	9	21.4	
		N	14	19.7	10	23.8	
		A	15	21.1	16	38.1	
		SA	4	5.6	3	7.1	
		Missing	3	4.2			
		Total	71		42		
		Mean	2.7		3.1		

As it is indicated in the table above under item 1, every worker is accountable for school performance 12(16.9%) of the government school teachers responded as they agree while 17 (40.5 %) of private school teachers responded as they agree. On the other hand 13(18.1%) government teacher said disagree. this figure showed that there is limitation towards working on school performance. Regarding item 2, on the same table about employee work towards the same goal 9(12.7%),21(29.6%),30(42.3%),11(15.5%) government school teachers the extent they practice ranked as disagree, moderate, agree and strongly agree respectively on the other hand

2(4.8%),3(7.1%),5(11.9%),21(50%),11(26.6%) private school teachers answered as strongly disagree, disagree, moderate, agree and strongly agree respectively This indicates that both types of schools create awareness towards working to same goal.

for item 3, on the same table about employees commit maximum efforts to their work 4(5.6%),29(40.8%),24(33.8%),10(14.1%),3(4.2%) government school teachers the extent they practice ranked as strongly disagree, disagree, moderate, agree and strongly agree respectively on the other hand 1(2.4%),5(11.9%),13(31%),17(40.5%),4(9.5%) private school teachers answered as strongly disagree, disagree, moderate, agree and strongly agree respectively. the above data showed majority of the government have deficiency or limitation of utilizing their effort to their work. so the government school give attention work in this area.

Regarding item 4, on the same table parent satisfaction The mean score of the two groups are 2.9 which is leveled as agree for government school teachers and 4 which is leveled as agree for private school teachers. This implies private school teachers are little bit better. Item 5, on the same table achieving the objectives of their organization 6(8.5%),10(14.1%),16(22.5%),281(39.4%) ,9(12.7%) government school teachers the extent they practice ranked as strongly disagree ,disagree, moderate, agree and strongly agree respectively on the other hand 2(2.4%),4(9.5%),15(35.7%),16(38.1%),3(7.1%) private school teachers answered as strongly disagree , disagree, moderate, agree and strongly agree respectively .both types of schools need further work to meet the objective of the organization. regarding item 6, on the same table developing good name only 2(16.9%) of government teachers responded as agree similarly 20 (47.6%) of private teachers responded as agree. Even if private schools is better than government school but both types of schools have a limitation in developing good name.

Regarding item 7, on the same table competent of schools from the respondent 13(18.3%),13(18.3%) government teachers answered as strongly disagree, disagree where as 1(2.4%) private teachers respondent disagree. private schools are better than government schools. government school work hard to develop sprit of computation.

Item 8,on the same table indicated as satisfactory of student result out of 71 respondent only 15(21.1%) teachers agree and satisfied on the other hand out of 42 respondent only 16 (38.1%) agree and satisfied .from the result on the table there is limitation in both private and government schools it needs further investigation.

4.4. Factor affecting student performance

4.4.1. Student factor

Table 12.student factor

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	Student communication skill	VL	9	12.3	3	7.1	.003
		L	25	29.6	7	16.7	
		M	22	31	27	64.3	
		H	16	22.5	5	11.9	

		VH	3	4.2			
		Total	71		42		
		Mean	2.8		2.8		
2	Exposure to mass media	VL	3	4.2	2	4.8	.030
		L			8	19	
		M	19	26.8	15	35.7	
		H	31	43.7	11	26.2	
		VH	18	25.4	6	14.3	
		Missing	-	-	-	-	
		Total	71	100	42	100	
		Mean	3.9		3.2		
3	Hard work and discipline	VL	5	7	1	2.4	.0248
		L	23	32.4	8	19	
		M	31	43.7	20	47.6	
		H	11	15.5	12	28.6	
		VH	1	1.4	1	2.4	
		Missing					
		Total	71		42		
		Mean	2.7		3.1		
4	Student negative feeling toward subject	VL	9	12.7	4	9.5	.050
		L	10	14.1	9	21.4	
		M	25	35.2	20	47.6	
		H	14	19.7	6	14.3	
		VH	13	18.3	2	4.8	
		Missing			1	2.4	
		Total	71		42		
		Mean	3.2		2.8		
5	Self motivation	VL	14	19.7	3	7.1	.067
		L	18	25.4	20	47.6	
		M	23	32.4	12	28.6	
		H	11	15.5	6	14.3	
		VH	5	7.0	1	2.4	
		Missing					
		Total	71		42		
		Mean	2.6		2.6		
6	Peer pressure	VL			4	9.5	.001
		L	7	9.9	6	14.3	
		M	46	64.8	7	16.7	
		H			8	19	
		VH	18	25.4	17	40.5	
		Missing					
		Total					
		Mean	3.4		3.7		
7	Difficult of the subject	VL	9	12.7	6	14.3	.060

		L	20	28.2	4	9.5	
		M	18	25.4	20	47.6	
		H	16	22.5	8	19	
		VH	8	11.3	4	9.5	
		Missing					
		Total	71		42		
		Mean	2.9		3.0		

Cut off points: 1:00-1.49=very low; 1:50-2.49=low; 2:50-3.49=moderate; 3:50-4.49=high; 4:50-5.00=very high

As it is indicated in the table above under item 1 student communication skill 9(12.3%),25(29.6%),22(31%),16(22.5%) government school teachers the extent they practice ranked as very low, low, moderate, high and very high respectively on the other hand 3(7.1%),7(16.7%),27(64.3%),5(11.9%) private school teachers answered as very low, low, moderate, high and very respectively . This indicates there is moderate of communication skill in both types of schools.

Regarding item 2, on the same table about exposure to mass media 19(26.8%),31(43.7%),21(29.1%) government school teachers the extent they practice ranked as moderate, high and very high respectively on the other hand 10(23.8%),21(50%),11(26.2%) private school teachers answered as moderate, high respectively . This indicates media is serious problem for government school comparing to the private schools

Regarding item 3.on the same table hard work and discipline out of 71 respondent 31 (43.7%) of government teachers says high on the other hand 20 (47.6%) of private teachers ranked high. both types of school regarding hard working and discipline moderate affected. Item 4,on the same table about student negative feeling about the subject To compare the means of the two groups, 3.2 and 2.8 for government and private secondary schools teachers respectively. So, it is possible to conclude the both types of schools teachers responses as lies on average .This indicate us it is not a least and serious problem.

Item 5, of the table on the title of self motivation both types of schools lies moderate . Regarding item 6, about peer pressure Due to this the p-value of the groups' means is .001. Since it is less than the Cranach alpha level of 0.05, there is statistically significant difference between the two groups' responses in favor of private primary schools teachers.

Item 7, in the above table about difficulty of the subject out of 71 respondent 16 (22.5%) of government teachers says high on the other hand 8 (19%) of private teachers ranked high. it lies average Due to this the p-value of the groups' means is .060. Since it is greater than the Cranach alpha level of 0.05, there is no statistically significant difference between the two groups' response

4.4.2. School Factor

Table 13.School Factors

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	Learning facility	VL	4	5.6	3	7.1	.009
		L	4	5.6	6	14.3	
		M	12	16.9	10	23.8	
		H	35	49.3	9	21.4	
		VH	15	21.1	14	33.3	
		Miss	1	1.4			
		Total	71		42		
		Mean	3.8		3.6		
2	Class size	VL	1	1.4			.068
		L	12	16.9			
		M	23	32.4	12	28.6	
		H	24	33.8	13	31	
		VH	11	15.5	15	35.7	
		Missing	-	-	2	4.8	
		Total	71		42		
		Mean	3.4		4.1		
3	Number of students in the class	VL	2	2.8			.378
		L	5	7.0			
		M	19	26.8	18	49.2	
		H	28	39.4	13	31	
		VH	17	23.9	11	26.2	
		Missing					
		Total	71		42		
		Mean	3.7		3.8		
4	Environment of the class	VL	1	1.4	2	4.8	.960
		L	14	19.7	3	7.1	
		M	21	29.6	5	11.9	
		H	20	28.2	10	23.8	
		VH	15	21.1	21	50	

		Missing	1	2.4			
		Total	71		42		
		Mean	3.4		4.1		
5	follow up and correct students absenteeism	VL	7	9.9	14	33.3	.918
		L	20	28.2	11	26.5	
		M	15	21.1	10	23.8	
		H	22	31	4	9.5	
		VH	7	9.9	3	7.1	
		Missing					
		Total	71		42		
		Mean	3.7		3.0		

Cut off points: 1:00-1.49=very low; 1:50-2.49=low; 2:50-3.49=moderate; 3:50-4.49=high; 4:50-5.00=very high

Item 1 in the table reads “learning facilities” In response to this item, out of 71(100%) respondents of government secondary school teachers, 35(49.3%) high on the presence of learning facilities among the employees in their schools. Correspondingly out of 42(100%) respondents of private primary schools teachers, 9(21.4%) said so. On the other hand 4(5.6%) and 3(7.1%) teachers of both government and private secondary school teachers respectively responded ‘very low. Generally, mean of 3.8for government primary school is greater than the mean (3.6) for private schools. This shows that the both government and private schools have a problem fulfilling learning facilities.

Item 2 in the table reads “class size ”In response to this item, Generally, mean of 3.4 for government secondary school is less than the mean (4.1) for private schools. The mean shows that the private schools have a limitation on providing enough class for student comparing to government schools this does not mean that the government schools without a problem.

Regarding item 3, on the table about number of students in the class 28(39.4%), 17(23.9%)of the government teachers ranked high and very high on the other hand 13(31%).11(26.2%) private teacher do so . this figure showed as high number of student is a serious problem equally for both schools. it need concentration. Item 4, stated on the table “environment of the class” majority of the respondent in both types of schools said high. especially private schools have a serious problem This happens because most private schools they don’t have their own building .it needs more concentration.

Regarding item 5, in the table reads “follow up and corrects student’s absenteeism the government schools have a problem comparing to private schools. The private school is more effective than the government schools.

4.4.3. School Societies

Table 14. Teacher Related Factor

No.	Item	Res	Government’s teachers response		Private’s teachers response		P value
			N	%	N	%	
1	Teachers motivation towards teaching	VL	21	29.6	8	19	.053
		L	30	42.3	14	33.3	
		M	9	12.7	10	23.8	
		H	7	9.9	5	11.9	
		VH	4	5.6	5	11.9	
		Total	71		42		
		Mean	2.5		2.6		
2	Teachers quality	VL	14	19.7	11	26.2	.663
		L	19	26.8	17	40.5	
		M	20	28.2	3	7.1	
		H	9	12.7	8	19	
		VH	9	12.7	2	4.8	
		Missing			-	2.4	
		Total	71		42		
		Mean	2.7		2.3		
3	Period wastage	VL	10	14.1	4	9.5	.002
		L	13	18.3	7	16.7	
		M	26	36.6	7	16.7	
		H	16	22.5	18	42.9	
		VH	6	8.5	6	14.3	
		Missing					
		Total	71		42		
		Mean	2.9		2.5		
4	Teachers role in a class	VL	10	14.1	6	14.3	0.674
		L	14	19.7	9	21.4	
		M	16	22.5	8	19	
		H	21	29.6	13	31	
		VH	10	14.1		6	
		Missing					
		Total	71		42		
		Mean	3.0		3.4		

Cut off points: 1:00-1.49=very low; 1:50-2.49=low; 2:50-3.49=moderate; 3:50-4.49=high; 4:50-5.00=very high

As it is indicated in the table above under item 1, the response clearly showed for both school it is a serious factor. Concerning item 2 indicated in the above table the response clearly showed there was limitation for both types of schools of course the data showed in private school quality of teachers is not as such a serious problem comparing to government schools .So government school needs improvement about quality of teachers.

Regarding item 3 About period wastage, 10(14.1%), 13(18.3%) ,26(36.6%) ,16(22.5%) ,6(8.5%) of government teachers answered as very low, low, neutral , high ,and very high in contrary 4(9.%) 7(16.7%) 7(16.7%) 18(42.9) 6(14.3)of private school teachers answered as very low, low, neutral , high ,and very high the result showed that average.

Item 5, about teachers role in a class, from the table result we can say that in both types of schools is not as such bad or good .so both types of schools need work for the future.

4.4.4. Parental Factors

Table 15 .Family /Parents factors

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	Involve actively and continuously follow up and support their school children	VL	13	18.3	4	9.5	.845
		L	23	32.4	1	2.4	
		M	16	22.5	17	40.5	
		H	10	14.1	15	35.7	
		VH	9	12.7	5	11.9	
		Missing					
		Total	71		42		
		Mean	2.7		3.0		
2	appear soon when they are called up on and admit the cases and give and constructive reflection for teachers after	VL	18	25.4	1	2.4	.380
		L	26	36.6	5	11.9	
		M	13	18.3	25	59.5	
		H	11	15.5	10	23.8	
		VH	3	4.2	1	2.4	
		Missing	-	-	-	-	
		Total	71		42		

	communicating	Mean	2.4		3.4		
3	have good respect for teachers	VL	3	4.2	2	4.8	0.125
		L	14	19.7	3	7.1	
		M	30	42.3	12	28.6	
		H	12	16.9	21	50	
		VH	12	16.9	3	7.1	
		Missing			1	2.4	
		Total	71		42		
		Mean	3.2		3.6		
4	Provide all facilities for children	VL	10	14.1			.002
		L	14	19.7	6	14.3	
		M	29	40.8	10	23.8	
		H	10	14.1	23	54.8	
		VH	8	11.3	1	2.4	
		Missing			2	4.8	
		Total	71			42	
		Mean	2.9		3.2		
5	Family income	VL	12	16.9	4	95	.38
		L	29	40.8			
		M	22	31	28	66.7	
		H			5	11.9	
		VH	8	11.3		11.9	
		Missing					
		Mean	2.5		3.5		
6	Family education background	VL	14	19.7	5	11.9	.142
		L	23	32.4	6	14.3	
		M	24	33.8	9	21.4	
		H	10	14.1	8	19	
		VH			14	33	
		Missing					
		Total	71		42		
		Mean	2.4		3.1		

Item 1, in the above table about follow up and support their school children 13(18.3%), 23(32.4%) ,16(22.5%) ,10(14.1%) ,9(12.7%) of government teachers answered as very low, low, neutral , high ,and very high in contrary 4(9.5%) 1(2.4%) 17(40.5%) 15(35.7) 5(11.9) of private school teachers answered as very low, low, neutral , high ,and very high. the result showed that it is moderate

Regarding item 2, above table asked question that they appear soon when they are called up on and admit the cases and give and constructive reflection for teachers after

communicating the result showed that There is entirely difference between government and private schools .private school is better than government schools so the government schools have to improve and work in this area.

Item 3, about giving respect for teachers, half of the private teachers say high where as only 16.9% of government teacher respond high this figure showed as private schools parent give more respect for teachers than government schools

Item 4, Provide all facilities for children, the result showed that both types of schools family have limitation in providing facility for their students. But a problem is serious in government schools. Regarding item 5.on the same table about family income the data showed it is a serious in private schools comparing to government schools. Item 6, on the above table about family education background, the government school have a limitation this implies that it affect student performance. On the other hand the private school gets helped.

Table 16.Methodology

No.	Item	Res	Government's teachers response		Private's teachers response		P value
			N	%	N	%	
1	Give tutorial continuously	VL	12	16.9	6	14.3	.0208
		L	16	22.5	14	33.3	
		M	20	28.2	3	7.1	
		H	12	16.9	13	31	
		VH	11	15.5	6	14.3	
		Missing					
		Total	71		42		
		Mean	2.9		3.5		
2	The objective of the daily lesson always tell to the students during introduction	VL	9	12.7	4	9.5	0.032
		L	14	19.7	9	21.4	
		M	24	33.8	17	40.5	
		H	16	22.5	8	19	
		VH	8	11.3	4	9.5	
		Missing					
		Total	71		42		
		Mean	3		3		
3	use teaching aid regularly and efficiently	VL	3	4.2	1	2.8	0.710
		L	12	16.9	2	4.8	
		H	30	42.3	14	33.3	

		VH	17	23.9	17	40.5	
		SA	9	12.7	8	19	
		Missing					
		Total	71		42		
		Mean	3.2		3		
4	During class active learning teaching approach apply successfully	VL	3	4.2			0.518
		L	12	16.9	2	4.8	
		M	30	42.3	10	23.8	
		H	17	23.9	11	26.2	
		VH	9	12.7	19	45.2	
		Missing					
		Total	71		42		
		Mean	3.2		3.5		
5	Frequently give exercises for students and check their jobs	VL	7	9.9	3	7.1	0.056
		L	23	32.4	1	2.4	
		M	18	25.4	11	26.2	
		H	13	18.4	21	50	
		VH	10	14.1	5	11.9	
		Missing			1	24	
		Total	71		42		
		Mean	2.9		3.7		
6	Apply continuous assessment	SD	6	8.5	11	26.2	0.039
		VL	11	15.5	17	40.5	
		L	14	19.7	3	7.5	
		M	28	39.4	8	19	
		VH	12	16.9	2	4.8	
		Missing			1	2.4	
		Total	71		42		
		Mean	3.4		4.1		
7	Summarize, evaluate and ensure whether students understood/captured the daily lesson or not	VL	6	8.5	8	19	0.188
		L	13	18.3	14	33.3	
		M	23	32.4	10	23.8	
		H	15	21.1	5	11.9	
		VH	10	14.1	5	11.9	
		Missing	4	5.6			
		Total					
		Mean	3.1		3.5		

Cut off points: 1:00-1.49=very low; 1:50-2.49=low; 2:50-3.49=moderate; 3:50-4.49=high; 4:50-5.00=very high

Item number 1, As indicated in the table above about tutorial, 12(16.9%), 16(22.5%), 20(28.2%), 12(16.9%) and 11(15.5%) of government teachers about the extent they practice ranked as very low, low, moderate, high and very high respectively . On the

other hand 6(14.3%), 14(33.3%), 3(7.1%) ,13(31%) and 6(14.34%) of private school teachers answered as very low, low, moderate, high and very high respectively how far they provide tutorial activities. This indicates there is deficiency of provision of tutorial in government types of schools.

As indicated in the same table above item 2, about informing students about objective of the daily lesson, the data showed average.

Regarding item number 3, about the utility of teaching aid ,the data implies private school teachers use a little bit better. Nevertheless, there is still deficiency or limitation of utilizing teaching aid from both types of schools.

Item 4, about the application of active of learning teaching approach 12(16.9%) of government and 2(4.8%) of private school teachers answered their practice is very low and 30(42.3%) of government and 10(23.8%) of private school teachers agreed as they moderately apply. 11(42.30%) of government school teachers answered as they highly practice while only 17(23.9%) of government reflected as their practice is high where 11(26.2%) of private school teachers said high. This showed it is still private schools exercise better. However the question of participator way of teaching approach is common problem in both types of schools.

Item 5, about frequently give exercise. The data implies many of government school teachers do not give serious attention about the significance of exercise and checking.

Concerning to item 6, which deals with the application of continuous assessment method in their plan of teaching, government school is slightly better than private schools. Regarding item 7, which discusses about lesson summary, evaluation; participant government school teachers the data in the table clearly showed private school teachers have some limitation as compared to the practice of private school teachers.

4.5. Statistics

4.5.1. Students statistics

Table 17.students' statistics

Year	Government(Beska and Fitawerari)	Private(Adeventist and Lesperance	
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	schools)										Range between the schools student scored pass performance
	Sat for exam	Scored pass mark		Who didn't pass		Sat for exam	Scored pass mark		Who didn't pass		
	No	No	%	No	%	No	No	%	No	%	
2008	972	241	24.8	711	73.1	439	336	70.1	103	23.5	45.3%
2009	1203	476	39.6	726	60.3	539	470	87.2	69	12.8	47.6%
2010	1129	338	29.9	791	70.1	485	344	70.9	141	29.1	41%

(Source: AkakiKaliti Sub-City Education Office)

The Data in the boxes of the above table also clearly showed, majority of students who did not score pass result were from government secondary schools. This indicates heavy assignment is expected to work hard in order to enable students to improve their performance. This indicated evidence in the table above also clearly showed the academic performance of students has gap that the range in between is 45.3%, 47.6%, 41% from the year(2008-2011) respectively. This gap needs further investigation.

4.5.2. Gap

Table 18.gap on school's performances

Grade 10 Students of Both Types of Schools

No	Item	Responses											
		Government						Private					
		Yes		No		I don't know		Yes		No		I don't know	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Is there gap between the academic performance of grade 10 students of government and	41	57.7	12	16.9	18	25.4	36	85.7			6	14.28

private school students?																					
--------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

As the data in the above showed, 41(57.7%) of governmental school teachers and 36(85.7%) of private school teachers answered that there is a gap between the academic performance of grade 10 students of government and private school students. While 18(25.4%) of governmental school teachers and 6(14.28%) of private school teachers response also indicate as they do not have evidence. This figure showed as there is a gap between government and private school .in addition to this all government and private principals and Akaki Kality sub city supervisors agreed that there is gap in between the academic performance of grade 10 students

Table 19. The Extent of the Gap

No	Item	Responses																			
		Government										Private									
		VL		L		M		H		VH		VL		L		M		H		VH	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	How is the extent of the gap?			14	19.7	38	53.5	13	18.3	6	8.5			4	9.5	26	61.9	12	28.6		

As the data in the table above showed, 14(19.7%), 38(53.5%), 13(18.3%),6(8.5%) of teachers responded as the degree of the gap is low, moderate ,high and very high respectively. on the other hand 4(9.5%), 26(61.9%) ,12(28.6%)of private school teachers also respectively ranked as it was low, moderate and high. This implies the extent of the academic performance status difference between students of both types of schools is moderately large gap

4.6. Discussions

This study was conducted to assess organizational cultural and student performance selected government and private schools at Akaki Kality sub- city. what initiated or caused the researcher is what will be the actual real reason behind the efficiency and effectiveness of private secondary school than the government ones. The result indicates that there is a performance gap between private and government schools and the gap observed is moderate gap There are also other factors that affect student performance like school, parent, teacher, methodology and student

In line with my expectation there is a performance gap While previous research has focused on factor affecting student performance , these results demonstrate that not only focused on factors affecting student performance but also answered what performance gap occurred between schools this makes differ from other studies.

By using the appropriate statistical package similarly found that, learning facilities, proper guidance and lack of motivation, quality of teacher, parent follow up, and high number of students are the factors that affect the student performance.

According to Johnson (2002) and Ferris (2002) class room learning environment have positive impact on student performance on the other hand Cheo(2003) class room environment does not necessarily to student performance .According to the researcher finding similar to Johnson (2002) and Ferris (2002) class room environment have their own contribution to performance

Hammer (2003) found parent education income is related to improve student performance. Similarly the researcher found the same result

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Finding

As already indicated in chapter one the purpose of the study was to assess and compare the existing organizational culture, the performance gap which are observed in the schools, the factor affecting student performance of government and private secondary schools in Akaki Kality sub city and eventually to forward some possible solution

The following basic questions were to be answered

1. Is there any significant difference between private and government schools students' academic performance?
2. What performance gaps are observed in government and private secondary schools?
3. What are the factors affecting the cultural difference between private and government schools?

Based on the analysis the major findings of the study were summarized as follows:

The finding of the study reveals that the participation of female teachers was 39 (54.9%) in government and 2(4.8%) in private schools. In private school the participation of female is less. With regards to the qualification of teachers, 52 (73.2%) from government secondary schools had B.A/Bisk degree, while 29(69%) from private secondary schools had B.A/B.Sc. They full file the requirement.

Concerning the age composition of the teachers, 42(59.2%) from government and 22(52.4%) from private schools were in the age range of 25-31. This implies that both schools have younger employment; it gives chance to schools to use them properly.

The length of service year of teachers at present school was relatively better in private school than government schools. The private schools make advantages from their experiences.

Concerning the dominant characteristics of the schools out of the four items of the table that deals with the dominant characteristic of the schools, only in the fourth item (the organization is a very controlled and structured place) the government secondary schools are slightly better than the private one. But in terms of other three items the private schools are significantly in better position than the government schools. Concerning to the leadership of the schools both groups remained neutral on whether it

is result oriented focus. But in other three items of the section, the private schools leadership is better than their government counterpart.

The finding result implies that, more than the government secondary school teachers the private secondary schools teachers are innovator. This helps them to improve their professional skill and contribute their own stake in the organization improvement.

In terms of utilizing team work, both private and government secondary schools have somewhat similar characteristics.

In relation to the glue or bondage factors, that holds the schools community together, in all four items, the government schools status is less than their private counterpart.

The clan culture which means high trust among the employees and between the employees and the school management, highly preferred by both types of schools.

In terms of the basis of the organizations to define their success in all items of this last section of the questionnaire, the private secondary schools gained the better score than their government counterpart.

41(57.7%) of governmental school teachers and 36(85.7%) of private school teachers answered that there is a gap between the academic performance of grade 10 government and private school students.

The academic performance status difference between students of both types of schools indicated there is a moderate gap between government and private school.

The academic performance could be less or poor relatively as compared to that of the result of students of private schools.

The research showed students lack of attention and interest not to attentively follow up their education.

There is poor follow up and support from parent's side mainly in the government school as compared to the practice of private schools may be because of less or poor socio – economic status.

Government schools lack putting rules and regulation of school in to an effect as compared to the practice of private schools.

Affecting factors of student performance are numerous among which are student, school, teacher, family and methodology are widely assessed. These factors mainly affect government schools.

The researcher has tried all his bests to find answers for the already stated basic questions and the study result showed that 41(57.7%) of governmental school teachers and 36(85.7%) of private school teachers answered that there is a gap between the academic performance of grade 10 government and private school students. The status of academic result of private schools exceeded the result of students of government schools.

5.2.Conclusion

The research aim is to assess academic performance of students, gaps observed and the factor affecting cultural difference between private and government selected schools. Based on quantitative and qualitative analysis of gathered data it can be concluded that there is gap between private and government schools .In addition to this there are factors affect school performances .

The Data showed, majority of students who did not score pass result were from government secondary schools. The range in between is 45.3%, 47.6%, 41% from the year (2008-2011) respectively. The result indicates that large moderate gaps between private and government schools are observed. This gap needs further investigation

Majority of government schools have a limitation utilizing their effort towards their work comparing to private schools

Private school is better in developing good name, parent satisfaction and competition with government ones.

Exposure to mass media and peer pressure affects government schools more than private schools

Satisfaction on student result, providing learning facilities , high number of student and negative feeling to the subject they are learning, teachers motivation are both types of schools limitations

Private school has a limitation on providing enough class for their students and keeping the environment

Government schools have a limitation in area of follow up, correct student absenteeism and Teachers quality

Private school is better in providing tutorial continuously, apply active learning approach, frequently checking students work, and apply continuous assessment and giving respect to teachers properly

Affecting factor like environment of the class and providing enough class for students is a drawback for private schools

Additionally, even though they are in equal or often times in better status in terms of resources like finance, labor force and logistics, they are not as efficient in utilizing their existing resource as their private counterpart.

Concerning the dominant characteristics of the schools out of the four items of the table that deals with the dominant characteristic of the schools, only in the fourth item (the organization is a very controlled and structured place) the government secondary schools are slightly better than the private one. But in terms of other three items the private schools are significantly in better position than the government schools.

Concerning to the leadership of the schools both groups remained neutral on whether it is result oriented focus. But in other three items of the section, the private schools leadership is better than their government counterpart.

In relation to the glue or bondage factors, that holds the schools community together, in all four items, the government schools status is less than their private counterpart.

The clan culture which means high trust among the employees and between the employees and the school management, highly preferred by both types of schools.

In terms of the basis of the organizations to define their success in all items of this last section of the questionnaire, the private secondary schools gained the better score than their government counterpart. This paper is important because it showed the performance gap between the schools will aid the government in police development and implementation, will help principles to use it as a frame work for improving academic performance

5.3. Recommendation

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

The student performance should be improved if the administration of the schools builds a strategy in handling the problem, taking corrective measurement to adopt them self to change and providing learning facilities.

The student should perform well if they are properly guided by the parents and also by their teacher.

Schools should give concentration to build their competitive culture to handle the affecting factors of performance of students.

Students needs to get depth and wide ethical advice by psychologies or guidance and counselor to enable them to give fond of their subject and keep them from peer pressure

Schools should use their resources particularly the human resource efficiently

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

5.4. Limitation

There are certain limitations of this study firstly, due to time and financial limitations, this study results were not generalized to any other secondary schools. Results were limited to only to the above mentioned schools. Secondly, the sample size taken in this study was very small that is only 113. If this study is being carried out again with large sample size the result might be improved than existing study.

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Appendix A

St. Mary's University

Program: Masters in General Business Administration

Questionnaires to be filled by Teachers

Dear Respondents

This questionnaire is designed to solicit relevant information for the research carried out on the topic "Comparative study of Organizational Culture and Student's Performance in Selected Government and Private Schools at AkakiKality Sub-City government and private secondary schools teachers.

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

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

Thank you in advance

Section I: Respondents' Demographic Data

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

1. **Position** Teacher _____ Department Head _____ Other _____
2. **Sex** Male _____ Female _____
3. **Age** 18 – 23 years _____ 24 – 30 years ____ 31 – 37 years ____ 38 – 44 years ____
Above 45 years _
4. **Level of Educational Qualification**
Diploma _____ BA/BSC _____
MA/MSc _____ Other (please specify) _____
5. **Years of service in the organization**
Below 1 year _____ 1-3 years ----- 4-7 years _____ 8 – 10 years -----
Above 10 years _____

section II. Organizational Culture Assessment

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

No.	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My school is a very personal place					
2	My school is a very dynamic innovative place..					
3	My school is very results oriented.					
4	My school is a very controlled and structured place.					
5	The leadership in my school is generally considered to exemplify mentoring					
6	The leadership in my school is generally considered to exemplify innovation					
7	The leadership in my school is generally considered to exemplify results-oriented focus.					
8	The leadership in my school is generally considered to exemplify coordinating					
9	The management style in my school is characterized by teamwork					
10	The management style in my school is characterized by individual risk-taking					
11	The management style in my school is characterized by competitiveness					
12	The management style in my school is characterized by security of employment					
13	The glue (bond) that holds my school together is loyalty and mutual trust.					
14	The glue (bond) that holds my school together is commitment to innovation and development					
15	The glue (bond) that holds my school together is the emphasis on achievement and goal accomplishment					
16	The glue (bond) that holds my school together is formal rules and policies.					
17	My school emphasizes human Development and high trust.					
18	My school emphasizes acquiring new resources and creating new challenges					
19	My school emphasizes competitive actions and achievement					
20	My school emphasizes permanence and					

	stability.					
21	My school defines success on the basis of the human development					
22	My school defines success on the basis of the product					
23	My school defines success on the basis of organizational effectiveness					
24	My school defines success on the basis of efficiency					

Section III: School Performance

Please rank the following statements about the performance of your school on a

Likert Scale ranging from not at all to a very great extent: Where; 1= strongly disagree; 2= disagree; 3= not sure; 4= agree and 5= strongly agree

No.	Item	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	In my school every worker is accountable for school performance					
2	Every employee work towards the same goal					
3	Employees commit maximum efforts to their work					
4	Parent satisfaction is high					
6	I am highly involved in achieving the objectives of my organization					
7	My school develop a good name that makes different from their competitors					
8	My school is competent to the other schools					
9	Student result is satisfactory					

Section IV. Factors Affecting Students' Academic Performance

Part I: student factors, family factors, school factors, teaching Methodology etc.

Instruction :from your teaching point of view Please, rank the extent to which the following possible factors affect the academic performance of students in your school you are teaching. The

range extends from 1st (least serious problems (Very Low)) to 5th (serious problems (Very High)). Mark an "X" in the box against your choice.

1. Very low 2. Low 3. Moderate/Average 4. High 5. Very high

No	Student factor	1	2	3	4	5
1	Students English communication skill					
2	Exposure to mass media					
3	Hard work and discipline					
4	Student negative feeling toward subject					
5	Self motivation of the student					
6	Peer pressure					
7	Difficulty of the subject					
	School factors					
1	Learning facilities like library, laboratory, and computer lab. etc					
2	Class size					
3	Number of students in the class					
4	Environment of the class					
5	follow up and correct students absenteeism					
	Teachers related factor					
1	Teachers motivation towards teaching					
2	Teachers quality					
03	Period wastage					
4	Teachers role in a class					
	Family/parents' factor					
1	Involve actively and continuously follow up and support their school children					
2	appear soon when they are called up on and admit the cases and give and constructive reflection for teachers after communicating					
3	have good respect for teachers					
4	Provide all facilities for children					
5	Family Income					
6	Family education back ground					
	methodology					
1	Give tutorial continuously					
2	The objective of the daily lesson always tell					

	to students during introduction					
3	use teaching aid regularly and efficiently					
4	During class active learning teaching approach apply successfully					
5	Frequently give exercises for students and check their jobs					
6	Apply continuous assessment					
7	Summarize, evaluate and ensure whether students understood the daily lesson or not					

Section V. Please Would you reply the following questions as genuinely as possible?

1. Do you agree that there is academics status difference between grade 10 students in government and private secondary schools ? If yes, how is the degree of the gap?

(Very high, high, moderate/average, low, very low) and what indicators you mention?

2. What do you feel about the current trend of academic performance of students in your school? Is it rising or not? What degree? Is it competent? If not why?

3. Additional serious factor affect student performance that has not been covered and you would like to comment on?

4. Would you forward some possible solutions you think for improving students' academic performance?

--Thank you

Appendix B

St Mary's University

Department of General Business Administration (GMBA)

Interview to be responded by Principals and vice principals

Dear Research participant

This interview is designed to ask relevant information for the research carried out on the topic “Comparative study of Organizational Culture and Student’s Performance in Selected Government and Private Schools at AkakiKality Sub-City“

The study is conducted for academic purposes for partial fulfillment of the requirements of a Master Degree in General Business Administration. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to respond the interview carefully. Your response will also be confidential!

Hence you are respectfully asked to answer the next questions as freely as possible accordingly.

Thank You in Advance

Part I General Information

Section I: Respondents’ Demographic Data

1. School Name _____
2. School Type _____
3. Position _____
4. Sex _____
5. Age
Below 25 yrs. [] 26-35 yrs. [] 36-45 yrs. [] Above 45 yrs. []
6. Level of Educational Qualification and field of study _____
7. Years of service in the organization _____
8. Years of service in the position _____

So Please Would you reply the following questions as genuinely as possible?

1. What is the dominant /main characteristics of your organization? is it job oriented or people oriented?
2. What type of leadership style do you use?
3. What is the glue that holds the organization together? Is it rule or mutual trust?
4. What is the main strategic focus of you organization? Is it to be profitable or human development?
5. What is the yardstick that your organization use to measure its success?
6. What is the extent of teachers involvement in the school management decision?

7. What is the evaluation and reward system of your organization?
8. What is the extent of team work in your organization?
9. Does your organization encourage innovation and risk taking?
10. What are the best practices of your organization?
11. What is the dominant /main characteristics of your organization? is it job oriented or people oriented?
12. What type of leadership style do you use?
13. What is the glue that holds the organization together? Is it rule or mutual trust?
14. What is the main strategic focus of your organization? Is it to be profitable or human development?
15. What is the yardstick that your organization use to measure its success?
16. What is the extent of teachers involvement in the school management decision?
17. What is the evaluation and reward system of your organization?
18. What is the extent of team work in your organization?
19. Does your organization encourage innovation and risk taking?
20. What are the best practices of your organization?
21. Do you agree that there is academics status difference between grade 10 students in government and private secondary schools ? If yes, how is the degree of the gap?

(Very high, high, moderate/average, low, very low) and what indicators you mention?
22. What do you feel about the current trend of academic performance of students in your school? Is it rising or not? What degree? Is it competent? If not why?

Appendix C

St.Mary's University

Program: Masters in General Business Administration

Questionnaires to be filled by Education Experts/ Supervisors

Dear Research participant

This interview is designed to solicit relevant information for the research carried out on the topic Comparative study of Organizational Culture and Student's Performance in Selected Government and Private Schools at Akaki Kality Sub-City "The purpose of the interview is to obtain the opinions of AkakiKality sub city education bureau supervisors regarding their perception of the entire organizational culture assessment and student performance in both government and private secondary schools. The study is conducted for academic purposes for partial fulfillment of the requirements of a Master Degree in General Business Administration. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to respond the interview carefully. Your response will also be confidential!

Part I: Respondents' Demographic Data

1. Position _____
2. Sex _____
3. Age
 - 18 – 24 years
 - 25 – 31 years
 - 32 – 39years
 - 39 – 45 years
 - Above 45 years
4. Level of Educational Qualification and field of study
5. Years of service in the education sector
6. Years of service in the position
7. Years of service in the position for the Akaki Kality sub city education as a supervisor?

So Please Would you reply the following questions as genuinely as possible?

1. What is the dominant /main characteristics of the organizations? is it job oriented or people oriented?
Government schools _____
Private schools _____
2. What type of leadership style do they use?
Government schools _____
Private schools _____
3. What is the glue that holds the organizations together? Is it rule or mutual trust?

- Government schools _____
 Private schools _____
4. What is the main strategic focus of the organizations? Is it to be profitable or human development?
 Government schools _____
 Private schools _____
5. What is the yardstick that the organizations use to measure their success?
 Government schools _____
 Private schools _____
6. What is the extent of teachers involvement in the school management decision?
 Government schools _____
 Private schools _____
7. What is the evaluation and reward system of the organization?
 Government schools _____
 Private schools _____
8. What is the extent of team work in your organizations?
 Government schools _____
 Private schools _____
9. Do the organizations encourage innovation and risk taking?
 Government schools _____
 Private schools _____
10. What are the best practices of the organizations?
 Government schools _____
 Private schools _____
11. Do you agree that there is academics status difference between grade 10 students in government and private secondary schools? If yes, how is the degree of the gap?
 (Very high, high, moderate/average, low, very low) and what indicators you mention?

12. What do you feel about the current trend of academic performance of students in both types school?
 Is it rising or not? What degree? Is it competent? If not why?
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