

**RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE
AND WORK MOTIVATION: A CASE OF ACADEMIC STAFF IN
JIMMA UNIVERSITY**

*A THESIS SUBMITTED TO POST GRADUATE PROGRAM IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF BUSINESS ADMINISTRATION (MBA)*

BY:

YISEHAK JEMAL



**JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MASTERS OF BUSINESS ADMINISTRATION PROGRAM**

OCTOBER, 2015

JIMMA, ETHIOPI

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YISEHAK JEMAL

UNDER THE GUIDANCE OF:

MEKONNEN BOGALE (PHD CANDIDATE)

AND

EMNET NEGASH (MBA)

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CERTIFICATE

This is to certify that the thesis entitles “Relationship between Organizational Culture and Work Motivation: A case of Academic Staff in Jimma University” ,submitted to Jimma University for the award of the Degree of Masters of Business Administration (MBA) and a record of original research work carried out by Mr Yisehak Jemal Abafita, under the guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other University or institution for the award of any degree or diploma.

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Date

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Co- Advisor Name

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DECLARATION

I hereby declare that this thesis entitled entitled “*Relationship between Organizational Culture and Work Motivation: A case of Academic Staff in Jimma University*”, has been carried out by me under the guidance and supervision of Ato Mekonnen Bogale and Ato Emnet Negash.

The thesis is original and has not been submitted for the award of any degree or diploma to any university or institution.

Researcher name

Date

Signature

Abstract

Organizational culture and employee motivation are the two inter-related concepts which are important to the success of the organizational goal as well as group cooperation and individual achievement. The main purpose of this study is to determine the relationship between organizational culture typology and employee work motivation among academic staff in JU. In order to examine and gain a better understanding of the significant relationships between organizational typology and employee work motivation, the research also assessed academic staff perceptions of organizational culture typologies (existing and preferred) in JU and work motivation. A cross-sectional design was used as a method to conduct this research and also employed a stratified sampling approach. Using a structured questionnaire a total of 314 copies of questionnaires were distributed to selected academic staff from seven colleges of JU, but a total of 285 questionnaires were returned fully and appropriately filled. The study has reported results using descriptive and inferential statistics such as frequencies, means, and standard deviation, including Paired-test, Independent test and Analysis of Variance (ANOVA) and Pearson Correlation to obtain results. The result indicates that hierarchy is currently the most dominant culture type in JU, whereas the clan is preferred to be most dominant culture type by academic staff in JU. This indicates a misalignment between what academic staff needed and what is practiced. There is a significance difference between male and female in the perception of existing clan and adhocracy culture types and among age groups in the perception of existing hierarchy culture. And, there is significant difference between single and married and YSSGUS in the perception of preferred market and adhocracy culture types respectively. Academic staff of the JU characterized by: high extrinsic and intrinsic type of motivation: the current working conditions of JU was perceived as satisfying low to intrinsic needs and extrinsic necessities and academic staff believe that the future working conditions will satisfy high to extrinsic needs and intrinsic necessities. There is significance difference among groups of academic degree level in work motivation as regards to intrinsic type of motivation and intrinsic job instrumentality. Existing adhocracy, preferred clan and adhocracy culture types have positive association with work motivation respect to intrinsic valences, intrinsic and extrinsic job instrumentality respectively. And existing hierarchy and market culture types have negative association with work motivation respect to extrinsic valences. JU leaders and managers are required to focus more on clan and adhocracy culture types to increase or improve the academic staff motivation.

Keywords: academic staff, organizational culture and work motivation

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List of acronyms

A	Agree
D	Disagree
EAC	Existing Adhocracy Culture
ECC	Existing Clan Culture
EHC	Existing Hierarchy Culture
EM	Extrinsic Motivation
EMC	Existing Market Culture
YSSGUS	Years of Service Spent Generally in the University System
IR	Interpersonal Relationship
IM	Intrinsic Motivation
II	Intrinsic Instrumentality
IV	Intrinsic Valnce
JU	Jimma University
PAC	Preferred Adhocracy Culture
PCC	Preferred Clan Culture
PHC	Preferred Hierarchy Culture
PMC	Preferred Market Culture
PG	Personal Growth
SA	Strongly Agree
SD	Strongly Disagree
SDn	Standard Deviation
WC	Working Conditions
WM	Work Motivation

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Organizational culture and employee motivation are two inter-related concepts which are important to the success of the organizational as well as group cooperation and individual achievement. Organizational culture can be defined as “a collective mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide behavior of individuals and group” (Kuh & Whitt,1988). On the other hand; motivation can be defined as “the set of psychological processes that cause the arousal, direction, and persistence of individual’s behavior toward attaining a goal” (Mitchell, 1982; Greenberg & Baron, 2003; Robbins & Judge, 2008). The definition underlines three pillars of motivation. The first pillar is arousal, has to do with the drive or energy that ignites behavior. The second pillar is direction, it has to do with the type of behavior that is exerted and whether it is in line with demand or organization goal. Finally the third pillar is persistence; it deals with the lastingness of behavior. However, this factor is of less importance, because persistence can be simply defined as the reaffirmation of the initial arousal and direction processes.

Various studies have been done to investigate the relationship between organizational culture with employee performance and job satisfaction. For example; Brown (1998) suggested that, one of the important consequences of the strong organizational culture is its impact on the performance of the organization. In order to an organization to be successful, it has to ascertain that its employees are satisfied with their work and the working environment. Organizations that have satisfied employees tend to be more efficient (Robbins, 2003). Any organizations that have goals to achieve would require satisfied and happy staff in the workforce (Oshagbemi, 2000). Also studies confirm the strong relationship between job satisfaction and employee performance as well as organizational productivity. Having a dissatisfied employee are associated with deteriorated employees performance and high turn-over rate staffs in the organization work outcome (Alfonso & Andres, 2007; Chow & Haddad, 2007; Falkenburg & Schyns, 2007; Wagner, 2007), while having a satisfied work

force has positive relationships with employees and organization productivity (Keller & Julian, 1996; Neff, 2003).

The success of any organization highly depends on the match between individuals and the culture of the organization and any mismatch between these two variables has potential to jeopardize the organizational productivity and success (Mohammad, 2011). Turnover and absences may be reduced if the workers feel that they have a better place to work (Newstrom & Davis, 2004). Also very few organizations believe that the human personnel and employees of any organization are its main assets which can lead them to success or if not focused well, to decline. Dessler (2003) suggests that without increased motivation and morale of the employees the organization risks losing valuable employees and will be at a disadvantage in attracting potential top talents. To operate successfully, any organization must satisfy the ever-changing demands of its employees and society as a whole. To do this, it must have a good understanding of its images as perceived by its own members and the entities it deals with.

Although issues related to organizational culture and work motivation among employees within different types of organizations have been researched extensively, relatively few of these studies involved faculty in higher education. Organizations that have goals to achieve would require motivated staff in the workforce. Organizational culture should be prompted to ensure employee motivation in order to achieve organizational goals (Sempene, et,al, 2002). Importantly is the fact that for any university to achieve its strategic goals would strongly depend on the capacity to attract, retain and maintain competent and motivated staff into its employment. The university being an institution of higher learning that provides manpower needs to advance national development through both the public and private sector must itself be capable of ensuring adequate manpower planning and development, therefore not afford to neglect need and essentials of workforce satisfaction.

In addition early researches stated that, organizational cultures in higher education institution are very different from the organizational culture in other areas of business and industry. For example; Kezar & Eckel (2002) illustrate that campuses had unique cultures from other types of institutions, describing the myths and rituals of university stakeholders. Thus, studies of the relationship between organizational culture and employee motivation conducted in a

setting other than an educational institution will not be very revealing in considering the nature of the relationship for college and university faculty. Indeed, the focus on teaching, learning, and student outcomes in higher educational institutions is very different from the focus on fiduciary concerns present in business and industry (Deas, 1994; Evans & Honeyman, 1998). Besides, the most successful campus culture affects the individual's behavior in the workplace and influences both individual and organizational success (Fralinger & Olson, 2007).

Study on “Vulnerability to Brain-Drain Among, Academics in Institutions of Higher Learning in Ethiopia” by Selma shows, in the 1960s and 1970s the staff who left their country returned as soon as they completed their study. However, in recent days only few return to serve their institution (Semela, 2011). Therefore, this study hopes to study the relationships that exist between organizational culture and employee work motivation among academic staff in Jimma University.

1.2 Statement of the problem

Universities are currently like any other organizations facing numerous difficulties in the form of inadequate infrastructure, lack of enabling research environment, discrepancy in benefits like salary and allowances. In fact some of these academics again are of the opinion that communication and participation problems exist in their institutions because the the managers or leaders who make decisions without involving them which in turn creates additional problems (Deal and Kennedy, 1982; Silverzweig and Allen, 1976);Kniveton, (1991).

Similarly study by the University Worldwide New on seventeenth January, 2010 report issued that “too many of the best and brightest academic and administrative staff in Ethiopia is on the move”. Unhappiness results from academic job structure and compensation problems in terms of feedback of evaluation reports, management focus on specific administrative style, workload and lack of support from management or leader regarding mentoring to benefit package which additional increased dissatisfaction of work among employees and makes exposed to brain drain. It is the managers who must move to create organizational culture which fit with employees that would allow these universities to retain

their best hands and to contribute themselves for national development. Therefore, university is universal, lecturers are also mobile and the same was true in Jimma University.

As one of the oldest public universities and making every effort to be along with the leading universities, Jimma university now recognized nationally as well as internationally for quality in learning, teaching, and research and community engagement. Meanwhile a lot of efforts are being made to produce capable and successful graduates. However; Workinesh & Shimels, 2010) suggested that “the academic staffs are largely dissatisfied with overall reward system of Jimma University”. There is positive relationship between compensation and employee motivation towards work (Rijalu, et, al'.2014). The study shown that academic staff was dissatisfied as well as not motivated in payment system of the university. However, as my knowledge there was no researches conducted on the relationships that exist between organizational culture and employee work motivation among academic staff in Jimma University.

As evidence from research, the success of any organization depends on the match between individuals and the culture of the organization. This can be increased motivation and performance of the employees and accelerate organizational productivity, while reduced turnover and absence. To operate successfully, any organization must satisfy the ever-changing demands of its employees and society as a whole. To do this, it must have a good understanding of its images as perceived by its own members and the entity it deals with.

Generally problems listed above and more specifically the review of research results, observations, problems in the work environment of Jimma University trigger us to assess the relationship between organizational culture and employee work motivation among academic staffs in Jimma University.

1.3. Research questions

- 1 What are the academic staff perceptions of organizational culture typologies (existing and preferred) in JU and work motivation?
- 2 Is there any difference in the perceptions of organizational culture typologies at existing and preferred dimensions?

- 3 Is there any difference among the subgroups of demographic variables in organizational culture typologies?
- 4 Is there any difference among the subgroups of demographic variables in work motivation?
- 5 What sort of relationship between organizational culture typologies and work motivation do exist?

1.4 Objectives of the study

1.4.1. General objective

The main objective of this study is to examine the relationship between organizational culture typologies and employee work motivation among academic staff in Jimma University.

1.4.2. Specific objectives

- To assess academic staff perceptions of organizational culture typologies (existing and preferred) in JU and work motivation.
- To test whether there is difference in organizational culture typologies at existing and preferred dimensions.
- To test whether there is a difference in organizational culture typologies among the subgroups of demographic variables.
- To test whether there is a difference in work motivation among the subgroups of demographic variables.
- To determine the relationship that exists between organizational culture typologies and work motivation.

1.5. Significance of the Study

Studying the relationship between organizational culture and work motivation can benefit in variety ways:

- It allows leaders and managers of the University to recognize the existing and preferred culture types of the University.

- By showing clear information to leaders and managers of the university on the gaps of existing and preferred types of culture, used to design interventions to close the gaps.
- It allow leaders and managers of the University to recognize academic staff work motivation, in ways that would meet needs, values and behavior of its academic staff.
- The finding of this study can be used as input to guide the University in order to match individuals and the culture of the University, which could make a whole lot of difference for both the employer and employee. This in turn reduces employee turnover and increase productivity and performance, as well as creates a stable environment in the university.
- Finally, the study is significant as a basis and inputs for researchers who may further wish to consider the subject matter of this investigation in the future.

1.7 Scope of the study

The present investigation was conducted during January – May 2015 and the main intent of the study was to assess and create understanding of organizational culture typology in relation to work motivation among academic staff in JU. Beside, this study was assessed academic staff perceptions of the existing and preferred organizational culture types and assesses work motivation.

This study measured motivation in terms of intrinsic scale (responsibility, personal growth, recognition and work itself) and extrinsic scale (salary, status, working condition and interpersonal relation), as well as the demographics variables (Age, gender, marital status, academic degree and experience generally in the university system).

1.8 Limitation of the study

The limitations of the study are: - because of the nature of the problem this study was limited to academic Staff of JU, implying the results obtained may not be generalized to other staff of JU, as well as other University that were not included in the study. Nevertheless, in spite of these limitations, generalization can only be limited to academic staff within the JU only.

The intrinsic scale items (responsibility, personal growth, recognition and work itself) and extrinsic items (salary, status, working condition and interpersonal relation) as well as the demographics variables (age, gender, marital status, academic degree and experience

generally in the university system), that were part of this study was considered by the researcher as important for this study. However, in spite of these limitations, results might be different for other intrinsic and extrinsic items as well as demographic variables that were not included in this study.

Another barrier was came across in the process of data collection, there were some academic staff, who would not volunteer to be part of the study for unknown reasons such as lack of time to fill the questionnaire, fear of sensitivity of the questionnaire contents, etc. Unfortunately non returned questionnaires could represent a limitation for this study.

Finally this study were not used any model, unfortunately this was considered by a researcher as a limitation for this study.

1.9 Important concepts

Organizational culture: - According to Kuh & Whitt (1988) organizational culture is collective mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide behavior of individuals and group.

Clan culture: - it is organizational culture type can be related to the “*Family culture*” as defined by Cameron & Quinn, (2006). According to them, it is characterized as very personal place like a family. Leaders are also mentoring, facilitating, or nurturing. Employees incline to teamwork, consensus, and participation. Loyalty and mutual trust holds an organization together. Organization emphasizes human development. The criterion of success is in the development of human resources, teamwork, and concern for people

Adhocracy culture: Cameron & Quinn, (1999) defined as, it is organizational culture can be the domination of a dynamic, creative workplace where entrepreneurship and individual results are especially encouraged. Leaders are also innovators and experimenters, and are respected for their creativity. Employees incline to take initiative and risk, and independence and freedom are highly respected. Commitment to innovation holds an organization together. Organization emphasizes acquiring new resources and creating new opportunities or for complex challenging tasks. The criterion of success is in the possession of unique technologies, products and services.

Hierarchy culture: - As defined by Cameron & Quinn (1999), it is organizational culture can be the domination of controlled structured rule. Leaders are also coordinator, organizer, efficiency oriented. Employees incline security, conformity and predictability. Formal rules and policies hold an organization together. Organization emphasizes permanence and stability through clear tasks setting and enforcement of strict rules, are key determinants of success in this culture.

Market culture: - According to Cameron & Quinn (1999) it is organizational culture can be the domination of Competition and achievement orientation and competitiveness in the organization. Leaders are also emphasis on getting the job done and on the effectiveness on goal achieving. Employees incline to competitiveness. Achievement and goal accomplishment holds an organization together. Organization emphasizes winning in the market through competitive actions, are key determinants of success in this culture. The term market here is not to be confused with the marketing function rather it represents the transactional focus of organization in this type of cultural archetype (Igo and Skitmore, 2006).

Motivation: - Motivation can be defined as “the set of psychological processes that cause the arousal, direction, and persistence of individual’s behavior toward attaining a goal” (Mitchell, 1982; Greenberg & Baron, 2003; Robbins & Judge, 2008). According the definition motivation underlines three pillars. The first pillar is arousal, has to do with the drive or energy that ignites behavior. The second pillar is direction, it has to do with the type of behavior that is exerted and whether it is in line with demand or organization goal. Finally the third pillar is persistence; it deals with the lastingness of behavior. However, this factor is of less importance, because persistence can be simply defined as the reaffirmation of the initial arousal and direction processes.

Work motivation can be “internal and external factors that initiate work-related behavior and determine its form direction, intensity and persistence of individual’s behavior toward attaining a goal” to goal (Shafiq, et’al, 2011).

Intrinsic motivation: - Intrinsic motivation is internal factors that initiate and determine its form direction, intensity and persistence of individual’s behavior toward attaining a goal” to goal.

Extrinsic motivation: - External motivation is external factors that initiate and determine its form direction, intensity and persistence of individual's behavior toward attaining a goal'' to goal.

1.10 Organization of the Study

This research report is organized in to five chapters: Chapter one is the introductory chapter and presents the back ground of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, important concepts and the organization of the study. Chapter two contains the review of related theoretical and empirical literature as well conceptual framework. Chapter three presents the methodology that was used to answer the research questions and objectives. Chapter four contains results and discussion. Chapter five presents summary of the finding, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical framework

In order to comprehend the concepts and theories presented in this study it is imperative to define issues such as, organizational culture and work motivation. This section has the aim of describing the vital concepts, of forming the backbone of the thesis by introducing those employed theories.

2.1.1 The concept and definition of organizational culture

In order to understand the concept of organizational culture in the study, it is important to define culture. For Schein (1994) culture is “ a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that had 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”. “Culture refers to the norms, values and beliefs the members of an organization maintain about the purpose of work and how they are expected to go about doing the work” (Tentenbaum, 1999). Furthermore; culture is “the collective programming of the mind” that it differs from one group of people to another (Hofstede, 2007). Hofstede focuses on the differences at an international level and states that differences in national norms and values (George & Jones, 2002). Therefore, the norms and values of a weather a country or organization can determine what kind of attitudes and behavior are appropriate or acceptable the norms and values for country as well as for organization.

Organizational culture determines values, individual beliefs, working environment and employee relationships and distinguishes one organization from another. According to Arnold (2005) “organizational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organization its distinct character”. Organizational culture is defined as “a system of shared meaning held by members, distinguishing the organization from other organizations” (Martins, 2003). According to Ricky (2007) organizational culture is the set of values, beliefs, behaviors, customs and attitudes that helps

the members of the organization understand what it stands for, how it does things, and what it considers important. Harrison (1993) defined as organizational culture as the “distinctive constellation of beliefs, values, work styles, and relationships that distinguish one organization from another”. According to Schein (1994) it is the leaders, who play the crucial role in shaping and reinforcing culture.

University culture is a distinct type of organizational culture whose values and beliefs and basic assumptions are held in common by all universities (Salonda, 2008). For example, universities have regular ceremonies. Furthermore, people should celebrate at work not only events connected with their professional promotion but also their personal events, such as wedding, birthday or retirement (Antic & Ceric, 2008). University culture cannot be formed by individuals acting alone. Exchange and collective acceptance of same values and artifacts are a common key role in university culture. According to Kuh & Whitt (1988) university culture can be defined as collective mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide behavior of individuals and group.

University culture basically comes from three sources; the beliefs, values, and assumptions of founders of organizations and the learning experiences of group members as their organizations evolve. Values, beliefs and assumptions can be thought greatly influence decision making processes at universities and shape individuals and organizational behaviors. Behaviors based on underlying assumptions and beliefs are conveyed through stories, special language and institutional norms (Cameron & Freeman, 1991). University Culture is also created by new beliefs, values and assumptions brought in by new members and leaders.

Beside the definition of organizational culture, the rapid increasing globalization and international as well as competition have put pressure on different types of organization. According to Bartell, during the last two decades universities worldwide have come under increasing pressures to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate as well as from the broader postindustrial external environment (Bartell, 2003). The most successful campus culture affects s the individual’s behavior in the workplace and influences both individual and organizational success (Fralinger & Olson, 2007). Culture affect s the individual’s behavior in the workplace and influences both individual and organizational success. The study of the

organizational culture has risen in importance in the analysis of the universities. The analysis of a university's organizational culture is important because it is interested in the adaptation of its culture to the values and the behavior of its members, so as to maintain a healthy state of mind and foster permanent improvement (Folch & Ion, 2009).

As indicated in the above by many scholars, culture is a system of shared meaning held by members that distinguishes the organization with another organization. Given the various definitions and descriptions of the concept of 'organizational culture' that have been discussed in this section, the appropriate and applicable definition for this study is stated by And, Kuh& Whitt (1988), organizational culture can be defined as collective mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide behavior of individuals and group. Ricky (2007) reflects the set of values, beliefs, behaviors, customs and attitudes that helps the members of the organization understand what it stands for, how it does things, and what it considers important. It determines organizational values, individual beliefs, working environment, and employee relationships.

2.1.2. Types of organizational culture

The following a lot of organizational culture typologies distinguished by different researchers of was discussed in this study which helps the study to get organizational culture factors in order to get insight understanding and applicable to this study. The following four types of organizational culture types was suggested by Deal and Kennedy (1982) referring to the organization's strategies and expectations from employees: 1) The Tough-Guy, Macho culture: employees who belong to this type of culture usually work under a lot of pressure and are considered to be eager to take risks in order to fulfill their personal ambitions and their organization's goals. 2) The Work Hard/Play Hard culture: in organizations with this type of culture, the behavior of employees revolves around the needs of customers and is characterized by high speed action in order to get quick results. 3) The Bet-Your- Company culture: this type of culture refers mainly to the character of the institution or company, which is likely to make carefully planned, yet risky, choices and investments. 4) The Process culture: the last type of organizational culture is based on precision, detail and technical perfection, low risk investments and low levels of anxiety among employees.

The other four types of organizational culture discussed in this study was suggested by Xenikou and Furnham (1996) referring to the organization's goals and decision-making: 1) The Openness to change/ innovation culture: this type of culture is human-oriented and promotes affiliation, achievement, self actualization, task support and task innovation. 2) The Task-oriented culture: organizations with this type of culture focus on detail and quality of products or services, while superiors are characterized by high ambitions and chase success. 3) The Bureaucratic culture: this type of culture is rather conservative and employees are characterized by centralized decision making. 4) The Competition/ Confrontation culture: organizations with this type of culture are highly competitive, goal-oriented, while superiors chase perfection and achievement. Also four of an organization's subcultures which is distinguished by Denilson et al. (2004), 1) Adaptability: creating change, customer focus, organizational learning. 2) Mission: strategic direction and intent, goals and objectives, vision. 3) Consistency: core values, agreement, coordination and integration. 4) Involvement: empowerment, team orientation, capability development.

Also there are four types of organization culture types based on environmental requirements which suggested by Daft (2001), 1) Entrepreneurial Culture: Organizational strategic focus is external so that it acts to meet needs and requirements of clientele and customers in a dynamic and variable environment. It creates changes and innovation, risk ability, prospect, group working, freedom and autonomy. 2) Involvement Culture: It is focused on participation and involvement of organizational members and environmental expectations which vary promptly and it creates sense of accountability, ownership and further commitment to organization in personnel. 3) Mission Culture: It takes service to customers in outside environment into consideration. It does not need to rapid changes and instead personnel are accountable for performance up to certain level. 4) Bureaucratic Culture: It is focused internally and adapted to a fix environment. In such a culture, personnel's involvement is low but supervision and control over environment are high. Some factors like organizational discipline and rank and position and observance of hierarchy are highly important in this culture.

Given the various types of organizational culture types were discussed on the above which suggested by different scholars which help for this study, according to this study the

appropriate and applicable types of organizational culture types was organizational culture typologies which was developed by Cameron and Quinn (1999). The approach of Cameron & Quinn seems to be appropriate to this type of study, as it categorizes organizational culture into four types, which might lead to an easier identification of a possible relationship with work motivation. They have proposed a classification comprising the four forms now widely used for any organizational culture and comparison purposes - clan, hierarchy, market and adhocracy. They suggested four types of culture which refer mainly to the relations among employees, these are:

The Clan Culture: - According to Cameron & Quinn, (1999) clan type of culture is the first type of organizational culture, type culture. According to them clan culture can be defined as a family-type organization so that this kind of organizations promotes teamwork and participation in group processes. This form of organization promotes a human work environment, with the managerial goal of empowering employees by gaining their participation, commitment, and loyalty. This type is based on cohesion and morale with emphasis on human resource and training. People are seen not as isolated individuals, but as collaborating members of a family. In fact, it is a friendly oriented place of work where people share a part of themselves.

The adhocracy culture: - Adhocracy is the second type of organizational culture defined by Cameron & Quinn, (1999). According to their definition, it is an organizational culture which gives a lot more opportunity for individuals to develop in their own way, as long as they are consistent with the organization goals. Within an adhocracy, power flows from individual to individual or from task team to task team depending on what problem is being addressed at the time. Therefore, individuals in an adhocracy are often unique risk takers who anticipate and understand change. This type carries out innovation and creativity. Individuals are not kept under control but inspired. It is characterized as a dynamic, creative workplace where entrepreneurship and individual results are especially encouraged. Employees incline to take initiative and risk, and independence and freedom are highly respected. Leaders are also innovators and experimenters, and are respected for their creativity. The main task of both an organization as a whole and each employee individually is to be on a cutting edge of a problem and leader in their area of expertise. Commitment to innovation holds an

organization together. Organization feels a need for complex challenging tasks. The criterion of success is in the possession of unique technologies, products and services.

The Hierarchy Culture: - It is the third type of organizational culture which defined by Cameron & Quinn, (1999). This culture can be simply identified through the domination of rule, system and procedure. Hierarchy culture emphasizes an environment that is relatively stable, where tasks and functions can be integrated and coordinated, uniformity in products and services can be maintained, and workers and jobs are under control. All kinds of work are formalized and structured. Everything is governed by procedures, guidelines, instructions that are mainly in writing. Orderliness is especially encouraged. Any changes in organization are absolutely impossible without official changes of corresponding procedures, guidelines and instructions. The dominant leadership style in hierarchy cultures is that of the coordinator or organizer, rules and policies are the primary bonding mechanisms, and the strategic emphasis is on permanence and stability. The Hierarchical culture is self-centered, autonomous culture so the outside-oriented, competitive and innovative goals are poorly understood by those organizations sharing this type of culture. Besides, the hierarchical culture provides insufficient flexibility for university environment. The developments have to be attended with a number of special programs, procedures, guidelines and instructions to lead the members of the organization. Hierarchy culture organizations need a well-marked strong leadership. However, this kind of leadership causes to decrease the flexibility of an organization and make it critically dependent on the personality of a leader.

The Market Culture: - Market type culture is the last and the fourth type of organizational culture type according to Cameron & Quinn, (1999), which stresses on the effectiveness on goal achieving. This organization is primarily concerned with external environment, as it focuses on transactions with such externalities as suppliers, customers, contractors, licensees, unions, regulators, etc. The market operates primarily through monetary exchange, as competitiveness and productivity in these organizations. They are dependent on strong external positioning and. In this type all the activities are based on profit and emphasis on rational action. It assumes that planning and goal setting results into productivity and efficiency. They state that, the market culture in an organization is a result-oriented entity that is concentrated on interaction with the external environment, stability and controllability.

The main task of both an organization as a whole and each employee individually is the achievement of planned goals by a fixed time. And these goals, as well as the striving for their achievement, hold an organization together. As a rule, these goals are defined in quantitative economic terms. For instance, to increase a profit by 15% by the end of the year, or to expand a market niche twice. In this culture, the organization emphasizes competition both outside and inside. Leaders are tough and demanding competitors. Success is defined in terms of market winning (Pushnykh&Chemeris, 2006).

2.1.3 Measuring organizational culture

Beside the various types and theories that have been suggested by different scholars in the above for the description of organizational culture meanings and concepts which helps for organizational factors as indicated and states as types by scholars, quite a big number of instruments for the measurement of organizational culture have been developed and discussed which was developed by different scholars as well.

One of instrument that measure organizational culture, Harrison's Organizational Ideology Questionnaire, it was developed by Harrison (193) and it is inventory to address both the existing and the preferred culture within an organization which consists of 15 items assessing the ideology which has been developed by an organization's employees in terms of four dimensions, orientation to power, roles, tasks and individuals. Respondents are asked to rank four statements in each of the 15 items in terms of how representative they are both of the organization and of their own attitudes.

Organizational Culture Inventory (OCI); it is the other instrument of measuring organizational culture which developed by Cooke and Lafferty (1987). The instrument includes 120 items which assess shared norms and expectations that are likely to affect the ways of thinking and behavior of group members, resulting 12 styles: humanistic/helpful, facilitative, approval, conventional, dependent, avoidance, oppositional, power, and competitive, competence/perfection list, achievement, and self-actualization. After analyzing those styles, three factors arise: people/security culture, satisfaction culture and task/security culture.

Glaser, et.al,(1987) carried out the Organizational Culture Survey. This was designed to address six empirical factors: teamwork and conflict, climate and morale, information flow, involvement, supervision, meetings. It includes 31 items and the responses were given in a 5-point scale. In the mid-1990's, McKenzie's Culture Questionnaire (1995) was developed in the frame of National Health Service. It includes 76 items and respondents tick each statement that they consider to be broadly true of their organization. The questionnaire assesses various factors: employees' commitment, attitudes to and belief about innovation, attitudes to change, style of conflict resolution, management style, confidence in leadership, openness and trust, teamwork and cooperation, action orientation, human resource orientation, organizational direction. In 1996, Walker, Symon and Davies published the Corporate Culture Questionnaire, evaluating four principal domains: performance, human resources, decision-making and relationships. There are two versions of the Questionnaire, one of 69 and another of 126 items, each given in a 5-point Likert-type scale.

The above diverse range of assessment tools and methods are differ in format and mode of analysis, there for,the instrument or method of Cameron & Quinn seems to be appropriate to this type of study, as it categorizes organizational culture into four types, which might lead to an easier identification of a possible to identify the existing and desired culture types. This instrument assesses four types of organizational culture based on a theoretical framework of how organizations work and the kinds of values upon which cultures are founded (Cameron & Quinn, 1999). It is the most popular method, which has now been used in almost 10,000 organizations worldwide in most sectors (e.g., private sector, public sector, education, health care, new start-ups, NGOs) (Cameron, 2004).

The OCAI questionnaire is multidimensional scaling where it has two versions to measure the organizational culture; first by the "ipsative" where it allows respondents to allocate 100 points among the four questions in each OCAI dimension according to each question is similar to the respondent. For example if the respondent score high in a question about the Clan culture so he/she assign the question by 50, while assigning 5 point to the question that describes Hierarchal culture. Therefore; by allocating the 100 points that at the end the total will be 100. The second version is the "Likert scale" where respondents scale the four questions according to the most similar to the respondents' organizational culture; for

example from one to five (Helfrich, Li, Mohr, & Meterko, 2007). The research use the “likert scale” to allow respondent to score based on strongly agree to strongly disagree. According to Cameron and Quinn, (2006), the rating of the four types of culture for the two scales weather existing or preferred, a high score for one culture indicates that it is more pronounced in the organization or satisfies the respondents' preferences completely.

The organizational culture was measured by four types of organizational culture for both of existing and preferred dimensions: - Clan, Adhocracy, Hierarchy and Market. According to Cameron and Quinn (1999), the four types of organizational culture measured by six key “cultural subsystems” of organizational culture: (1) Dominant organizational characteristics, which identify whether an organization is a) A very personal place like a family b) Entrepreneurial and risk taking c) Competitive and achievement oriented d) Controlled and structured. (2) Leadership style, which can be described as a) Mentoring, facilitating, or nurturing b) Entrepreneurial, innovative, or risk taking c) No-nonsense, aggressive, results oriented d) Coordinating, organizing, efficiency oriented. (3) Management of employees, which emphasize a) Teamwork, consensus, and participation b) Individual risk taking, innovation, freedom, and uniqueness c) Competitiveness and achievement d) Security, conformity, predictability (4) Organizational glue, consisting of a) Loyalty and mutual trust b) Commitment to innovation and development c) Emphasis on achievement and goal accomplishment d) Formal rules and policies (5) Strategic emphasis on a) Human development, high trust, openness b) Acquisition of resources and creating new challenges c) Competitive actions and winning d) Permanence and stability (6) Criteria for success, defined as a) Development of human resources, teamwork, and concern for people b) Having the most unique and newest products and services c) Winning in the marketplace and outpacing the competition d) Dependable, efficient, and low cost.

2.1.4 The concept and definition of motivation

In order to describe work motivation, it is necessary to define what the term motivation means. The word “motivation” finds its roots in Latin “mover”, which means, "to move"; influence, affect, and excite. Dictionaries simply describe motivation as “the push to action” (Mitchell, 1982). Whereas scholars expand the term to the set of psychological processes that cause the arousal, direction, and persistence of individual’s behavior toward attaining a goal

(Greenberg and Baron, 2003; Robbins and Judge, 2008). According to this definition, motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behavior takes. The last part deals with maintaining behavior clearly defining how long people have to persist at attempting to meet their goals.

Motivation can be defined in variety ways by different scholars. For example Shafiq, et'al, (2011) define motivation as “internal and external factors that inspire the eagerness and enthusiasm in individuals to be devoted towards a task and to make constant exertion to accomplish that task. Pinder (1998) defines work motivation as the set of internal and external forces that initiate work-related behavior, and determine its form, direction, intensity and duration. Despite its significance, many time people act not because they are intrinsically motivated, but rather because external factors prompt them to take action (Ryan & Deci, 2000). This type of motivation is called extrinsic motivation and it concerns whenever an activity is done in order to attain an outcome that is separable from the activity itself. For Young (2000) motivation can be “what drives us” or “it is what makes us do the things we do.” According to Greenberg and Baron (2003), motivation is seen as a set of processes that arouse, direct and maintain human behavior towards attaining a goal.

Generally, motivation can be defined as the arousal, direction and persistence of behaviors. It is concerned with what prompts people to take action, what influences their choice of action and why they persist in doing so overtime. For this thesis, motivation defined as “the set of psychological processes that cause the arousal, direction, and persistence of individual’s behavior toward attaining a goal” (Mitchell, 1982; Greenberg & Baron, 2003; Robbins & Judge, 2008). The definition underlines three pillar s of motivation. The first pillar is arousal, has to do with the drive or energy that ignites behavior. The second pillar is direction, it has to do with the type of behavior that is exerted and whether it is in line with demand or organization goal. Finally the third pillar is persistence; it deals with the lastingness of behavior. However, this factor is of less importance, because persistence can be simply defined as the reaffirmation of the initial arousal and direction processes.

2.1.5 Motivation theories

Motivation theories are classified into two groups: content theories and process theories (Anonymous, 2009). Content theories explore what motivate people: i.e. arouses and energizes the behavior. The most famous content theories are Maslow's need hierarchy, Herzberg's two-factor theory, and McClelland's three-factor theory. Process theories researched the specifics of the motivation process. Vroom's expectancy theory and Adam's equity theory are well known process theories. For the purpose of this research we considered the following theories to be vital in this study: the Maslow's hierarchy of needs, Herzberg's Motivation-hygiene theory, Fifty-Fifty theory and Vroom's Expectancy theory.

Maslow's hierarchy of needs

Among different scholars Maslow was the prominent one who has put explanations on how motivation can be achieved i.e. "Maslow's Hierarchy of needs". Maslow in 1943 reasoned that human beings have an internal need pushing them on towards self actualization (fulfillment) and personal superiority. Maslow came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage or level of the hierarchy it has an influence on our behavior. At such level our behavior tends to diminish, we now put forth a more powerful influence on our behavior for the need at the next level up the hierarchy.

Psychological needs: By Maslow this psychological needs is the first needs which individuals are motivated and forms the basic need for survival and this may include food, warmth, cloth and shelter. When people are hungry, don't have shelter or clothing, there are more motivated to fulfill these need because these needs become the major influence on their behavior. But on the other hand when people don't have a deficiency in those basic needs (psychological needs), their needs tend to move to the second level where it is equally seen by Maslow as the higher order of needs. The second level is seen as the security needs: according to Maslow security tends to be the most essential need to people at this level. This is expressed in safety in the employee's health and family. The third level of needs by Maslow was the social needs. When feeling secured and safe at work, employees will now place job relations as their focus that is trying to build up a good friendship, love and

intimacy. As we keep moving up the ladder we will have self-esteem needs: This fourth level of needs by Maslow presents the recognition to be accepted and valued by others. The highest or last level of Maslow's need is self-actualization needs: Self actualization was to develop into more and more what one is to become all that one is competent of becoming.

Herzberg's two-factor theory

Herzberg (1959) developed his two factor theory derived from work of Mayo and Coch & French . Herzberg's two-factor theory is concerned with factors that are responsible for job satisfaction and job dissatisfaction (Herzberg, 1967). His two factor theory was derived from Abraham Maslow's hierarchy of needs. He conducted a widely reported motivational study following Maslow's model using 203 Accountants and Engineers. Herzberg in his studies came up with the conclusion that employees are influenced by two factors that are; the motivators and hygiene factors. He categorized the responses and reported that people who felt good about their jobs were different significantly from those who felt bad. Certain characteristics that tend to relate to job satisfaction are achievement, recognition, the work itself, advancement, responsibility and growth; while others that tend to relate to job dissatisfactions are supervision, company policy and administration, working conditions and interpersonal relations (Robbins, 1988).

According to Herzberg the two dimensions of motivations are the intrinsic and extrinsic factors. The intrinsic factors such as achievement, responsibility, recognizing the work itself and advancement seem to be related to job satisfaction. On the other hand, when employees are not satisfied, they tend to cite extrinsic factors such as work conditions, interpersonal relations, company policy and administration and supervision as reasons for their not being satisfied. According to Herzberg, satisfaction is not the absence of dissatisfaction because removing dissatisfying characteristics from the job does not necessarily make the job more satisfying. He further argued that the opposite of —satisfaction is —no satisfaction and the opposite of —dissatisfaction is —no dissatisfaction (Robbins, 1988).

Fifty-fifty theory

The fifty-fifty theory was developed by John Adair as a motivational factor that could influence company performance. According to this, fifty per cent of our motivation comes from within us and fifty per cent from an external influence. That is, from our environment, particularly from the people around us. These observations are indicative rather than mathematical and they may differ from person to person. Within these important external factors the nature and quality of the leadership present is essentially important. Hence the tough link between leadership and motivation becomes vital to determine employee's motivation. The Fifty-Fifty rule does have the benefit of reminding leaders that they have a key role to play for the success or failure in the motivation of employees at work (John, 2007).

Vroom's expectancy theory

Vroom (1964) developed expectancy theory, a theory of work motivation. According to Vroom's Expectancy theory, the individual will feel motivated when three conditions are perceived: 1.) the personal expenditure of effort will lead to a good enough level of performance, (expectancy), 2.) the performance will lead to an outcome for the individual, (instrumentality), 3.) the outcome has value for the individual, (valence).

Porter & Lawler as cited by Ramlall (2004) also developed a model of expectancy theory that expands the Vroom's work. This model contains nine separate variables and the relationships that exist within these variables (Porter & Lawler, 1968). This model is displayed in Rewards were split between two variables: extrinsic and intrinsic. Extrinsic rewards are those awards that derive from the organization, and intrinsic rewards are those that the individual grants themselves.

Greenberg and Baron (2003) suggest that managers strengthen the linkage between employees' expectations and actual result. In congruence with the three stages of VIE theory, they first call employers to enhance the possibility that employees' efforts will lead to good performance. This can be achieved by taking care of staff growth and advancement, or more specifically by training. Second, they recommend managers to administer a rewarding and

recognition system which is directly linked to performance. And third, this system should be flexible to ensure that it is “positively valent to employees”.

2.5.6 Motivation factors in this study

From the above theories number of concepts and motivational factors are reviewed which is reliable for our study. Choosing the investigating factors for a research is of great importance for the outcome of that study. The factors selected in this study are from a number of previous studies, enabling this thesis to accommodate a broader view of the existing literature. Therefore it is only necessary at this point to motivate my choice for adopting some factors for this thesis and not others.

Herzberg’s motivating factors are also supported by McClelland three-need theory because he also identifies achievement as one of the factors that directs a person’s behavior in the workplace (Robbins, 1988). Maslow’s hierarchy also supports Herzberg’s theory since he also stresses the esteem needs which include achievement, status and recognition. According Herzberg there are two separate dimensions contribute to an employee’s behavior at work. Number one dimension is the motivating factors. They are also known as extrinsic factors. They are the variables, which actually motivate people and influence job satisfaction (Judge, et al ,2001; Luthans, 2002). These factors include aspects such as achievement, recognition, work itself, responsibility, advancement or opportunity for growth. The second dimension of factors is hygiene factors. They are also known as extrinsic factors. These factors include salary/pay, interpersonal relations with supervisors, peer and subordinates, working conditions, company policy and administration, status, security, personal life and supervision. For the purpose of this research we considered the following factors were vital in this study:

Responsibility

This refers to what must be done to complete a task and the obligation created by the assignment (Marriner – Tomey, 1996). Responsibilities are normally determined by the employer to facilitate achievement of goals (Muller, 1996). The management and the senior academics of departments should make sure that responsibilities are allocated according to

expertise and abilities of the individual. Departments/units' responsibilities should be specific as to whether they are daily or weekly responsibilities that employees should perform to prevent a person from being overloaded. The managers must make sure that responsibilities are standardized for each job level and that each employee has a copy of his or her job description (Muller, 1996). Generally, managers encourage subordinates to accept responsibility by making sure that they are aware of the capabilities and characteristics of their subordinates. If subordinates physical abilities are ignored during delegation of responsibilities in the unit, not motivating consequences may occur. When managers consider subordinate's knowledge and skills, they promote feelings of pride in the subordinates and in turn facilitate independent functioning. If subordinates' capabilities, knowledge and skills are considered, employees enjoy their work and thus productivity will be raised to higher levels among employees.

Recognition

According to Gerber et al, (1998) recognition refers to the respect an employee enjoys among colleagues in the organization, which is the result of the status value of the job. It also refers to the recognition an organization can afford on employee for good performance. Recognition can come from the organization, managers, fellow employees or the public (Costley and Todd, 1987). Recognition may be provided in many forms such as verbal or written, praise, pay, increases and bonuses. When managers use recognition and rewards to encourage desired behaviors in their organization, they keep good employees in their organization. The management can use the following rewards to recognize and promote good work, give positive feedback, increase in salary, autonomy, opportunity to participate in goal-setting and decision making as well as peer recognition by announcing achievements at staff meetings and using the organization's news letter to recognize achievements. The management can also give employees challenging assignments and seek interesting opportunities for them either within the unit or somewhere else within the organization. Recognition promotes self-confidence and raises the self-esteem of employees whereby productivity is increased (Tappen, 1995).

Work itself

According to Morrison (1993), work itself should be a challenging experience that encourages creativity and self-expression. Luthans (1998) advocated that work itself could be a source of satisfaction. If this is true, it is imperative that managers create organizational climates that facilitate satisfaction in the execution of jobs. Gibson et al. (1997) indicated that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. Study leave can be provided for those employees with the desired skills and willingness to perform the job, who want to improve their skills and knowledge. Managers should make sure that employees are given adequate feedback on performed tasks to motivate them to work harder and better as well as to point out areas that needed attention and provided assistance when needed. Managers should also give employees bigger responsibilities, allow them to exercise autonomy and offer them challenging tasks as means of enhancing the quality of work life. The organizational climate should provide promotional opportunities to motivate the employees to work harder and strive for excellence in his or her job. Thus, rewards attached to the job make the job more enjoyable and improve performance. A job should always be interesting and challenging – never boring. Apart from that, a job or the work itself should also provide a sense of status and achievement.

Personal development

This means the need to know more than yesterday, to put new knowledge into context and to maintain one's individuality even when under pressure (Morrison, 1993). Personal development refers to the personal and professional development by means of formal and informal training in line with his or her job requirements (Muller 1996). Growth and development of employees are of importance to the organization in order to ensure achievement of organizational goals. Marriner-Tomey (1996) saw staff development as continuing liberal education of the whole person to develop his or her potential fully. Managers of institutions are there to identify staff development needs in relation to organizational needs. Reference to the above-discussed information, organization should make sure that staff development does not take place at unit level and staff members should

be encouraged to share information with each other. This will promote personal and professional growth. Staff development will increase employee's ability to perform in their current job as well as in their future jobs. Managers have the responsibility to ensure that the employees are trained to promote the quality of their lives, their prospects of work and labor mobility to improve productivity in the workplace and to provide employees with the opportunities to acquire new skills (Skills Development Act, 1998). To emphasize the latter, an employee that has the necessary knowledge and skills feels comfortable because he is geared with the knowledge and skills and can take good decisions when faced with the job related problems.

Salary

From the point of view of Morrison (1993) low salaries promote dissatisfaction and will make workers feel frustrated. Salaries are the actual money employees receive from their employers for the job done or services rendered. It becomes important, therefore, that employees be informed on how they will be compensated for good work. Gibson, et al (1997) indicated that they might perceive the amount of pay received by an employee as unfair or fair. Employees normally expect equity among the salaries that are received by them and their colleagues who hold the same post description. Employees often view their salaries as a reflection of how management views their contribution to the organization. Managers should communicate to employees how good performance is rewarded. Greenberg and Baron (1993) argue that organization's reward system are highly related to job satisfaction, which means it is important for the organization to make employees aware of these rewards so as to eliminate misunderstanding among the employer and employees. Unclear reward systems lead to conflict and unfair practices within the workplace. According to Chung (1997) poor salaries that are uncompetitive would lead to unhappiness and discontent. Organizations should try as much as possible to make salaries competitive because salary does not motivate employees to work hard and to experience job satisfaction. Uncompetitive salaries not motivate employees and lead to job dissatisfaction (Banjoko, 2006). Employees in organizations that provide uncompetitive salaries tend to leave their organizations and move out to other organizations that provide competitive salaries.

Status

Greenberg and Baron (1995) stated that status in organization is recognized as both formal and informal in nature. Formal status refers to attempts made to differentiate between the degree of formal and informal authority given to employees by an organization. This is accomplished through the use of status symbols – for instance symbols that reflect the position of an individual within an organization's hierarchy. Examples of status symbol include job titles like —Director| and reserved parking spaces. Status symbols serve to remind organizational members of their relative roles, thereby reducing uncertainty and provide stability to the social order. On the other hand, informal status refers to prestige accorded individuals with certain characteristics that are not formally dictated by the organization.

Working condition

According to Gerber, et al (1998) working conditions are created by the interaction of employees with their organizational climate. Working conditions include psychological work conditions and the physical layout of the job. The physical working conditions include the availability of facilities like protective clothing, equipment and appliances. Failure to provide these facilities makes it impossible for employees to carry out their jobs and thus promote job dissatisfaction because employees cannot perform their jobs in an easy non-obstructive way. However, the psychological contract includes the psychological expectations of both employees and their employers. Employees will perform better when they know what the employer expects from them and vice versa. They will be productive because they know the benefits they will get from their employer if their performance is satisfactory; but if they are not aware of what the employer expects from them, they will be unsure and less productive and feel dissatisfied. Physical layout of the job refers to the neatness, organization, convenience and attractiveness of the work environment. Luthans (1998) says that if working conditions are good, for instance – clean and attractive surroundings, employees will find it easier to carry out their jobs. On the other hand, if the working conditions are poor like hot and noisy surroundings, employees will find it difficult to get their work done and thereby experience dissatisfaction.

Interpersonal relationships

Early researchers suggested that the social climate or atmosphere created in a workplace had significant consequences- employees' perceptions of the work context purportedly influenced the extent to which people were satisfied and perform up to their potential, which in turn, was predicted to influence organizational productivity (Katz& Kahn, 2004; Likert,1997, McGregor, 2000). The construct of climate has been studied extensively and has proven useful in capturing perceptions of the work context (Denisson, 2006; Ostroff, Kinicki&Tamkins, 2007). Climate has been described as an experientially based description of the work environment and, more specifically, employees' perceptions of the formal and informal policies, practices and procedures in their organization (Schneider, 2008).

An important distinction has been made between psychological and organizational climate (Hellriegel& Slocum, 1994; James & Jones, 2004). Individuals 'own perceptions of the work environment constitute psychological climate at the individual level of analysis; whereas, organizational climate has been proposed as an organizational or unit-level construct. When employees within a unit or organization agree on their perceptions of the work context, unit-level or organizational climate is said to exist (Jones & James, 2004; Joyce & Slocum, 2004).

2.5.7. Measuring motivation

From the much amount of literature available on employee motivation, it is clearly evident that a lot of survey questioner regarding employees and what motivates them have been undertaking. These employee motivation surveys have been conducted in many different job situations, among different categories of employees using different research methods and applications (Hershey & Blanchard, 1969) over the years, similar or different survey employees have been carried out (Kovach, 1987, 1993) (Wiley, 1995), (Lindner, 1998,)

Considerable attention has been given to the measurement of work motivation questioner. The questionnaire was used to assess motivational structures at the workplace (Ciucurel, 1996). It is an elaborated questionnaire developed from Schein's classification and the expectancy theory developed by Vroom. The questionnaire comprises three sections. Section A seeks to capture the types of motivation at the workplace - what motivates employees, what they want to have (salary, allowances and bonuses, profit sharing, close relationships

between team members, competent and understanding seniors; recognition of personal competence, professional development opportunities, promotion opportunities). Section B captures the characteristics of the workplace (valence), stating the extent to which current conditions of employment meet the employees' needs. Section C assesses the extent to which employees expect their working place to satisfy future necessities and desires (instrumentality). The research use the "five point likert scale" to allow respondent to score based on strongly agree to strongly disagree. A high score for one culture indicates that it is more pronounced in the organization or satisfies the respondents' preferences completely.

2.2 Empirical literature review

In Empirical literature review, the chapter reviews what other researchers have studied about organizational culture and work motivation. There has been little available literature on studies concerning the aspect of organizational culture and motivation, some of those little literature found came up with the following findings.

2.2.1 Organizational culture

There are several studies conducted on organizational culture typology in different types of organization and their study result and conclusions were not contradicted with each other. A study carried out on organizational culture in Turkey show that, hierarchy culture is still the common culture in higher education institutions (Cameron and Quinn, 2006; Halis, 2001; Turan et al, 2005; Sezgin, 2009). As Hofstede (2004) claimed that the culture in Turkey has revealed hierarchical attributes in his power. Also study conducted on, Organizational culture at Ege University by Osman, et' al, (2010) conclude that, hierarchy culture was te dominant one followed by market culture type. However this study revealed that adhocracy and clan cultures are not as dominant as hierarchy and market types.

According to a study conducted in American higher education shows that the most prevalent type of organizational culture in American higher education was the clan form, with nearly two thirds of the institutions participating in their study exhibiting a predominantly clan culture. In contrast, hierarchies, another culture type with a long history in the higher education community, are not among the more effective culture types on any of the effectiveness dimensions (Smart & John , 1996). Additionally result of Study by Hofstede's

analysis of Pakistani culture shows that there is a misalignment between what is perceived to exist and what is desired. He suggested that, national culture has a strong influence on organizational culture.

A study by Qamar and Manqooshur (2011) on Cultural Diagnosis, aimed at identifying their current and preferred organizational culture. The results indicate that hierarchy culture is dominating in cellular industry, whereas the clan is found to be the most preferred cultural archetype in majority of cellular companies. This indicates a misalignment between what employees think is needed and what is perceived to exist.

2.2.2 Organizational culture and demographic characteristics

There are several studies conducted on demographic characteristics and organizational cultures, but the outcome of these studies are contradictory. Previous studies conducted on organizational culture conclude that, organizational culture is a social construction and has therefore been correlated to various demographic factors, like gender, age, years of working experience in general and in the specific institution, educational level and position held. For example study result conducted by Luliana (2013) in a public university of Romania shows that, there is a correlation between age of the academic staff and perceptions of existing organizational culture, academic grade and perception of existing organizational culture, academic grade and desired organizational culture. Also study conducted to 136 faculties to determine the organizational typology of the Ege University, specifically on the differences among the subgroups of demographic variables: Age, gender, experience, job position in the organizational culture typology, shows that no significant difference was observed except administrative position (Osman, et' al, 2010).

A study of organizational culture under the influence of gender, in order to find out differences in terms of employees' perceptions, preferences and behavior by Eagly et al, (1992) shows that different gender traits of men and women, with male employees being very competitive and female employees avoiding competition and acting in a more inclusive and collaborative way. Again this study was explained by Holt and Devore (2005) and they noted that, men have in history been socialized to hold dominant power positions and communicate in direct and confrontational ways. In contrast women have been socialized to

play a more approachable role, which includes taking care of other people and worrying about their needs. Their result indicates that, they are considered to perceive good relationships among colleagues and they prefer smoothing communication strategies and compromising instead of aggressive and competitive work behavior.

And organizational culture study under demographic characteristics by Belias and Koustelios (2013) conclude that, women seemed to prefer a more familiar working environment of clan culture, whereas men preferred the competitive environment of the market culture. In particular, women reported working in an organization characterized by hierarchy, while they would prefer to work in a more clan. Men, on the other hand, reported that they both worked and would prefer to work in an organization which is characterized by market features and rules.

In addition to culture gender, organizational culture can be correlated with employee's educational level. For example, study states that, the role of education is considered to be essential for the shaping of a specific culture via a system of priorities, values and practices (Hofstede ,1991; Gjuraj, 2013). Also Chen, et' al, (2008) in their study of employees and organizational culture noted that, the length of educational training affects the years of employment, meaning less time to conform to the established values of the firm. A study result of Belias and Koustelios (2012, 2013) showed that the majority of both employees with a Bachelor's degree and of those without one perceived the organization they worked in as hierarchically organized place. Additionally they state that, both employees with and without a degree seemed to perceive their organization as hierarchical, but Master's degree holders reported that their preferred organizational culture is hierarchical, while non-holders would prefer a clan working environment.

In other studies for example Chatman ,et 'al, (1998) claim that interaction among demographically dissimilar people should be higher in collectivistic than in individualistic organizational cultures, since employees are perceived as part of the in-group. However, demographical diversity in organizations has been positively related to several benefits, like variance in perspectives and approaches to work provided by employees of different backgrounds, useful new information incorporated into decisions and responsiveness to

changes(Thomas & Ely, 1996, Donnellon, 1993, Nemeth, 1992) . Many researchers have supported the positive effects of demographic heterogeneity (Cox et al., 1991).

The study confirmed previous findings, according to which heterogeneous work groups are considered to be less socially integrated and characterized by conflicts, communication troubles and higher turnover rates (Zenger & Lawrence, 1989). Also, employees who differ from their colleagues in several characteristics, like gender, age, educational level, tend to feel less comfortable in their workplace and not as much of attached to the organization they work in (Tsui et al., 1992). In the study of Chatman, et' al, (1998) the sample consisted of MBA students, who had similarity in terms of educational background. As a result, they were expected to be open-minded, have a politically correct behavior and be eager to cooperate with colleagues with different demographic features. Unexpectedly, substantial difference in work processes and outcomes was found, indicating the role of an organization's specific culture. Therefore, it could be confirmed that the formation of an organization's specific culture is somewhat influenced, but not determined by its employees' demographic characteristics. Similarities and differences among employees of different gender, educational level, age and position can be found in any working environment and attributed to the specific values, attitudes and behaviors shared by co-workers and/or superiors.

2.2.3 Work motivation

Kovach (1995) conducted longitudinal studies and surveys on the ten job-related motivational items. The ten jobs related factors are similar to those in Herzberg's two-factor theory (Wong, Siu, & Tsang, 1999). In this study, Kovach (1995) compares the results of three studies conducted in 1946, 1981, and 1995. The study consisted of industrial workers ranking their preferences of the ten job related factors. The factors contained in this list are intrinsic and extrinsic (Kovach, 1995; Wong, Siu, & Tsang, 1999). These are the ten factors that comprise the Intrinsic and Extrinsic Motivating Factors (Kovach, 1995; Wong, Siu, & Tsang, 1999). A feeling of being involved, help with personal problems, interesting work, promotion or career development, supervisor's help with personal problems, full appreciation of job well done, job security, good wages, tactful discipline and good working conditions.

Luliana, G., (2013), on his study in public university of Romania, conclude that, as regards motivation for work, teachers of the investigated organization show self-fulfillment motivation, followed by well-developed economic motivation and poorly represented social motivation. As regards workplace motivational valences, the university is perceived as a means of satisfying self-fulfillment needs to an average extent, economic needs to an average to small extent and social needs to a small extent.

2.2.4 Work motivation and demographic characteristics

There is correlation between demographic characteristics and work motivation as shown by research. For example, According to study result conclusion by Luliana A.,(2013) in a public university of Romania, there is a correlation between age of the academic staff and their motivation for work, correlation between academic grade and motivation for work, academic grade and perception of workplace motivational valence, academic grade and job instrumentality.

According to a research carried out by Kovach (1987) on industrial employees who were asked to rank ten “job rewards” factors based on personal preferences where the value 1 represented most preferred and 10 being the least preferred. And he found no significant differences between men and women, but however reported that, women placed full appreciation of work done in first place, while men put it in second place.

In a survey by Wiley (1997) in which approximately 550 questionnaires were administered to person employed at different industries and divided into 5 subgroups, or categories namely: (occupation, gender, income levels, employment status and age) they were asked to rank 10 factors according to the level of importance each is in motivating them to perform best with the most important factor ranked 1 and the least important ranked 10th. He concluded that, no significant differences except between men and women, women placed greater importance on appreciation of work done, interesting work and more importance on good working conditions, whereas, males on the other hand placed more emphasis on interesting work. When responses of men and women were analyzed in this study the results showed that no significant differences were found in the ranking of factors or preferences of the two groups. For example both men and women ranked job satisfaction, good working conditions,

and promotions/expectations as the three top motivational factors. This could be explained by an equal opportunity for both men and women in Sweden.

Study result conclusion by Luliana (2013) in a public university of Romania, there is a correlation between age of the academic staff and their motivation for work, correlation between academic grade and motivation for work, academic grade and perception of workplace motivational valence, academic grade and job instrumentality.

2.2.5 Organizational culture and work motivation

At any organization whether private or not or profitable or not whether university or college level, it is important to investigate how culture affects the individual in the workplace and influences both individual and organizational success. For example, Cameron & Quinn (1999) investigated the relationship among three dimensions of organizational culture; congruence, strength and type, and organizational effectiveness. They found that the type of culture i.e., clan, adhocracy, hierarchy or market was a greater determinant of organizational effectiveness than were either congruence or strength.

According to research on motivation and culture by Kanter (1989), and he conclude that, motivation can be seen to be linked to culture by looking at the five sources of motivation proposed by Kanter (1989). He fine points that employees are motivated through mission (inspiring employees to believe in the importance of their work), agenda control (enabling employees to control their careers), a share of value creation (rewarding employees for successful efforts), learning (providing learning opportunities) and reputation (giving employee's opportunity to get a name for themselves).

Also the other study on motivation and culture by Donald Munro, and conclude that "culture can also affect motivation at lower physical levels, in that cultures produce artifacts and alter the environment in such a way that other mental processes that serve motivational states are also affected." Therefore, organizational culture provides two implications to motivation: it limits its existence and it also provides a framework where to alleviate it (Munro, 1997)

According to study result on organizational culture and work motivation for the academic staff in a public university of Romania, there is a correlation between desired organizational

culture and motivation for work, existing culture and workplace motivational valences and desired culture and job instrumentality (Luliana (2013).

Summery

This chapter covers theoretical literature review, empirical literature review and the conceptual frame work. In theoretical literature review various definitions and concepts of organizational culture and work motivation are going to be explained. In Empirical literature review, the chapter reviews what other researchers have studied about the topic. Finally the conceptual frame work, the study presented by reviewing from theoretical and empirical literature parts.

The chapter looked a key concepts had been identified and explained in the theoretical literature review to facilitate understanding of all the necessary concepts that addressed issues pertaining to organizational culture. The purpose is to identify factors such as clan, adhocracy, hierarchy and market known as types of culture indicated by the work of Cameron, were enumerated and discussed. As well as those factors identified evaluate the extent to which managers can utilize the organizational culture to increase motivation and also use these factors to fit individual desire with organization in the workplace.

Again the chapter looked at the literature review that addressed issues pertaining to work motivation. In the theoretical review aspect of motivation, Herzberg two-factor theory chosen for this study, which sees people as having two sets of needs: motivators as and hygiene as factors. The hygiene factors also known as extrinsic motivation are aspects such as salary, status, interpersonal relationship and work conditions, – whereas the motivators known as intrinsic motivation are aspects such as personal growth, recognition, work itself, responsibility were enumerated and discussed.

The significance of rapidly growing of technological and economic growth of a country creating pressure and makes it important to investigate how culture affects the individual in the workplace and influences both individual and organizational success. As the empirical literature indicate more of the researches have been conducted in foreign country, in reality , literature on the study topic not conducted in Ethiopia and most of the available studies were little conducted in line with performance aspects of micro and small enterprises. Even those

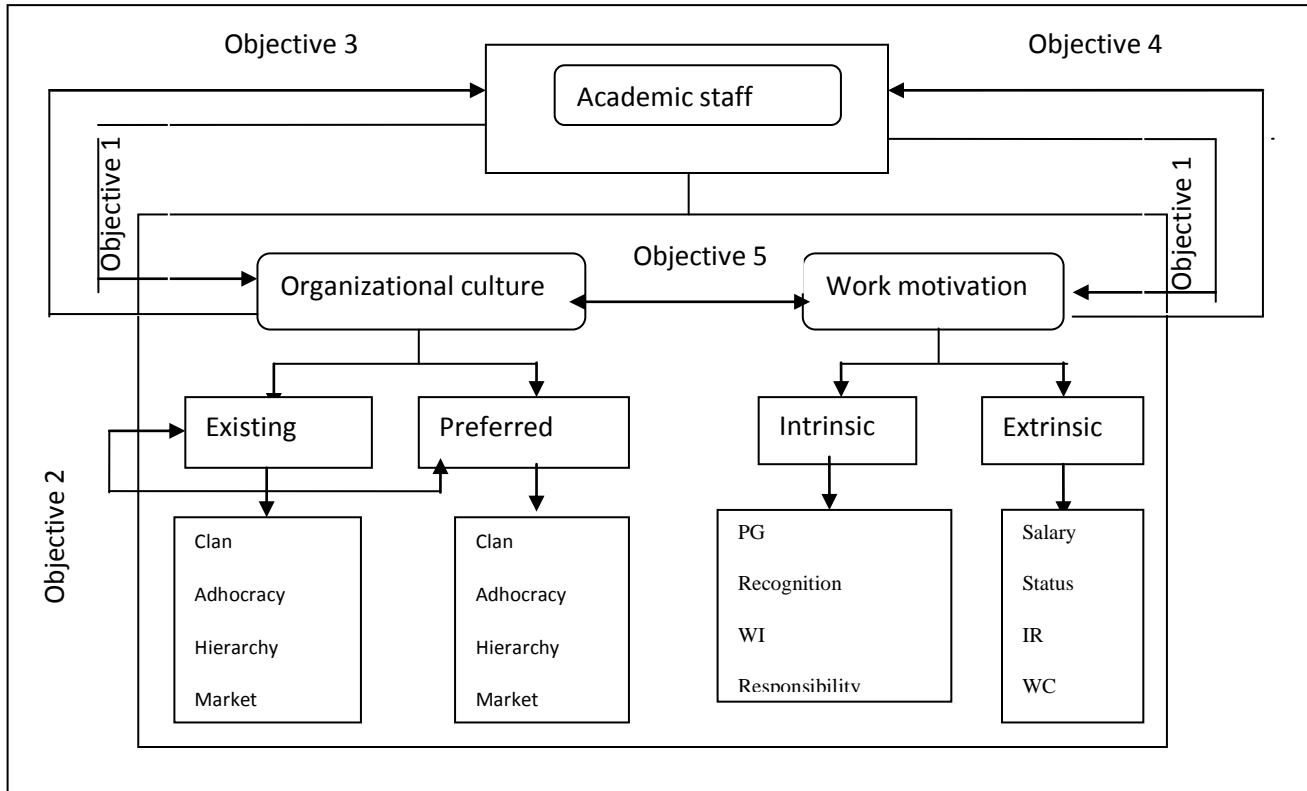
studies conducted in foreign were mainly focus on different organizations. However, this research by supporting the previous studies, tries to examine the relationship between organizational culture types with work motivation among academic staff in Jimma University.

2.3 Conceptual framework

The previous discussions about the various elements of organizational culture and work motivation in the theoretical and empirical framework are important in the definition of my conceptual model. This topic aims at presenting my own model, which is necessary in order to structure and conduct the conceptual research.

Organizational culture and work motivation model shown in figure 2.3.1 below embraces all the factors of organizational culture and work motivation outlined in the independent and dependent variables of this study. The model represents the five objectives assessed for this study. It determines the relationship between organizational culture typology and work motivation (Objective 5). However (Objective4); it explains whether there is a difference in the level of work motivation of academic staff among the subgroups of demographic variables. While (Objective 3); it explains whether there is a difference in the perception of organizational culture typologies among the subgroups of demographic variables. It explains whether there is difference in organizational culture typologies at existing and preferred dimensions (Objective2). Finally (Objective1); it assesses academic staff perceptions of organizational culture typologies (existing and preferred) in JU and work motivation. The model conceived organizational culture correlate with work motivation.

Fig 2.3.1: Conceptual frame work of organizational culture and work motivation



CHAPTER THREE

METHODOLOGY

3.1 Study area and period

A study was conducted in Jimma University (JU), during a period between January 25 and May 2015. JU is found in Jimma town, located 355 km to south west of Addis Ababa. JU is one of a public higher educational institutions of Ethiopia which was established in December 1999 by the amalgamation of Jimma College of Agriculture (founded in 1952), and Jimma Institute of Health Sciences (established in 1983). Moreover, JU is Ethiopia's first innovative Community Oriented Educational Institution of higher learning institutions.

3.2 Study design

The study is a cross sectional which involved correlation survey in Jimma, Ethiopia. The study assessed the existing and preferred culture types and academic staff motivation towards work in JU. And, it was designed to examine the correlation between work motivation of academic staff and some selected independent variables such as sex, age, marital status, academic degree; experience generally spent in the University system and organizational culture typologies.

3.3 Study population

The study population from which the sample was drawn for the study consists of seven colleges within JU. The total number of academic staff in JU considered as the population of this study, which was 1462 (Jimma University planning and program office, 2007). Academic staff that was considered as population of this research is only academic staff that was not away from the University for various types of prolonged leave like education and turnover.

3.4 Sampling frame

The sampling frame consists of a list of items from which the sample is to be drawn (Kothari, 2004). To achieve the objectives of the study, the sampling frame of the seven colleges of the University was drawn from the planning and program office of the University in the study (See table 3.1). This was to ensure that target groups within a population are adequately represented in the sample and to improve efficiency by gaining greater control on the composition of the sample (see table 3.2).

3.5 Sample Size determination

The study is based on a sample frame of seven colleges of the Jimma University, drawn from planning and program office, (2007). (See table 3.1, for the statistical information regarding Jimma university colleges of academic staff at January, 2007). (Noel, et al, 2012) advanced the formula below to determine the required sample data.

$$\text{i.e. } n \geq \frac{N}{1+(N-1)\left(\frac{2d}{z}\right)^2} \approx \frac{N}{1+Nd^2} = 314.$$

Where, $N = 1462$ is the total population, $n = 314$ is the required sample size, $d = 0.05$ margin of error, $z = 1.96 \approx 2$ for $\alpha = 0.05$ is the confidence level.

3.6 Sampling technique

After the sampling frame can be organized into relatively homogeneous groups (strata), a representative sample were taken using a stratified random sampling technique were employed to select the sample size (See table 3.1, for the sample size) from each college. The reason in using stratified random sampling was by assuming that there was almost similar behavioral pattern of the profession within each college and to ensure that, the colleges with their different numbers of academic staff are well represented and determined by proportional allocation.

Table 3.1: Population distribution and sample size of JU colleges

Colleges	Total population	Sample size
College of Agriculture and Veterinary Medicine Science	173	37
College of Business and Economics Science	84	18
College of Educational and Behavioral Science	53	12
College of Health Science	458	98
Jimma Institute of Technology	303	65
College of Natural Science	181	39
College of Social Science and Humanities	210	45
Total	1262	314

The study was divided into seven strata named as stratum 1 for college of agriculture and veterinary medicine, stratum 2 for college of business and economics, stratum 3 for college of educational and behavioral science, stratum 4 for college of health science, stratum 5 for Jimma institute of technology, stratum 6 for college of natural science and finally stratum 7 for college of social science and humanities. After selecting a total sample size, then units were selected randomly through lottery method from each of seven colleges of JU using stratification based on proportional allocation to size in a way that helps us to select large samples from larger numbers of population strata and small samples were selected from smaller numbers of population strata.

Table 3.2: Summary of questionnaire administered, returned and analyzed

Colleges	Copies of questioner administered	Copies of questioner returned	Copies of questioner analyzed	Total %, analyzed
College of Agriculture and Veterinary Medicine Science	37	34	34	11.93
College of Business and Economics Science	18	18	18	6.32
College of Educational and Behavioral Science	12	12	12	4.21
College of Health Science	98	84	84	29.47
Jimma Institute of Technology	65	58	58	20.35
College of Natural Science	39	36	36	12.63
College of Social Science and Humanities	45	43	43	15.09
Total	314	285	285	100

3.7 Source and type of data

In order to generate relevant data for this study, primary data were employed. Primary data is the information that the researcher finds out by him/herself regarding a specific topic. The

primary source of data was collected from randomly selected academic staff of JU by using questionnaire.

3.8 Data collection tools

To collect primary data, the researcher utilized a structured questionnaire for selected respondents and presented personally. The questionnaire consisted three parts: the first part is about respondents demographic and academic profile questions, the second part contained organizational culture questions and the third part was contained the questions of work motivation. The research was designed in such a way that information about a large number of people was deduced from responses obtained from a smaller group of subjects (the sample).

The first part was demographic and academic profile questions. The demographic questionnaire was used to obtain demographic information of respondents relevant to the study. Participants were asked to furnish information with regard to their gender, age, marital status, educational level and their years of service generally spent in the University system.

The second part was organizational culture questions adapted by Cameron and Quinn (2006) was used in this study to assess the organizational culture typologies. It assesses the existing and preferred culture types. This instrument sum and score four types of organizational culture (Clan, Adhocracy, Market, and Hierarchy) based on six dimensions/sub scales: dominant characteristics, organizational leadership, and management of employees, organizational glue, strategic emphasis, and criteria for success. It consists of twenty four declarative statements arranged in six sections. Each of the six dimensions/sub scales consist of four questions in which respondents were asked to describe their perception of existing and preferred organizational culture on a scale of 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement– the 5 point Likert type rating scale. A high score for one culture indicates that it is more pronounced in the organization or satisfies the respondents' preferences completely.

The third part was work motivation questions. It helps to assess motivational structures at the workplace (Ciucurel, 1996). Which is an elaborated questions developed from Schein's classification and the expectancy theory developed by Vroom was the survey used in this study, with modifications to suit the context and the study objectives. These questions were

considered relevant and applicable to this study by a statistician, the researcher's supervisor and co-supervisor. The questions comprise three sections. Section A seeks to capture the types of motivation at the workplace - what motivates employees, what they want to have, whose scores are calculated on two scales: considering intrinsic motivation and extrinsic motivation. Section B captures the characteristics of the workplace (valence), stating the extent to which current working conditions of employment meet the employees' needs. Section C assesses the extent to which employees expect their working place to satisfy future necessities and desires (instrumentality). Respondents were asked to their agreement on a scale of 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement— the 5 point Likert type rating scale. A high score for one scale indicates that it is more pronounced in the organization or satisfies the respondents' preferences completely.

3.8.1 Pilot Study

A pilot study (of the questionnaire) was conducted during the month of March, to establish the adequacy and reliability of the instrument in wording, content, question sequencing and bias. It is a way of providing ideas and to test the relevance of the instrument to the environment in which the academics are employed. A pilot study is a small-scale version or trial run done before the main study on a limited number of subjects for the same population as intended for the eventual project and would be carried out to investigate the feasibility of the proposed study and to detect possible flaws in the data collecting instruments such as time and length of the questionnaire, ambiguous instructions or wording, inadequate time limits and whether the variables defined by operational definitions were actually observable and measurable (Brink, 1996). For the pre-testing, 20 copies of the questionnaire were given to selected sample and a statistician from Jimma University, and thereafter a pilot study was conducted. Between 5-10 copies of the questionnaire to representative respondents are enough to identify problems in a questionnaire (Narver and Slater, 1990; Burns and Bush, 1998).

3.8.2 Reliability and Validity of the tools

Data collected from the participants during the pilot study on a group of 20 respondents were evaluated to ensure the reliability and validity the questioner. The questioner of the study has been reviewed by a number of specialists reviewed, to see the relevance, validity and items are used to measure the variables of the study, and belonging to a domain that has developed within it and as it was modified the wording of some items. The following took part in the evaluation: a statistician, the researcher's supervisor, co-supervisor and the senior colleagues in the field. They examined each item and made judgments on the test items to ensure they represent adequately in correct proportions, paying particular attention to their relevance to the subject matter and their coverage of the entire topic of study.

The internal consistency of the instrument of the study, according to the responses of employees to identify the degree of their agreement on the instrument study based on Cronbach-Alpha formula for each scales of organizational culture and work motivation and shows the coefficient reliability, since the values of coefficient of internal consistency is acceptable (see appendix D for Cronbach-Alpha coefficient for the study instrument). Cronbach's alpha measures the average of measurable items/scales and its correlation, and if the result is generally above 0.5 (or 50%), it is considered to be reliable (see Peighambari, 2007).

3.9 Data Analysis

Data entry and processing was done using SPSS 20 version. Descriptive statistical measures were used to describe the sample in terms of the responses to the questions using frequencies, percentages, sum of means and standard deviations. Frequency and percentages were used to summarize the respondent's profile, whereas the descriptive statistics such as sum of means and standard deviations were calculated also for organizational culture and work motivation scales in order to determine employees' perceptions of existing and preferred organizational culture and the types of motivation, valence and job instrumentality.

Paired sample t-test was computed to determine whether there is a significant mean difference of organizational culture typology at existing and desired dimensions. Independent t-test for comparison of two mean scores and Analysis of Variance (ANOVA) for

comparison of more than two mean scores were employed for the test of existing and preferred types of organizational culture by demographic and academic profile of respondents and the test of work motivation by demographic and academic profile of respondents

Pearson correlation coefficient was computed to provide information whether the independent variables and dependent variables correlate each other and to measure the degree of relationship between variables. The analysis was conducted by 5% of significance level.

3.10 Independent and dependent variables

This study comprised of two major variables, namely; demographic characteristics and organizational culture which was the independent variable and work motivation which was the dependent variable.

Demographic variables including: gender, age, marital status, academic degree and years of service spent generally in the University system and organizational culture variables.

The organizational culture was measured by four scales for each of existing and preferred dimensions: - Clan, Adhocracy, Hierarchy and Market scale, the scale here are based on the first, second, third and fourth typology of Cameron and Quinn (1999) respectively. The first scale has ten items concerning the first typology of Cameron and Quinn (1999) and based on the type clan. This type also consists of five constructs: cohesiveness, participation, teamwork, developing human resources and loyalty. The second scale consists of ten items concerning the second typology of Cameron and Quinn (1999), adhocracy. This type also consists of five constructs: innovation, challenges, unique, alertness networking and taking risks. The third scale also consists of ten items. The items here are based on the third typology of Cameron and Quinn (1999), hierarchy. This typology hierarchy of five constructs: formal rules and regulation, procedures, dependable, stability and control. The fourth scale is constructed to measure the last typology of Cameron and Quinn (1999), market. This typology consists of five constructs: competition, result oriented, aggressive, achievement and winning.

On the other hand, work motivation was measured by two separate scales. These measures are the intrinsic scale and extrinsic scale. The first scale is constructed to measure the

intrinsic motivation. This scale consists of four items: Personal growth, responsibilities, recognition and work itself. The second scale is constructed to measure the extrinsic motivation. This scale consists of four items: salary, interpersonal relationship, and status and work environment.

3.9 Ethical consideration

Ethical clearance and approval from postgraduate & research office of JU was obtained before the actual study was conducted. Participation of respondents was strictly on a voluntary basis. Participants were fully informed as to the purpose of the study and were consented verbally. Participants were informed that the information they provide is kept confidentially and is not disclosed to anyone else including anyone in the University.

Permission was also obtained from selected participants after informing about the purpose of the study, their right to proceed or withdraw from the study anytime they want was ensured and confidentiality of the study was maintained. After obtaining informed consent from them, the structured questionnaires were distributed for the selected academic staff.

CHAPTER FOUR

RESULT AND DISCUSSION

The study included a total of 314 academic staffs of Jimma University and a structured questioner (attached in Annex E) was distributed to all of them. Out of this, the information of 29 (7.53%) respondents was excluded from the analyses due to incompleteness. Thus, the result presented in this chapter was based on the information from the 285 respondents which represent a response rate of 90.76%. We checked if this exclusion of respondents affects the distribution of respondents among colleges and no profound deviation from the design was observed (see table 3.2).

The chapter is organized as follow: In section 4.1, description of the demographic and academic profile of respondents. Section 4.2 presents the perception of academic staffs toward the existing culture type of the University, the culture they prefer on the other hand, the result of statistical tests performed to investigate organizational culture typology at existing and preferred dimension and the result of statistical tests performed to investigate if the demographic and academic profiles of respondents affect respondents' perception of existing and preferred. Section 4.3 assesses the types of motivation at the workplace, the extent to which current working conditions of employment meet the employees' needs and the extent to which employees expect their working place to satisfy their future necessities and desires. Finally, the result of correlation analysis to investigate the relationship of organizational culture typologies and work motivation were presented in section 4.4.

4.1 Demographic and academic profile of respondents

To assess the demographic and academic profile of academic staff; the descriptive analysis (frequency and percentage score) of data had calculated for gender, age, marital status, academic degree and years of service spent generally in the University system. The result is presented in table 4.2.1 and 4.2.2. The aim of including those demographic and academic profiles of respondents was to establish whether there is a difference in the way they perceive the organizational culture typologies and work motivation.

Table 4.1.1 Demographic and academic profile of respondents

Characteristics		Frequency	Percent
Sex	Male	260	91.2
	Female	25	8.8
	Total	285	100
Age	22-27	17	6.0
	28-32	216	75.8
	33-37	39	13.7
	38 & >	13	4.6
	Total	285	100
Marital status	Single	217	76.1
	Married	68	23.9
	Total	285	100
Academic degree	1 st degree	99	34.7
	2 nd Degree & >	186	65.3
	Total	285	100
YSSGUS	< 1	6	2.1
	1-3	65	22.8
	4-6	169	59.3
	7-9	39	13.7
	10&>	6	2.1
	Total	285	100

**Single includes those who are bachelor, separated and widowed*

Source: Data collected from respondents 2015

The above table 4.1 explains the various demographic and academic different characteristics of respondents by gender, age, marital status, academic degree and years of service spent within the JU. Out of 285 respondents, most of the respondents were male, which accounted by 206 respondents (91.2%) while 25 respondents (8.8%) were female.

The data analysis also revealed that majority of the respondents are within the age group of 28–32 and that represents 75.8 % of the total sample (i.e. 216 respondents) followed by 39 respondents with age group between 33–37 which represents 13.7% of the total sample. 17 of the respondents are within the age group 22 – 27 representing 6.0% of the total sample. Only thirteen respondents are within the age group 38 & above– 42 representing 4.6% of the total

sample. In regarding to the marital status of the respondents, analysis revealed that on average respondents were single 217 (76.1%), while 68(23.9%) married.

The respondents were further classified according to their academic degree. It was found that majority of the respondents (186 or 65.3%) have second degree, while 99 or 34.7% of respondents have first degree. So respondents were generally educated enough to appreciate effective to indicate their perception and to give reliable information.

Finally, the results revealed that years of service spent generally in the university system. From the analysis, majority of the respondents are within the service year group of between 4–6 and that represents 59.3 % of the total sample (i.e. 169 respondents), followed by 65 respondents of service year group between 1–3 which represents 22.8%, 32 respondents of within service year between 7–9 which represents 13.7% and respondents of under one year and service year 10 and above are represents 6 or 2.1% and 6 or 2.1% respectively. The aim of including service year of respondents was to establish whether there is any differences in the way perceive the organizational culture typology.

4.2 Analysis of organizational culture

Organizational culture analysis section of the questionnaire (see Appendix D.2) was used to assess the organizational culture typologies. It assesses the existing culture of the JU to which the staff belongs and the culture they prefer on the other hand.

The motivation (MT) items used in this study - were measured using two scales. We summed and calculated the mean scores the two scales of motivation: intrinsic and extrinsic according to the responses to the questionnaire for each of the three sections of work motivation (motivation for work, valence and job instrumentality). For assessing the level of motivation as high or low a single index for the three sections of work motivation (motivation for work, valence and job instrumentality) was obtained for explained motivation scales: intrinsic and extrinsic (see Appendix: C for the distribution). Consequently, any score mean above 12.00 was considered as an indication of high MT and below 12.00 was considered as an indication of low MT.

Organizational culture items were used in this study - were measured using four scales. We summed and calculated the mean scores of the four scales/ types of organizational culture: clan, adhocracy, market, and hierarchy for each of the two dimensions of organizational culture (existing and preferred). For assessing the degree of perception as high or low, a single index for the two dimensions of organizational culture typology (existing and desired) in the form of mean of sums scores was obtained for explained organizational culture scales; clan, adhocracy, market, and hierarchy (see appendix: B for the distribution). Consequently, any mean of sums scores above 21.49 was an indication of high dominant and scores below 21.49 was an indication of low dominant culture type.

4.2.1 Perception of respondents towards existing and preferred dimensions

For examining the degree of academic staff perceptions, we summed and calculated the mean scores of the four scales of organizational culture for both of existing and preferred dimensions. The result is presented in table 4.2.1 and 4.2.2.

Table 4.2.1: Descriptive statistics of existing organizational culture dimensions

Scales	N	Minimum	Maximum	Mean	SD
Clan	285	10	16	13.0035	1.4107
Adhocracy	285	15	22	18.3218	1.8604
Hierarchy	285	26	29	28.2456	0.96197
Market	285	21	27	23.9544	1.20797

Source: Data collected from respondents 2015

Table 4.2.1 shows the descriptive analysis (mean of sums of scores and standard deviation) of data of existing dimensions of organizational culture typology perceived by academic staff of JU. For examining the degree of perception, we summed and calculated the mean scores. According to the table, an analysis of the mean of sums of scores and standard deviation obtained (= 28.2456, SD=0.962) shows that the first highest dominant culture type for academic staff in the existing situation is the hierarchy in JU. Market (mean=23.9544, SD=1.20797) comes second with another perceived highest dominant culture type in JU. Adhocracy (mean=18.3218, SD=1.8604) and Clan (mean=13.0035, SD=1.4107) are the other two culture types perceived low dominant culture type in JU respectively.

Table 4.2.2: Descriptive statistics of preferred organizational culture dimensions

Scales	N	Minimum	Maximum	Mean	SD
Clan	285	24	28	26.4281	0.99960
Adhocracy	285	19	26	23.6246	1.33061
Hierarchy	285	13	20	17.8000	1.73773
Market	285	11	16	12.7018	1.20977

Source: Data collected from respondents 2015

Table 4.2.2 shows the descriptive analysis (mean of sums of scores and standard deviation) of data of preferred dimensions of organizational culture typology preferred by academic staff of JU. For examining the degree of perception, we summed and calculated the mean scores. According to the table, an analysis of mean of sums of scores and standard deviation obtained (mean = 26.4281, SD=0.99960) were found for the clan culture, shows that the first preferred to be the high dominant culture type in JU by academic staff. Adhocracy (Mean=23.6246, SD=1.33061) comes second preferred to be high dominant culture type. Hierarchy (mean = 17.8000, SD=1.73773) and market (mean = 12.7018, SD=1.20977) are the other two culture types preferred to be low dominant.

4.2.2 Organizational culture typology at existing and desired dimensions

To assess whether there is statistically significant difference in the perception of organizational culture typology test score at existing and preferred dimensions; we calculate the mean score of organizational culture typology for each of the two sets of score. Paired sample t-test was computed to determine organizational culture typology test score at the two dimensions. The result is presented in table 4.2.2.

Table 4.2.2: Test of organizational culture typology at existing and desired dimensions

Scales	Existing		Desired		Mean difference	P-value
	Mean	SD	Mean	(SD)		
Clan	13.0035	1.4107	26.4281	0.99960	-13.43	0.000
Adhocracy	18.3218	1.8604	23.6246	1.33061	-5.30	0.000
Hierarchy	28.2456	0.96197	17.8000	1.73773	10.45	0.000
Market	23.9544	1.20797	12.7018	1.20977	11.25	0.000

Table 4.2.2 presents the result of Paired sample t-test for any difference in the perception of organizational culture typology scores at existing and preferred dimensions. The investigated gap between existing and desired culture we specify column 4 and 5 of table 4.2.2 presents

the mean score difference between existing and desired culture and the associated p-value. For clan type culture, a mean difference of (-13.43) was found between existing and desired culture and the difference was statistically significant (p-value=0.000), which indicates the absence of preferable clan culture to be dominant by academic staff members. For adhocracy type culture, a mean difference of (-5.30) was found between existing and desired culture and the difference was statistically significant (p-value=0.000), which indicates the absence preferable adhocracy culture to be dominant by academic staff. For hierarchy type culture, a mean difference of 10.45 was found between existing and desired and the difference was statistically significant (p-value=0.000), which indicates the presence of hierarchy culture which not preferable by the staffs to be dominant. For market type culture, a mean difference of 11.25 was found between existing and desired and the difference was statistically significant (p-value=0.000), which indicates the presence of market culture which not preferable by the staff to dominant.

An inspection of the mean rank shows that, the existing clan and adhocracy culture was less than the preferred clan and adhocracy culture and the existing hierarchy and market culture was higher than the preferred hierarchy and market culture. Therefore, we can conclude that there is a prevailing lack of congruence between existing clan and preferred clan, and existing adhocracy and preferred adhocracy, existing hierarchy and preferred hierarchy and existing market and preferred market types of culture.

4.2.3 Organizational culture typology by demographic and academic profile of respondents

To assess whether the demographic and academic profile of staffs affect their perception of the existing culture types of JU and the types of culture they prefer on the other hand, we calculate the mean score for each type of culture by demographic and academic profile of staffs. Independent t-test for comparison of two mean scores and Analysis of Variance (ANOVA) for comparison of more than two mean scores were employed. The result is presented in table 4.2.3.

Table 4.2.3 Test of organizational culture typology by demographic and academic profile of respondents

Characteristics		Existing				Desired			
		Clan M(SD)	Adhocracy M(SD)	Hierarchy M(SD)	Market M(SD)	Clan M(SD)	Adhocracy M(SD)	Hierarchy M(SD)	Market M(SD)
Gender	Male	12.9(1.4)	18.3(1.8)	28.3(0.9)	23.9(1.2)	26.42(1.0)	23.6(1.3)	17.8(1.7)	12.7(1.2)
	Female	13.4(1.8)	18.9(1.7)	27.8(1.2)	24.0(1.0)	26.5(0.9)	23.4(1.2)	17.5(2.2)	12.5(1.1)
	P-value	0.029	0.077	0.027	0.817	0.461	0.565	0.400	0.433
Age	22-27	13.1(1.3)	17.9(1.9)	27.6(1.1)	24.6(1.7)	26.3(1.1)	23.8(1.5)	17.7(1.8)	12.8(0.8)
	28-32	13.0(1.4)	18.1(1.8)	28.2(0.8)	23.9(1.1)	26.4(1.0)	23.6(1.3)	17.8(1.7)	12.7(1.2)
	33-37	12.9(1.4)	17.7(1.8)	28.3(0.9)	23.6(1.0)	26.8(0.8)	23.7(1.3)	17.9(1.7)	12.8(1.3)
	>38	13.5(1.5)	18.8(1.8)	28.2(0.9)	24.1(1.2)	26.3(0.9)	23.9(0.9)	17.9(2.1)	12.3(0.9)
	P-value	0.654	0.136	0.036	0.049	0.149	0.848	0.968	0.681
M. Status	Single*	13.0(1.4)	18.3(1.8)	28.2(0.9)	23.9(1.1)	26.4(1.0)	23.6(1.3)	17.8(1.8)	12.9(1.2)
	Married	12.9(1.3)	18.4(2.0)	28.1(1.0)	24.0(1.2)	26.5(0.9)	23.6(1.2)	17.8(1.7)	12.6(1.1)
	P-value	0.675	0.586	0.445	0.430	0.267	0.880	0.789	0.038
A. Degree	1 st .Degree	13.2(1.5)	18.3(1.8)	28.1(0.9)	24.0(1.3)	26.4(0.9)	23.8(1.3)	17.8(1.7)	12.8(1.3)
	2 nd .Degree	12.9(1.3)	18.3(1.9)	28.2(0.9)	23.9(1.1)	26.5(1.0)	23.6(1.2)	17.8(1.8)	12.7(1.2)
	P-value	0.142	0.860	0.345	0.571	0.509	0.186	0.898	0.471
YSSG US	< 1	13.0(1.7)	17.1(1.3)	27.5(1.2)	24.8(1.1)	26.8(0.8)	24.3(1.2)	17.5(1.2)	13.2(1.6)
	1-3	12.8(1.4)	18.4(1.9)	28.2(0.9)	24.0(1.1)	26.3(1.0)	23.5(1.4)	17.8(1.8)	12.5(1.2)
	4-6	13.1(1.4)	18.3(1.7)	28.2(0.9)	23.9(1.2)	26.4(1.0)	23.8(1.2)	17.6(1.7)	12.7(1.2)
	7-9	13.0(1.4)	18.0(1.8)	28.4(0.8)	23.7(1.2)	26.7(0.9)	22.5(1.8)	18.1(1.8)	12.9(1.2)
	10&>	12.0(0.6)	19.3(2.5)	28.1(1.1)	23.8(0.9)	26.5(0.8)	22.6(1.8)	17.5(2.3)	12.8(1.7)
	P-value	0.228	0.250	0.304	0.375	0.229	0.022	0.650	0.372

*Single includes those who are bachelor, separated and widowed

Source: Data collected from respondents

Similar perceptions in the existing market culture were found among the sub groups of demographic characteristics: gender, age, marital status, academic degree and years of service spent generally in the University system. However, a significant difference was observed between male and female academic staff of JU in terms of their perception about existing clan culture and adhocracy culture on average (P-value =0.029) and (P-value =0.027) respectively which was less than 0.05 (alpha level selected in the analysis). Female academic staffs perceive the existence of clan culture on average high dominant in the university more than male staff (mean score male =13.9, mean score female=12.4) and male academic staff perceive the existence of adhocracy culture on average high dominant in the university more than female staff (mean score male =28.33, mean score female=27.8). Also, a significant difference was observed among age groups of academic staff of JU in terms of their perception about existing hierarchy culture (P-value 0.036) which was less than 0.05(alpha level selected in the analysis). Between; 33-37 age groups of academic staff

perceive the existence of hierarchy culture on average high dominant in the university (mean score =28.3) than, > & 38, 28-37 and 22-27 age groups of academic staff respectively.

From the table, no significant difference was observed among sub groups of demographic characteristics: gender, age, marital status, academic degree and years of service spent generally in the University system in the perception of preferred clan and hierarchy culture. However, a significant difference was observed among YSSGUS groups of academic staff of JU in the perception of preferred adhocracy culture (P-value 0.022) which was less than 0.05. The inspection of mean shows that, between < 1 YSSGUS age groups of academic staff preferred adhocracy culture to be dominant in the university (mean score =24.3), than 4-6, 1-3, 10&> and 7-9 YSSGUS age groups of academic staff respectively. And a significant difference was observed between single and married academic staff of JU in terms of their preferred market type culture (P-value =0.038). Single academic staffs preferred this culture to be less dominant in the university more than married staff (mean score single =12.9, mean score married=12.6).

4.3 Analysis of work motivation

Work motivation section of the questionnaire (see Appendix D.3) was used to assess motivational structures at the workplace. Questionnaire comprises three sections which assess motivation for work - what motivates employees, what they want to have, whose scores are calculated on two scales: intrinsic motivation (responsibility, personal growth, recognition and work itself) and extrinsic motivation (salary, status, working condition and interpersonal relation), the characteristics of the workplace (valence), stating the extent to which current working conditions of employment meet the employees' needs and the extent to which employees expect their working place to satisfy future necessities and desires (instrumentality).

The motivation (MT) items used in this study - were measured using two scales. We summed and calculated the mean scores the two scales of motivation: intrinsic and extrinsic according to the responses to the questionnaire for each of the three sections of work motivation (motivation for work, valence and job instrumentality). For assessing the level of motivation as high or low a single index for the three sections of work motivation (motivation for work,

valence and job instrumentality) was obtained for explained motivation scales: intrinsic and extrinsic (see Appendix: C for the distribution). Consequently, any score mean above 12.00 was considered as an indication of high MT and below 12.00 was considered as an indication of low MT.

4.3.1 Respondent's level of work motivation- motivational structures

To assess the three sections work motivation of academic staff; the descriptive analysis (mean of sums of scores and standard deviation) of intrinsic and extrinsic scales had calculated for each of the three dimensions of work motivation. The result is presented in table 4.3.1.

Table 4.3.1 Descriptive Statistics indicators- motivational structures

Scales	Section one					Section two					Section three				
	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD
Intrinsic	285	11	20	16.19	1.738	285	7	17	12.03	1.564	285	11	20	16.19	1.738
Extrinsic	285	12	20	17.49	1.507	285	6	18	11.47	2.429	285	12	20	17.49	1.507

Source: Data collected from respondents 2015

The above table reveals that, the descriptive analysis (mean of sums of scores and standard deviation) of data for the three sections of work motivation in two scales. As illustrated in the table and according to mean of sums of scores result with respect to section one (motivation for work) - academic staff of JU are characterized by: high extrinsic motivation (average high interest for salary, work environment, interpersonal relationship and for status - in the arranged descending order) (score average mean 17.49, standard deviation 1.507) and high intrinsic motivation (average high interest for factors such as: work itself, responsibility, personal growth and for recognition in the arranged descending order, (average mean score 16.19, standard deviation 1.738).

As illustrated in the table and according to mean of sums of scores result with respect to section two (characteristics of workplace - valence): the current working conditions of JU are perceived as satisfying high intrinsic needs (sum of mean score 12.03, standard deviation 1.564) and the current working conditions of JU are perceived as satisfying low extrinsic necessities (sum of mean score 11.47, standard deviation 2.429).

Finally as illustrated in table 4.3.1 and according to the mean of sums of scores result with respect to section three (job instrumentality): academic staffs believe that the future working conditions will satisfy high extrinsic necessities (sum of mean score 17.49, standard deviation 1.507) and the future working conditions will satisfy high intrinsic needs (sum of mean score 16.19, standard deviation 1.738).

4.3.2 Work motivation by demographic and academic profile of respondents

To assess whether the demographic and academic profile of staffs affect motivation for work, the extent to which current working conditions of employment meet the employees' needs and the extent to which employees expect their working place to satisfy future necessities and desires. Independent t-test for comparison of two mean scores and Analysis of Variance (ANOVA) for comparison of more than two mean scores were employed. The result is presented in table 4.3.2.

Table 4.3.2: Test of work motivation by demographic and academic profile of respondents

Characteristics		motivation for work		Valence		job instrumentality	
		Intrinsic	Extrinsic	Intrinsic	Extrinsic	Intrinsic	Extrinsic
		M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Gender	Male	16.25(1.73)	17.50(1.50)	12.06(1.56)	11.48(2.40)	16.14(1.73)	17.50(1.50)
	Female	16.25(1.76)	17.32(1.57)	11.68(1.54)	11.32(2.67)	16.28(1.76)	17.32(1.57)
	P-value	0.720	0.580	0.244	0.769	0.720	0.580
Age	22-27	15.94(1.14)	17.05(1.51)	11.47(1.28)	11.52(1.50)	15.94(1.14)	17.05(1.51)
	28-32	16.19(1.68)	17.52(1.52)	12.10(1.61)	11.55(2.52)	16.19(1.68)	17.52(1.52)
	33-37	15.92(2.23)	17.66(1.36)	11.92(1.45)	11.28(2.17)	15.92(2.23)	17.66(1.36)
	>38	16.16(1.75)	16.92(1.55)	11.92(1.18)	10.53(2.47)	16.16(1.75)	16.92(1.55)
	P-value	0.903	0.277	0.413	0.491	0.903	0.277
Marital status	Single*	16.06(1.73)	17.43(1.53)	12.07(1.64)	11.57(2.46)	16.06(1.73)	17.43(1.53)
	Married	16.45(1.73)	17.63(1.42)	11.91(1.32)	11.17(2.31)	16.45(1.73)	17.63(1.42)
	P-value	0.095	0.334	0.425	0.221	0.095	0.334
A. degree	1 st .Degree	15.83(1.64)	17.50(1.33)	11.96(1.46)	11.60(2.23)	15.83(1.64)	17.50(1.33)
	2 nd .Degree	16.33(1.76)	17.47(1.59)	12.06(1.61)	11.39(2.52)	16.33(1.76)	17.47(1.59)
	P-value	0.019	0.888	0.572	0.492	0.018	0.888
YSSGUS	< 1	16.50(1.64)	17.87(0.81)	10.67(1.03)	12.00(1.26)	16.50(1.64)	17.87(0.81)
	1-3	16.00(1.63)	17.71(1.34)	12.03(1.38)	11.60(2.39)	16.00(1.63)	17.71(1.34)
	4-6	16.07(1.69)	17.40(1.58)	11.95(1.03)	11.44(2.45)	16.07(1.69)	17.40(1.58)
	7-9	16.82(1.62)	17.56(1.50)	12.54(1.57)	11.49(2.45)	16.82(1.62)	17.56(1.50)
	10&>	15.83(1.82)	17.00(1.67)	12.33(1.03)	10.17(2.85)	15.83(1.82)	17.00(1.67)
	P-value	0.129	0.592	0.052	0.698	0.129	0.592

Source: Data collected from respondents 2015

No significant difference was observed between male and female, single and married, among age groups and among YSSGUS of academic staff of JU in terms of their level of intrinsic and extrinsic motivation for work, intrinsic and extrinsic valence and intrinsic and extrinsic job instrumentality (P-value is > 0.05). However, a significant difference was observed among academic degree level of academic staff of JU in terms of their level of intrinsic motivation for work and level of intrinsic job instrumentality (P-value is $= 0.019$) and (P-value is $= 0.018$) respectively. The inspection of mean indicate that, 2nd degree academic staff level of intrinsic motivation (mean score 2nd degree =16.33 and level of intrinsic job instrumentality (mean score 2nd degree =16.33) was more than 1st degree academic staff level of intrinsic motivation (mean score 1st degree=15.83) and intrinsic job instrumentality (mean score 1st degree=15.83).

4.4. The relationship between organizational culture typology and work motivation

In order to test whether there us a correlation between academic staff perception of existing as well as preferred organizational culture typology and work motivation; we did a bivariate correlation analysis. Table 4.4.1 presents the result of Pearson correlation analysis between existing culture type and work motivation, preferred culture type and work motivation.

Table 4.4.1 Correlation analysis between existing and desired culture types with work motivation

		motivation for work		Valence		job instrumentality	
		Intrinsic	Extrinsic	Intrinsic	Extrinsic	Intrinsic	Extrinsic
ECC	Corr. Coefficient	0.354	0.105	0.194	0.523	0.220	0.098
	P-value	0.068	0.076	0.061	0.067	0.055	0.097
EAC	Corr. Coefficient	0.022	0.107	0.549	0.022	0.116	0.003
	P-value	0.712	0.071	0.000	0.712	0.051	0.960
EHC	Corr. Coefficient	-0.110	-0.141	0.067	-0.545	0.112	-0.103
	P-value	0.064	0.017	0.258	0.007	0.059	0.083
EMC	Corr. Coefficient	-0.102	-0.024	0.046	-0.524	-0.081	-0.119
	P-value	0.085	0.681	0.441	0.000	0.171	0.054
PCC	Corr. Coefficient	0.099	0.533	0.072	0.034	0.593	0.511
	P-value	0.094	0.000	0.223	0.569	0.061	0.007

PAC	Corr. Coefficient	0.527	0.511	-0.588	0.046	0.587	-0.089
	P-value	0.000	0.002	0.000	0.435	0.000	0.134
PHC	Corr. Coefficient	0.081	-0.105	-0.094	0.002	0.099	-0.084
	P-value	0.173	0.076	0.114	0.968	0.097	0.158
PMC	Corr. Coefficient	-0.072	-0.167	-0.092	0.054	-0.026	-0.038
	P-value	0.223	0.005	0.120	0.363	0.657	0.523

Source: Data collected from respondents 2015

There is correlation between organizational culture typologies and work motivation. There is statistically significant association between existing culture types and work motivation regards to workplace motivational valences. There is strong, direct correlation between existing culture adhocracy type and intrinsic workplace motivational valences (Corr. Coefficient =0.549, p-value=0.000). This indicates that, academic staff who notice extrinsic valence of the workplace tend to perceives the existing organizational culture as a clan type. There is strong, inverse correlation (Corr. Coefficient =0.545, p-value=0.007) and strong, inverse correlation (Corr. Coefficient =0.524, p-value=0.000) between existing hierarchy and market organizational culture types respectively. Subjects who notice extrinsic valences of the workplace tend to perceive the existing organizational culture as hierarchy and market types.

There is statistically significant association between preferred culture types and work motivation regards to motivation for work and job instrumentality. Intrinsic motivation for work (Corr. Coefficient =0.533, p-value=0.000) and extrinsic motivation for work (Corr. Coefficient =0.511, p-value=0.003) have strong, direct correlation with preferred clan and adhocracy culture types respectively. This implies that, preferred clan and adhocracy culture types preferred by academic staffs with intrinsic motivation and extrinsic motivation respectively. Further intrinsic job instrumentality (Corr. Coefficient =0.533, p-value=0.000) and extrinsic job instrumentality (Corr. Coefficient =0.511, p-value=0.003) have strong, direct with preferred clan and adhocracy culture types. Clan and adhocracy culture type preferred by academic staffs who expects the future work will satisfy intrinsic motivation and extrinsic motivation respectively.

4.5 Discussion of the study

This section of the study aims at discussing the major findings of the current study in line with previous research findings. Based on this, in order to achieve the objective of the study, the organizational culture typologies and work motivation was analyzed in association with existing and preferred organizational culture types and motivation for work, work place characteristics and job instrumentality respectively.

4.5.1 Organizational culture typology (existing and desired) perceived by academic staff of JU

From result of the study, hierarchy culture is the first high dominant culture type that exist in JU, which has a traditional approach to structure and control as in bureaucracy. This type focuses on well-defined policies, processes and procedures in organizational management practices. Besides, in the next high dominant type is the market culture, which is driven by results and is often very competitive to reach the goals and achievements. Adhocracy and clan are low dominant culture type currently exists in JU, which emphasis entrepreneur, innovator leadership styles and cohesiveness, participation, teamwork , developing human resources are prevalent in this culture respectively. In terms of preferred culture types by academic staff of JU, clan culture comes first preferred to be high dominant, followed by adhocracy. But hierarchy and market culture type preferred to be low dominant in JU by academic staff in the arranged descending order .

This result was consistent with other studies. For example, study carried out in Turkey (Cameron and Quinn, 2006; Halis, 2001; Turan et al, 2005; Sezgin, 2009) show that, hierarchy culture is still the common culture in higher education institutions. As Hofstede (2004) claimed that the culture in Turkey has revealed hierarchical attributes in his power. However this study revealed that adhocracy and clan cultures are not as dominant as hierarchy and market types. Additionally, study conducted on organizational culture at Ege University by Osman F., (2010) found that, the hierarchy culture dominant culture type of Ege University followed by market and conclude that, clan and adhocracy are the other two cultures less dominantly exist in this University.

Also a study on organizational culture in American higher education by Smart & John (1996), shows that the most prevalent type of organizational culture in American higher education was the clan form, with nearly two thirds of the institutions participating in their study exhibiting a predominantly clan culture. In contrast, hierarchies, another culture type with a long history in the higher education community, are not among the more effective culture types on any of the effectiveness dimensions.

4.5.2 Organizational culture typology at existing and preferred dimension

There was prevailing lack of congruence between practiced culture in JU and desired culture types by academic staff of JU. It means a misalignment between what is actually practiced and what is preferred by academic staffs of JU. A result is much with the Hofstede's analysis of Pakistani culture, thus reinforcing the notion that national culture has a strong influence on organizational culture. A study result conducted by Qamar, A. and Manqooshur, R.,(2011), in order to investigate the cellular industry of Pakistan indicate that, the industry, as well as most of the organizations, to have a dominant hierarchy culture. In contrast, the most desirable cultural archetype, according to the respondents, is an employee focused-clan culture indicating a misalignment between what is perceived to exist and what is desired.

2.5.3 Organizational culture typology by demographic and academic profile

The present study found no significance differences in the existing market and preferred clan and hierarchy culture among the sub groups of demographic characteristics, except in the existing clan and adhocracy between male and female, in the existing hierarchy culture among age groups and in preferred adhocracy culture among years of service spent generally in the University system and in preferred market culture between single and marriage. This implies that Female academic staffs perceive the existence of clan culture on average high dominant in the university more than male staff and male academic staff perceives the existing adhocracy culture in JU more than female staff and between, 33-37 age groups of academic staff perceive the existing hierarchy culture more than other age groups of academic staff. And age groups of academic staff < 1 YSSGUS preferred adhocracy culture

more than others age groups of YSSGUS and single academic staff preferred market culture in the university more than married. This result was similar with previous studies.

For example, study conducted to 136 faculties to determine the organizational typologies in Ege University on the differences among the subgroups of demographic variables: Age, gender, experience, job position in the organizational culture typology, shows that no significant difference was observed except administrative position (Osman F,et,al,2001). Study on organizational culture under the influence of gender, in order to find out differences in terms of employees' perceptions, preferences and behavior, revealed that, different gender traits of men and women, with male employees being very competitive and female employees avoiding competition and acting in a more inclusive and collaborative way (Eagly et al., 1992). Holt and DeVore (2005) have noted that men have historically been socialized to hold dominant power positions and communicate in direct and confrontational ways. On the other hand, women have been socialized to play a more receptive role, which includes taking care of other people and worrying about their needs.

4.5.3 Work motivation

From result of the study, academic staff of JU is distinguished, as high extrinsic motivation and high intrinsic motivation in the arranged descending order. The current working conditions of JU are perceived as satisfying high intrinsic needs and low extrinsic necessities and academic staff of JU believes that the future working conditions will satisfy high extrinsic necessities and high intrinsic needs in the arranged descending order. The result of this study was similar with previous study result conducted by Luliana, G., (2013), on his study in public university of Romania, conclude that, as regards motivation for work, teachers of the investigated organization show self-fulfillment motivation, followed by well-developed economic motivation and poorly represented social motivation. As regards workplace motivational valences, the university is perceived as a means of satisfying self-fulfillment needs to an average extent, economic needs to an average to small extent and social needs to a small extent.

2.5.4 Work motivation of academic staff by demographic and academic profile

Regarding work motivation by demographic and academic profile of respondents in this study result shows that, there is similarity among the subgroups of demographic variables: sex, age, gender, academic degree and years of service spent generally in the University system experience in their work motivation, except academic degree as regards intrinsic motivation for work and intrinsic job instrumentality.

According to a research carried out by Kovach (1987) on industrial employees who were asked to rank ten “job rewards” factors based on personal preferences where the value 1 represented most preferred and 10 being the least preferred. And he found no significant differences between men and women, but however reported that, women placed full appreciation of work done in first place, while men put it in second place. In a survey by Wiley (1997) in which approximately 550 questionnaires were administered to different demographic categories: (occupation, gender, income levels, employment status and age). He concluded that, no significant differences except between men and women, women placed greater importance on appreciation of work done, interesting work and more importance on good working conditions, whereas, males on the other hand placed more emphasis on interesting work.

Wiley (1997), in his study he concludes that, no significant differences were found in the ranking of factors or preferences of between male and female. For example both men and women ranked job satisfaction, good working conditions, and promotions/expectations as the three top motivational factors. This could be explained by an equal opportunity for both men and women in Sweden. Study result conclusion by Luliana (2013) in a public university of Romania, there is a correlation between age of the academic staff and their motivation for work, correlation between academic grade and motivation for work, academic grade and perception of workplace motivational valence, academic grade and job instrumentality.

4.5.5 The relationship between organizational culture and work motivation

The current study found showed that a significant association between existing and preferred culture types with workplace motivational valences and motivation for work, job

instrumentality respectively. This implies that that, respondents who notice extrinsic valence of the workplace tend to perceives the existing organizational culture as a clan type. Subjects who notice extrinsic valences of the workplace tend to perceive the existing organizational culture as hierarchy and market types. There is statistically significant association between preferred culture types and work motivation regards to motivation for work and job instrumentality. Further, preferred clan and adhocracy culture types preferred by academic staffs with intrinsic motivation and extrinsic motivation respectively. Further intrinsic and extrinsic job instrumentality have strong, direct with preferred clan and adhocracy culture types. This result was correlated to study conducted on organizational culture and work motivation for the academic staff in a public university of Romania, and conclude that there is a correlation between desired organizational culture and motivation for work, existing culture and workplace motivational valences and desired culture and job instrumentality (Luliana Guita-Alexanderiahu,2013)

CHAPTER FIVE

SUMMERY, CONCLUSION AND RECOMMENDATION

5.1 Summery

This study is set out to investigate the relationship between organizational culture typology and employee work motivation among academic staff in JU. Besides that, the aim of this research is to assess perception of academic staffs toward the existing culture type of the University and the culture they prefer on the other hand. We also assessed the work motivation. Quantitative method was employed to answer the stated research questions and objectives. Demographic questionnaire, organizational culture questionnaire and work motivation questionnaires were administered and completed by academic staff in JU. To analyze the data, descriptive statistical measures, t-test (Paired t-test, Independent t-test and one way ANOVA) and Pearson correlation were employed. The following major findings were found from the analysis of the data.

Regarding to demographic characteristics of respondents, most of the total academic employees were males (91.2%), age between 28-32 (75.2%), and single (74.8%). In terms of academic profile, 85.3% and 75.3 % of the respondents were second degree holder and had more than 4 years of service in higher institution, respectively.

A single index for existing and desired dimension was obtained to measure the scales. With respect to existing culture; hierarchy is high dominant culture type for academic staff in the existing situation is the hierarchy culture in JU, followed by market. Adhocracy and clan culture types perceived as low dominant currently in JU. With respect to preferred culture; we found for the clan culture type firstly preferred to be high dominant followed by adhocracy culture. Hierarchy and market culture types preferred to be less dominant by academic staff of JU. The result of statistical test organizational culture difference in the perception of existing and preferred types shows that, the existing clan and adhocracy culture was less than the preferred clan and adhocracy culture and the existing hierarchy and market culture was higher than the preferred hierarchy and market culture.

Table 4.2.3 shows, test of organizational culture typologies by demographic and academic profile of respondents; Independent t-test for comparison of two mean scores and Analysis of Variance (ANOVA) for comparison of more than two mean scores of existing and preferred types of organizational culture by demographic and academic profile of respondents shows that, similar perception in existing market culture and preferred clan and adhocracy culture among the subgroups of demographic characteristics. But significance difference found in existing clan and adhocracy between male and female, in the existing hierarchy culture among age groups and in preferred adhocracy culture among years of service spent generally in the University service and in preferred market culture between single and marriage.

Table 4.3.1 presents descriptive statistics of the three sections of work motivation questionnaire. A single index for intrinsic and extrinsic scale was obtained for each of three sections of work motivation. As analysis of the mean scores shows that- academic staff of JU are characterized by: high extrinsic motivation and high intrinsic in the arranged descending order. The current working conditions of JU are perceived as satisfying low intrinsic needs and low extrinsic necessities and academic staffs believe that the future working conditions will satisfy high extrinsic necessities and high intrinsic needs.

Table 4.3.2 shows, test of work motivation by demographic and academic profile of respondents; Independent t-test for comparison of two mean scores and Analysis of Variance (ANOVA) for comparison of more than two mean scores of work motivation by demographic and academic profile of respondents shows that, there was no significance difference between work motivation and demographic characteristics among sub groups of gender, age, marital status and experience generally spent in the university system as regards their motivation for work, workplace characteristics and future working condition, except academic degree as regards intrinsic motivation for work and intrinsic job instrumentality.

Table 4.4.1 presents the result of Pearson correlation analysis between organizational culture typology and work motivation. According to the results of the research, existing and preferred culture types have statistically significant association with work motivation regards to workplace motivational valences and motivation for work and job instrumentality respectively. There is strong, direct correlation between existing culture adhocracy type and intrinsic workplace motivational valences. Extrinsic valences of the workplace have strong,

inverse correlation with existing hierarchy and market organizational culture types. Also intrinsic motivation for work and extrinsic motivation for work have strong, direct correlation with preferred clan and adhocracy culture types respectively. Clan and adhocracy culture type preferred by academic staffs who expects the future work will satisfy intrinsic motivation and extrinsic motivation respectively.

5.2 Conclusion

The main objective of this research was to examine the relationship between organizational culture typology and employee work motivation among academic staff in JU. According to the analysis results and discussion of the study, the following conclusions were drawn.

As regards to existing organizational culture types of JU; hierarchy comes, first high dominant culture, market next high dominant. Adhocracy and clan are the other two cultures perceived by academic staff which currently low dominant culture types in JU. In terms of preferred culture types by academic staff of JU; clan culture comes first preferable to be high dominant, followed by adhocracy to be the next high dominant. But hierarchy and market culture types are preferable to be low dominant. And there was the prevailing lack of congruence between practiced culture in JU and desired culture types by academic staff of JU.

There was a significant mean difference between men and female, among age groups and among marital status in the perception of organizational typology. The majority of the males academic staff scored high on existing hierarchy culture type and the majority of the age groups of academic staff 33-37 scored high on existing hierarchy culture type. Also the majority of the single academic staff scored high on preferred market type culture. There was no significant mean difference among academic degree and experience generally in the university system in the perception of existing clan, adhocracy, hierarchy and market culture type and preferred clan, adhocracy, hierarchy and market culture type.

As regards motivation for work- academic staff of JU characterized by: high intrinsic motivation and high intrinsic motivation in the arranged descending order. With respect to characteristics of workplace - valence: the current working conditions of JU are perceived as satisfying high intrinsic needs and low extrinsic necessities. With respect to job

instrumentality: academic staffs believe that the future working conditions will satisfy high extrinsic needs and high intrinsic necessities in the arranged descending order.

There was a significant difference was observed between academic degree group and work motivation as regards intrinsic motivation for work and intrinsic job instrumentality. The majority of the 2nd degree academic staff scored high on both of intrinsic motivation for work and intrinsic job instrumentality. There was no significance difference was observed between work motivation and demographic characteristics of gender, age, marital status and experience generally spent in the university system as regards their motivation for work, workplace characteristics and future working condition.

Existing adhocracy culture has positive association with intrinsic workplace motivational valences. And preferred clan and adhocracy culture types have positive association with intrinsic and extrinsic job instrumentality respectively. Existing hierarchy and market culture types have negative association with extrinsic valences of the workplace.

Finally based on the result of the study, even though these conclusions were drawn from this study, it had some methodological limitations which sown on the previous chapter.

5.3 Recommendation

This study is set out to investigate the relationship between organizational culture typology and work motivation among academic staff in JU. Besides that, we assess the types of the organizational culture existent in JU and the types of culture preferred by academic staff. We also assessed the work motivation. We may acknowledge that making work interesting is not an easy task for any organization; the conclusion and recommendations of the study are meant to inform that, using survey results like this one may guide the University in the right direction, which could make a whole lot of difference for both the employer and employee.

- I) There was the prevailing lack of congruence between practiced culture in JU and desired culture types by academic staff of JU.
 - Therefore there is a need to change: whether the climate is supportive or not and whether the existing culture is powerful, well established and mature. For example, this can be achieved by providing team building, internal communication, and participation opportunities to its employees. As well as rewarding and acknowledging employees' effort.

- II) There is significance difference between male and female in the perception of existing clan and adhocracy culture types and among age groups in the perception of existing hierarchy culture. Also there is significance difference among YSSGUS groups and between single and married in the perception of preferred adhocracy and market cultures respectively. There is significance difference between academic degree in work motivation regarding intrinsic motivation and intrinsic job instrumentality.

Therefore, JU leaders and managers are required to:

- Makes everyone more aware of and sensitive to the needs and differences of others through diversity management program.
- Make diversity management program an ongoing commitment that crosses all levels of the organization.

- III) Noting that academic staff motivational valence in research undertaking was relatively low, there might be other factors other than organizational culture that motivate and make employees perform well on the work.

- Therefore the study recommends that University leaders and managements may have better strengthen the linkage between employees' expectations and actual result. This can be achieved by taking care of staff growth and advancement, or more specifically by training, administer a rewarding and recognition system which directly it could make employees motivated and perform well.

- IV) Existing adhocracy culture has positive association with intrinsic workplace motivational valences. And preferred clan and adhocracy culture types have positive association with intrinsic and extrinsic job instrumentality respectively.

Therefore, JU leaders and managers are required to:

- Focus more on clan and adhocracy culture types and promote them to improve motivation of academic staff.

- V) Existing hierarchy and market culture types have negative association with extrinsic valences of the workplace.

Therefore there is a need to:

- Promote the advantages of existing hierarchy and market cultures in the University.

- VI) The present study concentrated on only academic staff of JU. Also this study indicates that, a misalignment between existing and preferred culture typology. And in this study the

intrinsic factors (responsibility, personal growth, recognition and work itself) and extrinsic motivation factors (salary, status, working condition and interpersonal relation) and demographic variables like sex, age, marital status, academic degree and experience generally in the University system that were part of this study may have been more important for this study. Results might have been different for other intrinsic and extrinsic factors, as well as, demographic variables.

Therefore there is a need to:

- A further study to increase and broaden other than academic members (supporting or administrative staff or surveying students) of Jimma University would strengthen the validity of the results.
- A further study to reveal the reasons behind the misalignment of existing and desired cultures prevailing within the JU.
- A further study consideration involves the other than intrinsic, extrinsic factors and demographic variables that were not included in this study.

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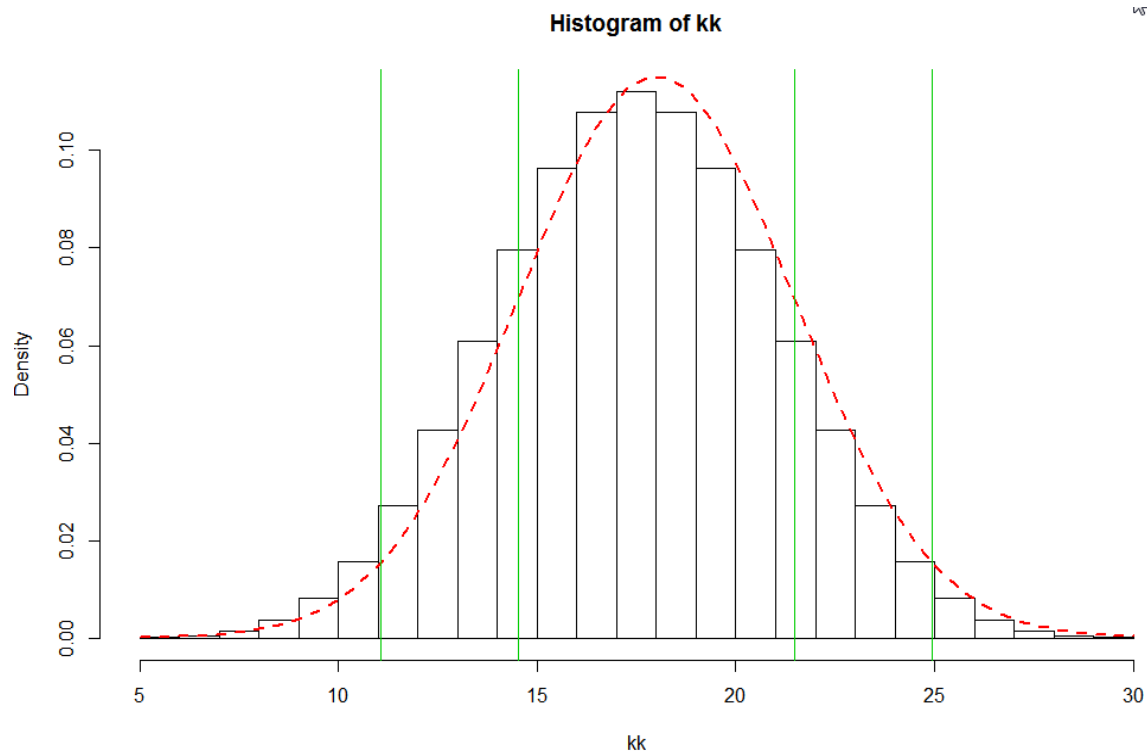
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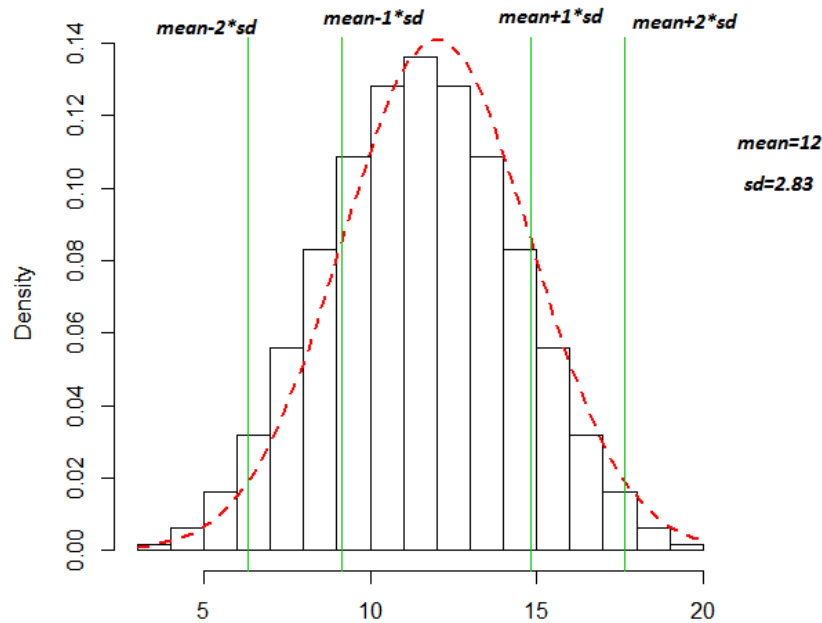
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Appendix

A: Cronbach-Alpha coefficient for the study instrument

Scales	Number of items	Cronbach Alpha
ECC	6	0.706
EAC	6	0.751
EHC	6	0.719
EMC	6	0.784
PCC	6	0.758
PAC	6	0.726
PHC	6	0.701
PMC	6	0.732
IM	4	0.723
EM	4	0.718
IV	4	0.691
EV	4	0.682
IJI	4	0.699
EJI	4	0.693

B: Distribution of organizational culture scales:**C: Distribution of motivation scales**



D: Descriptive Statistics of intrinsic and extrinsic motivation scale items

Items	N	Motivation for work				N	characteristics of valence				job instrumentality				
		Min.	Max.	Mean	SD		Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD
Personal growth	28 5	3	5	4.0211	0.900		3	5	2.8035	0.776	28 5	3	5	4.0211	0.900
Responsibility	28 5	3	5	4.0632	0.841		3	5	3.6140	0.918	28 5	3	5	4.0632	0.841
Recognition	28 5	1	5	3.9439	0.910		2	4	2.6947	0.705	28 5	1	5	3.9439	0.910
Work itself	28 5	2	5	4.129	0.737		1	4	2.9193	0.624	28 5	2	5	4.129	0.737
				16.157	1.73		3	5	12.036	1.56				16.157	1.73
Salary	28 5	4	5	4.9123	0.283		1	3	2.5193	0.772	28 5	4	5	4.9123	0.283
Interpersonal relation	28 5	2	5	4.5123	0.725		1	4	3.0246	0.936	28 5	2	5	4.5123	0.725
Status	28 5	2	5	3.5228	1.043		1	4	2.7614	0.691	28 5	2	5	3.5228	1.043
Work environment	28 5	3	5	4.5404	0.540		2	5	3.1649	1.020	28 5	3	5	4.5404	0.540
				17.487	1.50				11.470	2.42				17.487	1.50

Source: Data collected from respondents 2015

E: Research Questionnaire

Jimma University

College of business and economics

Department of management

Dear respondent!!!

I am a master degree student of Jimma University conducting a research, titled: “Organizational Culture and Work Motivation among Academic Staff in Jimma University.” Please remember that your answers are very important. This information will be treated anonymously and will be used for academic purposes only. Your answers will help the researcher a lot. To assist me in this regard, I would appreciate your efforts in completing the attached questionnaire. I assure you that all information received in this connection shall be treated and held in strict confidence.

If you have any question regarding to the questionnaire, you can contact the researcher through the following address: isacjema12005@gmail.com or +251923484884.

Thank you.

Yours faithfully

E.1: Respondents Bio Data:

Instruction: Please right/tick the appropriate answer in the box provided.

1. College?
2. Sex: a. Male b. Female
3. Age:
4. Marital status?.....
5. Indicate your highest level of education?

Academic degree	
Post PhD	
PhD	
PhD student/Fellow	
Masters	
Masters student	
Medical/Veterinary doctor	
Bachelor	

6. Years of service spent generally in the University?

E.2: Organizational Culture questioner

In completing this questionnaire you are providing a picture of how your organization operates and the values that characterize it. There is no right or wrong answers as every individual will produce a different set of answers. Just be as accurate as you can.

Purpose: The aim of the questionnaire to explore the existing culture type of the JU to which the subjects belong, and the culture type academic staff prefer on the other hand.

Instruction: Please indicate your agreement to the statement of Now and Preferred state,

5. Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree

1. Dominant Characteristics		Now	Preferred
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		

C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
2. Organizational Leadership		Now	Preferred
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
3. Management of Employees		Now	Preferred
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
4. Organization Glue		Now	Preferred
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
5. Strategic Emphasis		Now	Preferred
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
6. Criteria of Success		Now	Preferred

A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D	The organization defines success on the basis of efficiency. Dependable delivery and smooth scheduling.		

E.3: Work motivation questioner

The Questionnaire comprises three sections. In completing this questionnaire you are providing motivational structures at the workplace. There is no right or wrong answers as every individual will produce a different set of answers. Just be as accurate as you can. Instruction: Please indicate your agreement to the statement of 5(Strongly Agree). 4(Agree).3(Neutral).2(Disagree). 1(Strongly Disagree). For instance, tick 5; If you Strongly Agree (SA), or please tick 1; if you Strongly Disagree (SD). I'm interested in the number that best shows your views on the expectation of the study.

Section 1: the purpose of this section was to capture the types of motivation at the workplace - what motivates you, what you want to have?

	Statement Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	A need for personal growth (i.e. skills acquired through training and development)					
2	A need for responsibility of work.					
3	A need for recognition of work.					
4	A need for interesting and challenging work.					
5	A need for encouraging salary.					
6	A need for cordial interpersonal relation.					
7	A need for advancement (i.e. promotional status).					
8	A need for clean work environment.					

Section 2: the purpose of this section was to identify, the extent to which current working conditions of Jimma University meet your needs (valence)

	Statement Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	My personal growth (i.e. skills acquired through training and development) on the current job is satisfactory.					
2	My due responsibilities given at work to execute on the current job is satisfactory.					
3	My due recognition given at work on the current job is satisfactory.					
4	The work itself on the current job is interesting and challenging for me.					
5	My salary is on the current job is encouraging					
6	Interpersonal relation on the current job is cordial for me.					
7	My advancement (i.e. promotion) on the current job is satisfactory.					
8	Working Conditions of the current job is not hazardous for me.					

Section 3: the purpose of this section was to identify, the extent to which you expect their working place to satisfy future necessities and desires.

	Statement Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	My personal growth (i.e. skills acquired through training and development) on the future will be satisfactory.					
2	My due responsibilities given at work to execute on the future job will be satisfactory.					
3	My due recognition given at work on the future job will be satisfactory.					
4	The work itself on the future job will be interesting and challenging for me.					
5	Salary is on the future job will be encouraging					
6	Interpersonal relation on the future job will be cordial for me.					
7	My advancement (i.e. promotional status) on the future job will be is satisfactory.					
8	The work environment of the future work will be clean for me.					

Thank you

