
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature



**Employees' Perception of Organizational Culture at Jimma
University: Main Campus in Focus**

By

Ebrahim Seid Mohammed

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Masters of Arts in Public Relations and Corporate Communication
(MA in PRCC)**

June, 2017

Jimma, Ethiopia

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Masters of Arts in Public Relations and Corporate Communication
(MA in PRCC)**

By

Ebrahim Seid Mohammed

Advisors:

G/Tsadik Bossen (Ph.D.)

Tekle Ferede (Associate Professor)

Declaration, Confirmation, Approval and Evaluation

Research Title: Employees' Perception of Organizational Culture at Jimma University: Main Campus in Focus

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Student: Name _____ Signature _____ Date _____

Confirmation and Approval

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

Thesis Evaluators:

Principal Advisor:

Name _____ Signature _____ Date _____

Co-Advisor:

Name _____ Signature _____ Date _____

External Examiner:

Name _____ Signature _____ Date _____

Internal Examiner:

Name _____ Signature _____ Date _____

Chair Person

Name _____ Signature _____ Date _____

Acknowledgements

Research is rarely the writer's work; rather it is the product of many contributors around the globe. So, I am indebted to thank my cooperators whom without their involvement, the accomplishment of this research would have been difficult. First and for most I am thankful for my supervisors, Dr. Gebretsadik Bossen and Dr. Tekle Ferede, for their continuous follow up and guidance. I would like to use this opportunity to express my deep gratitude to Dr. Tesfaye Gebeyehu for his expertise advises and always welcoming/friendly; formal and informal discussions. Again, I would like to thank my participants in general and the interviewees in particular. In fact, beyond the willingness to participate in the interviews despite of their dubious routines, I am really impressed by the hospitality given for me by respective interviewees. So, I am so thankful.

I am thankful to my friends who have been always around to offer their assistances with whatever they can. Especially, I am so grateful for a friend in need; Dereje Mesfin for his consistent courage and concern in pacing my commitment to the research in both grateful and dreadful situations. Most importantly, his genuine involvement in the data collection and management was such astonishing support he offered to me; thank you brother. Again, I thank my friends; Addisu Tona, Misanew Andarge and Fikru Letose for their supportive opinions and practical commitments every other morning. Obviously, you were good neighbors, good fellow friends and above all, best humane; thank you my people.

At last, the person I should be thankful for her involvement in my work more than anybody else is Yordanos Tilahun. You deserve a huge credit in this work for your substantial contribution; thank you my dearly loved friend.

Abstract

The purpose of this research was to explore the organizational culture perception of academic staffs and managers at the main campus of Jimma University; southwest Ethiopia. To that end, institution based cross-sectional study design and mixed method was employed. The Competing Values Framework (CVF) model was implemented to frame the study. In addition, the qualitative data were gathered from six managers of the University using Key Informant Interviews (KIIs) and the data were analyzed thematically. Likewise, the Organizational Culture Assessment Instrument (OCAI) questionnaire was distributed to 239 academic staffs from 4 colleges and 23 departments of Jimma University; main campus. Among them, 204 (85.3%) valid responses were returned and analyzed with descriptive statistics. Consequently, as discovered from the statistical analyses, *Hierarchy Culture*; ($Mean= 3.46$; $SD=.60301$), *Market Culture*; ($Mean= 3.43$; $SD=.75662$), *Adhocracy Culture*; ($Mean= 2.84$; $SD=.66755$) and *Clan Culture*; ($Mean= 2.65$; $SD= .91869$) were the culture types perceived by the academic staffs of Jimma University; main campus. Seemingly, as revealed from the thematic analyses, the *Clan*, *Adhocracy* and *Market* cultures were the culture types perceived by administrators of Jimma University. Besides, the overall (comparative) analyses showed that *Market culture* was the only (University-wide) culture type perceived by both the academic staffs and managers at Jimma University. However, it was discovered that academics and managers had major differences in perceiving the four culture types of the University. Moreover, also academic staffs differed in perceiving the Clan, Adhocracy and Market culture typologies of the University across the demographic characteristics of sex, age, education level, academic rank, and role. Therefore, it was possible to realize the existence of both vertical [between managers and academics] and horizontal [among the academic staffs] conflicts (discrepancies) in perceiving Jimma University's organizational culture. In general, the University's culture can be approached as both internally focused and stable and externally focused and flexible. Subsequently, articulating the culture (guiding values) of the University in a clear-cut dimension is tentatively difficult. Hence, the culture of Jimma University is heterogeneous and can be understood as ambiguous.

Key Words: *The Organizational Culture of Jimma University / Perception of Academic Staffs and Managers/CVF*

Table of Contents

Declaration, Confirmation, Approval and Evaluation	iii
Acknowledgements	iv
Abstract	v
List of Tables	ix
List of Figures	ix
Chapter One	1
Introduction.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. The Research Questions	5
1.4. Objectives of the Study	6
1.4.1. Main Objective	6
1.4.2. Specific Objectives	6
1.5. Significance of the Study	6
1.6. Limitation of the Study	7
1.7. Scope of the Study.....	7
1.8. Definition of Key Terms	7
Chapter Two.....	9
Review of Related Literature	9
2.1. Organizational Culture, Theoretical Definitions, Components and Conceptual Approaches.....	9
2.1.1. Definitions	9
2.1.2. Components of Organizational Culture	10
2.1.3. Conceptual Approaches to Organizational Culture	13
2.2. The Concept of Organizational Culture in Higher Educations and the Perspectives.....	14
2.2.1. The Integration Perspective	15
2.2.2. The Differentiation Perspective.....	15
2.2.3. The Fragmentation Perspective	16
2.3. Conceptual Framework	18
2.3.1. Explanation of the CVF Archetypes.....	19

2.3.1.1 The Clan Culture/ the Human Relations Model	19
2.3.1.2. The Adhocracy Culture/ the Open System Model.....	20
2.3.1.3. The Hierarchy Culture/ the Internal Process Model	21
2.3.1.4. The Market Culture/ the Rational Goal Model.....	21
Chapter Three.....	23
Research Methodology	23
3.1. Design of the Study	23
3.2. Study Population	23
3.3. Sampling and Sample Size.....	23
3.3.1. Sampling Technique	23
3.3.2. Sample Size	24
3.4. Inclusion Criteria.....	25
3.5. Exclusion Criteria.....	25
3.6. Data Collection Instruments.....	25
3.7. Data Collection Procedures	26
3.7.1. Key Informant Interviews (KIIs).....	26
3.7.2. Self-administered Questionnaire	26
3.8. Methods of Data Analysis	28
3.9. Ethical Consideration	28
Chapter Four	30
Result and Discussion	30
4.1. Results	30
4.1.1. A Quantitative Analyses of Academic Staffs' Perception of Organizational Culture at Jimma University.....	30
4.1.1.1. Demographic Profile of Respondents.....	30
4.1.1.2. Descriptive Statistics of the Overall Perceived Culture Types.....	33
4.1.1.3. A Comparative Analyses of Culture Types Perception among Academics	33
4.1.2. A Qualitative Analyses of Managers' Perception of Organizational Culture at Jimma University	36
4.1.2.1. Clan Culture Typology	37
4.1.2.2. Adhocracy Culture Typology	43
4.1.2.3. Market Culture Typology	47

4.2. Discussions.....	51
Chapter Five.....	55
Conclusion and Recommendations.....	55
5.1. Conclusions.....	55
5.2. Recommendations.....	55
References.....	57
Appendixes.....	63
Appendix I: A Questionnaire for Assessing Organizational Culture.....	63
Part One: Employee Demographic Background.....	64
Part Two: A Self-administered Questionnaire.....	65
Appendix II: The Score of Individual Constructs of the CVF Model.....	67
Appendix III: Key Informants Interview (KIIs) Guideline.....	71
A: Interview Data Extracts.....	73

List of Tables

Table 1: Proportionally Allocated Sample Size of Colleges.....	25
Table 2: Demographic Profile of Participants (n=204).....	31
Table 3: Mean Scores and Standard Deviations of the Perceived Culture Typologies	33
Table 4: Mean Variance of Culture Typologies (t-Test and ANOVA Results).....	34
Table 5: Individual Scores of Clan Culture Constructs	67
Table 6: Individual Score of Adhocracy Culture Constructs	68
Table 7: Individual Score of Hierarchy Culture Constructs	69
Table 8: Individual Score of the Market Culture Typology.....	70

List of Figures

Figure 1: The Competing Values Framework Model.....	18
Figure 2: Histogram of Clan Culture	67
Figure 3: Histogram of Adhocracy Culture	68
Figure 4: Histogram of Hierarchy Culture.....	69
Figure 5: Histogram of Market Culture	70

Chapter One

Introduction

1.1. Background of the Study

The classical theorists of organizational management and/or communication; Tylor (1911), Fayol (1949) and Weber (1947) viewed organizations as a machine assembled with different component parts that are replaceable with their prototypes — machine metaphor (Miller, 2012). Organizations have also been portrayed as ‘systems’ of complex organisms that need to be flexible enough to adapt themselves with the internal and external environment in order to survive — organismic metaphor. However, the classical period of management/communication approaches appeared to be short-sighted to vividly comprehend the ever changing and complex nature of contemporary organizations. As a result, the ‘human relations’ and ‘culture’ approaches among others were introduced to the field during 1980s in response to the emergence of multinational workplaces (Miller, 2012; O’Donnell & Boyle, 2008).

In the long run, the cultural analysis of workplaces is important because it can lead to insightful interpretations of organizations, management, and working groups (Watkins, 2013). Besides, the cultural aspects of organizations are investigated and interpreted to better understand the hidden and complex aspects of life in groups, organizations and occupations so as to shape, improve or appreciate the work environment (Schein, 2010). So, the culture [metaphore] view offered alternative dimensions to better understand (conceptualize) the dynamics of organizational environments, to diagnose problems and design a better workplace (Meyer & Topolnytsky, 2000; O’Donnell & Boyle, 2008; Miller, 2012 & Watkins, 2013). Further, corporate culture is one of the key drivers for the success or failure of an organization (Mehr, Emadi, Cheraghian, Roshani, et.al., 2012). As a good and well-aligned culture can propel the organization to success, the imbalanced culture can stifle its ability to adapt to a fast-changing world (mindtools.com, 2015 & Schein, 2004).

Likewise, the cultural analysis as a means to studying higher education institutes was begun in the 1960s and broadly flourished in the past 20 years (Schluer, 2013; Mohammed & Bardai, 2012). Moreover, with the today rapidly developing world, a substantial attention to the study and conceptualization of Higher Education Institutions’ organizational culture has been paid (Chandler, & Balázs,

2015). In fact, Fralinger (2007 and Sun (2008) argued that, in order for administrators to effectively coordinate an efficient academic environment, Universities culture must be assessed continuously.

Regardless of the benefits or consequences of culture, a comprehensive result of studies showed that there is no consensus as to apprehend the elements of organizational culture in a simple and distinctive dimension (Cameron, 1985, cited in Smerek, 2010; Kuh & Elizabeth, 1988). Just as it is hard to describe the different sense that an organization has, it is also difficult to define precisely what organizational culture is. Indeed, in spite of the growing popularity of the concept, both in the academic literature and the popular press, there is no universally accepted definition (Meyer & Topolnytsky, 2000). Thus, organizational culture has been a key component of communication in such places, though it can be influenced by the size of staffs and/or its management in cosmopolitan places like Universities (Ivleva, Vasyakin, Pozharskaya, & Olg., 2016). Likewise, Ng'ang'a and Nyongesa (2012) argued that, the dominant culture of an institution can be shaped by staffs irrespective of what senior management needs it to be.

Universities might be established with strategic goals that would be achieved through systematic procedures and standards. For instance, one of the primary objectives of Higher Educations in Ethiopia is training quality graduates and improving the culture of [innovative] research so as to enhance the country's global competitiveness (Higher Education Proclamation No. 650/2017). Apparently, employees are one of the role players through their involvement and commitment to the organization [University] to be competitive. So, due to huge and diverse nature of their societal environment for one reason, and the structural (systemic) complexities for the other, Universities represent the most multifaceted social structures known today (Bashayreh, Assaf, & Qudah, 2016).

Jimma University is one of the public Higher Education Institute (HEI) found in Jimma town, southwest Ethiopia, located at 354 Kms away from the capital Addis Ababa. The University runs academic programs including Bachelor's Degree, Master's Degree, Doctoral Degree and other specialty courses in different fields of study. According to the University's Planning and Programming Office report, the study faculties in the University are located in five (5) separate campuses which are generally categorized into colleges and institutions. Accordingly, Jimma Institute of Technology (JIT) and Jimma Institute of Health Sciences are the two institutions that are located in separate campuses. Again, there are six colleges which, four of them are located in one compound called 'main campus'

and the two others located in separate campuses each. Thus, College of Social Sciences and Humanities, College of Natural Sciences, College of Educational and Behavioral Sciences and College of Law and Governance are the 4 colleges in the main campus. Whereas, College of Agriculture and College of Business and Economics are the fifth and sixth campuses under the University located at separate places.

Speaking of the human resource division, Employees of Jimma University are generally classified as academic staff, administrative staff and technical support staff. Among the total number of employees of the University, 5,600 staffs are under the administrative sector including the administrative support staffs. While the academic segment has a total of 1,747 staffs which among them, 1,649 are Ethiopians and 98 are expatriates (Jimma University, Planning & Programming Office, 2017). The technical support staffs generally embrace those employees who are neither academics nor managers. According to the University Senate Legislation (2015), this staff particularly refers to Jimma University Medical Center (JUMC) (Jimma University Senate Legislation, 2015). However, they are recruited as academic staffs under respective colleges and departments.

1.2. Statement of the Problem

Decades of research have reported the influence of culture [guiding values] of organizations on its numerous decisions and actions. He also indicated that, activities that are frequently endorsed by a workplace, understandably guide the way employees think, feel or act (Schein, 2004 & Schein, 2010). At its worst, culture can be a strain on productivity and emotional commitment or it can lead to under-performance and undermine the long-term success of the organization. At its best, culture can be a means for the integration and guidance of employees for achieving objectives of the company (Schein, 2010). Similarly, according to Tureac (2005 and Chang and Luo Lu (2007), organizational culture can ensure the proper development of company's background and organizational capacity. For these and other functional features of culture, Tharp, (n.d.) labeled organizational culture as a yardstick to measure the alignment of organizations to internal and external environments.

However, in the case of Universities, a clear understanding of culture or its constructs has remained influential for, Universities comprise of multiple, sometimes complex stakeholders. The culture of Higher Education Institutions is a product of various groups; administrators, faculty, students, board members, support staff and many external constituents (Ivleva, *et.al.* 2016 & Bartell, 2003). The larger

and more complex an organization becomes, the less likelihood of a monolithic culture with all members of the organization ascribing to the same values (Chandler, & Balázs, 2015). Sometimes, even the most experienced college and university administrators frequently ask themselves, “What holds this place together” (Tierney, 1988 p.3).

For instance, in line with behaviors expected from people in particular positions (roles/tasks), there are conflicting tendencies between administrative and professional staff. Case in point, Etzioni (1964, as cited in Smerek, 2010) outlines cultural conflicts related with practical bureaucracies of academics and administrators of colleges and universities. In terms of task orientations, it was proclaimed that while professionals carry out the main activities like research and teachings, administrators perform secondary activities; administer [provide] means to the major activities carried out by professionals. Again, in terms of driving values, while administrative authority derives from hierarchical angle, professional authority derives from the expertise of knowledge (Etzioni, 1964, cited in Smerek, 2010).

This leaves two sets of conflicting orientations in a professional organization. On one hand, there is the administrator, who is oriented toward the practical concerns of allocating limited funds, operating employees and effectiveness. On the other hand, there is the professional staff that is orientated toward developing, disseminating, and teaching a knowledge area. In addition to the above differences, studies reported the conflict (of interest) due to the existence of pretty unlike minded and differing background individuals at a workplace. As Smerek, (2010) and Clark, (1987) stated, such conflicts have been mostly driven by values like gender, age, education level, or academic rank across the different staffs in higher educations. From the above premises, conflicts of values in organizations can be seen from two perspectives; the vertical difference due to role and/or position and the horizontal discrepancies between staffs due to differences in personal backgrounds. Martine, (1992) call the two conflicts as “the Differentiation” and “the Fragmentation” Perspectives respectively (Mumby, 1994).

What is more, as a result of the vertical and horizontal conflicts, a smooth running of routine activities in an organization can be hindered. As Schein (2010) claimed, the best strategic concept cannot work in isolation, especially if it conflicts with the overarching culture of a company. With regard to organization’s cultural (systemic) influence on workers, Tharp, (n.d.) also noted that, no matter how strong an organization’s planned procedures, culture influences strategy when the two [organizational culture and procedures] do not match. Case in point, faculty’s conceptualization of their workplaces was influenced by the type of management and leadership styles of an organization, studies reported

(Reynolds, 2010; Austin, 1990; Clarke, Hyde, & Drennan, 2013). Moreover, as Clark, (1987), Chandler and Balázs, (2015) citing Bowen and Schuster (1986) and Rice, (1986) as cited in Chandler 2011) reported that the conflict between cultures of the profession, the discipline, and the institution cause problems at the institutional level since the trust and morale of institutional community can falter. To better understand and manage conflicts among diversities in organizations starts with understanding its cultural settings (Schein, 2010). Furthermore, organizational culture is a key instrument for policy makers to block enormous challenges and maintain competitive advantage of the organization (Uddin & Luva, 2013).

From the above reviews, the organizational and employees' goals (values) can be mutually supportive (inclusive) or exclusive. That means, employees can be treated fairly and the organization is a pleasant place to work or high value can be given for work and employees are forced to show adherences to the organizational cultural values, which are probably not aligned to their personal goals. Moving with either way of 'organization-member' combination situation, the culture of organization is a significant [de]motivating factor of employees which affect the [in]effectiveness of an organization unless some alignments are made. Especially in a socially and structurally complex environment like Jimma University, discovering the prioritized and/or neglected values of organizational and employees' values (expectations) is very timely.

More importantly, understanding the vertical differentiations (as in differences between management and academics) and the horizontal fragmentations (as in differences between professionals' background; sex, age, college, education level or academic rank) of the University's cultural values is very crucial to pursue the strategic objectives of the organization successfully. Hence, it is imperative to identify the contrary or supplementary alignment of Jimma University's cultural orientations to its members' values. It is also mandatory to address the questions of cultural diversity and flexibility of the workplace so as to enable the organization respond effectively to a changing environment. Therefore, this study attempted to identify academics' and managers' perception of culture and demonstrate the extent of perceptual differentiations among academics and administrators and within the different groups of academic staff at Jimma University.

1.3. The Research Questions

Upon carefully exploring the data, the study tried to answer the following questions.

1. What is the dominant organizational culture type perceived by the academic staffs of Jimma University?
2. What is the dominant organizational culture type perceived by managers of the University?
3. Is there a significant difference among the different categories of academic staffs in perceiving cultural values of the University?
4. Is there major difference between the academic staff and administrators in perceiving cultural values of the University?

1.4. Objectives of the Study

1.4.1. Main Objective

The main objective of this study was to assess employees' perception of organizational culture at Jimma University main campus (Jimma town; south west of Ethiopia).

1.4.2. Specific Objectives

Again, the study specifically attempts to:

1. Identify the organizational culture type (s) perceived by the academic staff of Jimma University;
2. Identify the organizational culture type (s) perceived by the management of the University;
3. Measure whether there is a significant difference between the different categories of academics in perceiving the cultural values of the University;
4. Determine whether there is major difference between the academic staff and administrators in perceiving the cultural values of the University;

1.5. Significance of the Study

Predominantly, being a baseline for local researchers in the field of Corporate Communication, this research is expected to add knowledge to the national public relations professions. Furthermore, it reinforces the (alerting) role of Corporate Communications of the organizational management. The study also contributes knowledge to administrators regarding the alignment (homogeneity or heterogeneity) of the organization's cultural values at Jimma University. The awareness on the current social

(cultural) trends may also enable organizational managers to take corrective measures and reduce barriers between academics and administrators in conceptualizing cultural values. It might also pinpoint key areas of communication barriers which pave a way to new ways of thinking (planning) and adapting a better workplace. If so, the larger community of the University would be benefited. Hence, both practitioners and academics in the communication and management fields are expected to get benefited out of it.

1.6. Limitation of the Study

The study intended to compare the perception of organizational culture types between academics and managers. However, it was not possible to examine all faculty members at the University due to time shortage. Therefore, an increased sample size would help obtain variety of opinions and strengthen the validity of the results.

1.7. Scope of the Study

The study intended to explore the perception of organizational culture among employees of Jimma University; particularly, the perception of administrators (managers) and academic staffs. Again, it was delineated to the four colleges located within the University's main campus; namely, College of Natural Sciences, College of Social Sciences and Humanities, College of Educational and Behavioral Sciences and College of Law and Governance. Besides, the administrative staffs and the other colleges; Jimma Institute of Technology, Jimma Institute of Health, College of Agriculture, and College of Business and Economics were not included in the study duo to time and financial constraints.

Besides, the study was a description of the University's (main campus) cultural climates from the management's and academic staff's point of views. Rather, it did not attempt to investigate the consequences (associated outcomes) that are rendered duo to the presence/absence of a certain culture type in the operational systems/working groups.

1.8. Definition of Key Terms

Organizational Culture: Organizational culture is defined as a set of shared Assumptions, Underlying values, Beliefs, Principles, and Practices (Khatib, 1996). This definition suggests that organizational culture reflects what is common, typical, and general for the organization. Hence, throughout

this research, organizational culture refers to a reflection to the set of values, beliefs, and norms that characterize an organization as a whole. So, other terms that carry the same meaning such as, overarching culture, dominant culture, and homogeneous culture will be used.

Subcultures: a culture that is separate from the dominant culture and exists in a department, work group, or geographical location. It includes the core values of the dominant culture plus additional values unique to its members (Schein, 2010).

Perception: the belief held by a group about the organizational culture or subcultures that are prevailed at the work place.

Employees: the permanent staffs of Jimma University; main campus.

Academic staff: members of an institution employed in the capacity of teaching and/or research (Higher Education Proclamation No. 650/2009, 2017). This also includes technical support staffs that are recruited as an academic staff and performs assisting tasks in the teaching-learning.

Director: means the executive manager of an institute or University offices (Jimma University Academic Legislation, 2015).

Categories of Employees: includes both the vertical and horizontal categories. The vertical category refers the academic staffs and directors. Whereas the horizontal category implies, the variations on age, sex, education level, colleges, etc. within the academic staff.

Chapter Two

Review of Related Literature

2.1. Organizational Culture, Theoretical Definitions, Components and Conceptual Approaches

2.1.1. Definitions

There have been so many definitions provided for organizational culture for, every organization has its own unique culture or values set and each organization may have its own comprehension of cultural meaning (Watkins, 2013). Case in point, anthropologists of early period, defined culture as, special intellectual or artistic endeavors and a quality possessed by all people in all social groups (Spencer, 2012). Culture is the set of shared beliefs, values, assumptions; Schein (2004) or climates and practices that organizations develop around their handling of people or it is the promoted values and statement of beliefs of an organization. Seemingly, (Richter & Koch, 2004) defined organizational culture as a combined but distinctive norms, beliefs, principles and behaviors that give each organization its unique character and as (Choi, Minhee Seo, Scott, & Martin, 2010) stated, organizational culture is a value the organization stands for and considered important [success criteria] or it is a procedure that guides how things are done.

As Furnham and Gunter, (1993) proclaimed, culture is a shared meanings of system, which form the basis of communication and mutual understanding and if it does not fulfill these functions in a satisfactory way, the culture may significantly reduce the efficiency of an organization. More elaborately, a strong organizational culture in which, beliefs and values are widely shared and strongly held can offer substantial internal and external advantages, such as, cooperation, control, communication or commitment (Schein, 2010). Subsequently, some scholars regard culture as a ‘glue’ that holds members of an organization together, while others, identify it as a ‘compass’ that provides direction, to mention but two among the various analogies used to penetrate the significance of culture in an organization. In any case, culture is a potential asset that develops activities within or outside an organization (Katzenbach, 2014).

Withstanding to perceptual discrepancies of scholars, a definition that seems to have cited in most literatures are Schein's (2010) definition of culture;

Culture is a pattern of shared, basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems (p.18).

From the above reviews, at the heart of culture are values, beliefs and behaviors. It is clear that, organizational culture is a widely accepted and deep rooted values and assumptions that affect organizational members' behavior that can be created, taught and shared by the personnel or members. Again, dynamic patterns and strength of organizational culture are considered significant dimensions in order to precisely measure organizational effectiveness. Culture is manifested in typical characteristics of organizations, regarded as 'the right way' of doing things or solving problems — the way we do things around here. The assumption is that the interaction (routine activities/dialogues) between members of the organization, or its subgroups, eventually leads to behavioral norms that gradually become cultural features of the school or college. Therefore, organizational culture can be conceptualized by analyzing how things are done, managed or communicated. Moreover, it is a yardstick to perceive organizational performances.

To sum up, however different scholars have offered opinions from different points of view. However, they did portray culture as a complex whole that is learned through interaction among people of a society, an organization, or an occupation to cope with risks, uncertainties, and other embedded factors of the working environment that they have to deal with (Chen, 2016). Culture is a complex set of context-bound, continually evolving properties that potentially includes anything influencing events and actions in a college or University (Tierney 1988). As a result, precise definitions of culture remain elusive.

2.1.2. Components of Organizational Culture

While learning the behavior or dynamic aspects of organizations in cultural perspective is said to be very pertinent, there have been controversies on how organizational cultures are approached. On one

hand, there are literatures emphasizing the importance of a (strong) integrated culture in order an organization to be successful (Deal & Kennedy, 1982; Schein, 2010; Cameron & Queen, 1999; Peters & Waterman 1982). According to this view, leadership is one way to create or change the culture although there is little consensus whether it is something leaders can change.

For instance, Cameron and Queen, 1999 stated that;

The power of culture from our point of view lies in its ability to bring people together, to overcome fragmentation and ambiguity that characterize the external environment, and to lead organizations toward extraordinary success when their competitors struggle. That is, this book is biased toward the integration approach to culture because it is in the integration perspective that culture derives its power (p. 54).

As group of studies argue, depending upon the complexity of the environment, a company might need a diverse and balanced mix of cultures instead of a strong, homogenous culture (Mumby, 1994). So, upon the presence or absence of subcultures in an organization, culture can be approached as unitary (homogeneous) or plural (heterogeneous) (Schein, 2010). Furthermore, based on the promoted leadership (management) style, organizational culture is said to be flexible or stable (Chandler & Balázs, 2015). Thus, articulating the concept of culture with reference to a particular organization remains influential.

This is perhaps due to the enormous elements that construct dimensions of organizational culture (Miller, 2012). In fact, organizational climate combines three dimensions in a manner inseparable from each other that offer an angle to assess the nature of culture. First, organizational culture can be studied based on its structural dimension which is closely related with those inherent characteristics of the physical-structural environment (Schein, 2010). The second level of analysis focuses on the interpersonal dimension of work, including patterns of interaction between the members of a group in a given context and the dynamics through which individuals are integrated into the organizational culture, e.g. if cooperative or conflicting mechanisms are established. The third level, considers the individual dimension, the individual perception of external conditions, the interpretation of the psychological and contextual understanding processes of personal requirements (Bitsani, 2013).

Correspondingly, some systematic investigations viewed culture in a continuum of two extreme conceptual approaches; 'culture as process-oriented' and 'classification-oriented'. According to the process-oriented approach, culture is a product of a continuous recreation of shared meaning among functional (social) factors like countries, enterprises, departments, professions and groups of workers (Richter & Koch, 2004). Whereas according to the classification oriented approaches, culture is a product of structural (organizational) structure (Alvesson, 2002). A [structural] system approach to culture believes organizational culture is determined by organization's dominating values which persistently evolve according to the changing physical and social settings (Schein, 2010). According to these theorists, people determine how we as individuals, family members, and members of work teams, function. Thus, values became the most direct basis of assessment for cultural studies to evaluate situations, actions, objects and people (Vukonjanski; Nikolić, 2013 & Bitsani, 2013).

The core point in classification based approach is that, organizational culture is a byproduct of cognitive process, expressed 'interactively' and 'interpretively' by members of an organization which, as Bitsani, (2013) claimed, the interaction creates a cultural climate that construct a common abstract, which can be attributed as 'corporate culture'. As Schein (2010) argued, structural analysis of culture manifests itself at the level of artifacts and espoused values but its essence lies in the underlying basic assumptions. He also claimed that the formal structure remains constant whether we are describing organizational cultures, occupational subcultures, or micro cultures in small groups, nations, ethnic groups. In short, cultural concepts can be well-known through two general concepts; as an institution of society and as a system of meanings. The former version sees culture as an overarching concept that produces interactions, enables predictions, and gives stability for organizational activities (Winkler & Zerfass, 2016). As to the unobservable components of culture, when Deans, Associate Deans, and Head of Departments interviewed they understood the concept of organizational culture and collegiality as a set of values agreed upon by University hierarchies and consists of a shared decision-making process (Fralinger,2007).

This study is therefore, an investigation of managers' and employees' perception of organizational culture at Jimma University from the structural understandings and orientated values hold by the social (employees and managers) of the workplace.

2.1.3. Conceptual Approaches to Organizational Culture

Based on the philosophies manifested by organizations; whether it emphasizes on organizational structures [rules, policies, procedures] or social structures [individual & groups backgrounds and external social environments], culture can be labeled as perspective [unitary] or descriptive [plural]. The main difference in the unitarist and pluralists' approaches is that, the first, for example the theory of 'strong culture' by Deal and Kennedy (1982) and 'excellence culture' by Peters and Waterman (1982) regard culture as 'something the organization has'. The second, [Descriptivism] on the other hand perceives culture as 'features or characteristics of the organization' (Miller, 2012; Chandler, & Balázs, 2015).

Moreover, according to the prescriptive school of thought, culture is a homogeneous sermon prescribed for every member [as the only way] to do things. However, as for descriptivist, culture is a complicated, emergent, heterogeneous and often ambiguous or complex phenomenon (Miller, 2012). As to the prescriptivism perspective, organizational culture is developed and directed by managers for the purpose of improving performances and/productivities or creating satisfied customers through a good 'person-organization' fit assessment (Chandler, & Balázs, 2015). A managerial view point, also view culture as a lens to see the suitability, manageability and changeability of culture to influence organizational success, attract new employees or bring a competitive advantage in the marketplace. On top of that, organizations [managers] use communication as a directory to its ideology or culture (ibid). In this context, cultures are sites of concertive control—when employees adopt management's interpretation of values and objectives in support of the organization's mission and also approached as a 'recursive' approach. Generally, culture is observable (artifacts), what is not observable (promoted beliefs) and sometimes it is a mutually related phenomenon to those agents who enact it (Gale, Shapiro, McLeod, Redwood, Hewison, 2014; Hofstede, 2001 & Schwartz, 1994).

For this reason, scholars claim that the latent staff value serves as an indicator to determine persons' perception of an environment or an organization. For instance, James and James argue that the assessment of the work environment depends directly on measures of psychological climate of employees. According to these two authors, psychological climate variables are grouped into four factors: (1) commitment to work and independence; (2) support of superiors; (3) role stress and lack of harmony; (4) cooperation in the group and sociability. The emphasis on psychological aspects also reflects individual differences, personal experiences and emotional assessments (cited in Bitsani, 2013). All in all, an

endeavor made by only a chief manager is not enough to form a quality culture. Rather, employees' loyalty is necessary and an emphasis on psychological conditioning can predict employees' behavior which helps to diagnose culture. Therefore, culture can be a reflection of the consistent ideology of an organization, such as policies and practices that reinforce a company-wide concern — leader sourced. Otherwise, it is a reflection of occupational, demographics, or national contexts influences — non-leader sourced (Ouchi, 1981; cited in Smerek, 2010 & Purlys, 2008). Along with, some studies indicated the possibility of multiple cultures coexistence, some widely shared (pivotal values), some express only small groups (peripheral values), some complementary while some contradictory to the other (Schein, 2010). Likewise, cultural ambiguity may also exist when the organizational espoused values are not consistent with practical behaviors and not understood by employees (members) of the organization (Stankiewicz, & Moczulska, 2012).

2.2. The Concept of Organizational Culture in Higher Educations and the Perspectives

Professional identity of staffs in higher education can be formed at different levels which include the values and collective identities and socialization processes of academic faculty (Rhoades 2007, cited in Clarke, *et.al.* 2013; Beytekin, Yalçinkaya, Doğan, & Karakoç, 2010). Higher Education Institutions' culture is highly complex with many concepts and assumptions and all areas of culture require attention as Becher (1987) proclaimed, understanding the particularity of parts helps to understand the whole (cited in Chandler & Balázs, 2015). Moreover, groups (cultural) values of higher educations are established across gender, age, colleges, disciplines, roles and faculty (Fahara, 2014; Austin, 1990, Kuh & Whitt, 1988). Given the multiple factors stated in literatures, the culture of higher educations has been approached in its multi-perspective concept by several recent studies (Chandler, 2011). To that end, a number of culture study models from psychology (psychometric), anthropology (anthropometric), or social sciences (socio-metric) and from various inter-disciplines have been formulated (Maassen, 1996). However, Martine's; Integration; Differentiation; and Fragmentation and Cameron's and colleagues CVF models were the most widely applied and claimed to be effective to analyze the culture of higher educations (Smerek, 2010).

2.2.1. The Integration Perspective

Studies from the integration perspective tend to focus on homogeneity, harmony, and a unified culture with the unit-of-analysis being the organization (Smerek, 2010). Besides, this perspective is helpful in offering a clear insight which can lead to a focused action and studies can alleviate concerns associated with ignorance and confusion (Martin, 1992, cited in Mumby, 1994). Scholars of the perspective [Unitary advocates] argue that the survival of academic institutions depends on the adoption of the management tools developed in the business sector like U.S companies adapted the business principles from Japanese corporates. According to Chandler (2011), managers assume culture to be integrated/unified as this reinforces their desire for all staff to get inline and tie-in with the concept of vision as an integrative force.

For instance, a research conducted using the CVF model on a sample of 334 colleges and universities indicated the significance of strong culture for organizational success (ibid). In integration viewpoint, strong cultures are defined as those in which there is congruence between espoused beliefs and actual practices, whereas weak cultures are characterized by incongruence between espoused beliefs and actual practices (Smerek, 2010).

2.2.2. The Differentiation Perspective

The other model which has been used to assess the culture of Universities is the differentiation perspective that seeks to penetrate what many researchers consider is a façade [frontage] presented to outsiders (Mumby, 1994). As to the perspective, consensus and clarity occur only within a subculture; there is little organization-wide consensus; and less influence is attributed to the leader of the organization in comparison to integration studies (Smerek, 2010). Studies from this perspective approach an organization as a place with workers of diversified values and observe subcultural conflicts, power, and differences between stated attitudes and actual behaviors (Mumby, 1994). One of the most prominent figures in culture research, Burton Clark (1987), explicitly supporters a differentiation perspective as he says, “Wisdom begins with the will to disaggregate, seeking to give proper weight to settings that make a difference. As academic labor becomes finely tuned, we must play to a theme of differentiation” (Clark, 1987, p. xxii).

There have been few findings regarding differences based on disciplines, colleges, departments as for instance Chandler and Balázs (2015) stated that, faculty experiences substantial (if not complete) professional autonomy which appears to indicate a freedom to work and develop one's own way of working. From the differentiation perspective, a study conducted to determine the organizational culture typology of the 136 faculties at Ege University, Turkey, Market culture was the dominantly perceived typology; (Mean = 4,1349). Regarding differences among the subgroups of demographic variables; age, gender, experience, job position, no significant difference was observed except administrative position. As a result, head departments hold market and adhocracy cultures more than faculty members at mean scores; (Mean = 4, 6304; $t = 2, 29$; $p < 0, 05$) and (Mean = 4, 0243; $t = 3, 28$; $p < 0, 05$) for market and adhocracy respectively (Beytekin, et.al. 2010).

Withstanding, Swenk (1999) as cited in Smerek, (2010) discovered that, while engaging in the business-based approach of strategic planning, administrators could not mandate activities or count on their positional authority to ensure participation in the process and she proclaimed, "strategic planning often fails because of the inconsistencies between academic culture and the rational-based/business processes underlying it" (p.401). Clark (1987) stated the creation of differentiation at workplaces due to professional bureaucracies of disciplines when explained the field of history as a field that no time and space can stop from expanding its boundaries of coverage and proliferating its arcane specialties. Seemingly, Becher (1989 cited in Smerek, 2010) sought to use a differentiation approach in using disciplines as the unit-of-analysis, however, little clarity within the culture of a discipline was found. He said, even if unified, nearly all those interviewed were at efforts to emphasize their disciplines and were far from being homogenous entities.

2.2.3. The Fragmentation Perspective

The fragmentation perspective highlights ambiguity of cultural values among the different groups of an organization that objectives are often unclear, means to those objectives are not specified, and success is unknown. This perspective mirrors the description of colleges and universities as "organized anarchies" (Mumby, 1994). From this perspective, consensus is issue-specific and transient. There are short-term affinities among individuals that are quickly replaced by a different pattern of affinities as new issues arise (ibid). as described in, the central focus of studies from the fragmen-

tation perspective is ambiguity which includes numerous contradictory meanings that are simultaneously true and false, paradoxes, ironies, and irreconcilable tensions” (Martin, 2002, p. 110 cited in Smerek, 2010). This focus on ambiguity, however, challenges a central tenant of many organizational culture studies—that culture is shared.

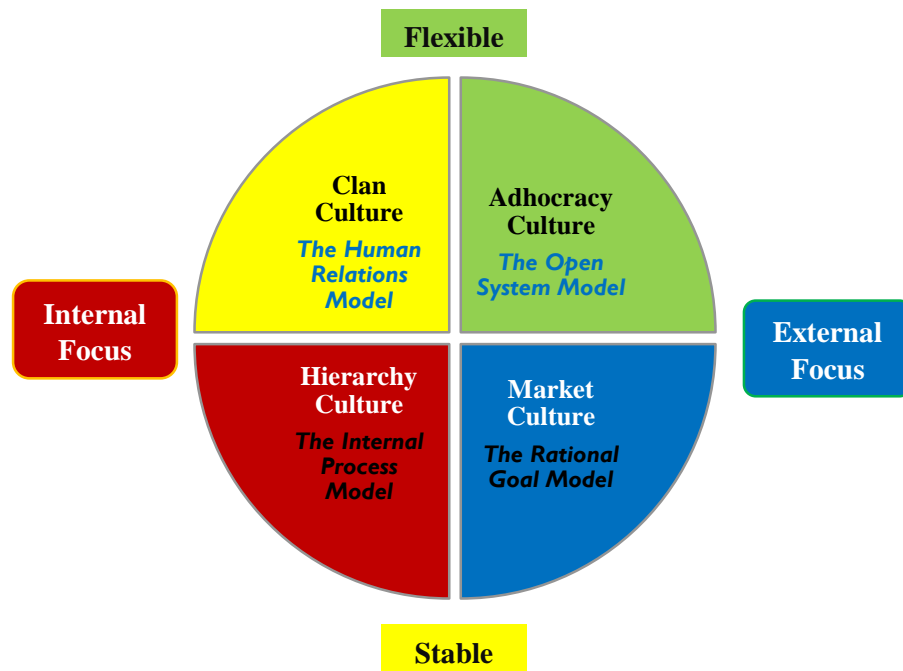
For example, Harman (1989) as reviewed by Smerek (2010), with 104 interviews of the academic staff, described the culture of University of Melbourne in the three; the integration, differentiation, and fragmentation perspectives. From the integration approach, the author describes the organization-wide culture through the unique history of the University, from a differentiation approach, the subculture of the academic profession with its autonomous mission for truth; the commitment to the transmission and creation of new knowledge; and the values of science. From a fragmentation perspective, the professional schools are described as demonstrating an unjustified balance (irresolvable tensions) between academic and professional values which create a “culturally undecided bond” for many faculty members. Again, in a qualitative study conducted to explore the value academic professionals hold about their University across areas of studies, it was revealed that professors differed from others that they looked the intuitional value through the lens of their own unit. Particularly, academics from medical school responded as they never thought of the issue from the whole institution level (Clark, 1989).

In general, recent studies discovered that universities are predominantly recognized by espoused values of intuitional culture, collegial culture, academic culture or a mixture of all (Chandler, 2011; Maassen, 1996; Clark, 1987; Chandler & Balázs, 2015). According to Clarke, *et.al.* (2013), Professional identity is not a stable entity; it is complex, personal, and shaped by contextual factors and Faculty members learn the academic culture according to their discipline and specific department through a socialization process. Smerek, (2010) stated that subcultures can be created at managerial, faculty groups, professional staff, or discipline-based levels of a University or college having their own traditions and values that may or may not adhere to the institution’s norms, values and beliefs. In this category, the academic profession with core values of academic honesty, teaching and research and community services has been one sort of cultural group in many higher educations (Austin, 1990). In summary, understanding the multiple contexts in which people operate helps us understand the complexity of higher education organizations and improve administrative action (Smerek, 2010).

2.3. Conceptual Framework

Cultures vary from organization to organization and in order to create a profile, it is necessary to lay the values, assumptions, and artifacts (culture elements) of a company into a framework that reveals its basic tenets. The Competing Values Framework, a model developed by Cameron and Quinn (1999) from the major indicators of effective organizations, provides this structure and has proven to be a valuable tool (Smerek 2010). CVF is one of the most widely-used conceptual models in studying the culture of higher educations (Cameron & Quinn, 1999 cited in Smerek, 2010; Cameron & Quinn, 2006). More importantly, the model has been appreciated for its capacity to concisely capture the tensions between the different models which reveal the paradox managers face. The Competing Values Framework (CVF) has four quadrants, corresponding to the four organizational culture types that differ strongly. The following figure shows the four quadrants of CVF Model by Cameron & Quinn, (1999, cited in Smerek, 2010).

Figure 1: The Competing Values Framework Model



Source: Orla O'Donnell & Richard Boyle (2008) Adapted from Zammuto and Krakower (1991)

2.3.1. Explanation of the CVF Archetypes

Along the four quadrants, there two dimensions; structure and strategic focus which result in the two opposing values (Flexible versus Stable structure and Internal versus External focus) manifests emerge (Hartnell, Yi Ou & Kinicki, 2011). At the heart of internally oriented dimensions is the intent on integration, collaboration, and unity, whereas at the external dimensions, the focus is on competition, differentiation, growth and change. Reading the above figure from vertical split, we have two organizational orientations; the first two (yellow and red) quadrants are internally oriented, whereas the green and blue quadrants are externally oriented. Again, horizontally split, there are two features management; the red and blue quadrants are characterized by stable (closed) organizational management, yet, the yellow and green quadrants are characterized by a flexible (open) management system (Orla O'Donnell & Richard Boyle, 2008).

Then, upon the scores (standpoints) on the above manifests, an organizational culture is said to be, a team (*Clan*) Culture that, the management ideology inclines to the 'Human Relations Model' and focuses more on strengthening the efficiency of 'Internal' (human) resources. Otherwise, the competing value on the facet can be an innovative (*Adhocracy*) Culture that, the management acknowledges the practice of 'Open System Model' that is conducive for creativities. The other value system can give us a bureaucratic (*Hierarchical*) Culture type that managers follow 'Internal Process Model' of organizational management and strive to 'Control' activities through policies and procedures. Seemingly, an organization's culture can be a competitive (*Market*) Culture that, manager's primary target is copping up with the 'External' market and beating their rivals; therefore, strategic plans or activities are usually based on 'Rational Goal Model'. So, an organization may prioritize harmonious internal relationships and processes as a means to success or a favorable external market niche — internal focus and integration versus external focus and differentiation (Cameron & Quinn, 1999, cited in Chandler & Balázs, 2015).

2.3.1.1 The Clan Culture/ the Human Relations Model

Clan culture also known as the human relations model involves a flexibility/internal focus in which training and the broader development of human resources are utilized to achieve cohesion and employee morale. It is a family-type culture that promotes team work and participation in

group processes (Morais & Graca, 2013). In addition, Chandler and Balázs (2015) citing Cameron and Quinn, (1999) stated that, the core managerial goal [value] in organizations of clan culture is empowering employees and supporting a human work environment. Moreover, the means by which this goal is driven to its end is through interpersonal communication and conferencing. Since the end of managers in this type of organization is gaining the participation, commitment, and loyalty of workers, it runs with internally (structurally) flexible management style (Morais & Graca, 2013). Therefore, it usually operates with the emphasis on training, human resource, and strives for social cohesion and morale. People are seen not as isolated individuals, but as collaborating members of a family. So, the employee management is through interpersonal communication with computer aided instructing. In fact, the leader type is mentor, nurture, and caring and the organization is a friendly oriented place of work where people share a part of themselves (O'Donnell & Boyle 2008).

2.3.1.2. The Adhocracy Culture/ the Open System Model

Adhocracy also known as innovative culture is the type of organizational culture with a strategic vision orientated towards innovation, expansion, attracting new resources and encouraging developmental changes. To achieve these visions, the organization's value promotes adaptability, flexibility dynamism, creativity, enterprising spirit and readiness to new challenges. To facilitate means to achieve its goals, the organization is flexible and open to both internal and external environment information system. As a result, employees are not kept under control but inspired to try new things independently and are highly respected. It is a culture which gives a lot more opportunity for individuals to develop in their own way, as long as their actions are consistent with the organization's goals. Therefore, individuals in such work environment are often unique risk takers who anticipate and understand changes. It is characterized as innovative (creative) and dynamic workplace where entrepreneurship and individual results are especially encouraged (Cameron & Quinn, 2006).

Within an adhocracy, power flows from individual to individual or from task team to task team depending on the issue being addressed at a time. Leaders are innovators and experimenters, and are respected for their creativity. The main task of both an organization as a whole and each employee 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 (ibid). This model has also been referred to as “the open systems model” involving a flexible structure in which readiness and adaptability are utilized in order to achieve growth, resource acquisition and external support (O’Donnell & Boyle 2008).

2.3.1.3. The Hierarchy Culture/ the Internal Process Model

Hierarchy also known as the internal process model involves a control/internal focus in which information management and communication are utilized in order to achieve stability and control. It has also been referred to as a ‘bureaucratic’ culture because it involves the enforcement of rules, conformity, and attention to technical matters (ibid). According to Miller (2012) this culture is similar with that of classical management styles of Tylor (1911), Fayol (1949) and Weber (1947) which is identified simply by the domination of rules, systems and procedures. 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 tasks are formalized and structured. Everything is governed by procedures, guidelines, instructions that are mainly in writing. Orderliness is especially encouraged where structural changes are absolutely impossible without official changes of corresponding procedures, guidelines and instructions. Developments have to be attended with a number of special programs, procedures, guidelines and instructions dominated by a well-marked strong leadership to coordinate and organize members of the organization. Moreover, rules and policies are the primary bonding mechanisms and the strategic emphasis is on permanence and stability (ibid).

The hierarchical culture is self-centered and autonomous that it’s outside orienteers, competitiveness and innovative goals are poorly understood by stakeholders. Besides, it was reported that hierarchical culture provides insufficient flexibility in a University environment and make the organization critically dependent on the personality of a leader (Quinn & Kimberly, 1984).

2.3.1.4. The Market Culture/ the Rational Goal Model

The market also known as competitive culture is the last and the fourth type of organizational culture type according to Quinn and Kimberly (1984), which stresses on the effectiveness of 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 for competitiveness and productivity and are dependent on strong external positioning. In this type of organization, 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 (ibid).

The main motive of both the organization and each individual employee is to achieve planned goals within a given period. The striving as a whole for the same goals holds organizational employees together. As a rule, these goals are defined in quantitative economic terms. In this type of culture, the emphasis of the organization is competing with the outside market (encounters). For leaders are tough and always demanding, success is defined in terms of market winning (ibid).

As Denison and Spreitzer (1991) asserted, the rational goal model involves a control/external focus in which planning and goal setting are utilized to achieve productivity and efficiency. This model of organizational culture is referred to as a rational culture because of its emphasis on outcomes and goal fulfillment (cited in O'Donnell & Boyle, 2008). Organizations of this type are production oriented, and managers organize employees in the pursuit of designated goals and objectives and rewards are linked to outcomes (Bradley, Parker, 2001, 2006; cited in O'Donnell & Boyle, 2008).

Chapter Three

Research Methodology

3.1. Design of the Study

The study examined the perception of organizational culture among academic staffs and administrative directors at Jimma University. To that end, institution based cross-sectional survey method was used. Besides, a mixed method was employed to gather both the qualitative and quantitative data from the two target populations.

3.2. Study Population

The study was conducted at Jimma University, main campus. The campus consists of four colleges; namely, College of Natural Sciences, College of Social Sciences and Humanities, College of Educational and Behavioral Sciences and College of Law and Governance. Besides, the main campus is where, executive administrative offices are residing. However, samples of actual participants were taken from the academic staff of the aforementioned colleges, academic managers and administrative directors.

3.3. Sampling and Sample Size

3.3.1. Sampling Technique

A proportional allocation random sampling and purposive sampling methods were employed to get the actual participants from the two sections of population (staff and manager). The administrative directors and academic managers were selected purposively. These parts of employees were considered as key informants for their role in enforcing the implementation of tasks, procedures and official duties on behalf of the organization.

A one-step (college level), proportional allocation random sampling technique was used to select participants from the academic staff. Using departments as a sampling frame to avoid and/or at least

minimize the sampling bias within a college, the number of departments in a college and staffs in each department was calculated. Accordingly, academic staffs from the four colleges and twenty-three (23) departments were selected. Then, representatives of colleges were selected from each department using proportional allocation. As a result, actual participants were selected by lottery method picking numbers from list of staffs until the quota is reached for a department.

3.3.2. Sample Size

As far as managers (interviewees) are concerned, administrative and academic directors were targeted. Hence, the researcher planned to interview executive directors; the director of academic quality assurance, Institutional Transformation and Growth, Planning and Programming, Finance and Logistics offices. From the academic units, deans and administrative directors of the four colleges located in the main campus were targeted to the interviews. In general, a total of twelve (12) informants were planned to be participated in the Key Informant Interviews (KIIs).

A complete enumeration of academic staffs under all departments of the four colleges was carried out and the census data indicated, there were a total of 459 academicians in the four colleges. So, to calculate the representative samples, finite population correction formula with 95% Confidence Interval (CI) and 5.0% Margin of Error (ME) was considered and samples (n) out of N (459) was 217. However, 10% was added to compensate potential nonresponses and other unexpected inconsistencies like damaged or incomplete questionnaires which the final sample size becomes;

$$217 + (217 \times 0.1) = 238.7 \sim 239$$

In addition, the population scheme showed that, out of the total number of 459, 50(10.89%) staffs were from College of Educational and Behavioral Sciences, 56(12.20%) from College of Law and Governance, 161(35.07%) from College of Natural Sciences, and 192(41.83%) were from College of Social Sciences and Humanities. Thus, to calculate the value of representatives (x_n) of each college, x_i and n were multiplied and divided by N as it is shown therein.

$$x_n * \frac{x_i * n}{N}$$

Where;

N = the total population of academic staffs in the four colleges

n = sample size

x_i = the number of staff in each college

x_n = the number of sample represented from each college

Table 1: Proportionally Allocated Sample Size of Colleges

College	Number Staff of (x_i)	Sample Size (X_n)
College of Edu. & Behavioral Sciences	50	26
College of Law and Governance	56	29
College of Natural Sciences	161	84
College of Social Sciences & Humanities	192	100
Total	459 (N)	239 (n)

3.4. Inclusion Criteria

The inclusion criteria for both the survey questionnaire and interview informants were employment condition. Hence, participants whose employment condition is permanent were included.

3.5. Exclusion Criteria

Participants, who were off duty (out of the campus) on vacation leave, education or any reason, were excluded.

3.6. Data Collection Instruments

The study investigates employees' perception of culture at Jimma University. To that effect, academic staffs and managers both were targeted and both qualitative and quantitative data were obtained. Therefore, Key Informant Interviews (KIIs) and self-administered, structured questionnaire was used for the qualitative and quantitative data respectively. The use of two techniques offered the opportunity to obtain both qualitative and quantitative data types which could not be achieved with a single method. More importantly, the use of in-depth interview though only few informants participated,

offered the opportunity to dig detail beliefs of managers that need to be interpreted and compared with that of the self-reported data of academics.

3.7. Data Collection Procedures

3.7.1. Key Informant Interviews (KIIs)

The main focus of the interview was to get leaders and/or managers perception of organizational culture (guiding values) at Jimma University. So, to elicit perceptions and special insights of managers, in-depth interview questions were designed (conducted) with administrative and academic directors. To help participants get ready in advance, **Key Informants Interview (KIIs) Guideline** was disseminated before the schedule and interviews were conducted in informant's office in a period of one month (April-May). Besides, all sessions were conducted uninterruptedly in closed, silent offices and except one, all the interviews were tape recorded upon interviewee's permission. One interview was not recorded due to failure of the recording device (technical problem). However, discussions were written immediately after the interview session so as to recall the direct terms of the conversant as much as possible.

3.7.2. Self-administered Questionnaire

A self-administered questionnaire with close-ended questions was used for the quantitative survey data gathering. So, a questionnaire that has two sections; section one asking respondents demographic background and section two requiring the perception of academic staffs' perception of the organizational types were distributed to 239 academic staffs. In the background part (part I), sex, age, education level, academic rank, college and role or task of a respondent were asked. In the second section, the organizational culture perceptions of academic staffs were asked from six dimensions. To that purpose, the Organizational Culture Assessment Instrument (OCAI) questionnaire was used with minor revisions. The questionnaire sums and score the four; Clan, Adhocracy, Market and Hierarchy organizational culture typologies based on the six dimensions and twenty-four sub constructs. The six dimensions are; dominant features of the organization, leadership style, employee management, organization glue, strategic emphases and criteria of success (Cameron & Quinn, 2006)). So, the questionnaire asks

twenty-four (24) key constructs of the four typologies of organizational culture in a 5 point Likert-scale questions; 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

According to Cameron and Quinn (2006), there are six sets of normative beliefs and behavioral expectations that reflect an organization's culture as; Clan, Adhocracy, Hierarchy and Market culture types. These scales or dimensions have four constructs each based on the four culture types. Thus, the four constructs that measure the clan culture typology are; cohesiveness, participation, consists teamwork (loyalty) and a focus on developing human resources. Then, the other four constructs are concerning the adhocracy culture type; innovation, challenge (risk-taking), uniqueness and alertness to networking. Again, the four constructs concern the hierarchy culture typology and these are; adherence to formal rules and regulations, procedures and controlling, dependability and stability. The fourth scale constructs the four constructs that measure the market culture typology and these are; competition, result oriented, aggressiveness to task accomplishment and winning (outpacing the market) place.

These six scales have four (a total of 24 constructs) which are organized in the form of choice; A, B, C, D, under the six measurement units (dimensions) of the Organizational Culture Assessment Instrument (OCAI) questionnaire that assesses features of the four culture typologies. Hence, every A (which makes 24 As) is a construct of Clan/team culture typology, every B is a construct to Adhocracy/innovative culture, every C is for Hierarchy and every D is for Market culture typology.

To check the validity/suitability of the tool in the context of Jimma University staffs, a pretest was administered with staffs from Institute of Health and College of Business and Economics. The pretest helped to identify two things; one, it helped to check the clarity of questions and items/sub-constructs. Two, it enabled to check the relevancy of target respondents to the qualitative data. Upon the pretest data, department heads were excluded from the key informant groups as some they claimed not to be the right person to be asked some of the questions, and referred other authorities. As per the item, except replacing some (vague/unfamiliar/jargon) words into more familiar terms, the tool was applied directly. However, the variable on respondent's background; 'department' was left out from the survey since some respondents did not fill it during the pretest. For the rephrase issues, see the format attached with **Appendix I: A Questionnaire for Assessing Organizational Culture.**

3.8. Methods of Data Analysis

The qualitative data from interviews were analyzed thematically. Further, the framework analysis was based on five stages as stated in (Lacey & Luff, 2009). First, the recorded conversations were repeatedly listened, digested, refined and transcribed (familiarized) into words format. Since dialogues were in mixed language (Amharic and English), it was also translated into English. Then, according to the direct and contextual meanings of discourses, ideas were textually indexed. In doing so, data were specified under certain sub constructs. Then, corresponding ideas were grouped together and transferred into the pre-established respective cultural dimensions (thematic framework). Then, using headings from the themes, thematic charts from which data are easily read across the whole dataset were created.

In the same way, the quantitative data were analyzed in descriptive statistics by using the Statistical Package for Social Sciences (SPSS) software version 21. Following, frequencies and percentages were used to summarize respondents' demographic information. Whereas descriptive statistics, such as mean scores and standard deviations were calculated to identify the dominantly perceived culture typology among the academic staffs of the main campus, Jimma University. Further, Independent Samples *t*-test and Analysis of Variance (ANOVA) were administered to compare two mean scores and multiple mean scores respectively. Besides, differences of mean scores were considered statistically significant at 0.05 Alpha level and 95% Confidence Interval.

3.9. Ethical Consideration

Ethical clearance and approval from postgraduate and research office of social Sciences and Humanities College of Jimma University was obtained before the actual study was conducted. Respondents were fully informed about the purpose of the study and were consented for their participation. So, all of them participated voluntarily.

Regarding key informant interviews, all informants were approached formally by a collaboration letter from Post Graduate Research Coordinating office, College of Social Sciences. Again, an interview guideline that requests consent for their participation and states five structured questions (discussion

points) was disseminated in advance. So, up on seeing the contents of the interview and procedures of conducting it, all of the interviewee were participated voluntarily.

Chapter Four

Result and Discussion

4.1. Results

The study attempted to analyze the employees' perception of organizational culture at Jimma University main campus. Mainly, it tried to identify the alignment between academic staff's and manager's perception at the study area. To that end, a survey questionnaire was distributed to 239 academic staffs which, valid response rate of 204(85.3%) were returned and analyzed. Regarding managers, an in-depth interview lasted for 17 up to 1:02 minutes were conducted with six administrative and academic directors. So, this chapter mainly contains three sections. Section one (4.1.1) presents results of the quantitative data on academic staff's perception and section two (4.1.2) presents findings of the qualitative data on managers' perception of the organizational culture. Seemingly, under section three (4.2) discussions of the salient outcomes of the quantitative and qualitative data will be explained.

Generally, the chapter is organized as follows; in section 4.1.1.1, respondents' demographic data will be presented and in section 4.1.1.2. the mean scores and standard deviations of the overall culture types perceived by the main campus academic staffs of Jimma University will be presented. In section 4.1.1.3, the t-test and ANOVA results (Variances) on the perception of culture typologies within the various characteristics of academics staffs will be presented comparatively. Then, in section 4.1.2.; sub titles 4.1.2.1., 4.1.2.2., and 4.1.2.3., analyses of qualitative data obtained from interviewees (managers) are presented. Finally, in section (4.2.) discussions of the overall findings will be summarized.

4.1.1. A Quantitative Analyses of Academic Staffs' Perception of Organizational Culture at Jimma University

4.1.1.1. Demographic Profile of Respondents

Socio-demographic information was asked except 'department' and 'marital statuses of respondents. The data about department was not obtained for, some respondents were uncomfortable to answer it

during the pre-test of the survey questionnaire. However, marital status was excluded for it was not a variable for the study.

Besides, sex, age, education level, academic rank, college and role/task of respondents were the part of background information gathered from respondents of the questionnaire. As it is shown on Table: 2 below, among a total of 204 participants, 159(77.9%) were male and 45(22.1%) female respondents. Regarding their age, 44(21.6%) were in the age group ranging from 23-25, 91(44.6%) were in the age group ranging from 26-35, 54(26.5%) were in the age group ranging from 36-45 and 15(7.4%) of respondents were categorized under the age group ranging from 46-55. Likewise, concerning the education level of participants, 45(22.1%) were bachelors, 109(53.4) were master's, and 50(24.5) were Ph.D. degree holders. As to the information about the academic rank of participants, 3(1.5%) were Graduate Assistant I, 26(12.7%) were Graduate Assistant II, 30(14.7%) were Assistant Lecturers, 90(44.1%) were Lecturers, 44(21.6%) were Assistant Professors, and 11(5.4%) were Associate Professors.

Again, when respondents were distinguished based on their colleges, 93(45.6%) were from College of Social Sciences and Humanities, 70 (34.3%) from College of Natural Sciences, 21(10.3%) from College of Educational and Behavioral Sciences and 20 (9.8%) from College of Law and Governance. More, with regard to their roles, 160(78.4%) were respondents who are engaged in teaching/research and 44(21.6%) were academics engaged in technical/supporting activities. The summary of respondents' background information is displayed in the table below.

Table 2: Demographic Profile of Participants (n=204)

Characteristics	Categories	No	(%)
Sex			
	Male	159	77.9
	Female	45	22.1
	Total	204	100
Age			
	23-25	44	21.6
	26-35	91	44.6
	36-45	54	26.5
	46-55	15	7.4
	Total	204	100
Academic Rank			
	Graduate Assistant I	3	1.5
	Graduate Assistant II	26	12.7
	Assistant Lecturer	90	44.1
	Lecturer	30	14.7
	Assistant Professor	44	21.6
	Associate Professor	11	5.4
	Total	204	100
College			
	College Educ. & Behavioral Sciences [CEBS]	21	10.3
	College of Law & Governance [CLG]	20	9.8
	College of Natural Sciences [CNS]	70	34.3
	College of Social Sciences & Humanities [CSSH]	93	45.6
	Total	204	100
Education Level			
	Bachelor Degree	45	22.1
	Master's Degree	109	53.4
	Ph.D. Degree	50	24.5
	Total	204	100
Role/Task			
	Academic/Research	160	78.4
	Technical Support	44	21.6
	Total	204	100

4.1.1.2. Descriptive Statistics of the Overall Perceived Culture Types

The study attempted to investigate the culture typologies perceived by academic staffs of Jimma University. In an organization, there are three important entities; People who are individuals in the organization, including leaders, Practices; everything including culture, competency, and key processes of the organization and Purposes; things like outcomes, or the value the organization intends to create practice and purpose. In the Competing Values Framework, the term ‘whole’ is always comparative, because everything is both a whole thing and a part of a greater system (Cameron, n.d; Cameron & Quinn, 2006). Similarly, the result from the OCAI questionnaire showed all the four culture typologies have been perceived by academic staffs of the University. The perception distribution is displayed as; Hierarchy, Market, Adhocracy and Clan culture types in ascending order. The summary of the four cultures mean values, standard deviations, minimum and maximum scores are presented in the table below.

Table 3: Mean Scores and Standard Deviations of the Perceived Culture Typologies

Culture Typology	Mean	Std. Deviation
Hierarchy/Bureaucratic	3.4657	.60301
Market/Competitive	3.4379	.75662
Adhocracy/Innovative	2.8407	.66755
Clan/Team	2.6528	.91869

To identify the perception of culture typology the Mean and Standard Deviation scores of individual items of OCAI were computed. As shown on Table 3, the mean and standard deviation of culture typologies perceived by the academic staffs of Jimma University are; Hierarchy culture; (Mean = 3.46; SD = 0.60), Market culture; (Mean = 3.43; SD = 0.75), Adhocracy culture; (Mean = 2.84; SD = 0.66) and Clan culture; (Mean = 2.65; SD=0.91).

4.1.1.3. A Comparative Analyses of Culture Types Perception among Academics

After identifying the overall perceived culture typology mean scores, comparing and/or confirming the alignment of perception between groups of diversified backgrounds was the other objective of the

study. So, Independent t-test and ANOVA were employed to compare the mean scores of culture typologies between groups. In addition, within groups whose combined variance score (F statistics) was >1, multiple comparisons (Bonferroni statistical calculations) were employed to check the level of significance between groups' characteristics. Differences were considered statistically significant at alpha level ≤ 0.05 .

Table 4: Mean Variance of Culture Typologies (t-Test and ANOVA Results)

Culture Typology (M= Mean, SD=Standard Deviation)				
Characteristics	Clan	Adhocracy	Hierarchy	Market
	M(SD)	M(SD)	M(SD)	M(SD)
Sex				
Male	2.66(0.92)	2.89(0.67)	3.47(0.61)	3.44(0.78)
Female	2.60(0.91)	2.64(0.61)	3.43(0.56)	3.40(0.67)
t- P- Value	0.37 0.70	2.30 0.02*	0.36 0.71	0.34 0.28
Age				
23-25	2.30(0.93)	2.57(0.68)	3.43(0.53)	2.30(0.93)
26-35	2.94(0.87)	2.95(0.66)	3.52(0.63)	2.94(0.87)
36-45	2.42(0.85)	2.85(0.61)	3.37(0.57)	2.42(0.85)
46-55	2.73(0.81)	2.86(0.68)	3.53(0.70)	2.73(0.81)
F- P- Value	6.92 0.00*	3.37 0.02*	0.78 0.50	1.09 0.00*
Education Level				
Bachelor	2.68(0.88)	2.71(0.63)	3.52(0.61)	2.68(0.88)
Masters	2.62(0.91)	2.84(0.66)	3.44(0.57)	2.62(0.91)
Ph.D.	2.67(0.97)	2.94(0.69)	3.46(0.66)	2.67(0.97)
F- P-Value	0.09 0.91	1.48 0.22	0.29 0.74	0.79 0.91
Academic Rank				
Graduate Assistant I	2.16(0.66)	2.00(0.76)	3.44(0.41)	2.16(0.66)
Graduate Assistant II	2.28(0.77)	2.47(0.47)	3.41(0.59)	2.28(0.77)
Assistant Lecturer	3.02(0.80)	2.97(0.66)	3.68(0.61)	3.02(0.80)
Lecturer	2.60(0.92)	2.87(0.68)	3.39(0.59)	2.60(0.92)
Assistant Professor	2.81(0.96)	2.98(0.65)	3.48(0.62)	2.81(0.96)
Associate Professor	2.37(1.00)	2.69(0.58)	3.50(0.56)	2.37(1.00)
F- p-Value	2.57 0.02*	3.54 0.00*	1.12 0.64	1.71 0.02*
College				
CSSH	2.73(0.90)	2.93(0.69)	3.41(0.65)	2.73(0.90)
CNS	2.52(0.95)	2.75(0.66)	3.58(0.53)	2.52(0.95)
CEBS	2.71(0.84)	2.91(0.72)	3.36(0.72)	2.71(0.84)
CLG	2.67(0.94)	2.60(0.39)	3.38(0.40)	2.67(0.94)

F-	0.71	2.01	1.52	0.29
P- Value	0.54	0.11	0.21	0.54
Role/Task				
Academic/Research	2.68(0.93)	2.88(0.68)	3.45(0.61)	2.68(0.93)
Technical Support	2.53(0.85)	2.67(0.56)	3.51(0.54)	2.53(0.85)
t-	0.99	1.87	-.56	1.22
p- Value	0.31	0.01*	0.57	0.10

According to the comparative analyses, significant variation was observed among groups of participants with regard to the perception of clan, adhocracy and hierarchy culture types. Hence, when perception of clan culture was compared among groups of different characteristics (sex, age, education level, academic rank, college and role), there were variations across groups but the mean variance within the age and academic rank groups were statistically significant at $p \leq 0.05$. Accordingly, the ANOVA result for age was ($F= 6.92$; $p= 0.00$) and academic rank ($F= 2.57$; $p=0.02$). Also, as it was evident from the statistical data, the value of combined variance (F statistics) is >1 and multiple comparisons were checked to identify the specifically significantly varied groups. As a result, the Bonferoni multiple comparisons indicated that the mean difference between the age groups of 23-25 and 26-35 were significant ($p=0.00$). Again, the variance between the age groups of 26-35 and 36-45 was statistically significant ($p= 0.00$). Regarding variations within groups of academic ranks, only the mean score between groups of Graduate Assistant II and Assistant Lecturer was significant ($p=0.03$).

Seemingly, academics also varied in their perception of adhocracy culture based on their sex, age, academic rank and role. The existing mean difference within the groups of sex was ($t= 2.30$; $p=0.02$), age ($F=3.37$; $p=0.02$) and academic rank ($F=3.54$; $p=0.00$) and role; ($t=1.87$; $p=0.01$). Moreover, as discovered from the multiple comparisons of variances within the age groups, the mean of 23-25 and 26-35 was statistically significant ($p=0.01$). Likewise, concerning the multiple comparisons within groups of academic rank, only the mean of Graduate Assistant II was significantly different from Assistant Professor ($p=0.02$). However, the sum of mean difference in role (between Academic and Technical support staffs) was not statistically significant (2 -tailed $p=0.06$).

Withstanding, participants also varied in their perception of market culture across groups of age ($F=1.099$; $p=0.00$) and academic rank ($F=1.716$; $p=0.02$). Though, the multiple comparisons within

both groups (age and academic rank) was not statistically significant. Hence, the mean score of age ($p=.351$) and academic rank ($p=.133$). Contrarily to all the other culture types, there was no any assumed significant variance between groups of academic staff on the perception of hierarchy culture. For this reason, hierarchy culture was the only commonly perceived culture type among academics of Jimma University.

4.1.2. A Qualitative Analyses of Managers' Perception of Organizational Culture at Jimma University

To identify manager's perception of organizational culture typology at Jimma University, interviews with six administrative and/or academic directors that lasted; from 17 minutes up to 1:02 (one hour and two minutes) was conducted. All of the interviewees were male managers in the age group of 35-50 years old and in terms of education level, all except one informant were Ph.D. degree holders. However, any specific job description/title was not reported to the confidentiality of respondents (the data). Instead, they were coded as, I001, I002, I003, I004, I005 and I006; i.e. interviewee 001, 002 etc. So, the coded identities were used to substantiate the analyses (findings) with direct quotations of respondents. The detail of interview databases is attached in Appendix A: Interview Data Extracts.

This report is therefore an interpretation of the full context and content of data obtained from informants of the interview. To elicit managers' views of organizational culture at Jimma University, five questions revolving around the Competing Values Framework (CVF) culture model were prepared. According to Cameron and Queen (2006), the model diagnoses culture from six dimensions and four culture typologies. The six dimensions that are used to describe the culture type are dominant feature, strategic plan, leadership style, employee management, organizational glue and criteria of success. Then, upon the expressed beliefs and enacted behaviors of employees and/or managers related to the six dimensions, organizational culture can be clan/team, adhocracy/innovative, market/competitive or hierarchy/bureaucratic. The authors also highlighted the possibility of an organization to show a mix of two or more cultures at a time.

In an organization, there are three important entities; People who are individuals in the organization, including leaders, Practices; everything including culture, competency, and key processes of the organization and Purposes; things like outcomes, or the value the organization intends to create. In the

Competing Values Framework, the term ‘whole’ is always comparative, because everything is both a whole thing and a part of a greater system (Cameron, n.d). In the same way, from the in-depth interviews, three culture types were perceived by managers at the University. Accordingly, Clan, Adhocracy and Market culture were the perceived typologies among managers’ at Jimma University. As well, having scored mean values for Market culture (Mean=3.4379), Adhocracy (Mean=2.8407) and Clan (Mean=2.6528), the three culture types were also perceived by academic staffs of the University.

4.1.2.1. Clan Culture Typology

At the center of clan culture organizations’ ideology, there is a tendency to processing activities based on the Human Relations Model (HRM) management. Moreover, due to managers’ belief in knowledge capital to organizational success, the organizational structure is flexible to facilitate the best utilization of human resources. As a result, leaders focus on nurturing, mentoring, and guarantee employee freedom. On top of that, the organization emphasizes the long-term benefit of human resources development and accredits great importance to cohesion and morale (Pottstraat, 2010). Likewise, according to the data obtained from informants of the interview, Jimma University strongly rely on the efficiency of human resources to fulfill its long term (five years) strategic plan. When asked about the strategic priorities leaders plan to achieve in the long run, an informant stated;

Um...I think what you have just mentioned are interrelated. You cannot separate your human resource capacity from innovation and competition. You know without innovation, you cannot be competitive and without a well-developed human resource, you cannot create new idea or product [innovation]. ...So, we are working to increase the number of Ph.D. degree holders and academic rank of Assistant Professors and Professors (I001).

The above informant told the interplay between purpose (goal), means (the human resource) and end (competing with others). He also emphasized the interdependency of the three values to function fully and bring the organizational success. Further illustrated, the organization (leader) has the goal of “competing” and winning the market with creativity and “innovations”. To achieve these (“competing and innovating) dead-ends, leaders hold the underlying assumption of creating efficient human resources. Based on these grounds, the University is oriented on employees’/human resources development as a means to achieve corporate success. According

to (Maximini, 2015), the basic assumptions in a clan culture are that the organizational environment can best be managed through teamwork and employee development. In fact, all the six informants agreed on the idea that the University has special priority to develop its staff profile. As another respondent shared the above idea:

Our plan is...to realize our strategic plans, we planned to have academic staff profile of 0% BSc/BA degree, 60% MSc/MA degree and 40% Ph.D. degree by 2025 (I003).

The University's inclination to develop employees [Human resources] capability as a means to success was reflected in its long term strategic plan of having an academic staff profile of 60% Master's degree and 40% Ph.D. degree holders. Besides, due to its underlying assumption that human affiliation produces positive affective employee attitudes directed towards the organization, clan culture is reinforced by a flexible organizational structure (Santoriello, 2015; Hartnell, Ou, & Kinicki, 2011). Likewise, when asked about the involvement of employees in decision making (planning) in the University one of the respondents explained the flexibility of the organizational structure (management). He illuborated as;

...we have two planning mechanisms; top-to-down and bottom-up. After we adapt the national strategic plan framework, we plan our own institutional context strategic plan. Then, a temple (framework) of the general (institutional) annual plan will be disseminated to every directorate/college/case worker. So, based on the framework, all should plan their own (college/unit) annual plans that contribute to the achievement of the main (intuitional) plan. So, we basically plan annually but each directorate/college is free to plan their own annual plan. Sometimes, colleges/units can plan extended plan (beyond) the main plan (I006).

The above statement clearly indicated the existence of an open communication system between the management and employees which in many sources has been considered as a driver of organizational values (e.g. Pottstraat, 2010). Alike, the above statement also indicated the focus of managers on using not only the practically performed skills of employees but also ideas and management experiences in order to enhance organizational performances. So, through implementing the Human Relations and Human Resource Models of employee management styles, instead of controlling employees with outlined procedures, the management leaves some loops and recycles different opinions to get the best

out of it. the “Human Relations (HR)” and “Human Resources (HRs)” Models of employee management were introduced as a result of the Hawthorne experimental studies conducted from 1924 to 1933. Subsequently, managers’ beliefs shifted from “workers work” to “workers think” (Miller, 2012) which are attributions of “clan culture” (Mohammed & Bardai, 2012). Besides, the models were substitutions for the bureaucratic classical management styles particularly Frederick Taylor’s Theory of Scientific Management (Miller, 2012).

In addition, managers of the Human Relations and Human Resources model organizations are known for their attention for employees as a motivational factor to work. Empirical studies resonated the fact that sensitivity to customers and concern for people is used as a driver to goal success in corporates of clan culture (Suderman, 2012), the fact which was also sensed at Jimma University according to the data obtained from informants of the study. Likely, the informant from top administrative management extensively communicated the employee treatment conditions of the University as said;

...As much as possible, we try to make our staff happy and satisfied. For instance, we provide housing based on tenure, education level or family condition, we are planning to provide internet services and security for each residence.

Probing... ‘your staff treatment seems wonderful’. Yeah... ‘So, can we say staffs are happy; probably motivated’?

Sure, you see Jimma is away from the center [Addis Ababa] so people always want to live at the center. Therefore, if you want to keep some nice people here you should provide basic needs. We knew this from the beginning. So, in terms of the basic need, you know that house is basic need jimma always try to avail house. We provide house for staffs according to seniority, household condition and women has first priority. For that matter, I can say almost 50% of the academic staffs got housing. To be frank, some staffs, they got house here, they applied for job in Addis and left. But they came immediately back to Jimma. Another facility, we also have a nice staff lounge and we are trying to avail Wi-Fi in every corner of the campus. For those staffs who are bachelors, we process [issue] the renting house. These days everything is going with technology, so, we are trying to avail Wi-Fi for every residence. We also provide a desktop and office for every academic staffs. For staffs who are lecturer and above, we provide a laptop and trainings on how to use it for some old staff members who don’t have practical experience with laptops (I002).

It was evident that, the organization provided different employee care conditions to keep “some nice people [workers] and maintain/enhance the organizational productivity. When the manager said to keep “nice people”, the phrase can be interpreted as, nice in terms of academic degree, rank, experiences or employees of good personality who have inspirational qualities to coordinate, organize and keep a team spirit among workers. In whichever meanings, the University makes a fuss of best care for employees to get best performances that would result in high success. The informant also mentioned the fact that they provided housings for about 50% of academic staffs allocated based on some criteria and a staff lounge, and Wi-Fi services around the University to create a nice, friendly workplace. According to his statements, attributed to those caring facilities, it [the University] could retract some resigned staffs due to the invaluable care the University provides for its employees. Congruent to the above statements, one of the prevailing components of organizational culture is emotional recognition, leadership and orientation to customers’ values (Santoriello, 2015; Cornwall & Perlman 1990).

In line with providing customer care, leaders of clannish organizations exercise open communication and flexible management to mentor and nurture employees which characterize them as a father figure. Similarly, the other participant shared an event related with their employee treatment behavior. As said;

... The important thing for us and also what other people are appreciating, particularly, those who left Jimma University and joined other organizations the open door policy Jimma is using... for example, recognition the humanity aspect rather than rules and regulations. For example, there are some staffs that are violating rules but tolerance is high from of the University. Why, because even if someone violets something, you have some good qualities. The issue is not to punish somebody else but the good thing is how to bring the person on board (I003).

As one can understand from the above statement, leaders are like a father figure in mentoring and coordinating employees as they try to build team spirit. The informant asserted the emphasis given by managers for humanity and the prefer-ability of psychological treatment to correct rule violations. He said when someone transgresses official rules, the management choses a softer approach such like negotiations, discussions and clarifications of rights and wrongs as corrective measures. More, it does

tolerate such mischiefs to give employees lessons and continue the mutual cooperation — “...The issue is not to punish somebody else but the good thing is how to bring the person on board (I003).

In the same way, stating the reason behind the initiation taken by managers to accustom the practice of teamwork at the University, an informant talked about the other part of customers — students. As said;

... The main concern that should be prioritized is the outcome on students. We always consider a program/system that has a better impact on our products. ‘What do you mean exactly when you say our products; can you please explain it?’ Yeah... our products are students (I005).

Team culture also advocates mutual support to the success of both the corporate’s and its members (employees’) goals in short and long term effects (Hartnell, et.al. 2011). With regard to the mutually supportive culture of Jimma University, the recreational and housing facilities stated by (I002) above; can be attributed to the short term and ongoing (immediate) effects of mutually benefiting practices of the organization and its employees. However, an informant also spoke the strategical supportivenesses of the University and employees on different circumstances. He noted that;

...any time each year in September, at the time we employee new employees; new teachers and admin staff, we have orientation for them... For example, about the issue of scholarship... the rule says, to a staff to get scholarship, two years[s] service[s]. But if you got some chance by your own effort, why not even tomorrow, as far as you are competent, we let you go even if it is against our rule. Why we are supporting, because, once you go there, you develop yourself economically. Second, you are getting experience and with that experience, with that exposure, you are going to be an asset for us when you come here. You are going to treat the University as your own. We tell them these kinds of things (I002).

It is clear from the statement that, no matter whether the case violets the employment conditions of the University, the management remains flexible for employees’ decisions on some circumstances as long as the issue adds value to the employee’s personal success. The informant also exposed the belief that the knowledge/experience an individual gained will be an asset for the University one day which showed the institutional focus on long-term benefits of human resources.

In addition, as Suderman (2012) indicated, one of the key features of an organization with clan culture is its top priority for teamwork, participation and consensus among organizational members. Similarly, stating the culture of cohesiveness and consensus among Jimma University staffs, an informant said;

We are known for our unity, innovations and consensus. During meetings, I sometimes become surprised when staffs (academics) elaborate/explain the idea developed by our office even in a better way (in admiration). Even people from the parliament, government bodies and visiting supervisors are mesmerized by the fact that, staffs from top-to-down speak the same language [same thing] about any subject (I003).

The participant referred own experiences he observed from internal staffs as an administrator and comments received from external stakeholders when proclaiming the participatory management style of the University and the outcome the institution achieved in that particular practice. As he told, the dominant feature of the University as an institution with a unified, innovative and universally coherent staff was understood both by internal staffs and external patrons. This statement is similar with that of deans, associate deans, and head of departments perceived the concept of organizational culture and collegiality as a set of values agreed upon by University hierarchies (Fralinger,2007).

Extended from the above, the emphasis given on teamwork and collaboration by the management was also reported by another participant as he said;

...To foster our teamwork culture, we planned a new mechanism that makes the cooperation of staffs even better. The grouping system is interest based that can be oriented for example, on career (staff or student), discipline, level of academic degree, rank, specialization area, position or any interest (I004).

Informant (004) confirmed the attention paid to collaborative execution of tasks among staffs even in a more fashion way. To that end, managers are ready to create a perfect 'person-group' fit based on corresponding affiliates; (members having similar experience or background) are grouped together. Clan culture is distinguished typically by staffs' cohesion like a family member. The means by which organizational goal believed to be achieved is through interpersonal communication (Morais & Graca, 2013).

Corresponding to the above statements, participant (I005) said;

We try to instill the importance of teamwork in each staff mind. We have a teamwork guideline for all staffs, including students. You know, the outcome is not the same when a task is done by one and in collaboration. ...our next plan is; to start the practice of one subject to be delivered in pair of lecturers.

In fact, almost all participants of the interview had agreed on the above statements. In general, having analyzed the full discourse of informants, it was discovered that managers believe the culture at Jimma University supports team work, cohesion, and consensus among staffs of all levels. Informants also agreed upon the idea that the University encourages individual workers achieve personal goals through developing their professional career and competitiveness. Moreover, interviewees disclosed that the University exhaustively tries to develop the human resource and efficiency of customer care. Hence, based on its managers' belief, Jimma University promotes the human relations and human resources model of organizational management, which gives it the features of clan culture.

In contrast to manager's perception, the team culture was the least culture type perceived by academics of the institution (Mean = 2.6528). This indicates the paradox between managers' promoted beliefs and practical behaviors. According to CVF model, the prevalence of clan culture at a workplace is acknowledged on the extent to which; members are harmonized; leaders are caring for employees; managers are team builders; employees are committed to work collaboratively; the institution focuses on developing human resources and counts success upon achieving it. However, three groups; (the strongly disagreed, the disagreed and the neutrals) rated significantly high for four out of the six sub-constructs of the clan culture. As a result, it is understood from the data that the sum score of academics' perception was low. For the frequency distribution normality, see tables and histograms attached with Appendix II A. This might be due to the existence of less interaction among academic staffs since their tasks are mostly accomplished independently which result in creating more interaction with students than fellow staffs.

4.1.2.2. Adhocracy Culture Typology

The second organizational culture typology perceived by managers of Jimma was adhocracy or innovative culture as informants reported. According to Quinn and Kimberly (1984) as it was stated in (Hartnell *et.al.* 2011) like that of clan, adhocratic culture is supported by a flexible organizational structure. Though, unlike clannish organizations, adhocratic organizations are externally oriented. A

fundamental assumption in adhocratic [innovative] cultures is that an idealistic and novel vision prompts an employee to be creative and take risks which foster the creation or reaping of new resources (Cameron & Quinn, 2006). The same is true with Jimma University. As facts obtained from the qualitative data, there is high value given for innovation and entrepreneurship by the University. For example, when asked about the dominant feature of the University, an interviewee said;

Jimma University is known for its new programs and teaching systems. For example, you can take your field of study [MA in PRCC]; take Department of Oromo Culture Studies, Oromo Folklore and Community Based Education System. We always try to open new departments that the country/people needs to study (I001).

From the above statements, it is possible to understand that, programs (field of studies) are considered new [innovations/adaptations] in the context of higher education institutions. As Chandler, (2015) claimed, the concept of customers and products are subjective to the organization's orientation. Sometimes students are products and employers (the external market) are customers of universities. Yet again, staffs [new programs] are products and students are customers — this can be a case for future investigations. The other informant supported the above idea when explaining the strategic plan of the University. Reminding that the primary objective of higher educations should be researching, creativity and problem solving, an informant passionately explained the situation at Jimma University saying;

There is a teaching-learning activity even at high schools and primary schools. However, the primary objective of higher educations is to be a leader in innovations. So, we are striving to be known with innovations. You can see our community based education system. By the way we have an exhibition center, technology parks and sample/model villages that enable us display our findings/inventions, apply/launch technologies. These are already under construction with a partnership program (I006).

The informant indicated the national (the federal ministry of education) assumptions as higher educations as place of innovations and research. Moreover, he pointed out the orientation of Jimma University to the issue as explained the possibilities at hand that enable the institution realize its plan/objectives. In order to efficiently perform and fulfill the creativity and/or innovative activities, leaders connect the institute with other sister-organizations. The informant also argued that there is no manager, rather, there is a participatory and ambitious leader who can embrace and guide change, consider new ways of thinking, with emphasis on brokering, influencing, external monitoring and networking skills.

In the same way, Quinn and Kimberly (1984) noted that the organization of innovative culture is open for the outside market with a focus on tracking and accessing resources.

When asked about the efficiency of the University such like human/material resources, leadership and budget to facilitate innovative activities, the same informant added;

We have no manager actually; we have a leader; a visionary/participative leader. You know there is difference between manager and leader. A leader is a strategic planner, a focused facilitator; a leader is not innovator; it just facilitates an environment conducive for innovation.... By the way, here around the University, we have an incubation center to enable every employee to try, retry [practice again and again] and develop innovative ideas/practices by themselves. In the center, there is only a collection of equipment/materials that the practitioner uses for activities; not anything or anyone else (I006).

Explaining the dominant feature of the University, the other participant integrated the 'create' ideology of the University as said;

Jimma University is known for its new programs and research. It is for that reason we won the best Universities award for five successive years. If you take some postgraduate programs and the Community Based Education system, we are the first to launch/open (I004).

Congruent to the above statements, (Lindquist & Marcy, 2014) stated, in an organization of innovative culture leaders are dreamers, visionaries, trend-setters, big-picture thinkers, energizers so that the workplace takes bold risks, high-energy atmosphere and run experiments. In addition, adhocratic organizations put a great value for growth, stimulation, variety, autonomy and attention to details (Quinn & Kimberly, 1984). Likewise, autonomy of employees, colleges and/or departments was also the dominant feature of the University according to managers' perception. For example, an informant stated;

...the other, you know that the issue of laboratory, different level of laboratory, structures for laboratory. Sometimes, we find outstanding laboratories aggressively working, even working to get accreditations. When we look at the criteria for accreditations, their actions may be in contrast to that [criteria] our rule; yet, we break our rule (criteria) and let the people go at that direction if their doing is found to be remarkable (I003).

Within an adhocracy, power flows from individual to individual or from task team to task team depending on the issue being addressed at a time. The main task of both an organization as a whole and

each employee is to be on a cutting edge of a problem and leader in their area of expertise (Cameron & Quinn, 2006). Adding to the above point, an informant explained that the key strategic directions that are outlined to achieving the strategic plan of Jimma University are implemented independently by colleges. When asked whether colleges are free to think, plan or act independently, He said;

Of course, they are. To tell you one example, to achieve one of the key strategic directions; 'Excellency in internationalization', we are engaged in opening new programs in collaboration (joint-venture) with international organizations. Colleges can also have their own strategic plan and are establishing relationships with international organizations representing their own areas of studies. To mention one, college of Agriculture has already launched a master's program in 'Executive Business Management' in collaboration with one or two University from Europe. Your college (Social Sciences) for example, Media Study is trying to open an undergraduate program in 'Free Press and Limited Agency' something...jointly with one organization from Netherlands (I002).

At the center of innovative organization, there is deep rooted assumption for change and endeavor for innovation. Besides, due to a belief that people behave appropriately only when they understand the importance and impact of the task, leaders are risk-taking, creative, and adaptable to new ideas and systems (Quinn, Kimberly, 1984; Lindquist & Marcy, 2014). The empirical concepts of innovative culture features were identified in managers' insights of the organizational goals, means and leadership/management systems of the University. As a result, it is possible to say innovative culture is the second typology promoted by Jimma University.

On the contrary, innovative culture was the second least culture type perceived as existing by academics of the institution (Mean = 2.8407). According to CVF model, the prevalence of innovative culture at a workplace is acknowledged on the extent to which; the institute is infused with a spirit of innovation; leaders encourage innovation, the management promotes employee freedom and facilitates means (environment) that supports the innovation processes. However, when participants were asked whether the mentioned features (sub-constructs of adhocracy culture) exist at their institution (Jimma University), inconsistent to manager's perception, the disagreed and the neutrals groups were extreme outliers when rated the six sub-constructs of adhocracy culture. As a result, the sum score of the academic staffs showed less perception to the culture typology. For the frequency distribution normality, see tables and histograms attached with Appendix II B. this might be due to managers controlling of

employees to enforce policies and regulation based on what they think is serve the best interests of the organization that resulted in less practice of open system (adhocratic culture).

4.1.2.3. Market Culture Typology

The underlying assumption in market cultures is that a focus on achievement produces competitiveness and aggressiveness that result in productivity and shareholder value (Cameron & Quinn, 1999). The long-term concern is on outpacing the competition and market leadership that, the organization is results-oriented workplace. As a result, stretched goals and competitive actions are valued and leaders are highly characterized in hard-driving, competitive and demanding behaviors (Santoriello, 2015). Moreover, a culture definition by authors Cornwall and Perlman (1990), culture as; tolerance to risk, stimulate for activity, ethics of confidence and responsibilities, effectiveness and efficiency is more appropriate for the features of competitive culture.

In fact, the market culture was the most universally perceived type among managers of Jimma University. In expressing the market oriented ideology of the University, interviewees used similar but sometimes (exactly the same) terminologies. When answering the question on strategic plan of the University, interviewee one (I001) for instance said;

Our plan is to be competent nationally, continentally and globally. Now, in research, we are the second next to Addis Ababa University.... When there is a need to hire new employees, we hire even from other countries.

The participant revealed the tendency of the University on competing with other higher educations in the statements he gave above. Also, it can be inferred that the institution clearly knows its position today (ranked 2nd nationally) and where it wants to go next (to be number one in the next 7-10 years; 2025). In a competitive culture, setting a clear objectives and coordinating resources towards it achievement is a predominantly emphasized practice (Cameron, n.d.). The other informant also added.

We do have a plan that takes us where we want to reach by 2025. Our strategic plan is to be among world class institution in the world, top ten universities in Africa and the leading in the country. With what; with highly; very competent graduates... (I006).

In organizations of market culture, driving values such as planning and articulation of clear goals are reinforced by organizational structure steeped in procedures and regulations (Hartnell *et.al.* 2011). In-line with Hartnell's point, interviewee (I002) elaborated details of both the generic strategies and means outlined to achieve the generic plan of the University. When asked about the long term plan of the University, he said;

In the completed five-year strategic plan, our plan was to be the first public University in the country. However, in the renewed five-year strategic plan, our plan is to be one of the leading institutions in the world. To achieve this plan, we have five key strategic directions; Excellency in academics/teaching-learning, Excellency in research, Excellency in community service, Excellency in internationalization and Excellency in governance.

Not only the goals to be achieved are planned, but also the means to be applied to reach there, were set by the management. Through achieving excellences in five different priorities, the University planned to be competent worldwide. Due to the overwhelming aspiration to competitiveness, managers of the market culture are known for their rule setting, enforcements and organizing employees to enhance the aggressively accomplishment of tasks (Quinn & Kimberly, 1984).

Seemingly, participant six (I006) restated the above idea when he explained the directions/means used to evaluate the success of strategic plans as follows.

We planned to have academic staff profile of 0% first degree, 60% second degree and 40% Ph.D. degree by 2025. Our aim is to produce a professional that can compete globally and able to work/teach in any part of the world.

In the conversations above, not only the conversant told the strategic plans but also key directions to be followed towards the success of the plan. Moreover, internal flexibilities, creating external partnerships and involving customers and suppliers are the other driving values of market culture (Santoriello, 2015). Cases in point, one of the informant's statements are in agreement to the above empirical facts. About the flexibility of managements, he told that;

...we prepare the mother strategic plan at the University level but colleges are responsible to prepare their own plan based on the generic plan. So, if Jimma University has eight colleges, you can [may] find eight different strategic plans. If we take the staff profile for example, as a University, we put it at 0-60-40 [means, 60 Masters & 40 Ph.D.] but some colleges planned the reverse;

0-40-60 (means, 40 Masters & 60 Ph.D.). Depending on the issue at hand, some, plan beyond, some plan less. So, we give them room to adapt themselves accordingly their situation (I002).

Extended from the above, another participant communicated about the external links the University created as a driving wheel to its journey to internationalization and global competence. He demonstrated as;

... We also have staff and student exchange program. For example, we sent 7 staffs to the University of Oslo this year. We have signed many partnership commitments with other international higher institutions from India, Belgium, Holland and America. For example, we are going to launch one Post graduate (Ph.D. in Information Science) program after three days from today with an organization from UK (I003).

Organizations working primarily to compete with the market, promote open communication and a sense of ownership and responsibility among employees as a driving value (Cameron et al., 2006). Alike, it was revealed that the leadership in Jimma University has similar characteristics with Cameron's notes. For example; an informant demonstrated the flexibility and sense of ownership in his statements as said;

...I used to direct an office at the college level. We are accountable to my office. For example, we have a plan to do something within a year or two. Then, we prepare our strategic plan and disseminate for departments. However, if we come to know that some other colleges have a better plan, we leave ours behind and switch our direction to them. ... When we come to a management level, everybody acts as a president. If you are appointed as head of a department, director of a certain office or dean, the feeling like is as the same as you are just a president. If you propose a president to try something, you will be encouraged to go and try (I004).

Moreover, as it was attested in preliminary studies, market culture leaders believe that, in order people behave appropriately and meet stakeholders' expectations, provision of clear organizational goals, measuring outcomes and improving productivity is important. They also set rewarding systems for individual employees based on their preferences to motivate employees to aggressively perform (Hartnell *et.al.* 2011; Santoriello, 2015; Lindquist & Marcy, 2014). This feature has also been attributed to the culture of managers in an organization (Gale, Shapiro, McLeod, Redwood & Hewison, 2014).

Regarding setting a clear (achievable) goals, a participant disclosed that, there are generic goals adapted from the federal ministry of education and that we want other colleges/departments and units to adapt their own plans. As he put;

About the employee management culture, you asked ... To start from the University, we have rule and regulation and we are trying our best to make every one understand it and act accordingly (I003).

Consistently, the other respondent spoke about the central monitoring, coordinating and coaching systems of tasks/accomplishments in the University. He said;

We have prepared a strategy for these goals. For example, now we have internationalization program. We developed a software that facilitates activities in more organized/formal/easy way and we disseminated it for every individual employee. Now, we have completed our preparation to provide trainings on applying the software for the planning/reporting/evaluating tasks. So that, activities will be reported to...there are people who have privilege starting from the president (I006).

As far as reward system and flexibility is concerned, a respondent from top management said;

...we accommodate creativity; we accommodate special cases. For example, there may be a research center or department for academic programs. Automatically breaking the rule of the University, the center can create external links or friendships and expand its horizon to produce more (open collaborative Ph.D. programs). Nevertheless, we extend the department into an institute/college/ and the department head becomes a director as a reward (I003).

According to the above reports, the management has a reward system for employees who perform outstandingly. According to the statement above, one of the rewards is promotion in position for the efforts he/she made. Besides, rule enforcements are not an issue for the management as long as the goal is met either ways. As for instance, the management at Jimma University wouldn't be observant to employees' transgression of formal rules as long as the intention and/or the end is worthy to the organization's success.

Further, this result is consistent with that of the academic staff of the institution. The result from the 204 samples of the academic staffs showed, Market/Competitive culture was the second dominantly perceived typology (Mean = 3.4379), next to Hierarchy culture (Mean = 3.4657). For the frequency

distribution normality, see tables and histograms attached with Appendix II C and D. this might be due to nonalignment between managers promoted values and enacted behaviors that resulted in misunderstanding between managers and academics.

4.2. Discussions

The study attempted to identify the perception of organizational culture at Jimma University. The quantitative findings showed that, Hierarchy (Mean = 3.4657), Market (Mean = 3.4379), Adhocracy (2.8407), and Clan (Mean; 2.6528) culture types were perceived by the academic staffs. On the other hand, Clan, Adhocracy and Market cultures were perceived by managers. When the perception of culture types was compared between the two groups, it was revealed that the academic staff and managers differed on the perception of Clan, Adhocracy and Hierarchy culture typologies. Accordingly, Hierarchy (Mean = 3.4657) and Market (Mean = 3.4379) cultures were perceived predominantly by the academic staff, while Clan and Adhocracy culture types were the major culture types perceived by managers. This might be due to the nonalignment between the endorsed beliefs and practical behaviors of managers at the University. According to Lindquist and Marcy, (2014) the emergence of contradictions and paradoxes are attributed to conflicts, unconstructive conversations and misalignment of leadership and managerial capacity with an organization's strategic tasks.

As clearly indicated from the findings, there is nonalignment among academics and managers in perceiving the core cultural values of Jimma University. Accordingly, academics sensed a cultural value oriented from the hierarchy and market culture dimensions. Both the Hierarchy and Market cultures apply (follow) a controlled management system, yet the two differ in their strategic focus. Hence, while Hierarchy focuses on consistent internal processes to maintain formal rules, regulations and policies, the market culture on the other hand focuses on adapting to the external environment (market) and setting achievable goals to compete. From these perspectives, both competing and conforming values of Jimma University could be perceived by academic staffs from practical behaviors of the management. So, from the strategic focus (orientation) dimension, the culture of the University strives for two competing values; internal versus external as related to the hierarchy and market cultures respectively. From the nature of management (enacted means to drive organizational values), the culture shows attributions of two confirming values; stability – stability (control-control) as related to the

hierarchy and market cultures. Therefore, the case for the bureaucratic culture of the University to be predominantly perceived by academic staff might be due to the practice of Internal Process Model (IPM).

In the contrary, executives of the University perceived the cultural values as fairly spread across the three cultural archetypes; the clan (a flexible management with internal focus), the adhocracy (a flexible management with external focus) and the market (a controlled management with a focus on setting achievable goals). In this respect, the culture of the University functions based on competing values (internal versus external) focused goals which are driven based on stable versus flexible structures (driving systems). This finding is also consistent with Beytekin, et.al. (2010) as they found similar disparities between head departments and faculty members in Ege University, Turkish. Likewise, Fralinger (2007) highlighted the existence of conflicts between faculty, administrators, and staff with regard to interpretation of underlying organizational values and belief systems stating as, professors consider autonomy and high importance of academic freedom, while administrators place more value on systematic and procedural processes.

Moreover, the perception of the four culture typologies was compared among the subgroups of demographic variables; Sex, Age, Education Level, Academic Rank, College and Role of academics. As a result, in the perception of clan culture typology within groups of age and academic rank, significant variation at $p \leq 0.05$ was found. The ANOVA result for Age was ($p = 0.00$) and academic ranks ($p = 0.02$). This indicated the possibility of Clan culture to behold by groups of age, more specifically, age groups of 23-25, 26-35 and 36-45; ($p=0.00$). This might be due to team (group) based performance of young (new) graduates during their early career than senior lecturers of the University. Regarding Academic Rank, Assistant Lecturers hold a significantly different (wide) perception of clan culture ($p=0.03$) compared to the rest of the groups. This can be for the reason that Assistant Lecturers are mostly in the age group of 23-25 and might be the case for the prevalence of Clan culture in line with the age ranges.

Further, the perception of adhocracy culture type was varied across groups of sex ($p = 0.02$), age ($p = 0.02$), academic rank ($p = 0.00$) and role ($p = 0.01$). Consistently, there was difference between groups of age and academic rank with regard to the perception of market culture type across groups of age ($p=0.00$) and academic rank ($p=0.02$). While many internal and external factors might be correlated

with the discrepancies across age and academic rank groups, work location, discipline, tenure, and academic backgrounds can more relevant attributions for the differences (Austin, 1990). Besides, such cultural formations in higher educations were highlighted in *Clake, et.al. (2013)* as formed based on gender, midlife career, age, tenure, type of institution (the prestige of the University or college), social skills, personality, and ability to “fit in” with colleagues. For instance, with regard to age, groups of 30–45 years were considered as a complex phase of career advancement or establishment stage and ages of 45–65 years were considered as a less predictable stage of career maintenance, growth, or stagnation (*ibid*). Again, the findings are consistent with *Harman (1989)*, *Becher (1989)*, and *Clark (1987)*. In contrary, there was no any assumed significant variance between groups of academic staffs on their perception of the hierarchy culture type. This also indicates the consensus between the multiple backgrounds of the academic staffs on their perception of hierarchy culture at the University.

So, based on accounts from managers’ perspective the promoted missions, values and goals of Jimma University is somewhat clear. For example, from the managers’ tendency to teamwork, cohesion, and collaboration, it is possible to say Clan (Team) culture is promoted at the University. Again, from the clearly marked strategic plan of the University and the leadership based on innovation, entrepreneurial and creative workforce with a tendency on experimentation, it was possible to notice the existence of Adhocracy (Innovative) culture. In addition, from managers’ (organization’s) aspiration to be on front-lines and outpace the market niche, it was possible to sense the emphasis given for Market (Competitive) culture by the University.

However, since these plans, practices and means applied to run-through activities were hardly perceived by the academic staffs (the University’s social environment), it indicated the incongruence (misunderstanding) of cultural values and practices. This might be due to the inconsistency between leadership (top executives) and middle managers. The innovative and hierarchical culture of the University were also highlighted by a research group of *Tadesse, Taye, Bekalu, Adula, & Abbi, (2013)* when investigated the “Quality of Education: The Case of Jimma University”.

Generally, it seems hierarchy culture is almost universally equally shared cultural value among the academic staffs of Jimma University; main campus. Moreover, the study tentatively identified a mutually exclusive agreement between the academic staffs and managers on their perception of market culture. So, from the data, it is possible to conclude that managers and academic staffs’ shared similar

perception on the existence of market (competition) oriented culture at Jimma University. In line with this result, Schein, (2010) noted the possibility of multiple subcultures in an organization but all showing adherence to the overarching organizational cultural value. He has names for both values; a value held by only small groups of employees is called “peripheral values” and the one shared among the larger group of an organization is known as; “pivotal value”.

Seemingly, staffs of different demographic backgrounds had their own promoted values which might be embedded to some personal and/or group ideologies but different from managers as well as the other groups of academics. This might also be due to the less flow of communication horizontally which resulted in perceptual gaps. However, numerous studies associate organizational success with congruence among members and between organizational goals and its practices.

The study also has implications for managers of the University and future researchers. For instance, the study was an exploration of the word for word expressions of cultural perceptions (beliefs) of managers at the University using exploratory interviews. However, studies suggest that, to explore the consistency (alignment) between promoted values and practiced behaviors, comparing archived documents with managers’ verbal statements is a more relevant angle (Schein, 2010). Besides, sometimes, the best method to find the real identity of the organization is not only by asking members, but observing and reviewing their actual practices. Again, this survey did not explore the administrative staff side of perception to see the perceptual alignment with directors and/or the academic staff. Moreover, this study was a one-time cross-sectional survey; however, a longitudinal study conducted on “the Evolution of Organizational Values of Ohio State University Extension Educators” at Ohio State University (OSU), additional organizational value was identified in 2001 which was not existing in 1991. So, this research also indicates the concern of future studies to focus on a longitudinal study that may enable to track cultural changes in the current study area.

Chapter Five

Conclusion and Recommendations

5.1. Conclusions

From the findings and discussions, Market culture was the only culture type perceived by both the academic staffs and managers of Jimma University, main campus. Besides, Hierarchy culture was a relatively widely shared culture among academic staffs. It was clear that, the perception of cultural values varied both vertically; (between managers and academics) and horizontally among the demographic characteristics of sex, age, education level, academic rank, and role of the academics. Moreover, the Human Relations and the Open Systems Model of the University's management styles (the clan and adhocracy cultures) were not perceived widely by the academics like that of Rational Goal and Internal Process Models (market and hierarchy cultures).

So, it is possible to concluded that, managers and academics have major differences in their perception of the organizational culture values. Moreover, academics have multiple cultural orientations based on demographic backgrounds which made the understanding (articulation) of values unclear. Thus, there is no a University-wide cultural consensus at Jimma University; main campus and conceptualizing the organizational culture of the University is ambiguous. In general, the cultural climate of the University can be said heterogenous culture with complex social (employee) and structural (organizational) settings. Thus, the culture of the University can be approached from a more of externally adapted but internally fragmented perspectives. However, to put it just like stated in Martin's, (1992) interpretive cultural models, the boundary between its internally integrated and externally adapted values is blurred.

5.2. Recommendations

Upon the overall findings and discussions, the study tentatively suggests the following points.

- To achieve the organizational goals of the University, the management should align the practices of employee management with its strategic plans.

- Besides, so as to have mutual understandings between academics and administrators of the University, decision making should be participatory.
- The hierarchical (Weberian bureaucracy) management style was widely perceived by academic staffs as being enormously practiced by the management of the University. However, the practice was criticized by contemporary managers, theorists and/or researchers for being conventional and closed system. Since, the management must incline to the practice of open systems that might enhance its permeability.
- In addition, managers should improve the practice of the Human Relations and Open Systems Models of employee management to allow the flow of open communication so that the key strategic objectives and driving values of the University could be understood by academics.
- Again, in order the management be decentralized (shared) with the different levels of managers and/or employees, the information flow and management should be multidirectional; vertical (top-to-down and bottom-up), horizontal (between the various members) of the University.
- On top of that, both the communication styles and contents must be designed in such a way it addresses the University's diversified nature of social settings; especially, the autonomous orientation of academics due to the nature of teaching occupation.
- In summary, scholars like Schein (2010) proclaimed that subcultures (groups existing in an organization with their own unique/different beliefs) sometimes can be indifferent to the overarching organizational cultural value (s). In this case, there is a need for further investigation to identify whether these groups' values are opponents or proponents to the core organizational values. This can be achieved by applying Martine's multiple perspectives; the Integration, Differentiation and Fragmentation models of organizational culture approach.
- So, the researcher would like to suggest the need to investigate whether these subcultures are aligned to or deviated from the organization's missions, visions and goals.

References

- Alvesson, M. (2002). *Understanding organizational culture*. London: Sage Publications.
- Austin, A. E. (1990). Faculty Cultures, Faculty Values. In A. E. Austin, *NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH* (pp. 61-74). Jossey-Bass Inc.
- Bashayreh, A. M., Assaf, N., & Qudah, M. (2016). Prevailing Organizational Culture and Effect on Academic Staff Satisfaction in the Malaysian Higher Education Institutes. *International Journal of Statistics and Systems*, 89-102.
- Beytekin, O. F., Yalçinkaya, M., Doğan, M., & Karakoç, N. (2010). The Organizational Culture At The University. *The International Journal of Educational Researchers* , 1-13.
- Bitsani, E. (2013). Theoretical approaches to the organizational culture and the organizational climate: Exploratory research examples and best policies in health care services. *Journal of Human Resource Management*, 1(4), 48-58. doi:10.11648/j.jhrm.20130104.11
- Cameron, K. (n.d.). *An Introduction to the Competing Values Framework*. HAWORTH.
- Cameron, K., & Quinn, R. (1999). *Diagnosing and changing organizational culture: Based on the competing values framework*. Jossey-Bass: San Francisco, CA.
- Cameron, K., & Quinn, R. (2006). *Cultural Congruence, Strength, and Type: Relationships to Effectiveness*. Washington, DC.: Natiehal Inst. of Education.
- Chandler, N. (2011). Understanding Complexity: A Multi-perspective Model of Organizational Culture in Higher Education Institutions. *Practice and Theory in Systems of Education*, 6(1), pp. 1-10.
- Chandler, N., & Balázs, H. (2015). *The alignment of organisational subcultures in a post-merger Business School in Hungarian Higher Education*. Budapest Business School, Hungary.
- Chang, K., & Luo Lu. (2007). Characteristics of organizational culture, stressors and wellbeing The case of Taiwanese organizations. *Journal of Managerial Psychology*, 22 (6), 549-568. doi:10.1108/02683940710778431
- Chen, Z. (2016). *Measuring Police Subcultural Perceptions*. Singapore: Springer Science+Business Media.
- Choi, Y. S., Minhee Seo, David Scott, & Jeffrey J. Martin. (2010). Validation of the Organizational Culture Assessment Instrument: An Application of the Korean Version. *Journal of Sport Management*, 24(2), 169-189.
- Clark, B. R. (1986). *The Academic Life. Small Worlds, Different Worlds. A Carnegie Foundation Special Report*. Santa Monica, California: Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.

- Clarke, M., Hyde, A., & Drennan, J. (2013). The Academic Profession in Europe: New Tasks and New Challenges, The Changing Academy. *The Changing Academic Profession in International Comparative Perspective*(5). doi:10.1007/978-94-007-4614-5_2
- Cornwall, J., & Perlman, B. (1990). *Organizational Entrepreneurship*. IRWIN.
- Fahara, M. F. (2014). Effectiveness indicators as interpreted by the subcultures of a higher education institution. *Research in Higher Education Journal*, 1-16.
- Fralinger, B. (2007). Organizational Culture At The University Level: A Study Using The OCAI Instrument. *Journal of College Teaching & Learning*, 85-98.
- Furnham, A., & Gunter, B. (1993). *Corporate Assessment: Auditing a Company's Personality*. Routledge, London.
- Gale, N., Shapiro, J., McLeod, H., Redwood, S., & Hewison, A. (2014). *Patients-people-place: developing a framework for researching organizational culture during health service redesign and change*. Birmingham: BioMed Central; University of Birmingham, Health Services Management Centre, University of Birmingham, Edgbaston, Birmingham B15 2RT, UK.
- Galvan, J. (n.d.). *Cultural Approach to Organizations: A Critique of Clifford Geertz and Michael Pacanowsky's Theory In Em Griffin's A First Look at Communication Theory*. Chapman University.
- Graham, J. (2001, March 23). Cities of Ethiopia: Jimma. Addis Ababa, Ethiopia. Retrieved from <http://www.addistribune.com/Archives/2001/12/21-12-01/CITIES.htm>
- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational Culture and Organizational Effectiveness: A Meta-Analytic Investigation of the Competing Values Framework's Theoretical Suppositions. *Journal of Applied Psychology*, 677-694.
- Higher Education Proclamation No. 650/2009. (2017). *FEDERAL NEGARIT GAZETA OF THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA*. No. 64, p. 4976. ADDIS ABABA: Federal Negarit Gazeta.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*. Thousand Oaks CA: Sage.
- Ivleva, M. I., Vasyakin, B. S., Pozharskaya, Y. L., & Olg. (2016). A Study of the Organizational Culture at a Higher Education Institution (Case Study: Plekhanov Russian University of Economics (PRUE)). *INTERNATIONAL JOURNAL OF ENVIRONMENTAL & SCIENCE EDUCATION*, 11515-11528.
- Jimma University Academic Legislation. (2015). (pp. 2-4). Jimma: Jimma University.

- Katzenbach, J. (2014, May 1). *A Perspective on Organizational Culture*. (The Katzenbach Center at Booz & Company) Retrieved June 23, 2017, from Webinar: <https://www.strategyand.pwc.com/katzenbach-center>
- Kuh, D. G., & Elizabeth, J. W. (1988). *The Invisible Tapestry. Culture in American Colleges and Universities*. Washington, D.C.: ASHE-ERIC Higher Education Report No. 1. Association for the Study of Higher Education, 1988.
- Lacey, A., & Luff, D. (2009). Qualitative Research Analysis. *The NIHR RDS for the East Midlands/Yorkshire & the Humber, 2007*.
- Lindquist, A. E., & Marcy, R. T. (2014, May 19). The Competing Values Framework: Strategic Implications for Leadership, Conflict and Change in Public Organizations. *Research Conference of the Canadian Association of Programs in Public Administration Queen's University, Kingston, Ontario*, pp. 1-17.
- Maassen, P. A. (1996). The Concept of Culture and Higher Education. *Tertiary Education and Managmmt*, 153-159.
- Maximini, D. (2015). *The Scrum Culture: Management for Professionals*. Switzerland: Springer International Publishing. doi:10.1007/978-3-319-11827-7_2
- Mehr, S. K., Emadi, S., Cheraghian, H., Roshani, F., & et.al. (2012). Relationship between job satisfaction and organizational culture in staffs and experts of physical education offices of Mazandaran Province. *European Journal of Experimental Biology*, 2(4), 1029-1033.
- Meyer, J., & Topolnytsky, L. (2000). Organizational Culture and Retention. In J. Meyer, & L. Topolnytsky, *Best Practices: Employee Retention* (pp. 1-20).
- Miller, K. (2012). *Organizational Communication: Approaches and Processes* (6th ed.). (Rebekah Matthews, & Monica Eckman, Eds.) Boston, USA: Wadsworth.
- mindtools.com. (2015, May 4). *Deal and Kennedy's Cultural Model: Understanding Rites and Rituals in Corporate Culture*. Retrieved January 30, 2017, from mindtools.com: https://www.mindtools.com/pages/article/newSTR_86.htm
- Mohammed, F. A., & Barjoyai Bardai. (2012). The Role of Organizational Culture in Organizational Innovation in Higher Education Institutions – A Study of Libyan Public Universities. *Australian Journal of Basic and Applied Sciences*, 175-184.
- Morais, L. F., & Graca, L. M. (2013, March). A glance at the competing values framework of Quinn and the Miles & Snow strategic models: Case studies in health organizations. *Escola Nacional de Saúde Pública, Lisboa, Portugal*.
- Mumby, D. (1994). Academy of Management Review. In J. Martin, *Cultures in Organizations: Three Perspectives* (pp. 1-5). New York: Oxford University Press.

- Ng'ang'a, M. J., & Nyongesa, W. J. (2012, April). The Impact of Organisational Culture on Performance of Educational Institutions. *International Journal of Business and Social Science*, 3(8), 211-217.
- O'Donnell, O., & Boyle, R. (2008). *Understanding and Managing Organisational Culture*. Dublin; Ireland: Institute of Public Administration; in association with The Committee for Public Management Research.
- Pottstraat, L. (2010). *Organizational Culture Assessment Instrument*. Report; Public administration. Netherlands: Olst.
- Purlys, C. (2008). Modeling of Organizational Culture. *Socialiniai tyrimai / Social Research*, 2(12), 132–139.
- Quinn, R. E., & Kimberly, J. R. (1984). *Paradox, planning, and perseverance: Guidelines for managerial practice*. (K. J. E, Ed.) Homewood, IL: Dow Jones–Irwin.
- Reynolds, C. A. (2010). *The Identification of Organizational Subcultures in an International Energy Company*. Auckland; New Zealand: Massey University.
- Richter, A., & Koch, C. (2004). Integration, differentiation and ambiguity in safety cultures. *Safety Science*, 42, 703–722.
- Safri, D., Nikki L. Conklin, & Jo M. Jones. (2003, October). A Longitudinal Study of the Evolution of Organizational Values of Ohio State University Extension Educators. *Journal of Extension* - www.joe.org//JOE/, 41(5). Retrieved January 30, 2017, from <https://joe.org/joe/2003october/rb1.php>
- Sanderson, D. (2006). *Using a Competing Values Framework to Examine University Culture*. The Center for Learning Innovation.
- Santoriello, A. J. (2015, Spring). *Assessing Unique Core Values with the Competing Values Framework: The CCVI Technique for Guiding Organizational Culture Change*. Portland State University. PDXScholar.
- Schein, E. H. (2004). *Organizational Culture and Leadership*. (3rd ed.). San Francisco, United States of America: The Jossey–Bass Business & Management Series. Retrieved January 27, 2017, from http://www.researchandmarkets.com/reports/2488561/organizational_culture_and_leadership_3th.pdf
- Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). San Francisco, United States of America: The Jossey–Bass Business & Management Series. Retrieved from http://www.researchandmarkets.com/reports/2488561/organizational_culture_and_leadership_4th.pdf

- Schluer, J. (2013). Raising Awareness of Culture in Academic Communication: A Workshop Concept. *The Sixth International Conference of English as a Lingua Franca (ELF 6)* (pp. 447-471). Rome, Italy: Roma Tre University.
- Schwartz, S. (1994). *Studying human values*. (F. J. A.-M. Bouvy, Ed.) Amsterdam:: Swets & Zeitlinger.
- Smerek, R. (2010). Cultural Perspectives of Academia: Toward a Model of Cultural Complexity. In J. Smart (Ed.), *Higher Education: Handbook of Theory and Research 25* (pp. 381- 416). Michigan, Ann Arbor, MI 48103, USA : Springer Science+Business Media B.V. 2010. doi:10.1007/978-90-481-8598-6_10
- Spencer-Oatey, H. (2012). What is culture? A compilation of quotations. GlobalPAD Core Concepts. *GlobalPAD Open House*. Retrieved January 29, 2017, from <http://go.warwick.ac.uk/globalpadintercultural>
- Stankiewicz, J., & Marta Moczulska. (2012). Cultural conditioning of employees' engagement. *Management, 16*, pp. 72-86. doi:10.2478/v10286-012-0057-x
- Suderman, J. (2012). Using the Organizational Cultural Assessment (OCAI) as a Tool for New Team Development. *Journal of Practical Consulting, 52-58*.
- Sun, S. (2008). Organizational Culture and Its Themes. *Journal of Business and Management, 3*(12), 137-141.
- Tadesse, R., Taye, T., Bekalu, F., Adula, H. B., & Abbi, L. (2013). Quality of Education: The Case of Jimma University. *Education, 3*(5), 267-278.
- Tharp, B. M. (n.d.). Defining "Culture" and "Organizational Culture": From Anthropology to the Office. HAWORTH.
- Tierney, W. G. (1988). Organizational Culture in Higher Education. *The Journal of Higher Education, 2-21*.
- Tierney, W. G. (1988). Organizational Culture in Higher Education: Defining the Essentials. *The Journal of Higher Education, 59*(1), 2-21.
- Tracy, S. J. (2013). *Qualitative Research Methods: Collecting Evidence, Crafting analysis, Communicating Impact*. Chichester, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK, UK: Blackwell Publishing: John Wiley & Sons, Ltd.,
- Tureac , C. E. (2005). The Components of the Organizational Culture. *Health, Education, and Welfare- Analysis of Education, pp. 77-91*.
- Uddin, M. J., & Luva, R. H. (2013). Impact of Organizational Culture on Employee Performance and Productivity: A Case Study of Telecommunication Sector in Bangladesh. *International Journal of Business and Management, 8*(2), 63-77.

- Vukonjanski, & Nikolić. (2013). Organization Culture and Job Satisfaction - The Effects of Company's Ownership Structure. *JOURNAL OF ENGINEERING MANAGEMENT AND COMPETITIVENESS (JEMC)*, 3(2), 41-49.
- Watkins, M. D. (2013). *What Is Organizational Culture? And Why Should We Care?* Retrieved January 30, 2017, from Harvard Business Review : <https://hbr.org/2013/05/what-is-organizational-culture>
- What Is Organizational Culture And Why Should We Care?* (2017, January 30). Retrieved from A Perspective on Organizational Culture: <https://hbr.org/2013/05/what-isorganizational-culture>
- Winkler, L., & Zerfass, A. (2016). Strategy and organizational culture – Conceptualizing the interplay of key concepts in communication. *Globe: A Journal of Language, Culture and Communication*, 3, 108-120.

Appendixes

Appendix I: A Questionnaire for Assessing Organizational Culture

**Jimma University
College of Social Science and Humanities
Department of English Language and Literature**

A Questionnaire for Assessing the Organizational Culture of Jimma University

Informed Consent

Dear participant;

The researcher is a student at Jimma University, currently conducting research for partial fulfilment of M.A. degree in Public Relations and Corporate Communication (PRCC). So, the purpose of this questionnaire is to collect data regarding *“Employees’ Perception of Organizational Culture at Jimma University; Main Campus”*. No need of mentioning your name or sign the paper and the information will be coded for the analysis. So, your confidentiality is fully protected. Filling the questionnaire may take you about 20-25minutes.

Part One: Employee Demographic Background

Instruction: Please, put the sign **X** in the box provided herein under to select the item that represent your background.

1. What is your Sex?

Male

Female

2. Age?

23-25

26-35

36-45

46-55

56-64

65 ≥

3. What is your Education Level?

College Graduate/Diploma

BA/BSC Degree

MA/MSc Degree

PhD/Doctoral Degree

4. What is your Academic Rank?

Graduate Assistant I

Graduate Assistant II

Assistant Lecturer

Lecturer

Assistant Professor

Associate Professor

Professor

5. What is your College?

College of Social Sciences & Humanities

College of Natural Sciences

College of Educ. & Behavioral Sciences

College of Law & Governance

6. What is your role/task in the department?

Academic/Research

Technical Support

Part Two: A Self-administered Questionnaire

Instruction: Please, circle the one number for each question that comes closest to reflecting your opinion about it.

1= Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

1	Dominant Features of the University					
A	The University is unique in its features since all employees share common values and treat each other as a family member.	1	2	3	4	5
B	The University is permeated with a spirit of innovation and employees are set to try new ways of working setups.	1	2	3	4	5
C	The University is result-oriented; to get tasks done, it expects employees to perform aggressively through fair competition.	1	2	3	4	5
D	The University has a rigid structure where all activities are defined by strict regulations and procedures.	1	2	3	4	5
2. Leadership Style of the University						
A	The leadership cares about employees; it can be approached for help in time of need.	1	2	3	4	5
B	The leadership encourages innovation.	1	2	3	4	5
C	The leadership place high standards for everything, a highly competitive environment for employees.	1	2	3	4	5
D	The leadership needs total submission of regular reports to secure stability.	1	2	3	4	5
3. Managers Relations with Employees						
A	The management promotes teamwork that involves employees in decision-making.	1	2	3	4	5
B	The management promotes employee freedom to create innovative and self-reliant staff.	1	2	3	4	5
C	The management promotes hard driving competitiveness and recognizes employees for its achievements.	1	2	3	4	5

D	The management promotes security of employment, conformity, predictability, and stability.	1	2	3	4	5
4. The University's Glue (linchpin)						
A	The glue is commitment to work and mutual trust. So, execution of obligations ties employees together.	1	2	3	4	5
B	The glue is commitment to innovation and development. So, an aspiration to be on the frontline tie employees together..	1	2	3	4	5
C	The glue is commitment to achieve goals. So, tasks are completed aggressively to be number one.	1	2	3	4	5
D	The glue is commitment to formal rules. So, willingness to support an orderly development of the University tie employees together..	1	2	3	4	5
5. Strategic Goals of the University						
A	It focuses on human development, through high level of trust, openness, and participation.	1	2	3	4	5
B	It focuses on the acquisition of new resources in search for innovative ways of solving problems.	1	2	3	4	5
C	It strives to be number one by competing with other Higher Education Institutions.	1	2	3	4	5
D	It focuses on preserving permanence and stability by operating tasks efficiently and smoothly.	1	2	3	4	5
6. Success Criteria						
A	Success is measured on the basis of developing human resources, teamwork, employee commitment, and concern for employees.	1	2	3	4	5
B	Success is measured on the basis of possessing unique or new products through innovative leadership.	1	2	3	4	5
C	Success is measured on the basis of outpacing the education market.	1	2	3	4	5
D	Success is measured on the basis of feasibility to customers (providing low cost services) and continuous efficiency of profitability.	1	2	3	4	5

Adapted from, Cameron/Quinn (2006), "Diagnosing and Changing Organizational Culture", with minor revisions.

Appendix II: The Score of Individual Constructs of the CVF Model

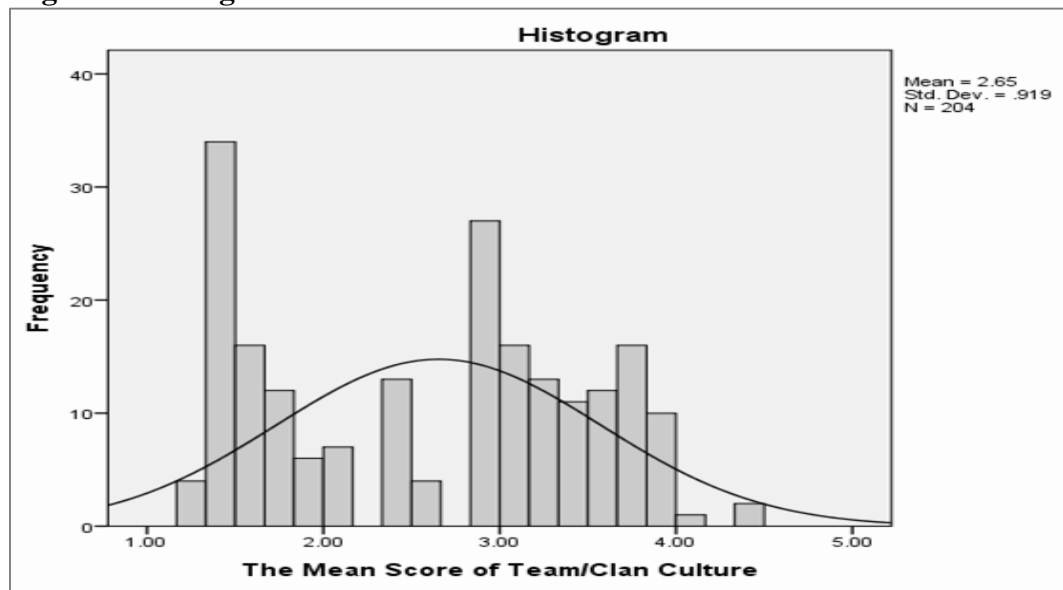
A. Clan Culture

SD = Strongly Disagree; **Dis** = Disagree; **Neut** = Neutral; **Agr** = Agree; **SA** = Strongly Agree

Table 5: Individual Scores of Clan Culture Constructs

Characteristics		Scales		No (100%)		N = 204
Clan Culture Constructs		SD	Dis	Neut	Agr	SA
1	Members are Harmonized like a family member	57(27.9)*	63(30.8)*	34(16.7)	41(20.1)	9(4.4)
2	Leaders Care for Employees like a Father	32(15.7)	54(26.4)*	47(23.0)	51(25.0)	20(9.8)
3	The Management is participative & Strive to Build Team Work among employees	62(30.3)*	33(16.2)	59(28.9)*	55(27.0)	8(3.9)
4	Employees are Highly Committed & Mutually supported	47(23.0)	42(20.6)	38(18.6)	65(31.9)	12(5.9)
5	The University Focuses on Human Resources Development	56(27.4)*	47(23.0)	50(24.5)*	37(18.1)	16(7.8)
6	Success is Acknowledged when Human Resource Developed	60(29.4)*	42(20.6)	35(17.2)	49(24.0)	18(8.8)

Figure 2: Histogram of Clan Culture

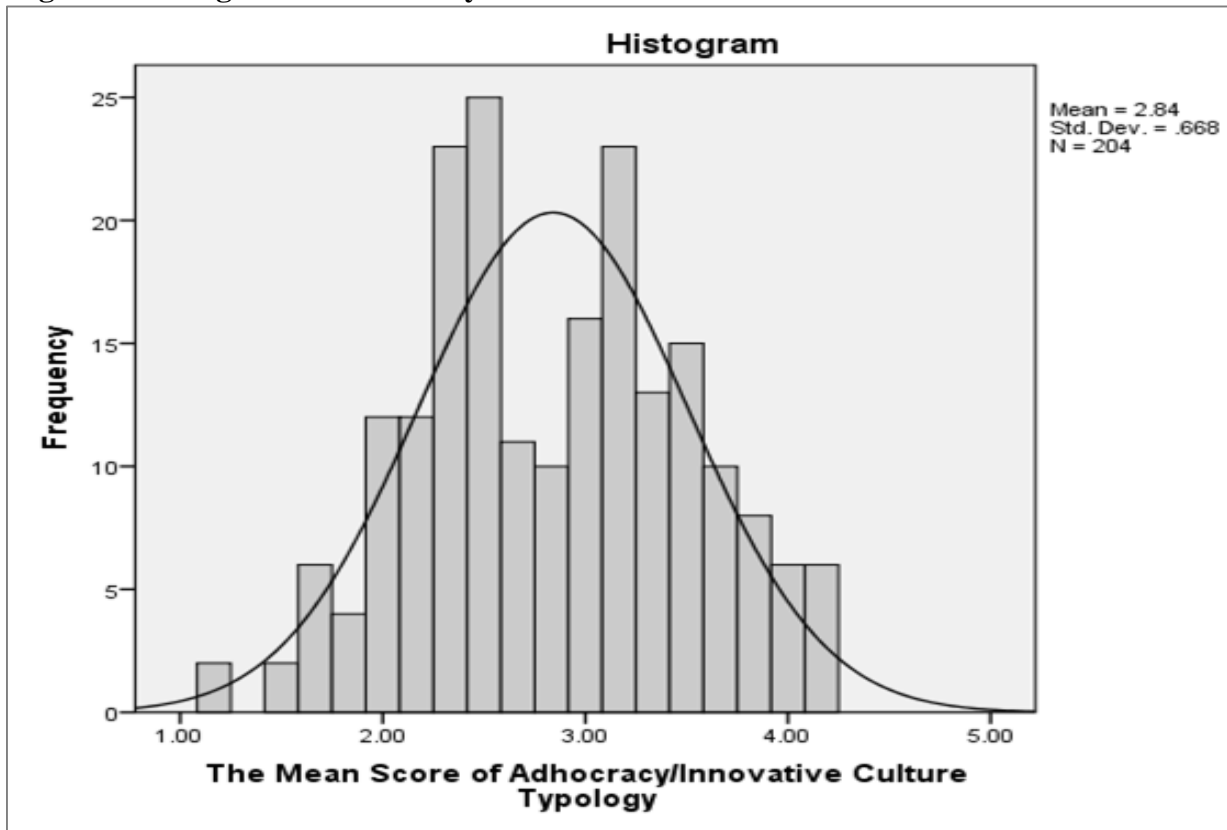


B. Adhocracy Culture

Table 6: Individual Score of Adhocracy Culture Constructs

Characteristics		Scales	No (100%)	N = 204		
Adhocracy Culture Constructs		SD	Dis	Neut	Agr	SA
1	The University is infused with a spirit of innovation	18(8.8)	64(31.4)*	89(43.6)*	25(12.3)	8(3.9)
2	Leaders encourage innovation.	15(7.4)	59 (28.9)*	70(34.3)*	58(28.4)	2(1.0)
3	The management promotes employee freedom to create innovative staff	10(4.9)	79(38.7)*	69(33.8)*	42(20.6)	4(2.0)
4	Commitment to innovation and development ties employees together.	21(10.3)	53(26.0)	75(36.8)*	50(24.5)	5(2.5)
5	The University focuses on the acquisition of new resources in search for innovative	16(7.8)	61(29.9)*	64(31.4)*	54(26.5)	9(4.4)
6	Success is measured on the basis of possessing unique or new products.	6(2.9)	67(32.8)*	60(29.4)*	59(28.9)	8(3.9)

Figure 3: Histogram of Adhocracy Culture

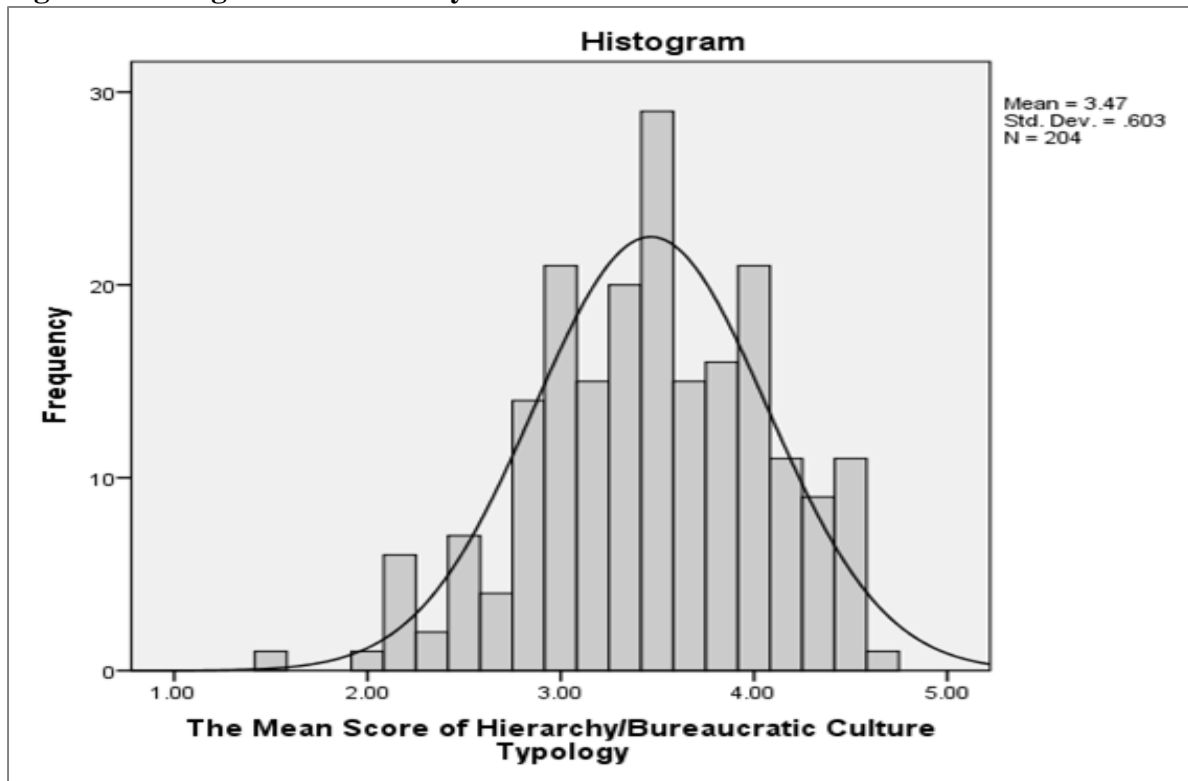


C. Hierarchy Culture

Table 7: Individual Score of Hierarchy Culture Constructs

Characteristics		Scales		No (100%)		N = 204
Hierarchy Culture Constructs		SD	Dis	Neut	Agr	SA
1	Activities are governed by strict procedures and regulations.	10(4.9)	15(7.4)	48(23.5)	80(39.2)	51(25.0)
2	The leadership needs regular reports on tasks.	6(2.9)	34 (16.7)	56(27.5)	86(42.2)	22(10.8)
3	The management promotes conformity, predictability, and stability.	2(1.0)	61(29.9)	40(19.6)	85(41.7)	16(7.8)
4	Adherence to rules of the University ties employees together.	6(2.9)	45(22.1)	48(23.5)	74(36.3)	31(15.2)
5	The University focuses on efficiently and smoothly operating tasks to preserve permanence.	10(4.9)	38(18.6)	47(23.0)	75(36.8)	34(16.7)
6	Success is measured on the basis of feasibility to customers and continuous efficiency.	12(5.9)	40(19.6)	42(20.6)	67(32.8)	43(21.1)

Figure 4: Histogram of Hierarchy Culture

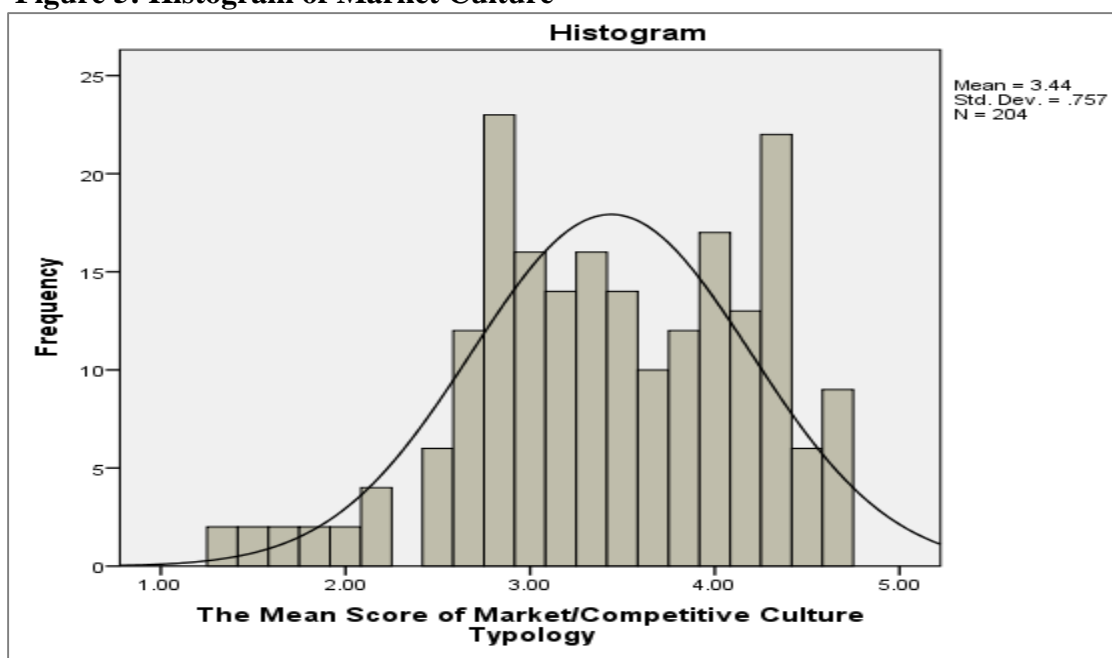


D. Market Culture

Table 8: Individual Score of the Market Culture Typology

Characteristics		Scales					No (100%)	N = 204
Market Culture Constructs		SD	Dis	Neut	Agr	SA		
1	The University is result-oriented and focuses on having tasks completed through fair competition.	9(4.4)	42(20.6)	54(26.5)	82(40.2)	17(8.3)		
2	The leadership places high standards and facilitates a highly competitive environment for employees.	8(3.9)	17 (8.3)	74(36.3)	70(34.3)	35(17.2)		
3	The management promotes hard driving competitiveness and recognizes employees	2(1.0)	28(13.7)	69(33.8)	84(41.2)	21(10.3)		
4	Aggressiveness to accomplish tasks and achieve goals ties employees together.	5(2.5)	23(11.3)	76(37.3)	71(34.8)	29(14.2)		
5	The University strives to be number one by competing with other higher education Institutions.	8(3.9)	19(9.3)	70(34.3)	74(36.3)	33(16.2)		
6	Success is measured on the basis of out-pacing the education market.	2(1.0)	30(14.7)	48(23.5)	102(50.0)	22(10.8)		

Figure 5: Histogram of Market Culture



Appendix III: Key Informants Interview (KIIs) Guideline

Informed Consent

Dear participant; thank you for your willingness for the interview. It means a lot for the researcher. What is more, the researcher would like to tape record the conversation for later use during analysis. However, we would like to assure you that, the information will be kept confidential from third party and be destroyed after analysis.

Starter question: If I can begin my questions, tell me a bit about yourself; your academic background, including, your employment year and experience as a manager/coordinator.

1. Can you tell us the strategic plan of the University in few words? Where do you want to see yourself/JU in five years?

Tips:

- To have a well-developed/coordinated/committed *human resources*.
 - Fostering the ability to *acquire new resources* and readiness to meet new challenges to achieve *institutional growth*.
 - Bringing *uniform* and *permanent structure/stability*.
 - Through setting measurable goals/activities, being *competitive* and *achiever* in the competitive market.
2. What do you have at hand (e.g. resources, leadership, or budget) that help you achieve (realize) this goal?
 3. How do you explain your leadership style? For instance, when you allocate tasks or hear reports, to which end your leadership inclines more?

Tips:

- **Warm and caring.** We seek to develop employees' full potential and act as mentors or guides.
- **Risk-taking.** We encourage employees to take risks in trying something new and be innovative.
- **Rule-enforcement.** We expect employees to follow established rules, policies, and procedures.

- **Coordinating and coaching.** We help employees meet the facility’s goals and objectives.
4. How do you explain your relationship with employees while coordinating/managing the day-to-day activities?

Tips:

- It is characterized by teamwork, consensus, and participation.
 - It is characterized by individual risk-taking, innovation, freedom, and uniqueness.
 - It is characterized by hard driving competitiveness, high demands, and achievement.
 - It is characterized by security of employment, conformity, predictability, and stability in relationships.
5. Overall, how do you explain your work environment? In other words, how is the communication situation like among Jimma University staff?

That is all I wanted to ask; thank you for your extensive discussion. Now, if you would like to add something you think is important point, please, welcome.

A.O.B

Dear participant, thank you for your generosity to give away the information; we really appreciate it!

Have a good time! Bye.

Interviewer _____

Interviewee_____

Day of the interview _____

Date of the interview ____/____/____

Time Started_____

Time Completed _____

A: Interview Data Extracts

Interview Extracts

Interviewee 001:

Interviewer: The Researcher	Interviewee: 001 (manager)
Day of the interview: Friday	Sex: Male
Date of the interview: 24 th of April 2017	Age: 35-50
Day of the interview: Monday	Educ. Level: Ph.D.
Time Started: 11:17AM	
Time Completed: 11:39AM	
Duration: 0:18 (Eighteen minutes)	

1. Dominant Features of the University

Jimma University is known for its new programs and teaching systems. For example, you can take your field of study [MA in PRCC]; take Department of Oromo Culture Studies, Oromo Folklore and Community Based Education System. We always try to open new departments that the country/people needs to study. So, we hire teachers and as you can see from your surroundings, we are building additional classrooms, offices and laboratory classrooms.

2. Leadership

For me, it is rigged. Say for example if you like to mention, ‘peer learning’ or ‘Modularization’ teaching methods, failed to bring the expected result but there is no way you can ask or change the system. You cannot. You know it is impossible applying another way of teaching either whether students or teachers complain about it.

3. Managers Relationship with Employees

What you are saying is a theoretical idea. You cannot be exactly what the theory says. I think, we mostly try our staff to follow guidelines that are provided by the University. If have to be successful, you need to coordinate people and manage your sources. You know people are not equal. There are

perceptual differences due to communication gap as the chain of command extends and the span of control increases.

4. Strategic Plan

Emm...I think what you have just mentioned are interrelated. You cannot separate your human resource capacity from innovation and competition; they are interrelated. You know without innovation, you cannot be competitive and without a well-developed human resource, you cannot create new idea or product. Our plan is to be competent nationally, continentally and globally. Now, in research, we are the second next to Addis Ababa University. So, we are working to increase the number of Ph.D., degree holders and academic rank of Assistant Professors and Professors. When there is a need to hire new employees, we do even from other countries.

Interviewee 002

Interviewer: The Researcher	Interviewee: 002 (manager)
Day of the interview: Friday	Sex: Male
Date of the interview: 28 th of April 2017	Age: 35-50
Time Started: 4:50PM	Educ. Level: Ph.D.
Time Completed: 5:52PM	
Duration 1:02 (one hour and two minutes)	

1. Dominant Feature

As much as possible, we try to make our staff happy and satisfied. For instance, we provide housing based on tenure, education level or family condition, we are planning to provide internet services and security for each residence. We also care about our employees. I have one event I can share with you. There was an Indian professor working here. So, he was about to leave to his home and eventually, there was a payment unpaid for him. So, as soon as our finance officers hear the information, the personnel went up to his living room knocking his door to get him signed his payroll. Then, they say, ‘sir, please, sign over here...we want to process your payment’. The man was very surprised and happy by their commitment and he still mentions that experience whenever he talks about Jimma University. ...As much as possible, we try to make our staff happy and satisfied. For instance, we provide housing

based on tenure, education level or family condition, we are planning to provide internet services and security for each residence.

Probing... your staff treatment seems wonderful. ‘Yeah...’ So, can we say staffs are happy; probably motivated?

Sure, you see jimma is away from the center [Addis Ababa] so people always want to live at the center. Therefore, if you want to keep some nice people here you should provide basic needs. We knew this from the beginning. So, in terms of the basic need, you know that house is basic need jimma always try to avail house. We provide house for staffs according to seniority, household condition and women has first priority. For that matter, I can say almost 50% of the academic staffs got housing. To be frank, some staffs, they got house here, they applied for job in Addis and left. But they came immediately back to Jimma. Another facility, we also have a nice staff lounge and we are trying to avail Wi-Fi in every corner of the campus. For those staffs who are bachelors, we process [issue] the renting house. These days everything is going with technology, so, we are trying to avail Wi-Fi for every residence. We also provide a desktop and office for every academic staffs. For staffs who are lecturer and above, we provide a laptop and trainings on how to use it for some old staff members who don’t have practical experience with laptops.

1. Managers Relationship with Employees

Emm...one thing I have actually said, the important thing for us and also what other people are appreciating, particularly, those who left Jimma University and joined other organizations [x staffs] always appreciate the open door policy Jimma is using. Recognition for creativity, innovation; and also focusing on new things.

Probing... “So, you don’t like when people act that way because that is not how you do things around here?” yes I don’t like it at all.

Probing... if someone is hired as a new staff, what would be the first advice you would like to tell him as a leader?

Look, any time each year in September, at the time we employ new employees; new teachers and admin staff, we have orientation for them. We are orienting them the culture of Jimma University; what we are doing, why we are doing the thing we are doing. So, at least they have what is expected of them. For example, about the issue of scholarship; when it is provided by the University, by government, at the time you independently by your own effort, what procedures you should follow, what you should do. For example, the rule says, the rule says, to a staff to get scholarship, two-year service. But if you got some chance by your own effort, why not even tomorrow, as far as you are competent, we let you go even if it is against our rule. Why we are supporting, because, once you go there, you develop yourself economically. Second, you are getting experience and with that experience, with that exposure, you are going to be an asset for us when you come here. You are going to treat the University as your own. We tell them these kinds of things. We also tell them concerning their relationship with students, deans, a leader and admin staffs.

2. Strategic plan

In the completed five-year strategic plan, our plan was to be the first public University in the country. However, in the renewed five-year strategic plan, our plan is to be one of the leading institutions in the world. To achieve this plan, we have five key strategic directions;

Excellency in academics/teaching-learning

Excellency in research

Excellency in community service

Excellency in internationalization

Excellency in governance

Probing... how do you planned to achieve these plans? What do you have at hand to make it happen?

We prepare the mother strategic plan at the University level but colleges are responsible to prepare their own plan based on the generic plan. So, if JU has eight colleges, you can [may] find eight different strategic plans. If we take the staff profile for example, as a University, we put it at 0-60-40 [means, 60 Masters & 40 Ph.D.] but some colleges planned the reverse; 0-40-60 (means, 40 Masters & 60 Ph.D.). Depending on the issue at hand, some, plan beyond, some plan less. So, we give them room to adapt themselves accordingly their situation (**Flexible**)

Probing... So, can we say colleges are free to think, plan or act independently?

Of course, they are. To tell you one example, to achieve one of the key strategic directions; *Excellency in internationalization*, opening new programs in collaboration (joint-venture) with international organizations is one. Colleges can also have their own strategic plan and are establishing relationships with international organizations representing their own areas of studies. To mention one, college of Agriculture has already launched a master's program in 'Executive Business Management' in collaboration with one or two University from Europe. Your college (Social Sciences) for example, Media Study is trying to open an undergraduate program in 'Free Press and Limited Agency' something...jointly with one organization from Netherlands. We also have staff and student exchange program. For example, we sent 7 staffs to the University of Oslo this year. We have signed many partnership commitments with other international higher institutions from India, Belgium, Holland and America. For example, we are going to launch one Post graduate (Ph.D. in Information Science) program after three days from today with an organization from UK.

3. Criteria of Success

Success is when we see outcomes of efforts from our customers, staffs, government bodies.

Interviewee 003:

Interviewer: The Researcher	Interviewee: 003 (Manager)
Day of the interview: Wednesday	Sex: Male
Date of the interview: 11 th of May 2017	Age: 35-50
Time Started: 08:57AM	Educ. Level: Masters' Degree
Time Completed: 09:23AM	
Duration: 0:26 (twenty-six minutes)	

1. Dominant Features of the University

We are known for our unity, innovations and consensus. In meetings, I sometimes become surprised when staffs (academics) elaborate/explain the idea developed by our office even in a better way (in

admiration). Even people from the parliament, government bodies and visiting supervisors are mesmerized by the fact that, staffs from top-to-down speak the same language [same thing] about any subject.

1. Managers Relationship with Employee

About the employee management culture, you asked, I can explain from two perspectives; from my experience as a director and from the University's history. To start from the University, we have rule and regulation and we are trying our best to make every one understand it and act accordingly. However, what makes JU different from others is that, we follow open door policy. We accommodate creativity, we accommodate special cases. For example, there may be a research center or department for academic programs. Automatically breaking the rule of the University, the center can create external links or friendships and expand its horizon to produce more (open collaborative Ph.D. programs). Nevertheless, we extend the department into an institute/college/ and the department head becomes a director as a reward. The other, you know that the issue of laboratory, different level of laboratory, structures for laboratory. Sometimes, we find outstanding laboratories aggressively working, even working to get accreditations.

When we look at the criteria for accreditations, their actions may be in contrast to that [criteria] our rule; yet, we break our rule (criteria) and let the people go at that direction if their doing is found to be remarkable. The important thing for us and also what other people are appreciating, particularly, those who left Jimma University and joined other organizations is the open door policy Jimma is using for example, recognition the humanity aspect rather than rules and regulations. For example, there are some staffs that are violating rules but tolerance is high from of the University. Why, because even if you violet something, you have some good qualities. The issue is not to punish somebody else but the good thing is how to bring the person on board.

Interviewee 004

Interviewer: The Researcher	Interviewee: 004 (Manager)
Day of the interview: Friday	Sex: Male
Date of the interview: 13 th of May 2017	Age: 35-50
Time Started: 10:05AM	Educ. Level: Ph.D.
Time Completed: 10:22AM	
Duration 0:17 (Seventeen minutes)	

1. Dominant Feature

Jimma University is known for its new programs and research. It is for that reason we won the best Universities award for five successive years. If you take some postgraduate programs and the Community Based Education system, we are the first to launch/open. If you like to mention the one/five (1 to 5) grouping [Teamwork] system, even though it was first introduced by Aksum University, we are good at implementing it effectively. We prepared a guideline for it and now, it is far more effective. According to the guideline, every group is expected to meet every Friday to report their activities and evaluate accomplishments of the past week. In doing so, we can easily identify any weakness or obstacle and take action.

2. Managers Relation with Employees

Our staff is huge you know. Even within management, there are about 5 thousand employees. In the academics too about 1,500 or so employees from different part of the world; some from abroad are working with us. So, we try to make things easy for them. Otherwise, it is hard to keep your employees. We also try to make them care one for another. Now, to foster our teamwork culture, we planned a new mechanism that makes the cooperation of staffs even better. This grouping system is interest based that can be oriented for example, on career (staff or student), discipline, level of academic degree, rank, specialization area, position, office location or any interest.

3. Leadership

The leadership is good. To come up with my own experience in the same way, I used to direct an office at the college level. We are accountable to my office. For example, we have a plan to do something within a year or two. Then, we prepare our strategic plan and disseminate for departments. However, if we come to know that some other colleges have a better plan, we leave ours behind and switch our direction to them.

When we come to a management level, everybody acts as a president. If you are appointed as head of a department, director of a certain office or dean, the feeling like is as the same as you are just a president. If you propose a president to try something, you will be encouraged to go and try. We have that kind of collaboration, such kind of work habit.

This is an academic institution; everyone is educated and knows his/her duties. When you are hired, you already know your basic responsibilities. There is little a leader can do. Basically, when new staffs are employed, we usually give orientations at the beginning of an academic year.

Probing.... What are points you orientate for new comers?

Mostly, we brief duties and responsibilities of them and the University. We inform their right to ask from the University, terms of using (if they should share it with other staffs), and the like.

Interviewee 005

Interviewer: The Researcher	Interviewee: 005 (Manager)
Day of the interview: Tuesday	Sex: Male
Date of the interview: 17 th of May 2017	Age: 35-50
Time Started: 04:28PM	Educ. Level: Ph.D.
Time Completed: 04:54PM	
Duration 0:22 (twenty-Two minutes)	

1. Dominant Feature

Emm...in our activities, I cannot say we are different from other public universities in Ethiopia. Because, it is the same procedure we follow from the federal bureau. Even our strategic plan is derived from the legal framework of higher education institutions disseminated from ministry of education.

All the objectives, all the procedures and the entire strategic plan are clear. So, we ask all colleges and offices to prepare their own [sub] strategic plan.

2. Employee Management

We try to instill the importance of teamwork in each staff mind. We have a teamwork guideline for all staffs, including students. You know, the outcome is not the same when a task is done by one and in collaboration. Now one course is given by one teacher I think, right? *Yes, it's*. But our next plan is; one subject to be delivered in pair of lecturers. The main concern that should be prioritized is; the outcome on students. We always consider program/system that has a better impact on our products.

Probing... When you say products, you mean by whom?

Our products are students.

3. Leadership

To be honest, err... I don't know how I can even say it. There are situations you need to be flexible, and situations you have to be strict. In general, we do our jobs based on guidelines. But sometimes, colleges may have unique plan or implementations. It depends on your staff number, age of the college/department... So, your leadership is accordingly. You know, as humanity and as Ethiopians, we respect and help each other.

Interviewee 006

Interviewer: The Researcher	Interviewee: 006 (Manager)
Day of the interview: Friday	Sex: Male
Date of the interview: 13 th of May 2017	Age: 35-50
Time Started 10:52AM	Educ. Level: Ph.D.
Time Completed 11:30AM	
Duration 0:40 (Forty minutes)	

1. Dominant Features of the University

There is a teaching-learning activity even at high schools and primary schools. However, the primary objective of higher educations is to be a leader in innovations. So, we are striving to be known with innovations. You can see our community based education system. We have an exhibition center, technology parks and sample/model villages that enable us display our findings/inventions, apply/launch technologies. These are already under construction with a partnership program.

By the way, we hired about 18 medical doctors from Cuba to strengthen our efficiency of achieving our goals. So, we also import employees from abroad to get our job done/goal achieved.

Probing...How is your employee treatment by the way? Can you tell me a bit about this?

As much as possible, we try to make our staff happy and satisfied. If you take for instance, we provide housing based on tenure, education level or family condition, we are planning to provide internet services and security for each residence. But you know, Jimma is a little far from the center and people always want to live in Addis Ababa. So, it is difficult to maintain high ranking employees no matter how nicely you treat them.

How about your leadership? How do you make employees work?

2. Leadership

We have no manager actually; we have a leader; a visionary/participative leader. You know there is difference between manager and leader. A leader is a strategic planner, a focused facilitator; a leader is not innovator; it just facilitates an environment conducive for innovation. He may be an innovator but innovation is not knowledge based; it is a skill. It is technical work. So, we just create opportunities.

By the way, we, here around the University, have an incubation center to enable our [every] employees to try, retry [practice again and again] and develop innovative ideas/practices by themselves. In the center, there is only a collection of equipment/materials that the practitioner uses for activities; not anything or anyone else.

3. Managers Relationship with Employees

The strategic plan [of JU] is basically hierarchical. It is based on the national [the federal ministry of education] strategic plan. However, we [JU] have two planning mechanisms; top-to-down and bottom-up. After we adapt the national strategic plan framework, we plan our own institutional context strategic plan. Then, a temple (framework) of the general (institutional) annual plan will be disseminated to every directorate/college/case worker. So, based on the framework, all should plan their own (col-

lege/unit) annual plans that contribute to the achievement of the main (intuitional) plan. So, we basically plan annually but each directorate /college is expected to plan their own annual plan. Sometimes, you can find colleges/units planned extendedly (beyond) the main plan.

4. Strategic Plan

We do have a plan that takes us where we want to reach by 2025. Our strategic plan is to be among world class institution in the world, top ten universities in Africa and the leading in the country. With what? With highly and competent graduates. So, we are going to launch a very broad post graduate; Ph.D. and Masters Programs. We also need to give high priority for research and contribute for national developments and solve problems through research and innovations. That means, the number of Masters and Ph.D. holders should be more the University. To all these plans, we planned to have academic staff profile of 0% BSc/BA degree, 60% MSc/MA degree and 40% Ph.D. degree by 2025.

We have prepared a strategy for these goals, for example, now we have internationalization program. We developed a software that facilitates activities in more organized/formal/easy way and disseminated it for every individual employee. Now, we have completed our preparation to provide a training on applying the software for the planning/reporting/evaluating tasks — **Coordinating and coaching**. We help employees meet the facility's goals and objectives —**Leadership**.

5. Criteria of Success

There are key indicators/measurements of success. For example, in the five years' plan, we planned to achieve the academic staff profile of 0, 60, 40 per cent; i.e. to have a staff of 0% BSc/BA degree, 60% MSc/MA degree and 40% Ph.D. degree holder]. So, if we achieve the planned goal that is success.

We check whether activities are being executed based on our strategic plan. It is not something we do every five or twenty years; we may evaluate sub accomplishments four times a year.