UNIVERSITY OF CAPE COAST

CORPORATE CULTURE AND COMMITMENT OF EMPLOYEES AT

UNIVERSITY OF CAPE COAST

BY

JOANA EVA KYEREBOAH

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MAY 2013

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: …………………………………….Date:………………

Name: Joana Eva Kyereboah

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:………………………………Date:……………..

Name: Dr. Henry F. Akplu

Co-Supervisor's Signature:………………………………..Date:……………

Name: Mr. John E. Seddoh

ABSTRACT

Corporate culture has been linked to increased employee commitment. The study aimed at examining the existing corporate culture and possible gender variations; as well as their preferred corporate culture. Furthermore, the study determined the commitment level of employees as well as possible relationships between corporate culture and how it impacts on employee commitment at University of Cape Coast.

The cross-sectional survey design was used. A population of 328 respondents involving senior members and senior staff were randomly sampled for the study. A closed ended questionnaire was used to collect data from respondents. Data collected were analysed using both descriptive statistics (means and standard deviations) and inferential statistics (Person's product moment correlation and an independent sample t-test).

The study found role sub-culture as the dominant corporate culture existing in UCC. However, respondents preferred the achievement sub-culture to be the dominant culture at UCC. In general, staff reported being committed to the work of the University. However, senior members reported stronger commitment than the senior staff. The study recommended for the attention of the Management of UCC to introduce the achievement sub-culture into the way the institution behaves. In addition, pay particular attention to the needs of senior staff to ensure parity in the commitment exhibited by senior members and senior staff.

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DEDICATION

To dear husband, Mr. Barnaby Fredrick Dodoo and my mother, Ms. Mary

Augustina Chaitey.

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CHAPTER ONE

INTRODUCTION

Background of the study

Corporate culture has received much publicity in the last two decades due to its effects and potential impact on the success of organisations (Rashid, Sambasivan & Johari, 2003). It has attracted the attention and enthusiasm from both the academia and practitioners simultaneously (Deshpande & Parasuraman, 2001). The pioneering work of Deal and Kennedy (1982) incited the interest of researchers and consultants to the concept of corporate culture, and how these values and philosophy guide the employees' behaviour in the organisation towards greater success.

According to Kotter and Heskett (1992) corporate culture has a long-term impact on the performance of organisations. Martins and Martins (2003) added that global research indicates that corporate culture creates high level of commitment and performance. Mahrokian, Chan, Mangkornkanok and Lee (2010), observed that organisations which are able to create a strong and positive corporate culture have the ability to differentiate themselves from competitors with great success. According to Farmer (2008) corporate culture separates the business winners from the business losers.

Meyer and Allen (1991) have identified corporate culture as an antecedent of organisational commitment. In addition, Cohen (2003) observed that, studies on organisational commitment is important as it provides a better understanding of the psychological process through which people choose to identify with their environments. Meyer et al. (1991) have suggested three ways through which people identify with an organisation which are; the

affective, continuance and normative. Each type of commitment an employee identifies with has its correlating effect on the organisation. According to Khan, Ziauddin, Jam and Ramay (2010), commitment of employees is an important tool for improving the performance of organisations.

Denison (1990) found that certain types of culture could enhance organisational performance. Similarly, Werner (2007) postulated that organisational leaders need to determine the type of culture that will reflect the organisational vision and values. Black (1999) explained that organisational culture influence employees' work effort and commitment directly. Therefore, understanding corporate culture is very essential since it is able to influence and impact on the thoughts, feelings, interactions and performance in an organisation (Saeed & Hassan, 2000).

Van der Post, Coning and Smith, (1997) found significant relationships between corporate culture and performance. Their study suggested that corporate culture is an important component in the field of organisational behaviour, particularly in trying to understand the context of organisations and the management of people in the organisation better. According to Bergman (2006), corporate culture is critical for understanding employee commitment in organisations which is important as it ensures a successful implementation of organisational policies and plans.

Ghanaian organisations today are facing challenges and opportunities due to the constantly changing world. Such changes include: globalization, technological advancement, economic recession, workforce diversity and shift in economic powers (Padma & Nair, 2009). According to Adei (2003) it is critical to deliberate on how the cultures of public-sector organisations in

Ghana affect their development, survival and overall worth to the communities these organisations are supposed to serve.

Consequently, Adei (2003)posits that, a positive revolutionary culture change is imminent because public-sector organisations are saddled with ingrained traditional attitudes militating against effective time management, productivity, minimum effort for maximum gain, and a high propensity to cheat and steal (now known as corruption). For example, the impression held in Ghana is that, public service (*government work)* should not be treated as one would treat a personal property *(aban edwuma, wonnsoa, wotwuw n'adze)*. Woode (1999) posits that, people have lost confidence in public institutions, leading to the cynical conclusion that what matters is not merit, or hard work, but 'whom you know'. Woode argued further that, a generation has emerged which thinks that in Ghanaian public service organisations and centres, what works is nepotism. Likewise, the general assumption of public sector inefficiency has crafted a negative image for the public sector (Adei, 2003).

To address such inefficiencies in the public sector, the Government of Ghana launched a civil-service reform in 1987 as part of the country's economic-reform programme. The objective was to improve the capacity of the public sector. However, the programme did little to improve the performance of the public sector (Owusu, 2003). In 1994, the government renewed its efforts at public-sector reform with the creation of the National Institutional Renewal Program (NIRP). The motive was to enhance efficiency throughout the public sector and facilitate the development of a proactive and motivated public sector (Owusu, 2003).

Nevertheless, an independent review of the public-sector reforms commissioned by the Government of Ghana, the World Bank and the Department of International Development (DoID) reported that, the Public Service Reform Program (PSRP), has failed to effectively manage many of the more fundamental issues and problems facing the public service, such as low pay, corruption and poor delivery of public services (Pricewaterhouse Cooper, 2003).

Discussions so far make the study of corporate culture and employee commitment very important across all public sectors more especially in University of Cape Coast (UCC).In this contest, one wonder how the corporate culture of the University of Cape Coast reveals itself among members of the University Community. It also suggests the need to understand how clients of the University view its products or graduates.

Statement of the problem

According to Wetzel and Gallagher (2005), corporate culture and employees' commitment to their employer have implications for the viability and effectiveness of the organisation. Nongo and Ikyanyon (2012) further noted that, corporate culture is pervasive and powerful as it has the potential to either encourage or hamper change in organisations. An empirical study by Rashid et al. (2003) on 'the influence of corporate culture and organisational commitment on performance' in Malaysian companies showed a correlation between corporate culture and organisational commitment.

Furthermore, a study by Manetje and Martins (2009) on 'the relationship between organisational culture and organisational commitment' in

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a South African motor manufacturing organisation also found that organisational culture has an effect on organisational commitment. Moreover, studies have suggested that understanding corporate culture as a management philosophy is very essential to managing an organisation to improve its overall performance (Zain, Ishak & Ghani, 2009).

Realizing the importance of corporate culture to an organisation, Malaysian organisations, particularly the listed companies, have started to evaluate their current practices in an attempt to improve their organisational success and competitiveness. Studies were conducted to examine the current practices of corporate culture and determine whether such practices influence the organisational performance.

In the case of Ghana, a thorough search of literature has not revealed much empirical study on corporate culture and commitment of employees especially in the public sector apart from the study of Badu (2001). Badu (2001) focused his study on the theme, 'the African corporate culture: an obstacle to effective strategic planning in Ghanaian university libraries'.

At University of Cape Coast, there has not been any study to evaluate the existing organisational culture and employee commitment. However, Item 7 of the corporate thrust of UCC seeks to "create an organisational culture that enhances efficiency, discipline and commitment" (UCC, 2012). Further motivation for the study is the lack of research on corporate culture and employee commitment thereby resulting in a gap in knowledge on corporate culture and employee commitment at UCC. It is in this regard that a study on corporate culture and commitment of employees at University of Cape Coast is indispensable.

Objectives of the study

The general objective for the study was toexamine the corporate culture and its relationship with employee commitment at University of Cape Coast. Specifically, it sought to;

1. Ascertain the gender differences in staff perception of the existing corporate culture at University of Cape Coast.

2. Examine the preferred corporate culture among senior members and senior staff.

3. Examine the commitment level of senior members and senior staff within the context of gender relationships.

4. Explore a possible relationship between the existing corporate culture and employee commitment at University of Cape Coast.

Research questions

The study sought to answer the following questions:

1. How do staff perceive the existing corporate culture of the University?

2. Do males and females staff differ in their perception of the existing corporate culture of the University?

3. From the perspectives of senior members and senior staff, what is the preferred corporate culture for the University of Cape Coast?

4. What is the general level of employee commitment to the work of the University?

5. What is the level of commitment among males and females staff of the University?

6. What relationship exists between perceived corporate culture and employee commitment to the University?

Research hypotheses

H_0:   There are no statistically significant gender differences in the staff perception on the university's existing corporate culture.

H_1:   There are statistically significant gender differences in the staff perception on the university's existing corporate culture.

H_0:   There are no statistically significant differences between senior members and senior staff with regard to existing and preferred corporate culture.

H_1:   There are statistically significant differences between senior members and senior staff with regard to existing and preferred corporate culture.

H_0:   There are no statistically significant differences between senior members and senior staff with regard to employees' commitment.

H_1:   There are statistically significant differences between senior members and senior staff with regard to employees' commitment.

H_0:   There are no statistically significant gender differences in employee commitment to the university.

H_1:   There are statistically significant gender differences in employee commitment to the university.

Significance of the study

The study sought to describe the existing as well as preferred corporate cultures of University of Cape Coast and explored its relationship to staff classification and gender differences in perception; the degree of employee

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commitment in relation to staff classification and gender differences; and the perceived corporate culture' relationship with employee commitment.

The findings of this study will contribute immensely to filling the huge research gap that exists, as well as enhancing our knowledge and understanding of corporate culture and employee commitment in organisations. Furthermore, the study will partly assist management of University of Cape Coast to achieve its aim of creating a corporate culture that enhances efficiency, discipline and commitment. The study would also significantly add to literature in academia, in the area of management practices for staff of public institutions in Ghana. In addition, it would offer insight for future research regarding organisational behaviour in public institutions in the area of Human Resource Management.

Delimitation of the study

The study focused only on the employees of University of Cape Coast. Due to the large number of potential participants in the study area, the population sampled for the study covered senior members and senior staff category. Therefore, the study was limited in participation as a result; findings may not be generalizable beyond the specific population from which the sample was drawn.

Within the specified domain or scope, it is expected that the study would be able to carry out an in-depth and objective study of the problem, void of prejudices and/or biases. It is hoped that special emphasis on one University could portray a broader image of the entire situation among public higher educational institutions.

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Although the corporate thrust of University of Cape Coast seeks for the creation of an organisational culture that enhances efficiency, discipline and commitment, nevertheless, the study was restricted to corporate culture and commitment of employees. The aspect of efficiency and discipline was excluded.

Limitations of the study

The cross-sectional survey design used in the study enabled the researcher to obtain the results at a single point in time. Therefore, a longitudinal study, conducted over a period of time, would be of value in determining the relationship corporate culture has on commitmentemployees.

Participation in this study was limited to only senior members and senior staff at University of Cape Coast.Findings should be interpreted with caution and should serve as an opportunity for further research into this emerging and important area in organisational behaviour, and may offer some support to the University at large.

Organisation of the study

The study was organized into five chapters. Chapter One dealt with introduction and provided preamble to the study. The chapter covered the background to the study, statement of the problem, objectives of the study, research questions, hypotheses, significance of the study, delimitation, and limitation of the study and list of acronyms.These components of the chapter put the study into perspective.

The second chapter reviewed relevant literature on corporate culture and commitment of workers. It focused on themes such as: concept corporate culture, corporate cultural levels, types of corporate culture, determinants of corporate culture, and importance of corporate culture. Literature was also reviewed on the concept of commitment, types of commitment; importance of committed workforce, corporate culture and its effects on workers commitment and conceptual framework on corporate culture and commitment of employees.

Chapter Three presented the methodology used to conduct the study. It included the study area, research design, target population and sample, instrument and data collection procedures as well as the methods used in analysing the data.

Chapter Four presented the results of the study. It described the data analysis, interpretation and discussion of the results in relation to research questions which was supported with relevant literature cited from chapter two.

The final chapter presents the summary and findings of the study. In addition presents conclusions of the study and recommendations for consideration by Management of UCC and suggestions for some further research based on the findings for consideration by the various stakeholders.

List of acronyms

DoID: Department of International Development Programme

NCTE: National Council for Tertiary Education

NIRP: Public Service Reform Programme

PSRP: Public Service Reform Programme

UCC: University of Cape Coast

UEW: University of Education, Winneba

TAfS: Test Analytics for Surveys

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviewed relevant literature on corporate culture and commitment of employees. It covered the concept of corporate culture; levels of culture; and types of corporate culture. It then examined the determinants of corporate culture and importance of corporate culture. Furthermore, the chapter explored the concept of commitment; determinants of commitment; types of commitment; and importance of committed workforce. Finally, the study reviewed previous studies carried out on the topic by researchers and a conceptual framework.

The corporate culture concept

Corporate culture has been defined as the integrated pattern of human behaviour that includes thought, speech, action and artifacts. These behaviours rely on man's capacity for learning and transferring knowledge to succeeding generations (Deal & Kennedy, 1982; O'Reilly, Chatman, & Coldwell, 1991; Schein, 1992; Rashid et al. 2003; Armstrong, 2006).The 1980's witnessed a surge in popularity to study the concept of corporate culture as managers became increasingly aware of the impact corporate culture can have on the performance of employees in organisations (Rashid & Raja, 2011).

Organisations develop ways of life as they learned to cope with its problem of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore to be taught to new members as the correct way to perceive, think and feel in relation to problems (Schein,

1992).In contrast, Bate (1994) posit that thinking culturally is to think of organisations as either 'social' or 'constructed' worlds. This viewpoint focuses on the 'human-ness' of organisations thus, regard them as 'social' rather than physical entity, made up of people talking, acting, interacting and transacting with each other. Hofstede (1995), further explained corporate culture as the collective programming of the mind which distinguishes one category of people from another.

Similarly, Rollinson and Broadfield (2002) defined organisational culture from the employee perspective as a 'soft' aspect of an organisation, which is constantly in the minds of its members and which they use subconsciously to make sense of their surroundings. In essence, an organisation's culture is the repository of what its members agree about (Adei, 2003).

Judging from the above definitions, similarities have been found between the various perspectives. It was observed that, Deal and Kennedy (1982); O'Reilly, Chatman and Coldwell (1991); Schein, 1992; Rashid et al. (2003); and Armstrong (2006) based their definition of corporate culture on a broader spectrum by including both 'hard' and 'soft' aspects of organisation as determinants of corporate culture. However, Bate (1994) and Rollinson and Broadfield (2002) limited their definition of corporate culture to only the 'soft' aspect of organisation and rejected the 'hard' aspects of culture which included edifices and artifacts.

For the purpose of this study, the definition of corporate culture would be adapted from Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, and Oosthuizen (2004) as a distinctive pattern of shared assumptions, values

and norms that shape the socialization activities, language, symbols, rites and ceremonies of a group of people. These distinct patterns noted in the definition offers an organisation a particular atmosphere that influences the overall behaviour of employees (Song, Kim & Kolb, 2009).

Shared assumptions

Shared assumptions typically remain unquestioned, and are accepted as truth (Schein, 1992). Shared assumptions are widely held, inherent, unique, and deeply rooted views that individuals take for granted but are believed to be true, which guide their views, feelings and emotions about things and how those things function (Brown, 1995;Parker & Bradley, 2000; Hellriegel et al., 2004; Martin, 2005).

On the other hand, Smith (2003) argued that shared assumptions are developed, invented or discovered by employees out of their experience, and future employees therefore view these assumptions as valid because they appear to have been successful in the past. Smith's argument supports Schein's (1992) definition on corporate culture. It can be observed from the discussions on shared assumptions that, corporate culture can come about either accidentally or deliberate. It develops as organisations in the course of its operations learn to deal with threats and opportunities and strengths and weaknesses in its external and internal environments respectively. Thus, the strength of a culture depends on the mechanisms by which learning is done and the degree to which members widely share in the basic assumptions.

Shared values

Values form the very heart of the institutional culture (Deal & Kennedy, 1982). Sathe (1983) added that shared values enhance identification

and attachment to organisation. Hofstede (1999) argued further that cultural values are wide-ranging tendencies of individuals to prefer certain states of affairs over others, and that these cultural values are about what is good and evil, clean and dirty, moral and immoral and rational and irrational.

In addition, Hellriegel and Slocum (2007) argued further that cultural values differ from organisation to organisation. Some cultures care deeply about money whiles others may care about technology, innovation, or employee wellbeing. A study by Tellis, Prabhu and Chandy, (2009) for example, listed Apple as the number one most admired company. Apple is known for its value-driven leadership. They noted that, late Steve Jobs, the then CEO of Apple, infused and reinforced values such as innovation and excellence by which the company operates. He led by example which was seen through the commitment of the company's employees.

Shared values guide organisational processes, consequently the traditional values upon which the University of Cape Coast is guided are: academic excellence, engagement, ethical and responsible behaviour, equality of access to all opportunities and services, and empowerment (UCC, 2012).

Shared socialization and norms

The systematic process through which new members of an organisation are initiated into a culture is known as socialization (Hellriegel et al., 2004). On the other hand, norms are common patterns of behaviours of group members and become a factor in the organisation's culture which is shared throughout the organisation (Martin, 2005). Norms are standards, appropriate attitudes and behaviours within an organisation. At UCC for example, it is against the institutions norm for students to cheat in the

examination room, or to have illegal assistance in examination. Staff and students are introduced to the institution's cultural norms through orientation and matriculation ceremonies and they are expected to follow them in order to be accepted.

Shared symbols, language, narratives and practices

Symbols could be in other forms such as words, gestures that get their meaning from socializing (Hofstede, 1994). Greenberg and Baron (2003) added that symbol is an object that can be used to represent an underlying meaning, beyond its intrinsic context. Thus,organisations often rely on symbols because they are the simplest and basic observable forms of expressing culture (Greenberg & Baron, 2003).

One of the symbols of UCC is its Coat of Arms. The coat of arms of the University consists of a shield upon which is emblazoned in red, an Adinkra symbol signifying God's omnipotence. This symbol is superimposed in the lower half of the shield on the background of wavy blue and white lines signifying the sea, and in the upper half, a golden eagle with outstretched wings, signifying strength, determination and excellence. The motto is: "Veritas Nobis Lumen" meaning 'Truth, Our Guide' (www.ucc.edu.gh). This symbol also serves as a language that communicates the values of the University to the outside world.

Language, according to Hellriegel et al.(2004) is a shared system of vocal sounds, written signs, as well as gestures that are used to convey special meanings among employees. At UCC, apart from English language being the lingua franca, language again refers to the institutions communication channels which include: university calendar (published annually), university

gazette (published quarterly) and University Bulletin (published monthly). These contain information deemed fit for notification of all members. They also serve as official organs of communication where narratives, values among others are found (University Statutes, 2012).

Furthermore, narratives are drawn from the organisation's history, and focuses on a unified, single event. Individuals tell narratives because they assist in influencing the understanding of situations and events, as well as illustrating knowledge and insight into how the organisation works (Brown, 1995). Brown argued further that, narratives are also important indicators of cultural values and beliefs, formal and informal rules, and procedures, the consequences of deviance from, compliance with the rules, and social categories and status. Narratives at University of Cape Coast could be drawn from the conditions of service, university statutes, quality assurance policy, academic programmes, policy and regulations for undergraduate studies, students' handbook and corporate strategy.

In addition, shared practices include taboos, rights and ceremonies. Taboos are behaviours within an organisation that are forbidden. Rites and ceremonies are elaborate and formal activities that have been designed to generate strong emotions from employees such as formal prize-giving functions for employees who have achieved high standards of service (Hellriegel et al., 2004). At University of Cape Coast, shared practices are occasions such as matriculation ceremony, congregation ceremony, award of special honorary degrees, investiture ceremonies, anniversary celebrations, send-off parties for retirees among others.

To sum up the concept of corporate culture, Martins and Terblanche, (2003) posit that, corporate culture interacts with these elements to achieve organisational objectives, organisational image, management and leadership styles and inter-relationships in organisation. An empirical study by Van der Steen (2010) on the origin of shared beliefs and corporate culture found out that, organisations have an innate tendency to develop homogeneity, with regard to shared beliefs and shared values. The study explained further that, this homogeneity is developed through two mechanisms. Firstly, people prefer to work with others who have similar beliefs, as such others will make the right decisions. Secondly, people of the same organisation share experiences, which also lead to shared beliefs.

The importance of these results derives to a large extent from the fact that shared beliefs and values are considered a core component of corporate culture. In other words, the organisation's culture made up of values, assumptions, and external factors shapes the strategies, structures, and procedures essential for survival in a given industry (Mahrokian et al., 2010). This observation is congruent with Martins and Terblanche' (2003) viewpoint. In addition to articulating the elements of corporate culture, it is important to recognize the context in which a corporate culture emerges.

Levels of culture

Studies on organisational culture exist on several levels. According to Fombrun (1983) a number of academic research and descriptive analysis has addressed the nature of "culture" at various levels of analysis. He argued further that understanding the interplay between them is crucial to properly

positioning the concept of corporate culture. He examined levels of culture from a system perspective namely: the society level, the industry level and the organisational level.

Society Culture

Societal values have many far-reaching consequences for managing organisations. They shape the preferences and behaviours of customers and employees, as well as the members of the communities in which the organisation operates (Brown, 1995). In addition, Asma (1996) argued that American cultural values have affected companies such as: Exxon Mobil, IBM, and Dupont whereas Japanese cultural values permeate Mitsui, Hitachi, Sony and Nissan. These organisations carry along their culture in the form of systems, procedures, and techniques, of their home country wherever they do business. For example Japanese culture is more concerned about collectivism and lifelong commitment to their organisations. On the other hand American organisations places emphasis on individual based reward systems rather than group rewarding.

Hofstede (1999) postulates that management is all about people and that people are part of the culture of the larger society in which that culture takes place. Therefore, managers who work in a society that they do not understand their culture are likely to make poor decisions (Hellriegel et al., 2004).

Industry Culture

In addition to societal culture, the specific industry a firm operates in is an important context from which the organisation derives its own unique corporate culture. The industrial environment is the most influential factor in

shaping an organisation's culture. For example, public service sector, private sector, service or production, characterize groups of organisations that share common values, assumptions, socialization and norms (Deal & Kennedy, 1982; Fombrun, 1983; Brown, 1995).

Organisational Culture

According to Fombrun's (1983) cultural levels, the combination of society and the industry an organisation operates gives birth to organisational culture and organisational culture on the other influences society culture. Thus, one way of describing organisational culture is by comparing it to personality, because, like personality, culture affects how people behave when they are not being told what to do (Hellriegel et al., 2004). The three cultural levels discussed show a relationship among the levels of culture. It portrayed that, corporate culture cannot be built without making reference to the society and the industrial cultures. As a consequence, any well-structured corporate culture strives on knowledge of the society and industry culture.

However, Fombrun's (1983) cultural levels were limited to only the systems that are designed to support corporate culture. It however, rejected the elements that make up the culture of organisations. The next cultural level discussed was Schein's (1992) cultural levels. He examined cultural levels along the following dimensions starting from the shallowest to the deepest: artifacts and creations; espoused values; and underlying assumptions. Figure 1 represents Schein (1992)'s cultural levels.

```
┌─────────────┐
│ Artifacts and │  ─────────────►   Visible Organisational Structure
│  Creations   │                    and Processes
└─────────────┘
   │      ▲
   ▼      │
┌─────────────┐
│  Espoused   │  ─────────────►   Strategies, Goals and
│   Values    │                    Philosophies
└─────────────┘
   │      ▲
   ▼      │
┌─────────────┐
│ Underlying  │  ─────────────►   Unconscious,    taken-for-granted
│ Assumptions │                    beliefs, perceptions, thoughts and
└─────────────┘                    feelings
```
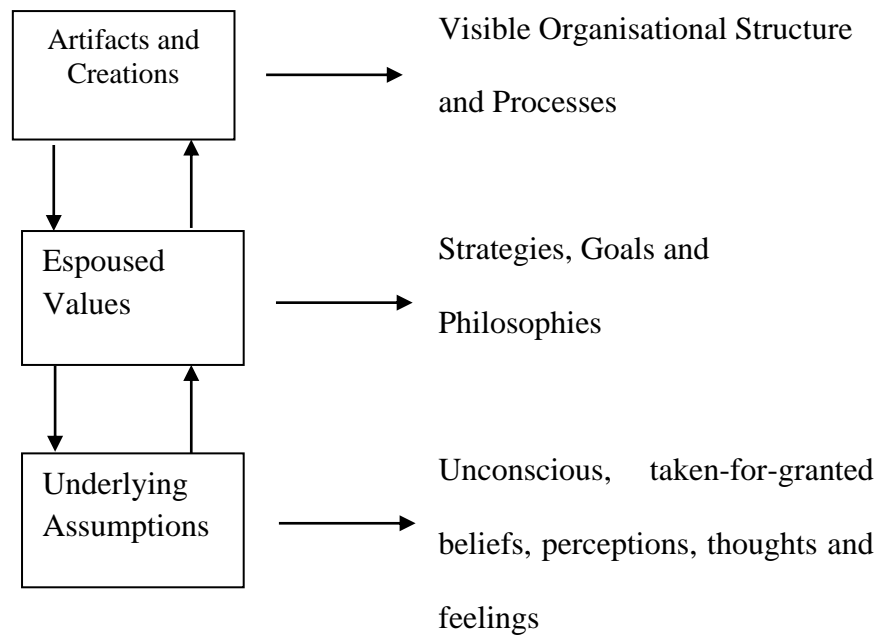
Figure 1: Cultural Levels

Source: Schein (1992)

Artifacts and Creations

The artifacts and creations which are the first level of culture, consists of the visible organisational processes: constructed physical and social environment that is physical space and layout, the technological output, written and spoken language, dress codes, the general tidiness of the workplace, and overt behaviour of group members that tell something about the organisation's culture. According to Schein (1992) it represents the most superficial cultural phenomena.

Although artifacts and creations are visible and clear, it can be observed that it is also hard to decipher accurately. Because the obvious characteristics that is seen by all may not be necessarily a reliable indicator of how members of the organisation reacts. Although one can see and feel that one organisation is more formal than the other, it does not explain why that is

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so or its relevance for the members. Thus, artifacts and creations may make observers make incorrect inferences (Schein, 1992).

Espoused Values

Espoused values are apparent in the organisation's official objectives, declared norms and operating philosophies. Espoused values provide solutions about how to deal with a new task, issue or problems based on convictions of reality. If the solution works, the value can transform into a belief. Values and beliefs become part of the conceptual process by which group members justify actions and behaviour (Schein, 1992)

At UCC, the vision is "To have a University that is strongly positioned, with a worldwide acclaim". This sets the tone for every strategic decision or choice it makes. It also serves as the lodestar that every faculty, school, department, functional division and individual must aspire to. In addition to the vision is the Mission Statement, corporate strategic thrust, among others articulate a realistic, credible and attractive future for itself (UCC Corporate Strategy, 2012). Most important in terms of operations is the culture's deepest level, which is underlying assumptions.

Underlying Assumptions

Underlying assumptions relate to the group's learned solutions to problems relating to external adaptation and internal integration. These solutions gradually become self-evident assumptions that cannot be called into question later. Problems related to external adaptation concern views of an organisation's tasks and objectives as well as the means to implement and assess them. Problems related to internalintegration and to maintaining operating capacity concern the creation of a common language and concepts,

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defining group limits, the level of authority relationships and interaction, as well as methods of reward and punishment. Underlying assumptions influence how the members of an organisation perceive, think and feel in matters relating to the organisation. It functions as an unconscious basis for action and a range of decisions that shape the culture further (Schein, 1992).

Although Schein's (1992)'s theory covers the central elements of corporate culture well, namely: it's holistic, partly unconscious and learned nature. He however in his submission on corporate culture levels also failed to include the systems that support organisational culture. The study discussed organisational cultural typologies.

Typologies of organisational culture

Organisational culture researchers have brought forth a number of organisational culture typologies. The study however, analysed the organisational cultural typologies of Hellriegel and Slocum (2007) and Harrison and Stokes, (1992). The authors designed their cultural types along four dimensions namely: bureaucratic; clan; entrepreneurial; and market culture.Harrison and Stokes' (1992) culture types are: power orientation; role orientation; achievement orientation; and support orientation. The details of these cultural types were discussed in the subsequent sections.

Bureaucratic culture

Bureaucratic culture, according to Hellriegel and Slocum (2007) is characteristic of organisations that value formality, rules, standard operating procedures and hierarchical co-ordination. Long–term concerns of bureaucratic culture are predictability, efficiency, and stability. Its members

highly value standardized goods and customer service. Behavioural norms support formality over informality. Managers view their roles as being good co-ordinators, organizers, and enforcers of certain rules and standards. Tasks, responsibilities, and authority for all employees are clearly defined. The organisations many rules and processes are spelled out in thick manuals and employees believe that their duty is to go by the book and follow legalistic processes (Hellriegel & Slocum, 2007).

Clan culture

A clan culture achieves unity by means of a long and thorough socialization process. Long-term members serve as mentors and role models for newer members. A strong sense of identification among members exists. The up-through the rank career pattern results in an extensive network of colleagues whose paths have crossed and who have shared similar experiences. Shared goals, perceptions, and behavioural tendencies foster communication, coordination, and integration (Hellriegel & Slocum, 2007).

Padma and Nair (2009) further posit that, clan culture is characteristic of tradition, loyalty, personal commitment, extensive socialization, teamwork, self-management and social influences. Its members recognize an obligation beyond the simple exchange of labour for a salary. The members understand that their contributions to the organisation may exceed any contractual agreements. The individual's long-term commitment to the organisation is exchanged for the organisations long-term commitment to the individual. In other words loyalty in exchange for security since individuals believe that the organisation will treat them fairly in terms of salary increases, promotions and

other forms of recognitions, they hold themselves accountable to the organisation for their actions.

In contrast, it was observed that the clan culture has the tendency of employing only one of their own 'kinds' thereby make the ordinary job seeker who does not know anyone jobless. Furthermore, its extensive network nature can result in getting square peg leaders in round holes. Especially as members only interest would be to perpetuate their existence in the organisation, the tendency of constant back biting and 'watch my back' attitude may be evident. Decisions may favour the stronger teams or grouping in the organisation which leave the lesser groups embittered.

Entrepreneurial culture

High levels of risk taking, dynamism, and creativity characterize an entrepreneurial culture. There is a commitment to experimentation, innovation, and being on the leading edge. This culture does not just quickly react to changes in the environment but it creates change. Effectiveness means providing new and unique products and rapid growth. Individual initiative, flexibility and freedom foster growth which is encouraged and well rewarded (Hellriegel & Slocum, 2007).

Market culture

The achievements of measurable and demanding goals, especially those that are financial and market-based characterize a market culture. Hard driving competitiveness and a profit orientation prevail throughout the organisation. In a market culture, the relationship between individual and organisation is contractual. The individual is responsible for some levels of rewards in return for performance. A market culture does not exert much

informal and social pressure on an organisation's members. They do not share a common set of expectations regarding management style or philosophy. The absence of a long-term commitment by both parties results in a weak socializing process (Hellriegel & Slocum, 2007).

In contrast, it was observed that the market culture philosophy varies with the very ethics of culture which is all about sharing a common behaviour. With regard to this culture, the only string that is evident is performance apart from which there are no evidences of shared assumptions, shared values, norms and socialisation and shared symbols, language, narratives and practices. Employees are free to choose how to behave in the organisation so far as performance is not compromised. Referring to the above argument, Market culture will not bring coherence and homogeneity which culture tends to stand for.

These four culture types all represent different types of management philosophies or styles. To achieve the objective of documenting and analysing the corporate cultural life of UCC which reflects the richness of work organisation, Harrison and Stokes' (1992) four perspective framework on organisational culture was adopted. Harrison (1993) provided a theoretical model for diagnosing organisational culture. Harrison and Stokes and Harrison postulated that it is good for every organisation to perceive its corporate culture high or positively. They were of the view that employees perceiving the culture of the organisation positively leads to increase in job satisfaction and commitment to the organisation. The organisational culture model is presented in Figure 2. Figure 2 indicated that the four dimensions of culture were measured within two modes of operation, namely formalization and

centralization with both modes of operation measured on a low or high scale (Harrison, 1993).
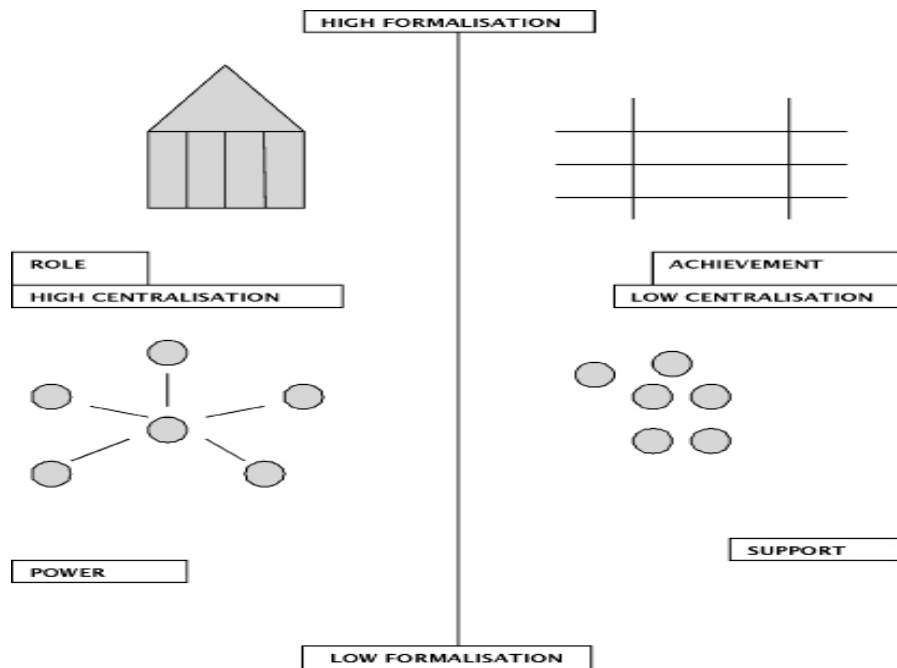
Figure 2: Organisational Culture Model

Source:Harrison (1993)

Power Culture

Harrison and Stokes (1992) posit that organisations that are power-oriented are based on an inequality of access to resources. Within the power culture, people use resources to control other peoples' behaviour. Brown (1995) added that a power culture has a single source of power from which rays of influence, which is connected by functional and specialist strings facilitates co-ordination throughout the organisation. With the power culture, its utmost potency is the ability of the organisation to react quickly to occurrences, and its success and failure is largely dependent upon the abilities of the leader, or people at the centre of power. According to Brown, it is always appropriate for employees to perceive the power culture in the

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organisation positively since it helps in controlling and coordinating activities in the organisation.

Role Culture

The role culture is mainly based on rules, procedures and job descriptions, as opposed to the sole power of the leaders found in the power culture. The struggle for power is moderated by the rules, and these rules lead to the idea that the role culture is bureaucratic which is based on the principles of rationality, order and dependability (Harrison and Stokes, 1992; Brown, 1995).

Harrison and Stokes argued further that, in the role culture, authority and responsibility are delegated downwards and each level in the organisation has a defined area of authority where work is done without direct supervision from the top management. On the other hand, employees are not trusted fully; lower level employees are not given individual autonomy and discretion to work in the role culture (Harrison and Stokes, 1992).

Furthermore, Harmse (2001) added that it is always important for employees to perceive role orientation positively. This is for the reason that it supports employees of an organisation to put in much effort in their work than without the rules and structures of the role orientation.

Achievement Culture

Achievement organisational cultural type aligns employees to a common vision or purpose. It aim is to achieve the organisation's vision or purpose by using the organisation's mission to attract and indulge employees' strength in the pursuit of common goals. Systems and structures are essential in an achievement-oriented organisation, and are in place to serve the

organisation's mission. These systems and structures are altered when changes occur in the mission and are therefore more flexible than the rule of law of the role orientation (Harrison & Stokes, 1992; Harmse, 2001).

Support Culture

Support orientation culture is based on mutual trust between the employee and the organisation. According to Simosi and Xenikou (2010) organisations with disposition towards support culture, priority is given to cooperation and the development of constructive interpersonal relationships. As consequence, members are expected to deal with each other in a friendly way and express concern for the satisfaction of their work group. Members are encouraged to be open and demonstrate human relations skills while enhancing organisational performance through the promotion of good cooperation and team loyalty.

The flaws to this cultural type are that, conflicts are sidestepped in the organisations and difficult issues are often swept under the carpet. In the bid of giving equal treatment to employees, differences in employee skills and abilities may be ignored. Decisions are made 'out of kindness', which impacts negatively on organisation's effectiveness and efficiency (Harrison & Stokes, 1992).

Harrison and Stokes posit that every organisation has a combination of the four cultural types, with each type evoking different behaviours based on different human values. These four types of culture have different implications to the success of a business where the power culture is dependent on a central power source with rays of power and influence spreading out from the central figure. These types of cultures are proud and strong and have the ability to

move quickly and can react well to threat and danger, as postulated by Handy (1993).

In addition, the role culture, according to Harrison (1993), gives protection to subordinates and stability to the organisation. He further argued that employees are protected in their jobs in a role orientation, and need to spend less time looking out for themselves thus, can devote more energy to their work. On the other hand, achievement culture organisation expects its employees to contribute their personal energy in return for rewards. Such organisations are known as an 'aligned organisations' because it lines people up behind a common vision or purpose (Harrison & Stokes, 1993). The authors affirm that quality and service often show in support - orientated organisations, since successful approaches to quality improvements are often based on small work teams.

To recapitulate organisational culture typologies discussed so far, a thorough analysis showed that their point of convergence overshadow their point of divergence. Power culture was found to be comparable to the entrepreneurial culture as they were all found in small organisations. Their point of deviation could be detected as power culture focuses on the leaders and how they use their influence to control the behaviours of their subordinates, the entrepreneurial culture focuses more on creating change in order to stay on the leading edge over their competitors.

Bureaucratic and role cultures have comparable characteristics. Furthermore, achievement and market cultures also share similar characteristics. Their points of deviation are, whilst the achievement culture uses systems and structures to achieve the organisation's mission/goals,

market culture does not emphasize the use of systems and structures. Clan and support cultures also have similar characteristics however; while support culture portrays a generally relaxed atmosphere the clan culture has a robust atmosphere. Balay and Ipek (2010) have observed that, tendencies regarding power and role cultures reflect the tradition/authoritarian organisational approaches whereas, disposition related to achievement and support cultures reflect the contemporary organisational understanding.

A study by Balay and Ipek (2010) on 'teachers' perception of organisational culture and organisational commitment in Turkish primary schools' provides empirical knowledge on the topic. Fifteen primary schools were randomly selected out of 64 primary schools at Sanliurfa province in the Southeastern edge of Turkey. A sample of 430 comprising of primary school teachers participated in the study. Means, t-test, Mann-Whitney U test, one-way ANOVA and Scheffe test were utilized in the data analysis process.

Their findings indicated that, teachers perceived support, power, role and achievement cultures in their schools respectively. The study showed that primary schools teachers do not have a distinct or a dominant organisational culture, on the contrary, they share overall cultural tendencies near to each other to a certain extent. In addition, of all the organisational cultures, teachers perceived support culture at most and achievement culture at lowest level. Their current results highly coincided with previous studies of İpek (1999), Terzi, (2003); and Sönmez (2006). From the cultural arrangement point of view, these studies are segregated from each other. For instance, the research by İpek arranged organisational cultures as power, achievement, role and support cultures; Terzi set them out as power, achievement, role and support

culture; andSönmez listed them as role, power, support and achievement cultures; respectively.

Determinants of corporate culture

Mullins (2010) posits that, in the development of any corporate culture the following determinants are essential: history/founder, primary function and technology; size, location, and management and leadership and gender. These essential elements are discussed in the subsequent sections.

History/Founder

Anthropologist Sahlins (1985) in Schein, (1999) argued that one cannot really understand certain social phenomena without understanding both the historical events and the cultural meanings attributed to it by the actors of those events. Sahlins posit that, though it is undeniably true that culture is produced through perpetual enactment and sense making; it is also true that the actors in those same social events carried along some prior meanings, stereotypes, and expectations that can only be understood in a historical context.

Judging from the argument of Sahlins, it was observed that, an organisation's history, together with the meaning attached to it is important in the formation of corporate culture. Therefore, it is inappropriate to critic an organisation's culture without taking a retrospective look of the organisations past activities. Right historical information of an organisation explains why certain things were done in certain ways.

In addition to history, the founder's values also determine the culture of organisations. According to Jones and George (2009) founders set the scene

for the way cultural values and norms develops. Their values guide the building of the organisation. Consequently, they hire employees who they believe will share these values and help the organisation develop. The employees quickly learn from the founder the appropriate values and norms in the organisation and what is expected of them. They in turn transmit the founder's values to other employees. Gradually the founder's values and norms permeate the organisation and become known as the way of doing things around here (Jones & George, 2009). The study of Van der Steen (2010) further affirms this observation and emphasise the important role founders play in corporate culture formation.

Primary function and technology

Mullins (2010) posits that, the nature of the organisation's business and its primary function has important influence on its culture formation. He noted further that, primary function ranges from quality of products or services provided, the importance of reputation and the type of customers an organisation serves. Furthermore, primary function also determines the nature of technological processes the organisation employs.

Technology is said to be the design of the organisation, which takes into account the nature of the work as well as the people, because the kind of technology used within an organisation has an effect on the culture of that organisation (Handy, 1993). This notwithstanding, primary function and technology does not function independently but are influenced by the size of the organisation to function better. The study will discuss size as a corporate culture determinant.

Size

Studies have explicitly considered size as a contextual variable in determining corporate culture (Handy, 1993).Most contingency-based studies have defined and measured size in terms of number of employees (Chenhall, 2003). Size is a key driver of the emergence of formal control systems (Davila, 2005). Mullins (2010) opined that, larger organisations have more formalized structures, sophisticated technology and standardised operating procedures that characterized their way of life.

He argued further that, as organisations increase in size, the subsequent result is separate departments and possibly split site operations. Thus a rapid expansion, or decline, in size and rate of growth and resultant changes in staffing influences structure and culture (Mullins, 2010), which is largely played by management and leadership. The study will discuss the role management and leadership in determining corporate culture.

Management and leadership

According to Schein (1992), leaders determine the type of culture in organisations by shaping as well as maintaining culture. A constant interplay between corporate culture and leadership and management has been theorized and empirically supported (Bass & Avolio, 1993; Simosi & Xenikou, 2010). According to Bass and Avolio, leaders create mechanisms either for cultural development and change or for reinforcement of existing norms, expectations and behavioural patterns. This is suggestive of the fact that different leadership patterns affect differently the way that employees perceive their corporate cultural orientations. The crucial role management and leadership play in the formation of corporate culture is largely dependent on the location of the

organisation. The study will discuss the role of location in determining corporate culture.

Location

Mullins (2010) opined that, geographical location and the physical characteristics have a major influence on culture – for example whether an organisation is located in a quiet rural location or a busy city centre influence the types of customers and the staff employed. An example could be a hotel or restaurant. Location largely affects the nature of services provided, the sense of boundary and distinctive identity, and opportunities for development.

Gender

According to Cooper and Lewis, (1995) females and males exhibit and interpret behaviours differently as they observe them in their organisational life. They argued further by relating these differences to games boys and girls played during their childhoods. They asserted that boys prefer games which are played in large and hierarchical groups and there are winners and losers of the game whereas girls prefer the games played jointly and friendly in smaller groups. Thus boys compete for power and statutes whereas girls prefer collaboration.

A study by Ipek (1999) confirms Cooper and Lewis's (1995) findings. Ipek found that female teachers perceived the support culture dimension more positively than male teachers. Furthermore, Jandeska and Kraimer (2005) further proposed two assumptions. Firstly, male-dominated organisations results in lower job satisfaction and commitment in females. Secondly, females working in organisations oriented towards collaborative cultures are

assumed to have higher job satisfaction and organisational commitment than males due to motherhood feelings.

Prior discussions have demonstrated how founder/history, primary function and technology; size, management and leadership; location and gender determine the formation of corporate culture. Corporate culture has been defined as the 'normative glue' that holds an organisation together (Tichy, 1982). The study will proceed to discuss the importance of corporate culture to organisations.

Importance of corporate culture

The importance of corporate culture is numerous, significant among them are: motivation and competitive advantage; innovation/creativity; fosters ethical behaviour; and coordination and control (Rashid & Raja, 2011). The study dedicated the next section to discuss the noted importance of corporate culture which was supported with empirical evidences from related studies.

Motivation/Competitive advantage

Organisations dedicated to continuous improvement, with visionary leaders who 'walk their talk' and focus on a set of core values, have been shown to be more financially successful in the long-term (Kotter & Heskett, 1992).According to Mobley, Wang and Fang (2005) in a strong corporate culture, the organisation's core values are both intensely held and widely shared. This high intensity of common beliefs makes it relatively easier to draw consensus among employees, build a focus on important goals and objectives, reduce potential conflicts, cultivate a learning environment and to lower staff turnover.

Furthermore Mobley, Wang and Fang opined that, strong culture has a unique absorptive power to congregate people. As a result, employees no longer need to be compelled to work hard but do so willingly. They identify themselves with their organisation, just as they do with their families and communities. This creates highly motivated staff which invariably lead to performing organisations. Making corporate culture less apparent for competitors to imitate makes culture much more valuable and a source of competitive advantage (Moran, Palmer & Borstroff, 2007).

An empirical study by Flatt and Kowalczyk (2008), on 'creating competitive advantage through intangible assets: the direct and indirect effects of corporate culture and reputation'. Used a sample of 104 firms and found a very strong correlation between culture and reputation. Their study found out that culture not only enhances financial performance (as indicated by other studies), but also is positively related to reputation. Furthermore, their findings indicated that reputation acts as a mediator between culture and financial performance. Reputation and financial performance are all interconnected and act as a major source of competitive advantage for a firm (Flatt & Kowalczyk, 2008).

Mullins (2010) posits that, culture is an important ingredient for effective organisational performance. Building a strong corporate culture is an important asset as it differentiates an organisation from competitors. Studies have theorised that, positive corporate culture motivates employees and subsequently increase overall performance, competitive advantage and reputation.

Innovation/Creativity

Customer-oriented organisations typically stress the importance of innovation and continuous learning (American Management Association, 2008).Mahrokian et al (2010) posits that, organisations that stress the importance of innovation are more likely to expand faster and become more profitable than competitors. Innovative culture is considered in the literature to be one of the factors that can most stimulate innovative behaviour among all members of an organisation. Corporate culture has been found to be one of the factors that determine innovation, which is crucial for attaining competitive advantage for organisations. Innovation, versus imitation, motivates organisations to launch new products and become pioneers on markets (Naranjo-Valencia, Jime´nez-Jime´nez & Sanz-Valle, 2011).

Naranjo-Valencia et al, (2011) study on 'Innovation or Imitation? The role of organisational culture', was aimed at analysing the link between organisational culture and innovation strategy of firms. The hypotheses were to analyse the organisational culture that fosters or inhibits organisational innovation and imitation strategy. A sample of 471 Spanish companies was utilized for examining the hypotheses. Using hierarchical multiple regression analysis, found a relationship between organisational culture and innovation strategy. Their findings confirmed the hypotheses. The paper found that organisational culture is a clear determinant of innovation strategy. Moreover, adhocracy cultures (which is synonym to entrepreneurial culture) foster innovation strategies and hierarchical cultures promote imitation cultures. This research affirms the observation that organisational culture plays a significant role in innovation.

Ethical behaviour

Bunting (2005) argued that, it is through employment that we seek to satisfy our craving for a sense of control, mastery and security and that clever organisations exploit this cultural context by designing corporate cultures that meet the emotional needs of their employees. Hellriegel and Slocum (2007) further added that, managers and researchers are beginning to explore the potential impact that organisational culture has on ethical behaviour. Organisational culture involves a complex interplay of formal and informal systems that may support either ethical or unethical behaviour. Formal systems include leadership, structure, policies, reward systems, orientation and training programmes, and decision making processes. Informal systems include norms, heroes, rituals, language, myths and stories.

Organisational culture affects ethical behaviour in several ways. For example a culture emphasizing ethical norms provides support for ethical behaviours by exhibiting the correct behaviour. If lower level mangers observe top-level managers sexually harassing others, falsifying expense reports, diverting shipments to preferred customers, misrepresenting the organisation's financial position, and other forms of unethical behaviours, they assume that these behaviours are acceptable and will be rewarded in the future. Thus, ethical business practices stem from ethical organisational cultures (Hellriegel & Slocum, 2007). Co-ordination and control will be discussed in the next section.

Co-ordination and control

According to Egan (1993), corporate culture is the largest organisational control system that dictates how idiosyncratic people can be.

Organisations have both the overt and covert culture that influences the way the organisation behaves. He argued further that, 'the way we do things here' that is the assumptions, beliefs, values and norms are the largest and most controlling of the systems because it affects not only overt organisational behaviour but also the covert behaviour. Culture simply tells us what kinds of politics are allowed and just how members of an organisation are allowed to play the political game. The next importance of corporate culture is motivation and competitive advantage.

To conclude on the importance of corporate culture, it was observed that corporate culture is indeed a significant aspect of every organisation which provides a platform for motivation/competitive advantage; innovation and creativity; organisation to behave ethically; and sets standard for co-ordination and control for the benefit of the employee, employer and customers as well.

Furthermore, Silverthorne (2004) and Nazir (2005) have postulated that organisational culture affects the commitment of employees in an organisation and that the strength of organisational commitment is correlated with the strength of organisational culture. The study will proceed to discuss the concept of commitment.

Concept of Commitment

Organisational commitmentis considered a useful measure of organisational effectiveness (Steers, 1977). It has the potential to foretell organisational outcomes such as performance, turnover, absenteeism, tenure, and organisational goals (Meyer & Allen, 1991). Organisational commitment

is one of the widely researched areas among researchers, psychologist and human resource management practitioners on work attitudes and behaviours (Cohen, 2007). The concept of commitment has been defined based on two main schools of thoughts. The first school of thought defined the concept from an attitudinal perspective whilst the second school of thought defined commitment from a behavioural perspective.

The first school of thought defined commitment as an employee's psychological bond to an organisation, that is affective attachment and identification; based on a strong desire to remain a member of the organisation, a strong belief in and acceptance of the values and goals of the organisation and readiness to exert effort on its behalf (Buchanan 1974; Steers 1977; Mowday, Steers & Porter 1979; O'Reilly & Chatman 1986).

In contrast, the second school of thought defined commitment as the binding of the individual to behavioural act. This view explained commitment based on an exchange relationship and calculation of the cost of leaving an organisation. For example employees become committed as a result of "side bets" and "sunk costs" such as pension schemes (Salancik, 1977; Iverson & Roy, 1994; Legge 1995).

The two schools of thoughts present quiet distinct natures with its following antecedents however; there is an element evident in the other. For instance, an employee could be initially drawn to an organisation based on exchange relationship (behavioural) and as time goes by will develop an attitude consistent with maintaining membership with the organisation. As a consequence, the views presented by the two schools of thought may become closely related over time.

Furthermore, Meyer and Allen (1991) initially proposed affective and continuance dimensions of commitment with affective commitment denoting an emotional attachment to, identification with, and involvement in the organisation. Continuance commitment denoting the perceived costs associated with leaving the organisation. Meyer and Allen (1991) later suggested a third distinguishable component of commitment, normative commitment, which reflected a perceived obligation to remain in the organisation. This tri-dimensional model of organisational commitment has been used in many studies.

This study also adopts this model and goes with Meyer and Allen (1991)'s definition of organisational commitment as a psychological state that characterizes the employee's relationship with the organisation; and has implications for the decision to continue or discontinue membership in the organisation. Meyer and Allen (1999) again noted that, commitment is the resultant of the corporate culture which organisations takes time to build and imbue in its employees. Having discussed the concept of commitment, antecedents of commitment was discussed.

Determinant of organisational commitment

Organisational commitment can be determined by a number of factors. For the purpose of this study, job satisfaction; job characteristic/job design; employee empowerment; gender; tenure; and career development would be examined as the antecedents that determine organisational commitment (Mathieu & Zajac, 1990; Bhatti & Nawab, 2011). The study will discuss these

factors as intervening variables that channel the occurrence and strength of different commitments.

Job satisfaction

Job satisfaction has been examined in literature as a potential mediator of the effects of organisational culture and subculture as well as their direct effects on commitment (Bhatti & Nawab, 2011). Bhatti and Nawab conceptualised job satisfaction as the difference between what a worker experiences on the job and what he or she wants or expects to find. Judging from Bhatti and Nawab's definition, it was observed that the difference between a workers expectation and experience can be positive or negative. Assuming it is negative, that is still qualifies to be called job satisfaction? Therefore, the definition provided by Bhatti and Nawab is incomplete.

Locke and Latham (1976) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job experience. Job satisfaction is as a result of employee's perception of how well their job provides those things that they perceive as important which leads to commitment. Cote and Heslin (2003) posit that, job satisfaction lead to commitment in that, higher level of job satisfaction may lead to good work life and reduction in stress. And its absence often leads to sluggishness and reduced organisational commitment (Moser, 1997).

Warsi, Fatima and Sahibzada (2009) study on 'relationship between organisational commitment and its determinants among private sector employees of Pakistan' offers an empirical touch to the subject. The objective of the study was to analyse the relationship between work motivation, overall job satisfaction and organisational commitment among Pakistani private sector

workforce. Utilizing the survey method, a sample size of 191 comprising (male and female employees) was randomly selected. Data collected wasanalysed by the application of statistical tests using Pearson correlation andmultiple regression of SPSS 13.0.

Their findings showed a positive andsignificant relationship existing between work motivation, overall jobsatisfaction and organisational commitment. Although both independentvariables are strongly associated with organisational commitment, job satisfaction was found to have a relatively strong impact on organisational commitment than on work motivation. Job satisfaction plays a significant role in employee commitment towards an organisation. Job characteristics will be discussed as another significant antecedent to commitment.

Job characteristics/Job design

Hackman and Oldham (1976) posits that, job characteristics/job redesign enhances employee commitment. They identified five core characteristics of jobs namely:

1. **Skill variety**: the degree to which the job requires a variety of different activities;

2. **Task significance:** the degree to which the job has a substantial impact on the lives of work of other people;

3. **Task identity**: the degree to which the job requires the completion of whole and identifiable piece of work;

4. **Autonomy:** the degree to which the job provides substantial freedom and discretion to the individual; and

5. **Feedback**: the degree to which individuals obtain direct and clear information about the effectiveness of his or her performance.

Allen, Lambert, Pasupuleti, Tolar and Ventura, (2004) did a study on'the impact of job characteristics on social and human service workers. By the survey method, questionnaires were used to collect data from a sample of 255 respondents from various social and human service workers across Northwest Ohio. Using descriptive statistics and ordinary least square regression, the study found out that, job characteristics variables had statistically significant correlation with job satisfaction and organisational commitment.

Employee empowerment

Conger and Kanungo (1988) defined empowerment as a process of enhancing feelings of self-efficacy among organisational members through the identification of conditions that foster powerlessness, and removal by both formal organisational practices and informal techniques of proving efficacy information. This definition implies strengthening or increasing employee feeling of self-efficacy.

However, Thomas and Velthouse (1990) argued that the concept of empowerment is much more complex and could not be fully explained in a one dimensional construct such as self-efficacy. They therefore defined empowerment as an intrinsic task motivation that manifests itself in four cognitions (meaningfulness, competence, impact and choice or self-determination), reflecting an individual's orientation to his or her work roles. These cognitions are explained below:

1. **Meaningfulness**:is the value of the task, goal or purpose in relation to the individual's own ideals or standards.

2. **Competence:**is the degree to which a person can perform task or activities skilfully.

3. **Impact**:on the other hand, is the degree to which behaviour is seen as making a difference in terms of accomplishing the purpose of the task.

4. *Choice or self-determination*:is the causal responsibility for a person's actions.

Nawab, Shafi and Ahmad (2010) posit that employee empowerment is favourably related to the employee commitment to the values and goals of organisations.
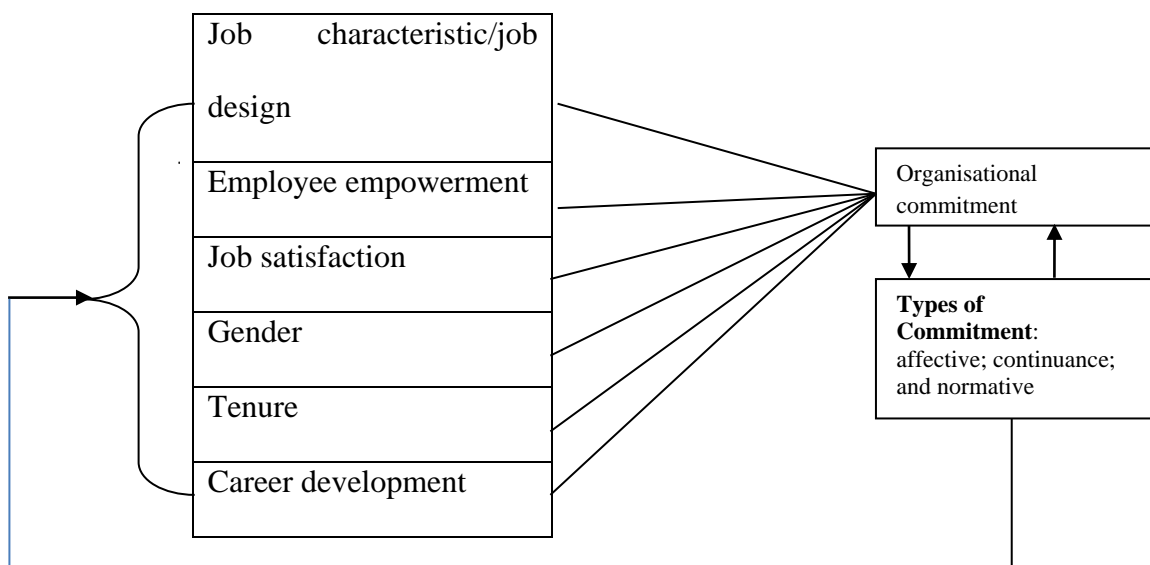
Figure 3: Organisational Commitment Model

Source: Author's construct (2011)

Figure 3 represents an organisational commitment model featuring the significant antecedents of commitment in organisations. The model shows inter- relationship between organisational commitment and the various types

of commitment which in turn has influence on the determinants of commitment in organisations. In other words the various types of commitment are not mutually exclusive.

Gender

Studies argue that gender to a large extent determine employee commitment in organisation. Elizur and Koslowsky (2001) support this observation and in their study posit that, employee commitment could be predicted from gender perspective. In a subsequent study, Kwon and Banks (2004) reported a meaningful relationship between organisational commitment and gender. They indicated that, females were more committed than males and in addition to gender they found that tenure as an antecedent of commitment in organisations.

Tenure

Studies have identified tenure of employees to a particular organisation as antecedent to employee commitment. Baron and Greenberg (1990) posit that, older employees and those with long tenure or seniority report higher levels of commitment in organisations. Furthermore, Ostroff and Rothausen (1997) in a related study confirmed that, teachers with longer tenure accommodate to their schools better than teachers with shorter tenure. Rashid et al (2003), in their study found a statistically significant positive correlation between corporate culture and commitment and demographic variables such as length of service.

In addition, employees' commitment at affective and normative dimensions becomes stronger as their tenure increases (Iscan, 2006). On the other hand, Balay (2007) carried out a study among primary schools in

Sanlurfa and observed that, organisational commitment of primary school teachers become stronger with age. Since age can be associated with tenure, the results of Balay are in line with Baron and Greenberg views on tenure and commitment. Career development will be discussed in the following session as another antecedent to commitment.

Career Development

People create career patterns as they make decisions about education, work, family and other life roles (Post, et al, 2002). Highlighting its benefits for the organisations, Johns (2005) suggested that employees that have advanced would put more effort into their work. Johns (2005) argued further that, career advancement, autonomy and measurability of output related to commitment indicate that the creation of job ladders and job flexibility maximizes commitment and thus minimizes absenteeism and turnover.

Thus, Puah and Ananthram (2006) posit that, career development has a direct influence on the achievement of job satisfaction and career commitment. Bashir and Ismail (2008) further noted career development as the interaction of work roles and other life roles over a person's lifespan including both paid and unpaid work in an individual's life. Based on above findings, career advancement has been identified as a determinant of organisational commitment. The study takes a look at commitment typology.

Organisational commitment typology

The study of organisational commitment was introduced by Whyte (1956) and developed by Porter , Mowday, Steers, Allen, Meyer, Becker and many other researchers (as cited in Gürses & Demiray, 2009). Going by Allen

and Meyer (1991)'s organisational commitment typology, organisational commitment has three basic components which are: affective, continuance and normative commitment. These threedimensions of organisational commitment were discussed in the subsequent sections.

Affective commitment

Steers (1977) and Mottaz (1988), identified factors that help create intrinsically rewarding situations for employees as antecedents of affective commitment. These factors were: job characteristics as task significance, autonomy, identity, skills variety, feedback concerning employee job performance, perceived organisational support or dependence, and the degree that employees are involved in the goal-setting and decision-making processes.Allen and Meyer (1991) refer to affective commitment as the employee'semotional attachment to, identification with, and involvement in the organisation. Ugboro (2006) argued further that, affective commitment is induced by an individual and organisational value congruency.

Conway and Monks (2009) posits that, most studies have indicated affective commitment to be related to a number of positive behavioural level outcomes and job attitudes. In their study on 'unravelling the complexities of high commitment: an employee-level analysis' found that attitudes towards Human Resource practices had a greater impact on affective commitment than either continuance or normative commitment. Manetje and Martins (2009) argued further that, respondents who are affectively committed to the organisation are more willing to maintain their relationship with the organisation than those who are normatively and continuance committed.

Continuance commitment

The second of Allen and Meyer's (1990) dimensions of organisational commitment is continuancecommitment, which was based on Becker's (1960) side bet theory. The theory posits that as individuals who remain in theemployment of an organisation for longer periods accumulate investments, which become costly to lose thelonger an individual stays. Consequently this component of commitment is based on the costs that theemployee associates with leaving the organisation.

Ugboro (2006) argued further that, personal investment in the form of non-transferable investments such as close working relationships with co-workers, retirement investments and career investments, acquired job skills which are unique to a particular organisation, years of employment in a particular organisation, and other benefits makes it too costly for one to leave and seek employment elsewhere. Conway and Monks (2009) have indicated in their study that, continuance commitment has poor association with performance and therefore considered problematic for organisations.

Normative commitment

The third dimension of organisational commitment reflects the feeling ofobligation to continue employment. Employees with a high level of normative commitment feel they ought to remainwith the organisation (Meyer & Allen, 1991).Meyer and Allen indicated that, normative commitment develops due to investments provided by the organisation for the employee. These investments create an imbalance in the employee/organisation relationship and cause employees to feel obligated to reciprocate through

commitment to the organisation. Greenberg and Baron (2003) argued further from another dimension that this obligatory feeling may be as a result of the employee incorporating conscious or sub-conscious guiding principles that were exerted on him/her before they were accepted into the organisation in the form of socialisation.

Padma and Nair (2009) conducted an empirical study on 'organisational culture and its impact on organisational commitment in public and private organisations'. Using a sample 100 based on random sampling method, multiple regressions were performed to find out the impact of organisational culture on organisational commitment. The findings of the study indicated that, normative commitment was dominant in public organisation whereas continuance commitment was found to be dominant among of employees of private institutions.

To draw the curtain on commitment typologies, a study conducted by Meyer, Stanley, Herscovitch and Topolnytsky (2002) supports the discussion on commitment. Their study was on 'Affective, Continuance, and Normative Commitment to the Organisation: a meta-analysis of antecedents, correlates, and consequences'. The purpose was to access relations between the three forms of commitment and variables identified as their antecedents, correlates, and consequences in Meyer and Allen's (1991) three component model. Data used for the meta-analysis included both computer and manual methods searches for studies on commitment, organisational commitment and on affective, continuance and normative commitment. In total, 155 independent samples of usable data were identified. In the analysis, Hunter and Schmidt (1990)'s meta-analysis procedures were utilized.

They found that the three forms of commitment are related yet distinct from one another as well as from job satisfaction, job involvement, and occupational commitment. Affective and continuance commitment generally correlated; no unique antecedents of normative commitment were identified. Furthermore, all three forms of commitment related negatively to withdrawal cognition and turnover.

Swailes (2004) has observed that, creating a committed workforce has become one of the highest priorities in the field of human resource management.Affective commitment had the strongest and most favourable correlations with organisation-relevant (attendance, performance, and organisational citizenship behaviour) and employee-relevant (stress and work–family conflict) outcomes. Normative commitment was also associated with desirable outcomes, though not strongly. Continuance commitment was unrelated or related negatively, to these outcomes. The three dimensions highlight commitment from the perspectives of attachment, obligation and necessity respectively (Mathew & Ogbonna, 2009). Importance of committed workforce will be discussed.

Importance of committed workforce

It has often been theorised that the level of commitment is a major determinant of organisational level outcomes such as low employee turnover and performance (Lok & Crawford, 2001). For organisations to achieve positive results, Greenberg and Baron (2003) cautioned that employees must be positively committed to their organisation. Reviews of extant studies suggest that organisational commitment is linked with desirable work

outcomes as well as employees' overall quality of working life (Simosi &
Xenikou, 2010). The study will discuss some significance of committed
workforce.

Low Employee Turnover

The term "turnover" is defined by Price (1977) as: the ratio of the
number of organisational members who have left during the period being
considered divided by the average number of people in that organisation
during the period. Lockwood (1999) posits that, long-term success of business
is ensured through the retention of the human capital or otherwise employers
have to bear the cost when an employee leaves the organisation.

Furthermore, it is not only the loss of quantifiable resources but also
the loss of knowledge and experience which may hamper organisational
performance (Acton & Golden, 2003; Ramlall, 2004). Ongori (2007) argued
further that, job satisfaction, career satisfaction, and organisational
commitment reflect a positive attitude towards the organisation. And as a
consequence, has a direct influence on employee turnover intentions.
Accordingly, Rashid and Raja (2011) postulate that organisations should
create work environment that attract, motivate and retain hardworking
employees. In so doing it will better position the organisation towards higher
productivity.

Higher Productivity

Commitment has been noted to be the ultimate outcome to effective
employee performance (Maxwell & Steele, 2003). Biswas and Varma (2007)
have purported that literature on performance suggests that there are two
forms of work performance – in-role and extra-role (Brief & Motowidlo,

1986; Williams & Anderson, 1991; Wolfe, 1994). In-role performance refers to an employee's action to fulfil the requirements of his/her job description (Williams & Anderson, 1991), whereas extra-role performance refers to actions outside the formal role requirements and are at the employee's discretion (George & Brief, 1992).

In connection with this, studies have suggested that participatory management practices such as open communication and participatory leadership style would be positively associated with higher levels of employee performance on both in-role and extra-role performance. Indeed, such practices would enhance an employee's level of job satisfaction leading to better performance. Studies have showed that commitment has a great impact on the successful performance of organisations (Salancik, 1977).

Deal and Kennedy (1982) among several scholars have theorised a relationship between organisational commitment and corporate culture. They argued that, corporate culture affect the commitment of employees within an organisation and the strength of organisational commitment are correlated with the strength of corporate culture. The study will discuss corporate culture and its effect on commitment.

Corporate culture and its effect on organisational commitment

Corporate culture is vital in developing and sustaining employee commitment and intensity levels that is often typical of successful organisations (Silverthorne, 2004). In a study of Hong Kong and Australian managers, Lok and Crawford (2001) found that innovative and supportive corporate culture had a positive impact on organisational commitment. Their

study found the impact to be more profound with Australian managers than with Hong Kong managers. Mathew and Ogbonna (2009) argued further that the study of Lok and Crawford (2001) shows that, national culture moderate the impact culture has on commitment.

Furthermore, Zain et al. (2009) examined the effect of four dimensions of corporate culture namely: teamwork, communication, reward and recognition, and training and development on organisational commitment. They found that all the four dimensions of corporate culture were important determinant of commitment. In addition, a study by Mahmudah (2012) reported a significant relationship between corporate culture and commitment. A study by Rashid, Sambasivan and Johari (2003) on 'the influence of corporate culture and organisational commitment on performance' in Malaysian companies was examined.

Manetje and Martins (2009) studied the 'relationship between organisational culture and organisational commitment' in a South African motor manufacturing organisation. The survey of the study was administered on 371 employees. Descriptive statistics including frequency distribution, mean scores and standard deviation was used to compute the results. A one way analysis of variance and correlation analysis was done on the data received to interpret their perceptions of organisational culture and organisational commitment and also determine possible relationships.

The study found that, organisations with dominant achievement and role cultures have employees with more affective commitment towards their organisations. Furthermore, the study indicated that, affective commitment is high only when the existing power culture is perceived as the least dominant.

The study further indicated that, for employees to be affectively commitment, they prefer support culture to be dominant and with power culture as least preferred. The correlation analysis indicated no relationship between affective commitment and preferred power culture. The study again found out that, the correlation analysis indicated significant relationships between all the discussed cultures and normative commitment.

Furthermore, the empirical research indicated that when the preferred role culture is least dominant, continuance commitment is low. It also showed that when the existing role culture is dominant, continuance commitment is high. The results of the correlation analysis do not support these relationships but show significant relationships with existing role culture and preferred support culture. It thus portrays that, continuance commitment has the least impact on the culture of organisation. This is in contrast with the findings of Baron and Greenberg (1990), who found that older employee and those with long tenure or seniority report higher levels of commitment.

A conceptual framework on corporate culture and commitment of employees

The conceptual framework prescribed in Figure 4 was based on the work of Harrison and Stokes' (1992) organisational culture typology and Allen and Meyer's (1990) tri-dimensional commitment model. These two models have been extensively used in studies on organisational culture and commitment. Harrison and Stokes's cultural typology was adopted for this study because its four cultural dimensions was deemed to best describe corporate culture. Moreover, it will lead to an easy identification of a possible

relationship with organisational commitment (Manetje & Martins, 2009; Manetje, 2005; Naiker, 2008).

On the other hand, Allen and Meyer's tri-dimensional model, is a very important model in 'commitment' studies. The model describes different ways by which organisational commitment develops, and its implications for employees' behaviour (Manetje & Martin, 2009; Rashid et al, 2003; Padma & Nair, 2009; Naiker, 2008; Manetje, 2005; Tella, Ayeni & Popoola, 2007)

Figure 4 shows the relationship between corporate culture and employee commitment. The focus of the conceptual framework is based on the fact that, types of corporate cultures such as power culture, role culture, achievement culture and support culture have relationship with the various types of organisational commitment such as affective commitment, continuance commitment and normative commitment. The framework suggests that, the relationship between corporate culture and commitment are strong or positive. Furthermore, the type of corporate culture that an organisation exhibit can be influenced by the kind of society and industry where the organisation is situated or located.
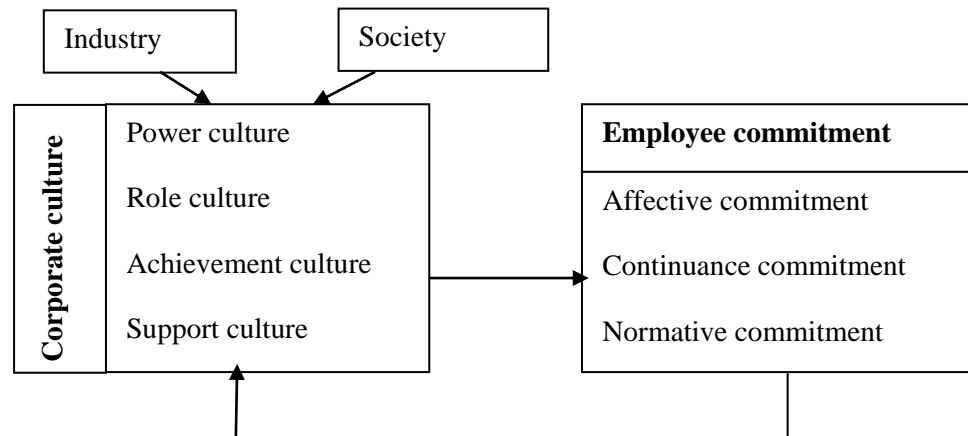
Figure 4: Framework for understanding organisational culture and

employee commitment

Source: Author's construct (2012)

Summary of Literature Review

In conclusion, corporate culture was defined as a distinctive pattern of shared assumptions, values and norms that shape the socialization activities, language, symbols, rites and ceremonies of a group of people (Hellriegel et al., 2004). The chapter also discussed the systems that are designed to supports the creation of corporate culture. Types of corporate culture, determinants of corporate culture were discussed. The chapter suggested that a positive corporate culture has the following advantages or organisations: ethical behaviour; co-ordination and control; motivation/ competitive advantage and innovation/creativity.

Furthermore, the chapter defined commitment as a psychological state that characterizes the employee's relationship with the organisation and the decision to continue or discontinue membership with the organisation. The chapter discussed the main determinants of commitment in organisations. With its focus on Allen and Meyer's (1991) multidimensional three-

component conceptualization of organisational commitment namely: affective, continuance and normative commitment. Finally, the chapter ended by discussing the importance of having a committed workforce and the effects of organisational culture on the organisational commitment of employees.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the overall approach used to achieve the study's objective of investigating the corporate culture and commitment of employees at University of Cape Coast. It addressed the following: research design, study area, population, sampling procedure, data collection instruments, data collection procedures and data processing and analysis procedures.

Study area

The area identified for the study was University of Cape Coast (UCC). UCC is one of the higher public educational institutions in Ghana, West Africa located at Cape Coast, in the Central Region. It was mandated to provide quality tertiary education to students to satisfy the manpower needs of the nation in the area of teaching. UCC has added to its functions the training of educational planners, administrators and agriculturalists to strengthen the nation's educational and leadership sectors.

UCC started with two departments, namely Arts and Science which later developed into faculties in 1963. In 1964, an additional two faculties - Education and Social Sciences were created. In the following year, the School of Agriculture was created and later, the Faculty of Science was split into the Schools of Physical and Biological Sciences in the 2003/2004 academic year. In the same academic year, the Department of Business Studies which was then under the Faculty of Social Science was elevated to the status of a

School. In 2008, the School of Medical Sciences was granted accreditation to operate.

UCC is sub-divided into eight faculties in addition to two institutes and a centre namely: Institute of Education (in charge of the country's teacher training colleges), Institute of Development Studies (in charge of research and development programmes) and the Centre for Continuing Education (which is mandated to provide some of the conventional programmes on distance). Apart from the regular programmes, UCC also runs sandwich programmes at diploma, graduate and postgraduate levels in several disciplines (UCC, 2011).

In addition to the schools/faculties, UCC has a good library facility, a computer centre, hospital and other non-academic operational sections to provide support services to assist the academic staff in the performance of their duties. At the upper echelon of management are the Chancellor, and the Vice Chancellor, who is the Chief Executive Officer of the University. The Registrar basically serves as the employer or the Human Resource Director. Both academic and non-academic directorates are manned by Deputy Registrars and Deans in various disciplines.

Studydesign

The study entailed a survey on staff perceived corporate culture and employee commitment, cross-sectional survey design was deemed the most appropriate. Survey research design is used extensively in the behavioural sciences to gather large amounts of information. A cross-sectional survey is often conducted simply to obtain a description of a particular group of individuals. The goal of survey research design is to obtain an accurate picture

of the individuals being studied (Gravetter & Forzano, 2006). Considering the objectives of this study, survey research design enabled the study to obtain in-depth description of perceived existing 'corporate culture and commitment of employees' as well as their preferred corporate culture.

Cross-sectional survey research design is not free of weaknesses. Though it has some weaknesses which include: low response rates, non-response bias, responses difficult to analyse, the current study adopted the cross-sectional survey research design. This was mainly because it was more flexibility to use. Cross-sectional survey research design can be used to obtain information about a wide variety of different variables including attitudes, opinions, preferences and behaviours. Again, it provides a relatively easy and efficient means of gathering a large amount of information (Gravetter & Forano, 2006).

Target population

For the purpose of this study, employees who fell within the senior member and senior staff categories were selected to form the target population. The target population had varied characteristics, for example, both genders were duly represented in unequal proportions. The male represents 70.2 percent whereas the females were 29.8 percent (UCC, 2012). The age of staff ranged from 20-60 years for regular employee while those on post-retirement contract aged between 60 - 70 years.

Educational backgrounds included literate class with the level of education highly determining employment status. The target population was identified through the records on individual faculties/schools provided by the

Student Records and Management Information Section of the University of Cape Coast. Due to the diverse nature of the programmes offered, the staff are multi layered across faculties, departments and units based on the human resource need. The staff were of three major divisions namely: senior members (academic), senior members (non-academic) and senior staff. The target population was estimated at 2045.

Sampling procedure

Sampling is the process of selecting a sufficient number of elements called sample from a given population in such a way that by studying the sample and by understanding the characteristics of the sample, it would be possible to generalize the properties or the characteristics of the population (Cavana, Delahaye & Sekaran, 2001). Hair, Bush and Ortinau (2003) further explained a sample to be selected subgroup of people or objects from the overall membership pool of a defined target population. They advised that, researchers must ensure that the sample is representative of the population. The accessible population for the study included senior members (academic), senior members (non-academic), and senior staff.

The first stage of sampling was to determine the sample size. To ensure that an adequate number of responses were received from the respondents, the sample size was determined using Krejcie and Morgan's (1970) sample size determination table. Utilizing the table based on a 95 per cent confidence level and .05 margin of error, the sample size for the study was estimated at 327. Probability sampling techniques were used in the selection of the sample. Stratified random sampling method was used to split

the sample into a number of homogenous strata. The division of the population into strata was based on ranks, for example, senior member, and senior staff. Subsequently, sampling fraction methods were used to obtain representatives of the various elements of the population in the proportion in which they occur. It was obtained through three main stages.

The first stage was to find the percentage population of each faculty. This was obtained by dividing the total number of staff at every faculty by the overall total number of staff which was multiplied by 100 percent. The second stage was to determine the number of respondents needed to fill the questionnaires at each faculty. It was obtained by dividing the percentage population by 100 percent which was multiplied by the sample size. Then, finally, the third stage was to determine the number of respondents for each category of staff within the faculty needed for the study. This was done by dividing the number of staff that fell under each category by the total number of staff found in every faculty and multiplying the outcome by the number of respondents determined at stage two.

The computed sample size of 327 marginally increased to 328 when decimal fractions in the computation were rounded off to the nearest whole number. Furthermore, to distribute individual respondents into each stratum for the study, simple random sampling method was then used to select the number of respondents from each stratum. The distribution of the sample is presented in Table 1.

Table 1: Distribution of Sample by Faculty/School

Faculty/school	Percentage	No. of Respondents			Total
	Total	SMA	SMNA	SS	
Education	15.4	19	1	30	50
Physical Science	9.5	13	-	18	31
Biological Science	6.4	9	-	12	21
Agriculture	4.7	7	1	8	16
Social Science	7	12	1	10	23
Arts	8.8	15	-	13	28
Business	3.6	5	-	7	12
Medical	3.5	6	-	5	11
Support services	41.1	-	14	122	136
Total	100%	86	17	225	328

Source: Author, 2012

SMA: Senior Member (Academic), SMNA: Senior Member (Non-Academic) and SS: Senior Staff

Instrumentation

Closed-ended questionnaire was developed and used. The use of questionnaire in research studies has weaknesses such as:limited application to only the study population that can read and write, low response rate especially when respondents fail to return them, and lack of opportunity to clarify issues. Irrespective of the flaws enumerated, the study adopted questionnaire as the means of collecting data. This was for the reason that questionnaire was considered to be cost effective. Again it offers greater anonymity due to less or

no face-to-face interaction between respondents and interviewer thereby enabling them to provide accurate information (Kumar, 2005).

The questionnaire included an introduction explaining the purpose of the study to the respondents and the assurance that all responses would be handled confidentially. The questionnaire used in this research study consisted of three (3) sections: the biographical information section (Section A); the organisational culture section (Section B); and the employee commitment section (Section C).

Section A: The Biographical Information

Section 'A' contained questions to establish the respondent's biographical information. This was to enable the researcher establish a profile of the sample group in relation to gender, rank, educational qualification, age and years of service to University of Cape Coast. In addition, the demographic variables assisted in establishing relationships with other variables in the study. The demographic variables enabled the study establish the perceived types of organisational culture practices among the various staff categories as well as their preferred organisational culture types. In addition, the demographic variables also enabled the study establish the types of organisational commitment prevailing, among the various staff categories.

Section B: The Organisational culture

Section B of the questionnaire was adapted from an existing organisational culture measuring instrument developed by Harrison and Stokes (1992) which was based on the organisational culture framework of Harrison (1972). The reasons for choosing this instrument were that it has the advantage of being based on a simple model, which is understandable to employees at

any level in an organisation. It provides a non-threatening way to begin dialogue about participants' experiences with the values and management practices of their organisation.

Moreover, Harrison and Stokes' (1992) research instrument has been successfully tested in the South African environment (Manetje, 2005; Louw & Boshoff, 2006; Meijen 2007; Pittorina, 2008; Naikar, 2008; Manetje & Martins, 2009) and received acceptable results with regard to reliability and validity.

Reliability refers to the stability or consistency of the measurement (Gravetter & Forzano, 2006). To ascertain the reliability of Harrison and Stokes's (1992) measuring instrument, a previous study by Harrison (1993) utilizing the Spearman-Brown formula found that three of the four scales have relatively good reliability, with the exception of the role orientation Scale of organisational culture. Table 2 shows the reliability scores.

Table 2: Reliability of Harrison and Stokes' (1992) Organisational Cultural Questionnaire

Existing Corporate Culture Scale	Reliability Co-efficient
Power orientation	0.90
Role orientation	0.64
Achievement orientation	0.86
Support orientation	0.87

Source: Harrison (1993)

Section B of the questionnaire measured the existing corporate culture (meaning the way things are perceived to be presently) and preferred corporate

culture (meaning the way one would like thing to be). There are 15 statements on each of the four organisational cultural types developed by Harrison and Stokes (1992), namely: power culture, role culture, achievement culture and support culture. The questionnaire is presented in a five-point Likert scale with Very Low Agreement forming the one end of the continuum and Very High Agreement the other end. Respondents were requested to indicate their preference by rating the statements on a scale of 1 to 5, where 1 denotes very low disagreement and 5 denotes very high agreement.

Section C: The Employee Commitment

Section C of the questionnaire was adapted from an existing organisational commitment measuring instrument developed by Meyer and Allen (1992) based on the three component model proposed by Meyer and Allen (1992). The three dimensions are as follows:

1. **Affective Commitment**: measures the employee's emotional attachment to, identification with, and involvement in the organisation.

2. **Continuance Commitment**: measures commitment based on the costs that the employee associated with leaving the organisation.

3. **Normative Commitment**: measures the employee's feelings/ obligation to stay with the organisation.

The questionnaire is presented in a five-point Likert scale with Very Low Disagreement forming the one end of the continuum and Very High Agreement the other end. Respondents were requested to indicate their preference by rating the statements on a scale of 1 to 5, where 1 denotes very low disagreement and 5 denotes very high agreement.

Pilot Testing of Instrument

To enhance the validity of the research instrument, the questionnaire was made available to the researcher's supervisors, both the principal and the co-supervisor, to review and comment on with the view of establishing content validity. Under the guidance of my principal supervisor, materials the study considered inaccurate or which the study felt infringed on the confidentiality of the respondents were modified or deleted. The two supervisors further scrutinised unclear, biased and deficient items, and checked whether items were members of the subsets they have been assigned.

Reliability is the degree of stability or consistency of measurement (Gravetter & Forzano, 2006). In finding the reliability of the instrument, it was pilot-tested in May, 2012, on a sample of 30 respondents made up of senior members and senior staff at the University of Education, Winneba (UEW). The number of respondents used for the pilot study was sufficient to include any major variations in the population as confirmed by Ary, Jacobs, Razavieh & Sorensen (2006). They asserted that for most descriptive studies using questionnaires, a range of five to ten percent (5% - 10%), of the sample size for pilot study is sufficient. UEW was chosen for the pre-testing because, it is also an autonomous and accredited public institution under the supervision of National Council for Tertiary Education (NCTE), thus placing it along the same status with UCC.

The pre-test provided the researcher with an opportunity to ascertain the reliability of the instrument based on the understanding displayed by the pre-test respondents. These staff were selected because they shared similar characteristics as those in the University of Cape Coast. The selected staff at

the UEW were also selected due to their closeness and easy accessibility to the researcher.

The instrument was administered personally to the respondents. The internal consistency of the instrument was calculated using Cronbach's alpha. The Cronbach's alpha of the instrument generated with the help of Test Analytics for Surveys (TAfS) was 0.78.

Table 3: Computed Reliability Co-efficient for the Data Collected

Questionnaire Category	Number of Items	Sample Size	Cronbach's Alpha
Section A: Biographic Data	5	30	0.190
Section B: Support Culture	30	30	0.776
Role Culture	30	30	0.825
Achievement Culture	30	30	0.852
Power Culture	30	30	0.642
Section C: Organisational Commitment	15	30	0.622
Main Instrument	140	30	0.780

Source: Field Data May, 2012.

Further calculation of reliability of the questionnaire was done on construct and variable bases. This statistical validation on the Likert-type scale of the items in section B and C were based on the Cronbach's alpha reliability test. With the help of the same statistical software the internal consistency of the Likert-type scales and the demographic data for Cronbach's alpha co-efficient was determined. There was 100 percent response rate. The reliability co-efficient of the sections are shown in Table 3. Research has shown that

scales with Cronbach's alpha co-efficient of 0.70 or more are considered to be reliable (Nunnally, 1978; Pallant, 2001).

Field challenges

On the field, respondents complained of the complex nature of the questionnaire. According to them, it demanded critical thinking and analysis before one is able to understand the demands of the questions. Secondly, respondents criticized the lengthy nature of the questionnaire. Based on the responses given during the pilot study, few modifications were effected to improve the final instrument for the main survey which was then administered. Items that were not clearly stated were corrected. (See Appendix A).

The main fieldwork exercise encountered a number of holdups. These included misplacement of questionnaires, delays in completing the questionnaires, difficulty in seeking the permission of some of the respondents for fear of using data for other purposes apart from the academic studies and difficulties in tracking some of the respondents at their offices due to their busy working schedules. Additional copies of the questionnaire had to be made available for those who misplaced their initial copy, which posed additional cost to the researcher. The researcher again had to make many frequent visits to the respondents in order to retrieve the questionnaires.

Ethical consideration

Ethical issues considered in the study included seeking the consent of the respondents before embarking on the data collection process, anonymity of respondents and assuring them of the confidentiality of their information. The

researcher presented a letter of introduction from the Department of Management Studies, School of Business, UCC. The letter stipulated the purpose of the study to the respondents and assured them of the genuineness of the study. The respondents were given two weeks to complete the questionnaires. This was to eliminate any undue pressure and give them ample time to give accurate and credible information for the study.

Data collection procedure

Four research assistants were engaged to assist in the data collection exercise. Data were mainly collected from primary source. The self-administered questionnaire formed the main source of primary data for the study. A covering letter introducing the researcher to the respondent and explaining the purpose of the study was attached to each questionnaire. The questionnaire was handed out to each respondent and collected personally by either the researcher or research assistants who were engaged in the data collection process. The data collection process started on Monday, 8th September, 2012 at University of Cape Coast and ended on 22nd October, 2012. A total number of 328 questionnaires were administered to respondentsand retrieved which represented a 100 percent return rate.

Data Analysis Technique

Both descriptive and inferential statistical techniques were used to analyse the data. With descriptive statistics, frequencies and percentages were to analyse and present the data on biographical data of respondents. It enabled

the study to establish the proportion of staff who responded to the questionnaire in relation to staff category and years of service among others.

In relation to the first objective, "How senior members and senior staff perceive the existing corporate culture of the University?" which sought to find out the perception of employees on the existing corporate culture of the University. Descriptive statistics was employed to present the data on perception of employees on existing corporate culture.

The second objective sought to find out the preferred corporate culture. Here again, descriptive statistics was employed to present the data on employees preferred corporate culture. Means and standard deviations were used to classify the responses of respondents and to present staff perception on preferred corporate culture.

To answer the third objective that is "What is the type commitment of employees to work of the University among the various categories of staff".Here again, descriptive statistics was employed to present the data on commitment of employees. Means and standard deviations were used to classify the responses of respondents and to present staff perception on commitment among the various categories.

To answer the fourth objective that is "What is the relationship between corporate culture and organisational commitment among the various staff categories?" Pearson product-moment correlation coefficient was used. Once again Pearson product-moment correlation coefficient was used.

Pearson product-moment coefficient is designed for continuous variables. It can also be used if with one continuous variable and one dichotomous variable. Pearson correlation coefficients (r) can take on only

values from –1 to +1. A perfect correlation of 1 or –1 indicates that the value of one variable can be determined exactly by knowing the value on the other variable. On the other hand, a correlation of 0 indicates no relationship between the two variables (Pallant, 2001).

The final stage of the analysis was the measure of associations to assess the hypothesized relationships. The independent sample t-test was employed to determine significant differences. An independent-samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of subjects (Pallant, 2001).

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose for this study was to examine the corporate culture and employee commitment at University of Cape Coast. Specifically, the study

focused on staff perception of the University's corporate culture and the levels of employee commitment to the work of the University. This chapter presents the results on background characteristics and results pertaining to research questions aswell asdiscusses the findings of the study in relation to prior studies, theory and their practical implication.

Background characteristics of respondents

This section presents demographic characteristics (staff category, gender, age, highest educational qualification and length of service) of respondents to give a general composition of the sample. The background characteristics are summarised in Table 4. As Table 4 shows, 63.4 percent of the respondents were senior staff while 36.6 percent were senior members. Regarding gender, 66.2 percent of the respondents were males while 33.8 percent were females. Most of the senior members (76.7%) and senior staff (60.1%) were males. Table 4 proposes that, females are grossly under-represented among senior members and senior staff.

Table 4: Distribution of the Sample by Staff Category, Gender and Age

Background Characteristics	Staff Category				Total	
	Senior Members		Senior Staff			
	No.	%	No.	%	No.	%

Male	92	76.7	125	60.1	217	66.2
Female	28	23.3	83	39.9	111	33.8
Total	120	100	208	100	328	100
Age						
20 -30 years	3	2.5	107	51.4	110	33.5
31 – 40 years	46	38.3	87	41.8	133	40.5
41 – 50 years	56	46.7	12	5.8	68	20.8
51 – 60 years	15	12.5	2	1.0	17	5.2
Above 60	-	-	-	-	-	-
Total	120	100	208	100	328	100

Source: Field Data, 2012.

The sample was fairly young but highly literate. 40.5 percent of respondents were between the ages of 31-40 years while 5.2 percent of the respondents were between the ages of 51-60 years. Furthermore, the studies found that, majority of the senior staff (51.4 %) were between the ages of 20 – 30 years while 46.7 percent of the senior members were between the ages of 41-50 years.

Regarding the highest educational qualification, 43.6 percent have bachelor's degree certificate while only (0.6%) have SSCE/O'Level/A'Level certificates (See Table 5). Again the results in Table 5 show that 72. 5 percent of the senior members hold a master's degree certificate while 65.4 percent of the senior staff hold bachelor's degree certificate. With respect to length of service, Table 6 shows that 50.0 percent of the respondents have worked for

the University between 1-5 years while only 4.0 percent of the respondents have tenures between 16-20 years.

Table 5: Respondents' Highest Educational Qualification and Length of Service

Background Characteristics	Staff Category				Total	
	Senior Members		Senior Staff			
	No.	%	No.	%	No.	%
Highest Qualification						
SSCE/O'Level/A' level	-	-	2	1.0	2	0.6
Diploma	-	-	15	7.2	15	4.6
Bachelor's degree	7	5.8	136	65.4	143	43.6
Master's degree	87	72.5	55	26.4	142	43.3
Doctorate degree	26	21.7	-	-	26	7.9
Total	120	100	208	100	328	100
Length of Service						
1-5 years	25	20.8	139	66.8	164	50.0
6 – 10 years	58	48.3	41	19.7	99	30.2

Table 5 Cont'd

Respondents' Highest Educational Qualification and Length of Service

Background Characteristics	Staff Category				Total	
	Senior Members		Senior Staff			
	No.	%	No.	%	No.	%
Length of Service						
11 – 15 years	11	9.2	19	9.2	30	9.1
16 – 20 years	12	10.0	1	0.5	13	4.0
21 years and above	14	11.7	8	3.8	22	6.7
Total	120	100	208	100	328	100

Source: Field Data, 2012

As shown in Table 5, almost half of the senior members (48.3%) have worked for more than 5 years in the University while 66.8 percent of the senior staff have served between 1 – 5 years. This shows that most of the senior members have longer tenure with the University than the senior staff.

The results of the study on gender indicated that majority (62.2%) of the respondents were males. The result on gender is an indication that UCC is a male dominated institution. The study found that majority of the senior members were between the ages of 41 – 50 while majority of senior staff were between the ages of 20 – 30 years at the time of data collection. This age profile portrays a fairly youthful staff. Furthermore, the analysis of demographic factors in relation to educational qualification of staff suggests that employees of UCC are largely literate. This could be attributed to the fact that management is adhering to the requirements stipulated for employment into senior member and senior staff status.

Analysis pertaining to research questions

This section presents the analysis of the data pertaining to the research questions and research hypotheses. It starts with the results on respondents' perception of corporate culture as well as their preferred corporate culture. Again, the section presents results on employee commitment, and the relationship between perceived corporate culture and employee commitment at UCC. Statistical tools such as means and standard deviations, Pearson Product Moment correlation and an independent sample t-test were used.

Staff perceptions of the corporate culture of the University

Research Question One: How do staff perceive the corporate culture of the University? In determining staff perceptions of existing corporate culture of the University, 60 items were used to measure these variables. Each of the features of perceived corporate culture of the university was measured using 15 items for each perceived sub-culture. The 15 items for each of the perceived sub-corporate cultures were clustered together to form the four perceived sub-corporate culture variables respectively. Respondents were to indicate their agreement or disagreement on a 5 point Likert-type scale.

The results presented in Table 6 show that respondents perceived the corporate culture of the University positively (Mean = 3.473, Std. Dev. = .357). The result (see Table 6) indicates that respondents perceived the role culture type as the most dominant culture at the University. This is evidenced by a mean of 3.784 (Std. Dev. = .479).

Table 6: Staff Perception of the Existing Corporate Culture of the University

Features of Existing Corporate Culture	Mean	Std. Dev.
Existing support culture	2.882	.641
Existing role culture	3.784	.479
Existing achievement culture	3.498	.732
Existing power culture	3.528	.596
Overall existing corporate culture	3.473	.357

Source: Field Data, 2012.   (n = 328)

However, the least perceived corporate sub-culture was support culture (Mean = 2.882, Std. Dev. = .641). The respondents perceived the University's corporate culture from role, power, achievement and support cultures in descending order.

The results on perceived corporate culture of UCC showed that staff perceived the role culture as the most dominant corporate culture. The result is not surprising since public institutions are mostly governed by the bureaucratic system in their daily operations. This finding is in agreement with Balay and Ipek's (2010) observation that, predispositions regarding role and power cultures reflect the tradition/authoritarian organisational approaches, which UCC is no exception.

The result further indicated that staff perception of the role culture was positive but perceived the support culture rather low. The results suggest that the degree to which staff perceive UCC's organizational hierarchy as well as the system of operation is known by staff and they do their work according to a well-defined structure. This finding is congruent with previous studies of

Harrison and Stokes (1992). Harrison and Stokes in their study found that since employees were not trusted fully and that lower level employees were not given individual autonomy and discretion to work, it is important for employees to perceive role culture positively. Similarly, Harmse (2001) posited that it is important for employees to perceive role culture positively. This is because it helps employees of an organisation to put in much effort in their work than without the rules and structures of the role culture.

Contrary to Harmse's (2001) earliest assertion, the author posited further that organisation that perceived support culture positively has a warm and caring atmosphere. Thus such organisations whose employees perceive the support culture positively have the advantage of a sense of belonging which creates commitment to the organisation. However, the findings of this study failed to confirm the assertion of Harmse (2001), since staff perception of support sub-culture was low.

From cultural arrangement point of view the current study arranged perceived culture of UCC as role, power, achievement and support cultures respectively. This finding is incongruent with already existing corporate cultural arrangements by Ipek (1999), who arranged them as power, achievement, role and support;Terzi (2005) who arranged them as power, achievement, role and support; and Sonmez (2006), who also arranged them as role, power, support and achievement cultures respectively.

Furthermore, it was of particular interest to the study to find out any variations in respondents' perception of the corporate culture in relation to gender. Consequently the study tested the following hypothesis:

Hypothesis One

H0:   There are no statistically significant gender differences in staff

        perceptions of the University's corporate culture.

H1:   There are statistically significant gender differences in staff

        perceptions of the University's corporate culture.

To ascertain the gender differences in staff perception of the university's corporate culture, the Independent Sample T-Test was conducted to compare the views of male and female staff and their perception of the university's corporate culture. The results in Table 7 show a statistically significant gender difference in respondents' perception of the University's corporate culture for male staff (Mean = 2.950, SD = .645) and female staff (Mean = 2.748, SD = .614), [t = 2.734, df = 326, p = .007].

Table 7: Gender Differences in Staff Existing Corporate Culture of the University

Variables	Gender	N	Mean	SD	t-value	p-value	η^2
Existing support	Male	217	2.950	.645	2.734**	.007	.022

culture	Female	111	2.748	.614		
Existing role culture	Male	217	3.753	.483	-1.656	.099
	Female	111	3.845	.469		
Existing achievement culture	Male	217	3.069	.732	1.077	.282
	Female	111	2.977	.753		
Existing power culture	Male	217	3.462	.627	1.505	.134
	Female	111	3.363	.528		
Overall existing corporate culture	Male	217	3.309	.364	1.821	.070
	Female	111	3.233	.339		

Source: Field Data, 2012.   **$p<0.01$

(N = sample size, M = mean, SD = standard deviation and η^2 = eta square)

Based on Cohen's (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means with regard to staff perception of existing corporate culture is small (eta square (η^2) = .022), meaning only 2.2 percent of the variances in respondents' views on staff perception of the existing corporate culture can be explained by gender.

Furthermore, the study explored linkages between perceived corporate culture and gender. The results reported a significant gender difference in staff perception of the university's corporate culture for male and female staff. Significantly, the study reported that male staff perceived the support corporate culture of the university more positively than female staff in the university. This could be attributed to male dominance in staff population (as shown in Table 4).

The results of the study are congruent with the work of Cooper and Lewis (1995) who asserted that, females and males exhibit and interpret behaviours differently as they observe them in their organisational life. A study by Ipek and Balay (2010) supports the assertion of Cooper and Lewis (1995) which found that female teachers respond positively to support culture than their male teachers. However, respondents' perception on the relationship between perceived corporate culture and gender at UCC were at variance with the study of Ipek and Balay (2010).

Staff perception of Preferred Corporate Culture of the University

Research Question Three: Another issue the study sought to explore was the preferred corporate culture of senior members and senior staff of UCC. Table 9 present results on sample distribution of preferred corporate culture. In determining staff preferred corporate culture of the University, 60 items were used to measure these variables. Each of the features of preferred corporate culture of the university was measured using 15 items for each preferred sub-culture. The 15 items for each of the preferred sub-corporate cultures were pooled together to form the four preferred sub-corporate culture variables – preferred support culture, preferred role culture, preferred achievement culture, and preferred power culture.

The results presented in Table 8 indicate that respondents' preference of corporate culture is positive (Mean = 3.698, Std. Dev. = .336). The result (see Table 8) shows that respondents had strong preference for achievement culture as evidenced by a high mean of 4.296 (Std. Dev. = .479).

Table 8: Corporate Culture Preferred by Staff of UCC

Preferred Corporate Culture	Mean	Std. Dev.
Preferred support culture	3.962	.529
Preferred role culture	4.010	.453
Preferred achievement culture	4.296	.421
Preferred power culture	2.524	.770
Overall preferred corporate culture	3.698	.336

Source: Field Data, 2012.   (n = 328)

Table 8 indicates further that, respondents' preference for the power sub-culture was low (Mean = 2.524, Std. Dev. = .770). The present study showed that, based on preferred corporate culture, staff of UCC indicated a strong preference for achievement sub-culture. However, respondents expressed a very low preference for the power sub-culture. This finding exposes that staff are tired with the stereotype way of behaving in the organisation but crave for flexibility, innovation and more autonomy to enable them perform better. This result supports the observation of Armstrong (2006). Armstrong postulated that employees always preferred higher and more conducive set of norms, beliefs, principles and ways of behaving in the organization than the existing corporate culture of the organisation.

Furthermore, the findings of the present study support the views of Moran et al. (2007) and Mullins (2010). Moran et al. and Mullins were of the view that employees perceiving the preferred corporate culture of their respective organisations positively are important to every organisation. Furthermore, such organisations have the advantage of motivation and competitive advantage; innovation/creativity which fosters ethical behaviour,

and coordination and control.

It was the objective of the study was to establish linkages between existing and preferred corporate culture and staff category. Consequently the study tested the following hypothesis:

Hypothesis Two

Ho: There are no statistically significant differences between senior members and senior staff with regard to existing and preferred corporate culture.

H1:   There are statistically significant differences between senior members and senior staff with regard to existing and preferred corporate culture.

An independent sample t-test was conducted to compare the perceptions of senior members and senior staff of the University of Cape Coast on perceived and preferred corporate culture of the University. The results in Table 9 show a statistically significant difference in the perceptions of corporate culture for senior members (Mean = 3.368, SD = .226) and senior staff (Mean = 3.234, SD = .406), [t = 3.823, df = 326, p = .000].

Table 9: Differences in Perception of Senior Members and Senior Staff with Regard to the Perceived and Preferred Corporate Culture of the University

Variables	Staff Category	N	Mean	SD	t-value	p-value	η^2

Existing corporate culture of the university	Senior members	120	3.368	.226	3.823**	.000	.043
	Senior staff	208	3.234	.406			
Preferred corporate culture of the university	Senior members	120	3.668	.343	-1.212	.226	
	Senior staff	208	3.715	.333			

Source: Field Data February, 2012.   **p<0.01

(N = sample size, SD = standard deviation and η^2 = eta square)

Based on Cohen's (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means with regard to respondents views on the existing corporate culture of the university is low (eta square (η^2) = .043), denoting that only 4.3 percent of the variances in respondents perceptions of existing corporate culture of the university is explained by staff category.

With regard to respondents perceptions of the preferred corporate culture of the university, the results indicate that there is no statistically significant difference between the perceptions of senior members (Mean = 3.668, SD = .343) and the perceptions of senior staff (Mean = 3.715, SD = .333), [t = -1.212, df = 326, p = .226].

Exploring differences in perception among senior members and senior staff in relation to their preferred corporate culture, the study found no statistically significant differences in their perceptions. However, the study found a statistically significant but moderate difference in the perceptions of senior members and senior staff with regard to their perceived corporate culture.

Specifically, senior members of the University perceived the existing corporate culture of the university more positively than senior staff. The results therefore rejected the null hypothesis that there is no statistically significant difference between the views of senior members and senior staff with regard to their perceived corporate culture of the University of Cape Coast. The finding of the present study was congruent with Meigin's (2007) finding that a statistically significant difference existed between the employees of different status with regard to their perceived corporate cultures.

Staff level of commitment to the work of the University

Research Question Four: An additional line of investigation focused on staff level of commitment to the University. The data to answer this research question were first tested for normality. Issues examined were the affective, continuance and normative commitment of staff of the university. In examining staff level of commitment to the work in the university, 15 items were used to measure the three types of staff commitment. Affective, continuance and normative commitments were measured using five items each. These five items were drawn together to form each of the types of commitment.

The items were measured on a discrete five-point Likert scale of one to five with 1 showing very low disagreement and 5 showing very high agreement. Based on this scale a theoretical mean of three (3) was derived and used to segregate responses into categories of agree/positive (greater than 3.0) and disagree/negative (less than 3.0). The results are presented in Table 10.

Table 10 shows that respondents had overall positive perception of organisational commitment (Mean = 3.154, Std. Dev. = .555).

Table 10: Staff Perceived Level of Commitment to the Work of the University

Types of Organisational Commitment	Mean	Std. Dev.
Affective commitment	3.231	.914
Continuance commitment	3.043	.809
Normative commitment	3.188	.771
Overall organisational commitment	3.154	.555

Source: Field Data, 2012. (n = 328)

Quite apart from staff perceiving all the three types of commitment positively, they perceived affective commitment more positively (Mean = 3.231, Std. Dev. = .914) than continuance commitment (Mean = 3.043, Std. Dev. = .809).

The study found that staff of UCC are generally committed. This was evidenced by a high mean of 3.154. The findings support the views of Greenberg and Baron (2003) and Maxwell and Steele (2003). According to Greenberg and Baron, and Maxwell and Steele employees in any organisation employees must be positively committed to the organisation in order for the organisation to achieve positive results.

Ongori (2007) further posited that commitment has been noted to be the ultimate outcome to effective employee performance in most organisations. The finding further supports the study of Ongori' which indicated that commitment has a great impact on the successful performance

of organisations. According to Ongori, committed people are persistent in tasks set and achieve set goals whereas uncommitted people are not. Therefore, it is important for employees in any organisation to develop positive attitude towards their commitment to the organisation.

Furthermore, staff were found to have a moderate but positive affective commitment whereas their continuance commitment level was found to be low. This finding implies that staff of the University had psychological identification with the university and its goals. The results further indicate that staff had intention of maintaining organizational membership and become involved appropriately in the work of the university. This finding confirms Conway and Monks' (2009) assertion that, affective commitment is related to a number of positive behavioural level outcomes and job attitudes.

The study further explored how employee commitment differs by staff classification and gender. Subsequently, the study tested the following hypotheses:

Hypothesis Three

H_0:   There are no statistically significant differences among senior members and senior staff with regard to employees' commitment.

H_1:   There are statistically significant differences among senior members and senior staff with regard to employees' commitment.

To explore further the difference between the views of senior members and senior staff with regard to employee commitment, the independent sample t-test was conducted to compare the perceptions of senior members and senior staff of the university on employee commitment. The results in Table 11 show that there was a statistically significant difference in the views of senior

members (Mean = 3.238, SD = .537) and senior staff (Mean = 3.106, SD = .561), [t = 2.085, df = 326, p = .038) with regard to staff perception of the overall employee commitment.

Table 11: Differences in the Perception of Senior Members and Senior Staff with Regard to Organisational Commitment

Variables	Staff Category	N	Mean	SD	t-value	p-value	η^2
Affective	Senior members	120	3.628	.825	6.335**	.000	.110
	Senior staff	208	3.001	.886			
Continuance	Senior members	120	2.937	.753	-1.820	.070	
	Senior staff	208	3.105	.835			
Normative	Senior members	120	3.148	.723	-.714	.476	
	Senior staff	208	3.212	.799			
Overall	Senior members	120	3.238	.537	2.085*	.038	.013
	Senior staff	208	3.106	.561			

Source: Field Data February, 2012.   **p<0.01   *p<0.05

(N = sample size, M = mean, SD = standard deviation and η^2 = eta square)

Based on Cohen's (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means is weak (eta square ($\eta2$) = .013).   The results in Table 11 show that senior members were more affectively committed to UCC than the senior staff (senior members - Mean = 3.628, SD = .825 and senior staff - Mean = 3.001, SD = .886), [t = 6.335, df = 326, p = .000]. Based on Cohen (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means with regard to

respondents view on affective commitment is large (eta square (η^2) = .110). Thus, 11 percent of the variances in respondents' perception on affective commitment is explained staff category.

The study found that, there is a statistically significant difference in commitment levels exhibited by senior members and senior staff of UCC. Senior members perceived the overall organisational commitment more positively than senior staff. Furthermore, senior members perceived affective commitment more positively than senior staff. However, the study found no statistically significant differences between the perception of senior members and senior staff with regard to continuance and normative commitments. Senior members enjoy the highest recognition, more autonomy and flexibility. In terms of remuneration they take much more pay and allowances amongst other benefits due them than senior staff. Therefore, it is not surprising that the study found senior members to be more committed than senior staff at UCC.

The finding of the current study confirms the study of Baron and Greenberg (1990) who found that older employees and those with tenure or seniority position report higher levels of commitment in organisations. Manetje and Martins (2009) argued that, respondents who are affectively committed to the organisation are more willing to maintain their relationship with the organisation than those who are normatively and continuance committed. The implication is that the null hypothesis which states that, there is no statistically significant difference between senior members and senior staff with regard to employee commitment was rejected.

Aside exploring the relationship between staff category and commitment, the study was interested in exploring other relationship that

might exist between employee commitment and gender. The study tested the following hypothesis pertaining to Research Question Five:

Hypothesis Four

H0:   There are no statistically significant gender differences in employee commitment to the University.

H1:   There are statistically significant gender differences in employee commitment to the University.

The independent sample t-test was used to compare the views of male and female staff of the University on their commitment to the University. The results in Table 13 show that with overall commitment which is made up of all the three forms of commitment, there was a statistically significant gender difference in the commitment of male staff (Mean = 3.219, SD = .561) and female staff (Mean = 3.028, SD = .524), [t = 2.985, df = 326, p = .003).

In testing the final substantive hypothesis it was found that there is a statistically significant difference in commitment levels demonstrated by male and female staff of UCC. The study found that male staff reported an overall commitment that is more positive than female staff. Perhaps the high commitment amongst males and low female commitment towards UCC could be attributed to the fact that UCC is a male dominated institution as evidenced by demographic result of the current study.

Table 12: Gender Differences in Staff Level of Commitment to the University

Variables	Gender	N	Mean	SD	t-value	p-value	η^2

		N	M	SD			
Affective	Male	217	3.385	.868	4.407**	.000	.056
	Female	111	2.928	.931			
Continuance	Male	217	3.048	.798	.145	.885	
	Female	111	3.034	.832			
Normative	Male	217	3.223	.754	1.137	.256	
	Female	111	3.121	.803			
Overall	Male	217	3.219	.561	2.985**	.003	.027
	Female	111	3.028	.524			

Source: Field Data, 2012.   **p<0.01   *p<0.05

(N = sample size, M = mean, SD = standard deviation and η^2 = eta square)

Based on Cohen (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means is weak (eta square ($\eta2$) = .027). Furthermore, as contained in Table 12, the results show a high statistically significant gender difference in staff level of affective commitment to the University for male staff (Mean = 3.385, SD = .868) and female staff (Mean = 2.928, SD = .931), [t = 4.407, df = 326, p = .000]. Founded on Cohen's (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means with regard to staff affective commitment to the university is moderate (eta square (η^2) = .056), meaning 5.6 percent of the variances in respondents view on staff affective commitment to the university is explained by gender. The results indicate that male staffs have an overall commitment that is more positive than the female staff in the University of Cape Coast. The study therefore rejects the null hypothesis that

there is no statistically significant gender difference with regard to staff commitment.

Jandeska and Kraimer (2005) in their study came out with two assumptions which are: (a) Male-dominated organisations results in lower job satisfaction and commitment in females. (b) Females working in organisations oriented towards collaborative cultures are assumed to have higher job satisfaction and organisational commitment than males due to motherhood feelings. The finding of this study confirmed the first assumptions of Jandeska and Kraimer (2005) but failed to confirm the second assumption. The result of the study therefore rejected the null hypothesis that, there are no statistically significant gender differences in employee commitment to the University

The relationship between staff perceived corporate culture and the level of employee commitment to the University

Research Question Six: What relationship exists between perceived corporate culture and employee commitment to the University? The study explored whether or not perceived corporate culture had any statistically significant relationship with level of commitment to the University. Relationships were established between variables using Pearson product moment correlation. Each of the variables was made up of more than one item. The items for each variable were pulled together. The number of items for each of the variables has already been explained. The following guidelines for interpreting correlation indices suggested by Cohen (1988) were used to interpret the obtained correlation coefficients:

r = 0.10 to 0.29 or -0.10 to -0.29   Weak

r = 0.30 to 0.49 or -0.30 to -0.49   Moderate

r = 0.50 to 1.0 or -0.50 to -1.0   Strong

r = 1.0 or -1.0   Perfect

Table 13 presents results on the relationship between perceived corporate culture and employee commitment. With regard to overall employee commitment, Table 13 shows a weak but positive association between overall employee commitment and perceived corporate culture (r = .152, n = 328, p = .006).

Table 13: The Relationship between Perceived Corporate Culture and Employee Commitment at University of Cape Coast

Variables	Mean	Std. Dev.	Perceived Corporate Culture	Preferred Corporate Culture
Affective commitment	3.231	.914	.366(.000)**	.139(.012)*
Continuance commitment	3.043	.809	-.009(.872)	.341(.000)**
Normative commitment	3.188	.771	-.097(.080)	.311(.000)**
Overall employee commitment	3.154	.555	.152(.006)**	.386(.000)**

Source: Field Data, 2012. **p<0.01 *p<0.05 (n= 328) p-values in parenthesis

The correlation matrix (Table 13) indicates that there was a moderate positive relationship between affective commitment and perceived corporate culture (r = .366, n = 328, p = .000). However, negative relationships were found between continuance commitment and perceived corporate culture, and

between normative commitment and perceived corporate culture. These relationships are even not statistically significant.

The study found that preferred corporate cultures were significantly and positively correlated with all the types of staff commitments at $\rho=0.01$ and $\rho= 0.05$ levels (see Table 13). Table 13 further shows that affective commitment is positively related to preferred corporate culture ($r = .139$, $n = 328$, $p = .012$). There was a significant and positive but moderate relationship between overall employee commitment and preferred corporate culture ($r = .386$, $n = 328$, $p = .000$).

The result of the correlation matrix indicates a weak but positive association between perceived corporate culture and employee commitment. The study found a moderate but positive association between affective commitment and perceived corporate culture. The findings suggest that the corporate culture pertaining to the University influence the commitment employees demonstrate. Out of the four variables in the conceptual framework (support culture, role culture, achievement culture and power culture) which was said to have a strong and positive relationship with employee commitment (affective, continuance and normative commitments), the study found a weak but positive relationship between all the four corporate sub-cultures and all the three types of commitments. The study, however, found that only affective commitment had a moderate but positive association with all the four corporate sub-cultures.

This finding of the study affirms the assertion of Silverthorne (2004). Silverthorne (2004) asserted that corporate culture is vital in developing and sustaining employee commitment. A study by Mahmudah (2012) found a

significant relationship between corporate culture and employee commitment. However, a study by Lahiry (1994) reported only a weak association between corporate culture and commitment. On the other hand, the study of Lok and Crawford (2004) on Hong Kong and Australian managers, which found innovative and supportive corporate culture having positive impact on organisational commitment, contradicts the findings of the current study.

Finally, the study explored how the preferred corporate culture can affect employee commitment. The study found a statistically significant but positive association between employee commitments and preferred corporate culture. The result suggests that, the more staff perceived the organisational culture of the University positively the more they become committed and vice versa. The result has a wide ranging implication to Management of University of Cape Coast. The result suggests that, predisposition towards achievement culture will in turn lead to positive employee commitment.

Chapter Summary

In conclusion, the study examined the perceived corporate culture and employee commitment of University of Cape Coast. According to Hassan (2000) corporate culture have significant effects on personnel attitudes and commitments towards their organisations. The results from the research found that, employees of University of Cape Coast perceived the role culture as the most dominant culture however, the results indicated that, employees prefer the achievement corporate sub-culture to be the existing culture at UCC. Furthermore, the study found that male employees have a better perception of the prevailing corporate culture and are more committed than female

employees. The results showed that, employees generally are committed to the University. Moreover, senior members were found to be more committed than senior staff. The study found significant correlations between corporate culture and commitment of employees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to describe the perceived corporate culture and commitment of senior members and senior staff of University of Cape Coast. A descriptive cross-sectional survey design was employed to describe the perception of staff on the existing corporate culture, preferred corporate culture, gender differences in perceptions of corporate culture and commitment. Pearson's product-moment correlation coefficient was applied to establish relationships between existing corporate culture and employee commitment. Furthermore, the Independent T-Test (analysis) was used to test hypotheses. A total of 328 senior members and senior staff was used for the study. Questionnaires were adopted as the instrument for data collection. The findings were organized in line with the research questions which were formulated to give direction to the study. This chapter presents the findings of the study, conclusions, and recommendations as well as suggestions for further research.

Key findings of the study

With respect to the first objective of the study, major findings for how staff perceive the corporate culture of the University were as follows:

1. The study found that respondents have a positive perception of the corporate culture of University of Cape Coast, and this was evidenced with the mean of 3.473 (Std. Dev. = .357).

Respondents indicated that they were familiar with formality, rules, standard operating procedures and hierarchical co-ordination in their daily operation. This was confirmed as the role corporate sub-culture scored the highest mean of 3.784 (Std. Dev. = 4.79) amongst all the four corporate

sub-cultures examined. The study found statistically significant gender variation in staff perception of the university's corporate culture. Males perceived the corporate culture of UCC more positively than their female counterparts (Mean = 2.950, SD = .645) and female staff (Mean = 2.748, SD = .614), [t = 2.734, df = 326, p = .007].This implied that the male staff of UCC felt at home and were more comfortable than their female counterparts as far as the University's corporate culture is concerned. Consequently, the null hypothesis was refuted since the study found a gender difference in staff perception of the existing corporate culture.

Regarding the second objective which examined staff preferred corporate culture, and the variation in the perception of existing corporate culture based on staff categorization, the findings were as follows:

2. Staff of UCC preferred the achievement culture and desired it to be the dominant corporate culture existing in the institution. This was confirmed by a high mean value of 4.296 (Std. Dev. = .4.21). The high mean for preferred achievement culture is an indication to management that staff are probably tired of the bureaucratic system and prefer a change in the behavioural pattern of the institution.

3. Furthermore, the study found a statistically significant difference in perceived corporate culture between senior members (Mean = 3.368, SD = .226) and senior staff (Mean = 3.234, SD = .406), [t = 3.823, df = 326, p = .000]. The finding implied that there are variations in the perceived corporate culture among senior members and senior staff.

With respect to the third objective of assessing the self – reported level of commitment of staff of UCC, the findings were as follows:

4. Staff reported positive commitment towards the work of UCC (Mean = 3.154, Std. = .555). In addition, the study found that staff were affectively committed to UCC (Mean = 3.231, Std. = .914). This is a good indication of their preparedness to champion the course of the institution.

5. The study found a statistically significant difference between the reported commitment level of senior members and senior staff. The results indicated that, senior members (Mean = 3.628, SD = .825) were more affectively committed than senior staff (Mean = 3.001, SD = .886), [t = 6.335, df = 326, p = .000]. However, since senior staffs were the less privileged the result implies a high perception of continuance and normative commitment among them.

6. In relation to gender differences in commitment, the study identified a statistically significant gender difference in the level of commitment of the male (Mean = 3.219, SD = .561) and female staff (Mean = 3.028, SD = .524), [t = 2.985, df = 326, p = .003).

7. Males were found to be more affectively committed than their female counterparts (Mean = 3.385, SD = .868) and (Mean = 2.928, SD = .931) [t = 4.407, df = 326, p=.000] respectively. Subsequently the null hypothesis was rejected.

With regard to the fourth line of investigation, which explored possible relationships between the perceived corporate culture and level of employee commitment to UCC, the study found the following:

8. A weak but positive association exists between overall employee commitment and perceived corporate culture (r = .152, n = 328, p =

.006). Also, the results showed a moderate positive relationship between affective commitment and existing corporate culture (r = .366, n = 328, p = .006). On the other hand, staff preferred corporate culture was statistically significant and positively correlated with all the types of commitment.

Conclusions

The role culture was identified as the most perceived corporate culture. This is characteristic of public institutions of which UCC is no exception. Moreover, male staff were found to have more positive opinion of the role culture than the females. Thus, the first and second research questions proposed for the study were answered.

Furthermore, the results showed that staff preferred the achievement culture to dominate in the University. The result gives an indication to management of UCC that staff prefer some level of flexibility in policies and rules of the role culture. Thus, some level of autonomy should be given to employees in order to encourage innovation as well creativity from employees. Therefore, the second objective of the study was achieved.

The study found that senior members have more positive commitment toward UCC than the senior staff. This can be attributed to the role they play in the University, privileges, remuneration and the reputation that is attached to their status. The study further indicated that, males were more committed than females.

Furthermore, the study found a statistically significant relationship between perceived corporate culture and employee commitment. The result

answered the Research Question 4 and confirms numerous studies that found statistically significant relationship between corporate culture and commitment.

Recommendations

Based on the finding and conclusions drawn from this study, it is recommended to Management in concert with Division of Human Resource Management and Training and Development to undertake the following:

1. The Division of Human Resource should reduce the anxiety and rigidity that are associated with role culture and rather make the system flexible enough to allow for change.

2. Management should direct Training and Development to strengthen or give more emphasis to achievement culture through training programmes that focus on team building, innovativeness and change to evoke initiative and competitiveness in employees to promote an achieving culture. Furthermore, the Directorate of Research, Innovation and Consultancy's mandate should be widened to focus on and institutionalise administrative innovation that will help realise the achievement culture.

3. Division of Training and Development should institutionalise training programmes that align staff values with the values and goals of the University to promote person-organisation-fit. To this end staff commitment towards the work of UCC will increase.

4. To employ affirmative actions to increase the female population in the University to ensure an equal platform of operation by both genders.

The Division of Human Resource should create special conditions that will attract, motivate and retain female staff. To this end the establishment of Centre for Gender Research, Advocacy and Documentation is a step in the right direction. By this the commitment and confidence level of females will increase.

5. That the Directorate of Human Resource Management should institute measures that recognize the role senior staff play in the delivery of the core duty of UCC. In addition, put in place mechanisms to motivate senior staff thereby increasing their commitment level.

Recommendations for future research

The following related areas could be researched on to add to the insights gained by the study. First, it is recommended that, since the current study was limited to only the senior members and senior staff, an empirical study should be carried out to find out the corporate culture and commitment of junior staff of University of Cape Coast. Furthermore, research should be done toascertain under which conditions organisational culture is critical to the effectiveness and efficiency of an organisation's performance, a study should conducted to find out the relationship between corporate culture, performance and commitment of staff of UCC. Again, an empirical study should be done to ascertain the corporate culture and commitment of teaching and non-teaching staff of the University to canvas their opinions on the culture existing. This will enable Management to carve out ways of bridging the corporate culture gap.

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APPENDICES

University of Cape Coast

Cape Coast, Ghana

School of Business

Department of Management Studies

Dear Sir/Madam,

The bearer of this letter, Ms. Joana Eva Kyereboah, is an MBA (Human Resource Management) student of the School of Business. She is writing her thesis on "Corporate Culture and Employee Commitment at University of Cape Coast".

We would therefore be grateful if you could give her the permission to administer her questionnaires in the selected faculties/departments within University of Cape Coast.

Thank you.

Yours faithfully,

Signed

Francis Boachie-Mensah

HEAD

Appendix B: Questionnaire

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRE ON CORPORATE CULTURE AND EMPLOYEE

COMMITMENT AT UNIVERSITY OF CAPE COAST

Dear Respondent,

I am a student of University of Cape Coast, offering Master of Business Administration programme at the School of Business. This questionnaire attempts to solicit for information for my research work on 'corporate culture of the University of Cape Coast and commitment of the employees'. This research is in partial fulfillment of the requirement for the award of a Master of Business Administration Degree in Human Resource Management at University of Cape Coast. All the answers you provide will be treated in the strictest of confidence. I would appreciate it if you could kindly take a little of your time to complete the questionnaire. Please feel free to answer the questions as objectively and truthfully as you can and hand in the completed questionnaire to me or my representative. I apologize for the length of the questionnaire; however, the nature of the study does not allow me to shorten it in anyway.

Thank you for your co-operation.

Section A: Biographic Data

Please tick [√] the appropriate box which is applicable to you in each question

1.   Please indicate your gender:

      a.   Male   [ ]   b. Female   [ ]

2.   Which staff category do you belong?

      a.   Senior member   [ ]   b. Senior staff   [ ]

             i. Academic   [ ]   i. Academic   [ ]

ii. Non-Academic [   ]   ii. Non-Academic   [   ]

3.   What is your highest level of education? (Please tick [√])

    a.   SSCE/O'level/ A'level [   ]   d. MPhil/MEd/MSc/MBA   [   ]

    b.   Diploma   [   ]   e. Doctorate Degree   [   ]

    c.   Degree   [   ]   f. Others specify…………..

4.   Age of respondent

    a. Between 20 and 30 years   [   ]   d. Between 51 and 60 years[   ]

    b. Between 31 and 40 years   [   ]   e. Above 60 years   [   ]

    c. Between 41 and 50 years   [   ]

5.   How long have you worked with the University?

    a. Between 1 – 5 years   [   ]   d. Between 16- 20 years   [   ]

    b. Between 6 – 10 years   [   ]   e. 21 years and above   [   ]

    c. Between 11 – 15 years   [   ]

Section B: Measurement of Corporate Culture and Commitment

Instructions:

Section B of the questionnaire is in two parts; the first part contains questions on existing culture (meaning the way things are at present) and preferred culture (meaning the way you would like the organization to be). The second part contains questions on organizational commitment. Please you are expected to respond to all the questions in both Part One and Part Two.

Part One-Existing and Preferred Organization Culture

There are four types of organizational culture with 15 statements each. These statements seek to find out the existing culture (see space on left side) and preferred culture as well (see space on right side). On a scale of 1 to 5, where 1 denotes very low disagreement and 5 denotes very high agreement; please

indicate your preference by rating these 15 statements. ***Please tick in the spaces provided for the existing culture as well as the preferred culture.***

Ranking Key: 5= Very High Agreement;   4= High Agreement;   3= Fairly High Agreement; 2= Low Agreement;   1=Very Low Agreement

I.   **Support Culture**

Existing Culture   **Preferred Culture**

5	4	3	2	1	Statement	5	4	3	2	1
					a. Employees of UCC give greatest priority to co-operating with other people with whom they work, to solve work and personal problems.					
					b. Successful employees are those who build close working relationships with others by being responsive and caring.					
					c. The University treats employees as "family" who like to care and support one another.					
					d. Employees are managed by their own desire to be accepted by others and to be good members of their own work group.					
					e. Decision-making processes are characterized by the use of consensus decision-making methods to gain acceptance and support for decision.					
					f. Assignments of tasks or jobs to individuals are based on the personal preference of the individuals and their needs for growth and development.					
					g. Employees are expected to be good team workers/supportive.					
					h. Those in authority and supervisor are expected to be concerned about the personal concerns and needs of those who they supervise.					
5	4	3	2	1		5	4	3	2	1
					i. It is considered legitimate for one					

5	4	3	2	1		Statements	5	4	3	2	1
						employee to tell the other what to do when the other person ask for his or her help.					
					j.	Motivation to work is primarily the result of people wanting to help others.					
					k.	Relationship between departments is generally friendly, with a high level of responsiveness to requests for help from other departments.					
					l.	Intergroup and personal conflicts are usually dealt with in a manner that maintains good working relationships and minimizes the chances of people being hurt.					
					m.	The external environment of UCC is responded to as though it were a community of inter-dependents parts in which the common interests are the most important.					
					n.	If rules and system get in the way, employees' by-pass them to accomplish their task or perform their jobs better.					
					o.	New employees are expected to learn how to develop good working relationship with others.					

Please tick in the spaces provided for the existing culture as well as the preferred culture.

Ranking Key: 5= Very High Agreement; 4= High Agreement; 3= Fairly High Agreement; 2= Low Agreement; 1=Very Low Agreement

II. Role Culture

Existing Culture   **Preferred Culture**

5	4	3	2	1		Statements	5	4	3	2	1
					a.	Employees of UCC are expected to give greatest priority to strictly carrying out their duties by the use of the policies/procedures of the work.					
5	4	3	2	1			5	4	3	2	1
					b.	Successful employees are					

5	4	3	2	1		5	4	3	2	1
					those who use the rules/systems to do things correctly.					
					c. The University treats employees as "persons" whose time and energy are bought through a contract, with rights and obligations for both sides.					
					d. Employees of UCC are managed by the system, rules and procedures that outline what they should do and the right ways of doing it.					
					e. Decision-making processes at UCC are characterized by reliance on policies and procedures for making decisions.					
					f. Assignments of tasks to individuals are based on the needs and plans of the organization.					
					g. Employees of UCC are expected to be carrying out the duties and responsibilities of their jobs.					
					h. Those in authority and supervisors are expected to be avoiding the exercise of the authority for their own advantage.					
					i. It is considered legitimate for one employee to tell another what to do when it is part of the responsibilities included in his or her job description.					
					j. Motivation to work is primarily the result of acceptance of the norm of providing a "fair day's work for a fair day's pay".					
					k. Relationships between departments are generally characterized by indifference towards each other.					
5	4	3	2	1		5	4	3	2	1
					l. At UCC intergroup and					

5	4	3	2	1	Statements	5	4	3	2	1
					personal conflicts are usually avoided by reference to rules and formal definitions.					
					m. The external environment of UCC is responded to as though it were an orderly system in which relationships are determined by structures and procedures.					
					n. If systems or procedures get in the way, employees go through the proper channels to get permission to deviate from them or have them changed.					
					o. New employees need to learn the formal rules and procedures and to abide by them.					

Please tick in the spaces provided for the existing culture as well as the preferred culture.

Ranking Key: 5= Very High Agreement;   4= High Agreement;   3= Fairly High Agreement; 2= Low Agreement;   1=Very Low Agreement

III.   Achievement Culture

Existing Culture   **Preferred Culture**

5	4	3	2	1	Statements	5	4	3	2	1
					a. Employees of UCC give greatest priority to finding better ways of meeting the challenges of their work.					
					b. Successful employees are those who are technically competent and effective.					
					c. The University treats employees as "associates" or peers who are mutually committed to the achievement of a common purpose.					
5	4	3	2	1		5	4	3	2	1
					d. Employees are managed by					

5	4	3	2	1			5	4	3	2	1
						their own commitment to achieving the goals of the organization.					
					e.	Decision-making processes are characterized by decision making close to the point of action, by the employees on the ground.					
					f.	Assignments of tasks or jobs to individuals at UCC are based on matching the requirements of the job with the interests of the individuals.					
					g.	Employees are expected to be willing to challenge their supervisors if that is necessary to obtain good results.					
					h.	Those in authority and supervisor are expected to be willing to accept subordinates ideas about task.					
					i.	It is considered legitimate for one employee to tell the other what to do when he or she has greater knowledge/expertise to guide the other on what to do.					
					j.	Motivation to work is primarily the result of strong desire to contribute to the success of the organization.					
					k.	Relationship between departments is generally co-operative when they need to achieve common goals.					
					l.	Intergroup and personal conflicts are usually resolved through discussions aimed at getting the best outcomes possible for the work issues involved.					
					m.	The external environment of UCC is responded to as though it were a competitions for excellence in which productivity, quality and innovation bring success.					
5	**4**	**3**	**2**	**1**			**5**	**4**	**3**	**2**	**1**
					n.	If rules and system get in the					

5	4	3	2	1	Statement	5	4	3	2	1
					way, employees tend to ignore or by-pass them to perform their jobs better.					
					o. New employees are expected to learn to take the initiative to apply their skills and knowledge to their jobs.					

Please tick in the spaces provided for the existing culture as well as the preferred culture.

Ranking Key: 5= Very High Agreement;   4= High Agreement;   3= Fairly High Agreement; 2= Low Agreement;   1=Very Low Agreement

IV. Power Culture

Existing Culture   **Preferred Culture**

5	4	3	2	1	Statement	5	4	3	2	1
					a. Employees of UCC give greatest priority to meeting the demands of supervisors/high ranking members.					
					b. Successful employees are those who know how to please their supervisors.					
					c. University treats employees as "hands" whose time and energy are at the disposal of persons at higher levels in the organization.					
					d. Employees of UCC are managed by officials in positions of authority, who exercise their power through the use of rewards and punishment.					
					e. Decision-making processes at UCC are characterized by orders/instructions that come down from higher levels.					
5	4	3	2	1		5	4	3	2	1
					f. Assignments of tasks or jobs					

					to individuals at UCC are based on the wishes of those in position of power.					
					g. Employees at UCC are expected to be compliant and loyal to the interests of those to whom they report.					
					h. Those in authority and supervisors are expected to be strong and decisive.					
					i. It is considered legitimate for one employee to tell another what to do when he or she has more authority, or "influence" in the organization.					
					j. At UCC, motivation to work is primarily the result of fear of punishment.					
					k. At UCC, relationships between departments are generally competitive, with both looking out for their own interests.					
					l. At UCC, intergroup and personal conflicts are usually dealt with by the personal intervention of people at higher level of authority.					
					m. The external environment of UCC is responded to as though it were a jungle, where the organization is in competition for survival with others.					
					n. If rules, systems or procedures get in the way, employees break them if they have enough "power" to get by with.					
					o. New employees of UCC need to learn the norms (unwritten rules) that have to be observed if they are to stay out of trouble.					

Section C: Measuring Organizational Commitment

This section measures affective, continuance and normative commitment types. There are 5 statements on each of the organizational commitment types mentioned. On a scale of 1 to 5, where 1 denotes least agreement and 5 denotes highest agreement. You are requested to indicate the extent to which you agree or disagree in the appropriate space provided.

Ranking Key: 5= Very High Agreement; 4= High Agreement; 3= Fairly High Agreement; 2= Low Agreement; 1=Very Low Agreement

Affective Commitment	5	4	3	2	1
1. I would be very happy to spend the rest of my career with UCC.					
2. I enjoy discussing work place issues with outsiders					
3. I feel "part of the family" of UCC					
4. I feel a strong sense of belonging to UCC.					
5. I feel emotionally attached to UCC.					
Continuance Commitment	5	4	3	2	1
6. It would be very difficult for me to leave UCC right now - even if I wanted to.					
7. One of the major reasons that I continue to work for UCC is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits that I have here					
8. One of the few serious consequences of leaving UCC is the scarcity of available alternatives					
9. I am afraid what might happen if I quit my job without having another one lined up.					
10. At this point, remaining with UCC is a matter of necessity as much as desire					
Normative Commitment	5	4	3	2	1

11. I believe that these days, people move from one company to another too frequently					
12. One of the major reasons that I continue working for UCC is that I believe that loyalty is important and thus I feel a sense of moral obligation to remain here.					
13. If I got another offer for a better job elsewhere I would not feel it was right to leave UCC.					
14. I do believe that a person must always be loyal to his /her organization.					
15. Things were better in the old days when people stayed with one organization for most of their careers.					

Thank you!