

**THE RELATIONSHIP BETWEEN INSTITUTIONAL CULTURE AND
EMPLOYEE COMMITMENT IN PUBLIC TERTIARY INSTITUTIONS;
A CASE STUDY OF THE KUMASI POLYTECHNIC – GHANA**

KNUST

BY

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**A thesis submitted to the Department of Human Resource and Organizational
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the degree of Master of Business Administration(Human Resource Option), School
of Business, College of Humanities and Social Sciences**

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration in Human Resource Management and that, to the best of my knowledge, it contains no material previously research on published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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“For I am the Lord, your God, who takes hold of your right hand and says to you,

Do not fear; I will help you (Isaiah 41:13)”

I would forever be grateful to God for seeing me through this MBA programme. My special thanks also go to my dependable supervisor Mrs. Rosemary B. Coffie for offering directions, suggestions, and encouragement during the entire duration of this thesis work. I am also grateful to the staff of the Kumasi Polytechnic and staff of School of Graduate Studies Research and Innovation especially Mr S. A. Sarpong a research fellow at the School of Graduate Studies, Research and Innovations for their enthusiastic and technical support. To the Head of Department of Human Resource management (KNUST Business School) Mr. James K. Turkson (a.k.a Kakapeakaaa), I say thank you for your guidance and comments which have help shaped many aspects of this work.

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DEDICATION

With heartfelt gratitude and joy, I wish to warmly dedicate this milestone to my one and only world and darling son Gabriel Nana Kofi Owiredu Jnr, as well as my loving family. These and many other persons have been and continue to be a blessing to my life. God Bless you all richly...

AMEN



ABSTRACT

It is the wish of every organisation to understand its own dynamic culture so that managers can capitalise on the insights generated by the cultural perspective to wield greater control over their organisations. The general aim of this study was to analyse the organizational culture and employee commitment of the Kumasi Polytechnic. The data used in this study was a primary data collected from staff of the Kumasi Polytechnic. A total of 100 responses questionnaire were collected through Stratified sampling technique with specific interest on the four categories of staff of the Polytechnic.

The study found that 72% of the staff were below 40 years. This meant that a majority of the staff had about 20 more working years ahead of them before retiring. It was also found that out of seven (7) determinants of desired institutional culture, four (4) were found to be most revered. These 4 included meeting the need of superiors, challenges and innovative ways of undertaking such tasks, competence and loyalty to superiors and going the extra mile to achieve good results. For the measurement of staff commitment, it was found that the staff of the Polytechnic demonstrated a strong commitment to the growth of the institution.

Finally, the study found a statistically significant relationship between the organizational culture of the Polytechnic and the commitment of her staff. It is therefore recommended that if Management of the Polytechnic wants a greater commitment from its staff, then it should continually promote a stress free and conducive working environment for all staff.

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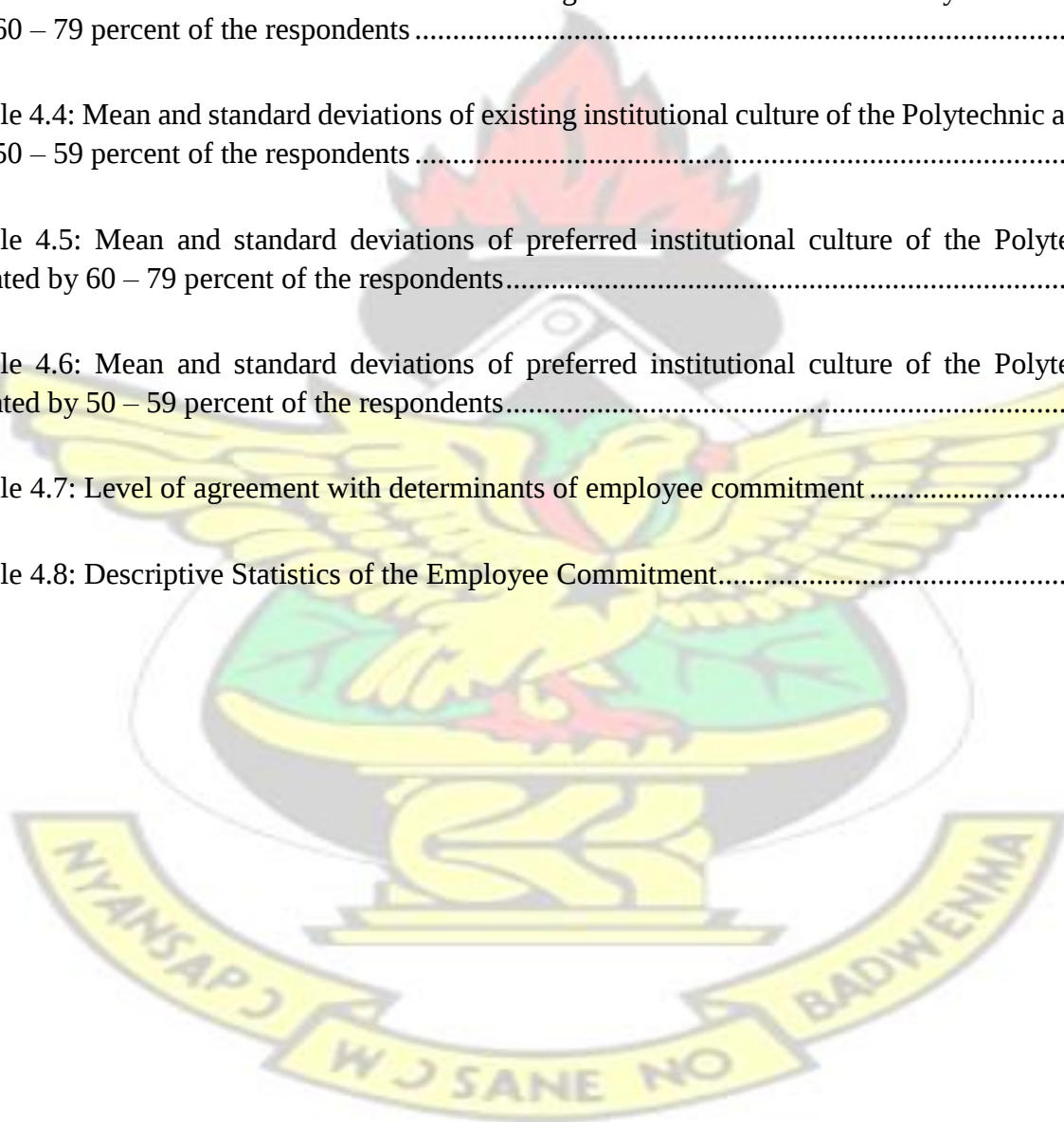
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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

This study proceeds on the premise that a well-organized and managed organization usually classifies an average employee as the main source of performance, quality of service and optimum productivity (Owusu, 2014). The extent of commitment of the employee to their respective firm is therefore an important indicator in measuring their overall job performance. Furthermore, the extent of commitment of the employee to their respective firms could greatly be influenced either positively or negatively by the culture existing within an institution or an organization.

The culture of an organization has considerably become a key subject in recent times, partly due to the significant influence it tends to have on the performance and satisfaction of employees. Most firms and firm managers are putting in all efforts to enable them understand the very dynamics of their institutional culture since knowledge of this can be vital in helping them assume full control over the developments that might have been engineered from a cultural perspective (Burma, 2014). As information, communication and technology speedily evolves in the world of business, firms and institutions today are constantly searching for new and innovative means of maximizing productivity and performance at a reduce cost and time. Many firms and institutions are now turning to the direction of exploring the psychological as well as sociological factors that influence business outcomes so as to maximize profit. Culture is perhaps one of the most important factors that has not been considered tangible, yet has the potential of contributing immensely to the success and growth of any business enterprise (Hasket, 2007).

Deshpaude and Farley (2004) attest that, conscious attempt by employees of any institution to be committed to the core values and goals of that organization, socialization, and high demonstration of teamwork are of great importance. They argued that, employee's commitment to their assigned jobs are maintained depending on the existing culture in that organization. They did very well in driving home the fact that, culture (which usually consist of a set behavioural pattern, beliefs and values) forms the very crust trademark of any institution and ultimately helps in transforming the working attitude and approach of an employee. (Deshpaude and Farley, 2004)

Advancement in technology and the associated highly competitive nature of doing business, coupled with globalization have also contributed immensely in creating a new workplace and working environment that in no way resemble that of the past. In this new workplace and working environment, employers have become mindful of the fact that, the only benefit that they are likely to derive from their people is perhaps going to be their intellectual capital. We now hardly come across the former work environment of job security concern and everlasting loyalty and sincerity. These are clearly gone and there is no indication of its return. Planted in its place is a silent unspoken collective commitment contract (CCC) established between the particular employer and his/her employee.

There is presently what is termed "the battle for workforce share" in business enterprises and institutions, resulting from the new struggle and highly competitive battle among employers to engage and retain the services of very committed and skilled workforce from an extremely limited pool of talents. Organizations are now faced with a huge challenge of doing more with less. Business enterprises and institutions wants the services of persons who will deliver more within a very short time amidst the numerous available

constraints.

In the account of Mullins (2006), organizational culture constitutes one of the major forces that cumulatively metamorphous to develop that organization. He argues that, organizational culture, like all forms of culture, can be a very good source of motivation to increasing the human resource team that can be well-managed to yield the success of the organization. This every argument by Mullins, is in principle, applicable to all forms of institutions both in the formal and informal settings. Mullins (2006)

Schools as institutions, be it primary, secondary or tertiary are required to design for itself, unique culture. This culture should carefully be nurtured, implemented and maintained to ensure the attainment of the ultimate institutional mission and vision. In the light of the above, this study relationship between the institutional culture of the Kumasi polytechnic and the commitment levels of her staff. It seeks to establish what constitutes the existing as well as preferred culture of the Polytechnic and also brings to light some more detail aspects to help the Polytechnic better understand its own cultural dynamics and manage them well.

1.2 Problem Statement

The first polytechnic in Ghana originated from the early 1960's. In 1963, three technical institutes in Accra, Kumasi and Takoradi were elevated to polytechnic status, without previous up-grading of their facilities, at least in terms of staff and equipment. This elevation was therefore a mere change of name unaccompanied by a corresponding up-grading of their role. Since then, the elevation strategy has constituted the main approach to system development in the absence of a well laid down culture. The lack of a well laid down culture in most tertiary

institutions in Ghana especially the Polytechnics, to some extent, may affect the commitment of their staff. This, the study intends to explore and establish.

Many other indicators might affect the commitment of staff in our public Polytechnic and Universities in Ghana. Key among such factors may be those that target relevant training and development activities to enhance staff performance and productivity coupled with their participation in the decision making process to institute a sense of belonging. The main concern therefore is about, what measures are being pursued or could be pursued to have a well-defined culture in our Polytechnics and other tertiary institutions in Ghana, especially the Kumasi Polytechnic, to enhance the staff commitment to the Polytechnic?. The basic problem this study seeks to resolve through research is to attempt to provide answers to this complex questions and more.

1.3 Main Objective

Mainly, the study seeks to identify the institutional culture of Kumasi polytechnic and to establish the relationship between them and commitment levels of her staff.

1.3.1 Specific Objectives

The study specifically seeks to achieve the following:

1. Identify existing institutional culture of Kumasi Polytechnic
2. Identify the preferred institutional culture of the Kumasi Polytechnic
3. Determine what constitute employee commitment at the Kumasi Polytechnic
4. Determine the association between culture (existing / preferred) and the commitment of staff of Kumasi Polytechnic.

1.4 Research Questions

In order to achieve the objectives, the following questions were posed:

1. What constitutes the existing institutional culture of the Kumasi Polytechnic?
2. What constitutes the preferred institutional culture of the Kumasi Polytechnic?
3. What constitute employee commitment at the Kumasi Polytechnic?
4. What is the association between culture and the commitment of staff of Kumasi Polytechnic?

1.5 Significance of the Study

Results from this study could serve a number of useful purposes. The valuable information that would be generated on the existing as well as preferred culture of the Polytechnic could help policy makers in other Polytechnics in fashioning out appropriate policies that can harness the required commitment of staff. It would also provide management of other public and private tertiary institutions with substantial knowledge on the level of staff commitment within the institution. Necessary interventions plans and strategies could then be rolled out to redress any shortcomings so as to create a more stress free, friendly, cordial and sustainable environment for its staff.

Strategic plans could also be rolled out to see to it that skilled staff are engaged for an appreciably long period of time with the minimum amount to cost and effort. Such findings are frequently being sort after by management to complement their daily quest to improve on the status of the Polytechnic. Additionally, this study also adds onto knowledge in this area of culture and commitment with a view to, among other things, stimulating further research.

1.6 Scope of the Study

This study restricted itself to the perceived association between culture of an institution and staff commitment. It is a case study research that restricted itself to the culture and commitment of staff of Kumasi Polytechnic – Ghana. The study findings therefore, even though may share a nationwide as well as continental characteristics with other tertiary institutions of the like, was discussed within the scope of the study institution only.

1.7 Study limitations

The study suffered constraints of time, resource inadequacy, unavailability of relevant literature. Also, it was structured within the confines of the thesis study matter and area only.

1.8 Organization of the Study

This study was organised in five chapters. The first chapter consisted of the general background to the study, the problem statement, research questions and objectives, a brief research methodology, justification of the study as well as scope and limitations. Chapter two reviewed related literature based on the study objectives. The third chapter described the methodology while Chapter four is dedicated to data collection, analysis and discussion of results. The final chapter concluded the entire study and states the main findings and recommendations being made by this study to stakeholders for considerations policy formulations.

1.9 Conclusion

This chapter gave insight to the project and served as a guide to meet the objective of the project. The next chapter dealt with relevant literature from other authors on the field of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature available on culture of an organizational and employee commitment. It also looks at summary of abstracts on various published articles with regard to the general working title.

2.2 The Concept of Organizational Culture

Culture as a concept, according to Robbins (2000) has a very long historic past. Within the last ten years, culture has been used by many institutional researchers to represent the working environment and practices that institutions create around the management of staff. It is also sometimes used to refer to the adopted values and standards of an institution. Culture is defined as a design of shared elementary characteristics that a group learns in her efforts to resolving issues of exogenous adaptation and endogenous integration that has stood the test of time creditably well enough to be considered valid and, therefore, to be transferred to new members as the acceptable way to think, feel and perceive in relation to issues (Van Vliet, 2014).

Mullins (2006) explains institutional culture as an assemblage of policies, traditions, beliefs, attitudes and values, which establish a standard context for every endeavour one undertakes and thinks in an institution. Aswathappa in 2003, also denotes culture as a, “complex whole which includes knowledge, belief, morals, art, law, custom, and other capabilities and habits acquired by man in a society”. Another researchers, Collins and Porras (2000) posit that organizational culture speaks of a system of common understanding and meaning held by members of a given institution, that differentiate them from other institutions. They added that

these common meanings comprise of key features, and that the institution values these very important characteristics. They summarized the significance of an institution's culture into seven main features to includes; Innovation and risk taking which demonstrates the extent to which staff of organizations are motivated to exhibit creativity and take risks; as well as Attention to detail which emphasize the extent to which staff of organizations are requires to demonstrate maximum precision analysis and attention to detail.

The rest include Outcome orientation that concerns itself with how management focuses on output or results instead of focusing on the methods and processes employed to arrive at those results or outputs. Then the issue of People orientation which explores the extent to which decisions by management takes into consideration the eventual impact such decisions and outcomes on staff within the said institutions; as well as Team orientation, which they explain as the extent to which work activities are organized around teams rather than individuals.

Finally, they also make mention of the issue of Aggressiveness and they explain that to be the extent to which people are aggressive and competitive rather than easy-going; as well as the issue of Stability which has got to do with the extent to which institutional activities emphasize maintaining the status quoin contrast to growth. All the said seven features measures on a continuous scale from low to high. Assessing any institution on these seven features, results in an amalgamated situation of the particular institution's culture. (Collins and Porras, 2000)

Another definition by Moorhead and Griffin practically varied from the very broad definitions to the highly specific ones. Most meanings pointed to some kind of beliefs, attitudes and values that are believed to be exhibited by individual staff as well as the entire organization. A careful

perusal of the definitions, portent that, there is a general agreement that institutional culture entails common beliefs, attitudes, and values and that such values help staff to comprehend how they conduct themselves in the particular institution.

(Moorhead and Griffin, 1995)

2.3 Levels of Organizational Culture

Hofstede (1990) advances that, culture of an organisational comes in several levels, and that those levels vary regarding their visibility and resistance to change. Regarding changing the culture of an organization, it turns out to be problematic to determine which the more are, and which are the less important elements that help shape an organization's culture (Hofstede, 1990).

The least obvious but pivot level of culture is that of the shared assumptions. This epitomizes beliefs regarding reliability and human character that are usually not taken seriously. The second stage of culture is that of cultural values. This signify collective beliefs, assumptions, and feelings about what things are worthy of emulation, normal, rational, and valuable. Cultural values might vary in different organizations; in some instances, staff may care deeply about money, but in others, they may care more about technological innovation or staff well-being. Shared behaviours come next, it includes norms, which are more noticeable and to ascertain extent easier to amend than values. The intention is that most people may not be aware of the values that unite them together. The most superficial level of institutional culture consists of symbols. Cultural symbols are frequently used words (jargon or slang), gesticulations, and visuals or other physical items that carry a specific meaning within a culture (Hellriegel *et al.*, 2001).

While there may exist all other models of culture, it is imperative to note that actual institutional cultures are not as clean and tidy as the models seem to suggest. Where there are cultures, there are likewise usually sub-cultures, where there is agreement about cultures, there can also be disagreements and counter cultures; and there can also be substantial variances between espoused culture and culture in practice (Burnes, 2004).

2.4 Creation of Organizational Culture

Again as a concept, McEwen (2001) advances that culture is inseparable from the concept of human society. Supporting this position, Cowling and James (1994) says that an organization culture cannot in any way be separated from the culture of society. To attempt changing the existing culture of an organisation, one has to take into consideration the very pertinent culture of the immediate society.

Alternatively, reasons that an institutions culture does not emerge out of thin air and, once it is formed, it does not disappear (Robbins ,2001). An institution's present traditions and customs and general way of doing things are principally due to what it has been the norm prior to the present and the extent of success it has attained. This hints to the eventual source of an institution's culture. Robbins additionally stresses that the pioneers of any institutions have a greater impact on that institution's early culture. They first create the picture of what the organization should be, and they first may be unimpeded by earlier ideologies and ways of doing things. Robbins (2011) summarizes the ways of ensuring progression of culture creation into three ways:

Firstly, pioneers only employ and retain staff who think alike with them and also feel the same way as they do. Secondly, they brainstorm and conceptualize these staff to their ways of feeling

and thinking. Finally, such pioneers use their way of doing things as a measure that motivates staff to associate with hence ends up internalizing their values, assumptions and beliefs.

Once the organization flourishes, the pioneer's initial vision is deemed as a primary indicator of the attained success. At this stage, the founder's complete character becomes core part in the culture of the institution. Robbins (2001) further explains that culture is passed onto staff in several ways, the most effective ways according to him includes, rituals, symbols, stories, and languages.

2.4.1 Rituals

The term "ritual" usually refers to a set of recurrent series of activities that exposes and underpins the key values of the institution, which aims are more vital, which kind of persons are more important, and which persons are dispensable. Some institutions hold annual award ceremonies, in appreciation of outstanding services rendered by some outstanding staff or in appreciation of success at meeting some specific targets of the institution. These serve as a motivation. One of the top institutional rituals is Mary Kay Cosmetics' end of year awards. Where many sales women were awarded with many flashy gifts made of gold and diamond pins in recognition of their outstanding contributions in terms of sales performance (Robbins, 2001).

2.4.2 Stories

Robbins (2001) appraises the case of the Ford Motor Company. At the time that Henry Ford the second was man in charge, he incessantly reminded his management members, that, "it's my name on that building." Such a message was succinct: he was the man responsible for the running of the firm. Robbins (2001) considers that culture is systematic learned by staff of

companies who listen to other staff or management members who relate past memories about how earlier management members, or even pioneers of companies, handled their customers, or how they managed delicate issues that arose in the firm. Such memorable past stories eventually gets to all other members of the respective organizations, subsequently transmitting and transforming the culture year by year.

2.4.3 Language

Most institutions use language as a means to group members of a culture or a sub-culture. If you come to terms with such a language, one is able to accept a particular culture and helps to preserve it. Organizations after some years are able to create special scenarios to describe equipment's, offices, main contact persons, suppliers, customers, or specific products that are related to their businesses. New staff are often not happy with acronyms and jargons at their early days in the firms but within a minimum of half a year, they become completely acquainted with such language. Once integrated, these terminologies shall serve as a common parameter for harmonizing members of a given culture or subculture (Robbins, 2001).

2.4.4 Material Symbols

Robbins (2001) postulates that the layout of institutions head office, the types of vehicles' top executives managers are given, are all examples of material indicators. The features of the offices, the kind of furniture in the office, and costumes worn by workers. Such incentives reflect the staff who is important, the extent of equal opportunity desired by management and nature of behaviour that is suitable.

Aswathappa (2003) shares the belief that, culture is practically learnt. She argues that all cultures are started around critical events where standard beliefs emerge from the means by which members respond to such critical events. A similar means of creating culture is by the modelling of a lead figure that allows firm members to come to terms with them and institutionalize such values and indicators. All institutional cultures are as a result of the interactions pioneers' biases and indicators, and what the founding members, who the pioneers employed, learn subsequently from their own experiences.

2.5 Forms of Organizational Culture

Culture has been classified into four; that called power, clan, entrepreneurial, bureaucratic, market, role, support, selection process, management, achievement and socialization.

2.5.1 The Power Culture

Usually, a power oriented institution is founded on unequal access to resources. What this means is that, persons in positions of power utilizes institutional resources either placate or exasperate the expectations of others, and thereby controlling the behaviour of others. Leadership is vested into the hands of persons who are in charge, and reposes on the leader's aptitude and readiness to administer rewards and punishments. At its best, the power oriented leader is fair, firm and generous. At worst, the power orientated leader administers his office through fear, abuse of power for personal gains.

2.5.2 The Clan Culture

In a clan culture, traditions, high sense of loyalty, personal commitment, extensive socialization, teamwork, self-management, and social influences as its characteristics.

Members here identify an assignment over the simple exchange of labour for a money. They recognize that their impact to the organization may surpass any written down agreements. The

individual's long-term commitment to the institution is swapped for the institution's long-term commitment to the individual. Employees trust that the institution will continually treat them fairly in terms of remuneration upward adjustments, promotions, and other forms of recognition. Accordingly, they hold each other answerable to the institution for their inactions and actions.

2.5.3 The Entrepreneurial Culture

The content of entrepreneurial culture is usually symbolized by an increase risk taking, dynamisms, and innovations. Efforts are frequently put into trials, experimentation, and creativity and on an edge to bring out new things. Such a culture is robust and demonstrates a great ability to withstand changes that occurs in the working environment. The success of this culture is evaluated on the basses of its ability to provide new and unique product and fast growth. The key values that are rewarded in this culture include the employee's sense initiative, flexibility and other soft skills.

2.5.4 The Bureaucratic Culture

If an institution cherishes strict ways of doing things, strict adherence to laid down rules and standard operating procedures, and practices and ordinal system of co-ordination, then we classify that culture as being bureaucratic. When practised for several years, bureaucracy becomes highly predictable, inefficient, and unstable. Employees under such a culture usually appreciate standardized goods and client service. Character traits usually encourages strict ways of doing or over things. Heads and management members sees their competence as being good organizers and co-ordinators, view their roles as being good coordinators ,organizers, and strict adherence to laid down rules and standard operating procedures. Specific responsibilities and authority and work limitations are clearly spelt out. The institution's guiding laws and

procedures are clearly enshrined in documents containing the code of ethics and employees are required to act strictly in accordance with the tenants of this document.

2.5.5 The Market Culture

A culture that is portrayed to be the outcomes of measurable goals, more prominently in the like of those found in the financial markets is termed as market culture. Much emphasis is put on profit all through the activities of such institutions. Here in the market culture, relationship between any individual and the institution is strictly governed by a written contract. Usually, parties in such a culture are entitled to some form of reward in fulfilment of the contract. There exist a much less formalities and social pressure on individual's members and institutions in a market culture. Members in this culture do not have common goals or approach to management ideologies or ways of doing things. The weak socialization process characteristic of this type of culture is usually due to the absence of a long-term commitment by both parties.

2.5.6 The Role Culture

The role culture system ensure the existence of systems and structures that provide care and protection to lower ranked members and hence brings consistency to the operations of the institution. Responsibilities and remunerations that accompany employees' roles well spelt out in a well written document usually referred to as job description manual. Individuals in this culture are assigned specific tasks to enable them receive a specified reward and both parties, employees and the institution, are required to keep their parts of the contract. Key to the role oriented institution is the respect for order, reliability a high sense of rationalization, consistency and optimization. There is high sense of protection for individual members in their respective jobs hence they are able to devote most of their energy and time to their work.

Commenting on the role culture, Harrison (1993) agrees that, it truly offers high sense of protection to especially subordinates and further brings stability to the institution. In his view,

persons who realise this sense of protection in their jobs under this culture, spend less time looking out for themselves and are able to devote most of their energy and time to their work.

2.5.7 The Support Culture

In the support culture, an institution creates a working environment that is founded on equal level of trust between the employee and the institution. For this culture, people are treasured as human beings that cannot be likened to machines or equipment's. Such a culture attracts the best of performance from its members with a strong demonstration of heartfelt warmth, and love. This key strength of the support culture tends to motivate employees to wish to be a work every morning, though for work but most importantly for the love and warmth that greets them from management as well as colleague staff.

The support culture enjoys a good quality of service owing to its efforts at ensuring quality improvement. This they do by creating working teams of few members. People willingly contribute towards the institution out of obligation. Staff have a strong sense of belonging and that they have a personal stake in the institution.

Handy refers to this type of culture as the best of all even though he admits to the different implications of the other forms of culture to the success of a business. He cites the example of the power culture where power is dependent on a central power source with rays of power and influence spreading out from the central person. Handy concludes that all cultures are proud and strong and have the ability to move quickly and can react well to threat and danger (Handy, 1993). The support culture has also been endorsed by Harrison and Stokes (1993). They affirm that extent of quality of service often display in a support oriented institution, a successful ways to quality improvements are most of the times based on small work teams.

The original support culture was derived from the pioneer's philosophy. It in turn, sways the methods used in hiring. The conducts of the current management members set the general

environment of what is deemed an acceptable character and what is not. Exactly how staff are to be socialized will hinge on the extent of success derived in matching new staffs' values to those of the institution's in the selection process and on management's preference for socialization methods. While trying to agree to Robbins, Aswathappa (2003) underscores the fact that a culture once formed the rear practices in the institution that helps to keep it alive.

2.5.8 The Selection Process Culture

Selection is mainly done to ensure that the right kinds of persons are employed for the right jobs. It is obvious that for any job, many individuals with same or diverse skills and abilities shall put themselves up for consideration. Final selection is done to subjectively select candidates that will fit into the organization. The key concerns under this culture are its premium on recognizing candidates who can culturally match the institutional culture. This culture ultimately helps to sustain culture considerably.

2.5.9 Culture of Management

Posture, attitude and conducts of management members certainly have a great impact on the said institution. Through their words and behaviour, senior executives establish traits that goes down through the institution as to whether risk taking is desirable or not, how much freedom managers should give their subordinates, what is good; what actions will pay off in terms of pay, promotions, and other rewards.

2.5.10 The Achievement Culture

In the achievement oriented institutions, employees are identified and aligned behind a shared vision or purpose. This kind of institution employs the mission to appeal and release the personal energy of its staff in search of the set common goals. There is an internal commitment within individuals in this culture. Many employees are happy with their jobs and wish to make

an incursion to the job and society, thus enjoying an intrinsic reward. A characteristic type of achievement-oriented institution would be an intensive care unit in a hospital or voluntary community organization. The achievement culture institutions anticipate that employees will contribute their personal energy in return for rewards. (Harrison and Stokes 1993).

2.5.11 The Socialization Culture

Almost all of the discussed cultural types must have this socialization culture to enable them succeed. This is because, no matter how good the job the institution does in employee selection, new staff are not fully indoctrinated in the institution's culture. Some of the reasons could be that since they are least familiar with the institution's culture, new staff are potentially most likely to disturb beliefs and customs that are in place. The particular institution will therefore want to help new staff adapt to its culture. This adaptation is what we refer to as called socialization culture.

In their account, Moorhead and Griffin (2001) affirms that culture can be sustained by reinforcing the characters of staff as they act out the cultural values and implement the institution's strategies. Reinforcement can take many forms like the formal reward system, where the institution rewards desired behaviours in ways that the employee values. Stories must be told throughout the organization about staff who engage in attitudes that epitomize the cultural values of the institution. They must engage in ceremonies and rituals that emphasize employees doing the things that are critical to carrying out the organization's vision. In effect, the organization must "make a big deal out of staff doing the right things". Reinforcement practices are the final link between the strategic and cultural values and the creation of the institutional culture.

2.6 The Concept of Commitment

Newstrom and Davies (2002) explain commitment to be the extent to which an employee identifies with the particular organization and wants to continue actively participating in it. The feel of commitment can be compared to that of a strong magnetic force attracting one metallic object to another, and can also be seen as a measure of the willingness of the particular staff to remain with an organization in the future. Commitment usually depicts the employees' belief in the vision and mission of that organization, willingness to expend effort in their accomplishments, and a deliberate intention to continue working in that firm.

Commitment according to Newstrom and Davies (2002) is mostly stronger among permanent and longer-term employees, those who have experienced personal success in the organization, and those working with a committed employee group. Luthans (1995) also explains commitment as an attitude and goes on to it as some strong heartfelt desire to keep being a member of a particular institution. He considers commitment to be a willingness to put in all of one's efforts for and on behalf of the organization and also as clear cut acceptance of the core values and aims of that organization.

All the above expert views point to the fact that, this issue of commitment is an inbuilt attitude about an employee's total loyalty to their respective organizations and is also a continuous process through which institutional members demonstrate their concern for the organization and its continued success and well-being. A number of individual (age, years spent in the organization, and considerations such as positive or negative affectivity, or internal or external control attributions) as well as organizational (job nature and leadership style of one's supervisor) variables are the true determinants of what constitutes organizational commitment. It may be even possible that, non-organizational indicators like availability of options, after

one has make the initial choice to be part of an organization, due to a large extent affect subsequent commitment.

In the light of what seems to be a multidimensional picture of organizational commitment, there is growing support for the three component model of commitment proposed by Meyer and Allen (1996). Their three dimensional module of commitment includes what they called the *Affective Commitment*. They explain this to involve the employees' emotional affinity to, identification with, and involvement in the particular organization. They also propose the type of commitment called *Continuance Commitment* which involves commitment based on the sacrifices and costs that the employee associates with leaving the organization. Their third proposed module of commitment which they called *Normative Commitment* has to do with the employees' feelings of obligation to remain in the organization.

Pareek (2004) explains institutional commitment as a person's feeling with regard to continuing his or her association with the institution, acceptance of their values and beliefs, and his willingness to contribute their quota to the realization of such values and beliefs. According to Madigan, Norton and Testa (1999), when an employee is said to be committed, then such a person would work diligently and conscientiously to promote the organization's services or products and further seek continuous improvement in the organization. In exchange, they demand a working environment that promotes growth and empowerment, allows for better balance of personal and work life, provides the vital resources to satisfy the needs of customers and provides for their education and training as well as that of their coworkers.

Hellriegel (2001) argues that commitment actually transcends the boundaries of loyalty to include an active contribution to achieving the set goals of an institution. He also sees

commitment as encompassing a bigger working behaviour and attitude far more than job satisfaction. This position according to him, applies to the entire organization rather than just to the job. He further found commitment to be typically a more stable concept than satisfaction because it demonstrates a more robustness to changes in behaviour and business.

2.7 Processes / Stages of Commitment

According to Mullins (2006), commitment processes are of three stages; Compliance, has got to do with the case of an employee accepting the influences of others with the aim of obtaining some form of reward or gifts from them. The next process is termed identification. Here, individuals accepting influence in order to keep a cordial relationship and to feel pride in belonging to an institution. This leads us to the third process of internalization, in which individuals find the values of the organization to be inwardly profitable and suits his/her personal values.

2.8 The Pillar model of Commitment

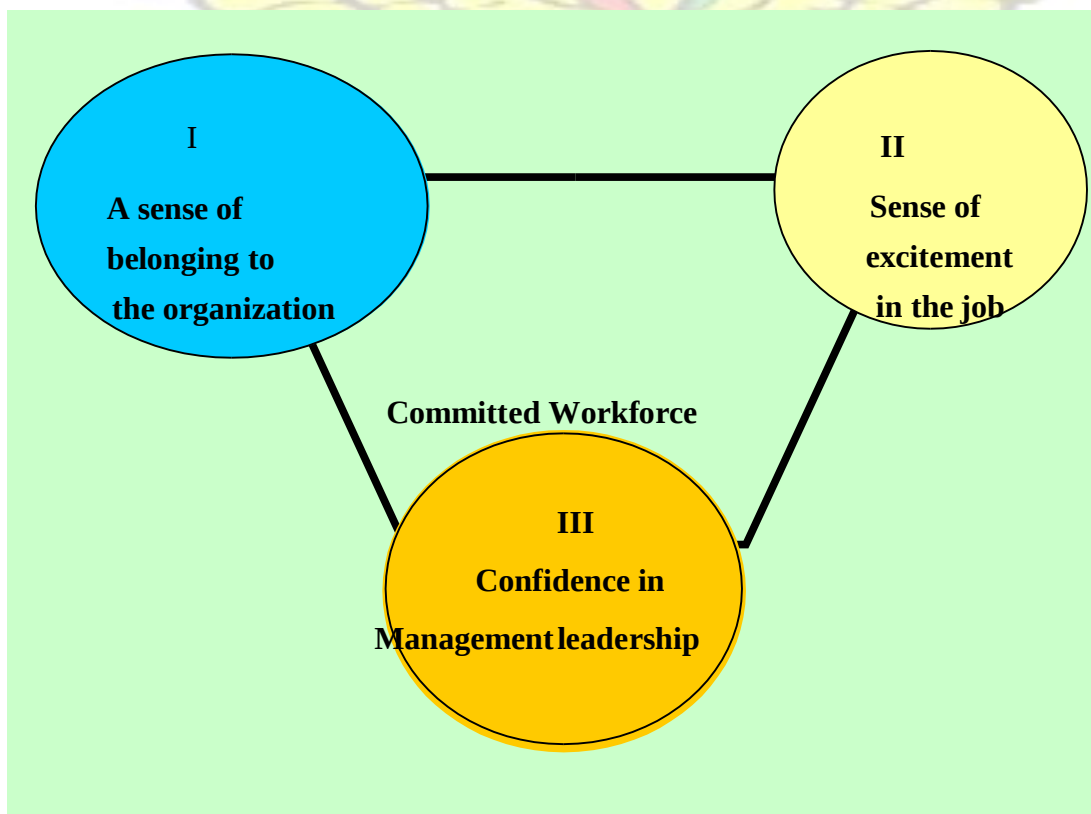


Figure2.1: The Three Pillar Model of Commitment (Source: Mullins 2006)

Reference to case studies that focused on employee commitment of 14 British firms, Martin and Nicholls proposed a commitment model based on three major pillars, each with three factors, as shown in figure 2.1. Martins and Nicholls in Mullins (2006) looked at commitment in a nut shell as ‘giving all of yourself while at work’. This commitment comprise the constructive use of time, rapt attention to detail, making an extra effort, being susceptible to change, peaceful co-existence with other colleagues, self-development, keeping trust, pride in abilities, seeking improvements and giving loyal support.

A sense of belonging to the organization is the very first pillar according to of commitment since it has the potential of building upon the loyalty needed for a successful industrial relations. This sense of belonging is initiated by management through ensuring that workforce is well in the known, participate and contribute to success. His second pillar is the sense of excitement in the job and comes on the backbone that, an improved result will not be realised unless employees can feel a sense of ecstasy about the work they do which results from the motivation to work well. This can be realised by pleading to the need of pride, trust and accountability for results. Confidence in management leadership is the third pillar of commitment according to Martins and Nicholls in Mullins (2006). In his view, the earlier mentioned two pillars can be frustrated if workers do not have respect for, and confidence in, management leadership. Such a respect is improved through attention to authority, dedication and competence.

Many measurements of success for the majority of companies studied derive from the management of their workforce and from establishing an environment for commitment. If people feel trusted, they will make an extraordinary effort to show the trust to be warranted.

However, creating commitment is not an easy task. It takes time, the path is not always smooth and it requires dedicated managers (Mullins, 2006).

2.9 Sources of Commitment

Hellriegel (2001) states that, as with job satisfaction, the sources of institutional commitment differ from person to person. The initial commitment of staff to an institution is determined largely by their individual behaviours (i.e. personality and attitude) and how well their early job experiences match their expectations.

Later, institutional commitment continues to be influenced by work experiences, with many of the same factors that lead to job satisfaction also contributing to institutional commitment or lack of commitment, pay, relationships with supervisors and colleagues, working conditions, and opportunities for advancement. Overtime, institutional commitment tends to become stronger because individuals develop deeper links with the institution and their fellow staff as they spend more time with them, seniority often brings advantages that tend to develop more positive attitudes, and opportunities in the job market may decrease with age, causing workers to become more strongly attached to their current job (Hellriegel, 2001).

Employees today are increasingly self-assured and familiar with their value to employers. They consciously choose to work for those companies that meet their workplace expectations. Institutions that exhibit their commitment to staff will attract and retain their desired staff and will ultimately win the battle for the workforce share (Madigan, *et al.*, 1999).

In an article for the Mans is Development Corporation, Simpson (2007) explains that staff behaviour on the job is influenced positively or negatively by his or her immediate supervisor.

Positive influences are essential to strengthening staff commitment. Therefore, the first step in building commitment is to improve the quality of management. Much has been written recently about the need for improving the education and training of the workforce. As important as this is, at least equal emphasis must be given to improving the quality of management if business is to succeed in achieving greater employee commitment and thereby its profitability.

Nelson (1999) further agrees in this regard, because he indicates that while money certainly plays a part in building employee loyalty, it's clearly not enough in today's work environment. Compensation is important, but most employees consider it a right—an exchange for the work one does. He further emphasizes that people want to feel that what they do, make a difference and money alone does not do this; personal recognition does.

2.10 Relation to Job Behaviour

Mullins (2006) discloses that the quest to avoid low productivity is the fundamental reason why managers promote organizational commitment in their organisation. He therefore posits that where management has been able to put structures in place to address organisational commitment, behaviour on the job becomes a given. Another reason for promoting organisational behaviour, as found by Mullins (2006) is the correlation that exists between organisational commitment and job behaviour in the forms of low absenteeism and high productivity. Where organisational commitment is high, organisations have been able to achieve greater punctuality and regularity at work as well as improvement in the overall output of the employees of such organisations. Consequently, the organisation is able, through the commitment, regularity and productivity, able to achieve the organisational goals (Mullins, 2006)

2.11 Strategies for Increasing Employee Commitment

A number of models, concepts and strategies have been put across by a number of authors, researchers and commentators regarding how employees' commitment can be honed in organisations. It has also been argued that the implementation of a number of these strategies and concepts do not involve the expenditure of any huge cost on the part of the implementing organisation. One of such strategies as developed by Nelson (1999) is what is popularly known within the human resources management field as the power of 'the five I's made of the following components: 'interesting', information', involvement', 'independence' and 'increased visibility'. The following section thus provides details of the components of the five Is.

Interesting Work: No one wants to do a repetitive boring job, incessantly. Besides, while any job will always require some boring, repetitive tasks, everyone should have at least a part of their job be of high interest to them.

Information: Information is power, and employees want to be endowed with the information they need to know to do their jobs better and more efficiently. Additionally, more than ever, employees want to know how they are faring in their jobs and how the company is performing in its business. Open channels of communication in an organization permit employees to be informed, ask questions, and share information.

Involvement: Managers today are confronted with an unbelievable number of opportunities and problems and, as the rate of business continues to increase, the aggregate of time that they need to make decisions continues to decrease. Including employees in decision-making, particularly when the decisions affect them directly, is both courteous and practical. Persons closest to the problem/challenge normally have the best insight as to what to do. As one involves others, one increases their commitment and straightforwardness in implementing new ideas or change.

Independence: A small number of employees want their every activity at work place to be closely scrutinized. Most employees welcome an effort by organization that offers the flexibility to do their jobs as they see fit. Giving people latitude increases the chance that they will perform as one desires-and bring additional initiative, ideas, and energy to their jobs.

Increased Visibility: All and sundry appreciates receiving credit when it is due. Instances to share the feats of employees with others are almost limitless. Granting employees' new openings to perform, learn, and grow as a form of recognition and thanks is highly motivating for most people.

The work of Madigan *et. al.* (1999) provides some ready- made approaches that organisations can adopt to increase employee commitment. They first recommend that, in order for an organization to increase the commitment levels of its employees, the fundamental need of the employee to maintain a work-life balance must be recognized. This recognition of personal and family life must be seriously deliberated. Organizations might want to think through instigating such practices as: flexible work schedules; personal timeoff programmes; job-share arrangements; reduced work weeks; work-from-home arrangements; and training programmes that offer real-world suggestions on how to better affect the balance between personal life and work life.

The set up of modern day work force is much more complex. Dual income families and single parents with dependents are the norm rather than exception. Extended family comprises not just grandparents or in-laws, but includes children from previous relationships, stepchildren or foster children. Given these new structures, it is not out of place that the workforce is having difficulty harmonizing work-life activities. Whereas one individual shouldered the responsibilities in the past, currently these are often shared between two working individuals.

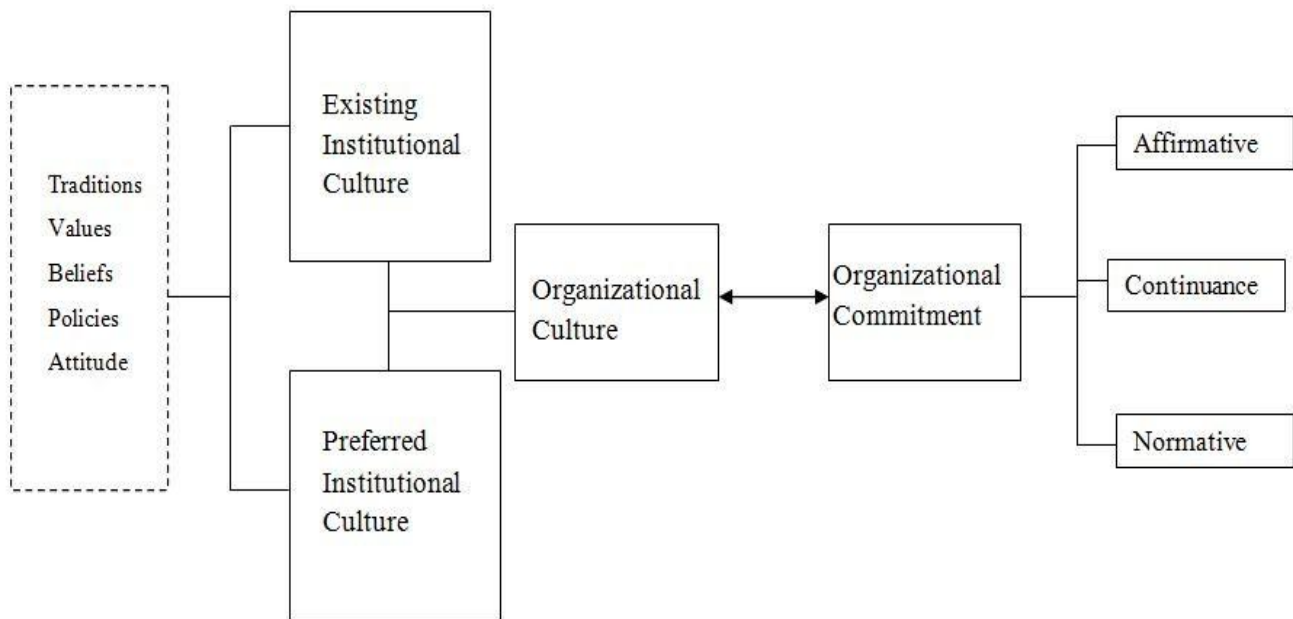
The pressure to balance work and family life and squeeze in sometime for them is shared by both. Instituting work–life programmes will go a long way in mitigating stress and will impact positively on commitment levels.

Mullins (2006) posits that where there is a higher incidence of employee commitment, the preparedness of the employees in that organisation to work towards achieving the organisational goals has been remarkable. However, as previously suggested by Madigan et al. (1999), it will be necessary for organisations to understand that they can only derive and sustain the commitment of its employees only where it has also been able to put in place measures that can show that the organisations are similarly committed to the welfare of its staff. It is therefore worth noting that organisations who ply the services in current times ought not be concerned solely about producing goods and services for their customers and clients; they need as well be concerned about promoting originality, inventiveness and becoming analytical in respect of their systems of production. It is only when these are done that an organisation can nurture a high sense of commitment in their employees for all the attendant benefits.

2.12 Conceptual Framework

Conceptual framework of a study is the system of concepts, assumptions, expectations, beliefs and theories that support and inform the research (Robson, 2011). The model in this research is a two-dimensional one. The dimension of organizational culture was adapted from the Mullin's model, 2006 and the dimension of Organizational Commitment was also adapted from Allen and Mayer's 1996.

Figure 2.2 : Conceptual Framework



The institutional and preferred institutional culture was developed from Mullin's Model, (2006) where traditions, values, beliefs, policies and attitudes are the main preambles. These preambles were further developed into parameters such as Priority to employees, treatment of individuals in the organization, decision making process in the organization, work motivation, expectation for employees, relationship between work group and assignment of task or jobs.

Parameters were developed from the model of Allen and Mayer where each of the three dimensional model of Affective, Continuance and Normative were used. Relationship between culture and commitment were also looked at. The conceptual model is developed in such a way to give comprehensive literature on the subject matter as well as meeting the objectives.

2.13 Conclusion

This chapter entailed the views expressed by researchers; concentrating on organizational culture, its levels and forms. The concept of commitment and its stages, sources of commitment

and its relationship to job behaviour as well as strategies for increasing employee commitment were dealt with. Culture and commitment were reviewed with to help to achieve the stated objectives of this study. Conceptual framework is developed to demonstrate how the study would be conducted and presented. The next chapter further deals extensively with the research methodology and organisational profile.



CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.1 Introduction

In this chapter, the researcher discusses methods used by this study in coming up with the required responses to the specific research questions. It details the study design, study population, method of determining the sample size and the sampling techniques used to select the required respondents for the study. Finally, the chapter provides an overview of the methods used to collect and analyse data.

3.2 Research Design

Adelman *et al.* (1977, cited in Bell, 2004), asserts that, a case study is a term used in describing various forms of research designs that comes with a common goal of focusing on an investigation surrounding an instance. In fact, Bell (2004) himself claims that case study research designs are useful for studies that require an in-depth information about a phenomenon within a limited period where a large scale survey may not produce the true results. Other researchers like Frankfort-Nachmias and Nachmias (1996 cited in Quansah, 2009) and Denscomber (1998 cited in Bell, 2004) are of the view that a case study design is appropriate in examining a recent situation from a group of similar cases. Thus, a case study research design can be used for studies that require detailed information about a phenomenon within a limited time span.

The study make use of a survey design. This choice was appropriate because the study sought to investigate staff views or opinions regarding what constitute the existing as well as preferred culture of the Kumasi Polytechnic. Measurements were done on a Likert scale of 1 through to

5, from most preferred culture to the least preferred. Respondents were also required to express their commitment level to Kumasi Polytechnic. This study employed

Mayer and Allen's measurements of employee commitment to achieve this objective.

Measurements were also done on a Likert scale of 1 through to 5, where staff were asked to indicate their level of agreement or otherwise to the statements. A quantitative research approach was adopted to achieve the research objectives. This approach was chosen because the study collected data using a structured approach.

3.3 Evaluation Standard

For the basis of decision, the evaluation required some standards in the form of 'benchmarking' or criteria. The quality of what was observed within each quality indicator was decided against five level likert-scale questions as used by (Gadzekpo, 2007) which were

"Strongly Agree" = 5; "Slightly Agree" = 4; "Neutral" = 3; "Slightly Disagree" = 2 and "Strongly Disagree" = 1. When "Strongly Agree" is chosen it means "very good", which signifies major strengths with slight or no weaknesses, "Slightly Agree" means "good", which shows that strengths prevail over weaknesses even though both exist. A response stressing on "Neutral" indicates respondent's inability to make a decision in favor of strengths or weaknesses of that question being evaluated. A choice of 'Slightly Disagree' means that the respondent is stressing on "fair" which emphasizes weaknesses outweighing strengths even though both exist; but when "Strongly Disagree" is selected; it means "bad" indicating major weaknesses with slight or no strengths.

A dimension or an item is ruled as "Major strengths with slight or no weaknesses" when 80% or more of the total responses are in favor of "Strongly Agree" only, Judgment is in favor of "Strengths outweigh weaknesses" if the cumulative score of respondents agreeing with the

statement (SA plus SLA) 50% or greater, but when the cumulative score of respondents disagreeing with the statement (SLD plus SD) is greater than 40%, decision is made in favor of “Weaknesses outweigh strengths”. An assessment in favor of “major weaknesses with slight or no strengths are emphasized when 50% or more of the total responses are in favor of “Strongly Disagree” only. When the percentage score does not favor strengths or weaknesses, then judgment is in favor of “Not in a position to judge”.

Where an item is to be ranked, the frequency of occurrence determined the priority of respondents. The greater the frequency, the better it is ranked and vice-versa.

3.4 Population

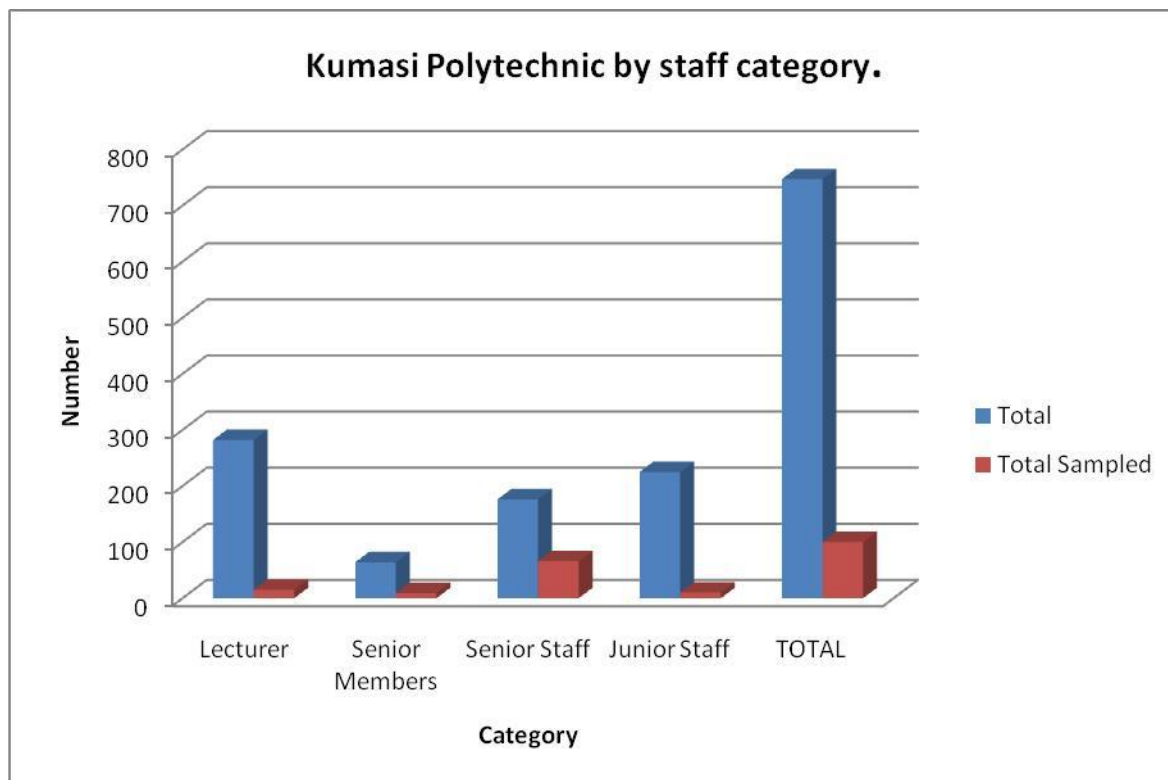
Kumasi Polytechnic has a total of about 747 Staff made up of 282 Lecturers, 64 Senior Members, 176 Senior Staff and 225 Junior Staff as of the time of this study.

Table 3.1 Staff strength of the Kumasi Polytechnic by staff category.

Staff Category	Total	Total Sampled
Lecturer	282	15
Senior Members	64	9
Senior Staff	176	66
Junior Staff	225	10
TOTAL	747	100

Source: Author's Construct, 2015

Figure 3.1: Kumasi Polytechnic Staff category



Source: Author's Construct, 2015

3.5 Sample Size and Sampling Techniques

The selection of participants for this study was by a probability stratified sampling technique. The four categories of workers mentioned above constituted the four strata from which samples were selected. In all, 15% of the total staff were sampled and interviewed. However only 100 of the respondents were ready to complete the survey instrument. This gave response rate of 89.3%. Their responses thus formed the basis for the findings of the study. This high response rate underpinned the reliability of the study's findings.

3.6 Sources of Data

According to Patton (2002) using more than one data collections instrument strengthens and gives credibility to the study. In this regard, the study gathered data from two (2) different

sources, namely primary data and secondary data sources in order to gather relevant information for the study.

3.6.1 Primary Data

The data for this study was primary data collected via questionnaires and used for analysis.

The study utilized a structured questionnaire to collect data from the participants in the study.

The questionnaire was in three sections. Section A collected information on demographic background of staff while section B collected information on Existing institutional culture.

Section C took a look at preferred institutional culture while employee commitment was measured adopting the questionnaire by Mayer and Allen.

3.6.2 Secondary Data

Secondary data were also collected from various publications of foreign and local origin, manuals, handbooks, textbooks, journals, review articles, newspapers, reports obtained from libraries, colleagues, seminars and conferences as well as published guides and the internet on the subject. This was done to obtain additional information in order to answer the questions set in the problem definition

3.6.3 Data Collection Procedure

The researcher sought permission from the heads of the various heads of departments and explained the purpose of the study to them. This was appropriate as required by research ethics.

After approval was given, the researcher sought the consent of participants before completing the questionnaires with them. Participants were assured of the confidentiality of information they provided. Data collected took a period of two weeks.

3.7 Data Analysis

Data collected was screened, edited and coded and entered into the Statistical Package for Social Sciences (IBM – SPSS) version 20.0 for windows. This software facilitates the data analysis process. Using this software, frequencies, percentages, tables and charts were generated to explain the data.

3.8 Reliability /Validity

Reliability is the degree to which an assessment tool produces stable and consistent results (Phelan and Wren 2015). Phelan and Wren continued that there are several forms of reliability but the type employed here was the inter-rater reliability because human observers will not necessarily interpret answers the same way, here, responses can be considered relatively subjective as responses to the culture of an institution and commitment level of staff are outlined.

Validity on the other hand refers to how well a test measures what it is purported to measure. Construct Validity was employed to ensure that the measure is actually measure what it is intended to measure (i.e the construct) and not other variables. In this case, staff of Kumasi Polytechnic who have worked substantial amount of years and are familiar with the culture and commitment of the institution were used. The research instrument was designed in simple wording and phrasing. Sampling validity technique was used to cover broad area within the concept of culture and commitment under study. Panel of experts within the area of study were used to ensure that the content area is adequately sampled to eliminate expert bias from few people. The following were also taking into consideration:

- Making sure the goals and objectives are clearly defined and operationalized.

- Matching assessment measure with goals and objectives. Additionally, the test was reviewed by faculty at other schools to obtain feedback from an outside party who is less invested in the instrument
- Getting colleague students involved to look over the assessment for troublesome wording or other difficulties

3.9 Ethical Considerations

Research ethics refers to the domain of enquiry, in which ethical challenges are identified in order to develop guidelines that safeguard against any harm and protect the rights of human participants entering a research study (Rogers 2008). The study included participants who have legal capacity to give their consent, to exercise their power of choice, without any pressure or element of force, fraud and any other form of constraint. In most research, there is a blurred line between participant and researcher during the collection of data and analysis (Corbin and Strauss 2015). This close interaction created ethical challenges to the researcher, the participants and the research in general (Miller 2012). Also, the researcher has the ethical responsibility to maintain the integrity of the methodology (Pimple 2008). The researcher did not pick and choose the parts of the methodology that were convenient and left the other parts, but rather followed through the whole, in order to produce the best outcome (Corbin and Strauss 2015). The researcher explained to the participants the content of the research in detail including the purpose of the study, information required, how it would be used and the implications for participating in the research. Similarly, although there were financial and time constraints, the researcher owed a duty to research participants to see through the research project (Hammersley & Traianou 2012).

Confidentiality and dignity of all participants were preserved by the researcher. However, participants were made aware that if they reveal any information that can lead to harm to

members of the public or themselves, then confidentiality will be broken (Wiles 2013). Data collected was anonymized, protected and stored securely to prevent unauthorized access (Zhao & Sha 2012). Finally, since all the respondents are staff of Kumasi Polytechnic, ethical approval was sought from the Registrar of the institution by seeking the approval to distribute questionnaires and having interaction with staff of the institution

3.10 Profile of the Study Area

The now Kumasi Polytechnic was built up in 1954 as Kumasi Technical Institute (K. T. I.) to offer art courses. In 1963, the Institute was changed over to a non-tertiary Polytechnic status under the Ghana Education Service to begin offering, furthermore, technician, diploma and sub-professional courses. The Polytechnic Law, 1992 (PNDC L.321) hoisted the Polytechnic to a tertiary Institution to give high calibre skilled manpower with reference to assembling, business, technology, science and innovation to go about as an impetus. The Polytechnic is one of the popular, exquisite and vibrant Polytechnics in Ghana. It is a marvellously wonderful foundation, which is situated at the heart of the Garden City of West Africa, the capital city of the Ashanti Region of Ghana (Kumasi).

It has inside of the time of its presence turn into an essential place for the preparation for Ghana as well as for other African nations. The Polytechnic has a vision statement to be a Center of Excellence for tertiary level preparing of specialized and expert human asset with entrepreneurial abilities, and a key mission statement of purpose to gives a positive environment for instructing/teaching, research, skills and entrepreneurship training in science, applied social sciences applied arts for industrial and modern community development and group improvement. It is situated to draw and attract students and scholars from neighbourhood

and universal groups. It likewise gives consultancy administrations and services.

3.11 Culture and Commitment Level in Tertiary Institutions

A major force behind the success or failure of every educational institution is the culture of the institution (Opare and Adams 2013). They argued that culture portrays principles, norms, customs, rules and regulations operating in all institutions of learning. School culture has been defined by Stolp and Smith (1994) as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community. This system of meaning often shapes what people think and how they act towards the given institution.

Studies conducted by Fyans and Maehr (1990) on the effects of five levels of school culture (academic challenges, comparative achievement, recognition for achievement, school community, and perception of school goals) revealed that students are more enthused to learn in schools with strong cultures. In another study that depicted effective and ineffective organizational cultures, Cheng (1993) found that stronger school cultures had better motivated teachers. Every organization has its culture which makes it different from other organizations.

Over the past two decades, the number of tertiary institutions in Ghana has grown positively, particularly private institutions. Owusu-Ansah and Atuahene (2013) noted, there are more than 126 public and private universities accredited by the National Accreditation Board (NAB) in Ghana. Of these, there are 6 public universities, 49 private universities—two of which are chartered and have been given presidential authority to award degrees, 38 Teacher Training Colleges (TTCs) that have been upgraded to university status, 18 Nursing Training

Colleges, and 10 Polytechnics. Admission to any of the public universities in Ghana is influenced by the availability of academic and residential facilities, as well as Government subsidies to institutions. With the growing demand for contribution and the unequalled pace of expansion in residential facilities, access to higher education is determined by available capacities of universities and polytechnics. Admission is also attracted by the nitch of good name these public institutions attract and the personnel of staff in that institution. The culture of having professors and Doctoral lecturers in the Universities attracts more students than the Polytechnics and training colleges. Expectation of employees within these tertiary institutions equally has become great due to the large number students they attract.

This is also in line with the commitment of staff in these institutions. Teaching and Non teaching staffs need to work hard to meet the increasing demand of students. Staff needs to be given study leave to improve upon their learning and teaching skills which are sometimes tied to long service.

Most institutions design their study leave criteria to suit the institutional criteria. That is study leave criteria for staff in the Universities will not be the same for that of the Polytechnics.

Several cultural values affect performance. Culture of good teaching and good lecture notes enhance students' commitment to studies. Culture of maintenance of structures also affects health and performance of teaching and learning.

3.12 Conclusion

This chapter explained how the key aspects which have risen from the literature review were developed into in-depth structured interview questions. The chapter reviewed various approaches to data collection. It highlighted on the case study approach and the justification of

the case study, the study area, data collection technique, research sample and the explanation of how the fieldwork results will be presented, analyzed and discussed.

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CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter takes a look at the data received from respondents to this study. It presents analysed results, interpretation and discussion of the findings. All such outputs presented in this chapter was done in accordance with the general aim of the study. It is sectioned into preliminary analysis and further analysis.

4.2 Demographic Analysis

The data used in this study is a primary data collected from staff of the Kumasi Polytechnic. A total of 100 responses were sought through an in-depth interview with the respondents chosen by a probability stratified sampling technique with specific interest on the three categories of staff of the Polytechnic. Compared to the 15% (112) sample out of the total staff strength of 747, this study recorded a response rate of 89.3%. Firstly, the general demographic characteristics of the respondents were examined by gender, age, educational level, marital status, and current occupation status. All graphs are SPSS outputs while excel 2010 was used in fitting the tabulations.

In all, 60 out of the total 100 respondents were males representing 60.0% of total respondents while 40 out of the total 100 respondents were females representing 40.0% of the total respondents. It therefore indicates that more males responded to the study than females. Table 4.1 gives the demographic characteristics of respondents by their Gender, Age and marital status.

Table 4.1: Demographic characteristics of respondents

Item	Response	Frequency	Percent
Sex	Male	60	60.0
	Female	40	40.0
	Total	100	100.0
Age	18-24	4	4.0
	25-30	19	19.0
	31-40	49	49.0
	41-50	26	26.0
	50	2	2.0
	Total	100	100.0
Marital Status	Never married	25	25.0
	Married	71	71.0
	Divorced	2	2.0
	Widowed	2	2.0
	Total	100	100.0

The ages of the respondents to this study reveals that the majority of our respondents were between the ages of 31 – 40 years with 49 out of 100 respondents respectively. The 41 - 50 years group also came next with 26 out of 100 respondents. The majority of respondents were married at the time of the study. 71 respondents representing 71.0% of men and women were married while 25 respondents representing 25.0% of them were never married.

The majority of respondents were Bachelor's degree holders. The study found that about 41

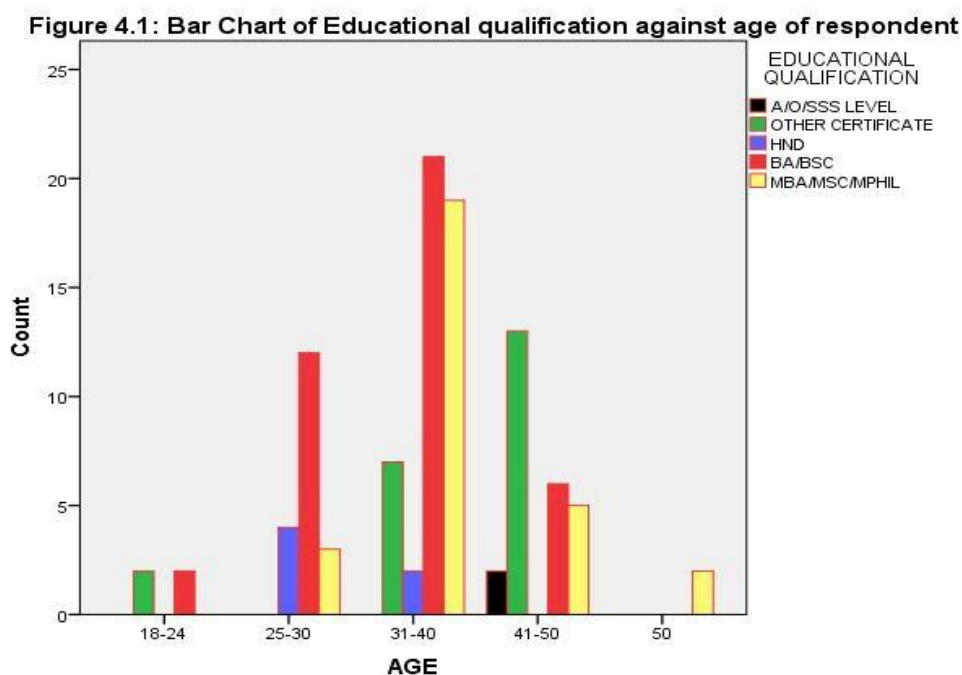
(41.0%) of respondents had Bachelor's degree as their highest education attained. Also 22 (22.0%) of respondents were other professional certificate holders while 29 (29.0 %) were Master's Degree and above holders. Table 4.2 below reveals the educational levels of respondents.

Table 4.2: Educational qualification of respondents

	Item	Frequency	Percent
Academic Qualification	A/O/SSS level	2	2.0
	Other certificate	22	22.0
	HND	6	6.0
	BA/BSC	41	41.0
	MBA/MSC/MPHIL	29	29.0
	Total	100	100.0

Figure 4.2 below throws more light onto the age brackets that holds the various educational qualifications of staff of the Polytechnic. Two each of the 18-24 years group had bachelor's degree and other certificates respectively. Only two members of staff held an A/O/SSS level certificate as at this study and such persons were within the 31-40 year bracket.

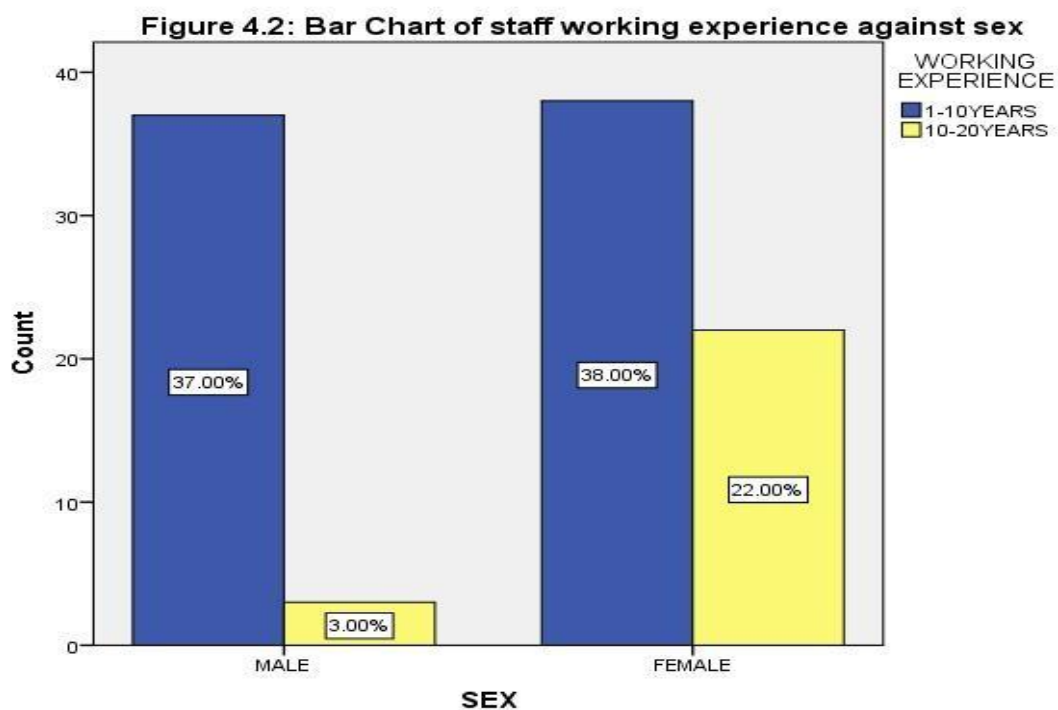
Figure 4.1 Bar Chart of Educational Qualification Age Respondent



The majority of staff has working experience of between 1 – 10 years as evident in figure 4.1 below. From the figure, 75.0% of total respondents fall within this range with the remaining

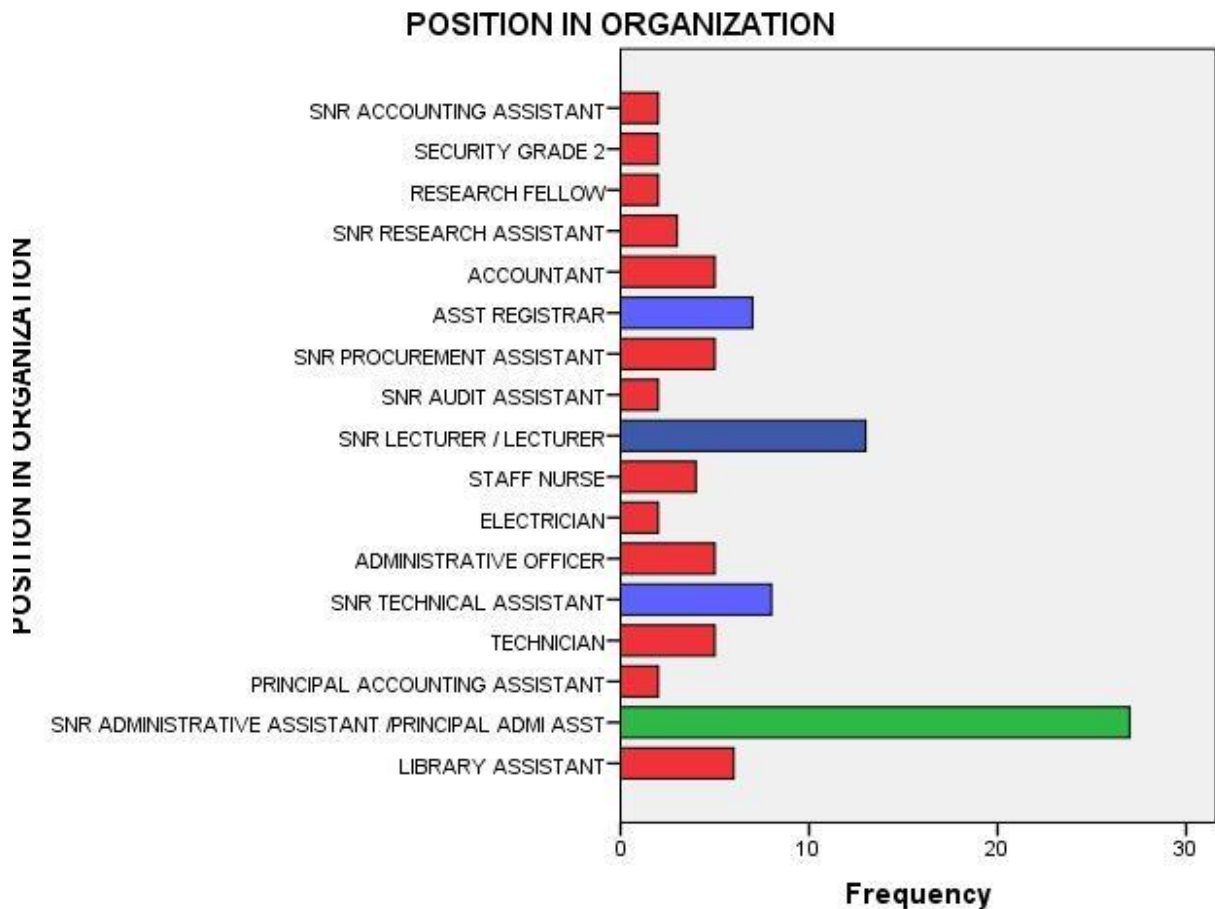
25.0% having working experience beyond 10years. The figure also revealed that, 38.0% of the about 75.05 with experience within 10years are females and 37.0% being males. Also more of the women were with working experience beyond 10years (22.0% of them) with only 3.0% of their male counterparts falling within this bracket. This revelation suggests that more of the staff have many secured working years ahead of them. Hence, if they are well in tuned with the institutional culture of the polytechnic, and show a high commitment, it will inure to the benefit of the polytechnic.

Figure 4.2: Bar Chart of Staff Working Experience



In the figure below, the study show a bar plot of the various category of staff engaged in this study. Their fair, candid and objective responses formed the bases of our conclusions and subsequent recommendations.

Figure 4.3 Bar plot of respondents position in the Kumasi Polytechnic



From the figure above, it was evidence that the majority of repondents to this study were of the administration class. 27 (27.0%) were Senior and Principal administration staff, with 15 (15.0%) belonging to the lecturers and senior lecturers class. From the figure, the study established that all sectors of the staff classes of the Polytechnic participated in the study. Analysis drawn from the data therefore reflects the views of members of the various classes of staff.

Usually, the culture of an institution hugely affects its administrative class and if not well managed can go a long way to affect their commitment to the institution. With the majority of Kumasi Polytechnic staff belonging to this class as evident by our results, we can conclude that

any effect of a defunct or outmoded culture will hard hit members of such class. There is therefore the need for management of the Polytechnic to pay a particular attention to this class of workers in the enforcement of their culture.

4.3 Existing Culture of the Polytechnic

Stunning from the exhaustive literature review on institutional culture in chapter two (2) of this thesis, we re-state Mullin's (2006) definition that refers to organizational culture as "a collection of traditions, values, beliefs, policies and attitudes that constitute a pervasive context for everything one does and thinks in an institution". Subsequent to this definition, the study sort to rate the main measurements of institutional culture based on the most held views scale itemised in chapter three (3) of this thesis.

From the study's critical analysis of data received, none of the measured determinants of institutional culture were rated as a highly held culture of the Kumasi Polytechnic (none of the cultures were upheld by more than 80 - 100% of staff). Table 4.4 presents the means and standard deviations of the next most held institutional culture of the Polytechnic as rated by 60 – 79 percent of the respondents.

Table 4.3: Mean and standard deviations of existing institutional culture of the Polytechnic as rated by 60 – 79 percent of the respondents

	Mean	Std. Deviation
Existing organizational culture		
Satisfying the needs and demand of their immediate heads as well as other senior members of the Polytechnic.	2.05	1.234
Ability to stand and overcome all challenges of your job and being innovative	2.43	.998

Buy into directives, orders and instructions that come down from management.	2.44	1.445
Being hard working, compliant, obedient, and loyal to the interest of your immediate supervisors.	2.35	1.192
Being responsible and reliable, carrying out the duties and responsibilities of the job and avoiding actions that could embarrass their immediate heads.	2.25	1.258
Demonstration of self-motivation and competence, wiliness to take the initiative to get things done and contribute to the attainment of good results.	2.47	1.159
A good team worker, supportive, and co-operative staff who get along well with others staff	2.31	1.125

Similarly, table 4.5 presents the means and standard deviations of the next most held institutional culture of the Polytechnic as rated by 50 – 59 percent of the respondents. All other measured determinants of institutional culture rated as below 50% of views held are excluded from the final list of determinants of institutional culture for Kumasi Polytechnic.

Table 4.4: Mean and standard deviations of existing institutional culture of the Polytechnic as rated by 50 – 59 percent of the respondents

Existing organizational culture	Mean	Std. Deviation
Ability to go about your normal duties without going outside the job related policies and procedures	2.82	1.329
Co-operating with colleagues to resolve work and personal problems	2.82	1.344
Being treated as “help” whose time and energy are at the disposal of heads and senior members of the polytechnic	2.56	1.131
Being considered as "staff" whose time and energy, rights and obligations etc are bought through a contract.	2.86	1.181
Being considered as an "an associates" who are mutually committed to achieving a shared goal of the Polytechnic.	2.73	1.179
To constantly adhere to lay down structures and reliance on policies and procedures for decisions making in the Polytechnic	2.71	1.225
Ability to make decisions at the eleventh hour by Decisions being made close to the staff right on the spot.	2.93	1.130
The use of consensus building in decision- making to help the polytechnic gain acceptance and support for her decisions	2.96	1.180

Hope for rewards, fear of punishment, or personal loyalty to the heads of department.	2.58	1.265
Accepting the norm of providing a fair days work for fair days' wage.	2.70	1.087
A strong desire to contribute, create something new, to contribute to the success of the polytechnic.	2.53	1.114
The act of colleagues wanting to help others and maintain cordial working relationships.	2.93	.956
The art of staff wiliness to cross departmental boundaries in order to get the job done.	2.54	.892
Staff being friendly, with a high level of responsiveness to requests for help from other groups.	2.78	.949
Strictly ensuring that the needs, plans and rules of the polytechnic are observed (seniority, qualification, etc.)	2.74	1.160
The art of matching the requirements of the job with the interests and ability of the individuals.	2.63	1.152
Satisfying staff individual preferences and their needs for growth and development.	2.98	1.189

4.4 Preferred Culture of the Polytechnic

This thesis also sort to rate what constitutes the preferred institutional culture based on the most held views scale itemised in chapter three (3) of this thesis. From the study critical analysis of data received, none of the measured determinants of institutional culture were rated as a highly held culture of the Kumasi Polytechnic (none of the cultures preferred by more than 80 - 100% of staff). Table 4.6 presents the means and standard deviations of the next most preferred institutional culture of the Polytechnic as rated by 60 – 79 percent of the respondents.

Table 4.5: Mean and standard deviations of preferred institutional culture of the Polytechnic as rated by 60 – 79 percent of the respondents

Preferred organizational culture	Mean	Std. Deviation
Satisfying the needs and demand of their immediate heads as well as other senior members of the Polytechnic.	2.15	1.114
Ability to stand and overcome all challenges of your job and being innovative	2.25	1.104
Co-operating with colleagues to resolve work and personal problems	2.31	1.212
Being considered as an "an associates" who are mutually committed to achieving a shared goal of the Polytechnic.	2.34	1.183

Being treated as "family" or "friend" who enjoys being together and who care about and support one another.	2.42	1.148
To constantly adhere to lay down structures and reliance on policies and procedures for decisions making in the Polytechnic	2.11	.952
The use of consensus building in decision- making to help the polytechnic gain acceptance and support for her decisions	2.07	1.027
A strong desire to contribute, create something new, to contribute to the success of the polytechnic.	2.29	1.183
The act of colleagues wanting to help others and maintain cordial working relationships.	2.43	1.335
Being hard working, compliant, obedient, and loyal to the interest of your immediate supervisors.	2.35	1.520
Demonstration of self-motivation and competence, wiliness to take the initiative to get things done and contribute to the attainment of good results.	2.40	1.589
Strictly ensuring that the needs, plans and rules of the polytechnic are observed (seniority, qualification, etc.)	2.27	1.072
The art of matching the requirements of the job with the interests and ability of the individuals.	2.13	1.022

Similarly, table 4.7 presents the means and standard deviations of the next most preferred institutional culture of the Polytechnic as rated by 50 – 59 percent of the respondents. All other measured determinants of preferred institutional culture rated as below 50% of views held are excluded from the final list of determinants of institutional culture for Kumasi Polytechnic.

Table 4.6: Mean and standard deviations of preferred institutional culture of the Polytechnic as rated by 50 – 59 percent of the respondents

Preferred organizational culture	Mean	Std. Deviation
Ability to go about your normal duties without going outside the job related policies and procedures	2.72	1.443
Ability to make decisions at the eleventh hour by Decisions being made close to the staff right on the spot.	2.93	1.297
Acceptance of the norm of providing a fair days work for fairs days' wage.	2.57	1.208

Being responsible and reliable, carrying out the duties and responsibilities of the job and avoiding actions that could embarrass their immediate heads.	2.53	1.410
A good team worker, supportive, and co-operative staff who get along well with others staff	2.54	1.598
The art of staff wiliness to cross departmental boundaries in order to get the job done.	2.56	1.242
Friendliness, with a high level of responsiveness to requests for help from other groups.	2.53	1.275
Satisfying the personal judgements, value and wishes of those in position of power.	2.98	1.155
Satisfying staff individual preferences and their needs for growth and development.	2.78	1.284

4.5 Indicators of Employee Commitment at the Kumasi Polytechnic

In this thesis, employee commitment is the degree to which an employee identifies with the organization and wants to continue actively participating in it. The study also adapted Meyer et al. (1991) measure of the 3 component of organisational commitment. Response to the items on the questionnaire was on a 5 point likert scale style ranging from Strongly Agree (SA) - 5 points, Agree (A) – 4 points, Neutral (N) – 3, Disagree (D) - 2 points and Strongly Disagree (SD) - 1 point. Table 4.7 below presents the level of agreement of the respondents with the Mayer and Allen measurements of organizational commitment.

From the table 4.7 below, 24% of respondents are undecided or disagree with whether or not they would be very happy to spend the rest of their career with the Kumasi polytechnic. The remaining 76% were sure of spending the rest of their career with the Kumasi polytechnic. Surprisingly, 50% of respondents are undecided or clearly do not enjoy discussing the Polytechnic with outsiders and 34% not feeling like "part of the family" of the Kumasi Polytechnic. 19% of the respondents do not feel a strong sense of belonging to the Polytechnic whereas 27% do not feel emotionally attached to the institution.

According to 57% of the staff, it would not be very difficult for them to leave the Polytechnic right now if they want to while 73% accepts that, a major reason why they continue to work for the Polytechnic is that leaving would require considerable personal sacrifice and also that another organization may not match the overall benefits they may get by staying with the Polytechnic. Also, for the majority of staff (88%), the major reason that makes them continue working for this organization is that they believe that loyalty is important and thus they feel a sense of moral obligation to remain with the Polytechnic.



Table 4.7: Level of agreement with determinants of employee commitment

	Strongly disagree		Slightly disagree		Neutra		Slightly agree		Strongly agree	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
I would be extremely glad if I have to spend the rest of my career life here with the Kumasi Polytechnic.	-	-	7	7.0	17	17.0	27	27.0	49	49.0
I always enjoy discussing Kumasi Polytechnic with outsiders.	23	23.0	17	17.0	10	10.0	12	12.0	38	38.0
I sincerely do not feel like "I am part of the Kumasi Polytechnic family".	47	47.0	19	19.0	24	24.0	8	8.0	2	2.0
I strongly do not feel a sense of belonging to this Polytechnic	54	54.0	27	27.0	9	9.0	4	4.0	6	6.0
I really do not feel emotionally attached to this polytechnic	50	50.0	23	23.0	8	8.0	10	10.0	9	9.0
It would be very difficult for me to leave K poly right now - even if I wanted to.	23	23.0	1	1.0	33	33.0	29	29.0	14	14.0
I still work for the Polytechnic because leaving would involve some personal sacrifice.	16	16.0	26	26.0	31	31.0	18	18.0	9	9.0
One consequence of leaving the Polytechnic is the scarcity of available options.	10	10.0	16	16.0	32	32.0	17	17.0	25	25.0
If I quit my job without having another one lined up I won't fear what might happen	39	39.0	27	27.0	22	22.0	5	5.0	7	7.0
Continuance stay with the Polytechnic is a matter of necessity as much as desire.	10	10.0	9	9.0	39	39.0	26	26.0	16	16.0
My view is that, people move from one company to another too frequently.	34	34.0	9	9.0	43	43.0	6	6.0	8	8.0
My continuance working for this Polytechnic is based on my loyalty and sense of moral obligation to remain here.	6	6.0	6	6.0	25	25.0	22	22.0	41	41.0
If I got a better job offer elsewhere I wouldn't feel it was right to leave.	18	18.0	14	14.0	18	18.0	15	15.0	35	35.0

I personally do not think a person must always be loyal to his / her organization	50	50.0	18	18.0	22	22.0	6	6.0	4	4.0
In my view, many things were far better in the past when people stayed with one organization for most of their careers lives than it is today.	6	6.0	23	23.0	42	42.0	19	19.0	10	10.0

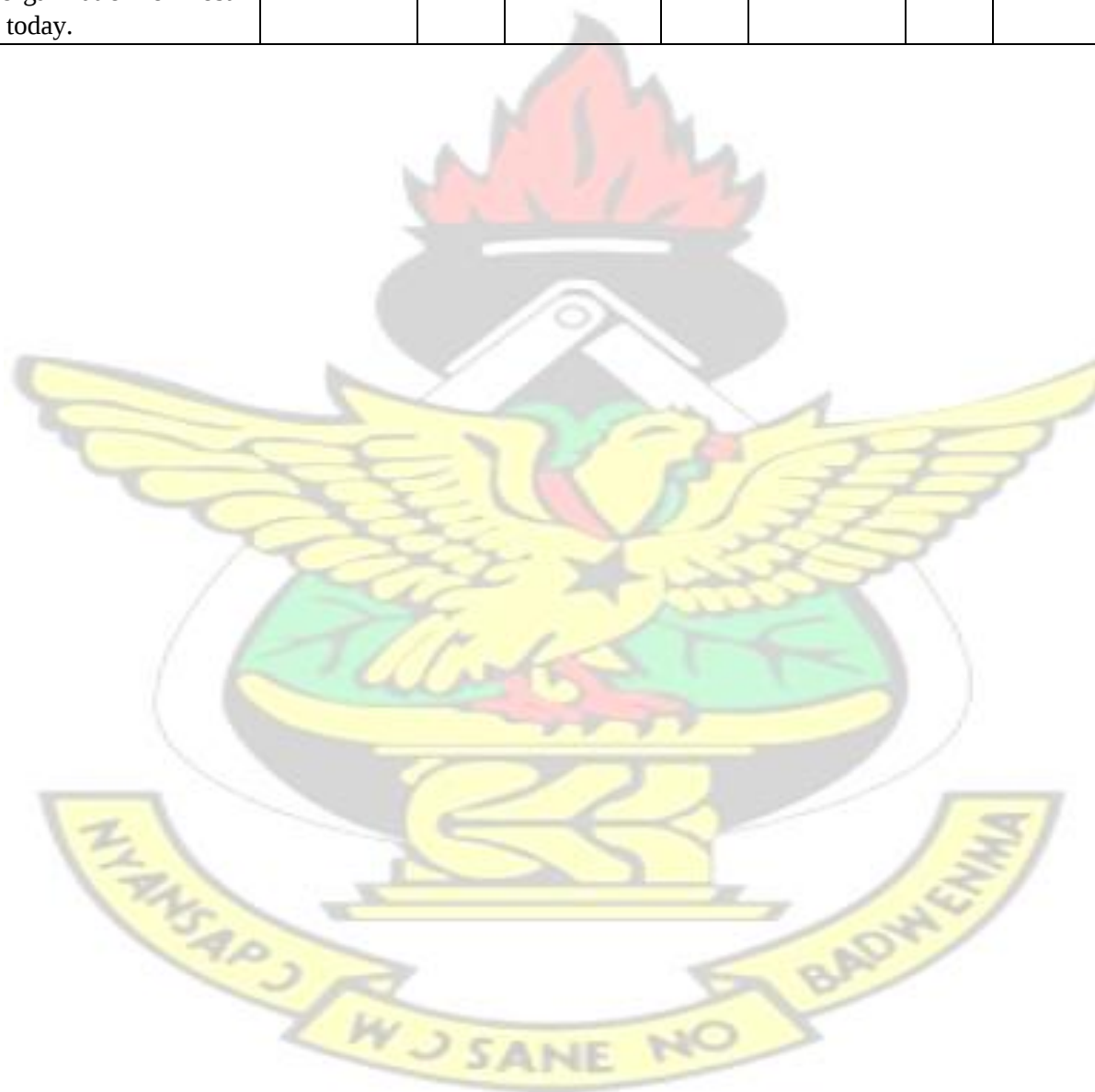


Table 4.8 summarises the measurements of commitment of staff of the Kumasi Polytechnic. From the table we realize that apart from the question regarding the “difficulty for staff to leave the polytechnic immediately if they wanted to” for which they were undecided, they are clear on the rest. Table 4.9 presents means and standard deviation of all the measured indicators of employee commitment in Kumasi Polytechnic.

Table 4.8: Descriptive Statistics of the Employee Commitment

	Mean	Std. Deviation	Indication
I would be extremely glad if I have to spend the rest of my career life here with the Kumasi Polytechnic.	4.18	.957	Agree
I always enjoy discussing Kumasi Polytechnic with outsiders.	3.25	1.641	Agree
I sincerely do not feel like "I am part of the Kumasi Polytechnic family".	1.99	1.105	Disagree
I strongly do not feel a sense of belonging to this Polytechnic	1.81	1.143	Disagree
I really do not feel emotionally attached to this polytechnic	2.05	1.344	Disagree
It would be very difficult for me to leave K poly right now even if I wanted to.	3.10	1.337	Neutral
I still work for the Polytechnic because leaving would involve some personal sacrifice.	2.78	1.186	Agree
One consequence of leaving the Polytechnic is the scarcity of available options.	3.31	1.285	Agree
If I quit my job without having another one lined up I won't fear what might happen	2.14	1.198	Disagree
Continuance stay with the Polytechnic is a matter of necessity as much as desire.	3.29	1.149	Agree
My view is that, people move from one company to another too frequently.	2.45	1.242	Disagree
My continuance working for this Polytechnic is based on my loyalty and sense of moral obligation to remain here.	3.86	1.198	Agree
If I got a better job offer elsewhere I wouldn't feel it was right to leave.	3.35	1.520	Agree
I personally do not think a person must always be loyal to his / her organization	1.96	1.154	Disagree

In my view, many things were far better in the past when people stayed with one organization for most of their careers lives than it is today.	3.04	1.034	Agree
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4.7 Discussion

The revelations evident in these results were actually the true picture of the demographic distribution of the staff of the Polytechnic. On the ground, the male staff for all the categories outnumbered their female counterparts. Even though it is good for the polytechnic to have more males especially to minimised absenteeism (maternity leave etc.), the presence and contributions of women in every community cannot be overemphasized.

The majority of staff being less than forty (40) years suggests that more of the staff have many secured working years ahead of them. Hence, if they are well in tuned with the institutional culture of the polytechnic, and show a high commitment, it will inure to the benefit of the polytechnic. Also, the researcher assumes that, the about 25% of staff who are yet to marry will have much of their time and commitment to the institution. On the other hand their counterparts who are married may have their commitment levels shared between their work and family duties.

Many studies have shown that an unrealistic institutional accepted culture and behaviour has a decreasing effect on employee commitment (Agho *et al.*, 1993, Becherer *et al.*, 1982, as well as Bhargava and Kelkar, 2000). Therefore, an institutional culture that seeks quality in organizational performance, job quality and the safety and security of staff and clients (Cohen-Rosenthal and Cairnes, 1991, Moynihan and Pandey, 2007, Putti and Kheun, 1986) as well as a culture of creativity and innovation (Coster, 1992, Johnson and McIntye, 1998, Odom, Boxx and Dunn, 1990) has been found to greatly enhance employee commitment.

The finding of this study has confirmed the above findings of previous authors dully acknowledged. In the findings, the study found a statistically significant association between organizational culture (existing or preferred) of the polytechnic and the commitment of her staff similar to findings from Coster, 1992, Johnson and McIntye, 1998, Odom, Boxx and Dunn, 1990. The chi-square test statistic was $p < 0.000$, less than the alpha level of significance of 0.05.

Extracting Parameters of Commitment from Meyer and Allen Module:

Table 4.9: Extracted Affective Commitment

AFFECTIVE COMMITMENT	Strongly Disagree		Slightly Disagree		Neutral		Slightly Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
I would be extremely glad if I have to spend the rest of my career life here with the Kumasi Polytechnic.	-	-	7	7.0	17	17.0	27	27.0	49	49.0
I always enjoy discussing Kumasi Polytechnic with outsiders.	23	23.0	17	17.0	10	10.0	12	12.0	38	38.0
I sincerely do not feel like "I am part of the Kumasi Polytechnic family".	47	47.0	19	19.0	24	24.0	8	8.0	2	2.0
I strongly do not feel a sense of belonging to this Polytechnic	54	54.0	27	27.0	9	9.0	4	4.0	6	6.0
I really do not feel emotionally attached to this polytechnic	50	50.0	23	23.0	8	8.0	10	10.0	9	9.0
Tot	174	35%	93	19%	68	13%	61	12%	104	21%

In Table 4.9 , the total combined effect of Affective Commitment suggest 174 respondents out of 500 responses suggested Strongly disagree for Affective Commitment representing 35% of responses rate. Additionally, 93 respondents out of 500 responses suggested slightly disagree representing 19% of response rate. 68 respondents were neutral representing 13% of response rate. 61% of respondents slightly agreed representing 12% of response rate and finally 104 respondents representing 21% affirmed strongly agreed.

Using Gadzekpo (2007) likert scale interpretation, Slightly Disagree plus Strongly Disagree is 54% meaning weakness outweigh strength even though both weakness and strength exist. This

means that the affective commitment which involve the employees' emotional affinity, identified with, and involvement in the organisation shows weakness outweighing strength

Extracting Parameters of Commitment from Meyer and Allen Module:

Table 4.10: Extracted Continuance Commitment

CONTINUANCE COMMITMENT	Strongly Disagree		Slightly Disagree		Neutral		Slightly Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
It would be very difficult for me to leave K poly right now - even if I wanted to.	23	23.0	1	1.0	33	33.0	29	29.0	14	14.0
I still work for the Polytechnic because leaving would involve some personal sacrifice.	16	16.0	26	26.0	31	31.0	18	18.0	9	9.0
One consequence of leaving the Polytechnic is the scarcity of available options.	10	10.0	16	16.0	32	32.0	17	17.0	25	25.0
If I quit my job without having another one lined up I won't fear what might happen	39	39.0	27	27.0	22	22.0	5	5.0	7	7.0
Continuance stay with the Polytechnic is a matter of necessity as much as desire.	10	10.0	9	9.0	39	39.0	26	26.0	16	16.0
Tot	98	20%	79	16%	157	31%	95	19%	71	14%

In Table 4.10, the total combined effect of Continuance Commitment indicates that 98 respondents out of 500 responses suggested strongly disagree for Affective Commitment representing 20% of responses rate. Additionally, 79 respondents out of 500 responses suggested slightly disagree representing 16% of response rate. 157 respondents were neutral representing 31% of response rate. 95 of respondents slightly agreed representing 19% of response rate and finally 71 respondents representing 14% affirmed strongly agreed.

Using Gadzekpo (2007) likert scale interpretation, Slightly Disagree plus Strongly Disagree is 54% meaning weakness outweigh strength even though both weakness and strength exist.

Critically examining the total combined effect of Continuance, it can be concluded that though some weakness and strength exist but the majority of respondents(157) suggested Neutral

making the decision on Continuance commitment Not in a position to judge which means responses does not favour strength or weakness.

Continuance commitment as a dimensional module by Meyer and Allen(1996) which involves commitment based on the sacrifices and costs that the employee associates with leaving the organisation is not in a position to judge.

Extracting Parameters of Commitment from Meyer and Allen Module:

Table 4.11: Extracted Normative Commitment

Normative Commitment	Strongly Disagree		Slightly Disagree		Neutral		Slightly Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
My view is that, people move from one company to another too frequently.	34	34.0	9	9.0	43	43.0	6	6.0	8	8.0
My continuance working for this Polytechnic is based on my loyalty and sense of moral obligation to remain here.	6	6.0	6	6.0	25	25.0	22	22.0	41	41.0
If I got a better job offer elsewhere I wouldn't feel it was right to leave.	18	18.0	14	14.0	18	18.0	15	15.0	35	35.0
I personally do not think a person must always be loyal to his / her organization	50	50.0	18	18.0	22	22.0	6	6.0	4	4.0
In my view, many things were far better in the past when people stayed with one organization for most of their careers lives than it is today.	6	6.0	23	23.0	42	42.0	19	19.0	10	10.0
Tot	114	23%	70	14%	150	30%	68	13%	98	20%

In Table 4.11 above, the total combined effect of Normative Commitment indicates that 114 respondents out of 500 responses suggested Strongly disagree for Normative Commitment representing 23% of responses rate. Additionally, 70 respondents out of 500 responses suggested slightly disagree representing 14% of response rate. 150 respondents were neutral representing 30% of response rate. 68 of respondents slightly agreed representing 13% of response rate and finally 98 respondents representing 2% affirmed strongly agreed.

Using Gadzekpo (2007) likert scale interpretation, it can be concluded that though some weakness and strength exist but the majority of respondents(150) suggested Neutral making

the decision on Normative Commitment Not in a position to judge which means responses does not favour strength or weakness.

Normative commitment as a dimensional module by Meyer and Allen (1996) which involves employees' feelings of obligation to remain in the organization is not in a position to judge.

Employee commitment within the study area is a combination of both strong and weak type. However, using the Meyer and Allen (1996) module, commitment is tilted towards affective type though this commitment is not too strong. In addition, the combined effect of Continuance and Normative type of Commitment ended in not in a position to judge.

4.8 Conclusion

There are major factors leading to the practice of a particular culture and commitment levels within an organisation. This has made several organisations to put in so much effort in selecting the type of culture and commitment within an organisation. Four stakeholders namely lecturers, senior members, senior staff and junior staff were administered questionnaires in the quest of obtaining the objectives of the study. The responses obtained were analyzed respectively. The field survey suggests that the cultural practice in the study organisation is in several levels as well as the commitment level. The study showed there are relationships between culture and commitment. However, the challenges discovered from the field survey indicated the institution commitment is tilted towards the Affective type rather than the combination of all the three types of commitment. Despite the above mentioned challenges, when the right culture if well practice and known to employees combined with commitment level will help foster the growth of the organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is a follow up from Chapter Four. It covers the findings made from the analyses and discussion of the data in relation to the study objectives and research questions. From the findings as a basis, the study then draws conclusions and offers some recommendations on how organisational culture can be further honed to enhance employee commitment at Kumasi Polytechnic.

5.2 Summary of Findings

The general aim of this study was to analyse the organizational culture and employee commitment of the Kumasi Polytechnic. The data used in this study was primary data collected from staff of the Kumasi Polytechnic. A total of 100 responses were sought through questionnaires with the respondents chosen by a probability stratified sampling technique with specific interest on the three categories of staff of the Polytechnic. After a careful analysis of data and available literature, the study made the following findings;

The majority of staff has working experience of between 1 – 10 years. This suggests that more of the staff have many secured working years ahead of them, and therefore, if they are well in tune with the institutional culture of the polytechnic, and show a high commitment, it will inure to the benefit of the Polytechnic.

It was also found that the seven (7) most prevered culture at Kumasi Polytechnic included; staff meeting the needs and demand of their supervisors and other high level people in the

organisation, staff meeting the challenges of their assigned tasks and finding better ways to doing such assigned tasks, directives, orders and instructions come down strictly from higher levels, being responsible and reliable, carrying out the duties and responsibilities of the job and avoiding actions that could embarrass their immediate heads. They are also required to be responsible and reliable, carrying out the duties and responsibilities of their job and avoiding actions that could surprise or embarrass their supervisors, to be self-motivated and competent, willing to take the initiative to get things done; willing to challenge those to whom they report if that is necessary to obtain good results, and finally, to be a good team worker, supportive, and co-operative, who get along well with others.

Further, it was found that only four (4) of the seven (7) seven most revered existing culture were still preferred. They were staff meeting the needs and demand of their supervisors and other high level people in the organisation, staff meeting the challenges of their assigned tasks and finding better ways to doing such assigned tasks, staff being hardworking, compliant, obedient, and loyal to the interest of those to whom they report, staff being selfmotivated and competent, willing to take the initiative to get things done; willing to challenge those to whom they report if that is necessary to obtain good results.

Finally, with a Chi-square (2-sided) value of 2500.000 and a probability value of $p < 0.000$. The study concluded that there was statistically significant association between organizational culture (both existing and preferred) of the polytechnic and the subsequent commitment of her staff.

5.3 Conclusion

From the findings the study was able to conclude that staff at the Kumasi Polytechnic cooperate with their colleagues to solve work related and personal problems, seeing each and every staff as associates who are mutually committed to the achievement of a common purpose as well as seeing each every one as family member.

It could also be concluded that some staff of the Kumasi Polytechnic are well committed to the growth of the institution while others also indicated that they are undecided on their continuance commitment to the polytechnic. This meant that the institution would have to do more to ensure that all its employees buy into the future of the institution, and thus remain focus and committed to meeting the goals of the institution together.

5.4 Recommendations

From the foregoing, the study made a number of recommendations. First of all, the study recommends that the management of the institution should take a critical look at the working environment and their established cultures with the aim of doing away with the outdated and un-preferred ones whiles deepening the preferred institutional culture. This in the researcher's view will promote a stress free and conducive working environment for all staff.

It was also recommended that if management of the Polytechnic wants the very best of commitment of their staff then they should continually review their institutional culture. This was based on the finding that there exist a statistically strong significant association between organizational culture (both existing and preferred) of the polytechnic and the subsequent commitment of her staff.

I recommended that management of the institution of Kumasi Polytechnic should as much as possible permit employees to be actively involved in decision making in the organizations. This would spur employees' commitment towards the attainment of corporate objectives. In addition, managers should define the mission of the organization clearly and communicate same to employees at all times. As employees understand the goals of the organization and work towards their attainment, their level of commitment increases.

Furthermore, managers should encourage innovation and teamwork among employees. This would enable employees adapt in an environment of change, thereby improving their level of commitment. Again, managers of the institution should as much as possible encourage flexibility in the performance of tasks in the organization. This would make the job more challenging for employees and would enhance their commitment to the organization. In addition, employees of the institution should view the organization as their own and be more committed to the success of the organization to enable the organization contribute to their personal success.

Finally, by way of further studies, the study recommends that a study should be conducted on the same subject matter in other tertiary institutions to enable a generalisation of the findings. This was relevant because this study was confined to the Kumasi Polytechnic and therefore the findings from this study cannot be generalised to cover institutions with similar characteristics. To generalize this study's findings therefore, an empirical study would have to be conducted to ensure an appropriate comparison of the findings with other similar institutions and thus form a good basis for generalization or otherwise.

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APPENDICES

QUESTIONNAIRE

ORGANISATIONAL CULTURE AND EMPLOYEES COMMITMENT IN PUBLIC

TERTIARY INSTITUTIONS IN KUMASI

QUESTIONNAIRE FOR TEACHING AND NON-TEACHING STAFF

I am **Miss Emelia Kusi-Owusu** a student of KNUST Business School, conducting a research to evaluate the organizational culture on the commitment of staff of a selected tertiary institution in Kumasi. You have been identified as someone who can assist by responding to the questionnaire intended for the research. I wish to assure you of utmost confidentiality of any information you may provide and also that your responses are only for the purposes of this research, **Thank you.**

PART A: BACKGROUND

1. Name of Institution
2. Position in Organization
3. How many years have you been working in this capacity?

ITEM	RESPONSES	CODE
4. Sex of Respondent	1. Male 2. Female	
5. Age	1. Less than 18 2. 18-24 3. 25-30 4. 31-40 5. 41-50 6. 50+	
6. Marital Status	1. Never Married 2. Married 3. Separated 4. Divorced 5. Widowed	

7. Highest Educational Qualification attained	1. A/O/SSS level 2. Other certificate 3. HND 4. BA/BSc 5. MBA/MSc/MPhil 6. PhD	
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PART B: EXISTING INSTITUTIONAL CULTURE (the way things are in your organization) Kindly rank the general views of staff of this institution on the following issues using the following scale;

1 = the most dominant view (80-100 percent of staff holds that view)

2 = the next most dominant view (60-79 percent of staff holds that view)

3 = the next most dominant view (50-59 percent of staff holds that view) 4 = the next most dominant view (30-49 percent of staff holds that view)

5 = the least dominant view (00-29 percent of staff holds that view)

<u>QUESTION 8:</u>Employees of the organization are expected to give first priority to:	1	2	3	4	5
	Tick as applicable				
a) Meeting the needs and demands of their supervisors and other high level people in the organization					
b) Carrying out the duties of their own jobs, staying within policies and procedures related to their jobs					
c) Meeting the challenges of the task, finding a better way to do things					
d) Co-operating with the people with whom they work to solve work and personal problems.					
<u>QUESTION 9:</u> The organization treats individuals	1	2	3	4	5
	Tick as applicable				
a)As ‘hands’ whose time and energy are at the disposal of persons at higher levels in the hierarchy					
b) As ‘employees’ whose time and energy are purchased through a contract, with rights and obligations on both sides					
c) As ‘associates’ who are mutually committed to the achievement of a common purpose.					

d) As ‘family’ or ‘friends’ who like being together and who care about and support one another.					
QUESTION 10: Decision – making processes are characterized by:	1	2	3	4	5
	<i>Tick as applicable</i>				

a) Directives, orders and instructions that come down from higher levels.					
b) Adherence to formal channels and reliance on policies and procedures for making decisions					
c) Decisions being made close to the point of action, by the people on the spot.					
d) The use of consensus decision-making methods to gain acceptance and support for decisions					
QUESTION 11:	1	2	3	4	5
Work motivation is primarily the result of:	<i>Tick as applicable</i>				
a) Hope for rewards, fear of punishment, or personal loyalty to the supervisor.					
b) Acceptance of the norm of providing a 'fair' days' work for a 'fair' days' pay.					
c) Strong desires to achieve, to create, and to innovate and peer pressure to contribute to the success of the organization.					
d) People wanting to help others and maintain satisfying working relationships.					
QUESTION 12:	1	2	3	4	5
Employees are expected to be:	<i>Tick as applicable</i>				
a) Hardworking, compliant, obedient and loyal to the interests of those to whom they report.					
b) Responsible and reliable, carrying out the duties and responsibilities of the jobs and avoiding actions that could surprise or embarrass their supervisors.					

c) Self-motivated and competent, willing to take the initiative to get things done; willing to challenge those to whom they report if that is necessary to obtain good results.					
d) Good team workers, supportive and co-operative, who get along well with others.					
QUESTION 13: Relationships between work groups or departments are	1	2	3	4	5

generally:	Tick as applicable				
a) Competitive, with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so.					
b) Characterized by indifference toward each other, helping each other only when it is convenient or when they are directed by higher levels to do so.					
c) Co-operative when they need to achieve common goals. People are normally willing to cut red tape and cross organizational boundaries in order to get the job done.					
d) Friendly, with a high level of responsiveness to requests for help from other groups.					
QUESTION 14:	1	2	3	4	5
Assignments of tasks or jobs to individuals are based on:	Tick as applicable				
a) The personal judgments, values and wishes of those in positions of power.					
b) The need and plans of the organization and the rules of the system (seniority, qualification, etc.)					
c) Matching the requirements of the job with the interests and abilities of the individuals.					
d) The personal preferences of the individuals and their needs for growth and development.					

PART C: PREFERRED INSTITUTIONAL CULTURE (the way you would like things to be in your organization)

Kindly rank the general views of staff of this institution on the following issues using the following scale;

1 = your most preferred alternative (80-100 percent wished)

2 = your next most preferred alternative (60-79 percent wished)

3 = your next most preferred alternative (40-59 percent wished)

4 = your next most preferred alternative (30-39 percent wished)

5 = your least preferred alternative (00-29 percent wished)

<u>QUESTION 15:</u>Employees of the organization are expected to give first priority to:	1	2	3	4	5
	Tick as applicable				
a) Meeting the needs and demands of their supervisors and other high level people in the organization					
b) Carrying out the duties of their own jobs, staying within policies and procedures related to their jobs					
c) Meeting the challenges of the task, finding a better way to do things					
d) Co-operating with the people with whom they work to solve work and personal problems.					
<u>QUESTION 16:</u>	1	2	3	4	5
The organization treats individuals:	Tick as applicable				
a) As ‘hands’ whose time and energy are at the disposal of persons at higher levels in the hierarchy					
b) As ‘employees’ whose time and energy are purchased through a contract, with rights and obligations on both sides					
c) As ‘associates’ who are mutually committed to the achievement of a common purpose.					
d) As ‘family’ or ‘friends’ who like being together and who care about and support one another.					
<u>QUESTION 17:</u>Decision – making processes are characterized by:	1	2	3	4	5

	Tick as
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	applicable				
a) Directives, orders and instructions that come down from higher levels.					
b) Adherence to formal channels and reliance on policies and procedures for making decisions					
c) Decisions being made close to the point of action, by the people on the spot.					
d) The use of consensus decision-making methods to gain acceptance and support for decisions					
QUESTION 18:	1	2	3	4	5
Work motivation is primarily the result of:	Tick as applicable				
a) Hope for rewards, fear of punishment, or personal loyalty to the supervisor.					
b) Acceptance of the norm of providing a 'fair' days' work for a 'fair' days' pay.					
c) Strong desires to achieve, to create, and to innovate and peer pressure to contribute to the success of the organization.					
d) People wanting to help others and maintain satisfying working relationships.					
QUESTION 19:	1	2	3	4	5
Employees are expected to be:	Tick as applicable				
a) Hardworking, compliant, obedient and loyal to the interests of those to whom they report.					
b) Responsible and reliable, carrying out the duties and responsibilities of the jobs and avoiding actions that could surprise or embarrass their supervisors.					
c) Self-motivated and competent, willing to take the initiative to get things done; willing to challenge those to whom they report if that is necessary to obtain good results.					

QUESTION 20: Relationships between work groups or departments are generally:	1	2	3	4	5
	<i>Tick as applicable</i>				

	<i>applicable</i>				
a) Competitive, with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so.					
b) Characterized by indifference toward each other, helping each other only when it is convenient or when they are directed by higher levels to do so.					
c) Co-operative when they need to achieve common goals. People are normally willing to cut red tape and cross organizational boundaries in order to get the job done.					
d) Friendly, with a high level of responsiveness to requests for help from other groups.					
QUESTION 21: Assignments of tasks or jobs to individuals are based on:	1	2	3	4	5
	<i>Tick as applicable</i>				
a) The personal judgments, values and wishes of those in positions of power.					
b) The need and plans of the organization and the rules of the system (seniority, qualification, etc.)					
c) Matching the requirements of the job with the interests and abilities of the individuals.					
d) The personal preferences of the individuals and their needs for growth and development.					

PART D: EMPLOYEE COMMITMENT

	1	2	3	4	5
AFFECTIVE COMMITMENT	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
22. I would be very happy to spend the balance of my career with my current organization.					

23.I enjoy discussing my organization with outsiders.					
24. I do not feel like "part of the family" at my organization.					
25.I do not feel a strong sense of belonging to my organization.					
26.I do not feel emotionally attached to my organization.					
CONTINUANCECOMMITMENTS CALE	1	2	3	4	5
	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
27.It would be very difficult for me to leave my organization right now-even if I wanted to.					
28. One of the major reasons that I continue to work for my current organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits that I have here.					
29. One of the few serious consequences of leaving my organization is the scarcity of available alternatives.					
30.I am not afraid what might happen if I quit my job without having another one lined up.					
31. At this point, remaining with my organization is a matter of necessity as much as desire.					

NORMATIVECOMMITMENTS SCALE	1	2	3	4	5
	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
32.I believe that these days, people move from one company to another too frequently.					
33. One of the major reasons that I continue working for this organization is that I believe that loyalty is important and thus I feel a sense of moral obligation to remain here.					
34.If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.					
35.I do not believe that a person must always be loyal to his/her organization.					

36. Things were better in the old days when people stayed with one organization for most of their careers.					
38. How satisfied are you with your current job?	1. Very unsatisfied 2. Unsatisfied 3. Neither satisfied nor unsatisfied 4. Satisfied 5. Very Satisfied				

