

UNIVERSITY OF CAPE COAST

**ORGANIZATIONAL CULTURE AND ITS RELATIONSHIP TO
ORGANISATION PERFORMANCE AT GHANA EDUCATION SERVICE
HEAD OFFICE – ACCRA**

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ORGANISATION PERFORMANCE AT GHANA EDUCATION SERVICE
HEAD OFFICE – ACCRA

BY

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DEVELOPMENT

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date

Name: Regina Bekoe

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast

Supervisor's Signature: Date

Name: Professor Lawrence Owusu Ansah

ABSTRACT

The main objective of this research is to find out the organisational culture that exist at Ghana Education Service (GES) Head Office and to determine if this culture has any relationship with the organisation's performance. The study is also targeted at getting feedback from respondents on the way forward for the organisation in the area of study.

This study looked at performance in eleven areas including the organisation's mission, ethics and accountability, leadership and management, strategic planning, finance and technology.

The research was centered on five divisions of the organisation. The main tools for data collection were questionnaires and interview. The conclusions drawn in the study are that the existing culture does not mirror the preferred culture; culture and performance have a mutually reciprocating relationship.

The study showed that the current level of performance could be improved if support systems in the area of finance, staff and technology are put in place. Furthermore the organisation should encourage shared leadership and give credit to others when they do the right things. Staff need to be trained in information technology so they can be current in the use of the technology.

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DEDICATION

To my family.

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ACRONYMS

OD	-	ORGANISATION DEVELOPMENT
GES	-	GHANA EDUCATION SERVICE
CRDD	-	CURRICULUM RESEARCH DEVELOPMENT DIVISION
HRMD	-	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

CHAPTER ONE

INTRODUCTION

Background to the study

No organisation in the twenty-first century would boast about its constancy, sameness, or status quo standing compared to ten years ago. Stability is interpreted more often as stagnation than steadiness, and organisations that are not in the business of change and transition are generally viewed as unmanageable. The frightening uncertainty that traditionally accompanied major organisational change has been superseded by the frightening uncertainty that is now associated with staying the same. Change in organisations is pervasive because of the degree and rapidity of change in the external environment.

The purpose of this research is to assist in understanding the way in which culture can be diagnosed and changed in order to enhance organisational performance. Since culture is such a crucial factor in the long-term effectiveness of organisations, it is imperative that those charged with managing organisational culture be able to measure key dimensions of culture and to develop a strategy for changing it. Culture enables people to see the goal alignment and motivates them to higher levels of performance, as shared values make people feel good about the organisation and commit their capability and potential sincerely to the organisation. Such strong culture acts like intrinsic motivator. Empowerment,

decisiveness, learning attitude, and team working are some of the attributes of strong organisational culture. Culture at this level is the real driver for superior performance and a definite source of competitive advantage that is very difficult for competitors to emulate.

Organisation Development (OD) according to Beckhard and Harris (1987) is an effort, planned organisation-wide and managed from the top, to increase organisational effectiveness and health through planned interventions in the organisational processes using behavioural science knowledge. French and Bell (1984), also state that organisation development is the applied behavioural science discipline that seeks to improve organisations through planned systematic, long-range efforts focused on the organisation culture and its human and social processes. They add that organisation development is a process of people managing the culture of an organisation, rather than being managed by it. The importance of studying organisational culture is that it helps profile the current state of organisational culture, a preferred culture for the future, and it outlines a process for moving from the current to the preferred state. It also serves as a source guide in the sense that it helps explain the core dimensions of culture and it illustrates the power of culture in enhancing organisational effectiveness.

It is therefore very important to study the culture of Ghana Education Service Head Office to find out the type of culture that prevails there and its relationship with the performance of the sector.

Since its earliest days, Organisation Development has been evolving rapidly, especially in the last 20 years. Some of the recent influences on

organisation development include the neo-liberalism of the late 1980s and the increasingly competitive organisational environment. As an adaptation to this changed context, Organisation Development has recognized the importance of dealing with issues of task, strategy and performance. Organisation development has become more responsive to the strategic needs of the organisation and its interrelationship with the environment as interpersonal issues are seen as relevant by most client systems only in so far as they influence task accomplishment. Organisation development is therefore no longer concerned only with 'micro-interventions' such as team building (though these are still very important), but also with macro issues of strategic planning, reward systems, management structures and information systems. OD is now integrating structure versus processes issues: performance versus people issues.

The focus of most organisation development change efforts is on changes in an organisation's culture. This research is on the culture of the organisation in the area of power, role, achievement and support as they relate with organisational performance at the Head Office of Ghana Education Service to see if there will be the need for change in the current culture of the organisation. Every organisation has its own culture. An organisation's culture is similar to an individual's personality – an intangible yet ever-present theme that provides meaning, direction, and the basis for action. In much the same way as personality influences the behavior of an individual, the shared assumption among an organisation's members influence opinions and actions within that organisation.

In OD, performance improvement is the concept of organisational change in which the managers and governing body of an organisation put into place and manage a programme. This programme measures the current level of performance of the organisation and then generates ideas for modifying organisational behavior and infrastructure which are put in place in order to achieve a better level of output. The primary goals of organisational improvement are to improve organisational effectiveness and organisational efficiency in order to improve the ability of the organisation to deliver its goods and/or services in the marketplaces in which the organisation competes. Another area which is sometimes targeted for improvement is organisational efficacy which involves the process of setting organisational goals and objectives. Performance improvement at the operational or individual employee level usually involves processes such as statistical quality control. At the organisational level, performance improvement usually involves softer forms of measurement such as customer satisfaction surveys which are used to obtain qualitative information about performance from the viewpoint of customers.

In recent years the importance of an organisation's 'culture' in determining how it functions has been increasingly emphasized. Culture can be understood as a pattern of learned assumptions about how to behave or in more colloquial language the way we do things around here. Organisations are much more complex than the formal aspects which can be easily seen above the water-line such as the organisational charts, job descriptions, the mission statements or strategic plans. The ways in which organisations perform are often more

influenced by the informal things which occur ‘below the water-line’ such as the way people relate unofficially, the political manoeuvring, the personalities involved, and the ways decisions are made.

The analogy of a hippo or an iceberg is often used to illustrate this reality.

In more literary terms, Schein (1984) likens culture to lily pads:

“There you can see the lilies floating on top of the pond ... but you do not see the roots that may go down 10-15 feet, deeply bedded down in the mud that made the lily pad grow. If you do not get down into these roots and down into the mud, you do not understand the whole process. (Schein quoted in Info-line 1988:5)”.

Organisation Development is based on an action research model of continual data collection, analysis and feedback for collective awareness – on the assumption that for effective change to occur, issues and solutions should be owned internally not displaced. This is underpinned by a normative, re-educative change strategy which works with the heart and the head by supporting learning processes that accept the psychological resistance to the change of fundamental attitudes (Rao and Kellerher 1995). Organisation Development must meet a felt need of the organisation and have an end of improved performance, not be an end in itself.

Statement of the problem

Organisational culture conveys a sense of identity to employees, provides unwritten and, often, unspoken guidelines for how to get along in the organisation, and enhances the stability of the social system that they experience. Unfortunately, people are unaware of their culture until it is challenged, until they experience a new culture, or until it is made overt and explicit through, for example, a framework or model. Such a framework or model has not been used to assess the culture of Ghana Education Service Head Office in Accra and its relationship with the organisation's performance. It is for this reason that this research is being undertaken. Managing performance requires Ghana Education Service Head Office to reconcile caring for and developing its workers and ensuring that departmental and organisational aims are achieved. Managing performance requires the organisation to strike a balance between compassion and accountability.

Good modern managers strive to balance organisational culture and performance according to the situations in which performance needs managing. This involves judging each different situation on merit and deciding a course of action and management style that is right for the situation. The implementation of best practices, right culture and effective use of the teams can go a long way to enhance the performance of Ghana Education Service Head Office. Companies all over the world pride themselves as being the best in their respective markets. Most of the cases these companies use their annual turnovers and bottom-line profit to attest their superiority. However, bottom line profits and turnover alone

is not enough to determine whether the company is the best. The assessment thus seeks to establish whether Ghana Education Service Head Office's existing culture corresponds with the preferred culture and also find out how the culture relates to the organisation's performance.

General objectives of the study

The main objective of this research is to assess the culture that exist at GES Head Office and to determine if this culture has any relationship with the organisation's performance. The study is also targeted at getting feedback from respondents on the effect of the organisation's culture on performance.

Specific objectives

- To access the existing and preferred culture of GES Head Office.
- To evaluate the performance level of GES Head Office.
- To analyze the relationship that exists between the culture and performance level in the organisation.
- To collect feedback from respondents on the way forward for the organisation in the area of culture and performance.
- Suggest recommendations on the way forward for the organisation.

Research questions

The study seeks to answer the following questions:

- How does the existing organisational culture at Ghana Education Service Head Office mirror the preferred culture?
- What is the performance level in the organisation?
- What is the relationship between the organisation's culture and performance?

Significance of the study

Over the years, the research has shown the hidden “power” of organisational culture, as other initiatives and management fads fail. The interest here is dig deeper into the subject, and connects this to other areas of interest, such as leadership and strategy. Usually the aspects of performance that make the biggest demands on managers, and create the biggest challenges and problems, are those areas concerned with a 'failure' to perform to a certain standard or target or other requirement. Performance below standard creates a management headache. It makes sense therefore to look at performance at the level of basic standards and responsibilities. The significance of this study is to assist in understanding the way in which culture can be diagnosed and changed in order to enhance organisational performance. Since culture is such a crucial factor in the long-term effectiveness of organisations, this study will help policy makers to be mindful of the kind of culture that exist in the organisation and how to either harness that culture or call for a cultural change at the Head Office. This study will also make respondents and readers aware of how culture can or cannot influence the performance of the organisation negatively or positively.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter examines relevant literature on organisational culture and its Relationship with organisational performance at GES Head Office. The review has been done under the following sub-headings: Organisational culture, Types of Organisational Culture and Organisational Performance.

Organisational culture

Organisations are social entities made up of individuals and inanimate machines. Where individuals or groups exist for a common purpose, a pattern of doing things evolves and is referred to as culture. Culture is commonly referred to as how a group of people behave, how they do things, accompanied by a set of beliefs, values and agreed upon environment or 'feel' to the organisation. Organisational culture is a relatively new type of organisational analysis that is borrowed from the field of anthropology. Pettigrew (1979) first described culture as an organisational unit of concern. In the short time since culture and its relevance to organisational systems have matters of academic and professional concern, many books and articles have been written to define and to describe the nature of organisational culture. To date, no single, universally accepted

definition exists. However, Reichers & Schneider (1990) state that the term organisational culture generally is accepted as referring to the shared meanings, beliefs, and understandings held by a particular group or origination about its problems, practices and goals.

It was not until the beginning of the 1980s that organisational scholars began paying attention to the concept of culture (Ouchi 1981; Pascale & Athos 1981; Peters & Waterman 1982; Deal & Kennedy 1982). This is one of the few areas, in which organisational scholars led practising managers in identifying a crucial factor affecting organisational performance. In most instances, researchers and scholars have focused mainly on documenting, explaining, and building models of organisational phenomena that were already being tried by management (e.g., Total Quality Management, Downsizing, Reengineering, and Information Technology). Organisational culture, however, has been an area in which conceptual work and scholarship have provided guidance for managers as they have searched for ways to improve their organisations' effectiveness.

The reason organisational culture was ignored as an important factor in accounting for organisational performance is that it refers to the taken-for-granted values, underlying assumptions, expectations, and definitions present in an organisation. It represents "how things are around here." It reflects the prevailing ideology that people carry inside their heads. It conveys a sense of identity to employees, provides unwritten and, often, unspoken guidelines for how to get along in the organisation, and enhances the stability of the social system that they experience. Unfortunately, people are unaware of their culture until it is

challenged, until they experience a new culture, or until it is made overt and explicit through, for example, a framework or model. This is why culture was ignored for so long by managers and scholars. It is simply undetectable most of the time.

Of course, there are many kinds or levels of culture that affect individual and organisational behavior. At the broadest level, a global culture, such as the culture of a world's religion or the culture of the Eastern hemisphere would be the highest level. At a less general level are national cultures (e.g., French culture) or subgroup cultures such as gender-based cultures (i.e., distinctive ways in which men and women view the world), racial group cultures (e.g., differences between blacks and whites), occupational cultures (e.g., banking culture), or socioeconomic group culture (e.g., rich versus poor). Each of these cultures is generally reflected by unique language, symbols, and ethnocentric feelings. Still less broad is the culture of a single organisation, which is the level at which this research is aimed. An organisation's culture is reflected by what is valued, the dominant managerial and leadership styles, the language and symbols, the procedures and routines, and the definitions of success that make an organisation unique.

Organisational culture has been an important theme in management and business research for some two decades. One reason for this is that organisational culture has the potential to affect a range of organisationally and individually desired outcomes. Ritchie (2000) notes that, from the time of the earliest writers on organisational culture (including, for example, Deal & Kennedy 1982; Ouchi

1981), it has been suggested that organisational culture affects such outcomes as productivity, performance, commitment, self confidence, and ethical behavior. Similarly, in agreement with more recent writers, Holmes & Marsden (1996) have repeated the assumption that organisational culture impacts significantly on an organisation, its employees' behavior and motivations and, ultimately, organisation's financial performance. Organisational culture has been argued to be relevant in a variety of contexts including the adoption of innovative technologies and workplace practices.

However, despite both the longevity and currency of claims about the association between organisational culture and desired organisational and individual outcomes, Detert et al. (2000), Pettigrew (1990) and Schein (1996) state that little empirical research has been conducted to provide evidence for the claims. In particular, little empirical research has examined the impact of organisational culture on outcomes that have otherwise attracted considerable and consistent attention in the organisational and management literatures, including organisational commitment, job satisfaction, and propensity to remain with (or leave) the organisation. Edgar Schein (1985) contends that the concept of organisational culture often is misunderstood and is confused with the related concepts of climate, ideology, and style. Edger Schein (1984), defines culture as a pattern of basic assumptions and beliefs about the organisation and its environment, invented or developed by a given group as it learns to cope with its problems of external integration.

He went on to state that organisational culture can be understood in three different levels, basic assumptions, beliefs and artifacts.

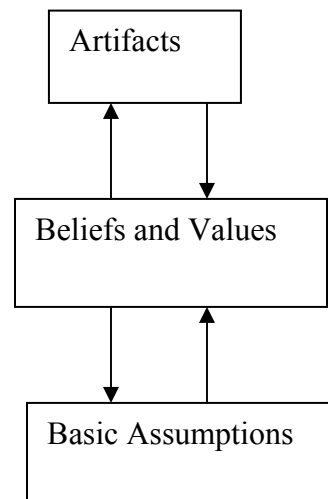


Figure 1: Levels of organisational culture

Source: Edgar Schein 1992

Basic assumptions are unconsciously held learned responses which determine how group members perceive, think and feel. On the other hand values and beliefs are part of individuals' consciously held conceptual apparatus, which they use to justify their actions and evaluate outcomes. The third level of culture comprises visible artifacts, by which is meant everything from office layout, dress codes and books relating company history, to stories, myths and symbols. Daft (1989) adds that artifacts are objects and physical settings manufactured by people and which express cultural beliefs and values. Although artifacts are easy to observe, they are hard to decipher. In other words, it is difficult for an observer

to interpret the meaning of an artifact. A symbol that has one meaning for one group may have a different meaning for another group. Martin et al. (1983) also state that organisational stories are another potential weapon in the practising manager's armory.

Stories are narratives which focus on a single, unified sequence of events, and which we apparently drawn from the institutions' history. They tell of how the organisation's leaders handled a crisis or a surprise. These stories reinforce underlying assumptions and they teach new employees about the organisation's assumptions.

All three levels of an organisation's culture are extremely powerful determinates of organisational life, and are intuitively incorporated into the actions of skilled executives who use them to manage people, formulated strategy and induce organisational change. From Schein's accession it can be said that Ghana Education Service exhibits these three levels of culture and this is seen in the way they undertake their day-to-day activities.

Morgan (1986) contends that organisational culture evolves from social practices of members of an organisation and is therefore socially created realities, which exeunt in the head and minds of original members as well as formal rules, policies and procedures of original structures.

Effective communication allows the people to feel a part of the organisation and own it as well. Much as team building increases the understanding of individual roles and responsibilities it also allows team members

to identify, develop and implement effective ways of addressing task and relationship related problems that are likely to occur within the organisation.

Culture is critical to guiding behaviors and making choices about organisational design. Organisational culture is the set of important assumptions often unstated that members of an organisation share in common.

McLean and Marshall (1993) state that organisation's culture is the collection of traditions, values, policies, beliefs, and attitudes that constitute a pervasive context for everything we do and think in an organisation. By this it means that organisational culture give a sense of identity for the organisation. Similarly, Pearce and Robison (2005) add that organisational culture is the set of important assumptions often unstated that members of an organisation share in common. The shared assumptions among a firm's members influence opinions and actions within that organisation.

But for Reichers and Schneider (1990) as well as for Schein, culture is less conscious, it exists at a deeper level. These theorists regard the above definitions as art factual and resulting from culture; none describe the "essence of culture" itself. According to Schein (1984) the essence of culture is the basic assumptions and beliefs that are "invented, discovered, or developed" by all members of a group as it copes "with its problems of external adoption and internal integration" and which are "taught to new members as the correct way to perceive, think, and feel in relation to those problems". He went on to state that organisational culture embraces such organisational needs as common language, shared concepts, defined organisational boundaries, methods for selecting members for the

organisation, methods of allocating authority, power, status, and resources, norms for handling intimacy and interpersonal relationships, criteria for rewards and punishments, and ways of coping with unpredictable and stressful events. Deal (1985) added to Schein's notion that, this shared culture helps to create solidarity and meaning and inspire commitment and productivity.

Morgan (1986) contends that organisational cultures evolve from the social practices of members of organisations and are therefore, socially created realities that exist in the heads and minds of organisational members as well as in the formal rules, policies, and procedures of organisational structures. For Morgan, culture is an ongoing process of organisations to interpret events and to give meaning to their working worlds. Thus, culture is an evolutionary and dynamic process that incorporates changing values, beliefs, and underlying assumptions regarding:

- The nature of the relationship between organisation and environment. (whether the organisation control is controlled by, or coexists with the environment),
- The nature of reality and truth. (what is right or wrong in terms of acquisition and use of information, time perspectives, physical environments, and social environments)
- The nature of human nature. (intrinsic nature and basic instincts of human beings)
- The nature of human activity. (active, passive, or in-between) and

- The nature of human relationships. (the proper way for people to relate to one another).

Types of culture

When we walk into an organisation and get a certain 'feel' for it, whether it is fast moving and responsive, or whether it feels old and backward looking, this 'feeling' is referred to as 'organisational culture'. Culture is about how the organisation organizes itself, its rules, procedures and beliefs make up the culture of the company. In this section Handy (1993) commented on the types of culture one can find in organisations.

Power culture

Within a power culture, control is the key element. Power cultures are usually found within a small or medium size organisation. Decisions in an organisation that display a power culture are centralized around one key individual. That person likes control and the power behind it. As group work is not evident in a power culture, the organisation can react quickly to dangers around it as no consultation is involved. However, this culture has its problems, lack of consultation can lead to staff feeling undervalued and de-motivated, which can also lead to high staff turnover.

Role culture

Role culture is one in which people's activities are strongly influenced by clear and detailed job descriptions and other formal signals as to what is expected of them. Common in most organisations today is a role culture. In a role culture, organisations are split into various functions and each individual within the function is assigned a particular role. The role culture has the benefit of specialization. Employees focus on their particular role as assigned to them by their job description and this should increase productivity for the company. This culture is quite logical to organize in a large organisation.

Task culture

A task culture refers to a team based approach to complete a particular task. They are popular in today's modern business society where the organisation will establish particular 'project teams' to complete a task to date. A task culture clearly offers some benefits. Staff feel motivated because they are empowered to make decisions within their team, they will also feel valued because they may have been selected within that team and given the responsibility to bring the task to a successful end.

Achievement culture

In a culture of achievement you notice people who are interested, energetic, committed, and co-operative and results focused. They are supported to do this through aligned systems, processes, structures and clear leadership.

The outcome of creating a Culture of Achievement is an adaptable, sustainable and profitable organisation which is able to achieve its strategy. Business research has shown that achievement cultures lead to above average growth in revenue, profit and share price. The most sustainable way to attain a Culture of Achievement is through strong leaders mobilizing individuals towards agreed performance goals, within a cooperative work environment. The goals need to be driven by leaders who are willing to be the flag bearers, are clear on direction, can articulate the goals and support the rest of the organisation towards achieving them.

Person culture

Person cultures are commonly found in charities or non-profit organisations. It is a loose collection of individuals who share common facilities while pursuing own goals separately; power is not really an issue, since members are experts in their own right. The focus of such organisation is the individual or a particular aim.

Forward and backward looking cultures

Organisations that have an entrepreneurial spirit always embrace change and listen to staff and customers are said to be forward looking. Forward looking organisations are risk takers and do well because of it. A backward looking culture does not embrace change and is led by systems and procedures.

For Schein (1992), it is clear that organisations must analyze their cultures and manage within their cultural boundaries. If the fit between culture and environment is inappropriate, organisations must change their cultures. Yet in order to manage effectively within boundaries or to change cultures, leaders and managers must learn to perceive the types of systems with which they are working. Successful leadership depends on an ability to create or to maintain a shared reality, as cohesive group evolve from shared reality and meaning.

Morgan (1986) had earlier contended that shared reality and meaning will be created or maintained only when leadership and management is symbolically consistent with some desired direction. In other words, culture cannot be controlled; it only can be influenced by leadership and managerial behavior. It was therefore necessary to find out what types of culture prevail at GES Head Office and how these cultures influence the organisational performance.

Organisational performance

Mohrman et al. (1990) state that performance of an organisation is measured by its productivity, organisational effectiveness, market share, returns on investment and employee retention. They went on with the assertion that the performance of an organisation is determined by and organisation's character. Specifically, an organisation's performance is high when its character promotes effective exchanges with its environment and its internal-design features effectively fit together which reinforce one another.

Lusthaus et al (2000), state that organisational performance is made visible through the activities it conducts to achieve its mission. Outputs and their effects are the most observable aspects of an organisation's performance. They came out with some indicators of organisational performance which are effectiveness efficiency, relevance and financial viability.

To them the effectiveness of an organisation is the degree to which it moves toward the attainment of its mission and realizes its goals. Efficiency of an organisation is the ability to provide exceptional services within an appropriate cost structure. With relevance, they stated that organisations in any society take time to evolve and develop, but they must develop in ways that consolidate their strengths. To be able to survive, the organisation must adapt to changing contexts and capacities and keep its mission, goals, programmes and activities agreeable to its key stakeholders. To survive, the organisation's inflow of financial resources must be greater than the outflow. This will make the organisation financially viable.

Most organisations view their performance in terms of 'effectiveness' in achieving their mission, purpose and/or goals. For example, GES would tend to link the larger notion of organisational performance to the results of their particular programs to improve the lives of a target group (e.g. teachers). At the same time, it is likely most organisations would also see performance in terms of their 'efficiency' in terms of deploying resources (optimal use to obtain the results desired). In order for an organisation to remain sustainable, it must have:(1) an expansive sense of purpose that continues to be 'relevant' to its stakeholders

(implying an ability to adapt to a changing context), and (2) ‘financial viability’ as measured by its ability to raise funds (and generate revenues) to meet its functional requirements in the short, medium and long-term. The ultimate test of any organisation over time is its sustainability.

Organisations exist within certain external contexts that facilitate or impede their performance. They need to get support from the environments that they function in if they are to survive and perform well. The environment can be the key factor in determining the ease with which an organisation can carry out its activities – or the level of available resources. It is unlikely that targeted results will be achieved unless the stakeholder environment is supportive of what the organisation is intent on accomplishing. Also, it is difficult to operate if there are poor infrastructure services. Things such as electricity, phone lines and so forth also influence an organisation’s performance. It is clear that the characteristics and quality of an organisation’s external environment can be key determinants in affecting the performance of the organisation.

Many things are measurable. That does not make them key to the organisation's success. In selecting Key Performance Indicators, it is critical to limit them to those factors that are essential to the organisation reaching its goals. It is also important to keep the number of Key Performance Indicators small just to keep everyone's attention focused on achieving the same Key Performance Indicators. That is not to say, for instance, that a company will have only three or four total Key Performance Indicators in total. Rather there will be three or four Key Performance Indicators for the company and all the units within it will have

three, four, or five Key Performance Indicators that support the overall company goals and can be "rolled up" into them. For the assessment to be done for Ghana Education Service Head Office, this research will consider Eleven (11) key performance indicators.

CHAPTER THREE

METHODOLOGY

Introduction

The chapter focuses on the procedures used in collecting data for analysis. It is presented in the following order: Study Organisation, Population, Sample Selection, Data Gathering Instruments, Administration of Instruments, and Methods of Data Analysis.

This research looked at how the four pillars of culture that is power, role, achievement and support relate with the organisational performance in GES.

The organisation's performance is made visible through the activities it conducts to achieve its mission. Outputs and their effects are the most observable aspects of an organisation's performance. Information was generated from existing data and a mechanism for gathering performance data was also created.

Due to the large size of Ghana Education Service as an organisation data was collected by using a sampling procedure to gather the data. This data was analyzed and came out with the findings. These findings were then sent to some respondents to get their understanding and recommendation in the form of feedback which was later incorporated into the research work. In the end conclusion was drawn with recommendations.

Study organisation

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCDC 247 and subsequently amended by NRCDC 252, 357 and SMCD 63. The GES is governed by a fifteen-member council. The vision of GES is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service. The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training through effective and efficient resource management that will facilitate the making of education delivery relevant to manpower and social needs of the nation.

The Ghana Education Service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. Its mandate is as follow:

- provide and oversee Basic Education, Senior High Education, Technical and Special Education
- register, supervise and inspect private pre-tertiary educational institutions
- Submit to the Minister, recommendations for educational policies and programmes
- Promote the efficiency and full development of talents among its members.

- Register teachers and keep an up-to-date register of all teachers in the public system.
- Carry out such other functions as are incidental to the attainment of the functions specified above.
- Maintain professional standards and the conduct of its personnel.

The Ghana Education Service has a governing council known as the Ghana Education Council. It is headed by a Chairman. The chairman and the other members of the council are appointed by the President of the Republic in consultation with the Council of State. In 1982, PNDC Law 42 section 33 sub section 2 (1982) dissolved the council and transferred its function under NRCDC 247 to the Secretary for Education. It was however, restored by Act 506 (1995) to continue to govern the activities of the GES.

Population

The focus of this research is on the workers in the Head Office of Ghana Education Service in Accra. The total population at the Head Office is Four Hundred and Fifteen (415). Out of this population Two Hundred and Sixteen (216) people were sampled from Basic Education, Curriculum Research Development Division (CRDD), Finance, Human Resource Management and Development (HRMD) and Secondary Education. 216 out of the 415 were selected because it is representative. Kirk (1995) states that the larger the population size the smaller the percentage of the population required to get a representative sample. He adds that a population of 420 requires a sample size of

201 therefore a population of 416 for this study also requires a sample size of 200. It was also impossible to cover the entire population within the limited time frame. Financial constraint was also a factor for selecting the total of 216.

Table 1: Sampled population at GES Head Office

Division	Male	Female	Total
Basic Education	14	10	24
CRDD	11	12	23
Finance	25	30	55
HRMD	33	54	87
Secondary Education	12	15	27
Total	95	121	216

Source: Ghana Education Service Human Resource Department

Sampling procedure

Data was collected purposively from five divisions out of ten main divisions. These were Basic Education, Curriculum Research Development Division (CRDD), Finance, Human Resource Management and Development (HRMD) and Secondary Education. The reasons for purposively using these selected divisions was that they can offer more details and high degree of accuracy when answering the questionnaires and responding to the interviews. Another reason for selecting these units was that it was impossible to cover the

entire population within the timeframe. They are also easily identifiable and clearly defined.

After selecting the five divisions each member of the division was selected using the simple random sampling technique using a table of random numbers. The sampling interval was one out of two. This was done to give everybody in the divisions an equal chance to be selected.

Data gathering instruments

The research data collection techniques were based on survey questionnaire. The administration of the questionnaires were done personally which result in receiving more cooperation from respondents than if others were asked to collect the data. The research used two sets of questionnaires: one for assessing the culture and the other set for assessing the organisational performance.

The questionnaire for assessing the current and preferred culture was a diagnostic instrument which has a set of fifteen (15) questions. These questions were in the areas of members priority to work, people who do well in the organisation, how the organisation treats individuals, decision-making, assignment of tasks, work motivation, relationship between groups, inter group and interpersonal conflicts, the external environment, systems and procedures and how new members learn. The questions have four (4) ranking that is, A to D. Respondents are to rank their answers for both current and preferred culture by assigning 4,3,2,1 for each phrase in the current and preferred with 4 being the

most dominant and 3 the next most dominant and 1 being the least dominant alternative. In analyzing the questionnaire all A answers are issues related to power, B responses are related to role, C responses are related to achievement and D issues are for support. This tool is adapted by OCIC International UK (see Appendix A).

The second questionnaire on Organisational Performance had eleven (11) major categories of statements, namely the Mission, Ethics and Accountability, External Environment, Strategic Planning and Management, Organisational Structure, Leadership and Management, Human Resources Management, Internal and External Communication, Financial Management, Evaluation and Performance Management and Information Technology. Each category has five statements which require respondents to agree or disagree (see Appendix B).

Advantages

The advantages in using the selected instruments include:

- Expense and time involved in training interviewers and sending them to interview are reduced by using questionnaires.
- Uniformity of questions - Each respondent receives the same set of questions phrased in exactly the same way. These questionnaires may, therefore make data more comparable than information obtained through an interview.
- Standardization - The questions are highly structured and the conditions under which they are answered are controlled.

- They are easy to administer code and analyze.
- The questions are issues concerning their day-to-day activities at the work place.

Disadvantages

- Respondent's motivation is difficult to assess, affecting the validity of response.
- Some respondents may not be honest in their responses.
- The ranking for the culture questionnaire is difficult to understand without actual demonstration as to how to rank the answers.

Interviews

Two sets of open-ended questions on culture and organisational performance were used to gather information from fifty (50) of the respondents to the questionnaires from the five divisions. Twenty five interviewees were targeted for each set of questions. Four open-ended questions were asked on culture and three questions were asked on the performance of the organisation. Each interview was allowed a maximum of ten minutes of time. The interview was used to elicit information on the culture and the relationship that exist between culture and performance. The interview helped overcome the lapses in the questionnaires, such as lack of extra information that the questionnaires did not address. It also gave information on what was going on in the organisation in the interviewees' own words. Answers to these questions from the members of the

organisation can be taken as a powerful picture of the organisation. The open-ended questions allowed freedom of interviewees to express their thoughts; it also offered more details and allowed creativity and initiative by interviewees. It also gave large information even though some were not relevant to the research work. Refer to appendix C for the questions.

Documents and records

This refers to actual documents including, annual reports, and archive collections from Ghana Education Service records and from other libraries. The documents were on the history of the GES, where the researcher got information on the population of the organisation and the act that brought the service into being. There were documents on the achievement of the service in the records unit which helped in the research work. These forms of data collection methods were used to collect data for the literature review and also broaden her knowledge on the area of the research.

Administration of instruments

Two Hundred and Sixteen (216) questionnaires were distributed to the staff of Basic Education, Curriculum Research Development Division (CRDD), Finance, Human Resource Management and Development (HRMD) and Secondary Education. How to answer the questionnaires for the culture were explained to those who had difficulty in answering the questions. The questionnaires were left with respondents for one week and later the answered

ones collected. A grace period of another one week was allowed for those who could not submit their questionnaires. This was done with the intention of having a 100% retrieval of questionnaires. This went on till 190 filled questionnaires were collected for the analysis. The performance questionnaire was sent later and most of them were answered and collected that day. The rest were collected the following day. 87.9% of the questionnaire on culture and 85.2% on organisational performance were retrieved for analysis.

Methods of data analysis

The various items in each set of questionnaires were tallied and averaged. Microsoft Excel was used to generate histograms from the averaged values. Narrative coding and descriptions were also used for the qualitative presentation of the results on the interview.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the presentation and discussion of the findings of the data gathered from Ghana Education Service (GES) Head Office. The study primarily aimed at assessing the existing and preferred culture and its relationship with the organisation's performance and come out with the way forward for the organisation. As the study was basically and essentially qualitative and quantitative in nature, narrative descriptions, frequencies and percentages were used in analyzing the data. The presentations are in the form of tables, graphs and narrative to facilitate easy and quick reading and for better understanding. Only the returned questionnaire that is one hundred and ninety (190) for culture and one hundred and eighty four (184) for organisational performance were used for this analysis. See table 2 for returned questionnaires for the analyses.

Table 2: Returned questionnaires from the five divisions on culture

Division	Number Given Out	Number Returned
Basic Education	24	22
CRDD	23	20
Finance	55	50
HRMD	87	75
Secondary Education	27	23
Total	216	190

Source: Fieldwork, 2009

The findings and analysis are as follows:

Research question One (1)

How does the existing organisational culture at Ghana Education Service Head Office mirror the preferred culture?

Having studied and analyzed the result on the Culture profiles of the five divisions the following came out, that the existing culture does not mirror the preferred culture.

A (Power Culture)

The Power figures in tables 3 and table 4 and figure 2 histogram below show the existing power level as 144.4 and the preferred level at 43.4 giving the power level as higher in all the five divisions. This means that the existing power level is high and they will prefer a lower power level in the organisation. Power is centralized in supervisors and leaders at high levels in the organisation. The

performance of certain routine administrative tasks still requires approval of managers and supervisors. Rules had been put in place and members of staff were expected to abide by the rules. There was no room for tolerance such that any little deviation on the part of Heads of Division especially attracted some form of sanctions.

Table 3: Distribution of the mean responses in each of the five divisions on the existing culture

Division	A (Power)	B (Role)	C (Achievement)	D (Support)
Basic Education	81	73	40	22
CRDD	72	68	34	20
Finance	188	144	92	50
HRMD	292	233	145	75
Secondary Education	89	72	43	23
Total	722	590	354	190
Mean	144.4	118	70.8	38

Source: Fieldwork, 2009

As much as the staff members liked the implementation of rules, they will prefer a system that tolerates human errors. The analysis also revealed that the system stifles initiative. The research shows that the staff will prefer the diffusing of power where Heads of Division were allowed to make decisions limited to their level and this will percolate down to other staff members. This in a way will encourage initiative. This type of culture goes to confirm the comment by Handy

(1993) that decisions in an organisation that display a power culture are centralized around one key individual. That person likes control and the power behind it.

Table 4: Distribution of the mean responses in each of the five divisions on the preferred culture

Division	A (Power)	B (Role)	C (Achievement)	D (Support)
Basic Education	26	40	68	82
CRDD	22	38	85	72
Finance	58	92	160	190
HRMD	85	140	233	292
Secondary Education	26	43	73	88
Total	217	353	619	724
Mean	43.4	70.6	123.8	114.8

Source: Fieldwork, 2009

Below is the pictorial representation of the existing and preferred culture at GES Head Office.

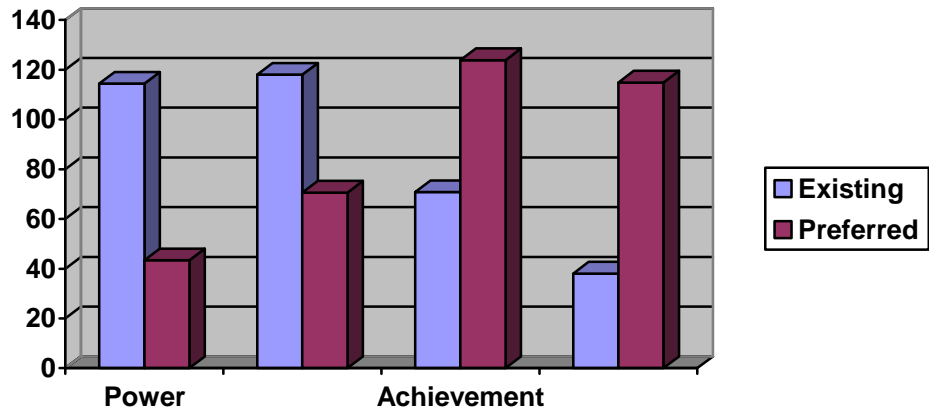


Figure 2: Histogram on the existing and preferred culture of five divisions at GES Head Office

Source: Fieldwork, 2009

Table 5: The mean table for culture profile on the five divisions

Response	A(Power)	B(Role)	C (Achievement)	D (Support)
Existing	144.4	118	70.8	38
Preferred	43.4	70.6	123.8	114.8

Source: Fieldwork, 2009

The mean distribution table was used to generate the histogram above of the existing and preferred culture in the five divisions.

B (Role Culture)

According to the findings the role level existing in the divisions are 118 and they will prefer 70.6. Roles within the organisation are well spelt out and staff members who did well tend to be those who play by the rules. Members in the

divisions need to learn the formal rules and procedures and abide by the regulations in the organisation and stay within the boundaries of their jobs. It was found out that the relationship between staff members in the divisions are characterized by indifferences towards each other. They help each other when they are directed by their superiors to do so. According to the findings, the system is typically a bureaucratic type. Respondents will prefer the rules to be there but members should be allowed to take initiatives while performing their routine work (see Tables 3 and 4 and Figure 2).

C (Achievement Culture)

Contrary to power and role culture, the existing achievement levels in the five divisions are rather low at 70.8 and the preferred level was 123.8. This shows that staff members within these divisions are willing to take initiative to get things done to achieve the goals of the divisions and also healthily challenge their leaders or supervisors on issues necessary to attain the goals of the total system. A mean preferred responds of 123.8 show that staff member will wish all the resources needed to help them do their job effectively and efficiently be provided for a higher achievement culture in the divisions. This finding also supports the assertion of Handy (1993) that in a culture of achievement you notice people who are interested, energetic, committed, and co-operative and results focused. They are supported to do this through aligned systems, processes, structures and clear leadership. This is shown in the preferred mean achievement level of 123.8.

D (Support Culture)

Respondents indicated that supports from members that exist in the divisions are on the lower side making the desire to be accepted by others and working as a team is low. The bar indicated the support level at the existing level as 38 and the preferred as 114.8(see Tables 3 and 4 and Figure 2).

Twenty five (25) respondents across the divisions who were part of those who responded to the culture questionnaire also responded to the performance questionnaire. The interview schedule was an open-ended type. The open-ended questions allowed freedom of interviewees to express their thoughts on the culture that exist and the type of culture they would prefer. This interview offered more details on the culture at GES Head Office. The questions asked were:

- How are things done here?
- How are relationships like?
- Are there any relationship with what you have said and the division's performance?
- If you could wave a magic wand and change one thing here, what would it be and why?

In response to question one (1) the respondents in the group said they come to work on time and do what is expected of them. Some said, "Sometimes when you need files to do your work it becomes difficult getting the files from records". Others said, "Over here you do only what you are told even if you think there are other ways of doing the same things". Others said, "We have to follow procedures even though some of these procedures cause delay in performing tasks

when you complain some of my own colleagues will say, “When did you come”. Seven of the interviewees said, “To work on people’s salaries and other financial inputs we have to do everything manually because the computers we have are few leading to delay in the way things are done here”. All twenty five (25) interviewees complained about regular power failure in the office. This was what was said by some of them, “Sometimes we come to work and cannot do anything profitable because the lights are off”.

Responses to question two (2): How are relationships like?

Some of the interviewees said they have cordial relationship with people in their unit but people in other units look down on them so they also do not go near them. Some said, “Over here we have those who are teachers and non teachers and sometime the teachers feel they are better than we the non teachers which I think is not good”. “If you are not close to people at the top when you have a problem no one cares about you”. These were some of the complaints of eight of the interviewees.

Question three (3): Are there any relationships with what you have said and the division’s performance?

Some said, in the area of relationship where others think they are more qualified than others it becomes very difficult to work together and these in turn affects performance level and productivity. One interviewee said, “It is always my desire to do more to achieve more but when I want to use other means of doing

the work so I can finish on time I am told to follow some old procedures, and this leads to low level of performance”. Another interviewee said, “When only those who are free with top managers get what they want we will also not help them when they come to us for help to do their work and this will lead to low level of performance.” Some of the interviewees said if they have their own way they will change the procedure of performing their tasks and how we relate with each other for the organisation to be able to achieve its mission for existence. These comments of the interviewees confirms the idea of Morgan (1986) that organisational culture evolves from the social practices of members of the organisation and are therefore, socially created realities that exist in the heads and minds of the organisation’s members as well as in the formal rules, policies, and procedures of the organisational structures. The research also agreed to the assertion of some of the interviewees that if procedures and practices are not working well for employees there will therefore be the need for a change for the improvement of the organisation.

In relation to question four (4): If you could wave a magic wand and change one thing here, what will it be and why? Most of them talked about the attitude of staff towards colleagues and towards others who come to the office for official work to be done for them. According to them some staff members have rude attitude towards teachers who come to the Head Office to get things done. One person said, “We are here because of them so we think this must be stopped to enable the organisation to achieve its goals.” Some also said they will wish teachers documents are computerized for easy retrieval. Others said they will wish

the kind of relationship which exist now could be changed to a more cordial and friendly one no matter your level of qualification or your position for better organisational performance. Twenty of the twenty five interviewees said they will wish the bureaucratic procedures could be reduced so that unnecessary delays will be reduced so that teachers and other stakeholders will not be complaining about their work. Others said they will wish their salary levels are increased for better performance. Others said if they would be provided with the resources they need for their work they will be very glad.

Performance level in the organisation

In this section the findings were analyzed under these headings: Mission, Ethics and Accountability, External Environment, Strategic Planning and Management, Organisational Structure, Leadership and Management, Human Resources Management, Internal and External Communication, Financial Management, Evaluation and Performance Management and Information Technology (see table 6 for the returned on organisational performance) The analyses were basically descriptive in nature.

Mission: On the subject of the organisation's mission 85% of the respondents agreed that Ghana Education Service Head Office has a clear mission and core values and it is understood by them. They also agreed that the mission addresses critical needs in the human market place. The rest stated that they do not know. 70% of the respondents disagreed with the fact that the organisation

periodically reviews the mission statement to assess whether the conditions it addresses still remain. The others stated that they do not know.

Table 6: Returned questionnaires from five divisions on organisational performance

Division	Number Given Out	Number Returned
Basic Education	24	20
CRDD	23	19
Finance	55	51
HRMD	87	73
Secondary Education	27	21
Total	216	184

Source: Fieldwork, 2009

Ethics and Accountability: In the area of ongoing evaluation, peer reviews and performance reviews 90% of respondents stated that there are evaluation procedures in place. They also agreed that there are policies governing distribution of materials to the public. However 80% of the respondents stated their disagreement to the statements that the organisation has processes in place to periodically assess compliance and that the organisation conducts ethics audits or has ethics compliance programme.

External Environment: 75% of respondents agreed to the fact that the organisation monitors the needs of the external environment. They also agreed that GES Head Office helps to plan or solve community challenges when needed.

80% said the organisation is involved in expansive network of people, organisations and communities. They finally stated that GES Head Office forms alliance with other organisation when appropriate. These finding confirms the facts of Mohrman et al. (1990) that an organisation's performance is high when its character promotes effective exchanges with its environment and its internal-design features effectively fit together and reinforce one another. However, the rest of the respondents stated that they do not know.

Strategic Planning and Management: On the issue of strategic planning and management 95% of the respondents agreed that the organisation has strategies that were developed as an outcome of a strategic planning process. They also agreed that the organisation has a clear strategy that guides the programmes or activities in the context of the organisation's vision and mission. The same number of respondents disagreed to the fact that the organisation involves functional heads of the organisation in the strategic planning process.

Organisational Structure: 85% of respondents stated that the structure of the organisation supports and reflects the strategy and vision of the organisation. They also stated that GES Head Office has clear lines of authority and responsibility. They went on to state that the organisation has a supportive and knowledgeable council in place. However, they strongly disagreed that the organisation has enough as well as the right kind of resources for example financial, staff, time and technology to achieve its goals. The others agreed to the statement.

Leadership and Management: 90% of respondents disagreed with the fact that individuals who lead the organisation create a culture that enables and motivate the organisation to fulfill its mission. They also disagreed to the fact that the organisation has a systematic process that promotes effective leadership across the organisation. In addition to these they disagreed to the fact that the organisation has a strong council that relates dynamically with the staff and officers to provide a bridge to the larger community. This finding disagrees with Morgan (1986) that shared reality and meaning will be created or maintained only when leadership and management is symbolically consistent with some desired direction. In other words culture can be influenced by leadership and management. However, 80% agreed to the fact that the organisation has programmes that ensures qualified successors are prepared for key leadership positions.

Human Resources Management: 70% of respondents disagreed with the statement that the organisation has a system or process to attract, reward, retain, value and develop talented staff including emerging leaders. They also stated that the organisation has no formal programme for staff development. However others agreed to this fact. 60% disagreed that employees are considered a valuable asset of the organisation. The others therefore agreed to it.

Internal and External Communication: On the issue of communication 85% of the respondents agreed to the statements that stakeholders are informed about the plans of the organisation, the organisation routinely share information

from external sources with staff affected by the information. They also agreed that the organisation educates its management and staff to communicate effectively.

Financial Management: 50% of respondents agreed that the organisation is committed to the survival, growth and financial soundness of the organisation. 50% also agreed to the fact that the organisation has an ongoing capacity to attract sufficient financial resources. They agreed that there are imaginative, experienced and well trained persons heading the financial operations of the organisation. However, the other 50% stated that they do not know about the operations of the finance division.

Evaluation and Performance Management: 80% of respondents agreed to the statement that the organisation's programmes, projects and activities have well defined outcomes that have real impact on society. They also agreed that the organisation has performance management system in place which they use to measure outcomes and provide accountability. The others stated that they do not know.

Information Technology: 85% of respondents agreed that the organisation is involved in electronic networks. They also agreed that the organisation uses information technology to enhance decision making. According to respondents the organisation utilizes technology to manage information resources. However they stated that the organisation is not current in its use of information technology.

The research on organisational performance proves that there is an appreciable level of performance in the organisation in all the eleven thematic areas assessed.

Relationship between organisation's culture and performance

In this section 25 respondents were interviewed from all the five division. These respondents were part of the staff who responded to the culture and performance questionnaires. They were interviewed after they had the histogram generated for the existing and preferred culture. The questions asked were:

- Is there any relationship between culture and performance?
- What is the relationship between the organisation's culture and performance with relation to power, role, achievement and support?
- What do you think will be the way forward for the organisation?

Feedback from respondents

All the twenty five (25) respondents agreed that a relationship exists between culture and performance. Some of the comments from the respondents were: "I believe GES Head Office can perform better if the kind of power some of our leaders wield is defused so that performance will go up and this organisation will be one of the best." "I think the culture of bureaucracy is not helping in the performance of our work because something that can be done in a few minutes will have to pass through a lot of channels and by the time it is done it has taken about two weeks which is not good for the growth and performance of the

organisation. I believe when this is reduced we will perform better. Others stated that if they are given all the support they need, performance will increase automatically. Some of the interviewees said performance is low in some areas because some of those who matter are not involve in decision-making and this is a culture that will not help the organisation. An interviewee stated that, “The culture of pleasing people in high position leads to low performance so if people are not doing the right things others cannot talk about it.”

The way forward

These were comment from the interviewees when asked for the way forward. “I think the way forward is that all of us will be treated fairly and with respect no matter who you know”.

Other interviewees stated that working within rules and procedures help to increase performance, however some of the procedures are not helping to increase performance here in GES. They think the way forward is that some of the procedures should be reviewed to facilitate high performance. Fourteen of the interviewees stated that the relationship that exist between and among individuals and departments does not work in helping others to do their work. Some of them said, “Some of us only help others only if we are told to do so by our supervisors, when this happens, performance level is always low.” They stated that the way forward is to have a cordial relationship with everybody in the organisation so they can help each other to improve performance level.

Some interviewees indicated that support from members in the organisation is low and this has a powerful relationship with performance. They stated that if all materials, financial and human resources are provided in adequate proportion then performance level in this organisation will improve.

Finally interviewees said achievement has relationship with performance and it will be their hope that the organisation achieves a very high performance level than it is doing now. They stated that this can be a reality if the organisation involves the right people in decision-making, provide all the support services, organize regular in-service training for members, pay them well, make sure the right people are placed in the right positions and respect each member of the organisation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this chapter, the findings of the study are summarized, conclusions drawn and recommendations presented.

Summary

The objective of the research was to find out the culture that exist at GES Head Office and to determine if this culture has any relationship with the organisation's performance. The study also sought to get feedback from respondents on the relationship and the way forward for the service. The researcher looked at how the four pillars of culture that is, power, role, achievement and support relate with the organisational performance in GES. This was done by collecting data on the existing and preferred culture of the service.

The organisation's performance is made visible through the activities it conducts to achieve its mission, outputs and their effects are the most observable aspects of the organisation's performance. Questionnaires, interview and documental review were the sources of data collected. Only the returned questionnaires were used in the analyses to arrive at the findings.

The findings revealed that power was centralized with people in top positions. Certain routine administrative works still require approval by the supervisors. Rules have been put in place and all staffs were expected to abide by the rules. There was no room for tolerance such that any little deviation on the part of Heads of Department especially attracts some form of sanctions.

Some staff were aware of the mission of the organisation and stated that the mission addresses critical needs in the human market. Most of the staff disagreed to the fact that the organisation conducts ethics audits or has ethics compliance programme. Some agreed to the fact that the organisation is in link with the external environment to work together. They agreed that the organisation has a strategic planning in place but they will wish that all heads of department are involved in the strategic plan process.

The respondents stated that the current level of performance could be improved if support systems in the area of finance, staff and technology are put in place. Some also suggested that the organisation should encourage shared leadership and give credit to others when they do the right things.

As much as the staff members like the implementation of rules, they will prefer a system that tolerates human errors. Staff complained that the system stifles initiatives. They will prefer the diffusing of power where Heads of Department will be allowed to make decisions limited to their level and this will dwindle down to other staff. This they said will encourage initiatives.

Informal working relations are limited among staff. All staffs are busy trying to meet budget and goals set for them. Even though there is a well

implemented conditions of service programme, staff expected more from top management. Staff will want Management to organize social programs that bring staff members together and will want educational sponsorships and welfare schemes in place. A further study could be done to cover the other divisions of the organisation.

Conclusions

Feedbacks from respondents have shown that organisational culture does make a difference with respect to long-term performance. It was also revealed that the existing culture does not mirror the preferred culture. The research also revealed that there is a relationship between culture and performance in the sense that where power level is appreciably low, performance goes high through staff initiatives. Culture is manageable to some degree, although the direction and impact will not always be subject to full control. The implications of this is that organisational leaders in search for sustainable performance must conduct culture and performance assessment regularly and manage organisational members, by binding members together, and, by energizing forward movement. This will imply that leaders need to rethink how they view the organisation, how they set the strategic direction, and how they manage people and processes in their organisation. Organisation's leaders will have to build cultures that endure and adapt through multiple generations of leaders and preserve the core of the organisational culture as an anchor point in changing and uncertain times.

Recommendations

- Leadership at Ghana Education Service Head Office need to be more sensitive and change the culture when the fit between culture and environment is inappropriate.
- Functional heads and representatives from the divisions should be involved in the organisation's strategic planning process.
- Leadership of GES should create a culture that enables and motivates to fulfill its mission.
- Staff should be trained in information technology so they can be current in the use of the technology.
- There should be regular in-service training for staff members to update their knowledge on human relations.
- There should be regular assessment of performance so that improvement strategies could be put in place for staff members.
- Leadership of Ghana Education Service Head Office should make frantic effort to change the current culture of the organisation as the staff want it for better improvement in performance.
- Issues on the finances of the organisation should be made known to all the members of staff.
- The vision and mission of the organisation should be made known to all members of staff including in members.
- Staff members could be trained on the effects of their attitude on the improvement of the organisation's performance.

Area for future research

For future research, a study should be conducted into this topic to include all the divisions of the Ghana Education Service Head Office to enable the service unearth some of the ways by which it can improve on its culture and performance. Feathermore, the sample size could be expanded to include stakeholder for a clearer understanding of how to improve the culture and performance.

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APPENDICES

APPENDIX A

DIAGNOSING ORGANISATIONAL CULTURE TOOL FOR GES HEAD OFFICE STAFF

Gender Male

Female

Number of year in the Organisation 1 - 5 6 – 10 11 – 15 16 and
above

Rank

This questionnaire is a tool to obtain data from staff on the existing and preferred culture of the organisation.

Please help by answering the following questions. Do not give your name.

Results will be grouped, and all individual comments will be kept anonymous.

Please check your answers to be sure that you have assigned only one “4” one “3” one “2” and one “1” for each phrase in the “existing” column and for each phrase in the “preferred” column.

Ranking key: 4 = the dominant view or your most preferred alternative

3 = the next most dominant view or preferred alternative

2 = the next most dominant view or preferred alternative

1 = the least dominant view or least preferred alternative

EXISTING PREFERRED
CULTURE CULTURE

1. Members of the organisation are expected to give first priority to

- _____ _____ a. meeting the needs and demands of their supervisors and high-level people in the organisation
- _____ _____ b. carrying out the duties of their own jobs; staying within the policies and procedures related to their jobs
- _____ _____ c. meeting the challenges of the task, finding a better way to do things
- _____ _____ d. co-operating with the people with whom they work, to solve and personal problems

2. People who do well in the organisation tend to be those who

- _____ _____ a. know how to please their supervisors and are able and willing to use power and politics to get ahead
- _____ _____ b. play by the rules, work within the system, and strive to do things correctly
- _____ _____ c. are technically competent and effective, with a strong commitment to getting the job done

_____ d. build close working relationship with others by being
co-operative, responsive and caring

3. The organisation treats individuals

_____ a. as “hands” whose time and energy are at the disposal
of persons at higher levels in the hierarchy

_____ b. as “employees” whose time and energy are
purchased through a contract, with right and
obligations for both sides

_____ c. as “associates” or peers who are mutually
committed to the achievement of common purpose

_____ d. as “family” or friends who like being together and who
care about and support another

4. People are managed, directed or influenced by

_____ a. People in positions of authority, who exercise
their power through the use of reward and punishments

_____ b. the systems, rules and procedures that prescribe what
people should do and the right way of doing it

_____ c. their own commitment to achieving the goals of
the organisation

_____ d. their own desire to be accepted by others and to be
good members of their work group

5. Decision-making processes are characterized by

_____ a. directives, orders and instructions that come down from
high levels

_____ b. the adherence to formal channels and reliance
on policies and procedures for making decisions

_____ c. decisions being made close to the point of action,
by the people on the spot

_____ d. the use of consensus decision-making methods to gain
acceptance and support decisions

5. Assignment of tasks or jobs to individuals are based on

_____ a. the personal judgments, values and wishes of those in
positions of power

_____ b. the needs and plans of the organisation and the rules of
the system (senior qualification, etc)

_____ c. matching the requirements of the job with the interest
and abilities of the individuals

_____ d. the use of consensus decision-making methods to
gain acceptance and support decisions

8. It is considered legitimate for one person to tell another what to do when

- _____ a. he or she has more power, authority or clout in the organisation
- _____ b. It is part of the responsibilities included in his or her job description
- _____ c. he or she has greater knowledge and expertise and uses it to guide the other person or teach him or her to do the work
- _____ d. the other person asks for his or her help, guidance or advice

9. Work motivation is primarily the results of

- _____ a. hope for rewards, fear of punishment or personal loyalty to the supervisor.
- _____ b. acceptance of the norm or providing a “fair day’s work for a fair day’s pay”
- _____ c. strong desire to achieve, to create and to innovate and peer pressure to contribute to the success of the organisation
- _____ d. people wanting to help others and to develop and maintain satisfying working relationships

10. Relationships between work groups or departments are generally

- _____ _____ a. competitive, with both looking out for their own interests
and helping each other only when they can see
some advantage for themselves by doing so
- _____ _____ b. characterized by indifference toward each other, helping
each other only when it is convenient or when they are
directed by higher levels to do so.
- _____ _____ c. co-operative when they need to achieve common goals.
people are normally willing to cut red tape and cross
organisational boundaries in order to get the job done
- _____ _____ d. friendly, with a high level of responsiveness to
requests for help from other groups

11. Inter group and interpersonal conflicts are usually

- _____ _____ a. competitive, with both looking out for their own interests
and helping each other only when they can see
some advantage for themselves by doing so
- _____ _____ b. avoided by reference to rules, procedures and formal
formal definitions of authority and responsibility
- _____ _____ c. resolved through discussions aimed at getting the
best outcomes possible for the work issues involved

_____ d. dealt with in a manner that maintains good working relationships and minimizes the chances of people being hurt

12. The larger environment outside the organisation is responded to as though it were

_____ a. a jungle, where the organisation is in competition for survival with others

_____ b. an orderly system in which relationships are determined by structures and procedures and where everyone is expected to abide by the rules

_____ c. a competition for excellence in which productivity, quality and innovation bring success

_____ d. a community of interdependent parts in which the common interests are the most important

13. If rules, systems or procedures get in the way, people

_____ a. break them if they have enough clout get by with it or if they think they can get away with it without being caught

_____ b. generally abides by them or go through proper channels to get permission to deviate from them or have them changed

APPENDIX B

ORGANISATIONAL PERFORMANCE ASSESSMENT TOOL FOR GES HEAD OFFICE STAFF

Gender Male

Female

Number of year in the Organisation 1 - 5 6 – 10 11 – 15 16 and
above

Rank

This questionnaire is a tool to obtain data from staff on perception of its level of performance.

Please help by answering the following questions. Do not give your name. Results will be grouped, and all individual comments will be kept anonymous.

Please indicate the extent to which you agree or disagree with the following statements by putting \surd in the appropriate box.

Mission

1. Your organisation has a clear organisational mission and people at all levels of your organisation understand it.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. Your mission addresses a critical need in the human services marketplace.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Your organisation has a clear and broadly accepted set of core values.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. Your organisation periodically review the mission statement to assess whether the conditions it addresses still remain and if your organisation is still the best organisation to address them.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

Ethics and Accountability

1. Your organisation has an ongoing evaluation procedure for programs, organisational operations, employees, peer reviews and performance reviews.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. Your organisation has processes in place to periodically assess compliance with state and local laws.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Your organisation conducts ethics audits or has an ethics compliance program.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. Your organisation has policies governing materials (including yours) distributed to the public.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

5. Your organisation has processes in place to periodically assess compliance with the accounting/financial management system, the human resource system; employee satisfaction process.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

External Environment

1. Your organisation has a practice that monitors the needs of share holders.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. Your organisation is involved in an expansive network of people, organisations, societies, sectors (business and government) and communities.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Others in the community invite your organisation to help plan for the future or solve community challenges.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

4. Your organisation forms alliances with other institutions when appropriate.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

Strategic Planning and Management

1. Your organisation has strategies that were developed as outcomes of a strategic planning process.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

2. Your organisation has a clear strategy that guides organisational programs or activities in the context of the organisation's vision and mission.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

3. Your organisation ties strategic planning and performance measurement together.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

4. The GES council is involved in strategic planning.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

5. Your organisation involves functional areas of your organisation in the strategic planning process.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

Organisational Structure

1. The structure of your organisation support and reflect the strategy and vision of your organisation.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. Your organisation has clear lines of authority and responsibility.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Your organisation has a supportive, engaged, and knowledgeable council.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. Your organisation has enough, as well as the right kind of resources: e.g., financial, staff, time, technology, etc. to achieve its goals.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

5. The GES Council has a role in developing the organisation's strategic plan.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

Leadership and Management

1. The individual who leads the organisation creates a culture that enables and motivates the organisation to fulfill its mission.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

2. You have a program that ensures that qualified successors are prepared for key leadership positions.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

3. Your organisation encourages shared leadership and gives credit to others.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

4. Your organisation has a systematic process that promotes effective leadership across the organisation, including council, executive director, staff members.

Strongly Disagree Disagree Agree Strongly Agree
Do Not know

5. Your organisation has a strong council that relates dynamically with the staff, officers and provides a bridge to the larger community.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

Human Resources Management

1. Your organisation has a system or process to attract, reward, retain, value and develop talented staff, including emerging leaders.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. You have evidence that your organisation supports a diversity of people and ideas.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Your organisation has a formal program for the development of staff.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. Your organisation has a formal program for the development of its staff and council members.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

5. Employees are considered a valuable asset of the organisation.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

Financial Management

1. Your organisation is committed to survival, growth and financial soundness.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. Your organisation has an ongoing capacity to attract sufficient financial resources.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Your organisation has a diverse funding base.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. Your organisation has an imaginative, experienced and well-trained person heading up the financial operations.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

5. You have confidence in the advice you receive from your outside auditors or accountants.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

Evaluation and Performance Management

1. Your organisation has a system that objectively measures organisational and programmatic outcomes and provides accountability.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. Your organisation's stated outcomes are dictated by and directed to the mission and vision.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. You measure the contributions of individuals in your organisation toward the achievement of desired outcomes.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. You have a performance management system that includes ongoing evaluation.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

5. Your organisation's programs, projects or activities have well defined outcomes that have real impact on society.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

Information Technology

1. Your organisation is involved in electronic networks.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

2. You use information technology to enhance your decision making process.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

3. Your organisation is current in use of information technology.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

4. You utilize technology to manage your information resources.

Strongly Disagree Disagree Agree Strongly Agree

Do Not know

APPENDIX C

INTERVIEW SCHEDULE FOR STAFF IN FIVE DIVISIONS OF GHANA EDUCATION SERVICE HEAD OFFICE ACCRA ON THE CULTURE THAT EXIST IN THE ORGANISATION

1. How are things done here?
2. How are relationships like?
3. Are there any relationship with what you have said and the division's performance?
4. If you could wave a magic wand and change one thing here, what would it be and why?
5. Is there any relationship between culture and performance?
6. What is the relationship between the organisation's culture and performance with relation to power, role, achievement and support?
7. What do you think will be the way forward for the organisation?